WILMINGTON WILDWOOD EARLY CHILDHOOD CENTER

24 OCTOBER 2024
PREFERRED SCHEMATIC REPORT



smma DORE + WHITTIER

WILMINGTON WILDWOOD EARLY CHILDHOOD CENTER

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PREFERRED SCHEMATIC REPORT
VOLUME 1 OF 2



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WILMINGTON PUBLIC SCHOOLS

Massachusetts School Building Authority

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Acknowledgements

Dore & Whittier Architects, Inc. would like to acknowledge the following individuals from the Town of Wilmington, Wilmington Public Schools administration, and the Wildwood, Woburn Street and North Intermediate Schools for their assistance to the Design Team.

Town of Wilmington
R. Eric Slagle, Town Manager
Judith O'Connell, Assistant Town Manager
Dennis Kelley, Public Buildings Superintendent

Wilmington Public Schools Administration
Dr. Glenn Brand, Superintendent of Schools
Paul Ruggiero, Assistant Superintendent of Administration and Finance
Kate Bissell, Principal, Wildwood Early Childhood Center
Stacey Scott, Principal, Woburn Street Elementary School
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School Committee
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Michael Mercaldi, Member
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INTRODUCTION

The Feasibility Study process includes two submissions to the MSBA: the Preliminary Design Program (PDP) and the Preferred Schematic Report (PSR). The PDP for this project was submitted to the MSBA on April 18, 2024. MSBA Review Comments were returned to the District on May 24, 2024. These comments were reviewed by both the District and the Design Team and a response was returned to the MSBA on June 10, 2024. A copy of the "Response to MSBA Preliminary Design Program Comments" is included in this submission and follows this Introduction.

The purpose of the Preferred Schematic Report is to summarize the process and conclusions of the Preliminary and Final Evaluation of Alternatives and to substantiate and document the Town of Wilmington School District's selection and recommendation of a preferred alternative. This report addresses the comments and questions raised by the MSBA during its review of the Preliminary Design Program and identifies the changes incorporated by the District to the Space Summary and Educational Program, additional information and discoveries made since the submission of the PDP. An overview of the process and steps taken by the District to arrive at the Preferred Option are outlined below.

PROCESS OVERVIEW

The Preliminary Design Program (PDP) was accepted by the Town of Wilmington School Building Committee (SBC) on April 3, 2024 and submitted to the MSBA on April 18, 2024. Upon the submission of the Preliminary Design Program report, the Wilmington Public School District began the review of the shortlisted options through an objective and inclusive process.

TABLE 1 – "SHORT LIST" OF ALTERNATIVES EXPLORED IN PSR PHASE

Altern. Number	Description	Enrollment
PreK-K R.1	Capital Improvements Plan/ Repair only – Wildwood Early Childhood Center	130+
PreK-K AR.1*	Additions + Renovations to Wildwood Early Childhood Center	130+
PreK-K N.1	New Construction – Wildwood Early Childhood Center	130+
PreK-3 R.1*	Capital Improvements Plan/ Repair only – Woburn Street School	510+

Altern. Number	Description	Enrollment
PreK-3 AR.1*	Phased Additions + Renovations to Woburn Street School	510+
PreK-3 N.1	New Construction – Woburn Street Site	510+
PreK-5 R.1*	Capital Improvements Plan/ Repair only – North Intermediate School	755+
PreK-5 AR.1	Phased Additions + Renovations to North Intermediate School	755+
PreK-5 N.1	New Construction – North Intermediate Site	755+

* Options for cost comparison.

The PSR study of these options resulted in nine potential options for consideration. These options are further described in the Final Evaluation of Alternatives section of this report.

The PSR process included several meetings with the Leadership Working Group, District Administration, Public Safety, and the School Building Committee. Presentations were given at a tri-board meeting with the Select Board, Finance Committee and School Committee, as well as informational meeting to the general public where with open forum for citizens to ask questions, voice concerns, and provide feedback regarding the options under consideration.

As part of the PSR process the Design Team reviewed the proposed Educational Program with an Expanded Leadership Working Group, including representation of the District's Director of Special Education, Superintendent of Schools, school principals, key department faculty members, the Working Group, the school committee and the School Building Committee. During this process, the school schedule was reviewed for the multiple grade configurations and room efficiencies were identified. The following program changes were identified:

1. One Prekindergarten space could be removed from the program.
2. The efficiency of (2) Art and (2) Music rooms did not meet the needs of the Educational Plan. Discussion of these program space needs resulted in reducing art and music to (1) classroom each and introducing a flex space that could be utilized by both Art and Music as well as (1) Instrumental program space.

The result of these adjustments was a reduction in the net square feet required to deliver the educational program.

During PSR, the desire for a larger gymnasium size was revisited. The PK-5 grade configuration options included a 12,000 SF gymnasium. During the scheduling exercise with the Expanded Leadership Working Group, it was recognized that the school could meet the educational program with a 6,000 SF gymnasium and thus the additional 6,000 SF would be at 100% local share cost to the project. The SBC had mtgs with the community groups who use the spaces to gain better understanding of the community benefit to continue to include the larger gymnasium in the program. Surveys included information outlining the local share costs and the additional space. All results from community outreach were supportive of including a larger gymnasium in the project and ultimately the preferred option was approved with the 12,000 SF gymnasium.

The design team reached out to the Wilmington Fire Chief and Police Chief for a project overview and to solicit initial thoughts and feedback. This helped to confirm the approach to site planning, and we heard some items and considerations for further study that will be included in the schematic design. The design team laid the groundwork for future meetings during the Schematic Design phase with these same officials. Minutes from that meeting, held May 2, 2024, are included in the Appendix.

A project website has been developed where project information, meeting schedules and agendas, presentations, MSBA submissions, and a survey have been posted: (https://www.wpsk12.com/our_district/facilities/school_building_projects/wildwood_building_project). A list of "Frequently Asked Questions" has been developed and posted on the website with an email address for the general public to submit additional questions as the project progresses.

The inclusive process that began in the PDP phase continued throughout the PSR phase. In August the School Building Committee hosted a remote Community Forum via Zoom on August 7, 2024 that was also televised live through Wilmington Community Television (WCTV). The intent was to review the shortlisted design options with their estimated costs, as well as potential local share impacts, and obtain any feedback or input prior to a final vote for the Preferred Alternative by the SBC. Approximately 104 community members plus any persons watching via the WCTV broadcast attended this presentation live. The WCTV broadcast was recorded and was viewed approximately 156 times (via YouTube as of this publication date) subsequent to the meeting. During the meeting D+W employed the interactivity software Mentimeter to collect real-time feedback to slide content as it was being presented. The platform remained open for one week following the meeting to allow additional opportunity for feedback from the community. Up-vote, down-vote and "heart" rating results, and written comments were collected from over 176 responders and are included in Section 3.3.4 – Preferred Solution. On August 19th the design team provided updates on the PSR phase remotely to the Wilmington School Committee and in-person to the Wilmington Select Board.

At the August 20th School Building Committee Meeting, results of Community Forum #4 were shared. Recognizing the significance of this important decision to potentially consolidate schools was for the community, the Superintendent of Schools and Town Manager submitted a joint memo proposing a one-month delay before voting for a preferred option to provide additional community outreach to a

more extensive populous within the Town of Wilmington. After reviewing the schedule and potential cost impacts to the project, the SBC voted to delay the vote for a preferred option by one month.

During this additional month of outreach, the School Building Committee's focused outreach efforts included the town-wide mailing of an informational flyer, in-person informational meetings at the Senior Center and at Wilmington High School Auditorium (hybrid), updated poster boards and flyers at school events and at Town buildings and updated Frequently-asked-questions on the project website. All information provided access to a Mentimeter survey to collect feedback in one location. Simultaneously a separate survey was distributed to staff to obtain feedback from the district's educators on their thoughts regarding consolidation options being considered.

The conclusion to the process included a review of the evaluation of the nine alternatives and potential tax impacts by the School Building Committee at the October 8, 2024 SBC meeting. Public input from an astounding 1337 responses to the survey, including written comments, were reviewed and are included in Section 3.3.4 – Preferred Solution. Survey results were consistent with previous surveys completed. The alternatives were reviewed, discussed and deliberated. The SBC ultimately voted on one preferred alternative. A complete list of meetings and activities is provided in the Local Actions and Approvals section.

SUMMARY OF UPDATED PROJECT SCHEDULE

Key dates are as follows:

PDP Submission:	April 18, 2024
PSR Submission:	October 24, 2024
Site Survey/Studies for preferred site	October/November 2024
FAS Meeting:	Nov. 6, 2024 or Nov. 13, 2024
Request time extension for FAS Agreement:	Nov. 2024
BOD Meeting Vote to Authorize Schematic Design:	December 13, 2024
Schematic Design Submission to MSBA:	May 1, 2025
MSBA Board Vote for Project Funding Agreement:	June 25, 2025
Wilmington Special Town Meeting to Authorize Funding:	By Fall 2025
Wilmington Ballot Vote -for debt exclusion	By Fall 2025
Anticipated Construction Start:	Summer 2027
Target Move in Date for All Students:	Summer 2029

SUMMARY OF FINAL EVALUATION OF EXISTING CONDITIONS

Additional information obtained since the PDP submission includes preliminary grading for the Woburn Street and North Intermediate sites and the feedback from municipal authorities to provide emergency access from Arlene Avenue for the North Intermediate site.

SUMMARY OF FINAL EVALUATION OF ALTERNATIVES

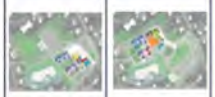
The process of evaluating the alternatives included the same set of evaluation criteria developed in PDP by the Working Group with input from the School Building Committee. Careful scoring of each alternative through a methodical approach of reviewing a range of questions within eight categories resulted in the School Building Committee identifying the highlighted alternative below (Option PK-5 N.1) as its 'preferred alternative' for further development in Schematic Design. The evaluation process is described in detail in 3.3.3 Final Evaluation of Alternatives section.

TABLE 2 – PSR SELECTION CRITERIA MATRIX

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only 			*For Comparison Only 		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only 			*For Comparison Only 		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6
Estimated Project Cost – Preliminary Design Program (March 2024)	$26.6M - $29.4M	$78.0M - $86.2M	$79.3M - $87.6M	$36.3M - $40.1M	$135.0M - $149.2M	135.7M - $150.0M	$29.5M - $32.6M	$193.3M - $213.6M	$194.0M - $214.5M
Estimated Project Cost – Preferred Schematic Report (July 2024)	**$27.9M - $30.8M**	**$81.1M - $89.7M**	**$84.2M - $93.1M**	**$39.3M - $43.5M**	**$127.8M - $141.3M**	**$139.3M - $154.0M**	**$32.4M - $35.8M**	**$176.3M - $194.9M**	**$177.6M - $196.3M**

Total project costs noted above are conceptual in nature, for comparison purposes only and are not intended for use in construction. They are based on construction market conditions in 2024 and may be subject to adjustment for inflation and construction market conditions and further revision. MSBA reimbursement amounts are not factored into these costs. More information about how total project costs were estimated is provided in the Final Evaluation of Alternatives section.

SUMMARY OF DISTRICT'S PREFERRED SOLUTION

As noted in the PDP report, the Town Hall site was removed from further consideration due to limitations for future development of a central location in Town and potential schedule impacts associated with Article 97. The remaining three school sites continued to be studied and refined in the PSR phase.

Although all options, aside from repair-only projects, scored high in the Educational Category, the most attractive to the SBC educationally was the consolidated PreK-5 options. Both options address all students within the catchment area with one project, eliminating transitions during the elementary school years. Results from surveys during Community Forums were consistent with these sentiments.

Option PK-5 N.1, voted the preferred alternative, will be a new consolidated school for 755 students plus 100 Pre-K students on the North Intermediate School site, and fulfills the district's educational program by working within overarching guiding principles for design as identified by the District during the Preliminary Design Program, and early programming efforts which were confirmed throughout the PSR phase. Outlined below is a summary of the key objectives from which the design of the preferred alternative was based, which embody the elements of the educational program.

Site Features Include:

- Separate bus loop, parent drop off loop, and Pre-K park-and-drop area for safety, while providing pedestrian pathways to promote walking to school.
- Age-appropriate playgrounds located adjacent to the school, as well as fields in proximity to the school and parking to support student and community use.
- Outdoor Learning Spaces and landscape features that enhance and support learning and playing as integral site facilities.

Building Features and Adjacencies Include:

- Distinct separation of "public" and "private" wings of the building. The public zone accommodates spaces that may be accessed by students, staff, and/or the community during and/or after school hours. The "private" zone includes the classroom and academic wings of the building. This configuration allows the private wing of the building to be secured from the remainder of the building during off school hours, special events, or lockdown.
- Academic areas organized into two Lower Elementary wings including grades PreK-K and grades 1-2, and an Upper Elementary wing for grades 3-5.
- Seven grade-level neighborhoods, each with grade-level clusters of classrooms with distributed and shared extended learning space and Small Group Rooms.
- Special Education-related rooms are distributed and integrated throughout all grade level teams.
- Spatial relationships to support flexibility.

- Occupational and Physical Therapy within same space and adjacent to gymnasium; Adaptive PE co-located within the Gymnasium.
- Flexible plan for large gatherings including a stage between the Gym and Cafeteria for flexibility in either direction.
- Centrally-placed support space for Academic service providers equidistant from both sides of the building.



Option PK-5 N.1 Site Plan



Option PK-5 N.1 – First Level Floor Plan



Option PK-5 N.1 – Second Level Floor Plan



Option PK-5 N.1 – Third Level Floor Plan

Project Cost:

Project cost and cost control are an important priority for the School Building Committee, and they also recognize that the least expensive option is not necessarily the most advantageous. The range of options and their costs were evaluated with this in mind.

The PK-K Base Repair option, though the least expensive, does nothing to address the basic programmatic, educational, and building layout challenges that are currently present, and may not be eligible for full MSBA reimbursement participation. The Base Repair options at Woburn Street and North Intermediate do not include the PK-K Wildwood options and therefore non-viable from the start.

The PK-K and PK-3 Addition/Renovation options were included for cost comparison purposes only.

The PK-K New Construction option, along with the PK-K Base Repair option, had the lowest overall cost and were favored by some who were interested in potentially lower tax impacts for the community.

The middle of the pack is represented by a PK-3 New Construction option at the Woburn St. site. This option represented less consolidation than PK-5, and correspondingly was smaller and had a lower cost. This option was perceived to provide some benefits both educationally and operationally that could come with school consolidation, and it was desirable for those not in favor of PK-5 consolidation and replication of the grade configuration on the west side of town The significant site costs due to challenging site topography was deterring for this alternative.

The PK-5 AR.1 option carried the second-highest cost and is an add-reno option with many compromises in the floor plan, as well as its potentially challenging project phasing needs and longer schedule to completion.

Option PK-5 N.1, although the most expensive, still rises above the other options in almost all evaluation criteria as detailed in Section 3.3.3.

MSBA PRELIMINARY DESIGN PROGRAM REVIEW AND CORRESPONDING DISTRICT RESPONSE

See the pages that follow for a copy of the MSBA's PDP Review and corresponding District response.

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: Town of Wilmington
School: Wildwood Elementary School
Owner's Project Manager: Symmes Maini & McKee Associates, Inc.
Designer Firm: Dore & Whittier Architects, Inc.
Submittal Due Date: June 6, 2024
Submittal Received Date: April 18, 2024
Review Date: April 18, 2024 – May 20, 2024
Reviewed by: M. Esdale, L. Winston, V. Dagkalakou, C. Forde, C. Alles

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MSBA REVIEW COMMENTS

The following comments[1] on the Preliminary Design Program ("PDP") submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; *Refer to comments following each section*	Not Provided; *Refer to comments following each section*	Receipt of District's Response; *To be filled out by MSBA Staff*
OPM Certification of Completeness and Conformity	☒	☐	☐	☐
Table of Contents	☒	☐	☐	☐
3.1.1 Introduction	☐	☒	☐	☐
3.1.2 Educational Program	☐	☒	☐	☐
3.1.3 Initial Space Summary	☐	☒	☐	☐
3.1.4 Evaluation of Existing Conditions	☐	☒	☐	☐
3.1.5 Site Development Requirements	☐	☒	☐	☐
3.1.6 Preliminary Evaluation of Alternatives	☐	☒	☐	☐
3.1.7 Local Actions and Approvals Certification(s)	☐	☒	☐	☐
3.1.8 Appendices	☐	☒	☐	☐

[1] The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

3.1.1 INTRODUCTION

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Summary of the Facility Deficiencies and Current S.O.I.	☒	☐	☐	☐
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	☒	☐	☐	☐
3	Executed Design Enrollment Certification	☐	☐	☒	☐
4	Narrative of the Capital Budget Statement and Target Budget	☐	☒	☐	☐
5	Project Directory with contact information	☐	☒	☐	☐
6	Updated Project Schedule	☒	☐	☐	☐

MSBA Review Comments:

3) A copy of the executed Study Enrollment Certification was not provided. In response to these review comments, please provide a copy of the executed Study Enrollment Certification.

Response: A copy of the Study Enrollment Certification is attached.

Additionally, please note the District will be required to execute a Design Enrollment Certification based on its Preferred Schematic. The MSBA will prepare a certification to be forwarded for signature upon approval by the MSBA Board of Directors for its Preferred Schematic. Please acknowledge.

Response: The District acknowledges that it will be required to execute a Design Enrollment Certification based on its Preferred Schematic upon approval by the MSBA Board of Directors for its Preferred Schematic.

4) The information provided indicates that the estimated total project cost for this project could range from $27.7-$215.2 million. For reference, the OPM Request for Services indicated an estimated total project cost range of $20-$105 million, and the Designer Request for Services indicated an estimated construction cost range of $17-$90 million. In response to these review comments, describe this variation and provide information that indicates that the District has discussed and acknowledged the increase in estimated costs.

Response: Please see attached letter from Town of Wilmington dated 6/5/24 describing the variation in cost.

The SBC acknowledges the increase in estimated costs. Current market conditions and construction costs have been discussed on numerous occasions, in both School Building Committee meetings and public presentations for the project.

Also, please indicate how the District and design team intend to maintain the District's project budget through schematic design.

Response: The District and Design Team will employ normal methods of budget control, which include maintenance of project size and volume, careful study of program to

eliminate any duplication or allow multiple uses of the same space and setting up the project for later success by simplifying geometries to avoid costly details and stacking similar type spaces for efficiency. The interior specifications will also be tailored to meet the budget. Additionally, the team will be studying mechanical and electrical system options to select the systems that meet energy goals while resulting in the least overall life cycle cost. The team may also employ the value engineering exercise of substituting materials or systems that provide similar function or value for less cost.

Additionally, in response to these review comments, please provide the District's target total project budget for the proposed project.

Response: The District's target total project budget ranges from $27.7-$215.2 million based on the preferred grade configuration selected to move forward into Schematic Design.

Furthermore, the information provided states:

> *"The base reimbursement share for this project from MSBA is 47.84% of eligible costs. The following are the incentive points that are being considered: Renovation (dependent upon which alternative chosen), High Efficiency Green School Program, Best Practices for Routine and Capital Maintenance, and Use of CM-at-Risk. The remaining percentage would be locally funded as explained above".*

Please note the following:

- *The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget. Please acknowledge.*

Response: The District acknowledges that the MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget.

- *The MSBA does not calculate a potential grant until the conclusion of schematic design and the District should take caution in communicating this information as the potential project develops. Please acknowledge.*

Response: The District acknowledges that the MSBA does not calculate a potential grant until the conclusion of schematic design and the District shall take caution in communicating this information as the potential project develops.

- *The MSBA no longer offers an additional incentive point associated with the use of the Construction Manager at Risk ("CMR") methodology. Please note the incentive point for the use of the CMR methodology was removed at the November 9, 2016, MSBA Board of Directors meeting, effective for all districts receiving an invitation into Eligibility Period on or after January 1, 2017 or later. Please acknowledge.*

Response: The District acknowledges that the MSBA no longer offers an additional incentive point associated with the use of the Construction Manager at Risk ("CMR") methodology.

5) The Project Directory provided does not include information regarding the MSBA staff assigned to the Wilmington, Wildwood Elementary School project. Please note that Veatriki Dagkalakou is the assigned MSBA project manager and Sarah Przybylowiczis the assigned project coordinator for the Wilmington, Wildwood Elementary School project. Please acknowledge and update the Project Directory in future submittals.

Response: The Project Directory is updated to include the MSBA staff assigned to the project and is attached.

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Grade and School Configuration Policies	☐	☒	☐	☐
2	Class Size Policies	☐	☒	☐	☐
3	School Scheduling Method	☐	☒	☐	☐
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	☐	☒	☐	☐
	b) Curriculum Delivery Methods and Practices	☐	☒	☐	☐
	c) English Language Arts/Literacy	☒	☐	☐	☐
	d) Mathematics	☒	☐	☐	☐
	e) Science	☒	☐	☐	☐
	f) Social Studies	☒	☐	☐	☐
	g) World Languages	☐	☒	☐	☐
	h) Academic Support Programming Spaces	☒	☒	☐	☐
	i) Student Guidance and Support Services	☐	☒	☐	☐
5	Teacher Planning and Professional Development	☐	☒	☐	☐
6	Pre-kindergarten	☒	☐	☐	☐
7	Kindergarten	☒	☐	☐	☐
8	Lunch Programs	☒	☐	☐	☐
9	Technology Instruction Policies and Program Requirements	☐	☒	☐	☐
10	Media Center/Library	☐	☒	☐	☐

11	Visual Arts Programs	☐	☒	☐	☐
12	Performing Arts Programs	☒	☐	☐	☐
13	Physical Education Programs	☒	☐	☐	☐
14	Special Education Programs	☒	☐	☐	☐
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	☐	☒	☐	☐
	b) Chapter 74 Programming	☐	☐	☐	☐
16	Transportation Policies	☒	☐	☐	☐
17	Functional and Spatial Relationships	☒	☐	☐	☐
18	Security and Visual Access Requirements	☐	☒	☐	☐

MSBA Review Comments:

In response to these review comments address the comments below. Additionally, as part of the District's Preferred Schematic Report ("PSR") submittal include (2) copies of the updated educational program, (1) redlined copy and (1) clean copy. The updated educational program must address the comments below, include District updates, provide a Designer response for each component of the educational program, and align with the District's Preferred Schematic. Please acknowledge.

Response: The District and Design Team acknowledge the PSR will include two copies of the updated Educational Program; one redlined copy with "track changes" enabled, and the other a clean copy of the updated document, both addressing all comments below in this document with the Preferred Schematic submission.

1) The information provided in the 'Proposed Grade Configuration' narrative, on page 36, states:

> *"After extensive analysis and discussion, we believe a consolidated Pre-K-5 school will provide the best solution to address the students' academic and social-emotional needs. The consolidation of schools will minimize the number of transitions students make throughout their time in the Wilmington Public Schools, which has proven to be a significant challenge for many students."*

Please note that the goal of the PDP submittal and as described in Module 3, is to define the programmatic, functional, spatial, and environmental requirements of the educational facility necessary to meet the District's Educational Program, and to investigate and clearly define the existing building's deficiencies, not to identify a single solution.

Response: Comment is noted. The District acknowledges that the goal of the PDP submittal, as described in Module 3, is to define the programmatic, functional, spatial, and environmental requirements of the educational facility necessary to meet the District's Educational Program and to investigate and clearly define the existing building's deficiencies, not to identify a single solution. The District also recognizes that the number of transitions our students make significantly and negatively impacts our educational program, and therefore, it was included in the initial program narrative.

2) The information provided states:

"As stated in the current contract agreement, the ideal maximum class size should be as follows:

- *Pre-Kindergarten/Kindergarten - a ratio of one teacher per 20 students*
- *Grades 1 - 3 - a ratio of one teacher per 20 students*
- *Grades 4 & 5 - a ratio of one teacher per 25 students"*

Please note and acknowledge that MSBA guidelines are based on 18 students per classroom for kindergarten, and 23 students per classroom for grades 1-5.

Response: The District and Design Team have noted and acknowledge that the MSBA guidelines are based on 18 students per classroom for kindergarten, and 23 students per classroom for grades 1-5. The grade-level ratios listed in the program narrative are the District's contractual guidelines. The building design was developed based on the MSBA guidelines of 18 students per classroom for kindergarten and 23 students per classroom for grades 1-5.

3) The information provided in the 'Proposed Changes to Future Scheduling Methodology' states:

> *"The district proposes to increase the length of the Kindergarten school day by 50 minutes to align with the schedules of grades 1-5. Specialist subjects for Kindergarten would increase from thirty (30) minutes to forty-five (45) minutes as is scheduled for grades 1-5. The additional thirty-five (35) minutes would be allocated throughout the school day with input from teachers and administration."*

In response to these review comments, please describe how the increase of the length time to a full-day Kindergarten may affect the overall educational program and scheduling.

Response: Increasing the length of the school day for Kindergarten students will not only provide a more comprehensive educational program for the students but will also improve scheduling and efficiencies overall. If a consolidation project is selected, it will allow Kindergarten students to follow the same schedule as students in grades 1-3 or 1-5, including arrival and dismissal. Currently, Kindergarten students have a shorter day due to the need for buses to transport them home and then return to transport grades 1-5 home. In addition, Kindergarten students would participate in 45-minute specialist classes in a consolidated grade 1-3 building or grade 1-5 building, allowing for consistency in scheduling. Currently, 30-minute classes are scheduled, making scheduling difficult and inefficient.

Additionally, the information provided on page 42 states: "The district will explore adding a Health block for Kindergarten instead of offering Physical Education twice a week." In response to these review comments, please provide examples of activities that will occur in this program, and how this will supplement the student's physical education requirements.

Response: As required by the Department of Elementary and Secondary Education's recent adoption of the new Comprehensive Health and Physical Education frameworks for Grades Pre-K to 12, districts are responsible for covering the following topics related to Health by the end of grade 2.

- Nutrition and Balanced Eating
- Mental and Emotional Health
- Physical Health and Hygiene
- Personal Safety
- Healthy Relationships
- Mental and Emotional Health

Health lessons will be aligned with the frameworks and will be developmentally appropriate for Kindergarten students. Instruction will be provided by a health teacher consistent with how it is delivered to grades 1-5. Physical Activity and Fitness and Movement Skills, as required by the frameworks, will continue to be addressed through physical education classes.

Also, please describe the scheduling and utilization of the proposed program.

Response: Kindergarten students will have one 45-minute block of Health and one 45-minute block of Physical Education in a cycle.

Furthermore, the District indicated that it would like to introduce a new specialist subject, 'STEM', as part of the proposed scheduling methodology for grades K-5. In response to these review comments, please describe how students and teachers will be engaged in project-based learning or activities that will make effective use of STEM spaces and provide any project-based principles that have been or will be incorporated in instructional activities in the curriculum or as part of professional development.

Also, please consider the following:

- *Offering professional development to all staff in the core academic and specials to acquire the mindset and skills in project-based learning wherein a primary objective is to integrate skills and concepts in all instruction and planned activities rather than teaching them separately.*
- *Supporting wet and messy activities, multi-sized groups, and plenty of kid-height storage and display areas that students can access and develop responsibility for the materials they use and create.*
- *Supporting integration and separation within "neighborhoods" of classrooms of adjacent classrooms and teachers so that students can be grouped, regrouped, and work with appropriate cohorts and instructors inside separate classrooms as well as in spaces accessible and observable within the neighborhood.*
- *Offering support for STEM/STEAM work within the general classroom and adjacent neighborhood space instead of a separate dedicated STEAM/Makerspace. This approach reinforces the idea that the fundamental skills of science and technology (e.g.,*

observation, manipulation of materials, data collection, critical thinking) are part of all learning by all rather than isolated and practiced by specialists in a special environment.

- *Encouraging teachers to work with each other in their neighborhoods as well as with specials teachers and support staff to design instructional projects and programs that integrate subject-area skills and goals and students attain mastery within a well-designed project/activity that emphasizes application of the learning objectives.*

Response: The proposed STEM specialist subject will allow students to go well beyond the current science and math instruction taught as part of our core instruction. Students will be able to apply their math and science knowledge in novel situations and learn about a variety of other topics such as digital communications, robotics and control technology, circuitry, mechanics and structures, STEM careers, etc.

Students will work in teams to solve real-world, authentic problems that foster student collaboration, communication, creativity, and critical thinking. During these units, students learn how to identify which tools will best meet their needs for the task at hand, how to use tools safely and with purpose, and how to care for tools. Students will learn about the Engineering Design Process and explore the Design Thinking Process, which includes five steps or phases: empathize, define, ideate, prototype, and test.

Our K-5 STEM Coordinator has provided professional development to all K-5 classroom teachers to support the implementation of district-wide STEM challenges that we recently began implementing 3-4 times a year. It will be necessary to provide additional professional development if the addition of a STEM specialist class comes to fruition to ensure that all staff understand this type of instruction, which focuses on solving authentic, real-world problems through a hands-on approach. Staff will need to deeply understand this pedagogy and how they can support and carry this mindset into other content and specialist areas. It is also important to note that the addition of extended learning space will allow opportunities for STEM challenges and other hands-on projects to take place in a more collaborative environment where students can spread out, observe each others' work, and collaborate.

Please refer to the MSBA's "Review and Recommendations of Best Practices for K-12 STEM Learning Spaces" report and "Staff Recommendation for 2018 Science/Technology/Engineering Area Guidelines" as it relates to staffing of STE rooms, classroom sinks, and storage.

Also, please note and acknowledge that the current version of MSBA's space summary template includes provisions, which the project team should become familiar with, for such spaces provided these spaces align, conform to MSBA guidelines for STE spaces and with the District's educational program.

Response: The project team acknowledges that the current version of MSBA's space summary template includes provisions for STE related spaces, which the project team is

familiar with, and these spaces align to MSBA guidelines for STE spaces and with the District's educational program.

In order for the MSBA to consider eligibility of the proposed space provide additional information that describes how the proposed space(s) will be scheduled, staffed, and utilized. Include examples of activities that will occur in these spaces. An updated space summary is required in order for MSBA to complete review of this category.

In response to these review comments, please provide the following information:

- *How the current school schedule will accommodate the District's proposed educational program goals.*
- *How the multi-disciplinary project-based instruction fits into the scheduled requirements.*

Response: The STEM lab in a Pre-K-5 building (Enrollment 3) will be scheduled all day with 45-minute instructional blocks for grades K through 5. The district intends to hire a full-time, licensed STEM teacher to provide this instruction in the STEM lab.

4a) The information provided indicates that the proposed staffing includes an additional assistant principal in the consolidated 755 student enrollment. In response to these review comments, please clarify the roles and responsibilities of this additional assistant principal.

Response: Currently, our three (3) elementary schools being considered as part of this PreK-5 school building project include a total of four (4) school building leaders. In a consolidated PreK-5 school the plan would be to have a total of three (3) school building leaders with one (1) principal and two (2) assistant principals.

In a PreK-Grade 5 school facility it is the District's current plan to have one (1) assistant principal responsible for Pk-Grade 2 programs and services and one (1) assistant principal responsible for Grade 3-5.

The information provided on page 51 states the following regarding the District's Multi-Tiered System of Support ("MTSS"):

> *"As noted above, the MTSS process is integral to how we operate in all of our K-5 school buildings. Therefore, a dedicated space to accommodate 15 adults for data meetings is needed. This collaboration space should be designed so all participants can see what is projected and have space to work and develop intervention plans."*

In response to these review comments, please clarify if the work associated with the MTSS process will occur in the designated "Teacher Collaboration" spaces provided in the Initial Space Summary.

Response: Teacher Collaboration spaces will be critical to the work we do as a part of our MTSS Process. Three times a year, each grade level team meets for a full day with the ELA and STEM Coordinators, Reading Specialists, Math Interventionists, building administrators, and the Assistant Superintendent to analyze universal screening data, discuss student progress, determine students in need of intervention, and develop intervention plans. Twice a year, scheduled between these three data meetings, each grade level team has

progress meetings to discuss the progress of students on intervention plans. Having a space that can fit this team, typically 12-15 people, is critical to support the District's Multi-Tiered System of Support.
Teacher Collaboration spaces are highly useful for staff collaboration and planning but will not be utilized to deliver services to students. MTSS instructional activities will be delivered in the environment most appropriate for student needs (i.e. General classrooms, small group rooms, extended learning spaces, and specialists offices).

4g) The information provided states:

> *"There are currently no world languages offered as part of the Wilmington Public School elementary curriculum. If a world language program were to be added in the future, instruction would take place within the general education classroom, so designated space would not be required."*

If a world language program were to be added in the future, please consider encouraging the English Language Leaners ("ELL") students to share expressions, customs, and stories from their native language with their native-English classmates.

Additionally, in response to these review comments please provide the following information:

- *The District's plan to encourage multilingual students and their families to share their cultural and linguistic experiences and skills with the school community, if any.*
- *The District's plan to allocate spaces and time for the students and their families to contribute their knowledge and experiences of the school and the community, if any.*

Response: Wilmington encourages Multi-lingual Learners (MLs) to share expressions, customs, and stories from their native language with their native-English classmates. Our district's strategic plan emphasizes the importance of creating equitable and inclusive schools and strengthening partnerships amongst students, families, staff, and the community to promote a sense of pride, connectedness, and inclusiveness. We are committed to enhancing culturally responsive teaching by providing professional development on culturally responsive instructional practices that value and respect diverse backgrounds, experiences, and perspectives of students. During a recent Multilingual Family night, a group of parents asked if the district would offer a conversational English social group for families to engage socially, learn about different cultures, and practice their English language skills. Our Coordinator of ESL was thrilled to facilitate this group. We welcome and encourage families to share their cultural and linguistic experiences in our schools. Many families share holiday traditions in our elementary schools throughout the year.

4h) In response to these review comments, please describe if the District has considered a plan to ensure families who cannot afford the tuition to the extended day program and the CARES program, could participate.

Response: The Wilmington Public School CARES Program (Children's Art, Recreation, and Enrichment Service) provides Financial Assistance for families in need, up to 50% off monthly tuition.

The CARES program will continue to offer financial assistance to families who will attend any of our current or new school locations in the future.

Additionally, in response to these review comments, please describe if the District provides resources and support for students and their families for students in grade above Kindergarten, who have not been in school prior to arriving in Wilmington.

Response: Students who have not participated in school before arriving in Wilmington will be screened to assess their skills when they arrive. Based on screening results, intervention plans will be developed as needed to ensure the student's successful transition. If the student is a multilingual learner, they will be assessed and provided with EL instruction in accordance with their language proficiency level.

4i) In response to these review comments, please describe the District's plan to include staff and students in potential involvement and encouragement of ideas for the facility upgrades or changes that could enhance their program and promote greater integration with the other programs and students that will be in the proposed facility, if any.

Response: The District has provided extensive opportunities for community engagement and involvement in the project to-date. This began with the planning and design of educational visioning exercise in the fall where we invited students, staff, and parents/guardians to meet with our design team over a number of meetings to help articulate a vision for the future of education at the elementary level in the District. We welcomed over 50 individuals to these sessions.

Over the course of the last few months we have offered three (3) in-person/virtual community forums where we have provided an update on the developments of the project with the community and solicited extensive feedback on the facets of the project being considered.

Additionally, all of our Wildwood School Building Committee meetings are widely publicized and always accessible for community members to join either in person or remotely. The district has also worked hard to compile and make all of the materials and presentations used in the school building committee meetings widely accessible.

5) Provide additional information regarding the District's plan to provide professional development opportunities to prepare for a newly designed facility with a consolidated population (should that option be selected as the District's Preferred Schematic); including how the District is preparing to effectively utilize the renovated or new facility, current and planned preparations before and after the opening of the proposed project. Also, please describe whether the District has considered providing staff flexibility in modifying their schedules in conjunction with their colleagues as they develop and try out project-based and multi-disciplinary instruction to promote skills through investigation, hands-on and applied experiences.

Response: The district plans to provide professional development to staff on a variety of topics to prepare for the opening of a new building. A committee will be formed to visit

other schools and interview staff regarding the use of spaces such as small group rooms and extended learning spaces. We would like to learn from other districts about how they are using the space, what has worked well, and what struggles, if any, they encountered as they opened the new school. Those who attend these site visits will develop a PD implementation plan based on what they learn to provide training to all staff. This will take place during the school year and summer prior to the opening of the new building.

In addition to touring other schools and learning from them, we recognize that professional development will be needed to help prepare teachers for types of instruction that will be able to take place in a new building but do not regularly take place in our current configuration due to space limitations. We envision different types of activities that can take place in the extended learning spaces, such as reader's theater, mentoring programs with older and younger students paired for reading or other activities, project-based learning activities, presentation of student work, grade-level assemblies, multi-grade student activities, etc. Members of the professional development committee will determine the type of professional development needed. They will seek out in-house and external presenters if needed, to facilitate the identified sessions. These sessions will be offered during the district-wide PD day and during our early release days.

Another important aspect of preparing for a new facility is training staff to rethink their pedagogical approach because space and furniture can significantly impact instruction. The furniture design and layout in both classrooms and extended learning spaces can have a strong impact on how the spaces are used. For example, rows of desks, all facing forward, lend themselves to the traditional lecture teaching model from long ago. On the contrary, whiteboard desks on wheels that flip up to display student work are a great way to encourage groups of students to collaborate and problem-solve. This is just one example of how the type of furniture can create opportunities for teachers to change their pedagogy and think differently about instruction. As decisions are made around the design of the space, we will plan professional development for staff accordingly to ensure that the spaces in the new building are used to their full capacity and ensure we reap the maximum benefit from the new space.

Furthermore, please describe whether the District has considered self-identified groups of teachers that can propose professional development activity that can be supported by the school budget in order to provide instructional programs and activities related to the skills and the goals of the educational program.

Response: The District encourages teacher leadership and capacity building through teacher-led professional development offerings. The Professional Development committee works each year to develop a "Pick-Your-Own PD" catalog where sessions are offered on our professional development day. For example, in August, we will offer approximately 70 different workshops, of which about 65 will be led by teachers. Our professional development management system enables a staff member to submit an Activity Proposal at any time to propose offering a workshop or course to their colleagues. The district budget includes stipends to pay for teachers to provide professional development related to the goals of our educational program.

8) The information provided states the following:

- *"Pre-K – Grade 5 - The recommendation would be to have at least three lunch periods, and the cafetorium would need to be able to accommodate seating for 300 students."*
- *"Pre-K -3 - The recommendation would be to have at least two (2) lunch periods, and the cafetorium would need to be able to accommodate seating for 250 students."*
- *"Pre-K – Kindergarten - The recommendation would be to have two (2) lunch periods and the cafetorium would need to be able to accommodate seating for 130 kindergarten students and Pre-K students."*

In response to these review comments, provide additional information that describes the proposed number of lunch servings, how long lunch will be provided, and describe how it is coordinated into the overall schedule. Please note that the MSBA guidelines are based on two lunch servings.

Response: We are still evaluating the future schedule to determine exactly how long the lunch period (s) will be structured. However, we understand that the MSBA guidelines are based on two (2) lunch servings.

As is the case currently, our student schedules in a new school will ensure that the appropriate time-on-learning requirements will be met.

Also, in response to these review comments please clarify if the District is proposing a warming kitchen or a full-service kitchen.

Response: The District is proposing a full-service kitchen.

9) The MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge.

Response: This comment is acknowledged. The Designer has planned to include assistive listening technology in each classroom, teaching station, and presentation/ assembly area throughout the building, and this is already accounted for in the cost estimate. An outline specification/narrative of Technology systems will be included in the PSR submission.

Additionally, please provide the following information:

- *Describe the District's plan for students to use their technology devices at home, if any.*

  Response: Grades 6-12 students participate in a BYOD Chromebook program. Grades PK-5 use devices in school only.

- *If yes, describe whether the District has a regular program to ensure that all students have access to internet at home.*

  Response: There is no formal program to check for home internet access.

Through our guidance staff and family engagement specialists, families are provided information on free and reduced-cost internet solutions.

- *Additionally, please describe any arrangements that are in place to ensure all the devices are properly licensed to use the software required by the curriculum.*

  Response: The Director of Technology and Digital Learning is tasked with ensuring proper license levels are maintained. In most cases, district or school-based license models are used to ensure proper licensing.

- *Describe the numbers and types of staff that are/will be provided to support the described technology program.*

  Response: The district employs three desktop technicians, one network administrator, one system administrator, one data assistant, and one director of technology. These staff members support all the schools across the district. The desktop technicians rotate between the buildings, supporting staff directly on a help desk ticket basis. We also employ three instructional technology specialists (ITS) as curriculum technology coaches to support the use of technology in the classroom. One ITS staff member covers the HS, one covers the MS and the 3rd covers the elementary schools. Our draft of a new 5-year technology plan (scheduled to be presented to the School Committee in late June) calls for an additional ITS staff member to be added for a PK-5 school project to support the technology in a new or renovated building.

11) Please note art storage should include secure and appropriately ventilated space for toxic and hazardous materials as well as an accessible file of safety data sheets ("SDS"). Please acknowledge.

Response: This comment is acknowledged.

12) In response to these review comments, please provide the following information:

- *Describe the District's plan to ensure that all families can afford the cost of instruments, if any.*

  Response: As is the case currently, families of students enrolled in the band program are required to pay for the rental of a musical instrument. This arrangement is anticipated to continue in a new school facility. However, no student will be denied the ability to rent a musical instrument due to financial hardship.

- *Describe the District's plan to provide for students who wish to participate in the Music program but cannot afford the instruments, if any.*

  Response: A policy will be developed to ensure that students receive financial support to offset the costs of rental equipment.

13) Describe how the District would support adaptable physical education for students with special needs.

Response: Wilmington Public Schools provides adaptive physical education (APE) for students with disabilities who have it as part of their IEP. Many of these students are placed in our specialized special education programming and will also be part of this new school community. This involves utilizing licensed APE specialists who collaborate with general physical education teachers to develop inclusive curricula. Throughout the design process the district ensured the new school's facilities will be equipped with accessible equipment and spaces conducive to various physical abilities, so students with APE have equipment and space that allow the access and appropriate services to be delivered. Additionally, professional development is provided to staff to foster an understanding of adaptive strategies and promote an inclusive environment. Regular assessments and individualized education programs (IEPs) are used to track progress and adjust activities as necessary, ensuring ongoing support and engagement for students with disabilities.

The project proposes a physical therapy space that is large enough to serve APE. For Enrollment #3, a 12,000 NSF gymnasium is located directly across the hall from the PT room. At 12,000 NSF, the proposed gymnasium is large enough to incorporate the simultaneous engagement of students with disabilities among their regularly developing peers.

15a) The information provided states:

> *"As a district, we have begun implementing district-wide STEM challenges a few times a year for K-5 students. On the days these challenges take place, students are excited and engaged. In addition to practicing academic skills during these challenges, we have observed the growth of fine motor skills, student resilience, perseverance, creativity, communication, and teamwork. The district feels that adding STEM as a special would be an excellent addition to the current curriculum, and therefore, we would like to ensure an appropriate space is included in the plan."*

Please see comment 3 above regarding guidelines associated with STEM/STEAM rooms and Makerspace rooms.

Response: We have reviewed the guidelines associated with STEM/STEAM rooms and Makerspace rooms. See our response in comment 3.

18) Please confirm that the first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the Preferred Schematic.

Response: This comment is acknowledged. The project team consulted with first responding emergency representatives during an initial meeting on May 2, 2024 at 8:30AM. Participants reported being grateful for being engaged so earl. The design team plans several changes to site plans and floor plans of the short list of alternatives in the PSR submittal based on their input to date.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Space summary; one per approved design enrollment	☐	☒	☐	☐
2	Floor plans of the existing facility	☒	☐	☐	☐
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	☐	☒	☐	☐

MSBA Review Comments:

1) The MSBA has performed a preliminary review of the space summaries for new construction for the three study enrollment options and offers the following:

- ***Study Enrollment Options**:*
  - *Enrollment 1: 130 students in Kindergarten at the Wildwood Elementary School (plus Pre-K)*
  - *Enrollment 2: 510 students in grades K-3 in a consolidated Wildwood Elementary School and Woburn Street Elementary School (Plus Pre-K)*
  - *Enrollment 3: 755 students in grades K-5 in a consolidated Wildwood Elementary School, Woburn Street Elementary School, and North Intermediate School (Plus Pre-K).*
- ***Core Academic** – The overall proposed square footage for this category exceeds the MSBA guidelines by 3,775 net square feet ("nsf") for Enrollment 1, 7,425 nsf for Enrollment 2, and 13,300 nsf for Enrollment 3. Based on the information provided, the following spaces have been proposed in order for the District to deliver its educational program:*

Core Academic Spaces	***Enrollment 1: Grades Kindergarten for 130 students***			***Enrollment 2: Grades K-3 for 510 students***			***Enrollment 3: Grades K-5 for 755 students***		
	Proposed No. Rooms	*MSBA Guidelines No. Rooms*	*Variance*	*Proposed No. Rooms*	*MSBA Guidelines No. Rooms*	*Variance*	*Propose No. Rooms*	*MSBA Guidelines No. Rooms*	*Variance*
Kindergarten Classrooms w/ toilet	*7*	*7*	*0*	*7*	*7*	*-2*	*7*	*8*	*-1*
General Classrooms	*-*	*-*	*-*	*18*	*15*	*+3*	*30*	*26*	*+4*
STE Room - (Grade 3-5)	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*0*	*+1*
STE Storage	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*0*	*+1*
ELL Classroom	*1*	*0*	*+1*	*1*	*0*	*+1*	*2*	*0*	*+2*
Health Classroom	*1*	*0*	*+1*	*1*	*0*	*+1*	*1*	*0*	*+1*
Teacher Collaboration	*2*	*0*	*+2*	*4*	*0*	*+4*	*6*	*0*	*+6*
Extended Learning Pre-K	*1*	*0*	*+1*	*1*	*0*	*+1*	*1*	*0*	*+1*

Extended Learning Kindergarten	*1*	*0*	*+1*	*4*	*0*	*+4*	*4*	*0*	*+4*
Extended Learning 1-5	*0*	*0*	*0*	*3*	*0*	*+3*	*5*	*0*	*+5*

The District is proposing the following spaces:

- ***Kindergarten Classroom (with Toilet)*** *– The District is proposing (7) 1,100 nsf totaling 7,700 nsf for all three Enrollment options, which meets the MSBA guidelines for Enrollment 1, and is below the MSBA guidelines for Enrollment 2 and 3. In response to these review comments, please review and respond to the following items:*

  - *As the project becomes further developed, please note and acknowledge that 1,100 nsf is the minimum size for all newly constructed Kindergarten Classrooms.*

    Response: The District and the Design Team acknowledge that 1,100 NSF is the minimum size for all newly constructed Kindergarten classrooms.

  - *Confirm that the proposed project will provide a minimum of two sinks in each Kindergarten Classroom. Please refer to the attached memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines.*

    Response: The District and the Design Team acknowledge the information communicated in the memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines and confirm that each Kindergarten will contain at least two sinks.

- ***General Classrooms*** *– The District is not proposing any General Classrooms for Enrollment 1 as classrooms are captured in the Kindergarten category. The District is proposing (18) 900 nsf General Classrooms totaling 16,200 nsf for Enrollment 2, which exceeds the MSBA guidelines by (3) classrooms and 1,950 nsf. For Enrollment 3, the District is proposing (30) 900 nsf General Classrooms totaling 27,000 nsf, which exceeds the MSBA guidelines by (4) classrooms and 2,300 nsf. In response to these review comments, please review and respond to the following items:*

  Please note and acknowledge that MSBA guidelines are based on 23 students per classroom for grades 1-5.

  Response: The District and the Design Team acknowledge that MSBA guidelines are based on 23 students per classroom for grades 1-5.

  For enrollment 2 (PK-3), the District is proposing (18) 900 nsf General Classrooms totaling 16,200 nsf for Enrollment 2, which exceeds the MSBA guidelines by (1) classrooms but overall is a difference of -50 nsf below the area totals of 16,150 nsf.

  For enrollment 3 (PK-5), the District is proposing (30) 900 nsf General Classrooms totaling 27,000 nsf for Enrollment 3, which exceeds the MSBA

guidelines by (3) classrooms and overall is a difference of 1,350 nsf above the area totals of 25,650 nsf.

- *As the project becomes further developed, please note and acknowledge that 900 nsf is the minimum size for all newly constructed General Classrooms in an elementary school.*

  Response: The District and the Design Team acknowledge that 900 NSF is the minimum size for all newly constructed General Classrooms in an elementary school.

- *Confirm that the proposed project will provide a minimum of two sinks in each General Classroom for grades 1-5. Please refer to the attached memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines.*

  Response: The District and the Design Team acknowledge the information communicated in the memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines and confirm that each general classroom for grades 1-5 will contain at least two sinks.

- ***Science/Technology/Engineering ("STE") Room*** *– The District is not proposing any STE Rooms for Enrollment 1 and 2, which aligns with the MSBA guidelines. The District is proposing (1) 1,080 nsf STE Room for Enrollment 3, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:*

  - *Describe the anticipated adjacencies, the scheduling and utilization of the proposed areas, how these areas will be supervised and staffed.*

    Response: The district proposes a STEM room in a consolidated Pre-K-5 building situated adjacent to the library. This room will be staffed by a full-time STEM teacher who will teach STEM classes to grades K-5 as a specialist subject. The room would be used all day to accommodate all sections of students in grades K-5.

  - *Provide examples of activities that will occur in these areas that cannot be delivered within an appropriately sized and fit-out General Classroom.*

    Response: The STEM room will have lab-style tables and chairs and ample storage to house durable items, such as robotics equipment, building tools, science equipment, tools, etc. and consumable materials, such as cardboard, tape, string, wire, etc… There would be space for a 3-D printer and supplies. Specific technology, such as an iPad cart, would also be dedicated to the STEM room. The STEM room would have multiple sinks and would be larger than a typical classroom to allow for collaborative work and storage of projects in progress. This room will need to be outfitted with additional strategically placed electrical outlets as well.

- *Describe why these activities are better suited in a separate area rather than in a larger General Classroom.*

  Response: Although we acknowledge that STEM activities can certainly happen in a typical classroom, it is very difficult and inefficient to share equipment among many classrooms and to have to break down projects after a short period of time because it is time for another subject. A dedicated STEM space would be designed explicitly to meet our needs, maximizing instructional time and efficiency.

Please note the MSBA's STE Guidelines require all elementary school general classrooms have a minimum of (2) sinks to facilitate STE exploration and project-based learning within the classrooms. One sink must be accessible, and one must be deep and wide to accommodate buckets or containers. Please acknowledge.

Response: The District and the Design Team acknowledge the information communicated in the memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines and confirm that each general classroom will contain at least two sinks, one accessible sink and one deep and wide sink to accommodate buckets or containers, to facilitate STE exploration and project-based learning within the classrooms.

- ***STE Storage*** *– The District is not proposing any STE Storages for Enrollment 1 and 2, which aligns with the MSBA guidelines. The District is proposing (1) 120 nsf room for Enrollment 3, which exceeds the MSBA guidelines. In response to these review comments, please provide scheduling, overall utilization, and any other supporting information that further documents the District's need for the proposed number of STE Storage room associated with the proposed STE Room.*

  Response: The Space Summary for PK-5 enrollment indicates the MSBA Guidelines allow for (1) STE Storage Room and therefore aligns with the MSBA Guidelines.

- ***English Language Learners ("ELL") Classroom*** *– The District is proposing (1) 475 nsf for Enrollment 1 and 2, and (2) 450 nsf rooms totaling 900 nsf for Enrollment 3, which exceeds the MSBA guidelines for each enrollment option. In response to these review comments, provide additional information that describes the scheduling, staffing, and overall utilization of these proposed spaces.*

  Response: Although we are still considered a relatively low-incidence district, our EL population has doubled in the last three years. We have also seen an increase in the number of students who are considered newcomers enrolling, requiring two 45-minute instructional blocks per day. Enrollment fluctuates and is difficult to project, but based on the past few years, we anticipate the population will continue to increase. We are seeing the majority of our multi-lingual families moving to the Northside (Wildwood ECC, Woburn Street School, and North Intermediate) so it is projected that this new school

building will need to accommodate a large percentage of our English Learners.

Enrollment 1: The ELL classroom will serve as the office and instructional space for the ESL teacher and Kindergarten English Learners. This room is anticipated to be utilized most of the day with EL instruction, assessment, and support; however, we cannot anticipate our enrollment of Kindergarten students who are ELs in four years.
Enrollment 2: The ELL classroom will serve as the office and instructional space for the ESL teacher and English Learners in grades K-3. Based on our projected enrollment in four years, this room is anticipated to be fully utilized all day with EL instruction, assessment, and support.

Enrollment 3:
Two ELL classrooms will serve as the offices and instructional spaces for the 2 ESL teachers and English Learners in grades K-5. One room will be located in the Pre-K-2 wing and the other in the Grades 3-5 wing. Based on our projected enrollment in four years, these rooms are anticipated to be fully utilized all day with EL instruction, assessment, and support.

- ***Health Classroom*** *– The District is proposing (1) 900 nsf Health Classroom for all three enrollment options, which exceeds the MSBA guidelines. In response to these review comments, provide additional information that describes the scheduling, staffing, and overall utilization of this space for each enrollment option.*

  Response: Based on our scheduling model, health is considered a special subject. Students will occupy the health classroom 5 out of 6 periods each day in the cycle. As such, it will be an integral part of the academic program in the new school and will be used a majority of the time. Health will be included as part of the schedule for students in grades K through Grade 5.

  Also, provide an updated space summary for each enrollment option that relocates the Health Classroom to the "Other" category.

  Response: An updated space summary for each enrollment is provided that relocates the Health classroom to the "Other" category.

  As part of the District's PSR submittal, the District must fully describe the function, intended use, and scheduling of this space.

- ***Teacher Collaboration****– The District is proposing (2) 450 nsf Teacher Collaboration spaces totaling 900 nsf for Enrollment 1, (4) 500 nsf Teacher Collaboration spaces totaling 2,000 nsf for Enrollment 2, and (6) 450 nsf Teacher Collaboration spaces totaling 2,700 nsf for Enrollment 3, which exceeds the MSBA guidelines for each enrollment option. In response to these review comments, please provide the following information:*

Describe the anticipated adjacencies.

Response: Teacher collaboration spaces will be positioned in each grade-level cluster.

- Enrollment 1 will have a space for each grade-level team: Pre-K and Kindergarten; (2) spaces total.
- Enrollment 2 will have a shared space for Pre-K and Kindergarten; and spaces for each grade-level team: Grade 1, Grade 2, and Grade 3; (4) spaces total.
- Enrollment 3 will have a shared space for Pre-K and Kindergarten; and spaces for each grade-level team: Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5; (6) spaces total.

- *Describe the scheduling and utilization of the proposed areas and how these areas will be supervised and staffed.*
- *Provide examples of activities that will occur in these areas.*

Response: Teacher Collaboration spaces will be used for a multitude of purposes. The rooms will be used for grade-level data meetings and progress meetings. The space will also be used for PLCs and grade-level common planning time. In addition, consultations with other staff, such as special education staff, related service providers, and ESL teachers, will take place in teacher collaboration rooms. This space will also be used for professional development before and after school, as well as during the day when reserved. Teachers will also use these spaces for their lunch period.
We anticipate a calendar will be used to track the use of these spaces and manage room reservations.

As part of the District's PSR submittal, the District must fully describe the function, intended use, and scheduling of these spaces.

Response: As part of the District's PSR submittal, the District will fully describe the function, intended use, and scheduling of these spaces.

- ***Extended Learning Areas*** *– The District is proposing (4) 300 nsf Extended Learning Areas for Kindergarten totaling 1,200 nsf for all three enrollment options; (1) 1,000 nsf Extended Learning Areas for Pre-Kindergarten for all three enrollment options, and (3) 1,000 nsf Extended Learning Areas for grades 1-3, totaling 3,000 nsf for Enrollment 2, and (5) 1,000 nsf Extended Learning Areas for grades 1-3, totaling 5,000 nsf rooms for Enrollment 3, which exceeds the MSBA guidelines for each enrollment option. In response to these review comments, please provide the following information:*

  - *Describe the anticipated adjacencies, the scheduling and utilization of the proposed areas, and how these areas will be supervised and staffed.*

Response: Extended learning spaces will be positioned within the grade-level clusters. Our design team has attempted to position extended learning spaces directly outside classrooms to create a strong visual and physical connections between classrooms and extended learning areas. Extended learning spaces have also been positioned on an exterior edge with access to natural daylight and views when possible.

The flexible learning space will be scheduled by the grade-level teams to ensure all have access and that the space is used to its full extent; however, teachers are encouraged to use the space for small groups, quiet spaces, and as they see fit informally which will be possible due to the proximity of the spaces to the core classroom.

Extended learning areas are considered an extension of classrooms. Classroom teachers and educational assistants. will both passively and actively supervise these spaces because they are directly outside the classroom.

- *Provide examples of activities that will occur in these areas.*

  Response: The district envisions different types of activities that can take place in the extended learning spaces, such as reader's theater, mentoring programs with older and younger students paired for reading or other activities, project-based learning activities, presentation of student work, grade-level assemblies, multi-grade student activities, etc. as well as small group collaborative work, individual reading for focus, teacher meetings for a workshop model, and work with service providers that do not require confidentiality and is enhanced by being in close proximity to the classroom.

- *As part of the District's PSR submittal, the District must fully describe the function, intended use, and scheduling of these spaces.*

  Response: The District will fully describe the function, intended use, and scheduling of these spaces as part of the District's PSR submittal.

Also, in response to these review comments, provide an updated space summary for each enrollment option that relocates the Extended Learning Areas for Pre-Kindergarten to the "Other" category.

Response: An updated space summary for each enrollment option that relocates the Extended Learning Areas for Pre-Kindergarten to the "Other" category is attached.

- ***Special Education*** *– The overall proposed square footage for this category exceeds the MSBA guidelines by 5,470 nsf for Enrollment 1, 8,400 nsf for Enrollment 2, and 10,200 nsf for Enrollment 3. In response to these review comments, please review and respond to the following items:*

- *As the project becomes further developed, please note and acknowledge that 900 nsf is the minimum size for all newly constructed sub-separate or self-contained special education classrooms in an elementary school and 1,000 nsf is the minimum size for all newly constructed sub-separate or self-contained special education classrooms for kindergarten.*

  Response: Comment noted and acknowledged.

- *The District is proposing (3) 100 nsf Calming Rooms totaling 300 nsf for Enrollment 1, (6) 100 nsf Calming Rooms totaling 600 nsf for Enrollment 2, and (8) 100 nsf Calming Rooms totaling 800 nsf for Enrollment 3. Please note and acknowledge Department of Elementary and Secondary Education ("DESE") encourages inclusionary sensory breaks whenever possible to improve students' social emotional wellbeing.*

  Response: The District and the Design Team note and acknowledge that the Department of Elementary and Secondary Education ("DESE") encourages inclusionary sensory breaks whenever possible to improve students' social emotional wellbeing.

  Please read the latest memo from DESE (attached) to understand the current policies around the use of such rooms.

  Response: The District and the Design Team have read the latest memo from DESE related to calming spaces.

  Wilmington Public Schools incorporates inclusive practices that include sensory breaks to enhance students' social and emotional well-being greatly. These breaks provide students with opportunities to regulate their sensory input, which can be particularly beneficial for those who may struggle with sensory sensitivities or processing difficulties. By offering these breaks both in and outside the classroom setting, we create an environment where all students feel supported and understood. The breaks occur both within the classroom setting and for students whose sensory processing needs exceed that of their peers and also occur in a smaller calming room adjacent to or inside the classroom. When students are given the space and tools to manage their sensory needs, they can better engage with learning tasks and interact positively with their peers. Additionally, providing sensory breaks for high-needs students sends a powerful message of acceptance and accommodation, fostering a sense of belonging for all students in the classroom. These spaces allow students to refocus and recharge but also promote self-awareness and self-regulation skills. All program staff are trained to use the following strategies such as, providing the student with regular opportunities for sensory breaks, movement breaks, using exercise balls, fidget toys, or other items and strategies that help the student re-regulate. The district-specialized programs in which these spaces exist are proposed to have several staff members, including teachers and multiple educational assistants, who are able to work with the students in these smaller breakout spaces when needed. These spaces provide an alternate workspace for students who may need it to use strategies to re-engage

in the larger classroom environment or for those who receive related services in a 1:1 setting. By prioritizing a variety of instructional spaces, Wilmington Public Schools is looking to create environments where every student can thrive socially, emotionally, and academically.

- *The District is proposing (1) 150 nsf PT Storage for Enrollment 1, and (1) 250 nsf PT Storage for Enrollment 2 and 3. In response to these review comments, please relocate the PT Storage space in the 'Non-Programmed Spaces' category. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50.*

  Response: PT Storage is relocated to "Non-Programmed Spaces" category for all enrollments.

- *Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide the required information required with the Schematic Design submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.*

  Response: Comment noted.

- ***Art & Music*** *– The overall proposed square footage for this category exceeds the MSBA guidelines by 2,500 nsf for Enrollment 1, and meets the MSBA guidelines for Enrollment 2 and 3. The MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and to meet the MSBA guidelines for Enrollment 1. In response to these review comments, please provide the following information:*

  - *Describe the scheduling and utilization of the proposed areas in the Art & Music category and how these areas will be supervised and staffed.*

    Response: The district will consider alternative options for Art and Music that might increase efficiencies for enrollment 1 and include any updates in the PSR submittal.

- ***Health & Physical Education*** *– The overall proposed square footage for this category is below the MSBA guidelines by 680 nsf for Enrollment 1, meets the MSBA guidelines for Enrollment 2, and exceeds the MSBA guidelines by 5,850 nsf for Enrollment 3. Please note that square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement. Please acknowledge.*

  Response: The District and the Design Team acknowledge that any square footage in excess of MSBA guidelines for this category will be considered ineligible for reimbursement.

  Additionally, please refer to the attached memo regarding the MSBA's policy on physical education square footage in excess of the MSBA guidelines. Note the District may choose to build a gymnasium and related spaces in excess of MSBA guidelines, but in no event shall the gymnasium exceed 12,000 nsf. The MSBA will participate in a gymnasium of up to 6,000 nsf

unless adjusted by the MSBA to increase teaching stations for enrollment and/or the educational plan. Additionally, areas in excess of the MSBA guidelines will be at the sole expense of the district; and the MSBA will exclude from its grant the cost of the total gross square feet ("gsf") in excess of the guidelines for these areas.

Response: Comment noted.

- ***Media Center*** *– The overall proposed square footage for this category meets the MSBA guidelines for all three enrollment options. In response to these review comments, please review and respond to the following items regarding the proposed STEM/Maker Space:*
    - *The District is proposing (1) 450 nsf STEM/Maker Space as part of the 'Media Center' category for Enrollment 1 and (1) 1,000 nsf STEM/Maker Space for Enrollment 2. The current version of MSBA's space summary template includes provisions, which the project team should become familiar with, for such spaces provided these spaces align and conform to MSBA guidelines for STE spaces and with the District's educational program. In order for the MSBA to consider eligibility of the proposed space, provide additional information that describes how the proposed space(s) will be scheduled, staffed, and utilized. Include examples of activities that will occur in these spaces. An updated space summary for each enrollment option is required in order for MSBA to complete review of this category.*

      Response: If enrollment 1 or 2 is the selected project, a specific STEM specialist subject will not be offered. The District is reviewing how the space will be scheduled, staffed and utilized and will provide this information with the District's PSR submission. The "STEM/Maker Space" is updated as as "Library Classroom" in the Media Center category in the Space Summary and is attached.

- ***Dining & Food Service*** *– The overall proposed square footage for this category exceeds the MSBA guidelines by 1,275 nsf for Enrollment 1, and meets the MSBA guidelines for Enrollments 2 and 3. In response to these review comments, please review and respond to the following items:*
    - *For Enrollment 1, the square footage exceeding the MSBA guidelines is associated with the proposed Cafeteria area. Please note the MSBA does not object to this additional square footage being included as part of the proposed project; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.*

      Response: The District and the Design Team acknowledge that any square footage in excess of MSBA guidelines for this category will be considered ineligible for reimbursement.

    - *Additionally, please note the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiency and align with MSBA guidelines.*

      Response: Comment noted.

For Enrollment 2 and 3, confirm the square footage associated with the proposed cafeteria in this category is sufficient to meet the needs of the District's educational program.

Response: The District plans to deliver lunch in three seatings for a PK-5 configuration, accommodating 300 students at a time in the cafetorium. For a PK-3 configuration, the District plans to deliver lunch with at least two seatings, accommodating 250 students at a time. In both configurations, more NSF is allocated to the kitchen and serving lines from the dining room to accommodate the significant increase in the number of students participating in lunch and going through the servery.

- ***Medical*** *– The overall proposed square footage for this category exceeds the MSBA guidelines by 100 nsf for Enrollment 1 and meets the MSBA guidelines for Enrollment 2 and 3. Please note that square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement. Please acknowledge.*

  Response: The District and the Design Team acknowledge that any square footage in excess of MSBA guidelines for this category will be considered ineligible for reimbursement.

- ***Administration & Guidance*** *– The overall proposed square footage for this category exceeds the MSBA guidelines by 185 nsf for Enrollment 1, 1,470 nsf for Enrollment 2, and 2,418 nsf for Enrollment 3. The MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines. Please note that square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement. Please acknowledge.*

  Response: The District and the Design Team acknowledge that any square footage in excess of MSBA guidelines for this category will be considered ineligible for reimbursement.

- ***Custodial & Maintenance*** *– The overall proposed square footage for this category meets the MSBA guidelines for all three enrollment options. No further preliminary comments.*

- ***Other*** *– The District is proposing 4,720 nsf for Enrollment 1, 5,420 nsf for Enrollment 2, and 5,800 nsf for Enrollment 3. The District is proposing the following spaces:*

  - ***Pre-Kindergarten Classrooms*** *– The District is proposing (4) 1,100 nsf Pre-Kindergarten Classrooms totaling 4,400 nsf for all three enrollment options, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following items:*

    As the project becomes further developed, please note and acknowledge that 1,100 nsf is the minimum size for all newly constructed Pre-Kindergarten Classrooms.

    Response: The District and the Design Team acknowledge that 1,100 NSF is the minimum size for all newly constructed Pre-Kindergarten classrooms.

- ***Teacher Wellness Rooms*** *– The District is proposing (2) 100 nsf Teacher Wellness Rooms totaling 200 nsf for Enrollment 1, (4) 100 nsf Teacher Wellness Rooms totaling 400 nsf for Enrollment 2, and (6) 100 nsf Teacher Wellness Rooms totaling 600 nsf for Enrollment 3, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:*

  - *Describe the anticipated adjacencies, the scheduling and utilization of the proposed areas, and how these areas will be supervised and staffed.*

    Response: The Teacher Wellness Rooms are included to provide smaller functional spaces for staff to access as needed. As these spaces will be used exclusively for the adults in the building (where students will not have access or any need to be present), supervision of children will not be required.

  - *Provide examples of activities that will occur in these areas.*

    Response: These rooms will be used for staff to engage in private phone calls and Zoom meetings for purposes related to connecting with parents/guardians on student matters or personal matters. Additionally, these spaces will be used for private lactation spaces as may be necessary.

  - *As part of the District's PSR submittal, the District must fully describe the function, intended use, and scheduling of these spaces.*

    Response: The District must fully describe the function, intended use, and scheduling of these spaces as part of the District's PSR submittal.

- ***CARES Program Coordinator Office*** *– The District is proposing (1) 150 nsf CARES Program Coordinator Office for Enrollment 3, which exceeds the MSBA guidelines.*
- ***CARES Site Coordinator Office*** *– The District is proposing (1) 120 nsf CARES Site Coordinator Office for Enrollment 1 and 2, and (1) 150 nsf CARES Site Coordinator Office for Enrollment 3, which exceeds the MSBA guidelines.*
- ***CARES Program Storage*** *– The District is proposing (1) 500 nsf CARES Program Storage for Enrollment 2 and 3, which exceeds the MSBA guidelines. In response to these review comments, please relocate the CARES Program Storage space in the 'Non-Programmed Spaces' category. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50.*

  Response: CARES Program Storage is relocated to "Non-Programmed Spaces" category for all enrollments.

Please note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines, and for which it may not be supported by the Educational Program provided.

Response: The District and the Design Team acknowledge that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines.

3) Not provided for Enrollment 1 (Pre-K – K). In response to these review comments, please provide a narrative that describes the reasons for all variances between proposed net and gross areas as compared to MSBA guidelines for Enrollment 1.

Response: A narrative that describes the reasons for all variances between proposed net and gross areas as compared to MSBA guidelines for Enrollment 1 (Pre-K-K) is attached (refer to pages 3.1.3-3 – 3.1.3-12)

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Confirmation of legal title to the property.	☒	☐	☐	☐
2	Determination that the property is available for development.	☒	☐	☐	☐
3	Existing historically significant features and any related effect on the project design and/or schedule.	☐	☒	☐	☐
4	Determination of any development restrictions that may apply.	☐	☒	☐	☐
5	Initial Evaluation of building code compliance for the existing facility.	☐	☒	☐	☐
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	☐	☒	☐	☐
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	☒	☐	☐	☐
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	☐	☒	☐	☐
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	☐	☒	☐	☐
10	Assessment of the school for the presence of hazardous materials.	☐	☒	☐	☐
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	☐	☒	☐	☐

MSBA Review Comments:

3) The information provided states:

> *"Once a general scope of work is defined, a Project Notification Form should be filed with the MHC to determine if any historical or archeological considerations will need to be addressed as part of the project."*

Additionally, the information provided for all three school states the following:

- *"The Wildwood School is not listed on the Town's Historic Bylaw register. The building is not historically or architecturally significant."*
- *"The Woburn School is not listed on the Town's Historic Bylaw register. The building is not historically or architecturally significant."*
- *"The North Intermediate School is not listed on the Town's Historic Bylaw register. The building is not historically or architecturally significant."*

Regardless of whether buildings do and/or do not exist on a local register, a Project Notification Form ("PNF") must be submitted to the Massachusetts Historic Commission ("MHC") and MHC approval is required prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CMR 71.00. In response to these review comments, please provide the timeline associated with filing a PNF with the MHC for review and approval.

Response: The Designer plans to submit the Project Notification Form during the first month of the Schematic Design phase of the project and expects to receive notification of a decision from the MHC prior to submission of the SD package to the MSBA.

4) The information provided indicates that one of the options, located at the 121 Glen Road site, will require an Article 97 land disposition. Please note that if the District decides to further evaluate this option, it should be noted that that future versions of the project schedule should include dates of anticipated approvals and key steps to gaining full ownership, control, and exclusive use of the proposed site(s). Please Refer to Project Advisory 45 on MSBA's website for additional information related to MSBA requirement for land use.

Response: The SBC voted against shortlisting and further evaluating the options located at the 121 Glen Road site.

Please also note that if the District chooses this option as the Preferred Solution, the MSBA's Board authorization to enter a Project Funding Agreement will be conditioned upon verifying with the District that all site requirements, including ownership, full control and exclusive use, have been met prior to executing a Project Funding Agreement. Please acknowledge.

Response: The SBC voted against shortlisting and further evaluating the options located at the 121 Glen Road site.

Additionally, please note and acknowledge that information associated with future use and/or demolition of other school facilities must be provided in the PSR submittal associated with the potential consolidation of students into a single proposed project.

Response: The District and Town note and acknowledge that information associated with future use and/or demolition of other school facilities must be provided in the PSR submittal associated with the potential consolidation of students into a single proposed project. The Town intends to create a building reuse committee to evaluate the future plans for existing school facilities.

5, 6) Please note that although the 2015 International Building Code ("IBC") and 2018 International Energy Conservation Code ("IECC") are in effect as the basis for the current 9th edition of the Massachusetts Building Code, a 10th edition of the Massachusetts Building Code based on the 2021 IBC and 2021 IECC (including any MA amendments) is pending. In response to these review comments, the design team should review the project's anticipated permit date based on the project schedule and verify coordination with the code analysis and all systems basis of design in subsequent phases.

Response: Comment is noted.

8) The information provided for all three school sites (Wildwood, Woburn, and North Intermediate) states:

> *"A preliminary Soils Resource Report is provided in Section 3.1.4.C.1- Civil Assessment. Further soils exploration and geotechnical investigation of the Wildwood site will occur if the site is selected as the preferred option in the Schematic Design Phase. Soils will be tested for permeability for stormwater management design. The size of the parcels and potential new school will merit detailed geotechnical investigation."*

Additionally, the information provided for the North Intermediate school site indicates that wooded wetland areas occupy a portion of the property and may limit site improvement opportunities. Furthermore, the information provided indicates that the protected Municipal Open Space status of a large portion of the property may limit site improvement opportunities. Similarly, the Wellhead Protection Area designation may constrain development. In response to these review comments, please provide additional information that describes the approach the design team intends to take in order to mitigate site development constraints due to the existing conditions.

Response: The Design Team is working with the Town to confirm the requirements for any potential constraints on development at each site. The Design Team intends to comply with requirements. If a variance is needed, the design team will identify as such in the PSR submission. The approach in PDP was to identify site potential site constraints and locate the building outside these areas whenever possible. The design team will continue to gather information to inform location of the building and site amenities to minimize impacts to site constraints that may impact the project cost and/or schedule.

As part of the District's PSR submittal, please provide any geotechnical and soils information.

Additionally, please confirm that testing will be performed timely in order to inform the proposed scope and budget of the schematic design.

Response: Geotechnical and soils testing and information will be obtained for the site associated with the preferred option at the beginning of Schematic Design phase to inform the proposed scope and budget of the schematic design.

Also, note that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA's Board of Directors will be the sole responsibility of the District. Please acknowledge.

Response: The District acknowledges that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA's Board of Directors will be the sole responsibility of the Town.

9) In response to these review comments, please identify if the Phase I Environmental Site Assessment is complete. As part of the District's PSR submittal, please provide any updated site testing review and analysis.

Response: Phase I Environmental Site Assessment is not complete at this time. This information will be obtained for the site associated with the preferred option at the beginning of Schematic Design.

Please note and acknowledge that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA's Board of Directors will be the sole responsibility of the District.

Response: The District and the Design Team acknowledge that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA's Board of Directors will be the sole responsibility of the District.

Additionally, the information provided states the following:

- *"The building (Wildwood ES) is heated with No. 2 fuel oil, which is stored in a 10,000-gallon underground storage tank located on the north side of the building. Due to a recent leak in the tank, the older tank was removed and replaced."*
- *"There does not appear to be a gas service onsite or in Woburn Street. The building is heated with No. 2 fuel oil, which is stored in a 10,000-gallon storage tank."*

Please note that costs associated with the removal of fuel storage tanks and associated contaminated soil are considered ineligible for reimbursement. Please acknowledge.

Response: The District and the Design Team acknowledge that costs associated with the removal of fuel storage tanks and associated contaminated soil are considered ineligible for reimbursement.

10) The information provided states:

> *"According to the record drawings provided, and confirmed by the Facilities Director, the original ceilings in the Wildwood school were suspended wire lath and plaster, with loose-laid mineral fiber "Rock Wool" insulation sitting above them which is still present. The plaster (in corridors only) was determined to have asbestos ingredients and it was decided to encapsulate all ceilings rather than abate and remove them."*

Also, the information provided from the report for hazardous materials determination survey for all three schools indicates that there are hazardous flooring materials as well as hazardous

ceiling that contains asbestos. The project team should be aware of the current policies associated with MSBA's participation in the abatement and removal of hazardous materials. However, please note and acknowledge that all costs associated with the removal of floor materials and ceiling tiles containing asbestos are considered ineligible for reimbursement.

Response: The District acknowledges that that all costs associated with the removal of floor materials and ceiling tiles containing asbestos are considered ineligible for reimbursement.

11) In response to these review comments, provide any previous existing building and/or site reports, studies, drawings, etc. provided by the District.

Response: The Design Team has appended an electronic file of record drawings of the Wildwood Early Childhood Center, Woburn Street School and North Intermediate School to this submission:

Drawings

The Design Team has appended an electronic file of the only report provided to the designer, 2018 Harriman "Facility Master Plan Report for the Town of Wilmington":

wilmingtonfacility_master_plan_final_report_appendices.pdf

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	☐	☒	☐	☐
2	Existing site plan(s)	☐	☐	☒	☐

MSBA Review Comments:

The information provided indicates that the District preliminarily evaluated the following (4) site options for potential development:

- *The existing Wildwood Early Childhood Center site at 182 Wildwood Street;*
- *The existing Woburn Street Elementary School site at 227 Woburn Street;*
- *The existing North Intermediate School site at 320 Salem Street; and,*
- *The existing Town Hall site at 121 Glen Road (under Article 97 protection).*

1) The narrative provided includes the following limitations for each site the District evaluated beyond R-20 zoning requirements:

- *Wildwood Early Childhood Center site:*
    - *Municipal Open Space - Limited protection*
    - *Wellhead Protection Area*
    - *The site has a wetland area approximately 75 feet from the east property line and has a 100- foot Buffer Zone. Maple Meadow Brook, a perennial stream, also runs through this adjacent property. The wetland is approximately 100 feet from the east property line and has a 200-foot Riverfront Zone.*
- *Woburn Street School site:*
    - *Municipal Open Space - Limited protection*
    - *Wellhead Protection Area*
- *North Intermediate School site:*
    - *Municipal Open Space - Limited protection*
    - *Wellhead Protection Area*
    - *A wetland area along the property line with 298R and 300R Salem Road properties and has a 100- foot Buffer Zone, which would be approximately 50 feet from the corner front section of the building. Work encroaching to the southwest of the existing building would require wetland permitting.*
- *Town Hall site and Recreation Area*
    - *Municipal Open Space – in perpetuity and Article 97 purpose*
    - *State regulated wetlands and associated 100-foot Buffer Zone on the adjacent properties to the north and west.*
    - *Lubbers Brook, a perennial stream, also runs through these adjacent properties. It is approximately 80 feet from the northwest corner of the property and has a 200-foot Riverfront Zone. The 100-foot Buffer Zone and 200-foot Riverfront Zone extend into the northwest corner of the Town Hall property, which is currently undeveloped wooded area. The developed portion of the site is approximately 50 feet from the nearest wetland resource area. If work is proposed to the west area of the building, wetland permitting would be required.*

Additionally, the information provided states: "A title analysis to determine presence of any easements is ongoing with the Town at the time of this report. Any findings will be reported in the PSR submission.".

Lastly, based on constraints listed above, the selected site may require review by the Massachusetts Environmental Policy Act Office ("MEPA"). As part of the District's PSR submittal, please provide the following:

- *Analysis performed by the design team intended to determine the outcome associated with the requirements of a MEPA review and a workplan and timeline associated with a MEPA review.*
- *Also, please note that if MEPA review and approval is required for the proposed project, the MSBA Board's authorization to enter a Project Scope and Budget Agreement ("PSBA") and a Project Funding Agreement ("PFA") will be conditioned upon the District fulfilling the applicable MEPA requirements associated with the MEPA review.*

Response: Comments are noted.

In response to these review comments, please review and respond to the following items:

- *Describe how the site constraints are potentially impacting the design options explored in the Preliminary Evaluation of Alternatives section.*

  Response: Site constraints identified as negatively impacting the timeframe to project completion or project budget were identified during the evaluation of alternatives and scored lower in the Evaluation Matrix. Examples include:

  - Site with Article 97 designation that may extend the project schedule scored lower than other alternatives.
  - Potential impact to wetlands would require permitting that may extend the project schedule generally scored lower than other alternatives.
  - Sites with access to municipal utilities generally scored higher than those with limited access.
  - Sites with more usable area generally scored higher for larger grade configurations as it provides better opportunity for more desirable site circulation, adequate parking, play areas and open space.
  - Sites that limit constructability due to existing site access and/or location of existing building, require complicated phasing or are currently occupied generally scored lower.

- *As part of the District's PSR submittal, describe how the number of parking spaces for staff and visitors will be determined, i.e. based on daily school needs, after-hours athletic/performance needs, and/or local zoning requirements. In addition, provide a timeline associated with the any permits, filings, and/or other reviews discussed in this section. Please acknowledge.*

  Response: The Design Team acknowledges that as part of the PSR submittal, information on how the number of parking spaces for staff and visitors was determined, and a timeline associated with the any permits, filings, and/or other reviews discussed in this section will be provided.

- *As part of the District's PSR submittal, provide site section(s) that illustrates how the Preferred Schematic sits on the site and how the proposed location impacts access and circulation. Please acknowledge.*

Response: The Design Team acknowledges that scaled building/ site section drawings will be provided with the PSR submittal that shows how the proposed building sits on the site, and how the proposed location impacts access and circulation.

2) In response to these review comments, please provide existing site plans for all (4) sites studied.

Response: A detailed site survey will be completed for the preferred option in the Schematic Design phase. Base site plans utilizing aerial imagery for each site are attached for reference.

Additionally, provide the following for the (3) existing school sites studied:

- *Circulation diagrams that identify the existing:*
    - *Bus and parent drop-off/pick-up locations;*
    - *Vehicular and pedestrian circulation; and*
    - *Emergency vehicle access.*

  Response: The Design Team has appended an electronic file of circulation diagrams for the (3) existing school sites that include analysis of:

    - Bus and parent drop-off/pick-up locations
    - Vehicular and pedestrian circulation
    - Emergency vehicle access
- *Provide diagram(s) and a narrative that describes how a physically challenged individual currently accesses the existing building.*

  Response: The Design Team has appended an electronic file of a diagram for the (3) existing school sites showing how a physically challenged individual currently accesses the existing buildings.

  Wildwood ECC Site:

    - Two accessible parking spaces are provided near the main entrance, on the bus drop-off loop. A curb cut is provided ahead of the spaces, but this would require persons to move within the travel lane of the bus loop, not using a protected walkway as is preferred. A signed van-accessible space is provided ahead of the two car spaces, which has a continuous flush walk with no curb transition, but this walk's running and cross slopes are greater than 5% or 1:20 slope and pavement is in poor condition. One additional accessible space is provided south of the south wing but it is some distance from the (inaccessible) main entrance, and has no signage directing users to the rear door which is accessible.
    - The main entry is accessed by a gently sloping paved area. While the paved surface is in fair condition, the sloping approach to the doors may be greater than a 1:20 slope. The main entry doors do not have the required 32"

minimum width clearance, do not have a motorized operator which could aid the situation, and thus are not accessible.

- The "recess door" labeled #11 is the only truly accessible entrance to the building, with 36" clear width and a motorized operator, but it is completely hidden around the rear of the structure with no signage indicating how to get there from the accessible parking spaces in front.
- Egress doors from some corridor exits to the exterior include a landing with a single step, or multiple steps and are not accessible.

Woburn Street School Site:

- Accessible parking spaces are not connected by an accessible route to the building entrances.
- With the exception of the main entry, none of the building entrances are provided with accessible doorways; some include steps or changes in elevation and some are not provided with a level landing on the pull side of the door or accessible hardware. Entry vestibules do not provide 48 inches clear beyond the swing of the interior doors to the exterior doors.

North Intermediate School Site:

- No compliant accessible parking spaces are provided.
- With the exception of the main entry, none of the building entrances are provided with accessible doorways; some include steps or changes in elevation, and some are not provided with a level landing on the pull side of the door or accessible hardware.

As part of the District's PSR submittal, please provide circulation diagrams for all options explored as part of the Final Evaluation of Alternatives. Please acknowledge.

Response: The Design Team will include circulation diagrams for all "short list" Alternatives being studied in its PSR submission that include analysis of:

- Bus and parent drop-off/pick-up locations
- Vehicular and pedestrian circulation
- Emergency vehicle access
- Accessible routes for physically challenged individuals

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*

1	Analysis of school district student school assignment practices and available space in other schools in the district	☒	☐	☐	☐
2	Tuition agreement with adjacent school districts	☒	☐	☐	☐
3	Rental or acquisition of existing buildings that could be made available for school use	☒	☐	☐	☐
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	☒	☐	☐	☐
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	☐	☒	☐	☐
6	Construction of new building and the evaluation of potential locations	☐	☒	☐	☐
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	☐	☒	☐	☐

MSBA Review Comments:

As part of the Preliminary Evaluation of Alternatives, the District explored the following (18) options. The (5) options denoted with an asterisk (*) are the options that the District reported it intends to further evaluate as part of its PSR submittal:

- ***Option PK-K R.1****: Base Repair for grades PK-K with an enrollment of 130 students at the existing Wildwood Elementary School site; with an estimated project cost of $27.7 to $30.6 million.*
- *Option PK-K AR.1: Addition / Renovation for grades PK-K with an enrollment of 130 students at the existing Wildwood Elementary School site; with an estimated project cost of $78.0 to $86.2 million.*
- ***Option PK-K N.1****: New Construction for grades PK-K with an enrollment of 130 students at the existing Wildwood Elementary School site; with an estimated project cost of $79.3 to $87.6 million.*
- *Option PK-K N.2: New Construction for grades PK-K with an enrollment of 130 students at the Town Hall site; with an estimated project cost of $80.0 to $88.5 million.*
- *Option PK-3 R.1: Base Repair for grades PK-3 with an enrollment of 510 students at the existing Woburn Street Elementary School site; with an estimated project cost of $30.3 to $40.1 million.*
- *Option PK-3 AR.1: Addition / Renovation for grades PK-3 with an enrollment of 510 students at the existing Woburn Street Elementary School site; with an estimated project cost of $135.0 to $149.2 million.*
- *Option PK-3 AR.2: Addition / Renovation for grades PK-3 with an enrollment of 510 students at the existing Wildwood Elementary School site; with an estimated project cost of $135.1 to $143.9 million.*

- ***Option PK-3 N.1****: *New Construction for grades PK-3 with an enrollment of 510 students at the existing Woburn Street Elementary School site; with an estimated project cost of $135.7 to $150.0 million.*
- *Option PK-3 N.2: New Construction for grades PK-3 with an enrollment of 130 students at the existing Wildwood Elementary School site; with an estimated project cost of $131.2 to $145.1 million.*
- *Option PK-3 N.3: New Construction for grades PK-3 with an enrollment of 510 students at the Town Hall site; with an estimated project cost of $132.2 to $146.1 million.*
- *Option PK-5 R.1: Base Repair for grades PK-5 with an enrollment of 755 students at the existing North Intermediate School site; with an estimated project cost of $29.5 to $32.6 million.*
- ***Option PK-5 AR.1****: *Addition / Renovation for grades PK-5 with an enrollment of 755 students at the existing North Intermediate School site; with an estimated project cost of $193.5 to $213.6 million.*
- *Option PK-5 AR.2: Addition / Renovation for grades PK-5 with an enrollment of 755 students at the existing Woburn Street Elementary School site; with an estimated project cost of $188.9 to $208.8 million.*
- *Option PK-5 AR.3: Addition / Renovation for grades PK-5 with an enrollment of 755 students at the existing Wildwood Elementary School site; with an estimated project cost of $188.2 to $208.0 million.*
- ***Option PK-5 N.1****: *New Construction for grades PK-5 with an enrollment of 755 students at the existing North Intermediate School site; with an estimated project cost of $194.1 to $214.5 million.*
- *Option PK-5 N.2: New Construction for grades PK-5 with an enrollment of 755 students at the existing Woburn Street Elementary School site; with an estimated project cost of $188.1 to $208.0 million.*
- *Option PK-5 N.3: New Construction for grades PK-5 with an enrollment of 755 students at the existing Wildwood Elementary School site; with an estimated project cost of $188.8 to $208.7 million.*
- *Option PK-5 N.4: New Construction for grades PK-5 with an enrollment of 755 students at the Town Hall site; with an estimated project cost of $187.6 to $207.3 million.*

5, 6) The information provided on page 850 indicates that the District has formally recommended that the following five options, ("Option PK-K R.1", "Option PK-5 AR.1", "Option PK-K N.1", "Option PK-3 N.1", and "Option PK-5 N.1") will be further developed in the Preferred Schematic Report. However, on pages 22 to 23, the submittal identifies seven "short list" options. In response to these review comments, please clarify and coordinate which options are being further evaluated as a part of the Preferred Schematic Design report.

Response: Although seven options are identified on the shortlist, only five of the seven alternatives are viable for further development in the Preferred Schematic Report. Both options PK-3 R.1 and PK-5 R.1 would not accommodate the consolidated enrollments in a

repair only solution of the existing building. These repair only options are carried into PSR for cost comparison purposes only and are identified with an "*" in the list below.

- Option PK-K R.1
- Option PK-K N.1
- Option PK-3 R.1*
- Option PK-3 N.1
- Option PK-5 R.1*
- Option PK-5 AR.1
- Option PK-5 N.1

Additionally, please note and acknowledge the District will be required to further evaluate the following options as part of the PSR submittal for cost comparison purposes:

- *Option PK-3 R.1*
- *Option PK-5 R.1*
- *Option PK-K AR.1 and*
- *Option PK-3 AR.1 or AR.2.*

Response: The District and Design team note and acknowledge that it is required to further evaluate the following options as part of the PSR submittal for cost comparison purposes only. It is the understanding that these alternatives do not require drawings to accompany these alternatives support the evaluation in PSR.

- Option PK-K AR.1
- Option PK-3 R.1
- Option PK-3 AR.1
- Option PK-5 R.1

Furthermore, in response to these review comments, please provide a narrative that clearly describes the reasons for each option that the District decided to eliminate and not further evaluate at PSR.

Response: The Wilmington Wildwood School Building Committee reviewed the alternatives over several meetings, utilizing an evaluation matrix to score options. The SBC considered the feedback received from the community as part of the process. Ultimately the alternatives were scored, and the highest scoring options within each grade configuration were shortlisted for continued evaluation into PSR. Below is a summary of alternatives eliminated from further evaluation in the PSR phase.

Option PK-K AR.1
(*required for further evaluation as part of PSR for cost comparison)

- **EDUCATION:** This addition-renovation alternative meets most of the District's Educational Plan for PK-K students with some compromises such as little opportunity for expansion of a grade in a bubble year.
- **SITE:** Significant alterations to the 7.5 acre site are required to accommodate a centrally

located one-story building more than twice the size of the existing structure. With grade changes of -15 feet to -25 feet towards the rear property line, a substantial 1,100+ linear foot of retaining wall is planned to accommodate the larger footprint and emergency access drive around the perimeter. Although there is some improvement in site circulation, vehicles and buses are not completely separate. The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. There is limited open space, relying mostly on the playgrounds for outdoor play. Any future growth would compromise site design and amenities if building expansion was warranted.

- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetlands buffer areas located to the north and Wellhead Protection Zone on the north wooded-portion of the site.
- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience, but it does not support separate academic and public use of the building or site.
- **SUSTAINABILITY:** This alternative combines the benefits of new construction with the challenges of renovation. Envelop improvements of the existing structure would be complex and cost prohibitive. The building orientation, with classrooms facing northwest or southeast, will require some control of daylighting. Improvements like geothermal wells would require additional scope and a substantial impact to cost due to limited acreage of this site.
- **LOGISTICS:** Site is unoccupied; overall project duration: 22 months
- **CONSOLIDATION:** This alternative maintains the status quo of an existing school site and population and does not impact the remaining students in Grades 1-5 in the catchment area under consideration.
- **TIME:** This alternative includes only one school and would require multiple capital projects over several years to accomplish the renovations and additions necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-K N.2

- **EDUCATION:** This new construction alternative meets the District's Educational Plan for PK-K students.
- **SITE:** This alternative is located centrally within Wilmington along a major artery that has generated some concern from the community. A traffic study would be required to ascertain impact to the immediate area if a school was located at this site. The 19-acre site has only one access point from Glen Road, with a second emergency access point is located along the eastern property line connecting through a residential neighborhood.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetland buffer zones and Article 97 designation which would negatively impact the current schedule.
- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience. However the site is a central community resource with recreational fields and trails that could not be replicated without significant

tree removal.

- **SUSTAINABILITY:** This alternative with its efficient building plan and sizable site area will meet sustainability goals set by the Town and District.
- **LOGISTICS:** Site will be unoccupied; overall project duration: 22 months
- **CONSOLIDATION:** This alternative maintains the status quo of an existing school population and does not impact the remaining students in Grades 1-5 in the catchment area under consideration.
- **TIME:** This alternative includes only one school and would require multiple capital projects over several years to accomplish the renovations and additions necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-3 R.1

(*required for further evaluation as part of PSR for cost comparison)

- **EDUCATION:** No spatial improvements are included to support the District's Educational Plan for PK-3 students. Spatial deficiencies and limitations associated with the existing building remain. The capacity required exceeds the ability of the existing building itself.
- **SITE:** Does not include major alterations to the site, except to replace paving in poor condition, and provide accessible parking and an accessible route to the main entrance; The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. The Woburn Street site with 10-acres has significant grade change creating circulation and accessibility challenges. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation and Wellhead Protection Zone on the northern portion of the site.
- **COMMUNITY:** Does not support an improved building design or site layout that would enhance the student, staff, or community experience.
- **SUSTAINABILITY:** Because of the essential nature of this "base repair" alternative, it does not include many types of upgrades associated with a modern energy-efficient building or improvements to interior environments. Solar orientation of the existing building is not ideal with the north-south building configuration.
- **LOGISTICS:** Construction within the existing facility with the building occupied would be very disruptive. Even with best practices, disruption from noise, dust, and construction traffic would be extensive. Asbestos abatement would be required throughout the construction process. Modular swing space would be required to house a portion of the students while sections of the existing building was renovated. The rear of the site would be needed for staging of materials. The sequence of site development and construction staging would need to be very carefully thought out, and the impact on student's outdoor recreation would be significant. Overall project duration: 32 months – non-continuous
- **CONSOLIDATION:** This alternative does not address the needs of PK-K students, the primary focus of this MSBA project.
- **TIME:** This alternative includes only one school and would require multiple capital projects over several years to accomplish the renovations and additions necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under

consideration.

Option PK-3 AR.1

(*required for further evaluation as part of PSR for cost comparison)

- **EDUCATION:** This addition-renovation alternative meets most of the District's Educational Plan for PK-3 students.
- **SITE:** The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. The Woburn Street site with 10-acres has significant grade change creating circulation and accessibility challenges, requiring retaining walls. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation and Wellhead Protection Zone on the northern portion of the site.
- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.
- **SUSTAINABILITY:** This alternative combines the benefits of new construction with the challenges of renovation. Envelop improvements of the existing structure would be complex and cost prohibitive. The building orientation, with classrooms facing north and south, will require control of daylighting.
- **LOGISTICS:** The Woburn site is currently occupied and would require phasing, relocation, and disruption of students in Grades 1-3 during construction. Overall project duration: 36 months
- **CONSOLIDATION:** The PK-3 alternative consolidates two schools but does not impact the remaining students in Grades 4-5 in the catchment area under consideration.
- **TIME:** This alternative includes two schools and would require one additional capital project over several years to accomplish the renovations necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-3 AR.2

- **EDUCATION:** This addition-renovation alternative meets most of the District's Educational Plan for PK-3 students.
- **SITE:** Significant alterations to the 7.5 acre site are required to accommodate a centrally located two-story building more than four times the size of the existing structure. With significant grade changes towards the rear property line, a substantial retaining wall is planned to accommodate the larger footprint and emergency access drive around the perimeter. Although there is some improvement in site circulation, vehicles and buses are not completely separate. The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. Open space is limited, relying on the playgrounds for outdoor play. Any future growth would compromise site design and amenities if building expansion was warranted.

- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetlands buffer and Wellhead Protection Zone requirements on the northern portion of the site.
- **COMMUNITY:** Supports an improved building design that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.
- **SUSTAINABILITY:** This alternative combines the benefits of new construction with the challenges of renovation. Envelop improvements of the existing structure would be complex and cost prohibitive. The building orientation, with classrooms facing north and south, will require control of daylighting. Site features are limited due to minimal site acreage available.
- **LOGISTICS:** The Wildwood site is currently unoccupied; overall project duration: 24 months
- **CONSOLIDATION:** The PK-3 alternative consolidates two schools but does not impact the remaining students in Grades 4-5 in the catchment area under consideration.
- **TIME:** This alternative includes two schools and would require one capital project over several years to accomplish the renovations necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-3 N.2

- **EDUCATION:** This new construction alternative meets the District's Educational Plan for PK-3 students.
- **SITE:** Significant alterations to the 7.5 acre site are required to accommodate a centrally located two-story building more than four times the size of the existing structure. With significant grade changes towards the rear property line, a substantial retaining wall is planned to accommodate the larger footprint and emergency access drive around the perimeter. Although there is some improvement in site circulation, vehicles and buses are not completely separate. The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. Open space is limited, relying on the playgrounds for outdoor play. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetlands buffer and Wellhead Protection Zone requirements on the northern portion of the site.
- **COMMUNITY:** Supports an improved building design that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.
- **SUSTAINABILITY:** This alternative with its efficient building plan but minimal site area will meet many of the sustainability goals set by the Town and District.
- **LOGISTICS:** Site will be unoccupied; overall project duration: 22 months
- **CONSOLIDATION:** This alternative maintains the status quo of an existing school population and does not impact the remaining students in Grades 1-5 in the catchment area under consideration.

- **TIME:** This alternative includes two schools and would require one capital project over several years to accomplish the renovations necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-3 N.3

- **EDUCATION:** This new construction alternative meets the District's Educational Plan for PK-3 students.
- **SITE:** This alternative is located centrally within Wilmington along a major artery that has generated some concern from the community. A traffic study would be required to ascertain impact to the immediate area if a school was located at this site. The 19-acre site has only one access point from Glen Road, with a second emergency access point is located along the eastern property line connecting through a residential neighborhood.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetland buffer zones and Article 97 designation which would negatively impact the current schedule. The site is centrally located and would restrict future community use by the Town if an educational facility is located on the site.
- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience. However the site is a community resource with recreational fields and trails that could not be replicated without significant tree removal.
- **SUSTAINABILITY:** This alternative with its efficient building plan and sizable site area will meet sustainability goals set by the Town and District.
- **LOGISTICS:** Site will be unoccupied; overall project duration: 24-26 months
- **CONSOLIDATION:** The PK-3 alternative consolidates two schools but does not impact the remaining students in Grades 4-5 in the catchment area under consideration.
- **TIME:** This alternative includes two schools and would require one capital project over several years to accomplish the renovations necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-5 R.1

(*required for further evaluation as part of PSR for cost comparison)

- **EDUCATION:** No spatial improvements are included to support the District's Educational Plan for PK-5 students. Spatial deficiencies and limitations associated with the existing building remain. The capacity required exceeds the ability of the existing building itself.
- **SITE:** Does not include major alterations to the site, except to replace paving in poor condition, and provide accessible parking and an accessible route to the main entrance; The site has access to municipal water and sewer but would include improvements to the service for compliance with current regulations. The North Intermediate site with 14-acres has a 10-foot grade change from Salem Street to fields creating circulation and accessibility challenges. There is no continuous path around the building for emergency access. Any future growth would compromise site design and amenities if building expansion was warranted.

- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation and Wetlands Buffer along the southwest property line.
- **COMMUNITY:** Does not support an improved building design or site layout that would enhance the student, staff, or community experience.
- **SUSTAINABILITY:** Because of the essential nature of this "base repair" alternative, it does not include many types of upgrades associated with a modern energy-efficient building or improvements to interior environments.
- **LOGISTICS:** Construction within the existing facility with the building occupied would be very disruptive. Even with best practices, disruption from noise, dust, and construction traffic would be extensive. Asbestos abatement would be required throughout the construction process. Modular swing space would be required to house a portion of the students while sections of the existing building were renovated. The rear of the site would be needed for staging of materials. The sequence of site development and construction staging would need to be very carefully thought out, and the impact on student's outdoor recreation would be impacted. Overall project duration: 32 months – non-continuous
- **CONSOLIDATION:** This alternative does not address the needs of PK-K students, which is the primary focus of this MSBA project.
- **TIME:** This alternative includes only one school and would require multiple capital projects over several years to accomplish the renovations and additions necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

Option PK-5 AR.2

- **EDUCATION:** This addition-renovation alternative meets most of the District's Educational Plan for PK-5 students.
- **SITE:** The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. The Woburn Street site with 10-acres has significant grade change creating circulation and accessibility challenges, requiring retaining walls. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation and Wellhead Protection Zone on the northern portion of the site.
- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.
- **SUSTAINABILITY:** This alternative combines the benefits of new construction with the challenges of renovation. Envelop improvements of the existing structure would be complex and cost prohibitive. The building orientation, with classrooms facing north and south, will require control of daylighting.
- **LOGISTICS:** The Woburn site is currently occupied and would require phasing, relocation, and disruption of students in Grades 1-3 during construction. Overall project duration: 36 months
- **CONSOLIDATION:** The PK-5 alternative consolidates all three schools in the catchment area under consideration.
- **TIME:** This alternative meets the goals set forth in this project for all PK-5 students in the

catchment area under consideration with one project.

Option PK-5 AR.3

- **EDUCATION:** This addition-renovation alternative meets most of the District's Educational Plan for PK-5 students.
- **SITE:** Significant alterations to the 7.5 acre site are required to accommodate a centrally located three-story building more than four times the size of the existing structure. With significant grade changes towards the rear property line, a substantial retaining wall is planned to accommodate the larger footprint and emergency access drive around the perimeter. Although there is some improvement in site circulation, vehicles and buses are not completely separate. The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. Open space is limited due to parking needs, relying on the playgrounds for outdoor play. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetlands buffer and Wellhead Protection Zone requirements on the northern portion of the site.
- **COMMUNITY:** Supports an improved building design that would enhance the student, staff, or community experience. The community sport courts are not replicated on site for after-hours use due to site constraints. Athletic fields are not feasible on this site due to circulation, parking needs and building footprint.
- **SUSTAINABILITY:** This alternative combines the benefits of new construction with the challenges of renovation. Envelop improvements of the existing structure would be complex and cost prohibitive. The building orientation, with classrooms facing north and south, will require control of daylighting. Site features are limited due to minimal site acreage available.
- **LOGISTICS:** The Wildwood site is currently unoccupied; overall project duration: 24 months
- **CONSOLIDATION:** The PK-5 alternative consolidates all three schools in the catchment area under consideration.
- **TIME:** This alternative meets the goals set forth in this project for all PK-5 students in the catchment area under consideration with one project.

Option PK-5 N.2

- **EDUCATION:** This new construction alternative meets the District's Educational Plan for PK-5 students.
- **SITE:** The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. The Woburn Street site with 10-acres has significant grade change creating circulation and accessibility challenges, requiring retaining walls. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open

Space designation and Wellhead Protection Zone on the northern portion of the site.

- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.
- **SUSTAINABILITY:** This alternative with its efficient building and site plan will meet many of the sustainability goals set by the Town and District.
- **LOGISTICS:** The Woburn site is currently occupied and would require phasing, relocation, and disruption of students in Grades 1-3 during construction; overall project duration: 33 months + 3 months for gymnasium demolition)
- **CONSOLIDATION:** The PK-5 alternative consolidates all three schools in the catchment area under consideration.
- **TIME:** This alternative meets the goals set forth in this project for all PK-5 students in the catchment area under consideration with one project.

Option PK-5 N.3

- **EDUCATION:** This new construction alternative meets the District's Educational Plan for PK-5 students.
- **SITE:** Significant alterations to the 7.5 acre site are required to accommodate a centrally located three-story building more than four times the size of the existing structure. With significant grade changes towards the rear property line, a substantial retaining wall is planned to accommodate the larger footprint and emergency access drive around the perimeter. Although there is some improvement in site circulation, vehicles and buses are not completely separate. The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. Open space is limited due to parking needs, relying on the playgrounds for outdoor play. Any future growth would compromise site design and amenities if building expansion was warranted.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetlands buffer and Wellhead Protection Zone requirements on the northern portion of the site.
- **COMMUNITY:** This new construction alternative does not support separate academic and public use of the building. The community sport courts and athletic fields are not feasible on this site due to circulation, parking needs and building footprint.
- **SUSTAINABILITY:** This alternative with its efficient building and site plan will meet many of the sustainability goals set by the Town and District. With the smallest acreage, improvements that require ample site area limit possibilities without a substantial impact to upfront costs.
- **LOGISTICS:** The Wildwood site is currently unoccupied; overall project duration: 24 months
- **CONSOLIDATION:** The PK-5 alternative consolidates all three schools in the catchment area under consideration.
- **TIME:** This alternative meets the goals set forth in this project for all PK-5 students in the catchment area under consideration with one project.

Option PK-5 N.4

- **EDUCATION:** This new construction alternative meets the District's Educational Plan for PK-5 students.
- **SITE:** This alternative is located centrally within Wilmington along a major artery that has generated some concern from the community. A traffic study would be required to ascertain impact to the immediate area if a school was located at this site. The 19-acre site has only one access point from Glen Road, with a second emergency access point is located along the eastern property line connecting through a residential neighborhood.
- **RESTRICTIONS & FUTURE USES:** Comply with the requirements for Municipal Open Space designation, wetland buffer zones and Article 97 designation which would negatively impact the current schedule. The site is centrally located and would restrict future community use by the Town if an educational facility is located on the site.
- **COMMUNITY:** Supports an improved building design and site layout that would enhance the student, staff, or community experience. However, the site is a community resource with recreational fields and trails that could not be replicated without significant tree removal.
- **SUSTAINABILITY:** This alternative with its efficient building plan and sizable site area will meet sustainability goals set by the Town and District.
- **LOGISTICS:** Site will be unoccupied; overall project duration: 24-26 months
- **CONSOLIDATION:** The PK-5 alternative consolidates all three schools in the catchment area under consideration.
- **TIME:** This alternative meets the goals set forth in this project for all PK-5 students in the catchment area under consideration with one project.

The District selected the highest-performing Alternatives in terms of their scores on the Matrix, that satisfy the required MSBA categories, for each proposed enrollment:

- repair-only - one alternative
- addition/renovation - one alternative selected
- new construction - three alternatives selected

The SBC voted on April 3, 2024 to approve the selected alternatives and to submit the PDP report to the MSBA on April 18, 2024. Minutes from the meeting on April 3, 2024 are attached.

On May 28, 2024, the SBC voted to add the following options required per the PDP review comments dated on May 24, 2024 back on the short list of options for cost comparison purposes only for further study in PSR:

- PK-K AR.1
- PK-3 R.1
- PK-3 AR.1
- PK-5 R.1

Furthermore, as part of the District's PSR submittal please provide the following information:

- *Floor plan diagrams that include a key/legend for clarity that identify all the spaces with adjacencies to further understand the connections of the proposed spaces.*
- **Response:** The PSR submittal will include floor plan diagrams that include a key/legend for clarity that identify all the spaces with adjacencies to further understand the connections of the proposed spaces.
- *Ensure that further detail is provided in the subsequent phases of the project that clearly describes and illustrates the separation, safety provisions, and possible construction laydown areas that will be applied during construction on the occupied site. Please acknowledge.*
- **Response:** The District and Design team acknowledge that further detail will be provided in the PSR phase of the project that clearly describes and illustrates the separation, safety provisions, and possible construction laydown areas that will be applied during construction on the occupied site.
- *Please continue to use the same naming convention of options. Please acknowledge.*
- **Response:** The District and Design team acknowledge that the same naming convention of options will be used in the PSR submittal.
- *Provide a narrative that describes the reasons that the District selected its Preferred Schematic and the reasons that all the other options were not selected by the District.*

7) As noted above, in Items 5 and 6, the District will be required to include the following options in the Final Evaluation of Alternatives of the PSR submittal:

- *Option PK-K R.1: Base Repair for grades PK-K with an enrollment of 130 students at the existing Wildwood Elementary School site, or cost comparison purposes only.*
- *Option PK-3 R.1: Base Repair for grades PK-3 with an enrollment of 510 students at the existing Woburn Street Elementary School site, or cost comparison purposes only.*
- *Option PK-5 R.1: Base Repair for grades PK-5 with an enrollment of 755 students at the existing North Intermediate School site, or cost comparison purposes only.*
- *Option PK-K AR.1: Addition / Renovation for grades PK-K with an enrollment of 130 students at the existing Wildwood Elementary School site.*
- *Option PK-K N.1: New Construction for grades PK-K with an enrollment of 130 students at the existing Wildwood Elementary School site.*
- *Option PK-3 AR.1: Addition / Renovation for grades PK-3 with an enrollment of 510 students at the existing Woburn Street Elementary School site or Option PK-3 AR.2: Addition / Renovation for grades PK-3 with an enrollment of 510 students at the existing Wildwood Elementary School site.*
- *Option PK-3 N.1: New Construction for grades PK-3 with an enrollment of 510 students at the existing Woburn Street Elementary School site.*

- *Option PK-5 AR.1: Addition / Renovation for grades PK-5 with an enrollment of 755 students at the existing North Intermediate School site.*
- *Option PK-5 N.1: New Construction for grades PK-5 with an enrollment of 755 students at the existing North Intermediate School site*

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Signed Local Actions and Approvals Certification: (original)	☒	☐	☐	☐
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	☐	☒	☐	☐

MSBA Review Comments:

2) Please provide a certified copy of the meeting minutes when available. Please acknowledge.

Response: The OPM SMMA provided a certified copy of the School Building Committee 4/3/24 meeting minutes via email on 5/10/24, which contained the vote to approve the short list of alternatives and to authorize SMMA to submit the PDP report. It is appended to this submission.

No further review comments for this section.

3.1.8 APPENDICES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Current Statement of Interest	☒	☐	☐	☐
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	☒	☐	☐	☐
3	Design Enrollment Certification	☐	☒	☐	☐

MSBA Review Comments:

3) Please see comment above in Section 3.1.1, Item 3.

No further review comments for this section.

Additional Comments:

- *Please note that as part of the upcoming Preferred Schematic submittal process, districts and their consultants are required to provide a summary overview of the proposed project to the MSBA Facilities Assessment Subcommittee (the "FAS"). In preparation, the MSBA requests that the District submit a complete PowerPoint of the FAS presentation with the PSR submittal. For your reference, the guidance memorandum for preparing an FAS presentation is attached.*

  Response: The Design Team will include an electronic PDF file of the PowerPoint presentation for the upcoming FAS meeting in September with the submission of the PSR on or before August 29, 2024.

- *The MSBA issues project advisories from time to time, as informational updates for Districts, Owner's Project Managers ("OPM"), and Designers in an effort to facilitate the efficient and effective administration of proposed projects currently pending review by the MSBA. The advisories can be found on the MSBA's website. In response to these review comments, please confirm that the District's consultants have reviewed all project advisories and they have been incorporated into the proposed project as applicable.*

  Response: The Design Team confirms that they have reviewed all MSBA project advisories, and these have been and will continue to be incorporated into the proposed project as applicable.

Regarding Past Projects:

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show a total MSBA payment of $507,504 for the North Intermediate School Accelerated Repair Windows/Doors Project #ID201203420060 completed in September 2014.

Pursuant to these requirements and depending on the School District's ultimate plan for the School, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received for previous renovation grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. Please see the MSBA website to view the MSBA's regulations, statute and closed school bulletin for additional information.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
TOWN OF WILMINGTON
WILDWOOD ELEMENTARY SCHOOL
STUDY ENROLLMENT CERTIFICATION

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

Enrollment for Grade K at the Wildwood Elementary School	Enrollment for Grades K-3, in a consolidated Wildwood Elementary School and Woburn Street Elementary School	Enrollment for Grades K-5, in a consolidated Wildwood Elementary School, Woburn Street Elementary School, and North Intermediate School
130 students	510 students	755 students

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

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

Chief Executive Officer

Duly Authorized Representative of School Committee

4/25/22
Date

April 25, 2022
Date

Superintendent of Schools

April 25, 2022
Date

Town of Wilmington
Office of the Town Manager
121 Glen Road
Wilmington, MA 01887-3597

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

WWW.WILMINGTONMA.GOV

June 5, 2024

Hello Julie,

On behalf of the Town of Wilmington, I am writing to acknowledge the increased estimated costs of $27.7 million to $215.2 million received for the Wildwood Building Project. We recognize the OPM RFP totals were $20 million to $105 million which are much lower than the estimates recently received. The lower estimated numbers were drafted multiple years ago and were based on prior data from the 2018-2020 timeframe. We recognize that cost structures have increased post-pandemic and are aware of these circumstances. The Town of Wilmington does have the bond capacity for a $215.2 million project based on the financial strength of the town at this time. While we acknowledge the increase in the estimated costs, we want to state that the overall acceptance of spending up to $215.2 million dollars would be subject to the proper town voting process for approval.

Thank you for your continued assistance with this project. Please let me know if you have any questions or need any additional information.

Sincerely,

Louis Cimaglia IV
Temporary Town Manager

cc: Glenn Brand, Superintendent of Public Schools
Lee P. Dore, Associate AIA, CSI, LEED AP Dore and Whitter
Jason Boone, Project Manager, Dore and Whittier
Rani Philip, Project Manager, Dore and Whittier
Paul Ruggiero, Assistant Superintendent of Administration and Finance
Sarah Traniello, Assistant Project Manager

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

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: June 3, 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	*(Town Manager Transition Effective June 10, 2024)*
	Eric Slagel, *Town Manager* **Judith L. O'Connell,** *Assistant Town Manager* joconnell@wilmingtonma.gov	978-658-3311 Phone 978-658-3334 Fax
	Gregory B. Bendel, *Chair, 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 Member* david.ragsdale@wpsk12.com	
	Nicholas Golden, *School Committee Member* nicholas.golden@wpsk12.com	
	Stephen Turner, *School Committee Secretary (Alternate)* stephen.turner@wpsk12.com	
	Kate Bissell, *School Principal, Wildwood School* kate.bissell@wpsk12.com	
	Christine Holleran, *Teacher, Wildwood School* 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	

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

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
	Justin Cusce, *North Side Parent* jcusce17@gmail.com **Christine Prendergast,** *North Side Parent* chrissy521@gmail.com **Craig Miner,** *West Side Parent, Civil Engineer* cminer76@hotmail.com	
MASSACHUSETTS SCHOOL BUILDING AUTHORITY (MSBA)	40 Broad Street, Suite 500 Boston, Massachusetts 02109 **Mary Pichetti,** *MSBA Executive Director* mary.pichetti@massschoolbuildings.org **Deborah Goldberg,** *State Treasurer and MSBA Chair* **James A. MacDonald,** *MSBA Chief Executive Officer* james.macdonald@massschoolbuildings.org **Veatriki Dagkalakou,** *Project Manager* veatriki.dagkalakou@massschoolbuildings.org **Sarah Przybylowicz,** *Senior Project Coordinator* sarah.przybylowicz@massschoolbuildings.org	617-720-4466 main 617-720-5260 fax 617-960-3009 *Direct*
SCHOOL COMMITTEE	**Jesse Fennelly**, *Chair* jesse.fennelly@wpsk12.com **Jennifer Bryson**, *Vice Chair* jennifer.bryson@wpsk12.com **Nicholas Golden,** *Member* nicholas.golden@wpsk12.com **David Ragsdale**, *Member* david.ragsdale@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

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

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
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* **Lt. Thomas Ceres** *Operations/Training*	**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
OWNER'S PROJECT MANAGER	**Symmes Maini & McKee Associates, Inc. (SMMA)** 1000 Massachusetts Avenue Cambridge, Massachusetts 02138 **Julie A. Leduc, CS, 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*	

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

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
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	
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	
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TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
PROJECT DIRECTORY
SMMA NO. 22127

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
Civil Engineering **WBE**	**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
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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

Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
HVAC Engineer	**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	508-998-5700 info@g-g-d.com
Electrical / Lighting	David M. Pereira, PE *Principal | Electrical Engineer* david_pereira@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
WBE **Environmental Permitting**	**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
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Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
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
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
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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

Date: June 3, 2024

	Contact Name and Address	Contact Phone Number
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
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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

[D&W to INSERT PK-K 130-student SPACE SUMMARY HERE]

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DEVIATIONS FROM MSBA GUIDELINES – WILDWOOD EARLY CHILDHOOD CENTER (130 STUDENTS + PREKINDERGARTEN)

The proposed space summary identifies a need of 66,810 GSF at a net to gross multiplier of 1.5 to serve the educational program, a deviation of +44,540 GSF from the MSBA guidelines for a school population of 130 kindergarten and approximately 100 prekindergarten students. The narrative that follows offers evidence and support for these deviations.

Below is a summary of the initial proposed Wildwood Early Childhood Center Space Summary:

	Net Floor Area	Gross Floor Area
Existing Wildwood ECC	18,886	29,302
Proposed New School	**44,540**	**66,810**
MSBA Guidelines	26,955*	23,400*

* *No space summary template exists for an early childhood model. The MSBA guidelines for an elementary school with an enrollment of this size and only a single grade level result in square footage anomalies both the net and gross square footages. It is also important to note that the net to gross multiplier for a school of this enrollment is .87, a mathematical impossibility.*

The deviations communicated are based on the MSBA's space summary template for an elementary school. However, it is important to note that the template assumes no space for prekindergarten classrooms and no dedicated instructional space for art or music.

CORE ACADEMIC

The core academic program category totals 12,175 NSF, a deviation of +3,775 NSF from the MSBA guideline. The proposed space summary deviates from MSBA guidelines in four key ways: an ELL classroom, a dedicated Health classroom, dedicated teacher collaboration spaces, and extended learning areas.

Wilmington is experiencing a demographic shift that has resulted in more students who qualify for English Language Learner services and programs. The proposed space summary deviates from MSBA guidelines by providing a half-sized classroom space to accommodate these services. As a result of visioning and proposed changes to the number of specials received by students, the District proposes offering Health as a dedicated special, even at these early grades and has requested a dedicated health classroom to deliver this program. The District

requests two 450 NSF Teacher Collaboration Spaces located in proximity to grade level. These spaces are to serve for common planning time, data meetings, and professional development spaces. They may also house a few hoteling desks for volunteers and itinerant staff if they don't have a professional home base elsewhere in the project. The final factor in the deviation between the proposed space for Core Academics and the MSBA guidelines for this category is the additional space requested for Extended Learning. The needs and intent for this space are explained in the educational program narrative. The proposed Core Academic area includes four spaces at 300 NSF each to serve kindergarten and a 1,000 NSF space to serve Prekindergarten.

SPECIAL EDUCATION

The Special Education program category totals 7,480 NSF, a deviation of +5,470 NSF from the MSBA guidelines. Several District-specific programs and services contribute to much of this deviation, including dedicated space to support programs like the substantially separate, self-contained Strides program and services such as Occupational Therapy and Physical Therapy all outlined in the Special Education sub-section of the Educational Program Narrative.

The remaining deviation in square footage is a result of the District's request for twelve (7) small group rooms and a request for a series of spaces associated with support service professionals: School Psychologists, Speech and Language Pathologists, and Board Certified Behavioral Analysists all of which exclusively serve students with special needs. Small group rooms are expected to be located between pairs of classrooms to serve as supplemental instructional environments that are physically and visually connected directly to, but acoustically separate from, the general classroom. These spaces would primarily serve students who receive supports from professionals beyond the general classroom teacher, but would also be a critical resource to general education teachers for small group activities and differentiated instruction consistent with Universal Design for Learning.

ART & MUSIC

The art and music program category totals 2,575 NSF, a deviation of +2,500 NSF from the MSBA guidelines. The algorithms underlying the MSBA guidelines for this category result in no Art or Music spaces. Based on the educational intent of the District to offer both art and music as a special to both Prekindergarten and Kindergarten, the deviation is a result of a District need for one Art and one Music space.

HEALTH & PHYSICAL EDUCATION

The health & physical education program category totals 5,620 NSF, a deviation of -680 NSF below the MSBA guidelines. For this population, there is a desire for a multipurpose space rather than a conventional gym space. A slightly smaller multipurpose space allows the District to increase the size of available storage and still realize some cost savings by downsizing the category relative to MSBA guidelines.

MEDIA CENTER

The media center program category totals 2,020 NSF, which aligns with MSBA guidelines for this category. It is important to note, however, that the District intends to create a new STEM instructional environment within this square footage to support a new STEM special.

DINING & FOOD SERVICE

The dining and food services program category totals 5,250 NSF, a deviation of +1,275 NSF from MSBA guidelines. As articulated in the Educational Program Narrative, the District directed the Design Team to size the dining room to accommodate all 130 kindergarteners in one seating to provide the greatest long-term flexibility possible although they intend to offer two seatings of lunch, operationally. The District also intends to offer at least one section of full-day prekindergarten. Students in this section will eat lunch at school. The sizing of the dining room will allow enough flexibility to serve the prekindergarten population, too. Finally, the number of students participating in lunch (and, therefore, going through the serving lines) has significantly increased over time. Specific data is provided in the educational program narrative. As a result, the District has directed the Design Team to allocate more NSF within this category to the kitchen and serving lines.

MEDICAL

The medical program category totals 510 NSF, a deviation of +100 NSF from the MSBA guidelines. Given the nature of some of the disabilities served by this early childhood population, one of the deviations is the result of providing a larger toileting facility sized to accommodate an accessible shower and a changing table. The other deviations are the result of providing a separate nursing office for confidential conversations and separate resting and exam spaces.

ADMINISTRATION & GUIDANCE

The administration & guidance program category totals 2,290 NSF, a deviation of +425 NSF from the MSBA Guidelines. It is important to note that the District has relocated the NSF associated with some spaces to tune this category for its specific local needs. Much of the deviation is related to providing office and instructional spaces for student support service providers who serve both general and special education students.

CUSTODIAL AND MAINTENANCE

The custodial and maintenance program category totals 1,900 NSF, which is equal to the MSBA Guidelines.

OTHER

Items in the "other" category total 4,720 NSF, a deviation of +4,720 NSF from the MSBA Guidelines. The vast majority of this deviation results from providing Prekindergarten general education classrooms. The other deviations are the result of providing two teacher wellness spaces which are meant to accompany teacher collaboration spaces and serve places to conduct a private/confidential phone call and double as a lactation space. The final deviation is associated with the after-school program, CARES.

SUMMARY

In summary, the District and the Design team are proposing 44,540 NSF and 66,810 GSF to satisfy the educational program of the project with an enrollment of 130 students plus approximately 100 prekindergarten students. These square footages deviate from the MSBA guidelines by +17,585 NSF and +43,410 GSF respectively*.

* *No space summary template exists for an early childhood model. The MSBA guidelines for an elementary school with an enrollment of this size and only a single grade level result in square footage anomalies both the net and gross square footages. It is also important to note that the net to gross multiplier for a school of this enrollment is .87, a mathematical impossibility.*

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
				EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
CORE ACADEMIC			**6,182**			**0**			**10,275**			**10,275**			**1,875**			**8,400**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0	1,100	7	7,700	1,100	7	7,700	-100	0	-700	1,200	7	8,400	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom	873	1	873																
Kindergarten Classroom	877	1	877																
Kindergarten Classroom	874	1	874																
Kindergarten Classroom	886	1	886																
Kindergarten Classroom	884	1	884																
Kindergarten Classroom	893	1	893																
Kindergarten Classroom	895	1	895																
General Classroom (Grades 1-6)			0			0	0	0	0	0	0	0	-950	0	0	950	0	-	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	0	0	0	0	0	0	-1,080	0	0	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	0	0	0	0	0	0	-120	0	0	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
ELL Classroom			0			0	475	1	475	475	1	475	475	1	475				
Teacher Collaboration			0			0	450	2	900	450	2	900	450	2	900				
Extended Learning K							300	4	1,200	300	4	1,200	300	4	1,200				
SPECIAL EDUCATION			**3,769**			**0**			**7,330**			**7,330**			**5,320**			**2,010**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,100	3	3,300	1,100	3	3,300	150	2	2,350	950	1	950	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Strides ProgramPK-K	860	1	860			0	1,100	3		1,100	3	0	1,100	3	0				
Strides ProgramPK-K	852	1	852			0													
Strides ProgramPK-K	895	1	895			0													
Self-Contained Special Education Toilet Room			0			0			0	0	0	0	-60	-1	-60	60	1	60	
Strides Program PK-K Toilet			0			0	120	3	360	120	3	360	120	3	360				
Learning Center			0			0	200	1	200	200	1	200	-300	0	-300	500	1	500	1/2 size of a General Classroom
Small Group Room			0			0	150	7	1,050	150	7	1,050	-350	6	550	500	1	500	1/2 size of a General Classroom
Calming			0			0	100	3	300	100	3	300	100	3	300				
OT Classroom/Office	318	1	318			0	250	1	250	250	1	250	250	1	250				
PT Classroom			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
School Psychologists			0			0	150	1	150	150	1	150	150	1	150				
BCBA Office/Team Chairs			0			0	320	1	320	320	1	320	320	1	320				
Speech & Language	844	1	844			0	200	2	400	200	2	400	200	2	400				

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
				EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**660**			**0**			**2,575**			**2,575**			**2,500**			**75**	
Art Classroom (25 seats)			0			0	1,000	1	1,000	1,000	1	1,000	0	1	1,000	1,000	0	-	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	200	1	200	200	1	200	50	1	200	150	0	-	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	1	1,200	1,200	1	1,200	0	1	1,200	1,200	0	-	Assumed schedule: 2 times per week per student
Music Practice / Ensemble (Storage)			0			0	175	1	175	175	1	175	100	0	100	75	1	75	
Music Practice / Ensemble			0			0	0	0	0	0	0	0	0	0	0				
Multipurpose Library/Music/Art	660	1	660			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
HEALTH & PHYSICAL EDUCATION			**779**			**0**			**5,620**			**5,620**			**-680**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0			0	5,000	1	5,000	5,000	1	5,000	-1,000	0	-1,000	6,000	1	6,000	
Gym Storeroom / Cares Storage	779	1	779			0	500	1	500	500	1	500	350	0	350	150	1	150	
PE Office ~~with Shower and Toilet~~			0			0	120	1	120	120	1	120	-30	0	-30	150	1	150	
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
MEDIA CENTER			**0**			**0**			**2,020**			**2,020**			**0**			**2,020**	
Media Center / Reading Room			0			0	1,570	1	1,570	1,570	1	1,570	-450	0	-450	2,020	1	2,020	
Library Classroom			0			0	450	1	450	450	1	450	450	1	450				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
				EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
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DINING & FOOD SERVICE			**3,476**			**0**			**5,250**			**5,250**			**1,275**			**3,975**	
Cafeteria / Dining	2,647	1	2,647			0	1,950	1	1,950	1,950	1	1,950	975	0	975	975	1	975	Based on 2 lunch seatings - 15 NSF per seat
Stage			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	183	1	183			0	200	1	200	200	1	200	0	0	0	200	1	200	
Kitchen	646	1	646			0	1,600	1	1,600	1,600	1	1,600	0	0	0	1,600	1	1,600	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	20 NSF per student
Quiet café area			0			0	150	2	300	150	2	300	4	600	300				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
MEDICAL			**187**			**0**			**510**			**510**			**100**			**410**	
Medical Suite Toilet			0			0	130	1	130	130	1	130	70	0	70	60	1	60	
Nurses' Office / ~~Waiting Room~~			0			0	120	1	120	120	1	120	-130	0	-130	250	1	250	
Examination Room / ~~Resting~~			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Waiting Area			0			0	60	1	60	60	1	60	60	1	60				
Resting Area			0			0	100	1	100	100	1	100	100	1	100				
Multipurpose Medical	187	1	187			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**1,876**			**0**			**2,290**			**2,290**			**425**			**1,865**	
General Office / Waiting Room with Toilet			0			0	300	1	300	300	1	300	0	0	0	300	1	300	
Teachers' Mail and Time Room			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room	58	1	58			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area	238	1	238			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting	181	1	181			0	0	0	0	0	0	0	-125	-1	-125	125	1	125	
Assistant Principal's Office			0			0	0	0	0	0	0	0	-120	0	0	120	0	-	
Supervisory / Spare Office			0			0	0	0	0	0	0	0	-120	-1	-120	120	1	120	
Conference Room	359	1	359			0	250	1	250	250	1	250	0	0	0	250	1	250	
School / Adjustment Counselors	171	1	171			0	150	1	150	150	1	150	0	1	150	150	0	-	
Guidance Storeroom			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room	251	1	251			0	300	1	300	300	1	300	0	0	0	300	1	300	
Reading Specialists	181	1	181			0	200	1	200	200	1	200	200	1	200				
Math Tutors	437	1	437			0	200	1	200	200	1	200	200	1	200				
IT Technician Office			0			0	120	1	120	120	1	120	120	1	120				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CUSTODIAL & MAINTENANCE			**215**			**0**			**1,900**			**1,900**			**0**			**1,900**	
Custodian's Office			0			0	175	1	175	175	1	175	25	0	25	150	1	150	
Custodian's Workshop			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian's Storage			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Storage	46	1	46																
Storage	29	1	29																
Storage	34	1	34																
Storage	106	1	106																
Recycling Room / Trash			0			0	0	0	0	0	0	0	-400	-1	-400	400	1	400	
Receiving and General Supply			0			0	1,525	1	1,525	1,525	1	1,525	1,325	0	1,325	200	1	200	
Storeroom			0			0	0	0	0	0	0	0	-200	-1	-200	200	1	200	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
OTHER			**1,742**			**0**			**5,520**			**5,520**			**5,520**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)	834	1	834			0	1,100	3	3,300	1,100	3	3,300	-100	3	3,300	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Pre-Kindergarten Classroom with Toilet (if applicable)	908	1	908																
Teacher Wellness Room			0			0	100	2	200	100	2	200	100	2	200				
CARES Site Coordinator Office							120	1	120	120	1	120	120	1	120				
Health Classroom			0			0	900	1	900	900	1	900	900	1	900				
Extended Learning PK			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
Total Building Net Floor Area (NFA)			**18,886**			**0**			**43,290**			**43,290**			**16,335**			**26,955**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	1	**130**	**Total Enrollment (Enter Design Enrollment)**
																K	1	**130**	Kindergarten Enrollment
																Grade 1	0	**0**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	0	**0**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	0		
																Grade 4	0		
																Grade 5	0		
																Grade 6	0		

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
NON-PROGRAMMED SPACES					% of GFA	0		% of GFA	21,645		% of GFA	21,645							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
PT Storage				-	#DIV/0!		-	0.2%	150	-	0.2%	150							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	0	-	33.1%	21,495	-	33.1%	21,495							
Total Building Gross Floor Area (GFA)[2]			29,302			0			64,935			64,935			41,535			23,400	Total Building Gross Floor Area (GFA)[2]
Grossing Factor (GFA / NFA)			1.55			#DIV/0!			1.50			1.50			0.63			0.87	Grossing Factor (GFA / NFA)

PDP	PSR	Difference
66,810	64,935	1,875

40,433

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: Dore + Whittier

Name of Principal Architect: Donald M. Walter

Signature of Principal Architect: Donald M Walter

Digitally signed by Donald M Walter
DN: C=US, E=dwalter@doreandwhittier.com, O="Dore + Whittier", CN=Donald M Walter
Date: 2024.06.07 11:50:52-04'00'

Date: 6/7/2024

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS (Wildwood ECC)			EXISTING CONDITIONS (Woburn Street ES)			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			PROPOSED PROGRAM NEW CONSTRUCTION			PROPOSED PROGRAM TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			6,182			18,924			0			30,575			30,575			6,025			24,550	STE Guidelines Policy
(List rooms of different sizes separately)																						
Kindergarten Classroom with Toilet	varies	7	6,182			0			0	1,100	7	7,700	1,100	7	7,700	-100	0	-700	1,200	7	8,400	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)	873	1				0			0	900	18	16,200	900	18	16,200	-50	1	50	950	17	16,150	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom	877	1		509	1	509																
General Classroom	874	1		911	1	911																
General Classroom	886	1		906	1	906																
General Classroom	884	1		904	1	904																
General Classroom	893	1		917	1	917																
General Classroom	895	1		904	1	904																
General Classroom			0	904	1	904																
General Classroom			0	905	1	905																
General Classroom			0	904	1	904																
General Classroom			0	999	1	999																
General Classroom			0	905	1	905																
General Classroom			0	904	1	904																
General Classroom			0	902	1	902																
General Classroom			0	905	1	905																
General Classroom			0	905	1	905																
General Classroom			0	905	1	905																
General Classroom			0	907	1	907																
General Classroom			0	907	1	907																
General Classroom			0	884	1	884																
General Classroom			0	908	1	908																
General Classroom			0	907	1	907																
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0	222	1	222			0	0	0	0	0	0	0	-1,080	0	0	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0			0	0	0	0	0	0	0	-120	0	0	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
ELL Classroom			0			0			0	475	1	475	475	1	475	475	1	475				
Teacher Collaboration			0			0			0	500	4	2,000	500	4	2,000	500	4	2,000				
Extended Learning K										300	4	1,200	300	4	1,200	300	4	1,200				
Extended Learning 1st-3rd			0			0			0	1,000	3	3,000	1,000	3	3,000	1,000	3	3,000				

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS (Wildwood ECC)			EXISTING CONDITIONS (Woburn Street ES)			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
SPECIAL EDUCATION			**3,769**			**3,058**			**0**			**14,190**			**14,190**			**8,150**			**6,040**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																						
Self-Contained Special Education Classroom	Varies	3	2,607			0			0			0	0	0	0	-950	-4	-3,800	950	4	3,800	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Strides ProgramPK-K	860	1				0			0	1,100	3	3,300	1,100	3	3,300	1,100	3	3,300				
Strides Program 1st-3rd	852	1				0			0	900	2	1,800	900	2	1,800	900	2	1,800				
Stages Program 1st-3rd	895	1		907	1	907			0	900	1	900	900	1	900	900	1	900				
Language-Based Program 1st-3rd			0	908	1	908			0	900	1	900	900	1	900	900	1	900				
Self-Contained Special Education Toilet Room			0			0			0			0	0	0	0	-60	-4	-240	60	4	240	
Strides Program PK-K Toilet			0			0			0	120	3	360	120	3	360	120	3	360				
Strides Program 1st-3rd Toilet			0			0			0	120	2	240	120	2	240	120	2	240				
Stages Program 1st-3rd Toilet			0			0			0	120	1	120	120	1	120	120	1	120				
Learning Center			0	915	1	915			0	200	4	800	200	4	800	-300	1	-700	500	3	1,500	1/2 size of a General Classroom
Small Group Room			0			0			0	150	18	2,700	150	18	2,700	-350	17	2,200	500	1	500	1/2 size of a General Classroom
Calming			0			0			0	100	6	600	100	6	600	100	6	600				
OT Classroom/Office	318	1	318	132	1	132			0	250	1	250	250	1	250	250	1	250				
PT Classroom			0	196	1	196			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
School Psychologists			0			0			0	150	2	300	150	2	300	150	2	300				
BCBA Office/Team Chairs			0			0			0	320	1	320	320	1	320	320	1	320				
Speech & Language	844	1	844			0			0	200	3	600	200	3	600	200	3	600				
Public Day Education Spaces (List rooms separately below)																						
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																						
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**660**			**1,860**			**0**			**2,575**			**2,575**			**0**			**2,575**	
Art Classroom (25 seats)			0	903	1	903			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0			0	200	1	200	200	1	200	50	0	50	150	1	150	
Music Classroom / Large Group (25-50 seats)			0	957	1	957			0	1,200	1	1,200	1,200	1	1,200	0	0	0	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble (Storage)			0			0			0	175	1	175	175	1	175	100	-2	-50	75	3	225	
Music Practice / Ensemble			0			0			0	0	0	0	0	0	0	0	0	0				
Multipurpose Library/Art/Music	660	1	660			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
HEALTH & PHYSICAL EDUCATION			**779**			**3,928**			**0**			**6,300**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0	3,751	1	3,751			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom	779	1	779	177	1	177			0	180	1	180	180	1	180	30	0	30	150	1	150	
PE Office ~~with Shower and Toilet~~			0			0			0	120	1	120	120	1	120	-30	0	-30	150	1	150	
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS (Wildwood ECC)			EXISTING CONDITIONS (Woburn Street ES)			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDIA CENTER			**0**			**1,248**			**0**			**2,965**			**2,965**			**0**			**2,965**	
Media Center / Reading Room			0	1,248	1	1,248			0	1,965	1	1,965	1,965	1	1,965	-1,000	0	-1,000	2,965	1	2,965	
Library Classroom			0			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
DINING & FOOD SERVICE			**3,476**			**3,871**			**0**			**7,232**			**7,232**			**0**			**7,232**	
Cafeteria / Dining	2,647	1	2,647	2,545	1	2,545			0	2,875	1	2,875	2,875	1	2,875	-950	0	-950	3,825	1	3,825	Based on 2 lunch seatings - 15 NSF per seat
Stage			0	337	1	337			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	183	1	183	108	1	108			0	370	1	370	370	1	370	0	0	0	370	1	370	
Kitchen	646	1	646	881	1	881			0	2,310	1	2,310	2,310	1	2,310	500	0	500	1,810	1	1,810	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0			0	227	1	227	227	1	227	-1	0	-1	228	1	228	20 NSF per student
Quiet café area			0			0			0	150	3	450	150	3	450	6	900	450				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
MEDICAL			**187**			**238**			**0**			**610**			**610**			**0**			**610**	
Medical Suite Toilet			0	42	1	42			0	130	1	130	130	1	130	70	0	70	60	1	60	
Nurses' Office / ~~Waiting Room~~			0	196	1	196			0	120	1	120	120	1	120	-130	0	-130	250	1	250	
Examination Room / ~~Resting~~			0			0			0	100	1	100	100	1	100	0	-2	-200	100	3	300	
Waiting Area			0			0			0	60	1	60	60	1	60	60	1	60				
Resting Area			0			0			0	200	1	200	200	1	200	200	1	200				
Multipurpose Medical	187	1	187			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**1,876**			**1,738**			**0**			**4,085**			**4,085**			**1,710**			**2,375**	
General Office / Waiting Room with Toilet			0	234	1	234			0	405	1	405	405	1	405	0	0	0	405	1	405	
Teachers' Mail and Time Room			0			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room	58	1	58			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area	238	1	238	158	1	158			0	200	1	200	200	1	200	-175	0	-175	375	1	375	
Principal's Secretary / Waiting	181	1	181			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0	290	1	290			0	200	2	400	200	2	400	80	2	400	120	0	-	
Supervisory / Spare Office			0			0			0	120	2	240	120	2	240	0	1	120	120	1	120	
Staff Office				289	1	289																
Staff Office			0	269	1	269																
Conference Room	359	1	359			0			0	200	2	400	200	2	400	-50	1	150	250	1	250	
School / Adjustment Counselors	171	1	171	130	1	130			0	200	2	400	200	2	400	50	0	100	150	2	300	
Guidance Storeroom			0			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room	251	1	251			0			0	200	1	200	200	1	200	-205	0	-205	405	1	405	
Reading Specialists	181	1	181	129	1	129			0	200	4	800	200	4	800	200	4	800				
Math Tutors	437	1	437	239	1	239			0	200	2	400	200	2	400	200	2	400				
IT Technician Office			0			0			0	120	1	120	120	1	120	120	1	120				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS (Wildwood ECC)**			**EXISTING CONDITIONS (Woburn Street ES)**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
							EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
CUSTODIAL & MAINTENANCE			215			1,066			0			2,110			2,110			0			2,110	
Custodian's Office			0			0			0	175	1	175	175	1	175	25	0	25	150	1	150	
Custodian's Workshop			0			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian's Storage	Varies	4	215			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodial Storage	46	1		98	1	98																
Custodial Storage	29	1		58	1	58																
Custodial Storage	34	1		479	1	479																
Custodial Storage	106	1		52	1	52																
Custodial Storage			0	49	1	49																
Recycling Room / Trash			0			0			0	1,735	1	1,735	1,735	1	1,735	1,335	0	1,335	400	1	400	
Receiving and General Supply			0			0			0	0	0	0	0	0	0	-270	-1	-270	270	1	270	
Storeroom			0			0			0	0	0	0	0	0	0	-340	-1	-340	340	1	340	
Network / Telecom Room			0			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
External Storage			0	330	1	330			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
OTHER			1,742			1,023			0			6,220			6,220			6,220			0	
(List rooms separately below)																						
Pre-Kindergarten Classroom with Toilet (if applicable)	834	1	834			0			0	1,100	3	3,300	1,100	3	3,300	-100	3	3,300	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Teacher Wellness Room	908	1	908	115	1	115			0	100	4	400	100	4	400	100	4	400				
CARES Site Coordinator Office			0							120	1	120	120	1	120	120	1	120				
CARES program Storage			0			0			0	500	1	500	500	1	500	500	1	500				
Health Classroom			0	908	1	908			0	900	1	900	900	1	900	900	1	900				
Extended Learning PK			0			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
						0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			18,886			36,954			0			76,862			76,862			22,105			54,757	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																			# of Grades	4	510	**Total Enrollment (Enter Design Enrollment)**
																			K	1	128	Kindergarten Enrollment
																			Grade 1	1	255	Lower Elementary School Enrollment (Grades 1-2)
																			Grade 2	1	128	Upper Elementary School Enrollment (Grades 3-6)
																			Grade 3	1		
																			Grade 4	0		
																			Grade 5	0		
																			Grade 6	0		
NON-PROGRAMMED SPACES								% of GFA	0		% of GFA	38,431		% of GFA	38,431							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																						
PT Storage							-	#DIV/0!		-	0.2%	250	-	0.2%	250							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces							-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms							-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms							-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)							-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]							-	#DIV/0!	0	-	33.1%	38,181	-	33.1%	38,181							
Total Building Gross Floor Area (GFA)[2]			29,302			53,771			0			115,293			115,293			35,988			79,305	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			1.55			1.46			#DIV/0!			1.50			1.50			0.05			1.45	**Grossing Factor (GFA / NFA)**
												PDP		PSR	Difference							

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS (Wildwood ECC)			EXISTING CONDITIONS (Woburn Street ES)			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
							EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
												117,318		115,293	2,025							

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured fr Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square foo Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, ch Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: Dore + Whittier

Name of Principal Architect: Donald M. Walter

Signature of Principal Architect: Donald M Walter Digitally signed by Donald M Walter DN: C=US, E=dwalter@doreandwhittier.com, O="Dore + Whittier", CN=Donald M Walter Date: 2024.06.07 11:51:25 -04'00'

Date: 6/7/2024

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools Wildwood Early Childhood Center	Existing Totals	PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC	**36,096**			**0**			**45,700**			**45,700**			**10,450**			**35,250**	STE Guidelines Policy
(List rooms of different sizes separately)																	
Kindergarten Classroom with Toilet				0	1100	7	7,700	1,100	7	7,700	-100	0	-700	1,200	7	8,400	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
General Classroom (Grades 1-6)				0	900	30	27,000	900	30	27,000	-50	3	1,350	950	27	25,650	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom																	
General Classroom																	
General Classroom																	
General Classroom																	
General Classroom																	
General Classroom																	
General Classroom																	
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General Classroom																	
General Classroom																	
General Classroom																	
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)				0	1,080	1	1,080	1,080	1	1,080	0	0	0	1,080	1	1,080	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)				0	120	1	120	120	1	120	0	0	0	120	1	120	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
ELL Classroom				0	450	2	900	450	2	900	450	2	900				
Teacher Collaboration				0	450	6	2,700	450	6	2,700	450	6	2,700				
Extended Learning K					300	4	1,200	300	4	1,200	300	4	1,200				
Extended Learning 1st-5th				0	1,000	5	5,000	1,000	5	5,000	1,000	5	5,000				

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools **Wildwood Early Childhood Center**	Existing Totals	PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
SPECIAL EDUCATION	**11,300**			**0**			**19,010**			**19,010**			**9,950**			**9,060**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																	
Self-Contained Special Education Classroom				0	Varies	10	9,600	Varies	10	9,600	Varies	4	3,900	950	6	5,700	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Strides ProgramPK-K				0	1100	3		1,100	3								
Strides ProgramPK-K																	
Strides ProgramPK-K																	
Strides Program 1st-2nd				0	900	1		900	1								
Strides Program 3rd-5th				0	900	2		900	2								
Stages Program 1st-2nd				0	900	1		900	1								
Stages Program 3rd-5th				0	900	1		900	1								
Language-Based Program 1st-2nd				0	900	1		900	1								
Language-Based Program 3rd-5th				0	900	1		900	1								
Self-Contained Special Education Toilet Room				0	120	7	840	120	7	840	60	33	480	60	6	360	
Strides Program PK-K Toilet				0	120	3		120	3								
Strides Program 1st-2nd Toilet				0	120	1		120	1								
Strides Program 3rd-5th Toilet				0	120	2		120	2								
Stages Program 1st-2nd Toilet				0	120	1		120	1								
Learning Center				0	200	6	1,200	200	6	1,200	-300	2	-800	500	4	2,000	1/2 size of a General Classroom
Small Group Room				0	150	26	3,900	150	26	3,900	-350	24	2,900	500	2	1,000	1/2 size of a General Classroom
Calming				0	100	8	800	100	8	800	100	8	800				
OT Classroom/Office				0	250	1	250	250	1	250	250	1	250				
PT Classroom				0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
School Psychologists				0	150	2	300	150	2	300	150	2	300				
BCBA Office/Team Chairs				0	320	1	320	320	1	320	320	1	320				
Speech & Language				0	200	4	800	200	4	800	200	4	800				
Public Day Education Spaces (List rooms separately below)																	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
ART & MUSIC	**6,315**			**0**			**4,040**			**4,040**			**-1,035**			**5,075**	
Art Classroom (25 seats)				0	975	1	975	975	1	975	-25	-1	-1,025	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln				0	150	1	150	150	1	150	0	-1	-150	150	2	300	
General Music / Chorus (25-50 seats)				0	975	1	975	975	1	975	-225	-1	-1,425	1,200	2	2,400	Assumed schedule: 2 times per week per student
General Music Storage				0	100	1	100	100	1	100	25	-4	-275	75	5	375	
Music Practice / Ensemble				0	0	0	0	0	0	0	0	0	0				
Multipurpose Library/Art/Music				0			0	0	0	0	0	0	0				
Instrumental Music				0	700	1	700	700	1	700	700	1	700				
Instrumental Storage				0	240	1	240	240	1	240	240	1	240				
Flex Classrom				0	900	1	900	900	1	900	900	1	900				
HEALTH & PHYSICAL EDUCATION	**9,772**			**0**			**12,300**			**12,300**			**6,000**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium				0	12000	1	12,000	12,000	1	12,000	6,000	0	6,000	6,000	1	6,000	
Gym Storeroom				0	180	1	180	180	1	180	30	0	30	150	1	150	
Gym Storage																	
PE Office ~~with Shower and Toilet~~				0	120	1	120	120	1	120	-30	0	-30	150	1	150	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools Wildwood Early Childhood Center	Existing Totals	PROPOSED PROGRAM								VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL								
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDIA CENTER	2,265			0			4,068			4,068			0			4,068	
Media Center / Reading Room				0	4,068	1	4,068	4,068	1	4,068	0	0	0	4,068	1	4,068	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
					307												
DINING & FOOD SERVICE	13,620			0			9,458			9,458			0			9,458	
Cafeteria / Dining				0	4,612	1	4,612	4,612	1	4,612	-1,051	0	-1,051	5,663	1	5,663	Based on 2 lunch seatings - 15 NSF per seat
Stage				0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage				0	452	1	452	452	1	452	0	0	0	452	1	452	
Kitchen				0	2,655	1	2,655	2,655	1	2,655	600	0	600	2,055	1	2,055	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room				0	289	1	289	289	1	289	0	0	0	289	1	289	20 NSF per student
Quiet café area				0	150	3	450	150	3	450	6	900	450				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
MEDICAL	603			0			710			710			0			710	
Medical Suite Toilet				0	130	1	130	130	1	130	70	0	70	60	1	60	
Nurses' Office / ~~Waiting Room~~				0	120	1	120	120	1	120	-130	0	-130	250	1	250	
Examination Room / ~~Resting~~				0	100	1	100	100	1	100	0	-3	-300	100	4	400	
Waiting Area				0	60	1	60	60	1	60	60	1	60				
Resting Area				0	300	1	300	300	1	300	300	1	300				
Multipurpose Medical				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE	5,582			0			5,308			5,308			2,418			2,890	
General Office / Waiting Room with Toilet				0	528	1	528	528	1	528	0	0	0	528	1	528	
Teachers' Mail and Time Room				0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room				0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room				0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area				0	200	1	200	200	1	200	-175	0	-175	375	1	375	
Principal's Secretary / Waiting				0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office				0	200	2	400	200	2	400	80	1	280	120	1	120	
Supervisory / Spare Office				0	120	2	240	120	2	240	0	1	120	120	1	120	
Staff Office																	
Conference Room				0	250	2	500	250	2	500	0	1	250	250	1	250	
Conference Room																	
School / Adjustment Counselors				0	200	3	600	200	3	600	50	0	150	150	3	450	
School / Adjustment Counselors																	
Guidance Storeroom				0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room				0	200	1	200	200	1	200	-328	0	-328	528	1	528	
Reading Specialists				0	200	6	1,200	200	6	1,200	200	6	1,200				
Math Tudors				0	200	4	800	200	4	800	200	4	800				
IT Technician Office				0	120	1	120	120	1	120	120	1	120				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE	2,654			0			2,355			2,355			0			2,355	
Custodian's Office				0	175	1	175	175	1	175	25	0	25	150	1	150	
Custodian's Workshop				0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian's Storage				0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian Storage																	
Custodian Storage																	
Custodian Storage																	
Custodian Storage																	
Custodian Storage																	
Recycling Room / Trash				0	0	0	0	0	0	0	-400	-1	-400	400	1	400	
Receiving and General Supply				0	1,980	1	1,980	1,980	1	1,980	1,628	0	1,628	352	1	352	
Storeroom				0	0	0	0	0	0	0	-503	-1	-503	503	1	503	
Network / Telecom Room				0	200	1	200	200	1	200	0	0	0	200	1	200	
External Storage				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools Wildwood Early Childhood Center	Existing Totals	PROPOSED PROGRAM								VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL								
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
[insert room type here]				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools **Wildwood Early Childhood Center**	Existing Totals	PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER	2,765			0			6,100			6,100			6,100			0	
(List rooms separately below)																	
Pre-Kindergarten Classroom with Toilet (if applicable)				0	1100	3	3,300	1,100	3	3,300	-100	3	3,300	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Pre-Kindergarten Classroom with Toilet (if applicable)																	
Extended Learning PK				0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
Teacher Wellness Room				0	100	6	600	100	6	600	100	6	600				
CARES program Coorinator Office				0	150	1	150	150	1	150	150	1	150				
CARES Site Coorinator Office					150	1	150	150	1	150	150	1	150				
Health Classroom				0	900	1	900	900	1	900	900	1	900				
[Enter room type here]				0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)	90,972			0			109,049			109,049			33,883			75,165	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment														# of Grades	6	755	**Total Enrollment (Enter Design Enrollment)**
														K	1	126	Kindergarten Enrollment
														Grade 1	1	252	Lower Elementary School Enrollment (Grades 1-2)
														Grade 2	1	378	Upper Elementary School Enrollment (Grades 3-6)
														Grade 3	1		
														Grade 4	1		
														Grade 5	1		
														Grade 6	0		
NON-PROGRAMMED SPACES			% of GFA	0		% of GFA	54,524		% of GFA	54,524							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																	
PT Storage		-	#DIV/0!		-	0.2%	250	-	0.2%	250							
Cares Storage		-	#DIV/0!		-	0.3%	500	-	0.3%	500							
[Enter room type here]		-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]		-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]		-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces		-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms		-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms		-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)		-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]		-	#DIV/0!	0	-	32.9%	53,774	-	32.9%	53,774							
Total Building Gross Floor Area (GFA)[2]	138,614			0			163,573			163,573			54,098			109,475	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)				#DIV/0!			1.50			1.50			0.04			1.46	**Grossing Factor (GFA / NFA)**

	PDP	PSR	Difference
	167,900	163,573	4,327

[1] **Individual Room Net Floor Area (NFA)**

[2] **Total Building Gross Floor Area (GFA)**

[3] **Remaining**

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: Dore + Whittier

Name of Principal Architect: Donald M. Walter

Signature of Principal Architect: Donald M Walter

Digitally signed by Donald M Walter
DN: C=US, E=dwalter@doreandwhittier.com, O="Dore + Whittier", CN=Donald M Walter
Date: 2024.06.07 11:49:54-04'00'

Date: 6/7/2024



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

WILDWOOD ECC - WILMINGTON MA

1" = 100' - 0"

SCALE

2023-07-12

DATE

1



Bus and Parent drop-off/pick up locations

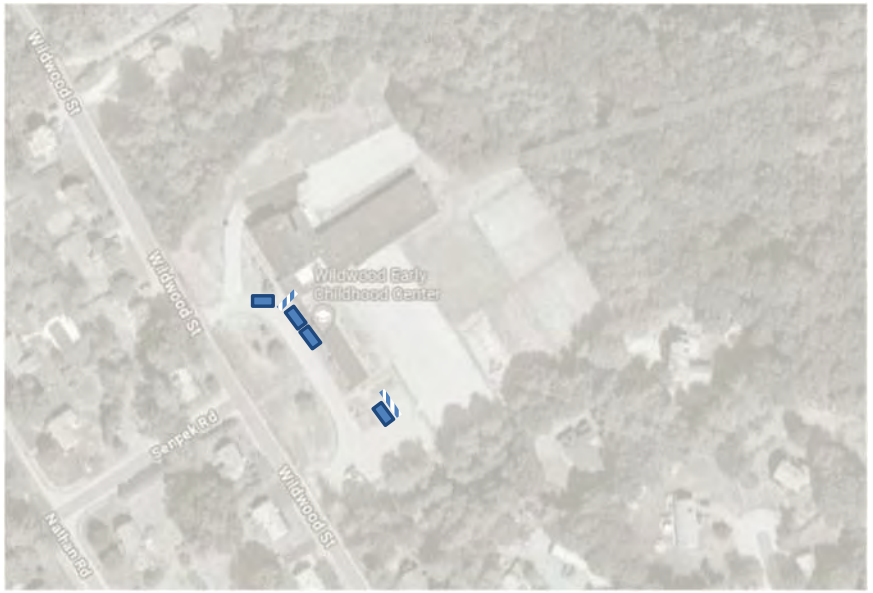


Vehicular and Pedestrian Circulation

Parent
Bus
Vehicle
Pedestrian
Emergency
Accessible



Emergency Vehicle Access



Accessible Paths

WILMINGTON SCHOOLS

WILDWOOD ECC - WILMINGTON MA



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

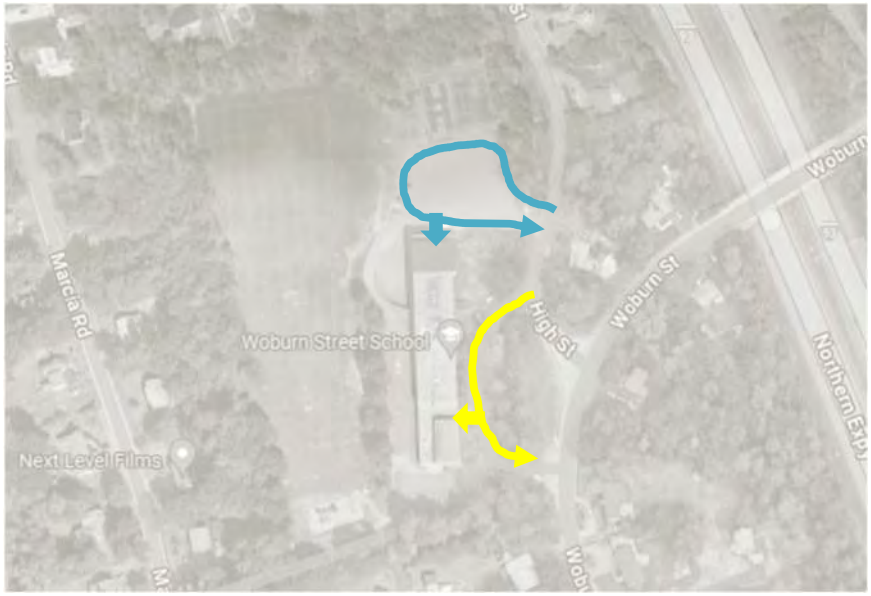
WOBURN STREET SCHOOL - WILMINGTON MA

1" = 100' - 0"

SCALE

2023-07-12

DATE



Bus and Parent drop-off/pick up locations

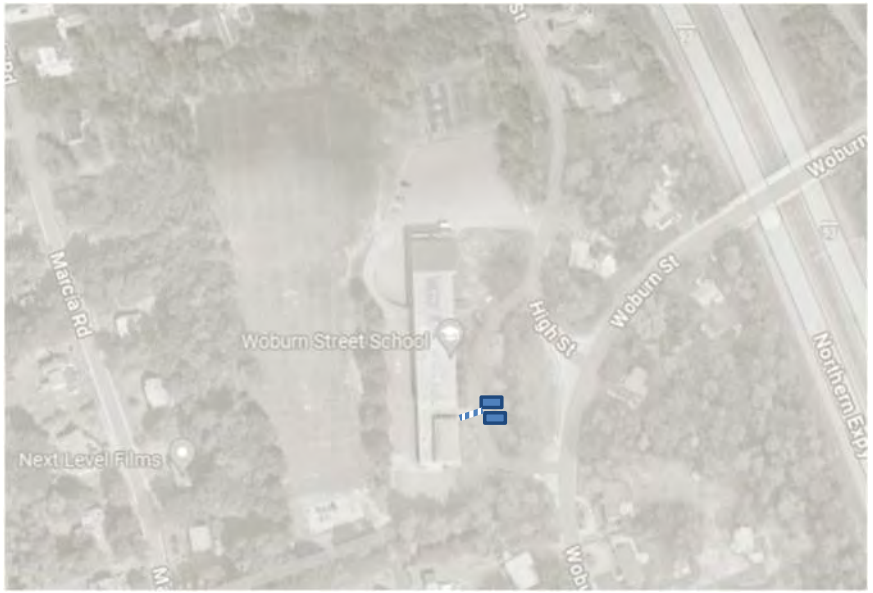


Vehicular and Pedestrian Circulation

Parent
Bus
Vehicle
Pedestrian
Emergency
Accessible



Emergency Vehicle Access



Accessible Paths

WILMINGTON SCHOOLS

WOBURN ESTREET SCHOOL - WILMINGTON MA



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

NORTH INTERMEDIATE SCHOOL - WILMINGTON MA

1" = 100' - 0"

SCALE

2023-07-12

DATE

5



Bus and Parent drop-off/pick up locations



Vehicular and Pedestrian Circulation



Emergency Vehicle Access



Accessible Paths

Parent
Bus
Vehicle
Pedestrian
Emergency
Accessible

WILMINGTON SCHOOLS

NORTH INTERMEDIATE SCHOOL - WILMINGTON MA



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

TOWN HALL SITE - WILMINGTON MA

1" = 150' - 0"

SCALE

2023-07-12

DATE

Project Management | SMMA

Letter of Transmittal

Project #: 22127.00
Date: 5/9/2024

Project: Wilmington Wildwood Early Childhood Center
To: Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, Massachusetts 02109

Attention: Veatriki Dagkalakou and Sarah Przybylowicz
Regarding: Certified Minutes of the April 3, 2024 School Building Committee Meeting

These are transmitted as checked below:

❑ Submittals ❑ Drawings ❑ Specifications ❑ Samples ❑ Change Order ■ Other: Certified and Attested Original Minutes of the April 3, 2024 School Building Committee Meeting

These are transmitted VIA:

❑ US Mail ❑ Same Day Courier ❑ Priority (by 10:00am) ❑ Standard Overnight (by 5:00pm) ❑ Second Day ■ Ground

❑ Saturday Delivery

Copies	Date	Description
1	4/3/2024	Certified and Attested Original Minutes of the April 3, 2024 School Building Committee Meeting Approving the Submission of the Preliminary Design Program (PDP) Submission on April 18, 2024.

These are transmitted as checked below:

❑ For approval ■ For your use ■ As requested ❑ For review and comment

REMARKS

Copies To: J.Leduc, SMMA; RPhilip, LDore, JBoone, DWalter, D+W; GBrand, PRuggiero, WPS (MF)

Signed: Sarah A. Traniello

If enclosures are not as noted, kindly notify us at once.

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SAT//Document6

SMMA

Project Management

RECEIVED
TOWN CLERK
2024 MAY -3 AM 9:57
TOWN OF WILMINGTON, MA

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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A TRUE COPY ATTEST
Elizabeth Lawrence
TOWN CLERK

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

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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*

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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**

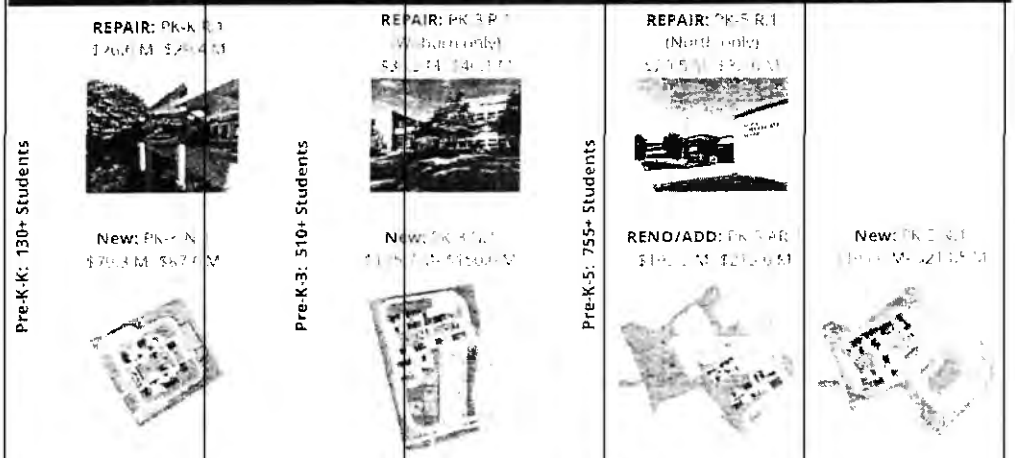
Item #	Action	Discussion

- 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.

Short List of Alternatives for Further Exploration in PSR



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

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

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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. **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 ***Rank PreK-3 Alternatives were ranked by participants in order of preference:***

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Item #	Action	Discussion
		• 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, • 6th: PreK-3 New at Town Hall, • 7th: PreK-3 New at Wildwood,

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Item #	Action	Discussion
		• 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* • *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"*

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Item #	Action	Discussion
		• *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*
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;

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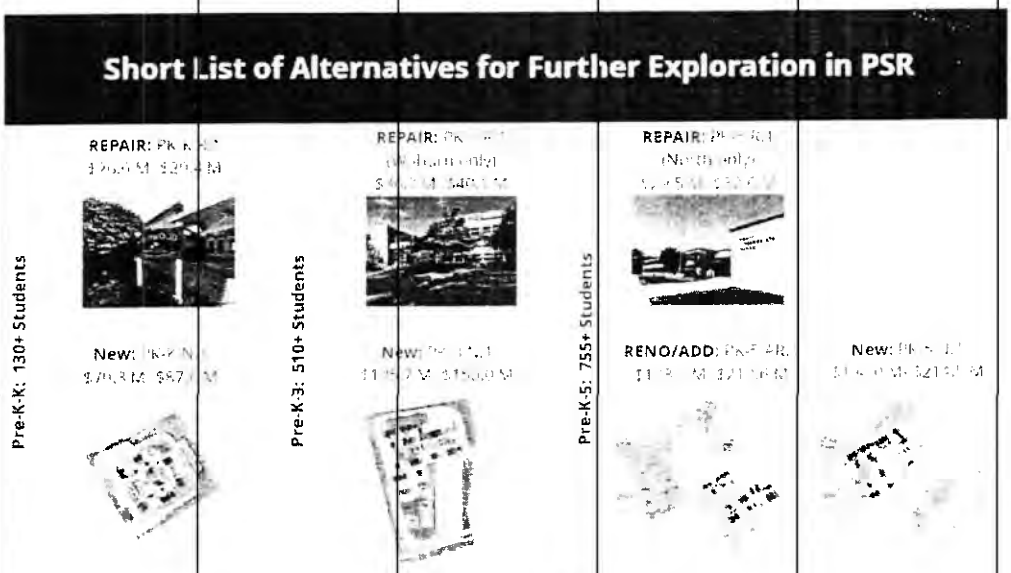
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Item #	Action	Discussion
		1 Repair Alternative for Wildwood ECC Base Repair with reference to Repair Alternatives for Woburn Street and North Intermediate for comparison. **Preliminary Shortlist Evaluation** through the prescribed criteria and scored 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** - PK-K: 130+ PreK - PK-3: 510+ PreK - PK-5: 755+ PreK • **Documentation of Programs, Services, and Guiding Principles** - Extended PreK - STEM

Item #	Action	Discussion

- **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 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.

Item #	Action	Discussion
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 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

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Item #	Action	Discussion
		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 and comments and responds. The Select Board takes all questions and comments and responds, if possible, otherwise it is taken under advisement.

Item #	Action	Discussion
		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.

A TRUE COPY ATTEST
Elizabeth Lawrence
TOWN CLERK

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Cambridge, MA 02138
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A	C	D (Bud. Adj. Tab)	E (C+D)	F (Com. Cost tab)
	BUDGET			
Description	PFA Approved Budget	Authorized Changes	Approved Budget	Committed Costs
30 Architectural & Engineering				
Designer - Basic Services	$800,000	-$350,000	$450,000	$450,000
Designer - Supplemental Services	$100,000	-$35,000	$65,000	$18,920
Schematic Design		$385,000	$385,000	$385,000
Subtotal	$900,000	$0	$900,000	$853,920
40 Administrative Costs				
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000
OPM: Feasibility Cost Estimates		$35,000	$35,000	$35,000
Other Project Costs 1	$100,000	$0	$100,000	$5,000
Subtotal	$300,000	$0	$300,000	$190,000
50 Furniture, Fixtures and Equipment				
Furniture, Fixtures and Equipment		$0	$0	$0
Technology		$0	$0	$0
Subtotal	$0	$0	$0	$0
Project Sub-Total	$1,200,000	$0	$1,200,000	$1,043,920
70 Project Contingency				
Construction Contingency (Hard Cost) (4%)	$0	$0	$0	
Owner's Contingency (Soft Cost) (4%)		$0	$0	
Subtotal	$0	$0	$0	
Project Total	$1,200,000	$0	$1,200,000	$1,043,920

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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Cambridge, MA 02138
617 547.5400

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DORE & WHITTIER

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

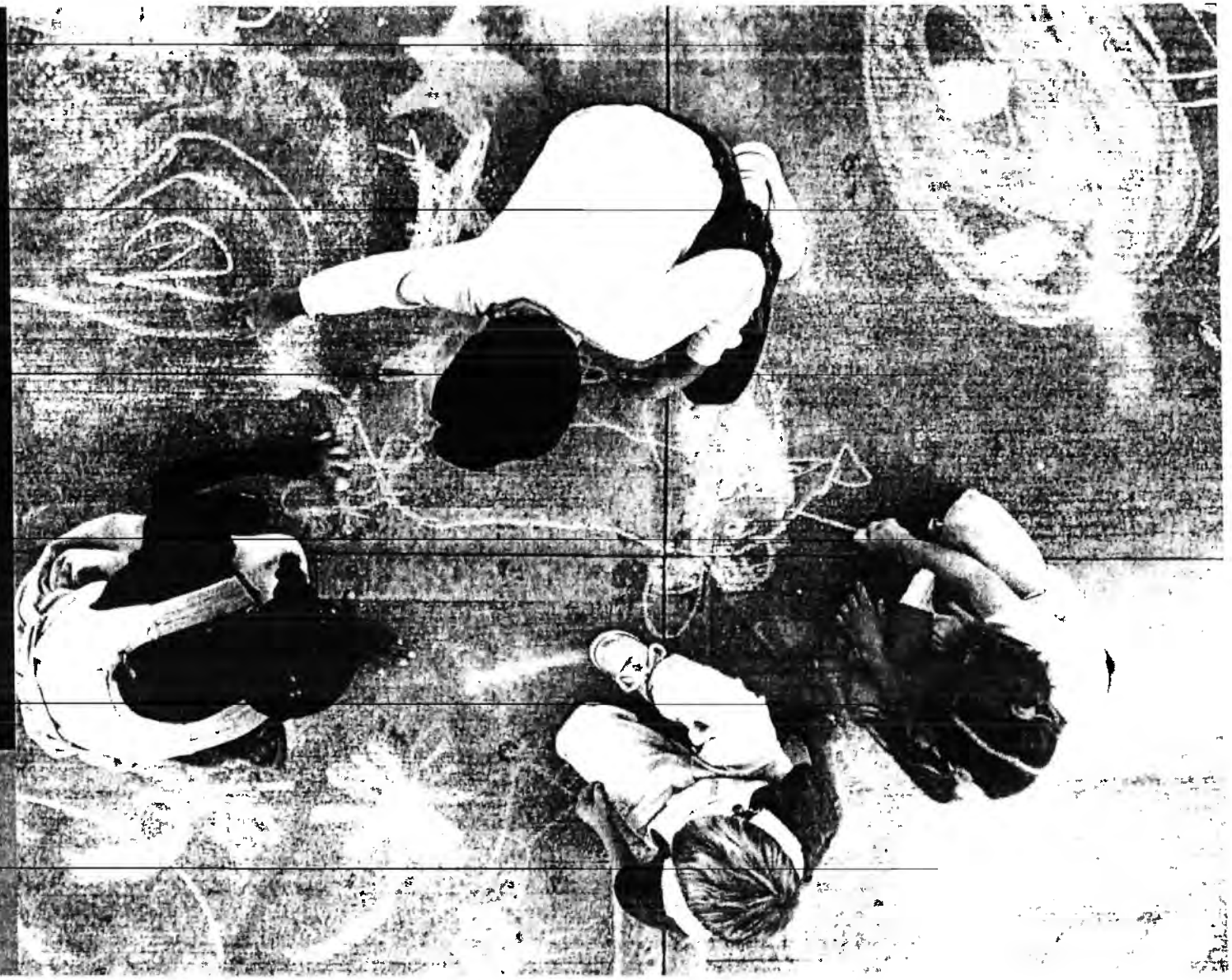
School Building Committee Meeting #11

April 3, 2024

SMMA

DW DONE + WHITTIER

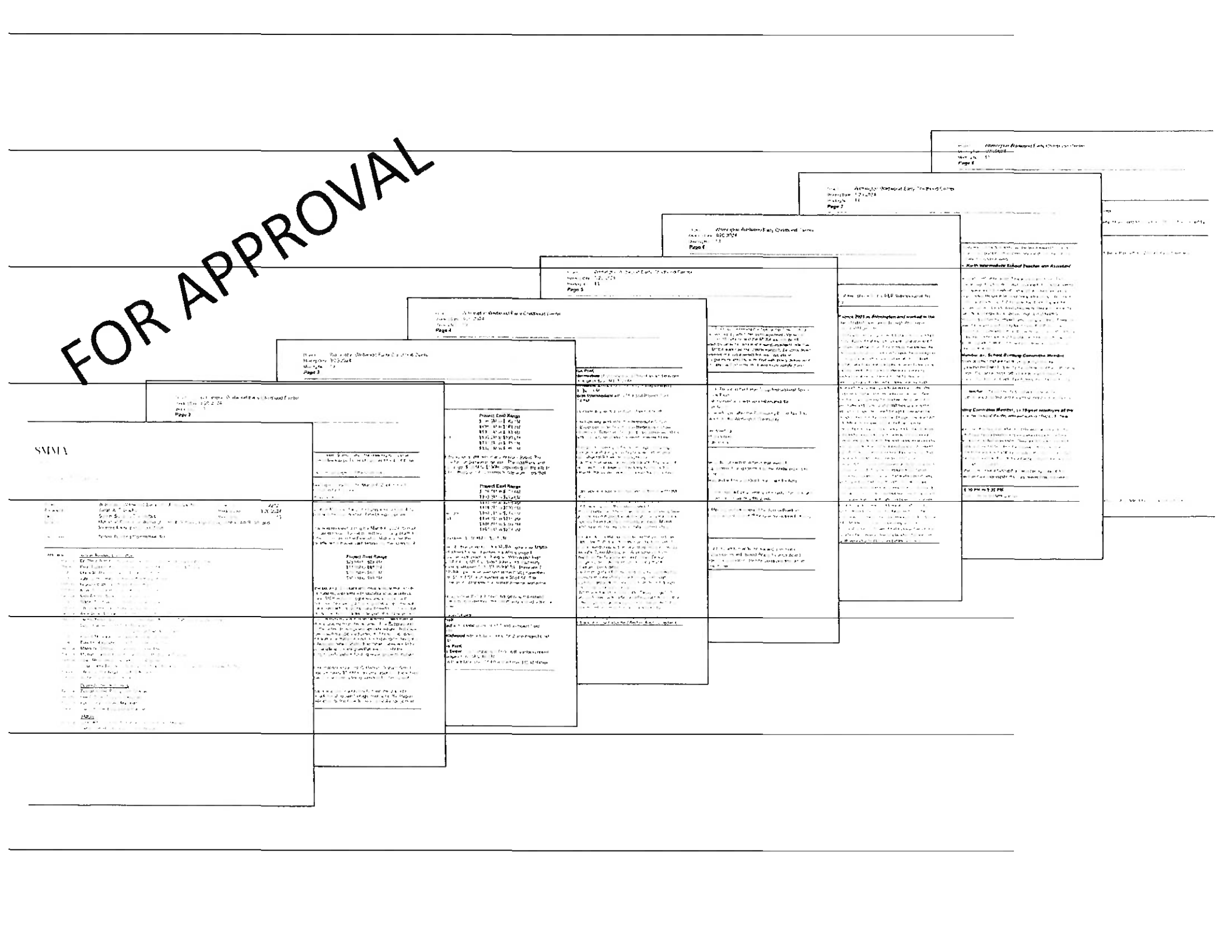
Massachusetts School Building Authority



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


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	$1,200,000	$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

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	60895	4/1/2024	$ 7,500.00	[illegible]	$ 60,500.00
[illegible]					
DrewPotterArchitects	00010	3/31/2024	$ 31,500.00	[illegible]	$ 135,000.00
[illegible]					
		Total	$ 39,000.00		

FOR APPROVAL

Approved on

Activities for the Month of March 2024

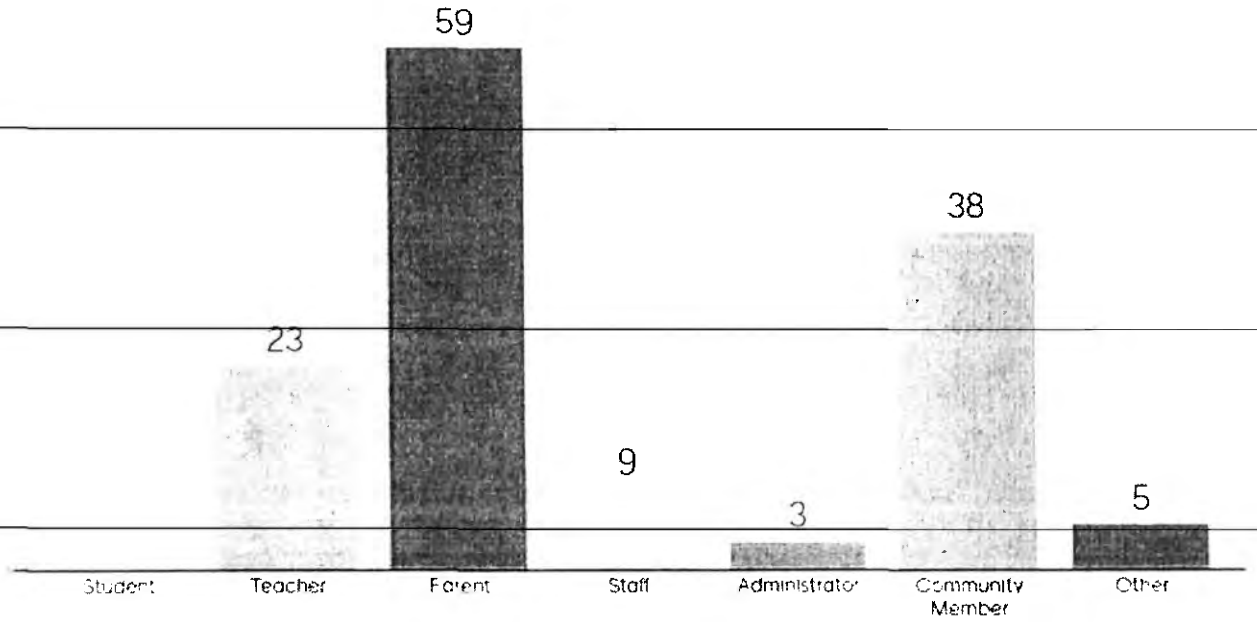
1. Review Education Plan developed by the District
2. ~~Weekly meetings to review progress with Extended Leadership Working Group~~
3. Develop presentation materials for and attend SBC on March 6, 2024 and March 20, 2024 to review the Evaluation Matrix, cost estimates and preliminary shortlist of options
4. Develop presentation materials for and attend Community Forum #3 with update on the evaluation matrix and preliminary shortlist
5. Draft POR submission materials for review

Community Forum #3 Feedback



Mentimeter

I'm responding as:



Mentimeter

Rank these PreK-K alternatives in order of preference.

1st [redacted] PK-K New @ Wildwood

2nd PK-K New @ Town Hall

3rd PK-K Add/Reno @ Wildwood

4th [redacted] PK-K Repair Only

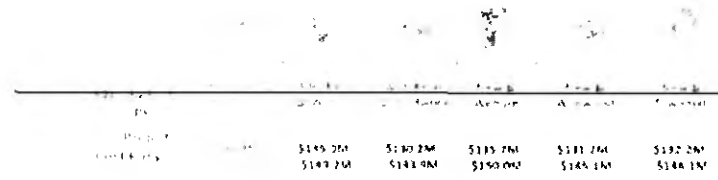
PreK-K

	Repair Only @ Wildwood	Add/Reno @ Wildwood	New @ Wildwood	New @ Town Hall
	$26.6M – $29.4M	$78.0M $86.2M	$79.3M $87.6M	$80.1M $88.5M

Mentimeter

Rank these PreK-3rd alternatives in order of preference.

PreK-3



1st PK-3rd New @ Woburn

2nd PK-3rd New @ Wildwood

3rd PK-3rd New @ Town Hall

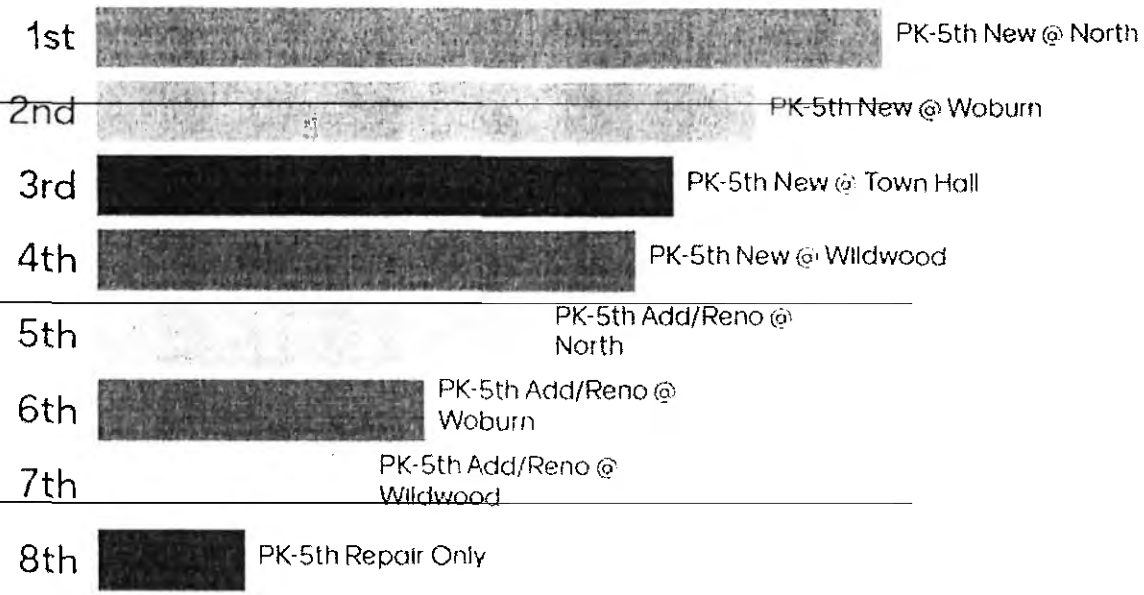
4th PK-3rd Add/Reno @ Woburn

5th PK-3rd Add/Reno @ Wildwood

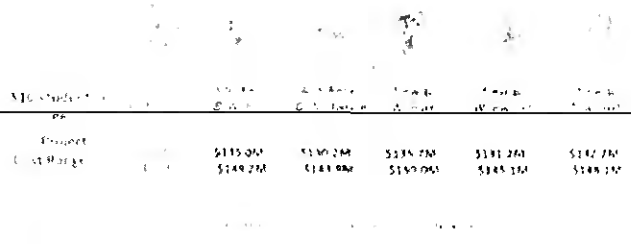
6th PK-3rd Repair Only

Mentimeter

Rank these PreK-5th alternatives in order of preference.

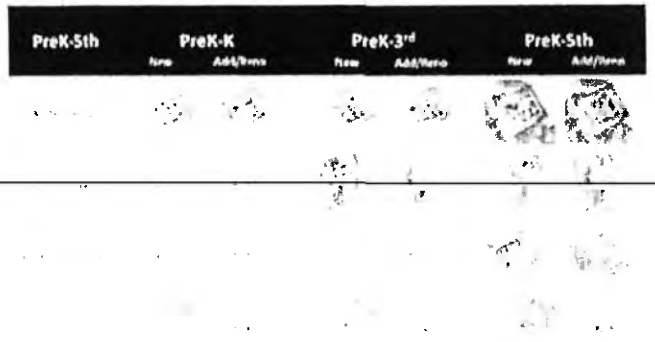


PreK-3



Mentimeter

Rank these NEW CONSTRUCTION alternatives in order of preference.



1st PK-5th New @ North

2nd PK-5th New @ Woburn

3rd PK-5th New @ Town Hall

4th PK-5th New @ Wildwood

5th PK-3rd New @ Woburn

6th PK-3rd New @ Town Hall

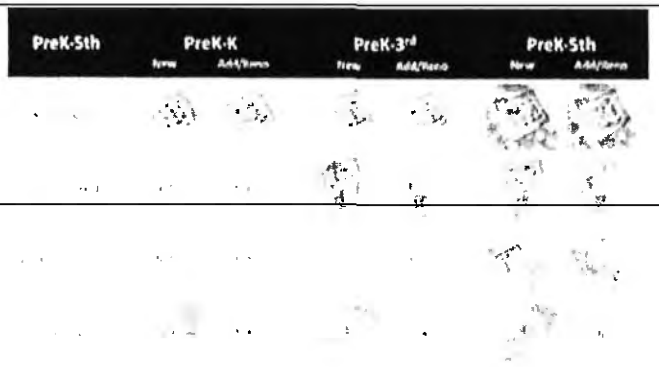
7th PK-3rd New @ Wildwood

8th PK-K New @ Wildwood

9th PK-K New @ Town Hall

Mentimeter

Rank these ADDITION/RENOVATION alternatives in order of preference.



1st — PK-5th Add/Reno @ North

2nd — PK-5th Add/Reno @ Woburn

3rd — PK-5th Add/Reno @ Wildwood

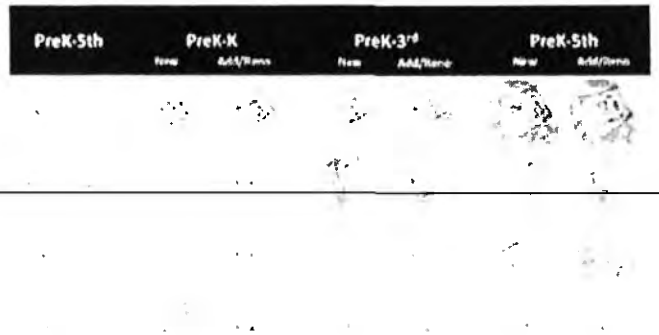
4th — PK-3rd Add/Reno @ Woburn

5th — PK-3rd Add/Reno @ Wildwood

6th — PK-K Add/Reno @ Wildwood

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 — Strongly Consider

PK-K Grade Configuration 1.3

PK-3rd Grade Configuration 3.5

PK-5th Grade Configuration 8.9

Repair Only Alternatives 1.2

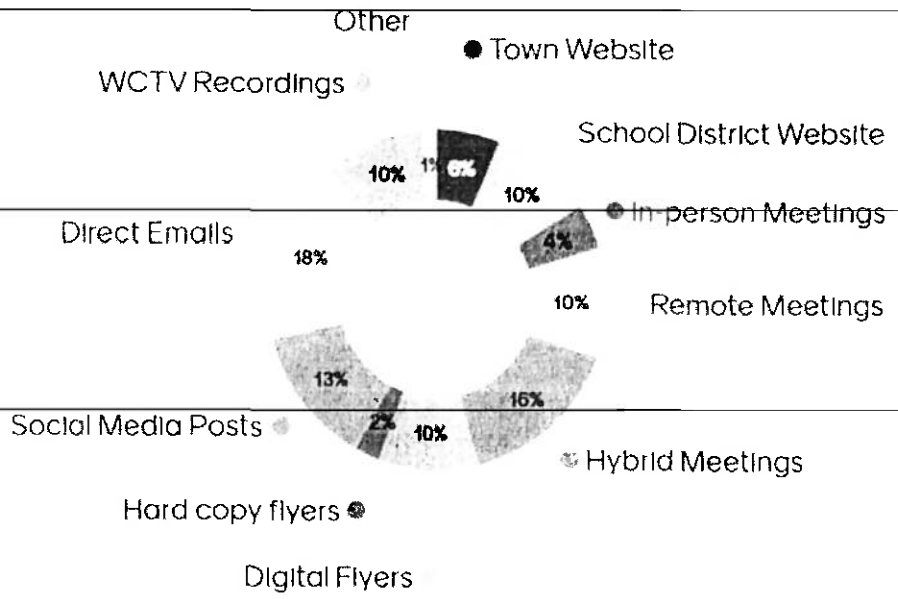
Add/Reno Alternatives 2.4

New Construction Alternatives 7.7

Town Hall Site for a School Construction Project 4.4

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 helpful in the next phase of the project?

Total 10 responses

Estimated tax impact	Tax impact, impact on the community in terms of use for the community	Impact on students attending the school(s) during construction
What will impact be on students as construction is underway	Current maintenance and energy costs	You got most of mine in your idea list!
Details about the school site beyond the building itself and how that would impact future activities that currently take place there	Estimated town share...tax impact	Town's funding plan for the project. How much will be debt funded?
A short, informative video that people can review asynchronously that will help spread the word 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	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.	Projected cost for addressing all 3 schools if we do not proceed with pk-5 taking into account projected increases in construction costs	What are the long term cost savings? Would like to understand the $ amount to resident taxes b4 final decision
	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	Costs of building 3 new schools vs 1 pre k-5, including economic benefits of maintaining less buildings	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
	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	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	New construction! Please focus on building a safe building rather than an aesthetic one like WHS!
	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!	Estimated tax impact understanding that we have already spent way too much on schools. Repair what we have and move on	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
	Matching from MSBA		

	Cost impact to residents. Feedback from other communities that may have consolidated (both positive and negative). How would students be impacted during construction?	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	Estimated tax impact per family
	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.	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.	

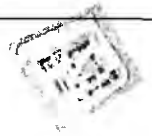
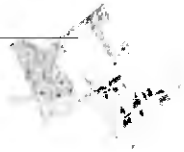
Review and Approve Short List



Short List Requirements



Vote to Approve Shortlist of Alternatives for Further Evaluation in PSR

	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.

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: 150+ 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

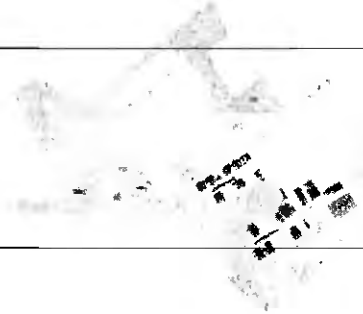


Pre-K-5: 755+ Students

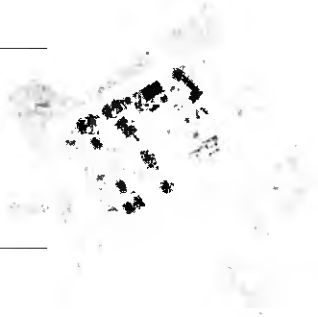
REPAIR: PK-5 R.1
(North only)
$29.5 M- $32.6 M



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

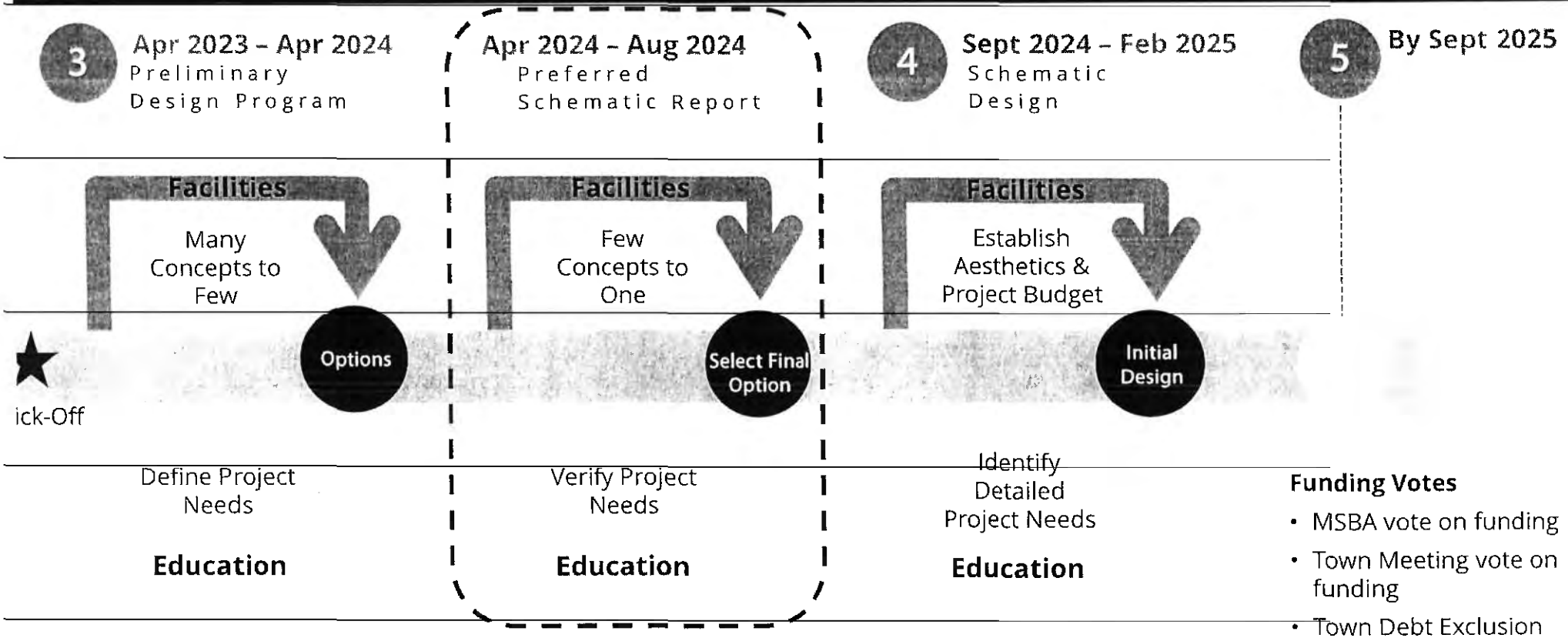
Submit PDP to MSBA – April 18th

Continue into PSR Phase

- April – August 2024

MSBA Process

Where We're Going: Preferred Schematic Design

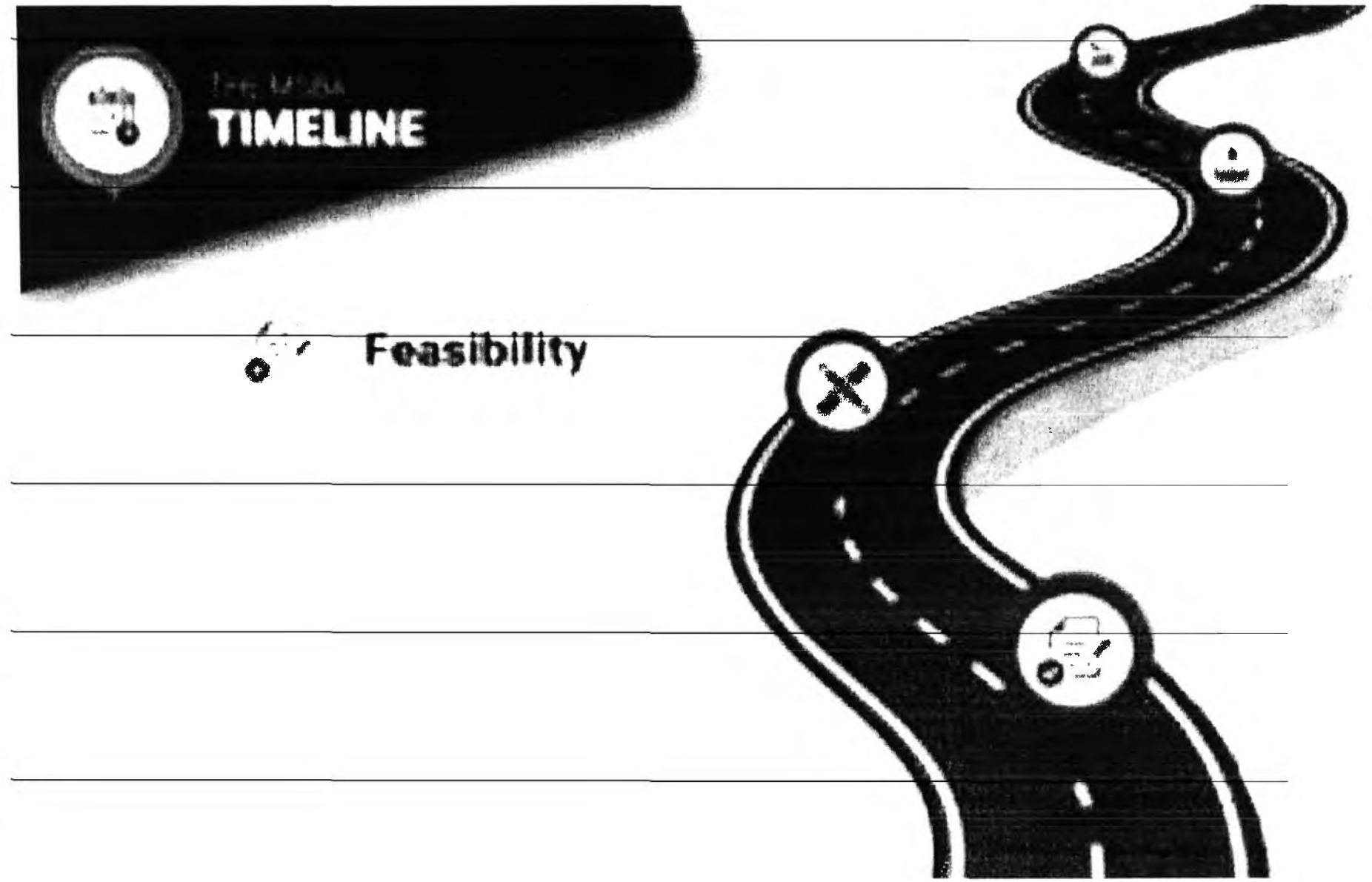


Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote


SBC Public Relations
Working Group
Update

TIMELINE



- Feasibility

https://vimeo.com/910606707


Thank
You

EVALUATION OF EXISTING SITE CONDITIONS

Near the conclusion of the Preliminary Design Program phase of the project, the School Building Committee made the determination that the design team would not continue to study any of the alternatives on the Town Hall site, due to the limitations for future development in a centrally located town site, potential schedule impact of redeveloping that site associated with Article 97, and concerns with additional traffic on major arteries in the center of Town.

During the PSR phase, the design team focused on further evaluation of the three existing school sites.

Site Circulation

As part of the PSR process the Design Team continued to evaluate the existing conditions of the sites and to gather additional information. Our continued work with the district resulted in a change in the proposed site circulation between the PDP and this submission for some of the options:

In the PDP submission for the PK-5 N.1 option, the Design Team had proposed buses might enter the site from Salem Street with other vehicles. After further discussions and review, this plan has been adjusted to separate vehicle and bus circulation completely during drop-off and pick-up. The current plan shows the buses entering and exiting onto Ballardvale Street with a bus turnaround at the rear of the site. Additionally, parent pick-up might utilize this rear access road and turnaround to provide additional queue length if necessary. The vehicle loading and unloading zone and traffic circle on the south side of the main entrance is also sized for buses to accommodate this adjustment. Emergency access from Arlene Street is provided after discussion with municipal personal. Additionally, Prekindergarten and specialized district vehicle parking is shifted from the west side of the building to the south side of the building further separate vehicles and buses.

In the PK-5 AR.1 option, the Design Team proposes reorienting the parking area closer to fields to align with the emergency access road from Arlene Street.

In the PK-3 N.1 option, additional hardscape is proposed between the classroom wings for egress and emergency access.

In the PK-K N.1 option, the site circulation revisions are in direct response to a revised layout for the building. All traffic may enter at the northern curb cut on Wildwood Street. Buses and emergency vehicles traverse north around the building and exit at the south curb cut onto Wildwood Street. Prekindergarten and specialized district vehicles may enter at the northern curb cut on Wildwood Street to parking spaces on the northwest side of the building and may continue to exit utilizing the same north curb cut. All other vehicles will immediately turn right upon entry onto the site and following circulation path along the east side of the building for loading and unloading students before exiting the same north curb cut. Deliveries may occur at the southwest area of the site to limit access around the building.

Circulation drawings are included in Section 3.3.3.

Parking

The parking minimums and targets were established based on the Educational Program. Appropriate number of faculty and staff parking is located near the academic areas of the building and capable of doubling as event parking near public areas of the building (gym & cafeteria).

- 60 spaces minimum (100 spaces preferred) for PreK-K enrollment
- 120 spaces minimum (150 spaces preferred) for PreK-3rd enrollment
- 140 spaces minimum (180 spaces preferred) for PreK-5th enrollment

Site Survey

A detailed site survey is scheduled to start in mid-October for the preferred site.

Geo-technical Explorations

Geotechnical and soils explorations are scheduled to start at the end of October for the preferred site.

Phase I Environmental Site Assessment

Phase I Environmental Site Assessment is scheduled to start at the end of October in conjunction with geotechnical explorations for the preferred site.

Traffic Study

A traffic study is scheduled to start at the end of October for the preferred site.

Future Use

Future use of any potentially vacated existing school buildings has been discussed throughout the PSR phase. The Town of Wilmington will seek to establish a building reuse committee established by the Town Selectboard in the event that the school district turns over existing buildings to the Town as surplus. Several opinions were shared by community members during the PSR phase outreach that the Town should consider leaving existing sites as much needed open space in Town or a potential future site of another municipal building.

Historical Significance

The Designer plans to submit the Project Notification Form during the first month of the Schematic Design phase of the project and expects to receive notification of a decision from the MHC prior to submission of the SD package to the MSBA.

Zoning and Permitting

All proposed options meet or exceed the zoning requirements for setbacks and coverage. All PK-K and PK-3 options conform to the maximum height allowed under the Zoning Ordinance. Proposed PK-5 options will need to seek planning board approvals as they exceed the allowable height.

As per MSBA Project Advisory 88, a State Site Permit Tracking Worksheet is included in Section 3.3.3.

Risk Assessment/Evaluation for Environmental Hazards

Early in PSR, the design team met with Wilmington Public Safety officials to introduce the project and review alternatives. The group did not identify the potential school project as a designated emergency shelter. The group did discuss the potential of a 100' x 100' clear light zone for emergency medical landing zone if possible. Refer to Appendix X.05. This notion will be further discussed in Schematic Design based on the preferred option.

Floodplain: Floodplain Information was obtained from the Federal Emergency Management Agency (FEMA) Flood Insurance Rate Maps (FIRM), see Appendix X.10. All proposed sites are within a Zone X, which is identified as an area outside of the 0.2% chance (500-year) annual floodplain. Therefore, any redevelopment or new construction would not trigger a permit with respect to floodplain.

Although no known concerns regarding storm surges, winds, power outages, extreme heat and cold, winter storms, rain, snow were identified in the PSR phase, the design team will confirm any potential site vulnerabilities relative to site resiliency or climate change for the preferred option during Schematic Design.

FINAL EVALUATION OF ALTERNATIVES

OVERVIEW

The Wildwood School Building Committee approved the submission of the PDP to the MSBA on April 3, 2024 recommending the alternatives noted below for further study and development in the Preferred Schematic Report. Per the requirements of the MSBA, a minimum of three options were chosen with at least one in each grade configuration and at least one of each type of construction: Repair only, Renovation and Additions and New Construction. Because this project includes three design enrollments a repair only option has been included for a baseline cost comparison for each school site under consideration. In addition, renovation and additions options were added to the shortlist for cost comparison per MSBA PDP comments. The full list of options included in this report are:

- **PreK-K R.1** Repair Only, Code Upgrade Base Repair
- **PreK-K AR.1** Phased Addition Renovation PreK-K Wildwood
- **PreK-K N.1** New Construction PreK-5 Wildwood
- **PreK-3 R.1** Repair Only, Code Upgrade Base Repair at Woburn (Grades 1-3 Only)
- **PreK-3 AR.1** Phased Addition Renovation PreK-3 Woburn
- **PreK-3 N.1** New Construction PreK-3 Woburn
- **PreK-5 R.1** Repair Only, Code Upgrade Base Repair at North (Grades 4-5 Only)
- **PreK-5 AR.1** Phased Addition Renovation PreK-5 North
- **PreK-5 N.1** New Construction PreK-5 North

As part of the continued design exploration the Design Team and OPM met with the Leadership Working Group throughout this design phase to confirm spatial adjacencies and the educational program needs. The PSR Space Summaries submitted reflect the deduction of (1) 1,100 SF Pre-Kindergarten Classroom with Toilet resulting in the following:

PK-K Space Summary reflects a total of 64,935 GSF.
PK-3 Space Summary reflects a total of 115,219 GSF.
PK-5 Space Summary reflects a total of 163,573 GSF.

Revisions are noted in the Educational Program narrative and reflected in the Space Summary included in Section 3.3.4 Preferred Solution. Revisions have been incorporated into the plans for each option. The following pages include updated site analysis for each option, bullet points regarding the potential impact each option will have on students during the construction, and the conceptual architectural and site drawings. Narratives regarding structural systems, utility

sources, mechanical, electrical, plumbing, and fire protections systems begin on page 3.3.3-59, follow the description of options.

Like the scale used during the PDP evaluation process, the evaluation matrix for the PSR also cored each criterion used a relative sliding scale from 5 to 1, where a five was best and a 1 was poor. The criteria within each category was averaged and each of the eight categories was equally weighted. As depicted below, this scale was color coded to provide a clear graphic representation of the evaluation matrix. It is important to note that in this methodology, the scoring is NOT a ranking. If two alternatives achieved a criterion equally, they received the same score.

Best	Better	Good	Fair	Poor
9.1-11.2	6.9-9.0	4.5-6.8	2.3-4.4	0.0-2.2

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only 			*For Comparison Only 		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor Fair Good Better Best

Final Evaluation Matrix Score Sheet

CRITERIA DESCRIPTIONS

Outlined in the following pages is a breakdown of each category and associated criteria. This provided the framework for the evaluation of each alternative. Alternatives were refined during the PSR phase, and any changes in criteria scores from PDP are noted with a red font color in the Matrix.

Education Criteria:

1. Provides flexible and adaptable spaces

- PreK-K R.1, PreK-3 R.1 and PreK-3 R.1 base repair only options scored low because they do not provide any educational space improvements such as flexible space options provided in the add/reno and new construction options.

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
   - PreK-K R.1, PreK-3 R.1 and PreK-3 R.1 base repair only options scored "2"; they do not provide any educational space improvements. such as they do not provide flexible space options as in the add/reno and new construction options.
   - PreK-K AR.1, PreK-K N.1 and PreK-5 AR.1 scored "3"; PK-K options only have two communities with limited options to expand if an increase in enrollment is realized in a given year; one grade community is isolated on the lowest level of the PK-5 option due to grade change.
   - PreK-3 AR.1, PreK-3 N.1 and PreK-5 N.1 scored "4" as all provide greater options to expand if an increase in enrollment is realized in a given year.
3. Reduces travel distances between classrooms and shared core spaces
   - PreK-K R.1, PreK-3 R.1 and PreK-3 R.1 base repair only options scored "3"; they do not provide any additional improvements although the smaller school building size naturally minimizes travel distances in comparison to other options.
   - All other options scored "5" as shared core spaces are typically equidistant from classroom wings.
4. Retains small school feel - some administration offices within classroom groupings
   - Base repair options for PK-3 and PK-5 scored lower than all other options as there is no change to administrative locations within the existing building.
   - PK-K R.1, although a Base Repair with no space improvements, is a smaller school and the "L" shaped layout located the administrative office central to the two wings.
   - All other options scored "5" as administration offices are located near classroom groupings.
5. Integrates outdoor learning spaces
   - Base repair options scored lower than all other options as there is no improvements made as it relates to this criterion.
   - All other options scored "4" as some outdoor learning opportunities are planned.
6. Seamlessly integrated spaces for special education, student support services and specials
   - Base repair options scored lower than all other options as there are no improvements made as it relates to this criterion.
   - All other options scored "5" as special education spaces are integrated throughout.
7. Cafeteria design maximizes site line and minimizes need for adult supervision
   - Base repair and PK-K add/reno options scored lower than all other options as there are no improvements made as it relates to this criterion.

- All other options scored "4" or "5" as improvements were realized to maximize site lines.

8. Creates a variety of student dining experiences and smaller zones/quieter spaces
   - Base repair options scored lower than all other options as there are no improvements made as it relates to this criterion.
   - All other options scored "4" as some variety in dining experiences is planned.
9. Promotes a sense of community and collaboration for teachers and students
   - Base repair options scored lower than all other options as they maintain "status quo".
   - All other options scored "4" as there are several areas, including extended learning areas, for students/grade groupings to gather and collaborate.
10. Provides access to natural daylight and views for all spaces
    - Base repair options scored higher than other options as most spaces typically have natural light and views.
    - All other options scored "3" as there are some areas, mostly small group rooms and some extended learning areas, that have borrowed light and views to other interior spaces.
11. Wide variety of spaces (small group, movement, extended learning)
    - Base repair options scored low as there are no improvements made as it relates to this criterion.
    - All other options scored "5" with a variety of spaces included in the program.
12. Includes adaptable spaces for professional development
    - Base repair options scored low as there are no improvements made as it relates to this criterion.
    - All other options scored "4" with options for spaces than can be utilized for professional development within the program.

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	At Wildwood site	At Wildwood site	At Wildwood site	At Woburn St site	At Woburn St site	At Woburn St site	At North site	At North site	At North site
Education	**5.4**	**9.3**	**9.4**	**4.8**	**9.8**	**9.8**	**5.0**	**9.6**	**9.8**
CRITERIA 1	1	5	5	1	5	5	1	5	5
2	2	3	3	2	4	4	2	3	4
3	3	5	5	3	5	5	3	5	5
4	5	5	5	3	5	5	4	5	5
5	1	4	4	1	4	4	1	4	4
6	3	5	5	3	5	5	3	5	5
7	3	3	4	3	5	5	3	5	5
8	1	4	4	1	4	4	1	4	4
9	3	4	4	2	4	4	2	4	4
10	4	3	3	4	3	3	4	3	3
11	2	5	5	2	5	5	2	5	5
12	1	4	4	1	4	4	1	4	4

Overall, all renovation/addition and new options scored highest in the education category.

Site Criteria:

1. Proximity of parking to main entrance
   - Base repair options scored low as there are no improvements made as it relates to this criterion and parking is not adjacent to the main entry at all three locations.

- All new options scored "4" or "5" with parking, or at minimum visitor parking, in closer proximity to the main entry.

2. Provides a dedicated Pre-Kindergarten Entry
   - All options except Base Repair provided a dedicated Pre-Kindergarten entry
3. Site supports appropriate number of parking spaces
   - Base repair options scored lower with no improvements made as it relates to this criterion.
   - All options except Base Repair scored "5" supporting parking counts indicated in the educational program.
4. Positions grade-level specific playground adjacent to grade-level classroom areas
   - Base repair options scored lower with no improvements made as it relates to this criterion.
   - PK-5 add/reno scored lower than the other add/reno and new options with play areas further from the building due to the existing building location and need for parking and circulation on site.
   - Compromises to the play area locations in each option are realized therefore the highest score was a "3" for this criterion.
5. Having a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians.
   - Base repair options scored lower with no improvements made as it relates to this criterion.
   - PK-5 new option scored highest as it was the only alternative that achieves complete separation of bus and vehicle circulation.
6. Adequate queuing space for buses and cars
   - Base repair options scored lower with no improvements made as it relates to this criterion.
   - PK-5 Add/Reno utilizes the existing circulation route in front of the existing building with inadequate queue length on site if needed.
   - PK-5 new option scored highest as the building location on largest site provides greatest opportunity for adequate queuing within the site area.
7. Ability to expand building for future growth
   - Base repair options scored highest. With no improvements planned, the site is untouched and available for future expansion.
   - PK-5 Add/Reno and New options scored lower as the larger site size provides more opportunity to expand for future growth.
   - PK-K and PK-3 Add/Reno and New options are smaller sites and scored lowest overall. Once a building and site features are "right-sized" with a proposed project, there is limited area to accommodate for future expansion.
8. Maximizes open green space in addition to playgrounds on site

- PK-K Add/Reno and New options are located on the smallest site and scored lowest overall. Once a building and site features are "right-sized" with a proposed project, minimal green space remains.
- PK-3 Add/Reno and New options are located on a mid-sized site. Once a building and site features are "right-sized" with a proposed project, limited open areas remains.
- Base repair options scored "4". With no improvements planned, the site maintains "status-quo"
- PK-5 Add/Reno and New options scored highest as the largest site size and provides more opportunity to include open green space in addition to playgrounds.

9. Student access to play areas without crossing parking or roadways
    - All options except PK-3 Repair Only meet the criterion.
10. Scale of building to site
    - Base repair options scored "4". With no improvements planned, the site maintains "status-quo"
    - All other options scored "3". Once a building is "right-sized" with a proposed project, the mass increases by 2x or 3x more than the existing building. Although the size is relative to the grade configuration and site acreage, the impact on the neighborhood is still significant.
11. Minimizes steep slopes and retaining walls
    - All PK-5 options scored highest as the grade changes are minimal at the North Intermediate site.
    - Woburn Street and Wildood sites scored lower as the significant grade changes require retaining walls to accommodate utilities, circulation and other amenities. Constructability and phasing is further complicated at the Woburn site as it is occupied.
12. Minimizes impacts to wetlands
    - All PK-3 options scored highest as no known wetlands are present on site
13. Maximizes distance from abutters and property line
    - All options maintain required distances from property lines.
    - All base repair options scored "5" as the site maintains "status-quo" with existing buildings located in closer proximity to the roadways than abutters.
    - PK-K and PK-5 add/reno options also scored "5". The renovated building and additions continue to maintain closer proximity to the roadways than abutters.
    - New options and PK-3 add/reno expand the area of the building footprint and within closer proximity to abutters.
14. Access to municipal infrastructure (sewer, water)
    - PK-5 options scored "5" as the site currently has access to municipal infrastructure.
15. Proximity of location to students - minimize travel time

- PK-3 options scored "5" as the site is centrally located for the catchment area served.
- PK-K options scored "4"; although the site is located somewhat south of the catchment area served, these options only impact 2 grades.
- PK-5 options scored "3" as the site is located furthest north and not centrally located for the catchment area served.

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	*At Wildwood site*	*At Wildwood site*	*At Wildwood site*	*At Woburn St site*	*At Woburn St site*	*At Woburn St site*	*At North site*	*At North site*	*At North site*
Site	**6.8**	**8.0**	**8.3**	**7.4**	**8.3**	**9.0**	**7.6**	**8.6**	**9.5**
CRITERIA 1	1	4	5	1	3	5	1	3	4
2	1	5	5	1	5	5	1	5	5
3	4	5	5	4	5	5	4	5	5
4	1	3	3	1	3	3	1	2	3
5	2	3	4	2	3	4	2	3	5
6	2	3	4	2	3	4	2	2	5
7	3	2	2	5	2	2	5	3	3
8	4	2	2	4	3	4	4	5	5
9	5	5	5	3	5	5	5	5	5
10	4	3	3	4	3	3	4	3	3
11	3	3	3	4	3	3	5	5	5
12	4	4	4	5	5	5	4	4	4
13	5	5	4	5	4	4	5	5	4
14	3	3	3	4	4	4	5	5	5
15	4	4	4	5	5	5	3	3	3

Overall, new PK-3 and PK-5 options scored highest for Site category. The Add-Reno options scored lower because of less-functional bus/ vehicle circulation or queue length on site. The Renovation-Only option scored lower because no significant improvements would be made to site layout, ignoring many present traffic and circulation issues.

Restrictions & Future Uses Criteria:

1. Minimal restrictions for development (Article 97, Municipal Open Space designation, Wetlands, Wellhead Protection Zones)
    - PK-5 Base Repair scored highest with no change in the building footprint or site improvements therefore it has the least impacts and site restrictions.
    - No changes were noted from the PDP submission for the shortlisted options.
2. Limits future use as other town functions in a centralized location
    - As all shortlisted sites under consideration currently function for educational use and are not centrally located in the Town of Wilmington, all options scored "5".

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	At Wildwood site	At Wildwood site	At Wildwood site	At Woburn St site	At Woburn St site	At Woburn St site	At North site	At North site	At North site
Restrictions &	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
CRITERIA 1	3	3	3	4	3	3	5	4	4
CRITERIA 2	5	5	5	5	5	5	5	5	5

Overall, all options scored relatively close. The Base Repair PK-5 option scored highest for the Restrictions and Future Use category.

Community Criteria:

1. Public/Private Separation
    - All base repair options scored "1" or "2" as the building layout maintains "status-quo" with no spatial improvements to improve separation of academic and public uses within the building.
    - New options and PK-3 and PK-5 add/reno options scored "4". The alternatives provide separation of academic and public areas within the building.
2. Quality community spaces and ease of access to these spaces without compromising building security
    - All base repair options scored "3" as the building layout maintains "status-quo". There is no planned spatial or site enhancements to improve safety of building location and site lines, additional queueing on site, and onsite recreational areas for school or community use.
    - Although the add/reno and new options provide spaces with access for community use the PK-5 add/reno option maximizes the site area available as well.

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	At Wildwood site	At Wildwood site	At Wildwood site	At Woburn St site	At Woburn St site	At Woburn St site	At North site	At North site	At North site
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
CRITERIA 1	1	3	4	2	4	4	2	4	4
CRITERIA 2	3	3	4	3	4	4	3	5	4

Overall, all options scored relatively close. The Base Repair PK-5 option scored highest for the Community category as it not only improves available assembly and community spaces within the building but also has the largest open site areas for play/recreation.

Sustainability Criteria:

1. Meets Town and school district goals for Sustainability and Energy Efficiency and Meets MSBA Requirements for Additional 3%+ Point
    - Base Repair only and PK-K options have less potential to meet the sustainability goals for the project due to cost, phasing, logistics and/or site constraints.
    - PK-3 Add/Reno and new construction options have the potential to meet the sustainability goals for the project, with full energy code compliance, including the

exterior envelope and infrastructure systems but with some site constraints.

- PK-5 Add/Reno and New construction options have the highest potential to meet the sustainability goals for the project, with full energy code compliance, including the exterior envelope, infrastructure systems and site opportunities.

2. Solar Orientation; classrooms oriented along east-west axis for best control of north/south light.
    - PK-3 Base repair and Add/Reno options scored "2" due to north-south orientation of classroom wings.
    - PK-3 New construction scored "5" with the ideal east-west classroom orientation.

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	*At Wildwood site*	*At Wildwood site*	*At Wildwood site*	*At Woburn St site*	*At Woburn St site*	*At Woburn St site*	*At North site*	*At North site*	*At North site*
Sustainability	**5.6**	**6.7**	**6.7**	**5.6**	**6.7**	**10.0**	**6.7**	**8.9**	**10.0**
CRITERIA 1	2	3	3	3	4	4	3	5	5
CRITERIA 2	3	3	3	2	2	5	3	3	4

Overall, PK-3 and Pk-5 new construction options scored highest for meeting sustainability goals of the project.

Logistics / Construction Impact Criteria:

1. Simple construction phasing
    - PK-K new option scored "5" as the Wildwood site is currently unoccupied requiring no phasing.
    - PK-3 and PK-5 Base Repair options scored "1" as they would require multiple phases for occupied buildings and the longest durations to completion.

2. Minimizes construction phase disturbance to students/teachers
    - PK-K options scored "5" as the Wildwood site is currently unoccupied requiring no disturbance to staff and students during construction.
    - PK-3 and PK-5 Base Repair options scored "1" as the buildings are occupied and require the most phases to complete therefore the utmost disturbance to staff and students.

3. Construction phasing impact to neighbors
    - PK-K options scored "4" as the Wildwood site is currently unoccupied and the shortest duration to completion.
    - PK-3 and PK-5 Base Repair options scored "1" as the buildings are occupied and require the most phases to complete therefore the longest duration impact to neighbors.

4. Temporary facilities not required
    - Base Repair options scored "1" as the buildings are occupied and with no available temporary space to accommodate classrooms within the district, some temporary

swing space is accounted for in these options.

- PK-K options and New construction options scored "5". The Wildwood site is currently unoccupied requiring no temporary facilities. The new construction options utilize the new building without temporary modifications.

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	At Wildwood site	At Wildwood site	At Wildwood site	At Woburn St site	At Woburn St site	At Woburn St site	At North site	At North site	At North site
Logistics / Construction Impact	**10.0**	**10.0**	**10.6**	**2.8**	**6.1**	**8.3**	**2.8**	**6.1**	**9.4**
CRITERIA 1	4	4	5	1	2	3	1	2	4
CRITERIA 2	5	5	5	1	2	3	1	2	4
CRITERIA 3	4	4	4	2	3	4	2	3	4
CRITERIA 4	5	5	5	1	4	5	1	4	5

Overall, PK-K options scored highest as the site is currently unoccupied and no phasing is required.

Consolidation Criteria:

1. Traffic impact to neighborhoods and intersections
   - PK-K options scored "5" as the Wildwood site is currently unoccupied and the least impact to neighborhoods with the shortest duration to completion.

2. Benefits all PK-5 students at three schools (Wildwood, Woburn Street, North Intermediate)
   - PK-K and Base repair options scored "1" as the alternatives only consider one school, therefore maintaining 3 transitions for students during the elementary years.
   - PK-5 add reno and new options consolidate all three schools achieving score of "5".

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	At Wildwood site	At Wildwood site	At Wildwood site	At Woburn St site	At Woburn St site	At Woburn St site	At North site	At North site	At North site
Consolidation	**6.7**	**6.7**	**6.7**	**6.7**	**6.7**	**7.8**	**6.7**	**7.8**	**8.9**
CRITERIA 1	5	5	5	5	3	4	5	2	3
CRITERIA 2	1	1	1	1	3	3	1	5	5

Overall, PK-5 new option scored highest consolidating three schools in the shortest duration minimizing disruption to one neighborhood.

Total Time to Address All Needs Criteria:

1. How well does the alternative limit the time necessary to address all elementary-aged needs across the three subject schools
   - PK-K and Base repair options score "1" with the longest duration to address all needs of the three schools.
   - PK-5 add reno and new options consolidate score highest as the projects address all needs of the three schools in the shortest duration.

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	*At Wildwood site*	*At Wildwood site*	*At Wildwood site*	*At Woburn St site*	*At Woburn St site*	*At Woburn St site*	*At North site*	*At North site*	*At North site*
Total Time to Address All Needs	**2.2**	**2.2**	**2.2**	**2.2**	**4.4**	**6.7**	**2.2**	**8.9**	**11.1**
CRITERIA 1	1	1	1	1	2	3	1	4	5

Overall, PK-5 new options scored highest consolidating three schools in the shortest duration for the town.

EVALUATION CRITERIA – TOTAL SCORES

After a review of each alternative, including best supporting of the district's educational goals and guiding principles, site planning strategy, minimal restrictions, community use, sustainable strategies, construction logistics and consolidation, the consensus clearly shows that Option PK-5 N.1 is likely the best path forward.

Below is the total score of each option:

	PK-K R.1	PK-K AR.1	PK-K N.1	PK-3 R.1	PK-3 AR.1	PK-3 N.1	PK-5 R.1	PK-5 AR.1	PK-5 N.1
size	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	755 students + PK	755 students + PK	755 students + PK
type	Repair Wildood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	New School PK-5
location	*At Wildwood site*	*At Wildwood site*	*At Wildwood site*	*At Woburn St site*	*At Woburn St site*	*At Woburn St site*	*At North site*	*At North site*	*At North site*
TOTAL SCORE	**50.0**	**58.4**	**61.6**	**45.0**	**59.8**	**69.4**	**47.6**	**69.9**	**77.6**

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UPDATED SITE ANALYSIS

Sites Under Consideration

The Wildwood Early Childhood Center site was one of three sites selected for further study in the PSR phase of the Feasibility Study. The Woburn Street School and North Intermediate School sites were also selected for further study. As noted in the PDP report, the Town hall site was eliminated due to concerns of delay in project schedule with associated Article 97 designation, potential traffic generated for a 755+student school accessed by a narrow and high-traffic roadway, and limiting future use of a centrally located, town-owned site.

Wildwood Early Childhood Center Site

The Wildwood site is in the southeastern quadrant of Wilmington, within a primarily residential neighborhood. Located on Wildwood Street, the site is approximately 7.5 acres and houses the existing school building, playground, sports courts and lawn spaces, driveways, paved parking lots, and pedestrian walks. The site is conical with the existing school centrally located at the highest point is and grade sloping away towards the property lines.

Wooded area to the north and east of the site is a state regulated wetland area approximately 75 feet from the east property line and has a 100-foot Buffer Zone. Maple Meadow Brook, a perennial stream, also runs through this adjacent property. It is approximately 100 feet from the east property line and has a 200-foot Riverfront Zone. The 100-foot Buffer Zone and 200-foot Riverfront Zone extend into the northeast corner of the Wildwood School property, which is currently undeveloped woods. The developed portion of the site is over 200 feet away from the nearest wetland resource area. The 100' buffer zone of this wetland extends onto the north edge of the Wildwood property alternatives intend to avoid any impact. If unavoidable, wetland permitting will be required.

The site is located in a R-20 Zoning District and all alternatives comply with use regulations, setbacks, height restrictions and parking requirements. Beyond R-20 zoning requirements, any alternative will consider limitations with Municipal Open Space and Wellhead Protection Area designations.

As noted above, the Wildwood site options include the following options: PK-K R.11 (Base Repair & Code Upgrades), PK-K AR.1 (Add-Reno, 130+), Option PK-K N.1 (New Construction, 130+). The current topography of the site is sloped away from the existing building and alternatives will modify the site as needed with retaining walls to accommodate circulation. Each alternative seeks to preserve the wooded buffer zones between the school site and its neighbors on all sides, and to locate site amenities, especially those that might be noisy, far from boundaries and close to the center of the site as possible.

A base repair (PK-K R.1) alternative does not include major alterations to the site, except to provide accessible parking and an accessible route to building entrances and site amenities. Therefore, as noted in the PDP submission, site circulation would remain a challenge. The Wildwood site would continue being accessed by one vehicular circulation pattern from Wildwood Street. Four buses servicing Wildwood students circulate through the front bus loop at the main entrance. Cars would continue to circulate through the active parking lot south of the building. Parking on site

would be inadequate if all staff were present. With no continuous paved access road around the building, the ability to accommodate emergency response vehicles to the rear part of the sites and the recreational areas of the property would remain a challenge as well.

The building is situated near the front property line, separated from the street mainly by the bus loop. Play areas are located behind the building and provide opportunities for outdoor movement breaks. The playground is set away from the building across a paved play surface but does not require crossing parking/traffic to access. There is limited green space and shading at play areas. The community utilizes sport courts and playgrounds located behind the building after hours.

The other two alternatives, PK-K AR.1 and PK-K N.1, under consideration for the Wildwood site improve site circulation patterns, maximize on-site parking, and allow for more efficient pick-up/drop-off circulation by centrally locate the building. As the footprint of a right-sized building is more than double the size of the existing building, minimal remaining area on site is available for community amenities such as the sport courts and are currently eliminated in the program. Each alternative continues access from Wildwood Street and provides separated bus and parent vehicle queues, dedicated lanes with adequate lengths for afternoon parent pick-up, the adequate number of parking spaces, a dedicated Pre-K parent park-and-drop-off lot with walkway to a dedicated Pre-K building entrance, a dedicated service area with loading dock, and a fire access lane.

If the preferred site is Wildwood, a site survey, traffic study, geotechnical and geoenvironmental analysis will commence in early Schematic Design with the intent that any additional information impacting the project can be incorporated into the Schematic Design submission to the cost estimators.

Potential Impact of Construction

Construction of any kind can potentially impact students. As the Wildwood site is currently vacant, there is no direct impact to students during the construction of any of the proposed PK-K alternatives. Careful consideration and planning to mitigate impact for the safety of the community will be further studied in Schematic Design for the preferred option.

Woburn Street School Site

The Woburn site is located centrally within the eastern half of Wilmington, within a primarily residential neighborhood. Woburn Street School is the primary structure on the 10+- acre site, occupying the south-east portion, and with significant grade changes bisecting the site. It has associated vehicular loop and pedestrian sidewalks to the east, sport courts to the north, a playground and playfields to the west and parking areas on three sides of the building. The natural grass playfields are lined for multiple soccer fields which are primarily used for school recess, PE class, and elementary-age Town recreation league sports.

A steep slope cuts the property in two: the school building, parking lots, and sport courts to the east, and the athletic fields at a much lower elevation to the west. The school building and rear parking lot sit at the top of the hill. The steep terrain has necessitated various means of

stabilization, including a substantial retaining wall between the rear and north parking lots and a landscape retaining wall in the lawn panel northeast of the school building.

A concrete block retaining wall of variable height defines the south and east borders of the playground. A low wood guard fence lines the entire western perimeter of the rear and north parking lots, above the steep slope to the athletic fields. Deciduous forest suffused with vines provides a dense buffer between the property and abutters to the north and west. The forested buffer at the southeast corner of the site is likewise dense. However, this buffer thins to a single row of trees in the center of the property line, creating a more permeable border. Landscape boulders guard the pedestrian cut through to Marcia Road, at the southwestern corner of the property.

There are no regulated wetlands areas on or adjacent to the site.

The Woburn site options include the following options: PK-3 R.11 (Base Repair & Code Upgrades to existing school serving grades 1-3 only), PK-3 AR.1 (Add-Reno, 510+), Option PK-3 N.1 (New Construction, 510+). The current topography of the site is sloped away from the existing building to the west and alternatives will modify the site as needed with retaining walls to accommodate additions, new construction and circulation. Each alternative seeks to preserve the wooded buffer zones between the school site and its neighbors on all sides, and to locate site amenities, especially those that might be noisy, far from boundaries and close to the center of the site as possible.

A base repair (PK-3 R.1) alternative does not include major alterations to the site, except to provide accessible parking and an accessible route to building entrances and site amenities. Therefore, as noted in the PDP submission, site circulation would remain as is. The Woburn site would continue access at two entry points off High Street, with vehicular circulation directed to the north parking lot and rear parking areas. Buses servicing Woburn students circulate through the front bus loop at the main entrance. Cars would continue to circulate through the active parking lot north of the building. A continuous paved access road around the building can accommodate emergency response vehicles

The existing building is situated near the front property line, separated from the street mainly by the bus loop. Play areas are located behind the building and provide opportunities for outdoor movement breaks. The playground is set away from the building and requires crossing parking/traffic to access. There is open green space and minimal shading in play areas. The community utilizes sport courts north of the building and playgrounds located west of the building after hours.

The other two alternatives, PK-3 AR.1 and PK-3 N.1, under consideration for the Woburn site improve site circulation patterns, maximize on-site parking, and allow for more efficient pick-up/drop-off circulation. As the footprint of a right-sized building and associated parking to serve students in PreK – Grade 3 is more than double the size of the existing building, limited remaining area on site is available for community amenities such as the sport courts and open fields. Each alternative continues access from both High Street and Woburn Street. Options provide separated bus and parent vehicle queues, dedicated lanes with adequate lengths for afternoon parent pick-

up, the desired number of parking spaces, a dedicated Pre-K parent park-and-drop-off lot with walkway to a dedicated Pre-K building entrance, a dedicated service area with loading dock, and a fire access lane.

PK-3 AR.1 renovates the majority of the existing building and locates classroom and gymnasium additions to the west, encompassing the southern half of the site. PK-3 N.1 develops the new building on the northern half of the site, utilizing the grade change for the building to appear as only one story from High Street.

If the preferred site is Woburn, a site survey, traffic study, geotechnical and geoenvironmental analysis will commence in early Schematic Design with the intent that any additional information impacting the project can be incorporated into the Schematic Design submission to the cost estimators.

Potential Impact of Construction

Construction of any kind can potentially impact students, especially if the site is occupied during construction as is the case for the Woburn site. Careful consideration and planning to mitigate impact for the safety of the community will be further studied in Schematic Design for the preferred option.

A base repair (PK-3 R.1) alternative includes the following considerations:

1. Temporary Swing Space (Modulars): it is contemplated that many repairs can be completed in smaller increments over summers and vacation periods such that swing space would not be required. However, major HVAC, Electrical, and Plumbing upgrades will require displacement of students.

2. Overall project duration: assume 32 months, non-continuous:

    a. Year 1 – 12 months continuous – lease modulars

    b. Year 2 – 12 months continuous – lease modulars

    c. Year 3 - 3 months summer + (2) 1 week vacations

    d. Year 4 - 3 months summer + (2) 1 week vacations

A renovation and addition (PK-3 AR.1) alternative includes the following considerations:

1. Overall project duration and phasing: assume 24 months for building + 12 months total sitework:

    a. Phase 1:

        i. Significant grading around northern area of site, with 14’ site retaining walls approx. 570 LF. Significant grading, cut & fill activities.

        ii. Construct new septic system.

iii. Provide piping from existing building to new septic system to take existing septic field offline (existing septic field located under proposed north classroom wing addition).

iv. Construct new parking area and roadway located at north and northeast sections of site for construction access and staff parking during construction. Construction lay down and temporary facilities in lower north parking area.

v. Significant grading along west façade of the existing building, with 14' site retaining wall approx. 600 LF. Significant shoring, grading, cut & fill activities, including removal of existing retaining wall. Construct temporary parking area and roadway located at south section of site for construction access and staff parking during construction and as a second means of egress and access.

vi. Renovate Basement area below existing Gym for new Mechanical/Electrical plant, and Back of House service areas +-5,000 SF.

vii. Construct new 2 story additions +-67,941 SF, west of existing building.

viii. Complete site work, parking, drives, playgrounds, landscaping, signage, pavement markings, etc. at northeast section of site and west of new addition.

b. Phase 2:

i. Move Grades 1-3 into new additions. Relocate construction zone to east portion of site. (To occur during summer months).

ii. Demolish +- 6,000 SF of south end of existing building, including the Cafeteria and Kitchen.

iii. Interior selective demolition of remaining existing building space. Remove all partitions, services, etc. down to structure, roof deck, exterior walls, slabs: +-42,352 SF.

iv. Heavy Renovation of existing space into new program areas: 42,352 SF. Add insulation and new fenestration to envelope as per New Construction R- and U-values. Stitch together new and existing areas. Connect and operate MEP FP systems from new plant.

v. Complete site work, parking, drives, playgrounds, landscaping, signage, pavement markings, etc.

A new construction (PK-3 N.1) alternative includes the following considerations:

1. Overall project duration and phasing: assume 24 months for building + 9 months total sitework:

a. Phase 1: construct new building.

i. Site enabling work, temp construction entrance, fencing, clearing & grubbing, etc. at north side of site. Use north end of site as laydown, parking, staging area.

ii. Begin site work along south and southwest area of site to provide additional parking (40 spaces) and temporary circulation loop. Work would include demo of existing playground and construction of +-615 LF retaining wall, approximately 14' high.

iii. Construct new septic system.

iv. Provide piping from existing building to new septic system to take existing septic field offline (existing septic field located under/near proposed south classroom wing addition).

v. Construct new 117,318 SF building, 2 stories. Construction is very close to the existing building, +-15' – 40' at closest. Complete site work at north and northwest areas of site including remaining approximately 14' high site retaining wall 580 LF.

vi. Provide temporary mechanical plant until geothermal system is installed.

b. Phase 2: Site work.

i. Occupy new building.

ii. Demolish old Woburn Street School, 53,771 SF.

iii. Complete geothermal well installation and final connections. Complete site work, parking, drives, playgrounds, landscaping, signage, pavement markings, etc. and grading activities not completed during phase 1.

iv. Demolish temporary mechanical plant.

North Intermediate School Site

The North site is located within the northeast quadrant of Wilmington, within a primarily residential neighborhood, and close proximity to Interstate-93 and Route 62. North Intermediate School is the primary structure on the 14+- acre site, occupying the south-east portion. It has associated vehicular loop and pedestrian sidewalks to the south, playground and sport courts to the north, playfields to the north and northwest and parking area east of the building. The site is relatively accessible with subtle grade changes. The natural grass ballfields and playfields are primarily used for school recess, PE class, and Town recreation league sports.

Diverse trees serve as a buffer to the north, west, and south sides of the school, creating an inviting environment for students. Within the woodlands that grace the southern perimeter of the school, a small wooded deciduous wetland area is noted and has a 100-foot Buffer Zone. Work encroaching to

the southwest of the existing building would require wetland permitting and will be further reviewed in Schematic Design if the preferred site.

The North site options include the following options: PK-5 R.1 (Base Repair & Code Upgrades to existing school serving grades 4-5 only), PK-5 AR.1 (Add-Reno, 755+), Option PK-5 N.1 (New Construction, 755+). The current topography of the site is sloped away from the existing building to the north with a subtle grade change. Each alternative seeks to preserve the wooded buffer zones between the school site and its neighbors on all sides, and to locate site amenities, especially those that might be noisy, far from boundaries and close to the center of the site as possible.

A base repair (PK-5 R.1) alternative does not include major alterations to the site, except to provide accessible parking and an accessible route to building entrances and site amenities. Therefore, as noted in the PDP submission, site circulation would remain as is. The North site would continue to approach from Ballardvale Street, with vehicular circulation directed to the east parking lot. Buses servicing North students circulate through the front bus loop at the main entrance from Salem Street.

The North Intermediate school is provided with limited paved emergency vehicle access at the south front and on the east side of the building. Though there is potentially room for fire apparatus on other sides of the building, there is no paved driveway; only limited stepped sidewalks and grass lawn areas.

The existing building is situated near the front property line, separated from the street mainly by the bus loop. Play areas are located north of the building and provide opportunities for outdoor movement breaks. There is open green space and minimal shading in play areas. The community utilizes sport courts and playground north of the building after hours.

The other two alternatives, PK-5 Ar.1 and PK-5 N.1, under consideration for the North site improve site circulation patterns, maximize on-site parking, and allow for more efficient pick-up/drop-off circulation. As the footprint of a right-sized building and associated parking to serve students in PreK–Grade 5 is triple the size of the existing building, the remaining acreage on site is available for community amenities such as sport courts and open fields.

The addition-renovation option (PK-5 AR.1) provides separated bus and parent vehicle queues, although continuing to use utilize the existing bus loop off Salem Street, dedicated lanes with adequate lengths for afternoon parent pick-up via the new north parking lot accessed from Ballardvale Street, the desired number of parking spaces, a dedicated service area with loading dock, and a fire access to three sides of the building. A Pre-K parent park-and-drop-off area will utilize the front loop accessed from Salem Street with walkway to a dedicated Pre-K building entrance.

The New Construction option (PK-5 N.1) provides separated bus and parent vehicle queues, dedicated lanes with ample queue lengths for afternoon parent pick-up, the desired number of parking spaces, a dedicated Pre-K parent park-and-drop-off area with walkway to a dedicated Pre-K building entrance accessed from the parent vehicle roadway from Salem Street, a dedicated

service area with loading dock access from the bus roadway from Ballardvale Street, and a fire access lane around the building.

PK-3 N.1 develops the new building on the northern half of the site, containing the construction area away from school operations but with limited field access.

If the preferred site is North, a site survey, traffic study, geotechnical and geoenvironmental analysis will commence in early Schematic Design with the intent that any additional information impacting the project can be incorporated into the Schematic Design submission to the cost estimators.

Potential Impact of Construction

Construction of any kind can potentially impact students, especially if the site is occupied during construction as is the case for the North site. Careful consideration and planning to mitigate impact for the safety of the community will be further studied in Schematic Design for the preferred option.

A base repair (PK-5 R.1) alternative includes the following considerations:

1. Temporary Swing Space (Modulars): it is contemplated that many repairs can be completed in smaller increments over summers and vacation periods such that swing space would not be required. However, major HVAC, Electrical, and Plumbing upgrades will require displacement of students.

2. Overall project duration: assume 32 months, non-continuous:

    a. Year 1 – 12 months continuous – lease modulars

    b. Year 2 – 12 months continuous – lease modulars

    c. Year 3 - 3 months summer + (2) 1 week vacations

    d. Year 4 - 3 months summer + (2) 1 week vacations

A renovation and addition (PK-5 AR.1) alternative includes the following considerations:

1. Overall project duration and phasing: assume 36 months

    a. Phase 1:

        i. Site enabling work, temp construction entrance, fencing, clearing & grubbing, etc. at area directly north of the existing building. Use for laydown, parking, staging area, etc. Maintain east parking lot for school use.

        ii. Construct new 4-story classroom addition, gymnasium, and back of house service area additions located north of existing building: +-75,500 SF. Half of the new gymnasium to be used as a temporary cafeteria space (bagged lunches or bring in meals prepared at an off-site kitchen). Make temp accommodations for

school operations within lower level of first floor addition (Kindergarten wing). This will allow the school to operate using the north end of the site during phase.

iii. Relocate CARES offices/Music/storage out of lower level of existing building. Renovate lower level of existing north wing into new mechanical/electrical plant and connect new addition to operate MEP/FP systems from new plant area. +-5,100 SF total

iv. Complete geothermal well installation and final connections north of new wing under proposed parking area. Complete sitework for fields and 3 playgrounds (northwest section of site).

v. Steps 2-4 can be completed simultaneously.

b. Phase 2: Demo/renovate existing building.

i. Note: Schedule to align with summer break to start with Phase 2.

ii. Relocate temp construction operations to areas south and east of existing building.

iii. Construct site work north of the addition, parking, drives, landscaping, signage, pavement markings, etc. Moderate grading, cut & fill activities. This will provide parking and circulation for school operation during Phase 2.

iv. District to occupy new additions with all North Intermediate Grades 4-5 students and admin.

v. Demolish existing classroom wing: +-26,715 SF

vi. Interior selective demolition of remaining existing building space. Remove all partitions, services, etc. down to structure, roof deck, exterior walls, slabs: 23,726 SF.

vii. Construct new 3-story classroom addition, located southwest of existing building +-48,000 SF.

viii. Heavy Renovation of existing space into new program areas +– 23,726 SF. Add insulation and new fenestration to envelope as per New Construction R- and U-values.

ix. Construct new cafeteria addition east of existing building: 11,000 SF. Steps 5-8 can be completed simultaneously.

x. Stitch together new and existing areas.

xi. Complete site work, parking, drives, landscaping, signage, pavement markings, etc. Moderate grading, cut & fill activities.

xii. Remove any modifications made to north addition to accommodate temporary use.

xiii. Occupy the building with PK-3 students from Wildwood and Woburn Street Schools.

A new construction (PK-5 N.1) alternative includes the following considerations:

a. Overall project duration and phasing: assume 24 months for building + 9 months total sitework:

i. Phase 1: Construct new building

1. Site enabling work, temp construction entrance, fencing, clearing & grubbing, etc. at northern half of site for construction zone including laydown, parking, staging area, etc.

2. Construct new 163,573 SF building, 3 stories. Coordinate with geothermal well installation.

3. Complete site work and playgrounds at north and northwest areas of site.

4. Provide temporary mechanical plant until geothermal system is fully operational.

ii. Phase 2: Site work

1. District to occupy new building with Grades 4-5 and North Intermediate staff.

2. Demolish old North Intermediate School, 55,541 SF.

3. Complete geothermal well installation and final connections. Demolish temporary mechanical plant.

4. Complete site work, parking, drives, playgrounds, landscaping, signage, pavement markings, etc.

5. District to occupy new building with remaining grades PK-3.

Conceptual Architectural and Site Drawings

The following pages include the conceptual architectural and site drawings that have been developed and presented to the owner conveying the site organization and the spatial relationships to meet the educational program.

Each section also includes narrative of the Criteria for Selection, as presented and discussed with the Working Group, School Building Committee, and at Public Information Meetings.

The following options were included for cost comparison and/or are not included in this section as there were no updates to the floor plan or spatial relationships.

Option PK-K R.1: Repair Only and Code/Capital Improvements

Option PK-K AR.1: Addition/Renovation

Option PK-3 R.1: Repair Only and Code/Capital Improvements

Option PK-3 AR.1: Addition/Renovation

Option PK-5 R.1: Repair Only and Code/Capital Improvements

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PK-K N.1 Evaluation

New Construction, PK-K, 130+ Students

EDUCATION: This new construction alternative meets the District's Educational Plan for PK-K students.

SITE: Significant alterations to the 7.5 acre site are required to accommodate a centrally located one-story building more than twice the size of the existing structure. With grade changes of -15 feet to -25 feet towards the rear property line, a substantial 1,100+ linear foot of retaining wall is planned to accommodate the larger footprint and emergency access drive around the perimeter. Although there is some improvement in site circulation, vehicles and buses are not completely separate. The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. There is limited open space, relying mostly on the playgrounds for outdoor play. Any future growth would compromise site design and amenities if building expansion was warranted.

RESTRICTIONS & FUTURE USES: Comply with the requirements for Municipal Open Space designation, wetlands buffer areas located to the north and Wellhead Protection Zone on the north wooded-portion of the site.

COMMUNITY: Supports an improved building design and site layout that would enhance the student, staff, or community experience, including separate academic and public use of the building or site.

SUSTAINABILITY: This alternative with its efficient building plan can meet sustainability goals set by the Town and District. The building orientation, with classrooms facing northwest or southeast, will require some control of daylighting. Improvements like geothermal wells would require additional scope and a substantial impact to cost due to limited acreage of this site.

LOGISTICS: Site is unoccupied; overall project duration: 18 months

CONSOLIDATION: This alternative maintains the status quo of an existing school site and population and does not impact the remaining students in Grades 1-5 in the catchment area under consideration.

TIME: This alternative includes only one school and would require multiple capital projects over several years to accomplish the renovations and additions necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

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PK-K

N.1 New Construction @ Wildwood ECC Site

Site Plan

1" = 40'

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PROGRAMMING LEGEND

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

PK-K

N.1 New Construction @ Wildwood ECC Site

First Floor

1" = 40'

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PK-3 AR.1 Evaluation

Add-Reno, PreK-3, 530+ Students

EDUCATION: This addition-renovation alternative meets the District's Educational Plan for PK-3 students.

SITE: The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. The Woburn Street site with 10-acres has significant grade change creating circulation and accessibility challenges, requiring retaining walls. Any future growth would compromise site design and amenities if building expansion was warranted.

RESTRICTIONS & FUTURE USES: Comply with the requirements for Municipal Open Space designation and Wellhead Protection Zone on the northern portion of the site.

COMMUNITY: Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.

SUSTAINABILITY: This alternative with its efficient building plan and sizable site area will meet sustainability goals set by the Town and District. The building orientation, with classrooms facing north and south, will require control of daylighting.

LOGISTICS: The Woburn site is currently occupied and would require phasing, relocation, and disruption of students in Grades 1-3 during construction. Overall project duration: 33 months

CONSOLIDATION: The PK-3 alternative consolidates two schools but does not impact the remaining students in Grades 4-5 in the catchment area under consideration.

TIME: This alternative includes two schools and would require one additional capital project over several years to accomplish the renovations necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

WOBURN ELEMENTARY - WILMINGTON MA

TRUE NORTH

SCALE: 1"=40'-0" GRAPHIC SCALE

SCALE

DATE

DORE + WHITTIER

1



PK-3rd

AR.1 Add/Reno @ Woburn Street Site

Lower Level

1" = 40'

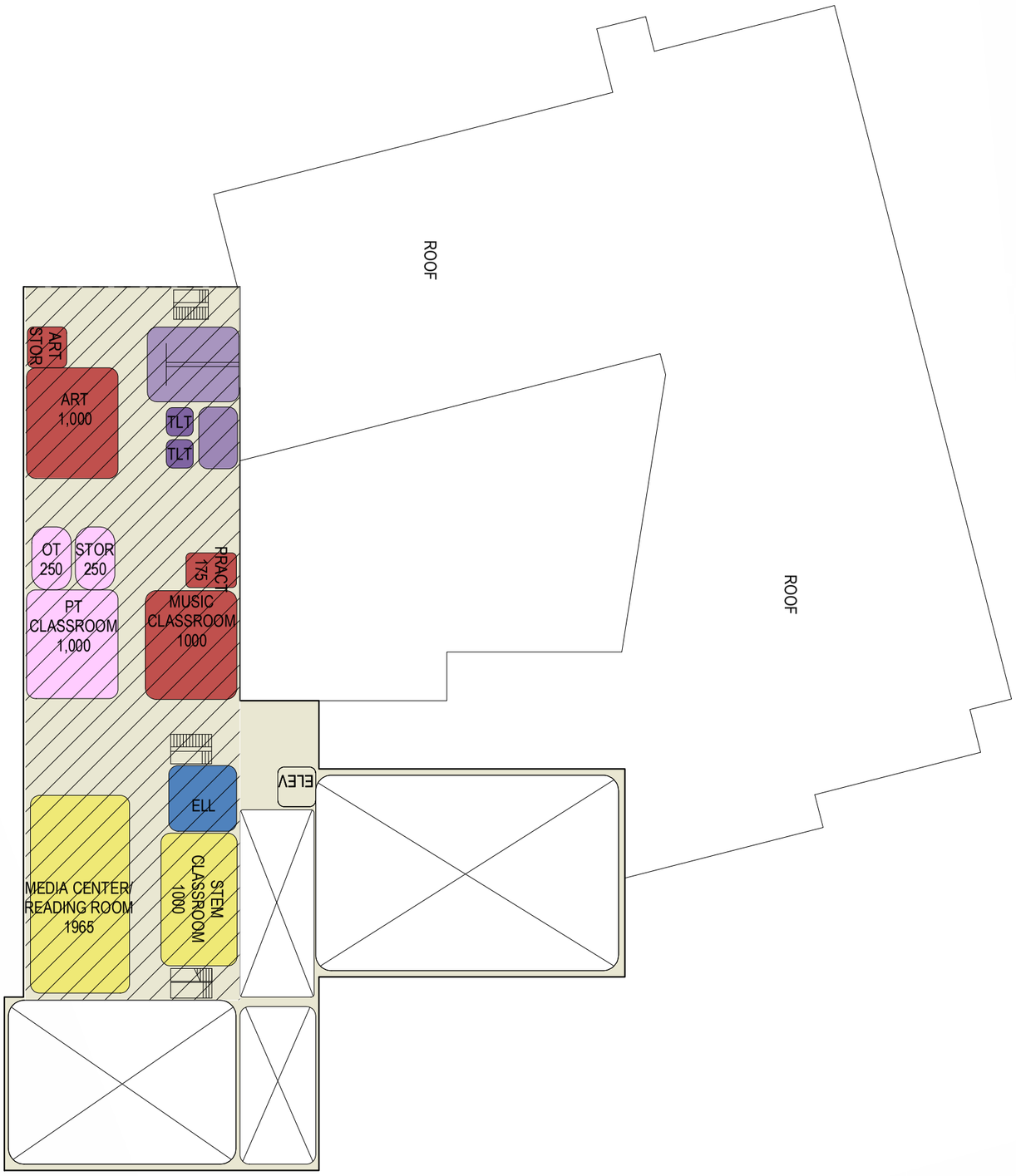


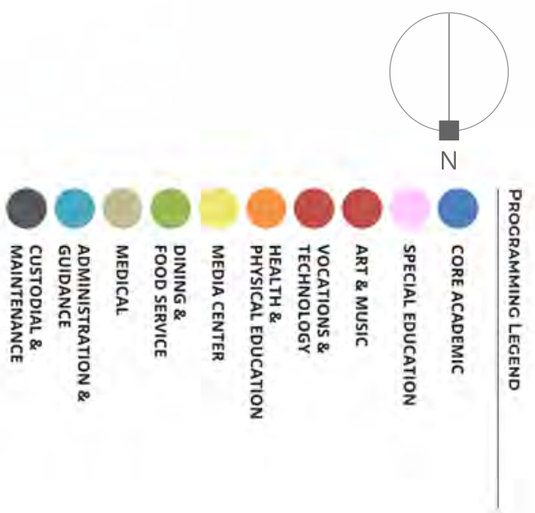
PK-3rd

AR.1 Add/Reno @ Woburn Street Site

First Floor

1" = 40'





PK-3rd

AR.1 Add/Reno @ Woburn Street Site

Second Floor

1" = 40'

PK-3 N.1 Evaluation

New Construction, PreK-3, 530+ Students

EDUCATION: This new construction alternative meets the District's Educational Plan for PK-3 students.

SITE: The site has access to municipal water but would include improvements to the service as well as the septic system for compliance with current regulations. The Woburn Street site with 10-acres has significant grade change creating circulation and accessibility challenges, requiring retaining walls. Any future growth would compromise site design and amenities if building expansion was warranted.

RESTRICTIONS & FUTURE USES: Comply with the requirements for Municipal Open Space designation and Wellhead Protection Zone on the northern portion of the site.

COMMUNITY: Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are not replicated on site for after-hours use due to site constraints.

SUSTAINABILITY: This alternative with its efficient building plan and sizable site area will meet sustainability goals set by the Town and District. The building orientation, with classrooms facing north and south, will require control of daylighting.

LOGISTICS: The Woburn site is currently occupied and would require phasing, relocation, and disruption of students in Grades 1-3 during construction. Overall project duration: 33 months

CONSOLIDATION: The PK-3 alternative consolidates two schools but does not impact the remaining students in Grades 4-5 in the catchment area under consideration.

TIME: This alternative includes two schools and would require one additional capital project over several years to accomplish the renovations necessary to meet the goals set forth in this project for all PK-5 students in the catchment area under consideration.

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Programming Legend

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

N

N.1 New Construction @ Woburn Street Site

1" = 40'

Site Plan

PK-3rd

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.



PK-3rd

N.1 New Construction @ Woburn Street Site

Main Level

1" = 40'



PK-3rd

N.1 New Construction @ Woburn Street Site

Lower Level

1" = 40'

PK-5 AR.1 Evaluation

Add/Reno, PreK-5, 755+ Students

EDUCATION: This addition-renovation alternative meets most of the District's Educational Plan for PK-5 students.

SITE: Major alterations to the site improve circulation, parking, play areas and accessibility. The site has access to municipal water and sewer and would include improvements to the service for compliance with current regulations. The North Intermediate site with 14-acres has a 10-foot grade change from Salem Street to fields creating circulation and accessibility challenges. There is no continuous path around the building for emergency access. Any future growth would compromise site design and amenities if building expansion was warranted.

RESTRICTIONS & FUTURE USES: Comply with the requirements for Municipal Open Space designation and Wetlands Buffer along the southwest property line.

COMMUNITY: Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are replicated on site for after-hours use.

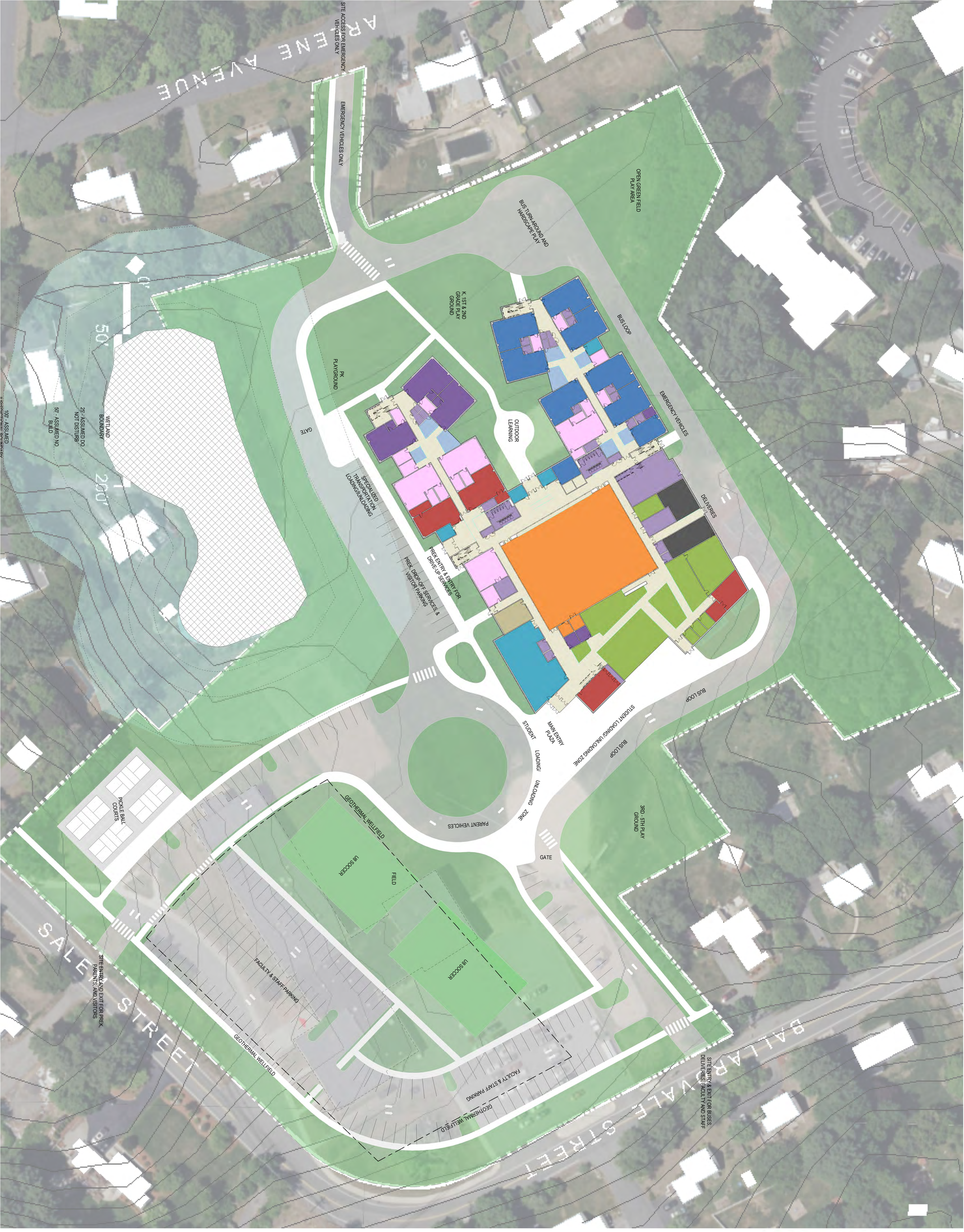
SUSTAINABILITY: This alternative combines the benefits of new construction with the challenges of renovation. Envelop improvements of the existing structure would be complex and cost prohibitive. The building orientation, with classrooms facing north and south, will require control of daylighting.

LOGISTICS: Construction within the existing facility with the building occupied would be very disruptive. Even with best practices, disruption from noise, dust, and construction traffic would be extensive. Asbestos abatement would be required throughout the construction process. Modular swing space would be required to house a portion of the students while sections of the existing building were renovated. The rear of the site would be needed for staging of materials. The sequence of site development and construction staging would need to be very carefully thought out, and the impact on student's outdoor recreation would be impacted.
Overall project duration: 36 months

CONSOLIDATION: The PK-5 alternative consolidates all three schools in the catchment area under consideration.

TIME: This alternative meets the goals set forth in this project for all PK-5 students in the catchment area under consideration with one project.

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PK-5th

N.1 New Construction @ North Intermediate Site

Site Plan

1" = 40'

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PK-5th

AR.1 Add/Reno @ North Intermediate Site

Lower Level

1" = 40'

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PK-5th

AR.1 Add/Reno @ North Intermediate Site

First Floor

1" = 40'

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PK-5th

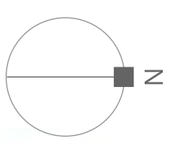
AR.1 Add/Reno @ North Intermediate Site

Second Floor

1" = 40'

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PK-5th

AR.1 Add/Reno @ North Intermediate Site

Third Floor

1" = 40'

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PK-5 N.1 Evaluation

New Construction- PreK-5, 755+ Students- **District's Preferred Alternative**

EDUCATION: This new construction alternative meets the District's Educational Plan for PK-5 students.

SITE: Major alterations to the site improve circulation, parking, play areas and accessibility. The site has access to municipal water and sewer and would include improvements to the service for compliance with current regulations. The North Intermediate site with 14-acres has a 10-foot grade change from Salem Street to fields creating circulation and accessibility challenges. A continuous path around the building is provided for emergency access.

RESTRICTIONS & FUTURE USES: Comply with the requirements for Municipal Open Space designation and Wetlands Buffer along the southwest property line.

COMMUNITY: Supports an improved building design and site layout that would enhance the student, staff, or community experience. The community sport courts and fields are provided on site for after-hours use. Sports fields were not replicated in kind due to limited available area.

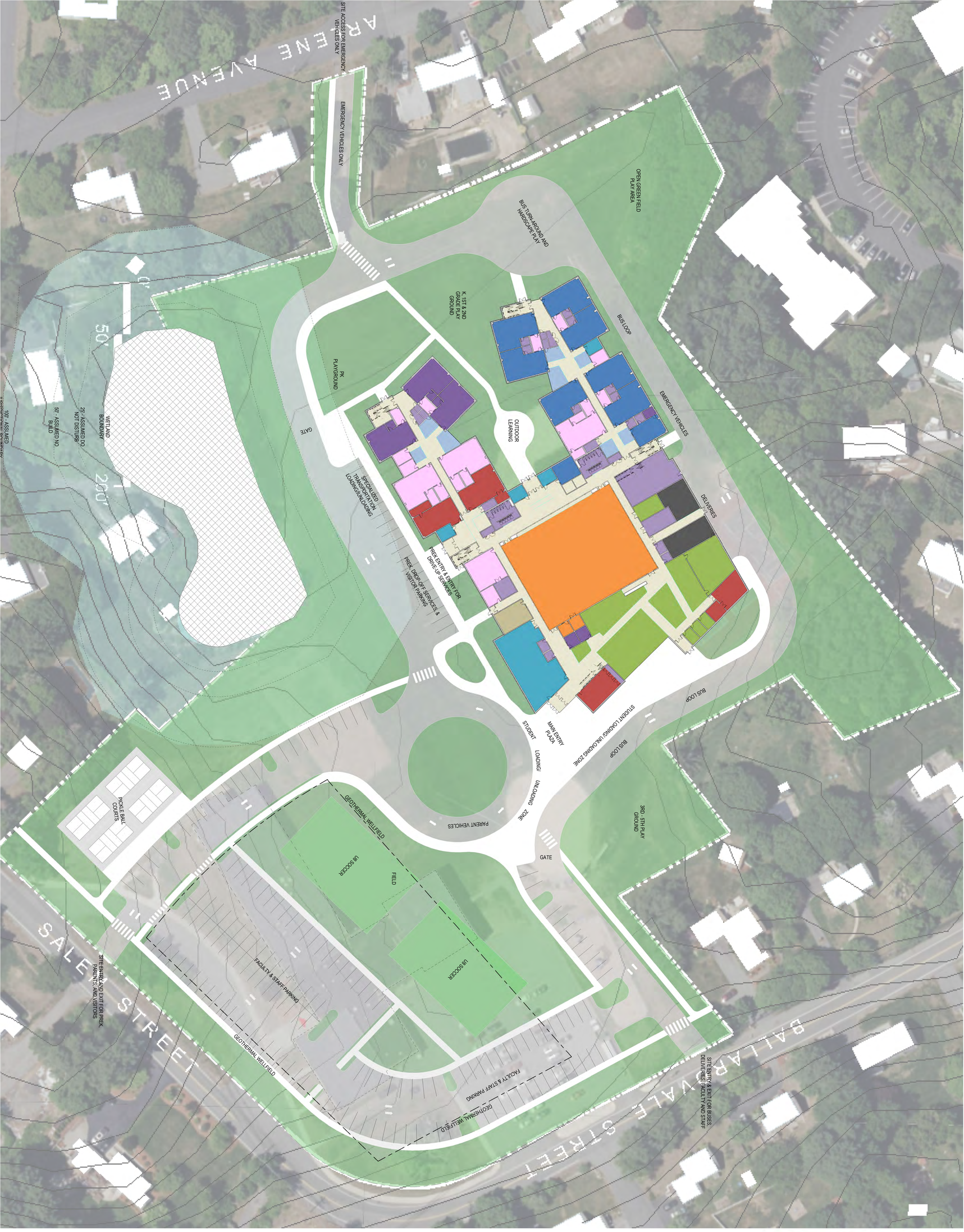
SUSTAINABILITY: This alternative with its efficient building plan and sizable site area will meet sustainability goals set by the Town and District.

LOGISTICS: The North Intermediate site is currently occupied and would require phasing, and disruption of students in Grades 4-5 during construction. Even with best practices, disruption from noise, dust, and construction traffic would be of consideration. The sequence of site development and construction staging would need to be very carefully thought out, and the impact on student's outdoor recreation would be impacted.
Overall project duration: 33 months

CONSOLIDATION: The PK-5 alternative consolidates all three schools in the catchment area under consideration.

TIME: This alternative meets the goals set forth in this project for all PK-5 students in the catchment area under consideration with one project.

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PK-5th

N.1 New Construction @ North Intermediate Site

Site Plan

1" = 40'

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PROGRAMMING LEGEND

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

PK-5th

N.1 New Construction @ North Intermediate Site

First Floor

1" = 40'

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PK-5th

N.1 New Construction @ North Intermediate Site

Second Floor

1" = 40'

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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.1 New Construction @ North Intermediate Site

Third Floor

1" = 40'

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Major Building Structural Systems

PROPOSED OPTION – Addition/Renovation

PK-K AR.1 (Wildwood Site)

The proposed scheme requires a total gut renovation of the entire school, demolition of one story Academic Wing. The scheme calls for construction of two, one story Academic Wings and a Gymnasium to form an interior Courtyard.

PRIMARY STRUCTURAL CODE ISSUES RELATED TO THE EXISTING STRUCTURE

Due to the extent of the proposed demolition, and the renovations and addition to the existing structure, the existing structure will have to be upgraded by the addition of some masonry shear walls or braced frames. All of the existing masonry walls will be required to be clipped to the floor or roof structure.

PROPOSED STRUCTURAL SCHEME

For the most part, the proposed horizontal additions will be structurally separated from the existing structure.

Due to the extent of the proposed renovations and reconfiguration of the interior spaces, additional reinforced masonry shear walls or braced will be required. The proposed shear walls would be located at the existing column lines. An allowance for 4, 20 ft. long, full height shear walls should be made in the project budget. These new shear walls will be supported on new 2 ft.- 0 in. wide x 1 ft.- 0 in. deep reinforced concrete foundations.

Due to the replacement of the entire mechanical and HVAC system, an allowance should be made for reinforcement of the existing roof framing to support the new units. This cost should be carried as a percentage cost of the mechanical units in the budget.

All of the existing masonry walls will be required to be clipped to the existing structure with steel angle clips at 4 ft. – 0 in. on center.

PROPOSED ADDITIONS

SUBSTRUCTURE

Foundations

Based on the foundations of the existing structures at the columns of the proposed structure would bear on reinforced concrete spread footings and the perimeter foundation walls would bear on continuous reinforced concrete strip footings extending at least 4 ft.- 0 in. below grade. With the

assumed bearing capacity of the soil of 2 tons/sf, a typical interior footing would be 7 ft.- 0 in. x 7 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 6 ft.- 0 in. x ft.- 0 in. x 24 in. deep. Typical interior and exterior footings at the Cafetorium and Gymnasium would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. The exterior foundation walls would be 14 to 16 in. thick, reinforced cast-in-place concrete walls on 24 to 36 in. wide continuous reinforced concrete strip footings around the perimeter of the building extending a minimum of 4 ft.- 0 in. below finished grade.

Slabs-on-Grade

Based on the existing school construction, the lowest level of the proposed structure would be a 5 in. thick concrete slab-on-grade reinforced with welded wire fabric over a vapor barrier on 2 in. thick rigid insulation on 8 in. of compacted granular structural fill and a base course of 8 in. of compacted gravel.

SUPERSTRUCTURE

Roof Construction

Typical Roof Construction

The roof construction would be galvanized, corrugated 3 in. deep, Type 'N' metal roof deck spanning between wide flange steel beams and girders. At locations of roof supported mechanical equipment, a concrete slab will be provided similar to the typical supported slab. The weight of the structural steel is estimated to be 14 psf.

Cafeteria Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Cafeteria, spanning between steel beams and girders. The weight of the structural steel framing is estimated to be 14 psf.

Gymnasium Roof Framing

The roof construction adjacent to the classrooms would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Gymnasium, spanning between long span steel joists. The weight of the steel joists and structural steel framing is estimated to be 14 psf.

VERTICAL FRAMING ELEMENTS

Columns

Columns will be hollow structural steel columns. Typical columns would be HSS 8 x 8 columns and the columns at the double story spaces at the Gymnasium and Cafeteria would be HSS 12 x 12.

Lateral Load-Resisting System

The typical lateral load resisting system would be concentric braced frames of structural steel members. The lateral load resisting system of the Gymnasium structure may be reinforced masonry shear walls or ordinary concentric braced frames comprised of HSS structural steel members.

PROPOSED OPTION – New Construction

PK-K N.1 (Wildwood Site)

SUBSTRUCTURE

Foundations

Based on the foundations of the existing structures at the columns of the proposed structure would bear on reinforced concrete spread footings and the perimeter foundation walls would bear on continuous reinforced concrete strip footings extending at least 4 ft.- 0 in. below grade. With the assumed bearing capacity of the soil of 2 tons/sf, a typical interior footing would be 7 ft.- 0 in. x 7 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 6 ft.- 0 in. x ft.- 0 in. x 24 in. deep. Typical interior and exterior footings at the Cafetorium and Gymnasium would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. The exterior foundation walls would be 14 to 16 in. thick, reinforced cast-in-place concrete walls on 24 to 36 in. wide continuous reinforced concrete strip footings around the perimeter of the building extending a minimum of 4 ft.- 0 in. below finished grade.

Slabs-on-Grade

Based on the existing school construction, the lowest level of the proposed structure would be a 5 in. thick concrete slab-on-grade reinforced with welded wire fabric over a vapor barrier on 2 in. thick rigid insulation on 8 in. of compacted granular structural fill and a base course of 8 in. of compacted gravel.

SUPERSTRUCTURE

Roof Construction

Typical Roof Construction

The roof construction would be galvanized, corrugated 3 in. deep, Type 'N' metal roof deck spanning between wide flange steel beams and girders. At locations of roof supported mechanical equipment, a concrete slab will be provided similar to the typical supported slab. The weight of the structural steel is estimated to be 14 psf.

Cafeteria Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Cafeteria, spanning between steel beams and girders. The weight of the structural steel framing is estimated to be 14 psf.

Gymnasium Roof Framing

The roof construction adjacent to the classrooms would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Gymnasium, spanning between long span steel joists. The weight of the steel joists and structural steel framing is estimated to be 14 psf.

VERTICAL FRAMING ELEMENTS

Columns

Columns will be hollow structural steel columns. Typical columns would be HSS 8 x 8 columns and the columns at the double story spaces at the Gymnasium and Cafeteria would be HSS 12 x 12.

Expansion Joints

The structure would be divided in to two parts separated by way of an expansion joint.

Lateral Load-Resisting System

The typical lateral load resisting system would be concentric braced frames of structural steel members. The lateral load resisting system of the Gymnasium structure may be reinforced masonry shear walls or ordinary concentric braced frames comprised of HSS structural steel members.

PROPOSED OPTION – Addition/Renovation

PK-3 AR.1 (Woburn Street Site)

The proposed scheme requires a total gut renovation of the entire school, demolition of majority of the two story Academic Wing and partial demolition of some of the other portions of the existing structures. The scheme calls converting the existing Gymnasium to a Cafeteria and construction of one and two story Academic Wings and a Gymnasium to the North.

PRIMARY STRUCTURAL CODE ISSUES RELATED TO THE EXISTING STRUCTURE

Due to the extent of the proposed demolition, and the renovations and addition to the existing structure, the existing structure will have to be upgraded by the addition of some masonry shear walls or braced frames. All of the existing masonry walls will be required to be clipped to the floor or roof structure. The roof framing of the existing structure immediately adjacent to the proposed addition will have to be reinforced to support the additional loads from drifted snow against the proposed addition.

PROPOSED STRUCTURAL SCHEME

For the most part, the proposed horizontal additions will be structurally separated from the existing structure.

Due to the extent of the proposed renovations and reconfiguration of the interior spaces, additional reinforced masonry shear walls or braced will be required. The proposed shear walls would be located at the existing column lines. An allowance for 4, 20 ft. long, full height shear walls should be made in the project budget. These new shear walls will be supported on new 2 ft.- 0 in. wide x 1 ft.- 0 in. deep reinforced concrete foundations.

Due to the height and proximity of the addition from the existing low roof structure, the existing roof structure would be required to be reinforced to support higher loads from snow drifts against the proposed additions. Allow for reinforcement of the entire low roof structure. The reinforcement scope will include reinforcement of the steel girders by adding plates and angles to the steel beams and columns, additional beams and joists would be required in between the existing joists and beams to cut the tributary width of loading on the members. Allow for 5 psf of reinforcement material and added beams on average over the entire roof area.

Due to the replacement of the entire mechanical and HVAC system, an allowance should be made for reinforcement of the existing roof framing to support the new units. This cost should be carried as a percentage cost of the mechanical units in the budget.

All of the existing masonry walls will be required to be clipped to the existing structure with steel angle clips at 4 ft. – 0 in. on center.

PROPOSED ADDITIONS

SUBSTRUCTURE

Foundations

Based on the foundations of the existing structures at the columns of the proposed structure would bear on reinforced concrete spread footings and the perimeter foundation walls would bear on continuous reinforced concrete strip footings extending at least 4 ft.- 0 in. below grade. With the assumed bearing capacity of the soil of 2 tons/sf, a typical interior footing would be 9 ft.- 0 in. x 9 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep in the two story areas. In one story areas a typical interior footing would be 7 ft.- 0 in. x 7 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 6 ft.- 0 in. x ft.- 0 in. x 24 in. deep. Typical interior and exterior footings at the Gymnasium would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. The exterior foundation walls would be 14 to 16 in. thick, reinforced cast-in-place concrete walls on 24 to 36 in. wide continuous reinforced concrete strip footings around the perimeter of the building extending a minimum of 4 ft.- 0 in. below finished grade. The retaining walls at portions of the building where there is a step in floor elevation due to the topography of the site would be 2 ft. – 0 in. thick reinforced concrete walls supported on 12 ft. - 0 in. wide x 2 ft. – 0 in. thick continuous reinforced concrete footings.

Slabs-on-Grade

Based on the existing school construction, the lowest level of the proposed structure would be a 5 in. thick concrete slab-on-grade reinforced with welded wire fabric over a vapor barrier on 2 in. thick rigid insulation on 8 in. of compacted granular structural fill and a base course of 8 in. of compacted gravel.

SUPERSTRUCTURE

Floor Construction

Typical Floor Construction

A 4 ½ in. light weight concrete composite metal deck slab reinforced with welded wire fabric on wide flange steel beams spanning between steel girders and columns. The weight of the structural steel is estimated to be 14 psf for the typical framing.

Roof Construction

Typical Roof Construction

The roof construction would be galvanized, corrugated 3 in. deep, Type 'N' metal roof deck spanning between wide flange steel beams and girders. At locations of roof supported mechanical

equipment, a concrete slab will be provided similar to the typical supported slab. The weight of the structural steel is estimated to be 14 psf.

Gymnasium Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Gymnasium, spanning between long span steel joists. The weight of the steel joists and structural steel framing is estimated to be 14 psf.

VERTICAL FRAMING ELEMENTS

Columns

Columns will be hollow structural steel columns. Typical columns would be HSS 8 x 8 columns and the columns at the double story spaces at the Gymnasium and Cafeteria would be HSS 12 x 12.

Lateral Load-Resisting System

The typical lateral load resisting system would be concentric braced frames of structural steel members. The lateral load resisting system of the Gymnasium structure may be reinforced masonry shear walls or ordinary concentric braced frames comprised of HSS structural steel members.

PROPOSED OPTION – New Construction

PK-3 N.1 (Woburn Street Site)

SUBSTRUCTURE

Foundations

Based on the foundations of the existing structures at the columns of the proposed structure would bear on reinforced concrete spread footings and the perimeter foundation walls would bear on continuous reinforced concrete strip footings extending at least 4 ft.- 0 in. below grade. With the assumed bearing capacity of the soil of 2 tons/sf, a typical interior footing would be 9 ft.- 0 in. x 9 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep in the two story areas. In one story areas a typical interior footing would be 7 ft.- 0 in. x 7 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 6 ft.- 0 in. x ft.- 0 in. x 24 in. deep. Typical interior and exterior footings at the Cafetorium and Gymnasium would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. The exterior foundation walls would be 14 to 16 in. thick, reinforced cast-in-place concrete walls on 24 to 36 in. wide continuous reinforced concrete strip footings around the perimeter of the building extending a minimum of 4 ft.- 0 in. below finished grade. The retaining walls at portions of the building where there is a step in floor elevation due to the topography of the site would be 2 ft. – 0 in. thick reinforced concrete walls supported on 12 ft. - 0 in. wide x 2 ft. – 0 in. thick continuous reinforced concrete footings.

Slabs-on-Grade

Based on the existing school construction, the lowest level of the proposed structure would be a 5 in. thick concrete slab-on-grade reinforced with welded wire fabric over a vapor barrier on 2 in. thick rigid insulation on 8 in. of compacted granular structural fill and a base course of 8 in. of compacted gravel.

SUPERSTRUCTURE

Floor Construction

Typical Floor Construction

A 4 ½ in. light weight concrete composite metal deck slab reinforced with welded wire fabric on wide flange steel beams spanning between steel girders and columns. The weight of the structural steel is estimated to be 14 psf for the typical framing.

Roof Construction

Typical Roof Construction

The roof construction would be galvanized, corrugated 3 in. deep, Type 'N' metal roof deck spanning between wide flange steel beams and girders. At locations of roof supported mechanical equipment, a concrete slab will be provided similar to the typical supported slab. The weight of the structural steel is estimated to be 14 psf.

Cafeteria Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Cafeteria, spanning between steel beams and girders. The weight of the structural steel framing is estimated to be 14 psf.

Gymnasium Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Gymnasium, spanning between long span steel joists. The weight of the steel joists and structural steel framing is estimated to be 14 psf.

VERTICAL FRAMING ELEMENTS

Columns

Columns will be hollow structural steel columns. Typical columns would be HSS 8 x 8 columns and the columns at the double story spaces at the Gymnasium and Cafeteria would be HSS 12 x 12.

Lateral Load-Resisting System

The typical lateral load resisting system would be concentric braced frames of structural steel members. The lateral load resisting system of the Gymnasium structure may be reinforced masonry shear walls or ordinary concentric braced frames comprised of HSS structural steel members.

PROPOSED OPTION – Addition/Renovation

PK-5 AR.1 (North Intermediate Site)

The proposed scheme requires a total gut renovation of the entire school, demolition of the two story Academic Wing and partial demolition of some of the other portions of the existing structures. The scheme calls construction of additions on three sides of the school, three and four story Academic Wings to the West, Gymnasium to the North and Cafetorium to the East.

PRIMARY STRUCTURAL CODE ISSUES RELATED TO THE EXISTING STRUCTURE

Due to the extent of the proposed demolition, and the renovations and addition to the existing structure, the existing structure will have to be upgraded by the addition of some masonry shear walls or braced frames. All of the existing masonry walls will be required to be clipped to the floor or roof structure. The roof framing of the existing structure immediately adjacent to the proposed four story addition will have to be reinforced to support the additional loads from drifted snow against the proposed addition.

PROPOSED STRUCTURAL SCHEME

For the most part, the proposed horizontal additions will be structurally separated from the existing structure.

Due to the extent of the proposed renovations and reconfiguration of the interior spaces, additional reinforced masonry shear walls or braced will be required. The proposed shear walls would be located at the existing column lines. An allowance for 8, 20 ft. long, full height shear walls should be made in the project budget. These new shear walls will be supported on new 2 ft.- 0 in. wide x 1 ft.- 0 in. deep reinforced concrete foundations.

Due to the height and proximity of the addition from the existing low roof structure, the existing roof structure would be required to be reinforced to support higher loads from snow drifts against the proposed additions. Allow for reinforcement of the entire low roof structure. The reinforcement scope will include reinforcement of the steel girders by adding plates and angles to the steel beams and columns, additional beams and joists would be required in between the existing joists and beams to cut the tributary width of loading on the members. Allow for 5 psf of reinforcement material and added beams on average over the entire roof area.

Due to the replacement of the entire mechanical and HVAC system, an allowance should be made for reinforcement of the existing roof framing to support the new units. This cost should be carried as a percentage cost of the mechanical units in the budget.

All of the existing masonry walls will be required to be clipped to the existing structure with steel angle clips at 4 ft. – 0 in. on center.

PROPOSED ADDITIONS

SUBSTRUCTURE

Foundations

Based on the foundations of the existing structures at the columns of the proposed structure would bear on reinforced concrete spread footings and the perimeter foundation walls would bear on continuous reinforced concrete strip footings extending at least 4 ft.- 0 in. below grade. With the assumed bearing capacity of the soil of 2 tons/sf, a typical interior footing would be 10 ft.- 0 in. x 10 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 9 ft.- 0 in. x 9 ft.- 0 in. x 24 in. deep in the four story areas. In the three story areas a typical interior footing would be 9 ft.- 0 in. x 9 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. Typical interior and exterior footings at the Cafetorium and Gymnasium would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. The exterior foundation walls would be 14 to 16 in. thick, reinforced cast-in-place concrete walls on 24 to 36 in. wide continuous reinforced concrete strip footings around the perimeter of the building extending a minimum of 4 ft.- 0 in. below finished grade. The retaining walls at portions of the building where there is a step in floor elevation due to the topography of the site would be 2 ft. – 0 in. thick reinforced concrete walls supported on 12 ft. - 0 in. wide x 2 ft. – 0 in. thick continuous reinforced concrete footings.

Slabs-on-Grade

Based on the existing school construction, the lowest level of the proposed structure would be a 5 in. thick concrete slab-on-grade reinforced with welded wire fabric over a vapor barrier on 2 in. thick rigid insulation on 8 in. of compacted granular structural fill and a base course of 8 in. of compacted gravel.

SUPERSTRUCTURE

Floor Construction

Typical Floor Construction

A 5 ¼ in. light weight concrete composite metal deck slab reinforced with welded wire fabric on wide flange steel beams spanning between steel girders and columns. The weight of the structural steel is estimated to be 14 psf for the typical framing.

Roof Construction

Typical Roof Construction

The roof construction would be galvanized, corrugated 3 in. deep, Type 'N' metal roof deck spanning between wide flange steel beams and girders. At locations of roof supported mechanical

equipment, a concrete slab will be provided similar to the typical supported slab. The weight of the structural steel is estimated to be 14 psf.

Cafeteria Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Cafeteria, spanning between steel beams and girders. The weight of the structural steel framing is estimated to be 14 psf.

Gymnasium Roof Framing

The roof construction adjacent to the classrooms would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Gymnasium, spanning between long span steel beams or trusses.

VERTICAL FRAMING ELEMENTS

Columns

Columns will be hollow structural steel columns. Typical columns would be HSS 8 x 8 columns and the columns at the double story spaces at the Gymnasium and Cafeteria would be HSS 12 x 12.

Roof Screens

The units on the roof would be screened by a screen comprised of structural steel posts and beams. The weight of the structural steel is estimated to be 8 psf.

Expansion Joints

The structure would be divided in to two parts separated by way of an expansion joint.

Lateral Load-Resisting System

The typical lateral load resisting system would be concentric braced frames of structural steel members. The lateral load resisting system of the Gymnasium structure may be reinforced masonry shear walls or ordinary concentric braced frames comprised of HSS structural steel members.

PROPOSED OPTION – New Construction

PK-5 N.1 (North Intermediate Site)

SUBSTRUCTURE

Foundations

Based on the foundations of the existing structures at the columns of the proposed structure would bear on reinforced concrete spread footings and the perimeter foundation walls would bear on continuous reinforced concrete strip footings extending at least 4 ft.- 0 in. below grade. With the assumed bearing capacity of the soil of 2 tons/sf, a typical interior footing would be 9 ft.- 0 in. x 9 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep in the three story areas. In the two story areas a typical interior footing would be 9 ft.- 0 in. x 9 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. In one story areas a typical interior footing would be 7 ft.- 0 in. x 7 ft.- 0 in. x 24 in. deep and the typical exterior footings would be 6 ft.- 0 in. x ft.- 0 in. x 24 in. deep. Typical interior and exterior footings at the Cafetorium and Gymnasium would be 8 ft.- 0 in. x 8 ft.- 0 in. x 24 in. deep. The exterior foundation walls would be 14 to 16 in. thick, reinforced cast-in-place concrete walls on 24 to 36 in. wide continuous reinforced concrete strip footings around the perimeter of the building extending a minimum of 4 ft.- 0 in. below finished grade.

Slabs-on-Grade

Based on the existing school construction, the lowest level of the proposed structure would be a 5 in. thick concrete slab-on-grade reinforced with welded wire fabric over a vapor barrier on 2 in. thick rigid insulation on 8 in. of compacted granular structural fill and a base course of 8 in. of compacted gravel.

SUPERSTRUCTURE

Floor Construction

Typical Floor Construction

A 5 ¼ in. light weight concrete composite metal deck slab reinforced with welded wire fabric on wide flange steel beams spanning between steel girders and columns. The weight of the structural steel is estimated to be 14 psf for the typical framing. Allow for 25 psf of weight of structural steel for the classrooms above the Gymnasium, the floor may be framed with steel beams or trusses spanning across width of the gymnasium.

Roof Construction

Typical Roof Construction

The roof construction would be galvanized, corrugated 3 in. deep, Type 'N' metal roof deck spanning between wide flange steel beams and girders. At locations of roof supported mechanical equipment, a concrete slab will be provided similar to the typical supported slab. The weight of the structural steel is estimated to be 14 psf.

Cafeteria Roof Framing

The roof construction would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Cafeteria, spanning between steel beams and girders. The weight of the structural steel framing is estimated to be 14 psf.

Gymnasium Roof Framing

The roof construction adjacent to the classrooms would be acoustic, galvanized, corrugated 3 in. deep, Type 'NA' metal roof deck at the Gymnasium, spanning between long span steel beams or trusses. The weight of the steel joists and structural steel framing is estimated to be 25 psf.

VERTICAL FRAMING ELEMENTS

Columns

Columns will be hollow structural steel columns. Typical columns would be HSS 8 x 8 columns and the columns at the double story spaces at the Gymnasium and Cafeteria would be HSS 12 x 12.

Expansion Joints

The structure would be divided into two parts separated by way of an expansion joint.

Lateral Load-Resisting System

The typical lateral load resisting system would be concentric braced frames of structural steel members. The lateral load resisting system of the Gymnasium structure may be reinforced masonry shear walls or ordinary concentric braced frames comprised of HSS structural steel members.

Method of Obtaining Utilities

Outlined below is a summary describing the source, capacities and method for obtaining all utilities. Further investigation will be explored for the preferred site in Schematic Design in coordination with Wilmington's Sewer & Water Division.

WILDWOOD SITE

PK-K R.1

The existing domestic water service will be replaced with 150-ft of cement-lined ductile iron pipe and a dedicated gate valve. A fire protection service with 150-ft of cement lined ductile iron pipe and gate valve to the building will also be provided for a new sprinkler system.

The existing septic system and sewer pipes need to be inspected to confirm good integrity and compliance with 310 CMR 15.00 (Massachusetts State Environmental Code, Title V) and the Wilmington Board of Health Regulations. Any structures in poor condition or that do not meet current standards will be replaced to comply with the regulations. An exterior grease trap for the kitchen will be provided to meet current code requirements.

The existing drainage system might also be aging. The storm drainage system, including pipes and structures will be cleaned and video inspected to confirm its condition. Any pipes or structures found to be damaged will be replaced. Also, the flow discharge path with an area of approximately 200 square feet from the leaching catch basin should be lined with stone to prevent further erosion. Another area of 200 square feet of grass slope near the north parking lot that is experiencing erosion should be repaired.

Electric and telecom service to the building is provided via overhead lines from utility poles on Wildwood Street. The electric meter is located on the north face of the building.

Existing utility routes will not need to be maintained during construction since the existing Wildwood school is unoccupied. throughout construction phases.

PK-K AR.1 and PK-K N.1

All existing utilities within the site will be demolished. A new cement-lined ductile iron pipe and gate valve shall be installed from the main on Wildwood Street to provide domestic water to the building. A new cement lined ductile iron pipe and gate valve will also need to be installed to provide fire protection service to the building. The water pipes are to be sized by MEP. New fire hydrants with associated pipe and water gate will need to be installed on-site. Hydrant locations will need to be reviewed by the Fire Chief.

A new septic system needs to be designed and installed to comply with 310 CMR 15.00 (Massachusetts State Environmental Code, Title V) and the Wilmington Board of Health Regulations. The leach field and reserve areas are planned to be located to the northeastern corner of the site and PVC SDR 35 pipes will be used to direct the sewer flows from the building to the leaching field. If the leaching field is located within the Zone II Wellhead Protection Area, the discharge rate needs to be limited to 440 gallons per day per acre per the regulations, or additional treatment for enhanced nitrogen and pollutant loading removal be provided (Section 15.216 and 15.217 of Title V).

Due to the increase in imperviousness with the new building footprint, stormwater mitigation needs to be provided by installing best management practices (BMPs) to capture and infiltrate runoff following the MassDEP Stormwater Management Standards, including requirements for discharges to Zone II Wellhead Protection Areas. Catch basins, drain manholes, and HDPE pipes will be installed as part of the new drainage system. Additional testing to confirm groundwater depth and soil classification and infiltration rates will be required prior to designing the stormwater system.

The MEP Engineer will coordinate electrical services with Utility Provider for new services to the site in support of the school.

WOBURN SITE
PK-3 R.1:

Currently, domestic water, electrical, and telecommunications utilities are all routed from the curb cut at Woburn Street, under, alongside or overhead and entering the school at various points.

Water service to the building is provided by a 2-1/2inch domestic water line off the 10” water main in the street. There is an existing fire hydrant by the entrance to the loop road. The building does not have an automatic sprinkler system. The existing domestic water service will be replaced with a new cement-lined ductile iron pipe and a dedicated gate valve. A fire protection service with 150-ft of cement lined ductile iron pipe and gate valve to the building will also need to be provided for a new sprinkler system.

The original septic system exited the west side of the building to a septic tank and then went to the on-site sewage infiltration system located under the athletic fields. A new septic leach field and a grease interceptor were installed in 2012. The septic tank was not replaced in 2012. The existing septic system and associated pipes need to be inspected to confirm good integrity and compliance with 310 CMR 15.00 (Massachusetts State Environmental Code, Title V) and the Wilmington Board of Health Regulations. Any structures in poor condition or that do not meet current standards will be replaced to comply with the regulations.

There is limited storm drainage infrastructure onsite, primarily consisting of onsite leaching catch basins. It is assumed that some stormwater runoff flows to the west and on to the grassed athletic field. Runoff from the northern paved area has caused some erosion of the grass slope. According

to the Wilmington GIS database, a depression (BMP) is located on the southeast corner of the site, which seems to collect some water from the exit loop road and from a section of Woburn Street through a catch basin that has an outlet to the BMP. The storm drainage system, including pipes and structures should be cleaned and video inspected to confirm its condition. Any pipes or structures found to be damaged will be replaced. Also, additional drainage structures might need to be installed near the sidewalk down to the grassed athletic field to capture and control the runoff and mitigate erosion. Alternatively, erosion protection can be provided to the affected area of 200 square feet.

There is no gas service onsite or in Woburn Street. The building is heated with No. 2 fuel oil, which is stored in a 10,000-gallon underground storage tank.

Electric and telecom service to the building is provided via overhead lines from utility poles on Woburn Street.

Existing utility routes will need to be maintained during construction since the existing Woburn Street school is anticipated to remain occupied throughout construction phases. Independent utility routes to a new mechanical / electrical / water entry location will be established to permit the installation of new utilities without disrupting school operations.

PK-3 AR.1 and PK-3 N.1:

All existing utilities within the site will be demolished. A new cement-lined ductile iron pipe and gate valve shall be installed from the main to provide domestic water to the building. A new cement lined ductile iron pipe and gate valve will also need to be installed to provide fire protection service to the building. The water pipes are to be sized by MEP. New fire hydrants with associated pipe and water gate will need to be installed on-site.

A new septic system needs to be designed and installed to comply with 310 CMR 15.00 (Massachusetts State Environmental Code, Title V) and the Wilmington Board of Health Regulations. The leach field and reserve areas are planned to be located to the south of the building in the play area and PVC SDR 35 pipes will be used to direct the sewer flows from the building to the leaching field. The new septic system would need to be constructed prior to starting the construction of the new building, as the new school will be located in the area of the existing septic system. Alternatively, a temporary holding tank can be provided and will need to be pumped out regularly while the new system is not built.

Due to the increase in imperviousness with the new building footprint, stormwater mitigation needs to be provided by installing best management practices (BMPs) to capture and infiltrate runoff following the MassDEP Stormwater Management Standards, including requirements for discharges to Zone II Wellhead Protection Areas. Catch basins, drain manholes, and HDPE pipes will be installed

as part of the new drainage system. Additional testing to confirm groundwater depth and soil classification and infiltration rates will be required prior to designing the stormwater system.

The MEP Engineer will coordinate electrical services with Utility Provider for new services to the site in support of the school.

Existing utility routes will need to be maintained during construction since the existing Woburn Street school is anticipated to remain occupied throughout construction phases. Independent utility routes to a new mechanical / electrical / water entry location will be established to permit the installation of new utilities without disrupting school operations.

NORTH SITE
PK-K R.1:

Domestic water, electrical, and telecommunications utilities are all routed from the curb cuts under, alongside or overhead and entering the school at various points on the east elevation and into the boiler room.

Water service to the building is provided by a 4-inch copper domestic waterline to the northwest side of the school connected to Wilmington's water system. The building does not have fire protection service. There is an existing fire hydrant on the corner of Salem Street and Ballardvale Street. The existing domestic water service should be replaced with a new cement-lined ductile iron pipe and a dedicated gate valve. A fire protection service with approximately 150-ft of cement lined ductile iron pipe and gate valve to the building will also need to be provided for a new sprinkler system.

The school has municipal sewer service as of 2015. Sewer manholes were observed on the rear of the school, near the playground area, which seems to connect to the manhole on Ballardvale Street. The existing sewer system, including structures and pipes, needs to be inspected to confirm its condition. Any structures in poor condition should be replaced.

There is limited storm drainage infrastructure onsite. The parking lot has two catch basins that, according to the Wilmington's Drainage online map, connect to a drainage system comprised of both asphalt-coated corrugated metal pipe (ACCMP) and reinforced concrete pipe (RCP) that runs in between the grass and the baseball fields and discharges near a wetland to the west of the site. Catch basins were also observed on Ballardvale Street, which connects to a 12" Corrugated Metal Pipe (CMP) system that runs along Ballardvale and Salem Street and seems to discharge near wetlands to the east of the school property. The storm drainage system, including pipes and structures should be cleaned and video inspected to confirm its condition. Any pipes or structures found to be damaged should be replaced.

Natural gas service and meter are located on exterior of building adjacent to the Mechanical Room. Gas piping is black steel with threaded and welded joints depending on the pipe size.

Electric service to the building is provided via underground lines to a building mounted meter. Telephone, CATV, and fiber run underground from a utility pole to the electric room.

Existing utility routes will need to be maintained during construction since the existing North Intermediate school is anticipated to remain occupied throughout construction phases. Independent utility routes to a new mechanical / electrical / water entry location will be established to permit the installation of new utilities without disrupting school operations.

PK-5 AR.1 and PK-5 N.1:

All existing utilities within the site will be demolished. A new cement-lined ductile iron pipe and gate valve shall be installed from the main to provide domestic water to the building. A new cement lined ductile iron pipe and gate valve will also need to be installed to provide fire protection service to the building. The water pipes are to be sized by MEP. New fire hydrants with associated pipe and water gate will need to be installed on-site.

New sewer pipes and manholes will be installed to direct the sewer flow from the school building to the municipal sewer system along Ballardvale Street. The pipes are planned to be PVC SDR 35, and the sizing is to be determined in coordination with MEP.

Due to the increase in imperviousness with the new building footprint and additional pavement, stormwater mitigation needs to be provided by installing best management practices (BMPs) to capture and infiltrate runoff following the MassDEP Stormwater Management Standards, including requirements for discharges to Zone II Wellhead Protection Areas. Catch basins, drain manholes, and HDPE pipes will be installed as part of the new drainage system. Additional testing to confirm groundwater depth and soil classification and infiltration rates will be required prior to designing the stormwater system.

The MEP Engineer will coordinate electrical services with Utility Provider for new services to the site in support of the school.

Existing utility routes will need to be maintained during construction since the existing North Intermediate school is anticipated to remain occupied throughout construction phases. Independent utility routes to a new mechanical / electrical / water entry location will be established to permit the installation of new utilities without disrupting school operations.

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Major Building Systems

HVAC

The following is the HVAC system narrative, which defines the scope of work and capacities of the HVAC system as well as the Basis of Design. The HVAC systems shall be designed and constructed for *LEED for Schools v4* where indicated on this narrative.

1. CODES

All work installed under Division 230000 shall comply with the Commonwealth of Massachusetts Adopted Building Codes (IBC, IMC, IECC latest Adopted Editions with MA amendments), and all local, county, and federal codes, laws, statutes, and authorities having jurisdiction.

2. DESIGN INTENT

The work of Division 230000 is described within the narrative report. The HVAC project scope of work shall consist of providing new HVAC equipment and systems as described here within. All new work shall consist of furnishing all materials, equipment, labor, transportation, facilities, and all operations and adjustments required for the complete and operating installation of the Heating, Ventilating and Air Conditioning work and all items incidental thereto, including commissioning and testing.

The HVAC narrative below provides a summary of four new HVAC systems which shall be studied as part on a life cycle cost analysis (LCCA) performed during schematic design.

3. BASIS OF DESIGN: (MASS CODE)

Project weather and Code temperature values are listed herein based on weather data values as determined from ASHRAE weather data tables and the International Energy Conservation Code.

Outside: Winter 2.3 deg. F, Summer 91 deg. F DB 74 deg. F WB

Inside: 70 deg. F +/- 2 deg. F for Heating, 75 deg. F +/- 2 deg. F (55% RH) for all Air-conditioned areas (Administration, Nurses Office, Guidance, Cafeteria, Classrooms, Teacher Support, Gym).

Unoccupied temperature setback will be provided (60 deg. F heating (adj.), 85 deg. F cooling (adj.).

Outside air shall be provided at the rate in accordance with ASHRAE Standard 62.1 and the International Mechanical Code (latest adopted editions) as a minimum. All occupied areas will be designed to maintain 800 PPM carbon dioxide maximum.

4. HVAC SYSTEM OPTIONS: As part of a life cycle cost analysis (LCCA), different HVAC systems shall be compared against a code compliant baseline system to determine the system with the overall greatest savings over a 50 year study period.

By comparison of each option to the baseline system, the option with the greatest total life-cycle savings is generally recommended. To further enhance controllability and overall system performance, additional options should be considered that will enhance year-round temperature control and comfort at a possible marginal increase in capital cost. The following HVAC systems are proposed to be studied as part of the life cycle cost analysis (LCCA) during the Schematic Design phase of the project.

a. Option – Addition and Renovation:

i. Heating Plant: The existing boilers, storage tanks, and associated fuel oil/gas supply systems at all site options will be demolished in entirety.

ii. Controls: The existing pneumatic controls systems at all site options will be demolished in entirety.

iii. Unit Ventilators, Air Handlers, & Terminal Heating Equipment: All air handling, ventilating, and terminal heating equipment has far exceeded expected service lifetimes equipment at all locations and will be demolished in entirety.

iv. Air Distribution Systems: In general, the majority of existing supply, return and exhaust air ductwork distribution system is nearing or beyond its expected service life. Therefore, all existing supply, return and exhaust ductwork shall be replaced. New ductwork shall be constructed and installed in accordance with SMACNA and IMC requirements. All new supply and return air ductwork shall be insulated per IMC code requirements. All new kitchen exhaust fans shall be provided with new fire-wrapped carbon steel or stainless steel grease ductwork.

v. Piping Systems: All existing piping for steam and hot water distribution shall be demolished.

vi. Demolition: All existing to be removed HVAC equipment and systems that are no longer required shall be demolished and removed. All existing refrigerant from removed AC equipment shall be legally reclaimed and suspected asbestos containing materials shall be tested and disposed of in an appropriate and lawful manner.

vii. Phasing: All demolition and new work shall be done in a phased manner in accordance with Architect's proposed phasing plan.

5. HVAC SYSTEM OPTION 1 - Air Source Variable Refrigerant Flow (VRF)

a. General: Air source VRF (variable refrigerant flow) heat recovery heat pump units shall be connected to a combination of indoor ducted and ductless VRF indoor air handling units. Packaged Dedicated Outdoor Air System (DOAS) Air-Source Heat Pump Rooftop Units with minimum 50% eff. Energy recovery ventilation (ERV) and back-up electric heat shall provide the ventilation requirements for the majority of building areas. Backup heating shall be provided in areas of the building with extensive exterior exposures via perimeter electric resistance radiant heating panels. Exhaust fans would be provided for janitor's closets, and utility rooms. Air source heat pump AC units shall be provided for IT Server Rooms, Electric rooms and elevator machine rooms.

b. Central Heating and Cooling Plant:

Under this option, a high-efficiency Air Source Variable Refrigerant Flow (VRF) heat recovery system shall provide simultaneous heating and cooling capabilities to all regularly occupied spaces via a combination of fan coil, ductless wall and/or ductless ceiling cassette type VRF terminal air handling units. Air conditioning will be generated by outdoor roof mounted heat recovery type air source heat pump condensing units that shall be connected to indoor air handling units or terminal heating and cooling units. The outdoor VRF heat pump condensing units will be sized and located according to AHU and terminal equipment zones capacity requirements and VRF system piping length limitations. Therefore, multiple clusters of VRF outdoor heat pump condensing units shall be required. The HVAC terminal VRF systems (excluding the RTU loads) shall have the following total estimated capacities (based on the peak indoor space heating loads):

PK-K R.1 (Wildwood Site Repair): 115 Tons (70 Indoor Units)

PK-3 R.1 (Woburn Site Repair): 175 Tons (110 Indoor Units)

PK-5 R.1 (North Intermediate Site): 240 Tons (150 Indoor Units)

c. Air Handling (HVAC) Ventilation Systems:

Ventilation shall be provided to building areas generally via rooftop mounted 100% outdoor air (DOAS) air handling units as described below. Air handling units shall be provided with packaged cooling/heating coils connected to high efficiency air source heat pump units and supplemental electric heating coils.

The DOAS units shall be provided with MERV 14 filters, heat pump cooling/heating coil section (split air source heat pump condensers for indoor air handling units where applicable), supply and exhaust fans with variable frequency drives or EC motors, supplemental electric heating coils, enthalpy recovery wheel, and a sensible reheat wheel or modulating hot gas re-heat coil for dehumidification. The DOAS units shall provide ventilation air to each occupied building area through a fiberglass insulated galvanized sheet-metal distribution system. Airflow from each space will be returned through a separate galvanized sheet-metal return air system back to the air handling units where it will pass through an enthalpy recovery wheel which will transfer heat from the exhaust air stream to the outside air intake stream for preheating or vice-versa for pre-cooling. The DOAS system distribution shall include variable air volume terminal boxes equipped with CO2 demand ventilation controls that will control the amount of ventilation airflow to each space. The units will operate at reduced capacity during the unoccupied periods if unoccupied space set points are not maintained.

Preliminary RTU Quantities, zones and airflow capacities are as follows:

<u>PreK-K Wildwood Site Add/Reno & New Construction Option:</u>

RTU-A: (Classroom Wing) – 5780 CFM Total, 25 Tons cooling, 160 MBH heating

RTU-B: (Classroom Wing) – 5780 CFM Total, 25 Tons cooling, 160 MBH heating

RTU-C: (Gym) - 20 Ton ASHP Packaged Unit

RTU-D: (Media Ctr) – 1000 CFM Total, 4 Tons cooling, 30 MBH heating

RTU-E: (Cafetorium) - 1555 CFM Total, 6 Tons Cooling, 45 MBH heating

RTU-F: (Kitchen/Custodial) - 1500 CFM Total, 6 Tons cooling, 45 MBH heating

RTU-G: (Admin) - 1400 CFM Total, 6 Tons cooling, 45 MBH heating

MAU: (Kitchen Hood Makeup) – 3000 CMF Total 16 Tons cooling, 260 MBH heating

<u>PreK-3 Woburn Site Add/Reno & New Construction Option:</u>

RTU-A: (Classroom Wing) – 7940 CFM Total, 32 Tons cooling, 215 MBH heating

RTU-B: (Classroom Wing) – 7940 CFM Total, 32 Tons cooling, 215 MBH heating

RTU-C: (Classroom Wing) – 6025 CFM Total, 25 Tons cooling, 165 MBH heating

RTU-D: (Gym) - 25 Ton ASHP Packaged Unit

RTU-E: (Media Ctr) – 1335 CFM Total, 6 Tons cooling, 36 MBH heating

RTU-F: (Cafetorium) – 2050 CFM Total, 9 Tons Cooling, 55 MBH heating

RTU-G: (Kitchen/Custodial) - 1920 CFM Total, 9 Tons Cooling, 55 MBH heating

RTU-H: (Admin) - 2350 CFM Total, 10 Tons cooling, 65 MBH heating

MAU: (Kitchen Hood Makeup) – 4000 CMF Total, 22 Tons cooling, 345 MBH heating

<u>PreK-5 North Intermediate Site Add/Reno & New Construction Option:</u>

RTU-A: (Classroom Wing) – 15000 CFM Total, 65 Tons cooling, 410 MBH heating

RTU-B: (Classroom Wing) – 15000 CFM Total, 65 Tons cooling, 410 MBH heating

RTU-C: (Classroom Wing) – 500 CFM Total, 2 Tons cooling, 15 MBH heating

RTU-D: (Gym) - 40 Ton ASHP Packaged Unit

RTU-E: (Media Ctr) – 1835 CFM Total, 8 Tons cooling, 50 MBH heating

RTU-F: (Cafetorium) - 2860 CFM Total, 12 Tons Cooling, 78 MBH heating

RTU-G: (Kitchen/Custodial) - 2200 CFM Total, 9 Tons cooling, 60 MBH heating

RTU-H: (Admin) - 3000 CFM Total, 12 Tons cooling, 85 MBH heating

MAU: (Kitchen Hood Makeup) – 4500 CMF Total, 24 Tons cooling, 390 MBH heating

Air Distribution Systems:

New ductwork shall be constructed and installed in accordance with SMACNA and IMC requirements. All new supply and return air ductwork shall be insulated per IMC code requirements. All new Kitchen exhaust fans shall be provided with new Fire-wrapped carbon steel or insulated stainless steel grease ductwork.

d. Exhaust Air Fan Systems:

i. Code required exhaust for the majority of building areas, including toilet rooms, shall be provided through the localized energy recovery ventilation (ERV) systems.

ii. Dedicated exhaust air fan systems shall be provided for Kitchen exhaust air (if provided) and Janitor's closet areas.

e. Terminal Heating & Cooling Equipment:

Heating for Entryways, Storage Rooms, Toilet Rooms, Janitor Closets, etc and support areas will be generated by a combination of electric unit heaters, convectors, radiant panels, and fin tube radiation.

f. Split system AC heat pump units:

Provide new ductless split system high efficiency heat pump AC units to serve Elevator machine rooms, and IT and MDF Server rooms.

6. HVAC SYSTEM OPTION 2 – Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation

a. Central Heating and Cooling Plant:

Heating and cooling for building areas shall be provided by a high-efficiency air source heat recovery heat pump chiller/heater plant that include the following quantities of chiller modules:

<u>PreK-K Wildwood Site Add/Reno & New Construction Option:</u>

Eight (8) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 500 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller.

<u>PreK-3 Woburn Site Add/Reno & New Construction Option:</u>

Twelve (12) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 800 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller.

PreK-5 North Intermediate Site Add/Reno & New Construction Option:

Seventeen (17) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 1000 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller.

In each site option, one (1) of the modules will be redundant for heating/cooling backup purposes. The air-cooled heat pump chiller units will be grade mounted and shall be capable of providing 130ºF heating hot water supply at a 5ºF ambient temperature condition. A large outdoor location for the air-cooled heat pump chillers will be required. Provide pre-insulated underground piping from heating/cooling plant to an indoor mechanical room.

A mechanical room shall be provided for the associated hot water and chilled water pumps and hydronic accessories. The heat pump chiller plant will supply heating hot water and chilled water to heating and cooling equipment and air handling equipment throughout the building via a four-pipe fiberglass insulated schedule 40 black steel and copper piping system.

Primary hot water pumps (Quantity of 2 in a primary/standby arrangement) with variable frequency drives will be provided and will modulate speed to maintain a minimum flow to the heat pump chiller. Secondary hot water pumps (Quantity of 2 in a primary/standby arrangement) with variable frequency drives will be provided for meeting the variable flow needs of the hot water system distribution throughout the building. A plate & frame heat exchanger installed within the mechanical room shall be provided to separate the primary and secondary piping loops. In addition to pumps, new hot water accessories including air separators, expansion tanks, and buffer tanks shall be provided.

Primary chilled water pumps (Quantity of 2 in a primary/standby arrangement) with variable frequency drives will be provided and will modulate speed to maintain a minimum flow to the heat pump chiller. Secondary chilled water pumps (Quantity of 2 in a primary/standby arrangement) with variable frequency drives will be provided for meeting the variable flow needs of the chilled water system distribution throughout the building. A plate & frame heat exchanger

installed within the mechanical room shall be provided to separate the primary and secondary piping loops. In addition to pumps, new hot water accessories including air separators, expansion tanks, and buffer tanks shall be provided.

1. The heat pump chiller plant will distribute between 45°F and 55°F chilled water to the roof mounted air handling units located throughout the building and will distribute between 58°F and 62°F chilled water to the terminal radiant cooling panels units in the fully-air conditioned building. The chilled water distribution piping will be of the fiberglass insulated schedule 40 type and will be separate from the hot water distribution piping system. Compensated chilled water pumps with variable frequency drives will be provided for variable flow chilled water system distribution.

b. Ventilation air handling equipment: It is proposed that a new air-conditioning displacement ventilation system be installed to provide air-conditioning and ventilation to the occupied areas of the building.

1. New recirculating rooftop air handling units with supply and return air fans, VFDs, energy recovery wheels, hot water heating (and reheat) coils with modulating valve, chilled water cooling coil, economizer capability, and MERV 14 filtration will be provided to serve a new full air conditioning displacement ventilation system. Different building rooms and zones shall be provided with a variable volume (VAV) terminal box with combination temperature, humidity, and CO2 sensor controls. The controls will reduce outside air as allowed maintaining a maximum of 800 PPM while providing sufficient ventilation to meet the required heating or cooling load of the spaces served. As VAV boxes modulate, the supply and return air fans associated Variable Frequency Drives (VFD) of the rooftop units will adjust the fan speed based on system static pressure, reducing the energy consumed by the fans. Each room (or zone) shall be provided with low wall or floor mounted supply air displacement diffusers. Classrooms will typically be provided with two individual wall mounted displacement diffusing units between 250 and 400 CFM each (depending on room size). Return air will be drawn back to the units by ceiling return air registers located within the rooms and will be routed back to the rooftop unit by a galvanized sheet metal return air ductwork distribution system. Supplemental ceiling mounted chilled/hot water radiant panels will be provided along exterior walls that shall be interlocked with space enthalpy sensors that shall modulate the control valve of the terminal cooling coil closed when the space enthalpy is above dewpoint conditions.

Preliminary RTU Quantities, zones and airflow capacities are as follows:

PreK-K Wildwood Site Add/Reno & New Construction Option:

RTU-A: (Classroom Wing) – 8375 CFM Total, 35 Tons cooling, 225 MBH heating

RTU-B: (Classroom Wing) – 8375 CFM Total, 35 Tons cooling, 225 MBH heating

RTU-C: (Gym) - 20 Ton ASHP Packaged Unit

RTU-D: (Media Ctr) – 1620 CFM Total, 6 Tons cooling, 36 MBH heating

RTU-E: (Cafetorium) - 2760 CFM Total, 12 Tons Cooling, 75 MBH heating

RTU-F: (Kitchen/Custodial) - 1500 CFM Total, 6 Tons cooling, 45 MBH heating

RTU-G: (Admin) - 1400 CFM Total, 6 Tons cooling, 45 MBH heating

MAU: (Kitchen Hood Makeup) – 3000 CMF Total 16 Tons cooling, 260 MBH heating

PreK-3 Woburn Site Add/Reno & New Construction Option:

RTU-A: (Classroom Wing) – 10585 CFM Total, 45 Tons cooling, 280 MBH heating

RTU-B: (Classroom Wing) – 10585 CFM Total, 45 Tons cooling, 280 MBH heating

RTU-C: (Classroom Wing) – 8030 CFM Total, 32 Tons cooling, 220 MBH heating

RTU-D: (Gym) - 25 Ton ASHP Packaged Unit

RTU-E: (Media Ctr) – 2375 CFM Total, 12 Tons Cooling, 75 MBH heating

RTU-F: (Cafetorium) – 3645 CFM Total, 15 Tons Cooling, 95 MBH heating

RTU-G: (Kitchen/Custodial) - 1920 CFM Total, 9 Tons Cooling, 55 MBH heating

RTU-H: (Admin) - 2350 CFM Total, 10 Tons cooling, 65 MBH heating

MAU: (Kitchen Hood Makeup) – 4000 CMF Total, 22 Tons cooling, 345 MBH heating

PreK-5 North Intermediate Site Add/Reno & New Construction Option:

RTU-A: (Classroom Wing) – 18000 CFM Total, 75 Tons cooling, 475 MBH heating

RTU-B: (Classroom Wing) – 18000 CFM Total, 75 Tons cooling, 475 MBH heating

RTU-C: (Classroom Wing) – 700 CFM Total, 3 Tons cooling, 20 MBH heating

RTU-D: (Gym) - 40 Ton ASHP Packaged Unit

RTU-E: (Media Ctr) – 3255 CFM Total, 12 Tons cooling, 88 MBH heating

RTU-F: (Cafetorium) - 5085 CFM Total, 21 Tons Cooling, 130 MBH heating

RTU-G: (Kitchen/Custodial) - 2200 CFM Total, 9 Tons cooling, 60 MBH heating

RTU-H: (Admin) - 3000 CFM Total, 12 Tons cooling, 85 MBH heating

MAU: (Kitchen Hood Makeup) – 4500 CMF Total, 24 Tons cooling, 390 MBH heating

c. Air Distribution Systems:

The building areas are to be served by a fully air-conditioned variable volume displacement ventilation air distribution system with supplemental chilled water radiant cooling and heating panel system.

New ductwork shall be constructed and installed in accordance with SMACNA and IMC requirements. All new supply and return air ductwork shall be insulated per IMC code requirements (R-8). All new Kitchen exhaust fans shall be provided with new Fire-wrapped carbon steel or insulated stainless steel grease ductwork.

d. Exhaust Air Fan Systems:

2. Code required exhaust for the majority of building areas, including toilet rooms, shall be provided through the localized energy recovery ventilation (ERV) systems.

3. Dedicated exhaust air fan systems shall be provided for Kitchen exhaust air (if provided) and Janitor's closet areas.

e. Terminal Heating & Cooling Equipment:

Provide new hot and chilled water radiant heating and cooling panels for the perimeter heating and cooling for all fully air conditioned areas (eg. Admin Offices, Guidance, Nurse's suite, cafeteria) of the building. Classrooms shall be provided with hot water radiant heating panels. New hot water radiant heating panels or fin tube radiation shall be provided for perimeter heating of all restrooms with exterior exposure heating loads. Hot water radiation heating equipment shall be provided for all corridors, entryways. Hot water unit heaters shall be provided for all utility rooms.

f. Split system AC heat pump units:

New ductless split system high efficiency heat pump AC units will be installed to serve Elevator machine rooms, and IT and MDF Server rooms.

7. HVAC SYSTEM OPTION 3 - Ground Water Source Variable Refrigerant Flow (VRF) with Water Source Heat Pump Air Handling Equipment

a. General: A central ground source loop shall be installed to circulate condenser water throughout the building and to water cooled VRF condensing units serving the indoor VRF terminal heating/cooling equipment. Central (indoor or rooftop) shall generate heating and cooling via water source heat pumps within the units and the connection to the condenser water loop. Air handling units shall be of the 100% outside air (DOAS) type and have a minimum 50% efficient Energy recovery ventilation (ERV) section. Terminal VAV units w/ CO2 DCV (demand control ventilation) and VRF terminal units shall condition and ventilate each space. Exhaust fans would be provided for janitor's closets, and utility rooms. Ground source heat pump AC units shall be provided for IT Server Rooms, Electric rooms and elevator machine rooms.

b. Central Heating and Cooling Plant:

Under this option, a high-efficiency Water Source Variable Refrigerant Flow (VRF) heat recovery system shall provide simultaneous heating and cooling capabilities to all regularly occupied spaces via a combination of fan coil, ductless wall and/or ductless ceiling cassette type VRF terminal air handling units. Air conditioning will be generated by heat recovery type water source heat pump condensing units in the mechanical room that shall be connected to indoor air handling units or terminal heating and cooling units. The indoor VRF heat pump condensing units will be zoned according to AHU, terminal equipment zones, schedule of operation, capacity requirements and VRF system piping length limitations. The HVAC terminal heating/cooling VRF systems (excluding the ERV ventilation heating load) shall have the following total estimated capacities (based on the peak indoor space heating loads):

PK-K R.1 (Wildwood Site Repair): 115 Tons (70 Indoor Units)

PK-3 R.1 (Woburn Site Repair): 175 Tons (110 Indoor Units)

PK-5 R.1 (North Intermediate Site): 240 Tons (150 Indoor Units)

c. Air Handling (HVAC) Ventilation Systems:

Ventilation shall be provided to building areas generally via rooftop mounted 100% outdoor air (DOAS) air handling units as described below. Air handling units shall be provided with packaged water source heat pump heating and cooling sections connected to the central ground water loop running throughout the building.

The DOAS units shall be provided with MERV 14 filters, heat pump cooling/heating coil section, supply and exhaust fans with variable frequency drives or EC motors, enthalpy recovery wheel, and a modulating hot gas re-heat coil for dehumidification. The DOAS units shall provide ventilation air to each occupied building area through a fiberglass insulated galvanized sheet-metal distribution system. Airflow from each space will be returned through a separate galvanized sheet-metal return air system back to the air handling units where it will pass through an enthalpy recovery wheel which will transfer heat from the exhaust air stream to the outside air intake stream for preheating or vice-versa for pre-cooling. The DOAS system distribution shall include variable air volume terminal boxes equipped with CO2 demand ventilation controls that will control the amount of ventilation airflow to each space. The units will operate at reduced capacity during the unoccupied periods if unoccupied space set points are not maintained.

d. Primary and standby geothermal water pumps with variable frequency drives (which will control down to maintain a minimum flow to the heat pump chillers) will be provided for overall variable flow condenser water system distribution. In addition to pumps, new geothermal water accessories including air separators, filters, and expansion tanks shall be provided. The groundwater pumping system shall distribute source water to air handling equipment throughout the building via a two-pipe fiberglass insulated schedule 40 black steel and copper piping system.

e. Split system AC heat pump units:

Provide new ductless water source split system high efficiency heat pump AC units to serve Elevator machine rooms, and IT and MDF Server rooms.

f. Domestic hot water heating systems shall be pre-heated by the building hot water heating loop and a ground source heat pump system shall be utilized to provide

additional heating of DHW heating. The DHW storage tank heat exchangers and heat pumps shall be by Plumbing and a geothermal to DHW pre-heat heat exchanger shall be provided by HVAC.

g. Aside from what is described above under this section HVAC System Option 3, the system is identical to the one described under section HVAC System Option 1.

8. HVAC SYSTEM OPTION 4 - Geothermal Closed Loop Heat Recovery Heat Pump Displacement Ventilation System

a. General: A central geothermal ground source water to water heat recovery heat pump chiller plant shall be provided to generate hot water and chilled water for building air handling unit and terminal heating/cooling equipment. Central (indoor or rooftop) hot water and chilled water air handling units with minimum 50% efficient Energy recovery ventilation (ERV) providing Displacement Ventilation to terminal VAV units w/ CO2 DCV (demand control ventilation) and terminal hot water and chilled water dual-temp perimeter passive radiant heating/cooling panels. Exhaust fans would be provided for janitor's closets, and utility rooms. Ground source heat pump AC units shall be provided for IT Server Rooms, Electric rooms and elevator machine rooms.

b. Geothermal Heating and Cooling Plant:

1. Heating and cooling for the entire building at each site option will be capable of being provided via a high-efficiency ground-source heating and cooling plant including a modular water to water simultaneous heating/cooling heat recovery heat pump chiller plant that includes the following quantities of chiller modules:

<u>PreK-K Wildwood Site Add/Reno & New Construction Option:</u>

Five (5) 50 nominal ton modules, with two (2) of the modules for heating/cooling backup purposes. The heat pump heat recovery chillers will be provided with ground source condenser water from approximately (42) closed loop type vertical ground source geothermal wells.

<u>PreK-3 Woburn Site Add/Reno & New Construction Option:</u>

Seven (7) 50 nominal ton modules, with two (2) of the modules for heating/cooling backup purposes. The heat pump heat recovery chillers will be provided with ground source condenser water from approximately (74) closed loop type vertical ground source geothermal wells.

PreK-5 North Intermediate Site Add/Reno & New Construction Option:

Ten (10) 50 nominal ton modules, with two (2) of the modules for heating/cooling backup purposes. The heat pump heat recovery chillers will be provided with ground source condenser water from approximately (106) closed loop type vertical ground source geothermal wells.

In each site option, the heat pump chiller units will be located in a Mechanical Room and in an Add/Reno option, the size of the existing mechanical room will likely need to increase. The geothermal wells will be approximately 550 feet deep and spaced a minimum of 20-25' apart from one-another, based on a capacity of 5 tons/well. The final well quantity, depth and distances shall be determined by the geothermal design consultant.

2. Primary and standby geothermal water pumps with variable frequency drives (which will control down to maintain a minimum flow to the heat pump chillers) will be provided for overall variable flow condenser water system distribution. In addition to pumps, new geothermal water accessories including air separators, filters, and expansion tanks shall be provided.

c. Split system AC heat pump units:

Provide new ductless water source split system high efficiency heat pump AC units to serve Elevator machine rooms, and IT and MDF Server rooms.

d. Domestic hot water heating systems shall be pre-heated by the building hot water heating loop and a ground source heat pump system shall be utilized to provide additional heating of DHW heating. The DHW storage tank heat exchangers and heat pumps shall be by Plumbing and a geothermal to DHW pre-heat heat exchanger shall be provided by HVAC.

e. Aside from what is described above under this section HVAC System Option 4, the system is identical to the one described under section HVAC System Option 2.

9. COMMON REQUIREMENTS FOR ALL HVAC OPTIONS:

a. Lobby, Corridor, and Entry Way Heating:

New hot water convectors, cabinet unit heaters, and fin tube radiation heating equipment shall be installed to provide heating to building entry way and stairwell areas. Corridors shall be ventilated from adjacent air handling unit systems. Main Corridor and Lobby areas shall be heated and dehumidified by the displacement ventilation systems. For HVAC Option 1 VRF System – Electric terminal heating equipment shall be provided.

b. Utility Areas:

Utility areas will be provided with exhaust air fan systems for ventilation and will typically be heated with horizontal type ceiling suspended hot water or electric unit heaters.

The Main Electric Rooms and IDF rooms will be air conditioned by high efficiency ductless AC cooling units. Air source heat pump HVAC options shall utilize air source heat pump and geothermal HVAC options shall use hydronic based heat pumps or fan coil units.

c. Testing, Adjusting, Balancing & Commissioning:

All new HVAC systems shall be tested, adjusted, balanced and commissioned as art of the project scope.

d. Automatic Temperature Controls – Building Energy Management System:

A new DDC (direct digital control) Automatic Temperature Control and Building Energy Management System shall be installed to control and monitor building HVAC systems. Energy metering shall be installed to monitor the energy usage of building HVAC systems and utilities (electric, water). The new DDC/ATC system shall be a BACNet open protocol system that is capable of being integrated into the Town Wide Central energy management system.

10. ADD-RENO PROJECT ADDITIONAL HVAC SCOPE:

a. Demolish and remove all existing HVAC systems and equipment.

b. Remove existing underground fuel oil tanks at the Wildwood and Woburn site options. Cap and make safe the existing natural gas main at the North Intermediate site option.

c. Blank off & seal all existing unit ventilator outdoor air intake grilles. The building envelope shall be upgraded by others in each of these locations to maintain code-required thermal heat transfer resistance.

11. TESTING REQUIREMENTS:

a. The Mechanical Contractor shall provide testing of the following systems with the Owner and Owner's Representative present where applicable to the selected HVAC option.

- Heat pump chiller plant system
- Condenser (Ground-Source) water plant system
- Back up boiler plant
- Air handling unit systems including all rooftop units, indoor air handling systems and exhaust air systems
- All pumps
- Terminal heating and cooling devices
- Variable Refrigerant Flow and Ductless AC Systems
- Automatic temperature control and building energy management system

b. Testing reports shall be submitted to the Engineer for review and approval before providing to the Owner.

12. OPERATION MANUALS AND MAINTENANCE MANUALS

When the project is completed, the Mechanical Contractor shall provide operation and maintenance manuals to the owner.

13. RECORD DRAWINGS AND CONTROL DOCUMENTS

When the project is completed, an as-built set of drawings, showing all mechanical system requirements from contract and addendum items will be provided to the owner.

14. COMMISSIONING

The project shall be commissioned per the Commissioning Section of the specifications.

ELECTRICAL PK-K: AR.1, N.1

The following is the Electrical Systems narrative, which defines the scope of work and capacities of the Power and Lighting System, as well as, the Basis of Design. The Electrical Systems shall be designed and constructed for ***LEED for Schools*** where indicated on this narrative.

1. CODES

   All work installed under Section 260000 shall comply with the Massachusetts State Building Code and all local, county, and federal codes, laws, statutes, and authorities having jurisdiction.

2. DESIGN INTENT

   The work of Section 260000 is as described in this narrative. All work is new and consists of furnishing all materials, equipment, labor, transportation, facilities, and all operations and adjustments required for the complete and operating installation of the electrical work and all items incidental thereto, including commissioning and testing.

3. SEQUENCE OF OPERATIONS AND INTERACTIONS

   A. Classroom and Corridor lighting will be controlled via "addressable relays", which is achieved through programming networked controls. The control of the relays will be by automatic means, such as an occupancy sensor in each classroom. The system will have a BacNet gateway and will be interfaced with the DDC control system for scheduled functions. The controllability shall be in conformance with credit ***LEED credit IEQC 6.1.***

   B. Automatic control of receptacles based on occupancy will be provided for at least 50% of the receptacles installed in private offices, open offices, conference rooms, rooms used primarily for printing and/or copying functions, break rooms, individual workstations, and classrooms. Controlled receptacles will be marked per NEC 406.3 (E).

   C. Exterior lighting will be controlled by photocell "ON" and "scheduled" for "OFF" operation. The parking area lighting will be controlled by "zones" with dimmable capability. Exterior lights will be addressable and dimmable. Fixtures will be designed and programmed to turn on at dusk utilizing photo sensor input. Fixture shall be turned off based on scheduled preference typically 5AM-6AM. Fixture output shall be scheduled to be reduced by 50% after 12AM. Additional schedule functionality shall be provided based on end user input.

   D. Emergency and Exit lighting will be run through life safety panels and will be "ON" during normal power conditions, as well as power outage conditions. The emergency lighting system will have time control so that lights are "ON" only when the building is occupied.

4. DESCRIPTION OF THE SYSTEMS

Utilities:

1. The new building will be supplied with utility power from the utility company Reading Municipal Light Department (RMLD). The new service will be fed via underground primary duct bank to a pad mounted utility company owned liquid filled transformer.

2. The service electrical transformer will be furnished, installed, owned and maintained by RMLD, and it will be located adjacent to the building as shown on the civil drawings. The transformer will be of the pad- mounted type with a primary voltage of 13.8 kV and a secondary voltage of 480Y/277 volts. The transformer will be sized by the utility company based on the load data provided by The Design team.

3. Concrete pad and grounding grid for the pad-mounted transformer is provided by the Contractor per the RMLD standards.

4. Concrete encased duct bank of the two 4" PVC conduits will be provided by the Electrical Contractor for the primary feeder installation from a utility pole to the pad-mounted transformer. Pre-cast concrete manholes 5' x 5' will be provided by the Contractor to facilitate the primary cables field installation. The duct bank routing is shown on the civil drawings.

5. Utility company will provide a primary feeder cable from the utility manhole to the pad-mounted transformer via the new manhole and terminate the feeder cable on both ends.

6. Transformer secondary feeder of the copper conductors will be installed underground in the duct bank of four 4" PVC conduits from the pad-mounted transformer to the main electrical switchboard located in the main electrical room. The secondary feeder and terminations at the switchboard side will be provided by the Electrical Contractor and terminated at the transformer side by RMLD. The new service will be metered at the transformer secondary voltage.

7. RMLD metering CTs will be installed in a CT section of the switch board, the meter will be located at the direction of the utility company.

8. Telephone, Cable TV, and City Fiber will be fed underground into the building's Main Distribution Frame/Head End Room.

9. Copper conductors shall be utilized for all branch circuit and feeder wiring. Aluminum conductors will be allowed for feeders 100 amperes or over.

10. The building connected electrical load estimate is based on the preliminary building systems design:

Load Type	**KVA**
HVAC Loads (including AHU, Destratification Fans, DCU, Chiller, UH, VRF, Boilers, FCs, Pumps, RTUs, Exhaust Fans, DCU)	512 KVA
Elevator	31.7 KVA
Exterior Lighting	2.0 KVA
Interior Lighting	32 KVA
General Power	128 KVA
Kitchen	75 KVA
EV Charging	144 KVA
Plumbing/Fire Protection (Pumps, etc.)	112 KVA
Total Connected Load	**1,036.7 KVA**

A. Electrical Distribution System:

1. Service ratings for the building are designed for a connected load of 15 watts/S.F. The service capacity will be sized for 1,600 Amperes with an 80% rated main breaker. The main bus will be sized at 2,000 Amperes and will have an available breaker space provision at the end of the switchboard to accommodate a future grid connected photovoltaic array. The switchboard will be furnished with a service entrance surge protection device (SPD) rated at 240 kA and a digital metering unit to monitor voltage, current, power factor, demand KW and with a data communication port for interface with BMS. Main switchboard's short circuit rating will be coordinated with the Utility Company but will be rated for 65 KAIC.

2. New lighting and power panels will be provided to accommodate respective loads. The equipment locations will be in dedicated rooms or closets.

B. Interior Lighting System:

1. The intent of the lighting design is to provide a visual environment for the students and faculty that is supportive of the educational activities within the building. The lighting system will be designed in compliance with the applicable Energy Code and be eligible for the Utility company rebate program.

2. Interior lighting illumination levels will meet the IES recommended values for applicable activity type, be in compliance with the IECC 2021 energy allowances and LEED for Schools control requirements.

PROPOSED ILLUMINATION LEVELS

Location	Average Illumination Levels
Classrooms	30 FC
Offices, Conference Rooms, Library	30 FC
Kitchen	50 FC
Gymnasium	50 FC
Cafeteria	30 FC
Corridors	20 FC
Utility and Storage Rooms	20 FC

3. Classroom lighting fixtures will consist of recessed/surface mounted direct/indirect luminaries with integral LED source and electronic dimmable drivers. The fixtures will be pre-wired for continuous dimming control where natural daylight is available and also for multi-level switching. Two daylight dimming zones will be provided in each classroom.

4. Office lighting fixtures will consist of recessed/surface mounted direct only LED luminaries and electronic drivers for dual-level switching. Offices on the

perimeter with windows will have daylight dimming where lighting within the daylight zone exceeds 150W.

In general, lighting power density will be 20-40% less than IECC 2021. The power density reduction relates to associated LEED credit in energy and atmosphere.

5. Lighting levels will be approximately 30 foot candles in classrooms and offices. The daylight dimming foot-candle level will be in compliance with associated LEED credit in indoor environment quality.

6. Gymnasium lighting will be comprised of direct/indirect fixtures with integral LED source and electronic drivers. The fixtures will be provided with poly carbonate lensing. The light level will be designed for approximately 50 foot candles. Multi-level switching will be provided.

   Daylight dimming will be provided within 15 feet of skylights or glazing where lighting within the daylight zone exceeds 150W. Daylight dimming controls will be similar in operation to classrooms.

7. Corridor lighting will be comprised of recessed mounted linear fixtures with integral LED source and electronic drivers. The Corridor light level will be designed for approximately 20-foot candles. Corridor lighting will be controlled via time schedules during normal business hours and set to occupancy control thereafter.

8. Cafeteria lighting will be a combination of pendant mounted fixtures with direct only and direct/indirect distribution types. All fixtures shall be provided with integral LED source and electronic drivers. The light levels will be designed for approximately 30 foot candles.

9. Stage and Auditorium theatrical lights with connector strips and a dimming system will be provided for performances. House lighting in Auditorium will be DMX dimmable to black LED and controlled by a theatrical dimming system.

10. Kitchen and Servery lighting will consist of recessed 2'x2' and 2'x4' acrylic lensed gasketed troffers with aluminum frame doors, integral LED source, electronic drivers and NSF rated for food preparation areas. Light levels will be approximately 50 foot candles.

11. Media Center lighting will be a combination of pendant decorative pendant fixtures and recessed fixtures with integral LED source and electronic drivers. The light levels will be designed for approximately 30 foot candles. Daylighting controls will be provided on perimeter light fixtures with 15 feet of glazing

12. Each area will be locally switched and designed for multi-level controls. Each Classroom, Office space, and Toilet room will have occupancy sensors to turn lights off when unoccupied. Occupancy sensors will be set to vacancy mode where required by Energy Code.

13. Daylight dimming sensors will be installed in each room where natural light is available for continuous dimming of light fixtures. The control system will be in accordance with associated LEED credit in indoor environmental quality when lighting within the daylight zone exceeds 150W threshold.

14. The entire school will be controlled with an automatic lighting control system for programming of interior and exterior lights "on and off". Lighting control system will be interfaced with BMS system, and will be demand response capable in accordance with associated LEED credit in Energy and atmosphere.

C. Emergency Lighting System

1. An exterior 300KW, 375KVA (diesel fired emergency generator with sound attenuated enclosure and base tank with alarms will be provided. An integral resistive load bank will be provided for generator testing under load. Light fixtures and LED Exit signs will be installed to serve all egress areas such as Corridors, Intervening Spaces, Toilets, Stairs, and Exit discharge exterior doors. The Administration area lighting will be connected to the emergency generator.

2. The generator power system has been sized to support emergency (life safety), and optional standby building loads. The life safety branch of the emergency system will be provided with a manual transfer switch on the emergency line side of the transfer switch in compliance with NEC 700.3(F).

   a. Emergency (life safety) Power Loads as required by the Code:

      - Emergency exit and egress lighting (interior and building exterior at the exits)

      - Fire alarm system

   b. Standby Power Loads:

- Heating system with associated heat pumps and controls
- Telephone/ data closets and associated A/C equipment
- Communication systems (telephone and public address systems)
- Building DDC system control panels
- Kitchen refrigeration equipment
- Lighting and power in the nurse/medical area
- Security system equipment

D. Site Lighting System: ***LEED Credit SSC8***

1. Fixtures for area lighting will be pole mounted cut-off 'LED' luminaries in the parking area and roadways. Pole heights will be 20 feet. The exterior lighting will be connected to the automatic lighting control system for photocell "ON" and timed "OFF" operation. The site lighting fixtures will be dark sky compliant. The illumination level will be 0.5 foot-candle for parking areas in accordance with the Illuminating Engineering Society.

2. Building perimeter will be 'LED' wall mounted cut-off fixtures over exterior doors for exit discharge.

E. Wiring Devices:

1. Classrooms will have a minimum of (2) duplex receptacles per teaching wall and (2) double duplex receptacles on dedicated circuits at classroom computer workstations. The teacher's workstation will have a double duplex receptacle also on a dedicated circuit.

2. New Office areas will generally have (1) duplex outlet per wall. At each workstation a double duplex receptacle will be provided.

3. Corridors will have a cleaning receptacle at approximately 25-40-foot intervals.

4. Exterior weatherproof receptacles with lockable enclosures will be installed at exterior doors.

5. A system of computer grade panelboards with double neutrals and surge protective devices will be provided for receptacle circuits.

6. Surface mounted raceways will be provided within renovated areas where raceways cannot be concealed in public spaces.

7. All receptacles will be of the tamper resistant type.

F. Fire Alarm System with Mass Notification:

1. A fire alarm/mass notification system and detection system will be provided with 60-hour battery back-up. The system will be of the addressable type where each detection device will be identified at the control panel and remote annunciators by device type and location to facilitate search for origin of alarms. The notification system will be in conformance with NFPA 72 Chapter 24 emergency communications systems.

2. Smoke detectors will be provided in open areas, corridors, stairwells and other egress ways.

3. The sprinkler system will be supervised for water flow and tampering with valves.

4. Speaker/strobes will be provided in egress ways, classrooms, assembly spaces, open areas and other large spaces. Strobe only units will be provided in single toilets and conference rooms.

5. Manual pull stations will be provided at exit discharge doors.

6. The system will be remotely connected to automatically report alarms to the fire department via a Gamewell local energy master box as approved by the fire department.

7. A mass notification system will be provided with separate strobes from the fire alarm system. Audible tone shall be through fire alarm speakers. System activation shall be through panic buttons and card readers with dedicated lockdown key fob.

G. Metering:

1. Measurement devices shall be installed to monitor the electrical energy use for each of the following separately:

   a. Total electrical energy

   b. Sub-metering in accordance with ASHRAE 90.1 paragraph 8.4.3

2. Recording and Reporting:

   a. The electrical energy usage for all loads listed above shall be recorded a minimum of every 15 minutes and reported at least hourly, daily, monthly, and annually. The system shall be capable of maintaining all data collected for a minimum of 36 months.

H. Uninterruptible Power Supply (UPS):

1. One (1) 18 kW, three phase centralized UPS system will be provided with seven minutes of battery back-up.

2. The system will provide conditioned power to sensitive electronic loads, telecommunication systems, bridge over power interruptions of short duration and allow an orderly shutdown of servers and communication systems during a prolonged power outage.

3. The UPS system will also be connected to the stand-by generator.

I. Lightning Protection System:

1. A system of lightning protection devices will be provided.

2. The lightning protection equipment will include air terminals, roof main conductors and down conductors, conduits, fasteners, connectors, ground rods, etc.

3. The facility will be issued a UL Master Label Certificate.

J. Renewable Energy System Provisions:

1. Electrical provisions will be made for a roof mounted renewable energy system consisting of a grid (location on Roof of Addition) connected photovoltaic PV system intended to reduce the facilities demand for power.

K. Two-Way Communications System:

1. A Two-Way Communications System will be provided at the elevator lobbies that do not have grade access. Area of rescue assistance call boxes will be provided at Elevator Lobbies with no grade access. The call boxes connect to a main panel located adjacent to the Fire Alarm annunciator panel.

L. Level 2 AC Dual Electric Vehicle Charging Equipment. (EVSE)

1. Provide provisions for ten (10) dual port EVSE stations fed with 40 ampere feeders back to a EVSE panel. Two protective bollards will be installed at each charging station.

M. Distribution Antennae System (DAS):

1. A public safety radio distributed antenna system (DAS) which consists of bi-directional amplifiers (BDA), donor antennas, coverage antennas, coax cable, coax connectors, splitters, combiners, and couplers. These devices will be used as part of a system for in-building public safety 2-way radio system communication.

5. TESTING REQUIREMENTS

A. The Electrical Contractor shall provide testing of the following systems with the Owner and Owner's Representative present:

- Lighting and power panels for correct phase balance.
- Emergency generator system.
- Lighting control system (interior and exterior).
- Fire alarm system.
- Uninterruptible Power System, UPS.
- Lightning protection system.
- Two-way communication system.
- Distributed Antennae system.

B. Testing reports shall be submitted to the Engineer for review and approval before provided to the Owner.

6. OPERATION MANUALS AND MAINTENANCE MANUALS

When the project is completed, the Electrical Contractor shall provide operation and maintenance manuals to the Owner.

7. RECORD DRAWINGS AND CONTROL DOCUMENTS

When the project is completed, an as-built set of drawings, showing all lighting and power requirements from contract and addendum items, will be provided to the Owner.

8. COMMISSIONING

The project shall be commissioned per Commissioning Section of the specifications.

9. PHASING

A. Cut cap and make safe existing building for demolition by demolition contractor.

ELECTRICAL PK-3: AR.1, N.1

The following is the Electrical Systems narrative, which defines the scope of work and capacities of the Power and Lighting System, as well as, the Basis of Design. The Electrical Systems shall be designed and constructed for ***LEED for Schools*** where indicated on this narrative.

1. CODES

   All work installed under Section 260000 shall comply with the Massachusetts State Building Code and all local, county, and federal codes, laws, statutes, and authorities having jurisdiction.

2. DESIGN INTENT

   The work of Section 260000 is as described in this narrative. All work is new and consists of furnishing all materials, equipment, labor, transportation, facilities, and all operations and adjustments required for the complete and operating installation of the electrical work and all items incidental thereto, including commissioning and testing.

3. SEQUENCE OF OPERATIONS AND INTERACTIONS

   A. Classroom and Corridor lighting will be controlled via "addressable relays", which is achieved through programming networked controls. The control of the relays will be by automatic means, such as an occupancy sensor in each classroom. The system will have a BacNet gateway and will be interfaced with the DDC control system for scheduled functions. The controllability shall be in conformance with credit ***LEED credit IEQC 6.1.***

   B. Automatic control of receptacles based on occupancy will be provided for at least 50% of the receptacles installed in private offices, open offices, conference rooms, rooms used primarily for printing and/or copying functions, break rooms, individual workstations, and classrooms. Controlled receptacles will be marked per NEC 406.3 (E).

   C. Exterior lighting will be controlled by photocell "ON" and "scheduled" for "OFF" operation. The parking area lighting will be controlled by "zones" with dimmable capability. Exterior lights will be addressable and dimmable. Fixtures will be designed and programmed to turn on at dusk utilizing photo sensor input. Fixture shall be turned off based on scheduled preference typically 5AM-6AM. Fixture output shall be scheduled to be reduced by 50% after 12AM. Additional schedule functionality shall be provided based on end user input.

   D. Emergency and Exit lighting will be run through life safety panels and will be "ON" during normal power conditions, as well as power outage conditions. The emergency lighting system will have time control so that lights are "ON" only when the building is occupied.

4. DESCRIPTION OF THE SYSTEMS

Utilities:

1. The new building will be supplied with utility power from the utility company Reading Municipal Light Department (RMLD). The new service will be fed via underground primary duct bank to a pad mounted utility company owned liquid filled transformer.

2. The service electrical transformer will be furnished, installed, owned and maintained by RMLD, and it will be located adjacent to the building as shown on the civil drawings. The transformer will be of the pad- mounted type with a primary voltage of 13.8 kV and a secondary voltage of 480Y/277 volts. The transformer will be sized by the utility company based on the load data provided by The Design team.

3. Concrete pad and grounding grid for the pad-mounted transformer is provided by the Contractor per the RMLD standards.

4. Concrete encased duct bank of the two 4" PVC conduits will be provided by the Electrical Contractor for the primary feeder installation from a utility pole to the pad-mounted transformer. Pre-cast concrete manholes 5' x 5' will be provided by the Contractor to facilitate the primary cables field installation. The duct bank routing is shown on the civil drawings.

5. Utility company will provide a primary feeder cable from the utility manhole to the pad-mounted transformer via the new manhole and terminate the feeder cable on both ends.

6. Transformer secondary feeder of the copper conductors will be installed underground in the duct bank of four 4" PVC conduits from the pad-mounted transformer to the main electrical switchboard located in the main electrical room. The secondary feeder and terminations at the switchboard side will be provided by the Electrical Contractor and terminated at the transformer side by RMLD. The new service will be metered at the transformer secondary voltage.

7. RMLD metering CTs will be installed in a CT section of the switch board, the meter will be located at the direction of the utility company.

8. Telephone, Cable TV, and City Fiber will be fed underground into the building's Main Distribution Frame/Head End Room.

9. Copper conductors shall be utilized for all branch circuit and feeder wiring. Aluminum conductors will be allowed for feeders 100 amperes or over.

10. The building connected electrical load estimate is based on the preliminary building systems design:

Load Type	**KVA**
HVAC Loads (including AHU, Destratification Fans, DCU, Chiller, UH, VRF, Boilers, FCs, Pumps, RTUs, Exhaust Fans, DCU)	1120 KVA
Elevator	31.7 KVA
Exterior Lighting	2.0 KVA
Interior Lighting	70 KVA
General Power	280 KVA
Kitchen	112.5 KVA
EV Charging	144 KVA
Plumbing/Fire Protection (Pumps, etc.)	200 KVA
Total Connected Load	**1,960.2 KVA**

A. Electrical Distribution System:

1. Service ratings for the building are designed for a connected load of 15 watts/S.F. The service capacity will be sized for 2,500 Amperes with an 80% rated main breaker. The main bus will be sized at 3,000 Amperes and will have an available breaker space provision at the end of the switchboard to accommodate a future grid connected photovoltaic array. The switchboard will be furnished with a service entrance surge protection device (SPD) rated at 240 kA and a digital metering unit to monitor voltage, current, power factor, demand KW and with a data communication port for interface with BMS. Main switchboard's short circuit rating will be coordinated with the Utility Company but will be rated for 65 KAIC.

2. New lighting and power panels will be provided to accommodate respective loads. The equipment locations will be in dedicated rooms or closets.

B. Interior Lighting System:

1. The intent of the lighting design is to provide a visual environment for the students and faculty that is supportive of the educational activities within the building. The lighting system will be designed in compliance with the applicable Energy Code and be eligible for the Utility company rebate program.

2. Interior lighting illumination levels will meet the IES recommended values for applicable activity type, be in compliance with the IECC 2021 energy allowances and LEED for Schools control requirements.

PROPOSED ILLUMINATION LEVELS

Location	Average Illumination Levels
Classrooms	30 FC
Offices, Conference Rooms, Library	30 FC
Kitchen	50 FC
Gymnasium	50 FC
Cafeteria	30 FC
Corridors	20 FC
Utility and Storage Rooms	20 FC

3. Classroom lighting fixtures will consist of recessed/surface mounted direct/indirect luminaries with integral LED source and electronic dimmable drivers. The fixtures will be pre-wired for continuous dimming control where natural daylight is available and also for multi-level switching. Two daylight dimming zones will be provided in each classroom.

4. Office lighting fixtures will consist of recessed/surface mounted direct only LED luminaries and electronic drivers for dual-level switching. Offices on the

perimeter with windows will have daylight dimming where lighting within the daylight zone exceeds 150W.

In general, lighting power density will be 20-40% less than IECC 2021. The power density reduction relates to associated LEED credit in energy and atmosphere.

5. Lighting levels will be approximately 30 foot candles in classrooms and offices. The daylight dimming foot-candle level will be in compliance with associated LEED credit in indoor environment quality.

6. Gymnasium lighting will be comprised of direct/indirect fixtures with integral LED source and electronic drivers. The fixtures will be provided with poly carbonate lensing. The light level will be designed for approximately 50 foot candles. Multi-level switching will be provided.

   Daylight dimming will be provided within 15 feet of skylights or glazing where lighting within the daylight zone exceeds 150W. Daylight dimming controls will be similar in operation to classrooms.

7. Corridor lighting will be comprised of recessed mounted linear fixtures with integral LED source and electronic drivers. The Corridor light level will be designed for approximately 20-foot candles. Corridor lighting will be controlled via time schedules during normal business hours and set to occupancy control thereafter.

8. Cafeteria lighting will be a combination of pendant mounted fixtures with direct only and direct/indirect distribution types. All fixtures shall be provided with integral LED source and electronic drivers. The light levels will be designed for approximately 30 foot candles.

9. Stage and Auditorium theatrical lights with connector strips and a dimming system will be provided for performances. House lighting in Auditorium will be DMX dimmable to black LED and controlled by a theatrical dimming system.

10. Kitchen and Servery lighting will consist of recessed 2'x2' and 2'x4' acrylic lensed gasketed troffers with aluminum frame doors, integral LED source, electronic drivers and NSF rated for food preparation areas. Light levels will be approximately 50 foot candles.

11. Media Center lighting will be a combination of pendant decorative pendant fixtures and recessed fixtures with integral LED source and electronic drivers.

The light levels will be designed for approximately 30 foot candles. Daylighting controls will be provided on perimeter light fixtures with 15 feet of glazing

12. Each area will be locally switched and designed for multi-level controls. Each Classroom, Office space, and Toilet room will have occupancy sensors to turn lights off when unoccupied. Occupancy sensors will be set to vacancy mode where required by Energy Code.

13. Daylight dimming sensors will be installed in each room where natural light is available for continuous dimming of light fixtures. The control system will be in accordance with associated LEED credit in indoor environmental quality when lighting within the daylight zone exceeds 150W threshold.

14. The entire school will be controlled with an automatic lighting control system for programming of interior and exterior lights "on and off". Lighting control system will be interfaced with BMS system, and will be demand response capable in accordance with associated LEED credit in Energy and atmosphere.

C. Emergency Lighting System

1. An exterior 500KW, 625KVA *(*diesel fired emergency generator with sound attenuated enclosure and base tank with alarms will be provided. An integral resistive load bank will be provided for generator testing under load. Light fixtures and LED Exit signs will be installed to serve all egress areas such as Corridors, Intervening Spaces, Toilets, Stairs, and Exit discharge exterior doors. The Administration area lighting will be connected to the emergency generator.

2. The generator power system has been sized to support emergency (life safety), and optional standby building loads. The life safety branch of the emergency system will be provided with a manual transfer switch on the emergency line side of the transfer switch in compliance with NEC 700.3(F).

   a. Emergency (life safety) Power Loads as required by the Code:

      - Emergency exit and egress lighting (interior and building exterior at the exits)

      - Fire alarm system

   b. Standby Power Loads:

      - Heating system with associated heat pumps and controls

- Telephone/ data closets and associated A/C equipment
- Communication systems (telephone and public address systems)
- Building DDC system control panels
- Kitchen refrigeration equipment
- Lighting and power in the nurse/medical area
- Security system equipment

D. Site Lighting System: ***LEED Credit SSC8***

1. Fixtures for area lighting will be pole mounted cut-off 'LED' luminaries in the parking area and roadways. Pole heights will be 20 feet. The exterior lighting will be connected to the automatic lighting control system for photocell "ON" and timed "OFF" operation. The site lighting fixtures will be dark sky compliant. The illumination level will be 0.5 foot-candle for parking areas in accordance with the Illuminating Engineering Society.
2. Building perimeter will be 'LED' wall mounted cut-off fixtures over exterior doors for exit discharge.

E. Wiring Devices:

1. Classrooms will have a minimum of (2) duplex receptacles per teaching wall and (2) double duplex receptacles on dedicated circuits at classroom computer workstations. The teacher's workstation will have a double duplex receptacle also on a dedicated circuit.
2. New Office areas will generally have (1) duplex outlet per wall. At each workstation a double duplex receptacle will be provided.
3. Corridors will have a cleaning receptacle at approximately 25-40-foot intervals.
4. Exterior weatherproof receptacles with lockable enclosures will be installed at exterior doors.
5. A system of computer grade panelboards with double neutrals and surge protective devices will be provided for receptacle circuits.
6. Surface mounted raceways will be provided within renovated areas where raceways cannot be concealed in public spaces.
7. All receptacles will be of the tamper resistant type.

F. Fire Alarm System with Mass Notification:

1. A fire alarm/mass notification system and detection system will be provided with 60-hour battery back-up. The system will be of the addressable type where each detection device will be identified at the control panel and remote annunciators by device type and location to facilitate search for origin of alarms. The notification system will be in conformance with NFPA 72 Chapter 24 emergency communications systems.

2. Smoke detectors will be provided in open areas, corridors, stairwells and other egress ways.

3. The sprinkler system will be supervised for water flow and tampering with valves.

4. Speaker/strobes will be provided in egress ways, classrooms, assembly spaces, open areas and other large spaces. Strobe only units will be provided in single toilets and conference rooms.

5. Manual pull stations will be provided at exit discharge doors.

6. The system will be remotely connected to automatically report alarms to the fire department via a Gamewell local energy master box as approved by the fire department.

7. A mass notification system will be provided with separate strobes from the fire alarm system. Audible tone shall be through fire alarm speakers. System activation shall be through panic buttons and card readers with dedicated lockdown key fob.

G. Metering:

1. Measurement devices shall be installed to monitor the electrical energy use for each of the following separately:

   a. Total electrical energy

   b. Sub-metering in accordance with ASHRAE 90.1 paragraph 8.4.3

2. Recording and Reporting:

   a. The electrical energy usage for all loads listed above shall be recorded a minimum of every 15 minutes and reported at least hourly, daily, monthly, and annually. The system shall be capable of maintaining all data collected for a minimum of 36 months.

H. Uninterruptible Power Supply (UPS):

1. One (1) 24 kW, three phase centralized UPS system will be provided with seven minutes of battery back-up.

2. The system will provide conditioned power to sensitive electronic loads, telecommunication systems, bridge over power interruptions of short duration and allow an orderly shutdown of servers and communication systems during a prolonged power outage.

3. The UPS system will also be connected to the stand-by generator.

I. Lightning Protection System:

1. A system of lightning protection devices will be provided.

2. The lightning protection equipment will include air terminals, roof main conductors and down conductors, conduits, fasteners, connectors, ground rods, etc.

3. The facility will be issued a UL Master Label Certificate.

J. Renewable Energy System Provisions:

2. Electrical provisions will be made for a roof mounted renewable energy system consisting of a grid (location on Roof of Addition) connected photovoltaic PV system intended to reduce the facilities demand for power.

K. Two-Way Communications System:

1. A Two-Way Communications System will be provided at the elevator lobbies that do not have grade access. Area of rescue assistance call boxes will be provided at Elevator Lobbies with no grade access. The call boxes connect to a main panel located adjacent to the Fire Alarm annunciator panel.

L. Level 2 AC Dual Electric Vehicle Charging Equipment. (EVSE)

1. Provide provisions for ten (10) dual port EVSE stations fed with 40 ampere feeders back to a EVSE panel. Two protective bollards will be installed at each charging station.

M. Distribution Antennae System (DAS):

1. A public safety radio distributed antenna system (DAS) which consists of bi-directional amplifiers (BDA), donor antennas, coverage antennas, coax cable, coax connectors, splitters, combiners, and couplers. These devices will be used as part of a system for in-building public safety 2-way radio system communication.

5. TESTING REQUIREMENTS

A. The Electrical Contractor shall provide testing of the following systems with the Owner and Owner's Representative present:

- Lighting and power panels for correct phase balance.
- Emergency generator system.
- Lighting control system (interior and exterior).
- Fire alarm system.
- Uninterruptible Power System, UPS.
- Lightning protection system.
- Two-way communication system.
- Distributed Antennae system.

B. Testing reports shall be submitted to the Engineer for review and approval before provided to the Owner.

6. OPERATION MANUALS AND MAINTENANCE MANUALS

When the project is completed, the Electrical Contractor shall provide operation and maintenance manuals to the Owner.

7. RECORD DRAWINGS AND CONTROL DOCUMENTS

When the project is completed, an as-built set of drawings, showing all lighting and power requirements from contract and addendum items, will be provided to the Owner.

8. COMMISSIONING

The project shall be commissioned per Commissioning Section of the specifications.

9. PHASING

A. Cut cap and make safe existing building for demolition by demolition contractor.

ELECTRICAL PK-5: AR.1, N.1

The following is the Electrical Systems narrative, which defines the scope of work and capacities of the Power and Lighting System, as well as, the Basis of Design. The Electrical Systems shall be designed and constructed for ***LEED for Schools*** where indicated on this narrative.

1. CODES

   All work installed under Section 260000 shall comply with the Massachusetts State Building Code and all local, county, and federal codes, laws, statutes, and authorities having jurisdiction.

2. DESIGN INTENT

   The work of Section 260000 is as described in this narrative. All work is new and consists of furnishing all materials, equipment, labor, transportation, facilities, and all operations and adjustments required for the complete and operating installation of the electrical work and all items incidental thereto, including commissioning and testing.

3. SEQUENCE OF OPERATIONS AND INTERACTIONS

   A. Classroom and Corridor lighting will be controlled via “addressable relays”, which is achieved through programming networked controls. The control of the relays will be by automatic means, such as an occupancy sensor in each classroom. The system will have a BacNet gateway and will be interfaced with the DDC control system for scheduled functions. The controllability shall be in conformance with credit ***LEED credit IEQC 6.1.***

   B. Automatic control of receptacles based on occupancy will be provided for at least 50% of the receptacles installed in private offices, open offices, conference rooms, rooms used primarily for printing and/or copying functions, break rooms, individual workstations, and classrooms. Controlled receptacles will be marked per NEC 406.3 (E).

   C. Exterior lighting will be controlled by photocell “ON” and “scheduled” for “OFF” operation. The parking area lighting will be controlled by “zones” with dimmable capability. Exterior lights will be addressable and dimmable. Fixtures will be designed and programmed to turn on at dusk utilizing photo sensor input. Fixture shall be turned off based on scheduled preference typically 5AM-6AM. Fixture output shall be scheduled to be reduced by 50% after 12AM. Additional schedule functionality shall be provided based on end user input.

   D. Emergency and Exit lighting will be run through life safety panels and will be “ON” during normal power conditions, as well as power outage conditions. The emergency lighting system will have time control so that lights are “ON” only when the building is occupied.

4. DESCRIPTION OF THE SYSTEMS

A. Utilities:

1. The new building will be supplied with utility power from the utility company Reading Municipal Light Department (RMLD). The new service will be fed via underground primary duct bank to a pad mounted utility company owned liquid filled transformer.

2. The service electrical transformer will be furnished, installed, owned and maintained by RMLD, and it will be located adjacent to the building as shown on the civil drawings. The transformer will be of the pad- mounted type with a primary voltage of 13.8 kV and a secondary voltage of 480Y/277 volts. The transformer will be sized by the utility company based on the load data provided by The Design team.

3. Concrete pad and grounding grid for the pad-mounted transformer is provided by the Contractor per the RMLD standards.

4. Concrete encased duct bank of the two 4" PVC conduits will be provided by the Electrical Contractor for the primary feeder installation from a utility pole to the pad-mounted transformer. Pre-cast concrete manholes 5' x 5' will be provided by the Contractor to facilitate the primary cables field installation. The duct bank routing is shown on the civil drawings.

5. Utility company will provide a primary feeder cable from the utility manhole to the pad-mounted transformer via the new manhole and terminate the feeder cable on both ends.

6. Transformer secondary feeder of the copper conductors will be installed underground in the duct bank of four 4" PVC conduits from the pad-mounted transformer to the main electrical switchboard located in the main electrical room. The secondary feeder and terminations at the switchboard side will be provided by the Electrical Contractor and terminated at the transformer side by RMLD. The new service will be metered at the transformer secondary voltage.

7. RMLD metering CTs will be installed in a CT section of the switch board, the meter will be located at the direction of the utility company.

8. Telephone, Cable TV, and City Fiber will be fed underground into the building's Main Distribution Frame/Head End Room.

9. Copper conductors shall be utilized for all branch circuit and feeder wiring. Aluminum conductors will be allowed for feeders 100 amperes or over.

10. The building connected electrical load estimate is based on the preliminary building systems design:

Load Type	**KVA**
HVAC Loads (including AHU, Destratification Fans, DCU, Chiller, UH, VRF, Boilers, FCs, Pumps, RTUs, Exhaust Fans, DCU)	1440 KVA
Elevator	31.7 KVA
Exterior Lighting	2.0 KVA
Interior Lighting	90 KVA
General Power	360 KVA
Kitchen	112.5 KVA
EV Charging	144 KVA
Plumbing/Fire Protection (Pumps, etc.)	210 KVA
Total Connected Load	**2,390.2 KVA**

B. Electrical Distribution System:

1. Service ratings for the building are designed for a connected load of 15 watts/S.F. The service capacity will be sized for 3,000 Amperes with an 80% rated main breaker. The main bus will be sized at 4,000 Amperes and will have an available breaker space provision at the end of the switchboard to accommodate a future grid connected photovoltaic array. The switchboard will be furnished with a service entrance surge protection device (SPD) rated at 240 kA and a digital metering unit to monitor voltage, current, power factor, demand KW and with a data communication port for interface with BMS. Main switchboard's short circuit rating will be coordinated with the Utility Company but will be rated for 65 KAIC.

2. New lighting and power panels will be provided to accommodate respective loads. The equipment locations will be in dedicated rooms or closets.

C. Interior Lighting System:

1. The intent of the lighting design is to provide a visual environment for the students and faculty that is supportive of the educational activities within the building. The lighting system will be designed in compliance with the applicable Energy Code and be eligible for the Utility company rebate program.

2. Interior lighting illumination levels will meet the IES recommended values for applicable activity type, be in compliance with the IECC 2021 energy allowances and LEED for Schools control requirements.

PROPOSED ILLUMINATION LEVELS

Location	Average Illumination Levels
Classrooms	30 FC
Offices, Conference Rooms, Library	30 FC
Kitchen	50 FC
Gymnasium	50 FC
Cafeteria	30 FC
Corridors	20 FC
Utility and Storage Rooms	20 FC

3. Classroom lighting fixtures will consist of recessed/surface mounted direct/indirect luminaries with integral LED source and electronic dimmable drivers. The fixtures will be pre-wired for continuous dimming control where natural daylight is available and also for multi-level switching. Two daylight dimming zones will be provided in each classroom.

4. Office lighting fixtures will consist of recessed/surface mounted direct only LED luminaries and electronic drivers for dual-level switching. Offices on the perimeter with windows will have daylight dimming where lighting within the daylight zone exceeds 150W.

In general, lighting power density will be 20-40% less than IECC 2021. The power density reduction relates to associated LEED credit in energy and atmosphere.

5. Lighting levels will be approximately 30 foot candles in classrooms and offices. The daylight dimming foot-candle level will be in compliance with associated LEED credit in indoor environment quality.

6. Gymnasium lighting will be comprised of direct/indirect fixtures with integral LED source and electronic drivers. The fixtures will be provided with poly carbonate lensing. The light level will be designed for approximately 50 foot candles. Multi-level switching will be provided.

   Daylight dimming will be provided within 15 feet of skylights or glazing where lighting within the daylight zone exceeds 150W. Daylight dimming controls will be similar in operation to classrooms.

7. Corridor lighting will be comprised of recessed mounted linear fixtures with integral LED source and electronic drivers. The Corridor light level will be designed for approximately 20-foot candles. Corridor lighting will be controlled via time schedules during normal business hours and set to occupancy control thereafter.

8. Cafeteria lighting will be a combination of pendant mounted fixtures with direct only and direct/indirect distribution types. All fixtures shall be provided with integral LED source and electronic drivers. The light levels will be designed for approximately 30 foot candles.

9. Stage and Auditorium theatrical lights with connector strips and a dimming system will be provided for performances. House lighting in Auditorium will be DMX dimmable to black LED and controlled by a theatrical dimming system.

10. Kitchen and Servery lighting will consist of recessed 2'x2' and 2'x4' acrylic lensed gasketed troffers with aluminum frame doors, integral LED source, electronic drivers and NSF rated for food prepation areas. Light levels will be approximately 50 foot candles.

11. Media Center lighting will be a combination of pendant decorative pendant fixtures and recessed fixtures with integral LED source and electronic drivers. The light levels will be designed for approximately 30 foot candles. Daylighting controls will be provided on perimeter light fixtures with 15 feet of glazing

12. Each area will be locally switched and designed for multi-level controls. Each Classroom, Office space, and Toilet room will have occupancy sensors to turn lights off when unoccupied. Occupancy sensors will be set to vacancy mode where required by Energy Code.

13. Daylight dimming sensors will be installed in each room where natural light is available for continuous dimming of light fixtures. The control system will be in accordance with associated LEED credit in indoor environmental quality when lighting within the daylight zone exceeds 150W threshold.

14. The entire school will be controlled with an automatic lighting control system for programming of interior and exterior lights "on and off". Lighting control system will be interfaced with BMS system, and will be demand response capable in accordance with associated LEED credit in Energy and atmosphere.

D. Emergency Lighting System

1. An exterior 600KW, 750KVA *(*diesel fired emergency generator with sound attenuated enclosure and base tank with alarms will be provided. An integral resistive load bank will be provided for generator testing under load. Light fixtures and LED Exit signs will be installed to serve all egress areas such as Corridors, Intervening Spaces, Toilets, Stairs, and Exit discharge exterior doors. The Administration area lighting will be connected to the emergency generator.

2. The generator power system has been sized to support emergency (life safety), and optional standby building loads. The life safety branch of the emergency system will be provided with a manual transfer switch on the emergency line side of the transfer switch in compliance with NEC 700.3(F).

   a. Emergency (life safety) Power Loads as required by the Code:

      - Emergency exit and egress lighting (interior and building exterior at the exits)
      - Fire alarm system

   b. Standby Power Loads:

      - Heating system with associated heat pumps and controls
      - Telephone/ data closets and associated A/C equipment
      - Communication systems (telephone and public address systems)

- Building DDC system control panels
- Kitchen refrigeration equipment
- Lighting and power in the nurse/medical area
- Security system equipment

E. Site Lighting System: ***LEED Credit SSC8***

1. Fixtures for area lighting will be pole mounted cut-off 'LED' luminaries in the parking area and roadways. Pole heights will be 20 feet. The exterior lighting will be connected to the automatic lighting control system for photocell "ON" and timed "OFF" operation. The site lighting fixtures will be dark sky compliant. The illumination level will be 0.5 foot-candle for parking areas in accordance with the Illuminating Engineering Society.

2. Building perimeter will be 'LED' wall mounted cut-off fixtures over exterior doors for exit discharge.

F. Wiring Devices:

1. Classrooms will have a minimum of (2) duplex receptacles per teaching wall and (2) double duplex receptacles on dedicated circuits at classroom computer workstations. The teacher's workstation will have a double duplex receptacle also on a dedicated circuit.

2. New Office areas will generally have (1) duplex outlet per wall. At each workstation a double duplex receptacle will be provided.

3. Corridors will have a cleaning receptacle at approximately 25-40-foot intervals.

4. Exterior weatherproof receptacles with lockable enclosures will be installed at exterior doors.

5. A system of computer grade panelboards with double neutrals and surge protective devices will be provided for receptacle circuits.

6. Surface mounted raceways will be provided within renovated areas where raceways cannot be concealed in public spaces.

7. All receptacles will be of the tamper resistant type.

G. Fire Alarm System with Mass Notification:

1. A fire alarm/mass notification system and detection system will be provided with 60-hour battery back-up. The system will be of the addressable type where each detection device will be identified at the control panel and remote annunciators by device type and location to facilitate search for origin of alarms. The notification system will be in conformance with NFPA 72 Chapter

24 emergency communications systems.

2. Smoke detectors will be provided in open areas, corridors, stairwells and other egress ways.

3. The sprinkler system will be supervised for water flow and tampering with valves.

4. Speaker/strobes will be provided in egress ways, classrooms, assembly spaces, open areas and other large spaces. Strobe only units will be provided in single toilets and conference rooms.

5. Manual pull stations will be provided at exit discharge doors.

6. The system will be remotely connected to automatically report alarms to the fire department via a Gamewell local energy master box as approved by the fire department.

7. A mass notification system will be provided with separate strobes from the fire alarm system. Audible tone shall be through fire alarm speakers. System activation shall be through panic buttons and card readers with dedicated lockdown key fob.

H. Metering:

1. Measurement devices shall be installed to monitor the electrical energy use for each of the following separately:

   a. Total electrical energy

   b. Sub-metering in accordance with ASHRAE 90.1 paragraph 8.4.3

2. Recording and Reporting:

   a. The electrical energy usage for all loads listed above shall be recorded a minimum of every 15 minutes and reported at least hourly, daily, monthly, and annually. The system shall be capable of maintaining all data collected for a minimum of 36 months.

I. Uninterruptible Power Supply (UPS):

1. One (1) 24 kW, three phase centralized UPS system will be provided with seven minutes of battery back-up.

2. The system will provide conditioned power to sensitive electronic loads, telecommunication systems, bridge over power interruptions of short duration and allow an orderly shutdown of servers and communication systems during a prolonged power outage.

3. The UPS system will also be connected to the stand-by generator.

J. Lightning Protection System:

1. A system of lightning protection devices will be provided.

2. The lightning protection equipment will include air terminals, roof main conductors and down conductors, conduits, fasteners, connectors, ground rods, etc.

3. The facility will be issued a UL Master Label Certificate.

K. Renewable Energy System Provisions:

1. Electrical provisions will be made for a roof mounted renewable energy system consisting of a grid (location on Roof of Addition) connected photovoltaic PV system intended to reduce the facilities demand for power.

L. Two-Way Communications System:

1. A Two-Way Communications System will be provided at the elevator lobbies that do not have grade access. Area of rescue assistance call boxes will be provided at Elevator Lobbies with no grade access. The call boxes connect to a main panel located adjacent to the Fire Alarm annunciator panel.

M. Level 2 AC Dual Electric Vehicle Charging Equipment. (EVSE)

1. Provide provisions for ten (10) dual port EVSE stations fed with 40 ampere feeders back to a EVSE panel. Two protective bollards will be installed at each charging station.

N. Distribution Antennae System (DAS):

1. A public safety radio distributed antenna system (DAS) which consists of bi-directional amplifiers (BDA), donor antennas, coverage antennas, coax cable, coax connectors, splitters, combiners, and couplers. These devices will be used as part of a system for in-building public safety 2-way radio system communication.

5. TESTING REQUIREMENTS

A. The Electrical Contractor shall provide testing of the following systems with the Owner and Owner's Representative present:

- Lighting and power panels for correct phase balance.
- Emergency generator system.
- Lighting control system (interior and exterior).
- Fire alarm system.
- Uninterruptible Power System, UPS.
- Lightning protection system.
- Two-way communication system.
- Distributed Antennae system.

B. Testing reports shall be submitted to the Engineer for review and approval before provided to the Owner.

6. OPERATION MANUALS AND MAINTENANCE MANUALS

When the project is completed, the Electrical Contractor shall provide operation and maintenance manuals to the Owner.

7. RECORD DRAWINGS AND CONTROL DOCUMENTS

When the project is completed, an as-built set of drawings, showing all lighting and power requirements from contract and addendum items, will be provided to the Owner.

8. COMMISSIONING

The project shall be commissioned per Commissioning Section of the specifications.

9. PHASING

A. Cut cap and make safe existing building for demolition by demolition contractor.

PLUMBING SYSTEMS – PK-K AR.1

The Plumbing System will be designed in accordance with the Fuel Gas and Plumbing Code, 248 CMR and Latest addition of National Fuel Gas Code NFPA 54. Although most of the plumbing systems are working adequately at this time, however If it is anticipated that major modifications are planned for this building then the plumbing systems should be considered for an overall upgrade and a complete fire protection system to be installed.

Domestic Cold-Water Service:

PK-K AR.1- The building has 3" domestic water service and enters in the Boiler Room and goes through meter and pressure reducing valve prior to feeding the building domestic water load.

PK-3 AR.1 - The building has 2.5" domestic water service and enters in the storage of cafeteria and goes through meter and pressure reducing valve prior to feeding the building domestic water load.

PK-5 AR.1 - The building has 4" domestic water service and enters in the Boiler Room and goes through meter and pressure reducing valve prior to feeding the building domestic water load.

Under this option, a new reduced pressure backflow preventer will be installed to the main domestic water supply to protect the service (per the DEP regulation 310 CMR 22). Boiler water feed and make-up, and any other mechanical take-Offs will branch off through a reduced pressure-principal backflow preventer. The majority of the existing cold-water piping distributed throughout the building will be replaced with new piping under this option. Domestic cold water inside the building will be "L" type copper tube with wrought or cast copper fittings. All cold water piping will be insulated to prevent condensation.

Domestic Hot Water Service:

PK-K AR.1 and PK-3 AR.1 - The existing hot water heaters will be replaced with three new electrical water heaters in the mechanical room. The water heaters will be manifolded together and connected to the hot water supply piping. The water heater will 45 KW each will have 120-gallon ASME tank, 205 GPH in capacity similar to A.O Smith DSE120A.

PK-5 AR.1 - The existing hot water heaters will be replaced with four new electrical water heaters in the mechanical room. The water heaters will be manifolded together and connected to the hot water supply piping. The water heater will 80 KW each will have 120-gallon ASME tank, 204 GPH in capacity similar to A.O Smith DSE120A.

The domestic hot water distribution will have 120°F water supply / recirculation systems in the building. The hot water will be distributed to all new plumbing fixtures including kitchen appliances, custodian room sinks, locker room, lavatories and classroom sinks. The kitchen dishwasher and 3-Compartment sink will be provided with the electrical booster heater and will be located near the kitchen area. Domestic hot water will be distributed in "L" type copper tube with wrought or cast copper fittings. The hot water (HW) and re-circulating (HWC) piping will be insulated per IECC20021.

Roof Storm Drainage:

The roof drains all seem to be relatively in good condition. The drains consisted of cast metal dome tops, flashing clamps/ gravel stops and cast-iron bodies. The majority of the roof drains and piping will be reused. Underground storm piping will be video inspected for the condition and will be addressed accordingly.

The surface of the roof deck of new addition will be drained with dual level promenade drains. A roof with parapet walls will have overflow drains. Overflow drains will be extended to exterior wall with nozzle. The rainwater system will be sized to handle a rainfall rate of 4 inches per hour, with a total runoff from the main roof and the roof deck of just under 1 cubic foot per second. The storm system will be installed in cast iron piping with all horizontal piping insulated to prevent condensation. The storm system will exit at various location of the building and connect to the site storm water collection system.

Sanitary:

The existing underground piping will be video inspected for its condition and the majority of the building will be reused. The existing sanitary waste system is pumped and by gravity and exit the building to street sewer system. Existing Sewer ejector pumps will be replaced with new ejector pumps. A new dedicated grease waste line will be installed to collect grease laden wastewater from the Kitchen appliances and fixtures. The grease line will exit the building and will be connected to the new exterior grease trap outside the building. For culinary sink or prep sinks grease tarp will be provided at the source. A new 5,000-gallon capacity outdoor grease interceptor will be placed on the site to intercept grease laden waste prior connection to site sewer system.

Art room sinks will be provided with solid interceptor. The above ground sanitary drainage and vent will be piped in cast iron with “no-hub” joints (3” or larger). Piping smaller than 3 inch will be piped in copper. Piping below floor shall be weight cast iron hub and spigot.

Fixtures and Fixture Count:

All existing plumbing fixtures will be removed and replaced with a new plumbing fixture. The number of plumbing fixtures will be added in the facility to accommodate population of male students and female students and shall be in accordance with 248 CMR Paragraph 10.10, Table 1.

Plumbing fixtures will be equipped with the following water conserving features (for 30% indoor water use reduction-LEED-V4, Credit 2).

Water Closet	Urinals	Lavatory

Dual Flush Valve (Sloan WES-111, 1.6 gpf up and 1.1 gpf down) Or Electronic sensor 1.28 gpf flush valve (Sloan 8111-1.28)	Electronic sensor ultra low flow flush valve type- 0.25gpf (Sloan WEUS 1002) Or Waterfree Urinals (Sloan WES-1000)	Sloan Optima ETF-600-electronic sensor activated, hand washing faucet with integral spout temperature mixer, 0.5 gpm flow restricting aerator spray head and field adjustable run time limit setting.

Water closets and urinals will be commercial vitreous china, wall hung (ADA compliant). Lavatories will be self-rimming counter top mounted china. Each floor will include a janitor's closet with a corner mop service basin. Toilet cores on each floor will include alcove-recessed electric water cooler, in a high-low handicapped accessible configuration to meet MAAB requirement.

All toilet and mechanical rooms will have floor drains complete with trap primers.

The boiler room will include service sink and eyewash station.

All classrooms will include a sink.

Plumbing roughing connections and faucets will be provided to each kitchen appliance requiring plumbing work. Non-freeze wall hydrants will be provided along the exterior wall of the school building.

PLUMBING SYSTEMS – New Construction PK-K N.1, PK-3 N.1, PK-5 N.1

The Plumbing System will be designed in accordance with the Fuel Gas and Plumbing Code, 248 CMR and Latest addition of National Fuel Gas Code NFPA 54. Although most of the plumbing systems are working adequately at this time, however If it is anticipated that major modifications are planned for this building then the plumbing systems should be considered for an overall upgrade and a complete fire protection system to be installed.

Domestic Cold-Water Service:

The building will have a new 6" domestic water supply and will enter into the facility through boiler room. Reduced Pressure Backflow Preventer will be provided to the main domestic water supply to protect the service (per the DEP regulation 310 CMR 22). Potable water will meet both the NSF 61 and NSF 372 standards for lead free safe drinking water Act. Boiler water feed and make-up, and any other mechanical take-Offs will branch off through a reduced pressure-principle backflow preventer.

Domestic cold water inside the building will be "L" type copper tube with wrought or cast copper fittings. All cold water piping will be insulated to prevent condensation.

Domestic Hot Water Service:

Three new electrical water heaters will be manifolded together and connected to the hot water supply piping. Options to use water source heat pump with geothermal loop will be investigated at later stage. The water heater will 80 KW each will have 120-gallon ASME tank, 204 GPH in capacity similar to A.O Smith DSE120A. The domestic hot water distribution will have120°F water supply / recirculation systems in the building. The hot water will be distributed to all new plumbing fixtures including kitchen appliances, custodian room sinks, locker room, lavatories and classroom sinks. The kitchen dishwasher and 3-Compartment sink will be provided with the electrical booster heater and will be located near the kitchen area. Domestic hot water will be distributed in "L" type copper tube with wrought or cast copper fittings. The hot water (HW) and re-circulating (HWC) piping will be insulated per IECC20021.

Roof Storm Drainage:

The surface of the roof deck of new addition will be drained with dual level promenade drains. A roof with parapet walls will have overflow drains. Overflow drains will be extended to exterior wall with nozzle. The rainwater system will be sized to handle a rainfall rate of 4 inches per hour, with a total runoff from the main roof and the roof deck of just under 1 cubic foot per second. The storm system will be installed in cast iron piping with all horizontal piping insulated to prevent condensation. The storm system will exit at various locations of the building and connect to the site storm water collection system.

Sanitary:

The sanitary waste system will drain by gravity and will run to exit the building and connect to the sewer system at the site. A dedicated grease waste line will be installed to collect grease laden waste water from the Kitchen appliances and fixtures. The grease line will exit the building adjacent to the Sanitary Sewer and will be connected to an exterior grease trap outside the building. For culinary sink or prep sinks grease tarp will be provided at the source. A new 5,000-gallon capacity outdoor grease interceptor will be placed on the site to intercept grease laden waste prior connection to site sewer system.

Art room sinks will be provided with solid interceptors. Sinks from auto maintenance shop will have gas/oil interceptor in sanitary waste line. Chamber vents from the interceptor will be routed to the roof independent from the rest of the sanitary waste. The above ground sanitary drainage and vent will be piped in cast iron with "no-hub" joints (3" or larger) . Piping smaller than 3 inch will be piped in copper. Piping below floor shall be weight cast iron hub and spigot.

Fixtures and Fixture Count:

The number of plumbing fixtures will be added in the facility to accommodate population of male students and female students and shall be in accordance with 248 CMR Paragraph 10.10, Table 1.

Plumbing fixtures will be equipped with the following water conserving features (for 30% indoor water use reduction-LEED-V4, Credit 2).

Water Closet	Urinals	Lavatory
Dual Flush Valve (Sloan WES-111, 1.6 gpf up and 1.1 gpf down) Or Electronic sensor 1.28 gpf flush valve (Sloan 8111-1.28)	Electronic sensor ultra low flow flush valve type- 0.25gpf (Sloan WEUS 1002) Or Waterfree Urinals (Sloan WES-1000)	Sloan Optima ETF-600-electronic sensor activated, hand washing faucet with integral spout temperature mixer, 0.5 gpm flow restricting aerator spray head and field adjustable run time limit setting.

Water closets and urinals will be commercial vitreous china, wall hung (ADA compliant).

Lavatories will be self-rimming countertop mounted china. Each floor will include a janitor's closet with a corner mop service basin. Toilet cores on each floor will include alcove-recessed electric water cooler, in a high-low handicapped accessible configuration to meet MAAB requirement.

All toilet and mechanical rooms will have floor drains complete with trap primers.

The boiler room will include service sink and eyewash station.

All classrooms will include a sink.

Plumbing roughing connections and faucets will be provided to each kitchen appliance requiring plumbing work. Non-freeze wall hydrants will be provided along the exterior wall of the school building.

PROPOSED FIRE PROTECTION SYSTEMS – All options

All work installed under Fire protection section shall comply with the latest edition of MA State Building Code, NFPA and all other, county, and federal codes, laws, statutes, and authorities having jurisdiction. All Fire Protection work is new and consists of furnishing all materials, equipment, labor, transportation, facilities, and all operations and adjustments required for the complete and operating installation of the Fire Protection work and all items incidental thereto, including commissioning and testing.

System Description

The building will be served from the new 6" fire service line from the street. Cross connection control shall be provided by use a supervised double check valve assembly backflow preventer on the fire service as it enters the building in a Water Service room adjacent to the exterior building wall. The entire building shall be protected throughout with a wet automatic fire suppression system. The system will be designed in accordance with NFPA Standard 13, 2019, the latest Massachusetts State Building Code and local jurisdiction.

A new fire service line from the street will be installed to a water service room. The room will have a supervised double check valve assembly backflow preventer and wet riser check valve. From there, the fire protection pipe will run to each stairway, and then up through the stairways as standpipes. Sprinklers will be supplied from the standpipes in the stairs. Floor control valve stations, consisting of a monitored shut-off valve, flow switch and an Inspector's test valve and sight glass, will be provided at multiple stairs at each floor, take-off from the standpipe system. Each floor control valve will cover a maximum of 52,000 sq.ft. area in each floor per NFPA 13, 2019.

A fire department Siamese pumper connection will be provided at the exterior wall near site hydrant. The FDC will either be wall-mount or free-standing, depending on the final details and the preference of the Fire Department AHJ. An 8" electric bell will be provided on the exterior.

Furnish and install all Supervisory Switches, Flow Switches, Pressure Switches, and other Alarm Devices. Install all such devices on the piping and coordinate with the Electrical Subcontractor who shall wire all such devices to the Fire Alarm System. Every shutoff valve installed on this project shall have a supervisory trouble switch wired to the Fire Alarm Panel.

Hydrant flow test shall be performed to confirm street water pressure and flow are adequate. If the street water is not adequate, a fire pump will be required. If a fire pump is deemed required, a 200 sq. ft. dedicated room with exterior access will be needed.

Basis of design

The corridors, classrooms, lobbies, toilet rooms, Gym, Cafeteria, and offices are considered Light Hazard occupancy. The mechanical rooms, kitchen, science classrooms, Locker rooms, and storage rooms are considered Ordinary Hazard Group 1.

Required Design Densities:

Light Hazard Areas = 0.10 GPM over 1,500 s.f.

Ordinary Hazard Group 1 = 0.15 GPM over 1,500 s.f.

Sprinkler spacing (max.):

Light Hazard Areas = 225 s.f.

Ordinary Hazard Areas = 130 s.f.

Piping

Sprinkler piping 1-1/2 in. and smaller shall be ASTM A-53, Schedule 40 black steel pipe. Sprinkler/standpipe piping 2 in. and larger shall be ASTM A-135, Schedule 10 black steel pipe.

Fittings

Fittings on fire service piping, 2 in. and larger, shall be Victaulic Fire Lock Ductile Iron Fittings conforming to ASTM A-536 with integral grooved shoulder and back stop lugs and grooved ends for use with Style 009-EZ or Style 005 couplings. Branch line fittings shall be welded or shall be Victaulic 920/920N Mechanical Tees. Schedule 10 pipe shall be roll grooved. Schedule 40 pipe, where used with mechanical couplings, shall be roll grooved and shall be threaded where used with screwed fittings. Fittings for threaded piping shall be malleable iron screwed sprinkler fittings.

Standpipe

Standpipes will be supplied in all required egress stairs. Standpipes would be designed in accordance with NFPA Standard 14, 2019, and local Fire Department requirements. Standpipes will be located in each required egress stairway. Additionally, standpipes will be located so that no part of the building is more than 200 feet from a standpipe valve. Each standpipe will be equipped with a 2 1/2" fire department hose valve with 1 1/2" reducer at the stair floor landing. Because the building is not a high rise, there is no minimum pressure requirement for the standpipes. A roof manifold connection will be provided per NFPA 14 at the roof.

Sprinklers

Sprinkler heads in areas with finished ceilings will be concealed pendant type and in areas with no suspended ceilings will be upright sprinkler heads. All sprinklers will be quick response heads. Sprinkler heads in mechanical rooms and Gym will be provided with Wire guards.

Fire protection piping

The fire protection piping will be schedule 40 piping with threaded fittings for any piping sized 1½" and less. For sizes over 2", schedule 10 piping with roll grooved fittings and couplings will be used. All valves controlling the flow of water will be equipped with supervisory devices that report to the Fire Alarm system. Kitchen hood will be protected with a dry agent "Ansul R-102" packaged hood suppression system.

PROPOSED TECHNOLOGY SYSTEMS

All construction options will require the following technology systems:

Voice/Data Structured Cabling System

Voice/data outlets shall be installed in all academic and administrative spaces including but not limited to all classrooms and instructional areas, large group assembly spaces, gym, cafeteria, and Library -Media Center. Voice/data outlets shall be installed at every desk workstation in all offices.

Pathways between each Intermediate Distribution Frame (IDF) Room and the Main Distribution Frame (MDF) Room will be furnished and installed using conduit between rooms and the above-finished ceiling of main corridors, as well as conduits between floors and above finished ceilings of main corridors. 24-strand OM4 multimode and 12-strand Single mode fiber optic cabling, as well as multi-pair voice riser cable, shall be installed between each IDF and the MDF. Fiber patch panels and voice cross-connect blocks shall be installed in Rooms for terminating fiber and multi-pair riser cable.

Data drops shall be furnished and installed including a voice drop for a telephone in each classroom and instructional space.

In new construction areas with new CMU or gypsum walls, furnish and install in-wall two gang outlet boxes, plaster ring, 1" conduit to nearest accessible ceiling, insulating bushings and pull line for all voice/data outlet locations. In repaired and renovated spaces, outlets will be surface mounted utilizing surface mounted boxes and conduit or surface mount raceway, which shall be directly attached to the surface of the walls between the finished ceiling and the outlet. If nearby accessible ceilings are not feasible, conduits may be extended to the nearest accessible ceiling or directly to the nearest IDF room.

A structured cabling system shall be provided consisting of Category 6A voice/data cable, Category 6A modular jacks, Category 6A patch panels, wiring blocks, racks, fiber optic cable, fiber patch panels, 2-post and 4-post open equipment racks, device plates, outlet boxes, conduit, for a complete and fully functional voice/data/video structured cabling system.

Provide structured cabling for wireless access points to be located on ceilings and wall enclosures at designated locations throughout the building to ensure 100% coverage. Provide two Category 6A data cables/jacks at the wireless access point outlet for connection of a future Wireless Access Point to the building Local Area Network.

Preparation for Instructional Video Presentation Equipment

Video presentation equipment and cabling shall be specified and procured as part of the equipment phase of the project for all instructional spaces including but not limited to classrooms, small group meeting spaces, SPED rooms, Library, and conference rooms, etc. Therefore, all academic and

administrative areas designated to receive video presentation equipment shall be prepared to accommodate either ultra-short throw interactive projectors or LED flat panel display technology during construction.

This will include providing conduit pathways, back boxes, and power to support video presentation equipment, and shall include but not be limited to providing empty double gang outlet boxes at the projector or flat panel device and at a separate location for making connections to the display device, plaster rings, 1¼" conduit to nearest accessible ceiling, insulating bushings, and pull line for all future system video cabling.

Digital Signage System

Data outlets and power receptacles shall be installed in strategic areas to support the installation of Digital Signage displays. Data outlets shall consist of Category 6A cable, devices plates, outlet boxes, conduit, etc.

The Digital Signage System shall consist of 55" and 65" LED flat panel display with easy to manage signage player and/or software.

Gymnasium Local Sound and Projection System

A dedicated local sound system for the Gymnasium shall be installed and shall include an amplifier, overhead program playback speakers, Bluetooth for mobile device connections, wireless microphone system, dedicated microphone outlets and an assistive listening system mounted in a sound system rack with a lockable door. A portable high-lumen projector on a cart shall be provided for use in the Gym during the equipment phase.

Cafeteria Local Sound and Projection System

A dedicated local sound system for the Cafeteria shall be furnished and installed, and shall include an amplifier, program playback as well as voice lift speakers, Bluetooth for mobile device connections, wireless microphone system, dedicated hardwired microphone outlets and an assistive listening system mounted in a sound system rack with a lockable door.

A permanently mounted high lumen projector and a built-in tensioned motorized projection screen will be provided in the Cafeteria with user connection plates and a system interface to control the selection of video sources and system volume.

Master Clock and Distributed Communication System

A master clock system with connections to the internet for synchronizing time shall be included in the building. Low voltage secondary clocks shall be installed in all academic and administrative spaces, and in all common spaces such as conference rooms, library, gymnasium, and cafeteria. The master clock shall be located in the MDF room.

A distributed communication system shall be furnished and installed with public address speakers located in all classrooms and instructional spaces, offices, administrative areas, conference rooms, library, gymnasium, cafeteria and main corridors. Talkback speakers with a call in switch shall be furnished and installed in all academic classroom and instructional spaces. The distributed communication system central equipment shall be in the MDF room. The system shall be integrated with the telephone system so that public address announcements can be initiated from any telephone handset using an access code. The system shall be interfaced to the Master Clock system for generating scheduled bell tones over the distributed communication system speakers.

Video Intercom and Door Control System

A video intercom system shall be installed at the school's main entry doors to provide administrators with a means of communicating with visitors to the school before allowing entry. The system shall provide a way to interact with visitors while receiving visual verification. The system shall also provide administrators with the ability to unlock doors for visitors remotely. The system shall include door stations with both intercom speakers and camera, master control stations with visual display and control buttons, and all low voltage cabling and power supplies. The door vendor shall provide electronic door latch hardware.

Integrated Security System

Intrusion Detection: A complete intrusion detection system shall be furnished and installed to include but not be limited to magnetic door contacts, motion detectors, sirens, alarm keypads for arming and disarming the system, conduit and wire. Magnetic door contacts shall be installed on all exterior doors. Motion detectors shall be installed in corridors, lobbies and all exterior ground level rooms with windows. This may involve a proprietary request so that the system matches existing intrusion detection system equipment installed in other buildings.

Video Surveillance: A complete video surveillance system shall be furnished and installed to include but not be limited to a server and software, color IP cameras, dedicated network switches, and adequate network storage for archiving video. Interior IP cameras at all egress doors and corridors shall be furnished and installed. Exterior cameras shall be furnished and installed around the exterior of the building. Dedicated Ethernet switches with Power over Ethernet (PoE) ports shall provide power and connectivity to all IP security cameras to the server. A Network Video Recorder (NVR), Video Management Software (VMS), and client software shall be included. The NVR shall be large enough to store thirty (30) days of image storage at 15 fps. A cabinet/rack shall be provided in the MDF to house the main equipment including the NVR, rack-mounted monitor, and a UPS system. Conduit and cabling for security camera surveillance system shall be provided under the voice/data structured cabling system. This may involve a proprietary request so that the system matches existing surveillance video system equipment installed in other buildings.

Access Control: A complete access control system shall be furnished and installed at designated door locations. The system shall include Card/Proximity Readers, all low voltage cabling, and power supplies, a system server with management software. The door hardware vendor shall provide electronic door latch hardware and Request to Exit devices. This may involve a proprietary request so that the system matches existing access control systems installed in other buildings.

A complete conduit system including back boxes pull lines, plaster rings, and as required to support all security system devices shall be furnished and installed.

Classroom Speech Reinforcement System

A speech reinforcement system shall be provided in all classrooms size instructional spaces. The system shall consist of an amplifier/speaker assembly installed in the finished ceiling utilizing an integrated and dedicated wireless technology, wireless media connector, and two wireless microphones, one lapel microphone for the teacher and another handheld microphone for students.

The system will amplify the teacher's voice to increase intelligibility, while lessoning vocal strain, as well as provide enhanced program audio playback for multimedia presentations in the classrooms.

School Network Switches and Wireless Access Points

All modern building systems, including but not limited to lighting, HVAC, security, etc., require network connectivity to the internet to function properly.

Therefore, building-wide Network Switches shall be provided, which will deliver network connectivity to voice and data outlets, wireless access points, VoIP telephone handsets, as well as for all building management systems. The Network switch design will also include multiple 10GbE connections over fiber between IDF Rooms and the MDF room.

The network switches and wireless access points most recently implemented in the district are Cisco and Meraki, respectively. If these are district standards to be maintained, they should be included as proprietary items for any future building project.

Telephone and Voicemail System

A telephone system shall include telephone handsets in all classrooms and instructional spaces; at all administrative/staff office workstations, and in all common areas such as conference rooms, library media center, and cafeteria. The telephone system shall be capable of Voice over IP. All headend equipment, including a voicemail system shall be installed in the MDF. This may involve a proprietary request so that the telephone system matches existing telephone system equipment installed in other buildings.

The system shall be integrated with the Distributed Communication System so that public address announcements can be made from any telephone system handset with the proper access codes entered at the handset.

TECHNOLOGY SYSTEMS PROCURED AND INSTALLED DURING THE EQUIPMENT PHASE (FF&E PHASE):

Instructional Video Presentation Equipment

Video presentation equipment shall be installed at all teaching stations including classrooms, SPED rooms, and library media center. Equipment may include interactive projectors mounted over whiteboards and/or interactive flat panels mounted to the wall or on free standing mobile stands. Specialized cabling extending between the displays and wall mounted interface outlets will be included. Smaller spaces such as conference rooms and small group meeting spaces are ideal for the use of interactive flat panel displays rather than projectors. Document cameras shall be provided for all instruction spaces.

Computer Network Equipment

Computer network equipment shall include but not be limited to wireless access points and controllers, servers, network storage, teacher and staff computers, teacher tablets, teacher Chromebooks, student computers, student tablet, and student Chromebooks.

Computer Carts and Lockers

Storage and Charging Carts and Lockers will be purchased for securing and charging student tablets, Chromebooks, and computer laptops. Lockers provide a means for securely storing and charging student devices in classrooms, while carts offer portability and flexibility in utilizing the technology within the school.

Network Copier/Printer Equipment

Large Copier/Printers shall be supplied and supplemented with smaller workgroup laser printers and personal laser printers in key administrative areas.

Portable Video Presentation System

High lumen projector with laptop computer and video connections on a mobile cart for use in the Gym and other areas of the school.

Cafeteria Point of Sale Equipment

Electronic Cash Register for processing the purchase of school meals shall be provided.

Visitor Management System

A visitor management system for providing the ability to scan visitor's picture identifications (driver's license) and printing visitor credentials while on school premises shall be provided.

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Total Project Budget and Construction Cost Estimate

The Designer's cost estimating consultant, PM+C, developed cost estimates for each of the options using the Uniformat II Elemental Classification. The cost estimate is attached at the end of this section. A summary of the Construction Cost and Project Costs for each option are noted below in Table 1 – Summary of Preliminary Design Pricing. For Capital Improvements Only Options (PK-K R.1, PK-3 R.1, PK-5 R.1), the estimated cost was developed based on the needs identified in the initial existing conditions study published in the PDP report.

Estimated total project costs were developed for each option to include factors pertaining to swing space if needed, site work, relocation of fields and amenities, demolition of buildings, and other cost specifically associated with each specific Design Option. Refer to Notes below the table for additional considerations included in each option.

The Total Project Budget for Option PK-K R.1 – Repair Only (Capital Improvement Program) for Elementary School Grades PreK-K (130+) at the Wildwood Site is $28,278,192.

The Total Project Budget for Option PK-K AR.1 – Addition-Renovation Concept at the Wildwood Site for Elementary School Grades PreK-K (130+) is $85,399,604.

The Total Project Budget for Option PK-K N.1 – New Construction at the Wildwood Site Elementary School Grades PreK-K (130+) is $91,978,349.

The Total Project Budget for Option PK-3 R.1 – Repair Only (Capital Improvement Program) for Elementary School Grades PreK-3 (510+) at the Woburn School Site is $41,383,407.

The Total Project Budget for Option PK-3 AR.1 – Addition-Renovation Concept for Elementary School Grades PreK-3 (510+) at the Woburn School Site is $134,538,135.

The Total Project Budget for Option PK-3 N.1 – New Construction Concept for Elementary School Grades PreK-3 (510+) at the Woburn School Site is $150,076,693.

The Total Project Budget for Option PK-5 R.1 – Repair Only at North Intermediate School (Capital Improvement Program) Elementary School Grades PreK-5 (755+) is $34,141,749.

The Total Project Budget for Option PK-5 AR.1 – Addition-Renovation Concept at North Intermediate School for Elementary School Grades PreK-5 (755+) is $178,191,764.

The Total Project Budget for Option PK-5 N.1 – New Construction Concept at North Intermediate School for Elementary School Grades PreK-5 (755+) with a 12,000 sf Gymnasium is $186,619,347.

Table 1 – Summary of Preliminary Design Pricing

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat Etc. ($*)	Estimated Total Construction** ($*)	Estimated Total Project Costs ($)
Option PK-K R.1 (Wildwood ECC Only)	29,302 sf	29,302 sf $ 565.67 $/sf	- sf $ - $/sf	$ 5,177,119	$ 21,752,381 $ 742.35 $/sf	$ 28,278,096
Option PK-K AR.1 (Wildwood Site)	64,935 sf	18,709 sf $ 676.99 $/sf	46,226 sf $ 742.15 $/sf	$ 18,719,709	$ 65,692,141 $ 1,011.66 $/sf	$ 85,399,783
Option PK-K N.1 (Wildwood Site)	64,935 sf	- sf $ - $/sf	64,935 sf $ 796.95 $/sf	$ 19,002,628	$ 70,752,576 $ 1,089.59 $/sf	$ 91,978,349
Option PK-3 R.1 (Woburn Street Only)	53,771 sf	53,771 sf $ 457.25 $/sf	- sf $ - $/sf	$ 7,246,762	$ 31,833,552 $ 592.02 $/sf	$ 41,383,617
Option PK-3 AR.1 (Woburn Street Site)	115,293 sf	47,352 sf $ 570.48 $/sf	67,941 sf $ 741.34 $/sf	$ 26,109,841	$ 103,490,591 $ 897.63 $/sf	$ 134,537,768
Option PK-3 N.1 (Woburn Street Site)	115,293 sf	- sf $ - $/sf	115,293 sf $ 773.99 $/sf	$ 26,208,350	$ 115,443,979 $ 1,001.31 $/sf	$ 150,077,173
Option PK-5 R.1 (North Intermediate Only)	55,541 sf	55,541 sf $ 355.33 $/sf	- sf $ - $/sf	$ 6,527,756	$ 26,263,140 $ 472.86 $/sf	$ 34,142,081
Option PK-5 AR.1 (North Intermediate Site)	163,573 sf	29,201 sf $ 562.46 $/sf	134,372 sf $ 720.69 $/sf	$ 23,805,229	$ 137,070,180 $ 837.98 $/sf	$ 178,191,234
Option PK-5 N.1 (North Intermediate Site)	163,573 sf	- sf $ - $/sf	163,573 sf $ 729.85 $/sf	$ 24,169,287	$ 143,553,041 $ 877.61 $/sf	$ 186,618,953

NOTE 1: All options assume and include Ch.149A - CM at Risk procurement as a more conservative approach until the School Building Committee votes on whether to use that method of procurement or proceed with Ch 149 Design-Bid-Build procurement.

NOTE 2: The abatement and demolition of any decommissioned sites were requested but are not included in these estimates. The separate construction cost for that scope is as follows:

Wildwood Site	$2.6M
Woburn Street Site	$3.1M

The Wilmington Community has expressed their desire for an affordable project. The design team will continue to refine the design to meet the Owner's program and design goals with the most educationally appropriate and cost-effective design. We will look for opportunities to simplify construction techniques and assembly sequences, reduce or eliminate detail ambiguities that increase costs, propose value-oriented materials that are still durable and attractive, and stick to established materials and systems that the trades are familiar with.

PSR Submission Estimate

Wildwood Elementary School Project

Westwood, MA

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

Dore & Whittier

July 22, 2024

Wildwood Elementary School Project 22-Jul-24
Westwood, MA

PSR Submission Estimate

INTRODUCTION

NOTE: The costs for the various PSR 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 PSR cost analysis. The costs outlined in this report should not be represented as the FINAL construction budget.

This PSR Design Submission cost estimate was produced from narratives and outline drawings received July 3rd, 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
- Treatment of contaminated water
- Demarcation fabric/soil capping
- Ground improvements
- 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)

Wildwood Elementary School Project
Westwood, MA

22-Jul-24

PSR 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 ECC	Dec-26		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	7.7%				$1,082,712
SUB-TOTAL					$17,253,091
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		18	Months	$150,000	$2,700,000
GENERAL REQUIREMENTS	3.0%				$517,593
PHASING					NR
BONDS	0.9%				$155,278
GENERAL LIABILITY INSURANCE	1.1%				$189,784
PERMIT					WAIVED
SUB-TOTAL					$20,815,746
CM FEE	2.5%				$520,394
GMP Contingency	2.0%				$416,315
TOTAL OF ALL CONSTRUCTION			29,302	$742.35	**$21,752,455**

PMC - Project Management Cost

PM&C

Wildwood Elementary School Project
Westwood, MA

22-Jul-24

PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION PK-K AR.1: ADDITION + RENOVATION - WILDWOOD EARLY CHILDHOOD CENTER					
NEW ADDITION	Dec-26		46,226	$533.92	$24,681,087
RENOVATION			18,709	$487.04	$9,112,035
PARTIAL DEMOLITION			10,593	$12.00	$127,116
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$11,932,469
SUB-TOTAL			64,935	$730.00	$47,402,707
DESIGN AND PRICING CONTINGENCY	12.0%				$5,688,325
ESCALATION	7.67%				$3,635,788
SUB-TOTAL					$56,726,820
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		22	Months	$150,000	$3,300,000
GENERAL REQUIREMENTS	3.0%				$1,701,805
PHASING					NR
BONDS	0.9%				$510,541
GENERAL LIABILITY INSURANCE	1.1%				$623,995
PERMIT					WAIVED
SUB-TOTAL					$62,863,161
CM FEE	2.5%				$1,571,579
GMP Contingency	2.0%				$1,257,263
TOTAL OF ALL CONSTRUCTION			64,935	$1,011.66	**$65,692,003**

PMC - Project Management Cost

PM&C

Wildwood Elementary School Project
Westwood, MA

22-Jul-24

PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION PK-K N.1: NEW CONSTRUCTION - WILDWOOD EARLY CHILDHOOD CENTER					
NEW BUILDING	Dec-26		64,935	$547.50	$35,551,869
DEMOLITION			29,302	$10.00	$293,020
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$12,038,375
SUB-TOTAL			64,935	$761.27	$49,433,264
DESIGN AND PRICING CONTINGENCY	12.0%				$5,931,992
ESCALATION	7.67%				$3,791,531
SUB-TOTAL					$59,156,787
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		20	Months	$150,000	$3,000,000
GENERAL REQUIREMENTS	3.0%				$1,774,704
PHASING					NR
BONDS	0.9%				$532,411
GENERAL LIABILITY INSURANCE	1.1%				$650,725
PERMIT					WAIVED
SUB-TOTAL					$65,114,627
CM FEE	2.5%				$1,627,866
GMP Contingency	2.0%				$1,302,293
TOTAL OF ALL CONSTRUCTION			64,935	$1,047.89	**$68,044,786**
ALTERNATES (Including markups)					
Geothermal HVAC System				ADD	**$2,707,790**

PMC - Project Management Cost

Wildwood Elementary School Project
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PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION 1-3 R.1: REPAIR ONLY - WOBURN STREET SCHOOL					
CODE UPGRADES REPAIR - WOBURN STREET	Dec-26		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	7.7%				$1,381,068
SUB-TOTAL					$21,469,326
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		32	Months	$150,000	$4,800,000
PHASING	5.0%				$1,073,466
GENERAL REQUIREMENTS	3.0%				$644,080
BONDS	0.9%				$193,224
GENERAL LIABILITY INSURANCE	1.1%				$236,163
PERMIT					WAIVED
SUB-TOTAL					$28,416,259
CM FEE	2.5%				$710,406
GMP Contingency	2.0%				$568,325
TOTAL OF ALL CONSTRUCTION			53,771	$552.25	**$29,694,990**
Temporary Classrooms	**ADD**		7,128	$300.00	**$2,138,400**

PMC - Project Management Cost

PM&C

Wildwood Elementary School Project
Westwood, MA

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PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION PK-3 AR.1: ADDITION + RENOVATION - WOBURN STREET SITE					
NEW ADDITION	Dec-26		67,941	$514.82	$34,977,218
RENOVATION			47,352	$396.17	$18,759,526
PARTIAL DEMOLITION			6,419	$12.00	$77,028
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$16,319,509
SUB-TOTAL			115,293	$622.62	$71,783,281
DESIGN AND PRICING CONTINGENCY	12.0%				$8,613,994
ESCALATION	7.67%				$5,505,778
SUB-TOTAL					$85,903,053
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		36	Months	$150,000	$5,400,000
GENERAL REQUIREMENTS	3.0%				$2,577,092
PHASING	4.0%				$3,436,122
BONDS	0.9%				$773,127
GENERAL LIABILITY INSURANCE	1.1%				$944,934
PERMIT					WAIVED
SUB-TOTAL					$99,034,328
CM FEE	2.5%				$2,475,858
GMP Contingency	2.0%				$1,980,687
TOTAL OF ALL CONSTRUCTION			115,293	$897.63	**$103,490,873**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

PMC - Project Management Cost

Wildwood Elementary School Project
Westwood, MA

22-Jul-24

PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION PK-3 N.1: NEW CONSTRUCTION - WOBURN STREET SITE					
NEW BUILDING	Dec-26		115,294	$527.19	$60,781,725
DEMOLITION			53,771	$10.00	$537,710
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$16,899,627
SUB-TOTAL			115,294	$692.74	$79,869,062
DESIGN AND PRICING CONTINGENCY	12.0%				$9,584,287
ESCALATION	7.67%				$6,125,957
SUB-TOTAL					$95,579,306
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		33	Months	$150,000	$4,950,000
GENERAL REQUIREMENTS	3.0%				$2,867,379
PHASING					NR
BONDS	0.9%				$860,214
GENERAL LIABILITY INSURANCE	1.1%				$1,051,372
PERMIT					WAIVED
SUB-TOTAL					$105,308,271
CM FEE	2.5%				$2,632,707
GMP Contingency	2.0%				$2,106,165
TOTAL OF ALL CONSTRUCTION			115,294	$954.49	**$110,047,143**
Mass Demolition of Wildwood School				ADD	**$2,617,088**
ALTERNATES (Including markups)					
Geothermal HVAC System				ADD	**$5,396,467**

PMC - Project Management Cost

Wildwood Elementary School Project
Westwood, MA

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PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION 4-5 R.1: REPAIR ONLY - NORTH INTERMEDIATE SCHOOL					
	Dec-26				
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	7.7%				$1,069,335
SUB-TOTAL					$16,623,300
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		32	Months	$150,000	$4,800,000
GENERAL REQUIREMENTS	3.0%				$498,699
PHASING	5.0%				$831,165
BONDS	0.9%				$149,610
GENERAL LIABILITY INSURANCE	1.1%				$182,856
PERMIT					WAIVED
SUB-TOTAL					$23,085,630
CM FEE	2.5%				$577,141
GMP Contingency	2.0%				$461,713
TOTAL OF ALL CONSTRUCTION			55,541	$434.35	**$24,124,484**
Temporary Classrooms	**ADD**		7,128	$300.00	**$2,138,400**

PMC - Project Management Cost

PM&C

Wildwood Elementary School Project
Westwood, MA

22-Jul-24

PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION PK-5 AR.1: ADDITION + RENOVATION - NORTH INTERMEDIATE SCHOOL					
NEW ADDITION	Dec-26		134,372	$507.53	$68,197,814
RENOVATION			29,201	$396.10	$11,566,541
PARTIAL DEMOLITION			26,340	$12.00	$316,080
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$14,687,640
SUB-TOTAL			163,573	$589.45	$96,418,075
DESIGN AND PRICING CONTINGENCY	12.0%				$11,570,169
ESCALATION	7.67%				$7,395,266
SUB-TOTAL					$115,383,510
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		36	Months	$150,000	$5,400,000
GENERAL REQUIREMENTS	3.0%				$3,461,505
PHASING	4.0%				$4,615,340
BONDS	0.9%				$1,038,452
GENERAL LIABILITY INSURANCE	1.1%				$1,269,219
PERMIT					WAIVED
SUB-TOTAL					$131,168,026
CM FEE	2.5%				$3,279,201
GMP Contingency	2.0%				$2,623,361
TOTAL OF ALL CONSTRUCTION			163,573	$837.98	**$137,070,588**
Mass Demolition of Wildwood School				ADD	**$2,617,088**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**

PMC - Project Management Cost

PM&C

Wildwood Elementary School Project
Westwood, MA

22-Jul-24

PSR Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction		Gross Floor	$/sf	Estimated
OPTION PK-5 N.1: NEW CONSTRUCTION - NORTH INTERMEDIATE SCHOOL					
NEW BUILDING	Dec-26		163,573	$503.58	$82,371,330
DEMOLITION			55,541	$10.00	$555,410
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$15,422,136
SUB-TOTAL			163,573	$611.34	$99,998,876
DESIGN AND PRICING CONTINGENCY	12.0%				$11,999,865
ESCALATION	7.67%				$7,669,914
SUB-TOTAL					$119,668,655
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		33	Months	$150,000	$4,950,000
GENERAL REQUIREMENTS	3.0%				$3,590,060
PHASING					NR
BONDS	0.9%				$1,077,018
GENERAL LIABILITY INSURANCE	1.1%				$1,316,355
PERMIT					WAIVED
SUB-TOTAL					$130,602,088
CM FEE	2.5%				$3,265,052
GMP Contingency	2.0%				$2,612,042
TOTAL OF ALL CONSTRUCTION			163,573	$834.36	**$136,479,182**
Mass Demolition of Wildwood School				ADD	**$2,617,088**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**
ALTERNATES (Including markups)					
Geothermal HVAC System				ADD	**$7,074,162**

PMC - Project Management Cost

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Wildwood Elementary School Project
Westwood, MA

PSR Submission Estimate

CONSTRUCTION COST SUMMARY - WILDWOOD SITE

	BUILDING SYSTEM	**PK-1 AR.1 ADDITION**		**PK-1 AR.1 RENOVATION**		**PK-1 AR.1 TOTAL**		**PK-1 N.1 NEW CONSTRUCTION**	
A10	**FOUNDATIONS**								
A1010	Standard Foundations	$1,365,978	*$29.55*	$40,000	*$2.14*	$1,405,978	*$21.65*	$1,918,545	*$29.55*
A1020	Special Foundations	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*
A1030	Lowest Floor Construction	$902,128	*$19.52*	$224,508	*$12.00*	$1,126,636	*$17.35*	$1,263,280	*$19.45*
B10	**SUPERSTRUCTURE**								
B1010	Upper Floor Construction	$0	*$0.00*	$203,672	*$10.89*	$203,672	*$3.14*	$0	*$0.00*
B1020	Roof Construction	$2,573,073	*$55.66*	$93,545	*$5.00*	$2,666,618	*$41.07*	$3,500,038	*$53.90*
B20	**EXTERIOR CLOSURE**								
B2010	Exterior Walls	$2,218,848	*$48.00*	$298,521	*$15.96*	$2,517,369	*$38.77*	$3,249,322	*$50.04*
B2020	Windows	$1,109,424	*$24.00*	$348,457	*$18.63*	$1,457,881	*$22.45*	$1,584,012	*$24.39*
B2030	Exterior Doors	$69,339	*$1.50*	$37,418	*$2.00*	$106,757	*$1.64*	$97,403	*$1.50*
B30	**ROOFING**								
B3010	Roof Coverings	$1,785,410	*$38.62*	$1,085,942	*$58.04*	$2,871,352	*$44.22*	$2,836,225	*$43.68*
B3020	Roof Openings	$0	*$0.00*	$30,000	*$1.60*	$30,000	*$0.46*	$0	*$0.00*
C10	**INTERIOR CONSTRUCTION**								
C1010	Partitions	$1,710,362	*$37.00*	$636,106	*$34.00*	$2,346,468	*$36.14*	$2,402,595	*$37.00*
C1020	Interior Doors	$323,582	*$7.00*	$130,963	*$7.00*	$454,545	*$7.00*	$454,545	*$7.00*
C1030	Specialties/Millwork	$676,364	*$14.63*	$215,428	*$11.51*	$891,792	*$13.73*	$861,542	*$13.27*
C20	**STAIRCASES**								
C2010	Stair Construction	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*
C2020	Stair Finishes	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*
C30	**INTERIOR FINISHES**								
C3010	Wall Finishes	$785,842	*$17.00*	$261,926	*$14.00*	$1,047,768	*$16.14*	$1,106,198	*$17.04*
C3020	Floor Finishes	$577,825	*$12.50*	$363,529	*$19.43*	$941,354	*$14.50*	$832,680	*$12.82*
C3030	Ceiling Finishes	$671,730	*$14.53*	$266,606	*$14.25*	$938,336	*$14.45*	$901,352	*$13.88*
D10	**CONVEYING SYSTEMS**								
D1010	Elevator	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*
D20	**PLUMBING**								
D20	Plumbing	$1,386,780	*$30.00*	$392,889	*$21.00*	$1,779,669	*$27.41*	$1,883,115	*$29.00*

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Wildwood Elementary School Project
Westwood, MA

PSR Submission Estimate

CONSTRUCTION COST SUMMARY - WILDWOOD SITE

	BUILDING SYSTEM		PK-1 AR.1 ADDITION		PK-1 AR.1 RENOVATION		PK-1 AR.1 TOTAL		PK-1 N.1 NEW CONSTRUCTION	
D30	**HVAC**									
	D30	HVAC	$4,160,340	*$90.00*	$1,711,874	*$91.50*	$5,872,214	*$90.43*	$5,844,150	*$90.00*
D40	**FIRE PROTECTION**									
	D40	Fire Protection	$392,921	*$8.50*	$171,188	*$9.15*	$564,109	*$8.69*	$551,948	*$8.50*
D50	**ELECTRICAL**									
	D5010	Service & Distribution	$767,351	*$16.60*	$310,570	*$16.60*	$1,077,921	*$16.60*	$1,077,921	*$16.60*
	D5020	Lighting & Power	$906,030	*$19.60*	$366,697	*$19.60*	$1,272,727	*$19.60*	$1,272,727	*$19.60*
	D5030	Communication & Security Systems	$1,153,340	*$24.95*	$466,794	*$24.95*	$1,620,134	*$24.95*	$1,620,132	*$24.95*
	D5040	Other Electrical Systems	$323,582	*$7.00*	$149,674	*$8.00*	$473,256	*$7.29*	$454,547	*$7.00*
E10	**EQUIPMENT**									
	E10	Equipment	$216,126	*$4.68*	$740,025	*$39.55*	$956,151	*$14.72*	$1,004,860	*$15.47*
E20	**FURNISHINGS**									
	E2010	Fixed Furnishings	$604,712	*$13.08*	$236,788	*$12.66*	$841,500	*$12.96*	$834,732	*$12.85*
	E2020	Movable Furnishings								
F20	**BUILDING DEMOLITION**									
	F2010	Building Elements Demolition	$0	*$0.00*	$328,915	*$17.58*	$328,915	*$5.07*	$0	*$0.00*
G	**SITEWORK**						$11,932,469	*$183.76*	$12,038,375	*$185.39*
TOTAL DIRECT COST (Trade Costs)			***$24,681,087***	*$533.92*	***$9,112,035***	*$487.04*	***$45,725,591***	*$704.17*	***$47,590,244***	*$732.89*

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Wildwood Elementary School Project
Westwood, MA

PSR Submission Estimate

CONSTRUCTION COST SUMMARY - WOBURN STREET SITE

	BUILDING SYSTEM	PK-3 AR.1 ADDITION		PK-3 AR.1 RENOVATION		PK-3 AR.1 TOTAL		PK-3 N.1 NEW CONSTRUCTION	
A10	**FOUNDATIONS**								
A1010	Standard Foundations	$1,752,847	*$25.80*	$40,000	*$0.84*	$1,792,847	*$15.55*	$3,880,203	*$33.65*
A1020	Special Foundations	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*
A1030	Lowest Floor Construction	$742,727	*$10.93*	$246,516	*$5.21*	$989,243	*$8.58*	$1,607,897	*$13.95*
B10	**SUPERSTRUCTURE**								
B1010	Upper Floor Construction	$1,736,162	*$25.55*	$432,816	*$9.14*	$2,168,978	*$18.81*	$1,878,316	*$16.29*
B1020	Roof Construction	$2,117,715	*$31.17*	$102,715	*$2.17*	$2,220,430	*$19.26*	$4,279,725	*$37.12*
B20	**EXTERIOR CLOSURE**								
B2010	Exterior Walls	$3,261,168	*$48.00*	$623,150	*$13.16*	$3,884,318	*$33.69*	$5,609,026	*$48.65*
B2020	Windows	$1,630,584	*$24.00*	$749,100	*$15.82*	$2,379,684	*$20.64*	$2,978,421	*$25.83*
B2030	Exterior Doors	$101,912	*$1.50*	$94,704	*$2.00*	$196,616	*$1.71*	$172,941	*$1.50*
B30	**ROOFING**								
B3010	Roof Coverings	$1,478,390	*$21.76*	$1,094,005	*$23.10*	$2,572,395	*$22.31*	$3,479,700	*$30.18*
B3020	Roof Openings	$0	*$0.00*	$30,000	*$0.63*	$30,000	*$0.26*	$0	*$0.00*
C10	**INTERIOR CONSTRUCTION**								
C1010	Partitions	$2,513,817	*$37.00*	$1,373,208	*$29.00*	$3,887,025	*$33.71*	$4,265,878	*$37.00*
C1020	Interior Doors	$475,587	*$7.00*	$331,464	*$7.00*	$807,051	*$7.00*	$807,058	*$7.00*
C1030	Specialties/Millwork	$1,181,808	*$17.39*	$527,637	*$11.14*	$1,709,445	*$14.83*	$1,697,954	*$14.73*
C20	**STAIRCASES**								
C2010	Stair Construction	$200,000	*$2.94*	$0	*$0.00*	$200,000	*$1.73*	$255,000	*$2.21*
C2020	Stair Finishes	$15,000	*$0.22*	$0	*$0.00*	$15,000	*$0.13*	$25,000	*$0.22*
C30	**INTERIOR FINISHES**								
C3010	Wall Finishes	$1,154,997	*$17.00*	$662,928	*$14.00*	$1,817,925	*$15.77*	$1,655,851	*$14.36*
C3020	Floor Finishes	$849,263	*$12.50*	$758,042	*$16.01*	$1,607,305	*$13.94*	$1,286,315	*$11.16*
C3030	Ceiling Finishes	$998,504	*$14.70*	$462,651	*$9.77*	$1,461,155	*$12.67*	$1,618,915	*$14.04*
D10	**CONVEYING SYSTEMS**								
D1010	Elevator	$273,000	*$4.02*	$0	*$0.00*	$273,000	*$2.37*	$183,000	*$1.59*
D20	**PLUMBING**								
D20	Plumbing	$2,038,230	*$30.00*	$994,392	*$21.00*	$3,032,622	*$26.30*	$3,343,526	*$29.00*

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Wildwood Elementary School Project
Westwood, MA

PSR Submission Estimate

CONSTRUCTION COST SUMMARY - WOBURN STREET SITE

	BUILDING SYSTEM		**PK-3 AR.1 ADDITION**		**PK-3 AR.1 RENOVATION**		**PK-3 AR.1 TOTAL**		**PK-3 N.1 NEW CONSTRUCTION**	
D30	**HVAC**									
	D30	HVAC	$6,114,690	*$90.00*	$4,332,708	*$91.50*	$10,447,398	*$90.62*	$10,376,460	*$90.00*
D40	**FIRE PROTECTION**									
	D40	Fire Protection	$577,499	*$8.50*	$433,271	*$9.15*	$1,010,770	*$8.77*	$979,999	*$8.50*
D50	**ELECTRICAL**									
	D5010	Service & Distribution	$1,127,820	*$16.60*	$786,043	*$16.60*	$1,913,863	*$16.60*	$1,913,881	*$16.60*
	D5020	Lighting & Power	$1,331,645	*$19.60*	$928,099	*$19.60*	$2,259,744	*$19.60*	$2,259,762	*$19.60*
	D5030	Communication & Security Systems	$1,695,131	*$24.95*	$1,181,432	*$24.95*	$2,876,563	*$24.95*	$2,876,588	*$24.95*
	D5040	Other Electrical Systems	$475,589	*$7.00*	$378,816	*$8.00*	$854,405	*$7.41*	$807,058	*$7.00*
E10	**EQUIPMENT**									
	E10	Equipment	$237,841	*$3.50*	$770,025	*$16.26*	$1,007,866	*$8.74*	$1,055,219	*$9.15*
E20	**FURNISHINGS**									
	E2010	Fixed Furnishings	$895,292	*$13.18*	$594,624	*$12.56*	$1,489,916	*$12.92*	$1,488,032	*$12.91*
	E2020	Movable Furnishings								
F20	**BUILDING DEMOLITION**									
	F2010	Building Elements Demolition	$0	*$0.00*	$831,180	*$17.55*	$831,180	*$7.21*	$0	*$0.00*
G	**SITEWORK**						$11,932,469	*$103.50*	$16,899,627	*$146.58*
TOTAL DIRECT COST (Trade Costs)			***$34,977,218***	*$514.82*	***$18,759,526***	*$396.17*	***$65,669,213***	*$569.59*	***$77,681,352***	*$673.77*

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Wildwood Elementary School Project
Westwood, MA

PSR Submission Estimate

CONSTRUCTION COST SUMMARY - NORTH INTERMEDIATE SCHOOL SITE

	BUILDING SYSTEM	**PK-5 AR.1 ADDITION**		**PK-5 AR.1 RENOVATION**		**PK-5 AR.1 TOTAL**		**PK-5 N.1 NEW CONSTRUCTION**	
A10	**FOUNDATIONS**								
A1010	Standard Foundations	$4,511,842	*$33.58*	$80,000	*$2.74*	$4,591,842	*$28.07*	$4,614,551	*$28.21*
A1020	Special Foundations	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*	$0	*$0.00*
A1030	Lowest Floor Construction	$1,186,393	*$8.83*	$242,964	*$8.32*	$1,429,357	*$8.74*	$1,607,897	*$9.83*
B10	**SUPERSTRUCTURE**								
B1010	Upper Floor Construction	$4,188,666	*$31.17*	$341,608	*$11.70*	$4,530,274	*$27.70*	$4,785,518	*$29.26*
B1020	Roof Construction	$3,259,205	*$24.26*	$101,235	*$3.47*	$3,360,440	*$20.54*	$4,472,125	*$27.34*
B20	**EXTERIOR CLOSURE**								
B2010	Exterior Walls	$5,726,737	*$42.62*	$129,788	*$4.44*	$5,856,525	*$35.80*	$7,190,396	*$43.96*
B2020	Windows	$3,144,985	*$23.41*	$139,832	*$4.79*	$3,284,817	*$20.08*	$4,094,324	*$25.03*
B2030	Exterior Doors	$201,558	*$1.50*	$58,402	*$2.00*	$259,960	*$1.59*	$245,360	*$1.50*
B30	**ROOFING**								
B3010	Roof Coverings	$2,668,330	*$19.86*	$769,386	*$26.35*	$3,437,716	*$21.02*	$3,455,550	*$21.13*
B3020	Roof Openings	$0	*$0.00*	$30,000	*$1.03*	$30,000	*$0.18*	$0	*$0.00*
C10	**INTERIOR CONSTRUCTION**								
C1010	Partitions	$4,971,764	*$37.00*	$846,829	*$29.00*	$5,818,593	*$35.57*	$6,052,201	*$37.00*
C1020	Interior Doors	$940,604	*$7.00*	$204,407	*$7.00*	$1,145,011	*$7.00*	$1,145,011	*$7.00*
C1030	Specialties/Millwork	$2,017,905	*$15.02*	$329,792	*$11.29*	$2,347,697	*$14.35*	$2,336,196	*$14.28*
C20	**STAIRCASES**								
C2010	Stair Construction	$845,000	*$6.29*	$0	*$0.00*	$845,000	*$5.17*	$480,000	*$2.93*
C2020	Stair Finishes	$65,000	*$0.48*	$0	*$0.00*	$65,000	*$0.40*	$50,000	*$0.31*
C30	**INTERIOR FINISHES**								
C3010	Wall Finishes	$1,837,994	*$13.68*	$384,941	*$13.18*	$2,222,935	*$13.59*	$2,104,071	*$12.86*
C3020	Floor Finishes	$1,446,532	*$10.77*	$398,779	*$13.66*	$1,845,311	*$11.28*	$1,803,033	*$11.02*
C3030	Ceiling Finishes	$1,998,287	*$14.87*	$296,632	*$10.16*	$2,294,919	*$14.03*	$2,306,898	*$14.10*
D10	**CONVEYING SYSTEMS**								
D1010	Elevator	$563,000	*$4.19*	$0	*$0.00*	$563,000	*$3.44*	$273,000	*$1.67*
D20	**PLUMBING**								
D20	Plumbing	$4,031,160	*$30.00*	$613,221	*$21.00*	$4,644,381	*$28.39*	$4,743,617	*$29.00*

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Wildwood Elementary School Project
Westwood, MA

PSR Submission Estimate

CONSTRUCTION COST SUMMARY - NORTH INTERMEDIATE SCHOOL SITE

	BUILDING SYSTEM		PK-5 AR.1 ADDITION		PK-5 AR.1 RENOVATION		PK-5 AR.1 TOTAL		PK-5 N.1 NEW CONSTRUCTION	
D30	**HVAC**									
	D30	HVAC	$12,093,480	*$90.00*	$2,671,892	*$91.50*	$14,765,372	*$90.27*	$14,721,570	*$90.00*
D40	**FIRE PROTECTION**									
	D40	Fire Protection	$1,142,162	*$8.50*	$267,190	*$9.15*	$1,409,352	*$8.62*	$1,390,371	*$8.50*
D50	**ELECTRICAL**									
	D5010	Service & Distribution	$2,217,138	*$16.50*	$481,816	*$16.50*	$2,698,954	*$16.50*	$2,698,955	*$16.50*
	D5020	Lighting & Power	$2,633,691	*$19.60*	$572,341	*$19.60*	$3,206,032	*$19.60*	$3,206,032	*$19.60*
	D5030	Communication & Security Systems	$3,352,581	*$24.95*	$728,568	*$24.95*	$4,081,149	*$24.95*	$4,081,151	*$24.95*
	D5040	Other Electrical Systems	$940,604	*$7.00*	$233,610	*$8.00*	$1,174,214	*$7.18*	$1,145,013	*$7.00*
E10	**EQUIPMENT**									
	E10	Equipment	$489,972	*$3.65*	$740,025	*$25.34*	$1,229,997	*$7.52*	$1,259,198	*$7.70*
E20	**FURNISHINGS**									
	E2010	Fixed Furnishings	$1,723,224	*$12.82*	$355,340	*$12.17*	$2,078,564	*$12.71*	$2,109,292	*$12.90*
	E2020	Movable Furnishings								
F20	**BUILDING DEMOLITION**									
	F2010	Building Elements Demolition	$0	*$0.00*	$547,943	*$18.76*	$547,943	*$3.35*	$0	*$0.00*
G	**SITEWORK**						$14,687,640	*$89.79*	$15,422,136	*$94.28*
TOTAL DIRECT COST (Trade Costs)			***$68,197,814***	*$507.53*	***$11,566,541***	*$396.10*	***$94,451,995***	*$577.43*	***$97,793,466***	*$597.86*

		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		$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	1	$135,000
	3.04	Provide new ADA-Complaint tennis/basketball courts.	24,000	SF	LANDSCAPE		$240,000
	3.05	Replace playground equipment and surface with an ADA compliant playground with accessible surfacing.	5,000	SF	CIVIL/LANDSCAPE	1	$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		$8,000
	3.08	Provide single use toilet rooms with accessible accessories (grab bars etc.)	14	EA	ARCH		$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	1	$405,000
	4.02	Replace all asphalt play area pavement. (30,000 SF).	30,000	SF	LANDSCAPE		$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		$22,500
	4.05	Replace timber guard rail along north and east sides of Parking Lot #2.	100	LF	CIVIL		$7,000
	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

		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**
	4.07	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		$8,000
	4.09	Repair erosion of the grass slope north of Parking Lot #2. (200 sq.ft.)	200	SF	LANDSCAPE	1	$1,200
	4.10	Install stone drip edge wherever building façade s meet turf or planted areas to protect the building foundation.	390	LF	LANDSCAPE	1	$15,600
	4.11	Remove 2 dead trees and plant 10 trees around site	1	ALLOW	LANDSCAPE	2	$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	2	$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		$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		$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		$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	2	$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	3	$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		$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
	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

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	4.27	Replace VAT with resilient sports floor system in Multipurpose Room. (Abatement cost in 1.01)	2,650	SF	ARCH	2	$53,000
	4.28	Refinish wood floor at platform.	800	SF	ARCH	2	$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	1	$6,500
	4.30	At interior walls, repair cracks, remove peeling paint, and repaint throughout.	1	ALLOW	ARCH	2	$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	2	$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		$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		$227,500
	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	3	$293,020

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	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		$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		$234,416
	4.52	Establish dedicated network closets for adequate temperature control and securing equipment. (Allowance)	100	SF	TECH		$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		$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		$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		$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		$58,604
	4.57	Include state of the art Voice Reinforcement systems in classrooms. (14 rooms or 14,500 SF)	14	EA	TECH		$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		$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		$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		$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		$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		$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	2	$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	2	$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		1,800	SF	ARCHITECTURAL	2	$0
	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	3	$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

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	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	3	$0
	4.74	Roof drain covers nearing their life expectancy. New roof drain dome covers are recommended.	10	EA	PLUMB	1	$30,000
							$10,005,315
		TOTALS					**$14,061,199**

PM&C

Wildwood Elementary School Project 22-Jul-24
Westwood, MA

PSR Submission Estimate GFA 46,226

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 ADDITION							
	GROSS FLOOR AREA CALCULATION						
	First Floor			46,226			
	TOTAL GROSS FLOOR AREA (GFA)				**46,226**	***sf***	
A1010	**STANDARD FOUNDATIONS**						
	New foundations	**46,226**	sf	29.55	1,365,978		
	SUBTOTAL					1,365,978	
A1020	**SPECIAL FOUNDATIONS**						
	Improve soils/ground improvement allowance			Assumed not required			
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on grade	*46,226*	*sf*				
	Vapor barrier at slab on grade	**46,226**	sf	1.25	57,783		
	WWF reinforcement	**53,160**	sf	1.80	95,688		
	Concrete - 6" thick	**899**	cy	155.00	139,345		
	Placing concrete	**899**	cy	120.00	107,880		
	Finishing and curing concrete	**46,226**	sf	3.00	138,678		
	Miscellaneous						
	Equipment pads	**1**	ls	5,000.00	5,000		
	Radon system	**46,226**	sf	3.00	NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**46,226**	sf	2.50	115,565		
312000	*EARTHWORK*						
	Building						
	Compacted granular structural fill, 8"	**1,319**	cy	48.00	63,312		
	Compacted gravel base, 8"	**1,319**	cy	48.00	63,312		
	Compact existing sub-grade	**46,226**	sf	1.00	46,226		
	Under slab E&B for plumbing	**46,226**	sf	1.50	69,339		
	SUBTOTAL					902,128	
	TOTAL - FOUNDATIONS						**$2,268,106**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
	No Work in this section						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 ADDITION							
	SUBTOTAL					-	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE*	Allowance at mechanical equipment/low roof					
	Concrete fill to metal roof deck	**1,500**	sf	10.00	15,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf at typical roof	**355**	tns	5,500.00	1,952,500		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**375**	ea	3.50	1,313		
	3" metal floor deck at typical roof	**50,726**	sf	7.00	355,082		
	Premium for acoustic deck at gym	**6,500**	sf	6.00	39,000		
	HSS support framing at roof screen @ 110 lbs/lf	**10**	tns	5,800.00	58,000		
	Steel framing at canopies @ 20 lbs/sf				NR		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**50,726**	sf	3.00	152,178		
	SUBTOTAL					2,573,073	
	TOTAL - SUPERSTRUCTURE						**$2,573,073**
B20	***EXTERIOR CLOSURE***						
B2010	**EXTERIOR WALLS; 78%**						
	Exterior walls, complete	**46,226**	gsf	48.00	2,218,848		
	SUBTOTAL					2,218,848	
B2020	**WINDOWS; 22% glazed**						
	Windows, complete	**46,226**	gsf	24.00	1,109,424		
	SUBTOTAL					1,109,424	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**46,226**	gsf	1.50	69,339		
	SUBTOTAL					69,339	
	TOTAL - EXTERIOR CLOSURE						**$3,397,611**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	TPO roofing membrane; Sarnafil, single ply w/ 10" insulation and vapor barrier includes blocking and flashings etc.	**50,726**	sf	35.00	1,775,410		
	Allowance for roof hatches, ladders, walkway pads etc.	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,785,410	
B3020	**ROOF OPENINGS**						
	No items in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$1,785,410**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 ADDITION							
	Interior partitions; gwb/ metal stud partitions including premium for CMU in Stairs, Gym and kitchen and allowance for glazed partitions throughout. Abuse resistant board at select areas.	**46,226**	sf	37.00	1,710,362		
	SUBTOTAL					1,710,362	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**46,226**	gsf	7.00	323,582		
	SUBTOTAL					323,582	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**46,226**	gsf	2.50	115,565		
064100	*FINISH CARPENTRY*						
	Cubbies	**375**	ea	450.00	168,750		
	Millwork allowance	**46,226**	gsf	4.00	184,904		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**46,226**	gsf	1.00	46,226		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB/ Flagpoles complete	**46,226**	gsf	1.60	73,962		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Signage; complete package	**46,226**	gsf	0.80	36,981		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	Toilet partitions/bathroom accessories	**46,226**	gsf	1.00	46,226		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
	AED cabinets	**1**	ls	750.00	750		
	SUBTOTAL					676,364	
	TOTAL - INTERIOR CONSTRUCTION						**$2,710,308**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	No Work in this section						
	SUBTOTAL					-	
C2020	**STAIR FINISHES**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - STAIRCASES						
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Wall finishes	**46,226**	gsf	17.00	785,842		
	SUBTOTAL					785,842	
C3020	**FLOOR FINISHES**						
	Floor finishes	**46,226**	gsf	12.50	577,825		
	SUBTOTAL					577,825	
C3030	**CEILING FINISHES**						
	ACT ceiling replacement throughout; 2 x 2	**14,801**	sf	7.00	103,607		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 ADDITION							
	ACT ceilings 2 x 4; 20%	**9,245**	sf	6.50	60,093		
	Wood slat ceilings; 10%	**4,623**	sf	60.00	277,380		
	GWB ceilings; 15%	**6,934**	sf	16.00	110,944		
	Paint exposed structure	**6,000**	sf	3.00	18,000		
	Stepped ceilings with preformed soffits; 10%	**4,623**	sf	22.00	101,706		
	SUBTOTAL					671,730	
	TOTAL - INTERIOR FINISHES						**$2,035,397**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - CONVEYING SYSTEMS						
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	ADDITION: Plumbing system complete; 3- 45KW 120gal elect water heaters, new fixtures & equipment including domestic water, sanitary W&V, and storm piping	**46,226**	gsf	30.00	1,386,780		
	SUBTOTAL					1,386,780	
	TOTAL - PLUMBING						**$1,386,780**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
	Eight (8) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 500 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air- source heat pump chiller.	**46,226**	gsf	90.00	4,160,340		
	SUBTOTAL					4,160,340	
	TOTAL - HVAC						**$4,160,340**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	Fire pump - not included						
	Fire protection complete system	**46,226**	gsf	8.50	392,921		
	SUBTOTAL					392,921	
	TOTAL - FIRE PROTECTION						**$392,921**
D50	***ELECTRICAL***						
D50	**ELECTRICAL**						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	2000AF/1600AT main switchboard and associated gear and distribution	**46,226**	gsf	7.00	323,582		
	Emergency power						
	EM power based on 300KW diesel fired generator with sound/wp	**46,226**	gsf	5.00	231,130		
	18kW UPS system	**46,226**	gsf	0.40	18,490		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 ADDITION							
	Photovoltaic System						
	Infrastructure for future system	**46,226**	gsf	0.20	9,245		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**46,226**	gsf	4.00	184,904		
	SUBTOTAL					767,351	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**46,226**	gsf	8.50	392,921		
	Lighting circuitry	**46,226**	gsf	4.00	184,904		
	Lighting control system						
	Network Lighting controls	**46,226**	gsf	2.50	115,565		
	Branch devices						
	Branch devices	**46,226**	gsf	0.60	27,736		
	Branch circuitry	**46,226**	gsf	4.00	184,904		
	SUBTOTAL					906,030	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**46,226**	gsf	3.50	161,791		
	Mass notification	**46,226**	gsf	0.65	30,047		
	Bi-Directional System						
	BDA/DAS system	**46,226**	gsf	1.00	46,226		
	Two-Way Communication						
	Two-Way Communication	**46,226**	gsf	0.25	11,557		
	Security System						
	Intrusion detection	**46,226**	gsf	1.00	46,226		
	Access control	**46,226**	gsf	1.00	46,226		
	CCTV	**46,226**	gsf	2.50	115,565		
	Video intercom system	**46,226**	gsf	0.40	18,490		
	Telephone/Data/CATV						
	Network switches, and phone system	**46,226**	gsf	4.50	208,017		
	Devices and cabling	**46,226**	gsf	3.00	138,678		
	Rough-in	**46,226**	gsf	1.00	46,226		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**46,226**	gsf	0.50	23,113		
	Digital Signage System						
	Devices and cabling, allow	**46,226**	gsf	0.50	23,113		
	Rough-in	**46,226**	gsf	0.25	11,557		
	Public Address/Clock System						
	PA/master clock system	**46,226**	gsf	1.75	80,896		
	Auditorium Performance Systems (prorated)						
	Stage performance lighting rough-in and electrical only	**46,226**	gsf	0.50	23,113		
	Stage performance audio/visual rough-in and electrical only	**46,226**	gsf	0.50	23,113		
	Speech Amplification						
	Speech Amplification system	**46,226**	gsf	0.75	34,670		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**46,226**	gsf	0.50	23,113		
	Sound systems (prorated)						
	Cafeteria sound system including speech amplification	**46,226**	gsf	0.35	16,179		
	Gymnasium sound system including speech amplification	**46,226**	gsf	0.35	16,179		
	Gymnasium (prorated)						
	Scoreboard/ shot clock with feed and connection allow	**46,226**	gsf	0.20	9,245		
	SUBTOTAL					1,153,340	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Lightning Protection System	**46,226**	gsf	0.50	23,113		
	Grounding	**46,226**	gsf	0.50	23,113		
	Temp power and lights	**46,226**	gsf	1.50	69,339		
	Coordination, BIM & shop drawings	**46,226**	gsf	3.00	138,678		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 ADDITION							
	Fees & Permits	**46,226**	gsf	1.50	69,339		
	SUBTOTAL					323,582	
	TOTAL - ELECTRICAL						**$3,150,303**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
119000	*MISCELLANEOUS EQUIPMENT*						
	Allowance for miscellaneous equipment	**46,226**	gsf	1.00	46,226		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,145**	sf	20.00	42,900		
	Gymnasium divider curtain	**1**	ls	30,000.00	30,000		
	Basketball backstops	**6**	ea	12,000.00	72,000		
	Volley ball standards and inserts	**1**	ls	5,000.00	5,000		
	Score board - allow	**1**	ea	20,000.00	20,000		
	New telescopic bleachers				NR		
	SUBTOTAL					216,126	
	TOTAL - EQUIPMENT						**$216,126**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades; allowance	**1**	ls	50,000.00	50,000		
123000	*CASEWORK*						
	Wood casework w/ solid surface counters throughout	**46,226**	gsf	12.00	554,712		
	SUBTOTAL					604,712	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$604,712**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$24,681,087**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 RENOVATION							
	GROSS FLOOR AREA CALCULATION						
	First Floor			18,709			
	TOTAL GROSS FLOOR AREA (GFA)				**18,709**	***sf***	
	A1010 STANDARD FOUNDATIONS						
	Shear wall footings	**80**	lf	500.00	40,000		
	SUBTOTAL					40,000	
	A1020 SPECIAL FOUNDATIONS						
	No work required per Engineer's report						
	SUBTOTAL					-	
	A1030 LOWEST FLOOR CONSTRUCTION						
033000	*CONCRETE*						
	Remove and replace slab on grade as necessary to accommodate new fixtures and fittings/ ADA upgrades to ramps/ space reconfigurations/ shear walls etc.	**18,709**	sf	12.00	224,508		
	SUBTOTAL					224,508	
	TOTAL - FOUNDATIONS						**$264,508**
	A20 BASEMENT CONSTRUCTION						
	A2010 BASEMENT EXCAVATION						
	No Work in this section						
	SUBTOTAL					-	
	A2020 BASEMENT WALLS						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
	B10 SUPERSTRUCTURE						
	B1010 FLOOR CONSTRUCTION						
051200	*STRUCTURAL STEEL FRAMING*						
	CMU Shear walls	**1,200**	sf	45.00	54,000		
	Allowance for structural modifications including redesigning lateral force-resisting to resist current seismic loads	**18,709**	gsf	8.00	149,672		
	SUBTOTAL					203,672	
	B1020 ROOF CONSTRUCTION						
051200	*STRUCTURAL STEEL FRAMING*						
	Allowance for supplemental support framing at new rooftop mechanical equipment - allowance	**18,709**	sf	5.00	93,545		
	SUBTOTAL					93,545	
	TOTAL - SUPERSTRUCTURE						**$297,217**
	B20 EXTERIOR CLOSURE						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 RENOVATION							
B2010	**EXTERIOR WALLS**	*6,975*	*sf*	Total Exterior Closure			
040001	*MASONRY; 78%*						
	Selectively repoint masonry at exterior walls as required	**5,441**	sf	25.00	136,025		
055000	*MISCELLANOUS METALS*						
	Prepare and repaint steel lintels, plates and other exterior metal items	**1**	ls	10,000.00	10,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Liquid applied vapor barrier @ etr masonry walls				NR		
	Air barrier/flashing at openings	**768**	lf	9.00	6,912		
072100	*THERMAL INSULATION*						
	4" Rigid insulation	**5,441**	sf	5.00	27,205		
074213	*WALL PANELS*						
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud furring	**5,441**	sf	14.00	76,174		
	Drywall lining to interior face of stud backup	**5,441**	sf	5.00	27,205		
101400	*SIGNAGE*						
	New signage	**1**	ls	15,000.00	15,000		
	SUBTOTAL					298,521	
B2020	**WINDOWS; 22%**	*1,535*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**768**	lf	14.00	10,752		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**768**	lf	10.00	7,680		
080001	*METAL WINDOWS*						
	Replace all existing windows, storefront and curtainwall, triple glazed	**1,535**	sf	215.00	330,025		
089100	*LOUVERS*						
	Louvers				N/A		
	SUBTOTAL					348,457	
B2030	**EXTERIOR DOORS**						
	Exterior door replacement allowance	**18,709**	gsf	2.00	37,418		
	SUBTOTAL					37,418	
	TOTAL - EXTERIOR CLOSURE						**$684,396**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	Replace w/ new adhered PVC roofing includes edge coping, blocking, flashings and roof accessories etc. (assumes removal of existing included w/ haz mat)	**18,709**	sf	38.00	710,942		
	Canopy roof system; heavy timber structure + TPO roofing	**2,500**	sf	150.00	375,000		
	SUBTOTAL					1,085,942	
B3020	**ROOF OPENINGS**						
	Allowance to replace roof hatches, ladders etc.	**1**	ls	30,000.00	30,000		
	SUBTOTAL					30,000	
	TOTAL - ROOFING						**$1,115,942**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 RENOVATION							
	C10 INTERIOR CONSTRUCTION						
C1010	**PARTITIONS**						
	Modify interior CMU/GWB walls, glazed partitions + BL's, operable walls etc. to accommodate code upgrades and reconfigured spaces	**18,709**	gsf	30.00	561,270		
	Seismic clips at the top of interior masonry walls - allow @ 32" oc	**18,709**	gsf	4.00	74,836		
	SUBTOTAL					636,106	
C1020	**INTERIOR DOORS**						
	New doors and hardware throughout	**18,709**	gsf	7.00	130,963		
	SUBTOTAL					130,963	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**18,709**	gsf	2.50	46,773		
064100	*FINISH CARPENTRY*						
	New millwork throughout	**18,709**	gsf	4.00	74,836		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**18,709**	gsf	1.00	18,709		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**18,709**	gsf	1.60	29,934		
101400	*SIGNAGE*						
	New interior signage	**18,709**	gsf	0.80	14,967		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	New toilet partitions/bathroom accessories	**18,709**	gsf	1.00	18,709		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	10,000.00	10,000		
	AED cabinets	**1**	ls	1,500.00	1,500		
105113	*LOCKERS*						
	New corridor and locker room lockers throughout				W/Addition		
	SUBTOTAL					215,428	
	TOTAL - INTERIOR CONSTRUCTION						**$982,497**
	C20 STAIRCASES						
C2010	**STAIR CONSTRUCTION**						
	SUBTOTAL					-	
C2020	**STAIR FINISHES**						
	SUBTOTAL					-	
	TOTAL - STAIRCASES						
	C30 INTERIOR FINISHES						
C3010	**WALL FINISHES**						
	New wall finishes	**18,709**	gsf	14.00	261,926		
	SUBTOTAL					261,926	
C3020	**FLOOR FINISHES**						
	Allowance for leveler at new floor finishes	**16,599**	sf	3.00	49,797		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	PK-1 AR.1 RENOVATION							
179		Replace finishes throughout with linoleum flooring and resilient base	**8,289**	sf	8.00	66,312		
180		Terrazzo at Lobby	**2,500**	sf	45.00	112,500		
181		Carpet in Admin spaces, Media center etc. including resilient base	**3,500**	sf	6.50	22,750		
182		Quarry tile in kitchen & support spaces	**2,310**	sf	45.00	103,950		
183		Concrete sealer in Mech/ Elec/ Boiler spaces	**2,110**	sf	2.00	4,220		
184		Entry mats - walk-off mats	**200**	sf	20.00	4,000		
185		SUBTOTAL					363,529	
186								
187	**C3030**	**CEILING FINISHES**						
188								
189		ACT ceiling replacement throughout; 2 x 2	**8,419**	sf	7.00	58,933		
190		ACT ceilings 2 x 4; 20%	**3,742**	sf	6.50	24,323		
191		Wood slat ceilings; 10%	**1,871**	sf	60.00	112,260		
192		GWB ceilings; 15%	**2,806**	sf	16.00	44,896		
193		Stepped ceilings with preformed soffits; 10%	**1,871**	sf	14.00	26,194		
194		SUBTOTAL					266,606	
195								
196		***TOTAL - INTERIOR FINISHES***						**$892,061**
197								
198								
199	***D10***	***CONVEYING SYSTEMS***						
200								
201	**D1010**	**ELEVATOR**						
202								
203		*No work in this section*						
204		SUBTOTAL					-	
205								
206		***TOTAL - CONVEYING SYSTEMS***						
207								
208								
209	***D20***	***PLUMBING***						
210								
211	**D20**	**PLUMBING, GENERALLY**						
212		RENOVATION: New fixtures, equipment, replace majority of domestic water piping, sanitary/vent piping, reuse underslab sanitary piping, reuse majority of storm piping	**18,709**	gsf	20.00	374,180		
213		Demolition; cut & cap, make safe, removal by others	**18,709**	gsf	1.00	18,709		
214		SUBTOTAL					392,889	
215								
216		***TOTAL - PLUMBING***						**$392,889**
217								
218								
219	***D30***	***HVAC***						
220								
221	**D30**	**HVAC, GENERALLY**						
222		Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
223		Eight (8) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 500 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air- source heat pump chiller.	**18,709**	gsf	90.00	1,683,810		
224		Demolition; cut & cap existing HVAC; removal by others	**18,709**	gsf	1.50	28,064		
225		SUBTOTAL					1,711,874	
226								
227		***TOTAL - HVAC***						**$1,711,874**
228								
229	***D40***	***FIRE PROTECTION***						
230								
231	**D40**	**FIRE PROTECTION, GENERALLY**						
232		Fire protection complete system	**18,709**	gsf	8.50	159,027		
233		Demolition	**18,709**	gsf	0.65	12,161		
234		SUBTOTAL					171,188	
235								
236		***TOTAL - FIRE PROTECTION***						**$171,188**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 RENOVATION							
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	2000AF/1600AT main switchboard and associated gear and distribution	**18,709**	gsf	7.00	130,963		
	Emergency power						
	EM power based on 300KW diesel fired generator with sound/wp	**18,709**	gsf	5.00	93,545		
	18kW UPS system	**18,709**	gsf	0.40	7,484		
	Photovoltaic System						
	Infrastructure for future system	**18,709**	gsf	0.20	3,742		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**18,709**	gsf	4.00	74,836		
	SUBTOTAL					310,570	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**18,709**	gsf	8.50	159,027		
	Lighting circuitry	**18,709**	gsf	4.00	74,836		
	Lighting control system						
	Network Lighting controls	**18,709**	gsf	2.50	46,773		
	Branch devices						
	Branch devices	**18,709**	gsf	0.60	11,225		
	Branch circuitry	**18,709**	gsf	4.00	74,836		
	SUBTOTAL					366,697	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**18,709**	gsf	3.50	65,482		
	Mass notification	**18,709**	gsf	0.65	12,161		
	Bi-Directional System						
	BDA/DAS system	**18,709**	gsf	1.00	18,709		
	Two-Way Communication						
	Two-Way Communication	**18,709**	gsf	0.25	4,677		
	Security System						
	Intrusion detection	**18,709**	gsf	1.00	18,709		
	Access control	**18,709**	gsf	1.00	18,709		
	CCTV	**18,709**	gsf	2.50	46,773		
	Video intercom system	**18,709**	gsf	0.40	7,484		
	Telephone/Data/CATV						
	Network switches, and phone system	**18,709**	gsf	4.50	84,191		
	Devices and cabling	**18,709**	gsf	3.00	56,127		
	Rough-in	**18,709**	gsf	1.00	18,709		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**18,709**	gsf	0.50	9,355		
	Digital Signage System						
	Devices and cabling, allow	**18,709**	gsf	0.50	9,355		
	Rough-in	**18,709**	gsf	0.25	4,677		
	Public Address/Clock System						
	PA/master clock system	**18,709**	gsf	1.75	32,741		
	Auditorium Performance Systems (prorated)						
	Stage performance lighting rough-in and electrical only	**18,709**	gsf	0.50	9,355		
	Stage performance audio/visual rough-in and electrical only	**18,709**	gsf	0.50	9,355		
	Speech Amplification						
	Speech Amplification system	**18,709**	gsf	0.75	14,032		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**18,709**	gsf	0.50	9,355		
	Sound systems (prorated)						
	Cafeteria sound system including speech amplification	**18,709**	gsf	0.35	6,548		
	Gymnasium sound system including speech amplification	**18,709**	gsf	0.35	6,548		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 RENOVATION							
	Gymnasium (prorated)						
	Scoreboard/ shot clock with feed and connection allow	**18,709**	gsf	0.20	3,742		
	SUBTOTAL					466,794	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Demolition	**18,709**	gsf	1.00	18,709		
	Lightning Protection System	**18,709**	gsf	0.50	9,355		
	Grounding	**18,709**	gsf	0.50	9,355		
	Temp power and lights	**18,709**	gsf	1.50	28,064		
	Coordination, BIM & shop drawings	**18,709**	gsf	3.00	56,127		
	Fees & Permits	**18,709**	gsf	1.50	28,064		
	SUBTOTAL					149,674	
	TOTAL - ELECTRICAL						**$1,293,735**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment - Crabtree & McGrath 7/1/24	**1**	ls	740,025.00	740,025		
116200	*THEATRE EQUIPMENT*						
	New curtain and rigging allowance in Cafetorium	**1**	ls	30,000.00	w/addition		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,145**	sf	20.00	w/addition		
	Replace operable partitions in Gymnasium	**2**	ea	35,000.00	w/addition		
	Replace basketball backstops	**8**	ea	10,000.00	w/addition		
	Volley ball standards and inserts	**1**	ls	5,000.00	w/addition		
	Score board - allow	**1**	ea	20,000.00	w/addition		
	New telescopic bleachers				assume NR		
	SUBTOTAL					740,025	
	TOTAL - EQUIPMENT						**$740,025**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Window treatment replacements - allowance	**1,535**	sf	8.00	12,280		
123000	*CASEWORK*						
	New casework throughout	**18,709**	gsf	12.00	224,508		
	SUBTOTAL					236,788	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$236,788**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 AR.1 RENOVATION							
	F20 SELECTIVE BUILDING DEMOLITION						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	Remove exterior windows and storefront	**1,535**	sf	8.00	12,280		
	Demo and remove exterior wall at connection to new additions, shore as necessary	**2,400**	sf	15.00	36,000		
	Demo and remove interior floor finishes, ceilings and wall finishes etc.	**18,709**	gsf	4.00	74,836		
	Misc. selective interior demolition as req'd, partitions, specialties, furnishings, door hardware etc. - allowance	**18,709**	gsf	7.00	130,963		
	Selective interior MEP demolition including removal of cut & capped MEP equipment & fixtures	**18,709**	gsf	4.00	74,836		
	SUBTOTAL					328,915	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						**$328,915**
	TRADE SUBTOTAL						**$9,112,035**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-1 AR.1						
	G SITEWORK						
	G10 PHASING						
	6' high site construction fence	**2,323**	lf	18.00	41,814		
	Site construction entrance and removal/restoration	**2**	loc	12,000.00	24,000		
	Layout/As-builts/Survey	**1**	ls	15,000.00	15,000		
	Temporary utilities allowance	**1**	ls	50,000.00	NR		
	Temporary signage	**1**	ls	10,000.00	10,000		
	Mobilizations	**1**	ea	35,000.00	35,000		
	Street sweeping allowance	**1**	ls	10,000.00	10,000		
	Snow removal allowance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					160,814	
	G10 SITE PREPARATION & DEMOLITION						
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing pavement	**105,742**	sf	1.25	132,178		
	Allowance for misc. demo	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**316,535**	sf	0.25	79,134		
311000	*ROADWAY WORK - allowance*						
	Restore areas of water connections in road	**1**	ls	10,000.00	10,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clearing and stumping	**2**	acre	10,000.00	20,000		
	Allowance for pruning, protection and arborist	**1**	ls	25,000.00	25,000		
	Strip + stockpile topsoil	**2,123**	cy	11.50	24,415		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal	**2,323**	lf	12.00	27,876		
	Silt Sacks; installation and removal - allow	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					396,103	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*5,000*	*cy*				
	Cut	**5,000**	cy	10.00	50,000		
	Stockpile 50% for reuse	**2,500**	cy	5.00	12,500		
	Site cut processing	***2,500***	*cy*				
	Screen cut soils	**2,500**	cy	7.00	17,500		
	Site fill to design subgrade	*18,800*	*cy*				
	Fill - from cut	**2,500**	cy	12.00	30,000		
	Fill - from imported granular fill swell 25%	**20,375**	cy	48.00	978,000		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**2,500**	cy	2.50	6,250		
	Less than RCS-1 - clean non-regulated	**4,250**	tn	25.00	106,250		
312000	*ROCK REMOVAL - allowances*						
	Rock allowances	**5,000**	cy	85.00	425,000		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**270,000**	sf	0.15	40,500		
	Fine grading throughout the site	**270,000**	sf	0.35	94,500		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ea	50,000.00	50,000		
312000	*GEOTHERMAL*						
	Geothermal wells	**42**	ea	3,500.00	NR		
	SUBTOTAL					1,810,500	
	G20 SITE IMPROVEMENTS						
320000	***ROADWAYS AND PARKING LOTS***						
	Asphalt Paving; roadways	*74,600*	*sf*				

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-1 AR.1							
67		gravel base; 12" thick	**2,763**	cy	60.00	165,780		
68		asphalt top; 1.5" thick	**713**	tns	180.00	128,340		
69		asphalt binder; 2.5" thick	**1,187**	tns	150.00	178,050		
70	*320000*	*CURBING*						
71		Vertical granite curb	**4,300**	lf	52.00	223,600		
72		ADA Curb cuts	**10**	ea	850.00	8,500		
73	*320000*	*ROAD MARKINGS AND SIGNS*						
74		Parking spot	**60**	ea	85.00	5,100		
75		Parking spot ADA	**3**	ea	250.00	750		
76		Sign allowance	**1**	ls	10,000.00	10,000		
77		Pavement markings allowance	**1**	ls	10,000.00	10,000		
78		Crosswalk hatching	**4**	loc	2,500.00	10,000		
79		SUBTOTAL					740,120	
80								
81	***320000***	***PEDESTRIAN PAVING***						
82		Concrete sidewalks	*15,334*	*sf*				
83		gravel base; 6" thick	**284**	cy	60.00	17,040		
84		Broom finish concrete paving; 4" thick	**15,334**	sf	12.00	184,008		
85		Concrete unit pavers - per LA narrative	*500*	*sf*				
86		gravel base; 6" thick	**9**	cy	60.00	540		
87		Concrete slab paving; 4" thick	**500**	sf	12.00	6,000		
88		Concrete pavers	**500**	sf	28.00	14,000		
89		Geotextiles	**500**	sf	0.55	275		
90		Edging	**50**	lf	18.00	900		
91		Bituminous concrete - hardscape play areas	*1,499*	*sf*				
92		gravel base; 6" thick	**28**	cy	60.00	1,680		
93		asphalt top; 1" thick	**10**	tns	180.00	1,800		
94		asphalt binder; 2" thick	**19**	tns	150.00	2,850		
95		Allowance for painted games	**1**	ls	10,000.00	10,000		
96		Allowance for hoops and games	**1**	ls	10,000.00	10,000		
97		SUBTOTAL					249,093	
98								
99	***320000***	***SITE IMPROVEMENTS***						
100		*SITE FURNISHINGS*						
101		Bollards - at ADA parking and utilities - allowance	**10**	ea	1,200.00	12,000		
102		Bollards - crash -rated at drop-off areas	**10**	ea	2,500.00	25,000		
103		Trash receptacles	**5**	ea	3,000.00	15,000		
104		Flagpole - 30' Ht.	**1**	ea	7,500.00	7,500		
105		Flagpole foundation	**1**	ea	3,000.00	3,000		
106		Benches	**10**	ea	3,500.00	35,000		
107		Bike racks	**5**	ea	850.00	4,250		
108		Monolithic granite seatwalls	**1**	ea	250,000.00	250,000		
109		Misc. site improvements	**1**	ls	250,000.00	250,000		
110		*SYNTHETIC LAWN - outdoor learning*	*12,369*	*sf*				
111		Synthetic turf system	**12,369**	sf	12.00	148,428		
112		Turf anchor curbing	**577**	lf	80.00	46,160		
113		*PLAY AREAS*						
114		Playground - pour-in-place safety surfacing	3,750	*sf*				
115		gravel base; 6" thick	**69**	cy	60.00	4,140		
116		Pour-in-place safety surface	**3,750**	sf	36.00	135,000		
117		Edging	**200**	lf	45.00	9,000		
118		Allowance for play equipment	**1**	ls	350,000.00	350,000		
119		*FENCING*						
120		4' Ht - Chain link fence at site perimeter	**2,300**	lf	65.00	149,500		
121		Fence at playground	**200**	lf	65.00	13,000		
122		Site fencing allowance	**1**	ls	250,000.00	250,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-1 AR.1							
	WALLS						
	Retaining wall - assume 10' Ht.	**1,100**	lf	1,835.00	2,018,500		
	Service area wall - assume 4' Ht.	**21**	lf	772.00	16,212		
	SERVICE AREA						
	Vehicular concrete	*5,000*	*sf*				
	gravel base; 8" thick	**124**	cy	60.00	7,440		
	Broom finish concrete paving; 8" thick	**5,000**	sf	19.00	95,000		
	Loading dock landing	*2,500*	*sf*				
	gravel base; 6" thick	**46**	cy	60.00	2,760		
	Broom finish concrete paving; 4" thick	**2,500**	sf	12.00	30,000		
	Loading dock wall	**50**	lf	772.00	38,600		
	Loading dock stairs, ramps, handrails, etc	**1**	ls	25,000.00	25,000		
	Dumpster pad and screen fence	**1**	ls	15,000.00	15,000		
	Bollards- steel	**20**	ea	1,000.00	20,000		
	SUBTOTAL					3,975,490	
	Landscaping						
329900	*LAWN AND SEED*						
	Screen topsoil	**2,123**	cy	7.50	15,923		
	Export tailings from screening process - assume clean rock	**637**	cy	8.50	5,415		
	Amend/Place	**1,486**	cy	20.00	29,720		
	Topsoil - imported 6" thick; swell 25%	**2,225**	cy	70.00	155,750		
	Power rake and hydroseed disturbed areas	**160,316**	sf	0.35	56,111		
	Ornamental boulders	**7**	ea	500.00	3,500		
329900	*TREES & PLANTS*						
	Deciduous shade trees	**1**	ls	125,000.00	125,000		
	Low perennial beds with landscape curbing (precast)	**1**	ls	100,000.00	100,000		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	25,000.00	25,000		
328400	*IRRIGATION*						
	Irrigation in plant beds and lawn panels	**1**	ls	150,000.00	150,000		
	SUBTOTAL					666,419	
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	Allowance for new water supply for fire protection; fire loop	**1,686**	lf	150.00	252,900		
	Allowance for connections	**3**	ea	25,000.00	75,000		
	Allowance for fire hydrants and service to them via fire loop	**1**	ls	25,000.00	25,000		
331000	*WATER UTILITIES*						
	Allowance for new water supply for domestic service	**145**	lf	150.00	21,750		
	SUBTOTAL					374,650	
333000	*SANITARY SEWER*						
	Sewer service to leach field	**100**	lf	100.00	10,000		
	Leach field - includes septic tank	**4,200**	sf	100.00	420,000		
	SUBTOTAL					430,000	
334000	*STORM DRAINAGE*						
	Allowance for stormwater management	**249,778**	sf	10.00	2,497,780		
	SUBTOTAL					2,497,780	
220001	*NATURAL GAS*						
	No work in this section						
	SUBTOTAL					-	
G40	**ELECTRICAL UTILITIES**						
	Power						
	Power riser	**1**	ea	2,500.00	2,500		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
		SITE WORK - PK-1 AR.1						
181		Primary service duct bank	**450**	lf	80.00	36,000		
182		Pad mount transformer pad (TX by Utility Co)	**1**	ea	3,000.00	3,000		
183		1600A Secondary service duct bank	**50**	lf	650.00	32,500		
184		Generator						
185		Generator duct bank 400A	**70**	lf	250.00	17,500		
186		Electric Vehicle Stations						
187		Dual EV charging system	**10**	ea	15,000.00	150,000		
188		Security						
189		Site camera system, allow	**1**	ls	50,000.00	50,000		
190		Telecommunications						
191		Communication riser	**1**	ea	2,500.00	2,500		
192		Telcom duct bank 4-4" (empty)	**500**	lf	180.00	90,000		
193		Site lighting						
194		Site lighting and circuitry	**165,000**	sf	1.50	247,500		
195		SUBTOTAL					631,500	
196								
197		**TOTAL - SITE DEVELOPMENT**						**$11,932,469**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-1 N.1 NEW CONSTRUCTION

GROSS FLOOR AREA CALCULATION

First Floor	64,935	
TOTAL GROSS FLOOR AREA (GFA)		**64,935 *sf***

A1010 STANDARD FOUNDATIONS

033000	*CONCRETE*						
	Strip Footings	*198*	*CY*	$721	/cy		
	Foundation Walls	*352*	*CY*	$1,270	/cy		
	Spread Footings	*303*	*CY*	$830	/cy		
	Grade beams	*16*	*CY*	$1,275	/cy		
	Piers	*46*	*CY*	$1,935	/cy		
	Total Foundation Concrete	*915*	*CY*				
	Strip footing, typical; 3' x 12"						
	Formwork	**3,400**	sf	16.00		54,400	
	Re-bar	**17,000**	lbs.	2.00		34,000	
	Concrete material	**198**	cy	155.00		30,690	
	Placing concrete	**198**	cy	120.00		23,760	
	Foundation wall; 16" thick						
	Formwork	**13,600**	sf	20.00		272,000	
	Re-bar	**30,600**	lbs.	2.00		61,200	
	Concrete material	**352**	cy	155.00		54,560	
	Placing concrete	**352**	cy	120.00		42,240	
	Form shelf	**1,700**	lf	10.00		17,000	
	Exterior spread footings, typical; 6'-0"x 6'-0"x 24"						
	Formwork	**2,976**	sf	18.00		53,568	
	Re-bar	**20,880**	lbs.	2.00		41,760	
	Concrete material	**174**	cy	155.00		26,970	
	Placing concrete	**174**	cy	120.00		20,880	
	Set anchor bolts grout plates	**62**	ea	150.00		9,300	
	Interior spread footings, typical; 7'-0"x 7'-0"x 24"						
	Formwork	**3,136**	sf	18.00		56,448	
	Re-bar	**25,560**	lbs.	2.00		51,120	
	Concrete material	**213**	cy	155.00		33,015	
	Placing concrete	**213**	cy	120.00		25,560	
	Set anchor bolts grout plates	**56**	ea	150.00		8,400	
	Cafeteria/Gymnasium spread footings, typical; 8'-0"x 8'-0"x 24"						
	Formwork	**1,152**	sf	18.00		20,736	
	Re-bar	**14,400**	lbs.	2.00		28,800	
	Concrete material	**90**	cy	155.00		13,950	
	Placing concrete	**90**	cy	120.00		10,800	
	Set anchor bolts grout plates	**18**	ea	150.00		2,700	
	Grade beams at braced frames, allow	**100**	LF				
	Formwork	**400**	sf	15.00		6,000	
	Re-bar	**5,000**	lbs.	2.00		10,000	
	Concrete material	**16**	cy	155.00		2,480	
	Placing concrete	**16**	cy	120.00		1,920	
	Piers/Pilasters						
	Formwork	**2,486**	sf	20.00		49,720	
	Re-bar	**13,320**	lbs	2.00		26,640	
	Concrete material	**46**	cy	155.00		7,130	
	Placing concrete	**46**	cy	120.00		5,520	
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Trowelled-on bituminous mastic dam proofing at foundation walls	**6,800**	sf	4.00		27,200	
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**6,800**	sf	3.00		20,400	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1	**N.1 NEW CONSTRUCTION**						
312000	*EARTHWORK*						
	Strip footings/Fdn wall						
	Excavation	**1,133**	cy	25.00	28,325		
	Remove off-site	**1,133**	cy	32.00	36,256		
	Backfill with imported material	**935**	cy	48.00	44,880		
	Spread footings/Grade beams						
	Excavation	**1,045**	cy	25.00	26,125		
	Remove off-site	**1,045**	cy	32.00	33,440		
	Backfill with imported material	**726**	cy	48.00	34,848		
	Building						
	Cut	**3,000**	cy	15.00	45,000		
	Fill - imported structural fill swell 25%	**4,500**	cy	65.00	292,500		
	SOIL DISPOSAL - conversion factor 1.7 to tons						
	Load excess soils for disposal	**3,000**	cy	2.50	7,500		
	Less than RCS-1 - clean non-regulated	**5,100**	tn	25.00	127,500		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**423**	cy	48.00	20,304		
	Perimeter drain	**1,700**	lf	30.00	51,000		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					1,918,545	
A1020	**SPECIAL FOUNDATIONS**						
	Improve soils/ground improvement allowance			Assumed not required			
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on grade	*64,935*	*sf*				
	Vapor barrier at slab on grade	**64,935**	sf	1.50	97,403		
	WWF reinforcement	**74,675**	sf	1.80	134,415		
	Concrete - 6" thick	**1,263**	cy	155.00	195,765		
	Placing concrete	**1,263**	cy	120.00	151,560		
	Finishing and curing concrete	**64,935**	sf	3.00	194,805		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	Radon system	**64,935**	sf	3.00	NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**64,935**	sf	2.50	162,338		
312000	*EARTHWORK*						
	Building						
	Compacted granular structural fill, 8"	**1,611**	cy	48.00	77,328		
	Compacted gravel base, 8"	**1,611**	cy	48.00	77,328		
	Compact existing sub-grade	**64,935**	sf	1.00	64,935		
	Under slab E&B for plumbing	**64,935**	sf	1.50	97,403		
	SUBTOTAL					1,263,280	
	TOTAL - FOUNDATIONS						**$3,181,825**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 N.1 NEW CONSTRUCTION							
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
	No Work in this section						
	SUBTOTAL					-	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE*	Allowance at mechanical equipment/low roof					
	Concrete fill to metal roof deck	**2,500**	sf	10.00	25,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf at typical roof	**490**	tns	5,500.00	2,695,000		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**625**	ea	3.50	2,188		
	3" metal floor deck at typical roof	**70,035**	sf	7.00	490,245		
	Premium for acoustic deck at gym	**6,500**	sf	6.00	39,000		
	HSS support framing at roof screen @ 110 lbs/lf	**10**	tns	5,800.00	58,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**63,535**	sf	3.00	190,605		
	SUBTOTAL					3,500,038	
	TOTAL - SUPERSTRUCTURE						**$3,500,038**
B20	***EXTERIOR CLOSURE***	31,541	sf	Total Exterior Closure			
B2010	**EXTERIOR WALLS; 78%**	*24,602*	*sf*				
040001	*MASONRY*						
	Brick veneer; 70%	**17,221**	sf	49.00	843,829		
	Precast trim	**17,221**	sf	2.00	34,442		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**17,221**	sf	1.00	17,221		
	Relieving angles			assume included in lbs/sf tns			
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**24,602**	sf	8.80	216,498		
	Air barrier/flashing at windows	**2,313**	lf	6.25	14,456		
	Air barrier @ overhangs/soffits	**5,100**	sf	8.50	43,350		
	Miscellaneous sealants to closure	**24,602**	sf	0.50	12,301		
072100	*THERMAL INSULATION*						
	3" Rigid insulation	**24,602**	sf	4.00	98,408		
	Spray insulation; 2" typical	**24,602**	sf	3.00	73,806		
	3" Rigid insulation @ overhangs/soffits	**5,100**	sf	4.00	20,400		
	Insulation at window openings	**2,313**	lf	6.00	13,878		
074213	*WALL PANELS*						
	Prodema panels: 30%	**7,381**	sf	85.00	627,385		
	Roof overhang soffits; 3ft Deep	**5,100**	sf	85.00	433,500		
	Roof screen; allow 175 LF x 10ft H	**1,750**	sf	65.00	113,750		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1	**N.1 NEW CONSTRUCTION**						
092900	*GYPSUM BOARD ASSEMBLIES*						
	Framing at soffits	**5,100**	sf	18.00	91,800		
	8" metal stud backup, typical	**24,602**	sf	16.00	393,632		
	Gypsum Sheathing	**24,602**	sf	3.50	86,107		
	Drywall lining to interior face of stud backup	**24,602**	sf	4.25	104,559		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					3,249,322	
B2020	**WINDOWS; 22% glazed**	*6,939*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**2,313**	lf	14.00	32,382		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**2,313**	lf	10.00	23,130		
080001	*METAL WINDOWS*						
	Aluminum windows/Storefront; triple glazed, 80%	**5,551**	sf	200.00	1,110,200		
	Curtain wall; triple glazed, 20%	**1,388**	sf	225.00	312,300		
	Sun control at East, south + West facing classrooms - allow	**1**	ls	75,000.00	75,000		
	Premium for security glazing	**300**	sf	75.00	22,500		
089100	*LOUVERS*						
	Louvers - allowance	**100**	sf	85.00	8,500		
	SUBTOTAL					1,584,012	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**64,935**	gsf	1.50	97,403		
	SUBTOTAL					97,403	
	TOTAL - EXTERIOR CLOSURE						**$4,930,737**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	TPO roofing membrane; Sarnafil, single ply w/ 10" insulation and vapor barrier includes blocking and flashings etc.	**70,035**	sf	35.00	2,451,225		
	Canopy roof system; heavy timber structure + TPO roofing	**2,500**	sf	150.00	375,000		
	Allowance for roof hatches, ladders, walkway pads etc.	**1**	ls	10,000.00	10,000		
	SUBTOTAL					2,836,225	
B3020	**ROOF OPENINGS**						
	No items in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$2,836,225**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions; gwb/ metal stud partitions including premium for CMU in Stairs, Gym and kitchen and allowance for glazed partitions throughout. Abuse resistant board at select areas.	**64,935**	sf	37.00	2,402,595		
	SUBTOTAL					2,402,595	
C1020	**INTERIOR DOORS**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 N.1 NEW CONSTRUCTION							
	Interior doors; complete	**64,935**	gsf	7.00	454,545		
	SUBTOTAL					454,545	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**64,935**	gsf	2.50	162,338		
064100	*FINISH CARPENTRY*						
	Cubbies	**300**	ea	500.00	150,000		
	Millwork allowance	**64,935**	gsf	4.00	259,740		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**64,935**	gsf	1.00	64,935		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB/ Flagpoles complete	**64,935**	gsf	1.60	103,896		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Signage; complete package	**64,935**	gsf	0.80	51,948		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	Toilet partitions/bathroom accessories	**64,935**	gsf	1.00	64,935		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
	AED cabinets	**1**	ls	750.00	750		
105113	*LOCKERS*						
	Lockers				NR		
	SUBTOTAL					861,542	
	TOTAL - INTERIOR CONSTRUCTION						**$3,718,682**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	No Work in this section						
	SUBTOTAL					-	
C2020	**STAIR FINISHES**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - STAIRCASES						
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Paint to walls	**64,935**	gsf	2.50	162,338		
	Tile in bathrooms and toilet rooms, full height	**8,100**	sf	38.00	307,800		
	Tile in corridors; 4'-8" H	**7,005**	sf	38.00	266,190		
	Wood paneling	**3,000**	sf	80.00	240,000		
	Allowance for miscellaneous wall finishes; acoustic panels, FRP etc.	**64,935**	gsf	2.00	129,870		
	SUBTOTAL					1,106,198	
C3020	**FLOOR FINISHES**						
	Finishes throughout with linoleum flooring and resilient base	**40,410**	sf	8.00	323,280		
	Rubber resilient at athletic flooring in PT	**1,000**	sf	16.00	16,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	PK-1 N.1 NEW CONSTRUCTION							
304		Terrazzo at Lobby	**2,500**	sf	45.00	112,500		
305		Epoxy flooring; Art & Toilets	**3,675**	sf	22.00	80,850		
306		Carpet in Admin spaces, teacher collaboration, Library including resilient base	**5,800**	sf	6.50	37,700		
307		Stage flooring	**1,000**	sf	24.00	24,000		
308		Quarry tile in kitchen & support spaces	**1,750**	sf	45.00	78,750		
309		Maple athletic flooring in gymnasium	**6,000**	sf	24.00	144,000		
310		Concrete sealer in service, mechanical, BOH spaces	**2,800**	sf	2.00	5,600		
311		Entry mats - walk-off mats	**500**	sf	20.00	10,000		
312		SUBTOTAL					832,680	
313								
314	**C3030**	**CEILING FINISHES**						
315								
316		ACT ceiling replacement throughout; 2 x 2	**23,220**	sf	7.00	162,540		
317		ACT ceilings 2 x 4; 20%	**12,987**	sf	6.50	84,416		
318		Wood slat ceilings; 10%	**6,494**	sf	60.00	389,640		
319		GWB ceilings; 15%	**9,740**	sf	16.00	155,840		
320		Paint exposed structure	**6,000**	sf	3.00	18,000		
321		Stepped ceilings with preformed soffits; 10%	**6,494**	sf	14.00	90,916		
322		SUBTOTAL					901,352	
323								
324		***TOTAL - INTERIOR FINISHES***						**$2,840,230**
325								
326								
327	***D10***	***CONVEYING SYSTEMS***						
328								
329	**D1010**	**ELEVATOR**						
330		No Work in this section						
331		SUBTOTAL					-	
332								
333		***TOTAL - CONVEYING SYSTEMS***						
334								
335								
336	***D20***	***PLUMBING***						
337								
338	**D20**	**PLUMBING, GENERALLY**						
339		Plumbing system complete; 3- 45KW 120gal elect water heaters, new fixtures & equipment including domestic water, sanitary W&V, and storm piping	**64,935**	gsf	29.00	1,883,115		
340		SUBTOTAL					1,883,115	
341								
342		***TOTAL - PLUMBING***						**$1,883,115**
343								
344								
345	***D30***	***HVAC***						
346								
347	**D30**	**HVAC, GENERALLY**						
348		Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
349		Eight (8) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 500 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air- source heat pump chiller.	**64,935**	gsf	90.00	5,844,150		
350		SUBTOTAL					5,844,150	
351								
352		***TOTAL - HVAC***						**$5,844,150**
353								
354								
355	***D40***	***FIRE PROTECTION***						
356								
357	**D40**	**FIRE PROTECTION, GENERALLY**						
358		Fire pump - not included						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 N.1 NEW CONSTRUCTION							
	Fire protection complete system	**64,935**	gsf	8.50	551,948		
	SUBTOTAL					551,948	
	TOTAL - FIRE PROTECTION						**$551,948**
	D50 ELECTRICAL						
D50	**ELECTRICAL**						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	2000AF/1600AT main switchboard and associated gear and distribution	**64,935**	gsf	7.00	454,545		
	Emergency power						
	EM power based on 300KW diesel fired generator with sound/wp	**64,935**	gsf	5.00	324,675		
	18kW UPS system	**64,935**	gsf	0.40	25,974		
	Photovoltaic System						
	Infrastructure for future system	**64,935**	gsf	0.20	12,987		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**64,935**	gsf	4.00	259,740		
	SUBTOTAL					1,077,921	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**64,935**	gsf	8.50	551,948		
	Lighting circuitry	**64,935**	gsf	4.00	259,740		
	Lighting control system						
	Network Lighting controls	**64,935**	gsf	2.50	162,338		
	Branch devices						
	Branch devices	**64,935**	gsf	0.60	38,961		
	Branch circuitry	**64,935**	gsf	4.00	259,740		
	SUBTOTAL					1,272,727	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**64,935**	gsf	3.50	227,273		
	Mass notification	**64,935**	gsf	0.65	42,208		
	Bi-Directional System						
	BDA/DAS system	**64,935**	gsf	1.00	64,935		
	Two-Way Communication						
	Two-Way Communication	**64,935**	gsf	0.25	16,234		
	Security System						
	Intrusion detection	**64,935**	gsf	1.00	64,935		
	Access control	**64,935**	gsf	1.00	64,935		
	CCTV	**64,935**	gsf	2.50	162,338		
	Video intercom system	**64,935**	gsf	0.40	25,974		
	Telephone/Data/CATV						
	Network switches, and phone system	**64,935**	gsf	4.50	292,208		
	Devices and cabling	**64,935**	gsf	3.00	194,805		
	Rough-in	**64,935**	gsf	1.00	64,935		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**64,935**	gsf	0.50	32,468		
	Digital Signage System						
	Devices and cabling, allow	**64,935**	gsf	0.50	32,468		
	Rough-in	**64,935**	gsf	0.25	16,234		
	Public Address/Clock System						
	PA/master clock system	**64,935**	gsf	1.75	113,636		
	Auditorium Performance Systems						
	Stage performance lighting rough-in and electrical only	**64,935**	gsf	0.50	32,468		
	Stage performance audio/visual rough-in and electrical only	**64,935**	gsf	0.50	32,468		
	Speech Amplification						
	Speech Amplification system	**64,935**	gsf	0.75	48,701		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-1 N.1 NEW CONSTRUCTION							
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**64,935**	gsf	0.50	32,468		
	Sound systems						
	Cafeteria sound system including speech amplification	**64,935**	gsf	0.35	22,727		
	Gymnasium sound system including speech amplification	**64,935**	gsf	0.35	22,727		
	Gymnasium						
	Scoreboard/ shot clock with feed and connection allow	**64,935**	gsf	0.20	12,987		
	SUBTOTAL					1,620,132	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Lightning Protection System	**64,935**	gsf	0.50	32,468		
	Grounding	**64,935**	gsf	0.50	32,468		
	Temp power and lights	**64,935**	gsf	1.50	97,403		
	Coordination, BIM & shop drawings	**64,935**	gsf	3.00	194,805		
	Fees & Permits	**64,935**	gsf	1.50	97,403		
	SUBTOTAL					454,547	
	TOTAL - ELECTRICAL						**$4,425,327**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
119000	*MISCELLANEOUS EQUIPMENT*						
	Allowance for miscellaneous equipment	**64,935**	gsf	1.00	64,935		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment - Crabtree & McGrath 7/1/24	**1**	ls	740,025.00	740,025		
116200	*THEATRE EQUIPMENT*						
	New curtain and rigging allowance in Cafetorium	**1**	ls	30,000.00	30,000		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,145**	sf	20.00	42,900		
	Gymnasium divider curtain	**1**	ls	30,000.00	30,000		
	Basketball backstops	**6**	ea	12,000.00	72,000		
	Volley ball standards and inserts	**1**	ls	5,000.00	5,000		
	Score board - allow	**1**	ea	20,000.00	20,000		
	New telescopic bleachers				NR		
	SUBTOTAL					1,004,860	
	TOTAL - EQUIPMENT						**$1,004,860**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades; allowance	**6,939**	sf	8.00	55,512		
123000	*CASEWORK*						
	Wood casework w/ solid surface counters throughout	**64,935**	gsf	12.00	779,220		
	SUBTOTAL					834,732	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$834,732**

PM&C

Wildwood Elementary School Project 22-Jul-24
PSR Submission Estimate

Westwood, MA GFA 64,935

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-1 N.1 NEW CONSTRUCTION

	F10 SPECIAL CONSTRUCTION						
	F10 SPECIAL CONSTRUCTION						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
	F20 SELECTIVE BUILDING DEMOLITION						
	F2010 BUILDING ELEMENTS DEMOLITION						
	SUBTOTAL					-	
	F2020 HAZARDOUS COMPONENTS ABATEMENT						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						

TRADE SUBTOTAL **$35,551,869**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-1 N.1						
	G SITEWORK						
	G10 PHASING						
	6' high site construction fence	**2,316**	lf	18.00	41,688		
	Site construction entrance and removal/restoration	**2**	loc	12,000.00	24,000		
	Layout/As-builts/Survey	**1**	ls	15,000.00	15,000		
	Temporary utilities allowance	**1**	ls	50,000.00	NR		
	Temporary signage	**1**	ls	10,000.00	10,000		
	Mobilizations	**1**	ea	35,000.00	35,000		
	Street sweeping allowance	**1**	ls	10,000.00	10,000		
	Snow removal allowance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					160,688	
	G10 SITE PREPARATION & DEMOLITION						
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing pavement	**105,742**	sf	1.25	132,178		
	Allowance for misc. demo	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**316,535**	sf	0.25	79,134		
311000	*ROADWAY WORK - allowance*						
	Restore areas of water connections in road	**1**	ls	10,000.00	10,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clearing and stumping	**2**	acre	10,000.00	20,000		
	Allowance for pruning, protection and arborist	**1**	ls	25,000.00	25,000		
	Strip + stockpile topsoil	**2,123**	cy	11.50	24,415		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal	**2,316**	lf	12.00	27,792		
	Silt Sacks; installation and removal - allow	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					396,019	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*5,000*	*cy*				
	Cut	**5,000**	cy	10.00	50,000		
	Stockpile 50% for reuse	**2,500**	cy	5.00	12,500		
	Site cut processing	***2,500***	*cy*				
	Screen cut soils	**2,500**	cy	7.00	17,500		
	Site fill to design subgrade	*18,800*	*cy*				
	Fill - from cut	**2,500**	cy	12.00	30,000		
	Fill - from imported granular fill swell 25%	**20,375**	cy	48.00	978,000		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**2,500**	cy	2.50	6,250		
	Less than RCS-1 - clean non-regulated	**4,250**	tn	25.00	106,250		
312000	*ROCK REMOVAL - allowances*						
	Rock allowances	**5,000**	cy	85.00	425,000		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**270,000**	sf	0.15	40,500		
	Fine grading throughout the site	**270,000**	sf	0.35	94,500		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ea	50,000.00	50,000		
312000	*GEOTHERMAL*						
	Geothermal wells	**42**	ea	3,500.00	NR		
	SUBTOTAL					1,810,500	
	G20 SITE IMPROVEMENTS						
320000	***ROADWAYS AND PARKING LOTS***						
	Asphalt Paving; roadways	*77,400*	*sf*				
	gravel base; 12" thick	**2,867**	cy	60.00	172,020		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-1 N.1							
64		asphalt top; 1.5" thick	**740**	tns	180.00	133,200		
65		asphalt binder; 2.5" thick	**1,231**	tns	150.00	184,650		
66	*320000*	*CURBING*						
67		Vertical granite curb	**4,300**	lf	52.00	223,600		
68		ADA Curb cuts	**10**	ea	850.00	8,500		
69	*320000*	*ROAD MARKINGS AND SIGNS*						
70		Parking spot	**60**	ea	85.00	5,100		
71		Parking spot ADA	**3**	ea	250.00	750		
72		Sign allowance	**1**	ls	10,000.00	10,000		
73		Pavement markings allowance	**1**	ls	10,000.00	10,000		
74		Crosswalk hatching	**4**	loc	2,500.00	10,000		
75		SUBTOTAL					757,820	
76								
77	***320000***	***PEDESTRIAN PAVING***	*Total sf*		*21,150*			
78		Concrete sidewalks	*20,650*	*sf*				
79		gravel base; 6" thick	**382**	cy	60.00	22,920		
80		Broom finish concrete paving; 4" thick	**20,650**	sf	12.00	247,800		
81		Concrete unit pavers - per LA narrative	*500*	*sf*				
82		gravel base; 6" thick	**9**	cy	60.00	540		
83		Concrete slab paving; 4" thick	**500**	sf	12.00	6,000		
84		Concrete pavers	**500**	sf	28.00	14,000		
85		Geotextiles	**500**	sf	0.55	275		
86		Edging	**50**	lf	18.00	900		
87		Bituminous concrete - hardscape play areas	*5,787*	*sf*				
88		gravel base; 6" thick	**107**	cy	60.00	6,420		
89		asphalt top; 1" thick	**37**	tns	180.00	6,660		
90		asphalt binder; 2" thick	**74**	tns	150.00	11,100		
91		Allowance for painted games	**1**	ls	10,000.00	10,000		
92		Allowance for hoops and games	**1**	ls	10,000.00	10,000		
93		SUBTOTAL					336,615	
94								
95	***320000***	***SITE IMPROVEMENTS***						
96	*320000*	*SITE FURNISHINGS*						
97		Bollards - at ADA parking and utilities - allowance	**10**	ea	1,200.00	12,000		
98		Bollards - crash -rated at drop-off areas	**10**	ea	2,500.00	25,000		
99		Trash receptacles	**5**	ea	3,000.00	15,000		
100		Flagpole - 30' Ht.	**1**	ea	7,500.00	7,500		
101		Flagpole foundation	**1**	ea	3,000.00	3,000		
102		Benches	**10**	ea	3,500.00	35,000		
103		Bike racks	**5**	ea	850.00	4,250		
104		Monolithic granite seatwalls	**1**	ea	250,000.00	250,000		
105		Misc. site improvements	**1**	ls	250,000.00	250,000		
106	*320000*	*SYNTHETIC LAWN - outdoor learning*	*5,783*	*sf*				
107		Synthetic turf system	**5,783**	sf	12.00	69,396		
108		Turf anchor curbing	**703**	lf	80.00	56,240		
109	*320000*	*PLAY AREAS*						
110		Playground - pour-in-place safety surfacing	3,750	*sf*				
111		gravel base; 6" thick	**69**	cy	60.00	4,140		
112		Pour-in-place safety surface	**3,750**	sf	36.00	135,000		
113		Edging	**200**	lf	45.00	9,000		
114		Allowance for play equipment	**1**	ls	350,000.00	350,000		
115	*320000*	*FENCING*						
116		4' Ht - Chain link fence at site perimeter	**2,300**	lf	65.00	149,500		
117		Fence at playground	**200**	lf	65.00	13,000		
118		Site fencing allowance	**1**	ls	250,000.00	250,000		
119	*320000*	*WALLS*						
120		Retaining wall - assume 10' Ht.	**1,200**	lf	1,835.00	2,202,000		
121	*320000*	*SERVICE AREA*						
122		Vehicular concrete	*5,000*	*sf*				
123		gravel base; 8" thick	**124**	cy	60.00	7,440		
124		Broom finish concrete paving; 8" thick	**5,000**	sf	19.00	95,000		
125		Loading dock landing	*2,500*	*sf*				
126		gravel base; 6" thick	**46**	cy	60.00	2,760		
127		Broom finish concrete paving; 4" thick	**2,500**	sf	12.00	30,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-1 N.1							
	Loading dock wall	**50**	lf	772.00	38,600		
	Loading dock stairs, ramps, handrails, etc	**1**	ls	25,000.00	25,000		
	Dumpster pad and screen fence	**1**	ls	15,000.00	15,000		
	Bollards- steel	**20**	ea	1,000.00	20,000		
	SUBTOTAL					4,073,826	
	Landscaping						
329900	*LAWN AND SEED*						
	Screen topsoil	**2,123**	cy	7.50	15,923		
	Export tailings from screening process - assume clean rock	**637**	cy	8.50	5,415		
	Amend/Place	**1,486**	cy	20.00	29,720		
	Topsoil - imported 6" thick; swell 25%	**2,318**	cy	70.00	162,260		
	Power rake and hydroseed disturbed areas	**164,339**	sf	0.35	57,519		
	Ornamental boulders	**7**	ea	500.00	3,500		
329900	*TREES & PLANTS*						
	Deciduous shade trees	**1**	ls	125,000.00	125,000		
	Low perennial beds with landscape curbing (precast)	**1**	ls	100,000.00	100,000		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	25,000.00	25,000		
328400	*IRRIGATION*						
	Irrigation in plant beds and lawn panels	**1**	ls	150,000.00	150,000		
	SUBTOTAL					674,337	
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	Allowance for new water supply for fire protection; fire loop	**1,692**	lf	150.00	253,800		
	Allowance for connections	**3**	ea	25,000.00	75,000		
	Allowance for fire hydrants and service to them via fire loop	**1**	ls	25,000.00	25,000		
331000	*WATER UTILITIES*						
	Allowance for new water supply for domestic service	**183**	lf	150.00	27,450		
	SUBTOTAL					381,250	
333000	*SANITARY SEWER*						
	Sewer service to leach field	**70**	lf	100.00	7,000		
	Leach field - includes septic tank	**4,200**	sf	100.00	420,000		
	SUBTOTAL					427,000	
334000	*STORM DRAINAGE*						
	Allowance for stormwater management	**238,732**	sf	10.00	2,387,320		
	SUBTOTAL					2,387,320	
220001	*NATURAL GAS*						
	No work in this section						
	SUBTOTAL					-	
G40	**ELECTRICAL UTILITIES**						
	Power						
	Power riser	**1**	ea	2,500.00	2,500		
	Primary service duct bank	**450**	lf	80.00	36,000		
	Pad mount transformer pad (TX by Utility Co)	**1**	ea	3,000.00	3,000		
	1600A Secondary service duct bank	**50**	lf	650.00	32,500		
	Generator						
	Generator duct bank 400A	**70**	lf	250.00	17,500		
	Electric Vehicle Stations						
	Dual EV charging system	**10**	ea	15,000.00	150,000		
	Security						
	Site camera system, allow	**1**	ls	50,000.00	50,000		
	Telecommunications						
	Communication riser	**1**	ea	2,500.00	2,500		
	Telcom duct bank 4-4" (empty)	**500**	lf	180.00	90,000		
	Site lighting						
	Site lighting and circuitry	**166,000**	sf	1.50	249,000		
	SUBTOTAL					633,000	

PM&C

Wildwood Elementary School Project
PSR Submission Estimate

22-Jul-24

Westwood, MA

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-1 N.1						
191							
192	**TOTAL - SITE DEVELOPMENT**						**$12,038,375**

		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
	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

		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**
	4.08	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	3	$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	2	$50,000
	4.47	Provide emergency power off switch to shut down electrical equipment in kitchen in an emergency.	1	EA	ELECT	2	$6,000
	4.48	Establish dedicated network closets for adequate temperature control and securing equipment. (Allowance)	200	SF	TECH	2	$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	2	$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	2	$107,542
	4.51	Include state of the art Voice Reinforcement systems in remaining classrooms. (50% of classrooms or 14 rooms)	14	EA	TECH	2	$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	2	$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	2	$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	2	$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	3	$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	3	$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							

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-3 AR.1 ADDITION

GROSS FLOOR AREA CALCULATION

First Floor	37,454
Second Floor	28,473
Third Floor	2,014

TOTAL GROSS FLOOR AREA (GFA) **67,941 *sf***

A1010 STANDARD FOUNDATIONS

	New foundations	**37,454**	sf	46.80	1,752,847		
	SUBTOTAL					1,752,847	

A1020 SPECIAL FOUNDATIONS

	Improve soils/ground improvement allowance				Assumed not required		
	SUBTOTAL					-	

A1030 LOWEST FLOOR CONSTRUCTION

033000	*CONCRETE*						
	Slab on grade	*37,454*	*sf*				
	Vapor barrier at slab on grade	**37,454**	sf	1.50	56,181		
	WWF reinforcement	**43,072**	sf	1.80	77,530		
	Concrete - 6" thick	**728**	cy	155.00	112,840		
	Placing concrete	**728**	cy	120.00	87,360		
	Finishing and curing concrete	**37,454**	sf	3.00	112,362		
	Miscellaneous						
	Equipment pads	**1**	ls	20,000.00	20,000		
	Radon system	**37,454**	sf	3.00	NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**37,454**	sf	2.50	93,635		
312000	*EARTHWORK*						
	Building						
	Compacted granular structural fill, 8"	**929**	cy	48.00	44,592		
	Compacted gravel base, 8"	**929**	cy	48.00	44,592		
	Compact existing sub-grade	**37,454**	sf	1.00	37,454		
	Under slab E&B for plumbing	**37,454**	sf	1.50	56,181		
	SUBTOTAL					742,727	

TOTAL - FOUNDATIONS **$2,495,574**

A20 BASEMENT CONSTRUCTION

A2010 BASEMENT EXCAVATION

	No Work in this section						
	SUBTOTAL					-	

A2020 BASEMENT WALLS

	No Work in this section						
	SUBTOTAL					-	

TOTAL - BASEMENT CONSTRUCTION

B10 SUPERSTRUCTURE

B1010 FLOOR CONSTRUCTION

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 ADDITION							
		14.9	*lbs/sf*				
		507	*tns*	excluding roof screens and canopies			
		$6,458	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**35,060**	sf	1.80	63,108		
	Concrete fill to metal deck; 4-1/2" light weight	**445**	cy	195.00	86,775		
	Place and finish concrete	**30,487**	sf	3.50	106,705		
	Rebar to decks	**9,146**	lbs	2.00	18,292		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf	**213**	tns	5,200.00	1,107,600		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**7,622**	ea	3.50	26,677		
	2" metal floor deck	**30,487**	sf	6.50	198,166		
	Allowance for expansion joint	**1**	ls	10,000.00	10,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams	**30,487**	sf	2.75	83,839		
	Intumescent allowance	**1**	ls	35,000.00	35,000		
	SUBTOTAL					1,736,162	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE*	Allowance at mechanical equipment/low roof					
	Concrete fill to metal roof deck	**5,000**	sf	10.00	50,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf at typical roof	**294**	tns	5,200.00	1,528,800		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**1,250**	ea	3.50	4,375		
	3" metal floor deck at typical roof	**41,954**	sf	7.00	293,678		
	Premium for acoustic deck at gym and cafeteria	**9,500**	sf	6.00	57,000		
	HSS support framing at roof screen @ 110 lbs/lf	**10**	tns	5,800.00	58,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**41,954**	sf	3.00	125,862		
	SUBTOTAL					2,117,715	
	TOTAL - SUPERSTRUCTURE						**$3,853,877**
B20	***EXTERIOR CLOSURE***						
B2010	**EXTERIOR WALLS; 78%**						
	Exterior walls, complete	**67,941**	gsf	48.00	3,261,168		
	SUBTOTAL					3,261,168	
B2020	**WINDOWS; 22% glazed**		sf				
	Windows, complete	**67,941**	gsf	24.00	1,630,584		
	SUBTOTAL					1,630,584	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**67,941**	gsf	1.50	101,912		
	SUBTOTAL					101,912	
	TOTAL - EXTERIOR CLOSURE						**$4,993,664**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 ADDITION							
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	TPO roofing membrane; Sarnafil, single ply w/ 10" insulation and vapor barrier includes blocking and flashings etc.	**41,954**	sf	35.00	1,468,390		
	Allowance for roof hatches, ladders, walkway pads etc.	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,478,390	
B3020	**ROOF OPENINGS**						
	No items in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$1,478,390**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions; gwb/ metal stud partitions including premium for CMU in Stairs, Gym and kitchen and allowance for glazed partitions throughout. Abuse resistant board at select areas.	**67,941**	sf	37.00	2,513,817		
	SUBTOTAL					2,513,817	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**67,941**	gsf	7.00	475,587		
	SUBTOTAL					475,587	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**67,941**	gsf	2.50	169,853		
064100	*FINISH CARPENTRY*						
	Cubbies	**875**	ea	500.00	437,500		
	Millwork allowance	**67,941**	gsf	4.00	271,764		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**67,941**	gsf	1.00	67,941		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB/ Flagpoles complete	**67,941**	gsf	1.60	108,706		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Signage; complete package	**67,941**	gsf	0.80	54,353		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	Toilet partitions/bathroom accessories	**67,941**	gsf	1.00	67,941		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
	AED cabinets	**1**	ls	750.00	750		
	SUBTOTAL					1,181,808	
	TOTAL - INTERIOR CONSTRUCTION						**$4,171,212**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**3**	flt	55,000.00	165,000		
	Premium for Main stair	**1**	flt	35,000.00	35,000		
	SUBTOTAL					200,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 ADDITION							
C2020	**STAIR FINISHES**						
	Finishes complete	**3**	flt	5,000.00	15,000		
	SUBTOTAL					15,000	
	TOTAL - STAIRCASES						**$215,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Wall finishes	**67,941**	gsf	17.00	1,154,997		
	SUBTOTAL					1,154,997	
C3020	**FLOOR FINISHES**						
	Floor finishes	**67,941**	gsf	12.50	849,263		
	SUBTOTAL					849,263	
C3030	**CEILING FINISHES**						
	ACT ceiling replacement throughout; 2 x 2	**24,574**	sf	7.00	172,018		
	ACT ceilings 2 x 4; 20%	**13,588**	sf	6.50	88,322		
	Wood slat ceilings; 10%	**6,794**	sf	60.00	407,640		
	GWB ceilings; 15%	**10,191**	sf	16.00	163,056		
	Paint exposed structure	**6,000**	sf	3.00	18,000		
	Stepped ceilings with preformed soffits; 10%	**6,794**	sf	22.00	149,468		
	SUBTOTAL					998,504	
	TOTAL - INTERIOR FINISHES						**$3,002,764**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
	New three stop elevator	**1**	ea	270,000.00	270,000		
	Elevator sills and pit ladder	**1**	ls	3,000.00	3,000		
	SUBTOTAL					273,000	
	TOTAL - CONVEYING SYSTEMS						**$273,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	ADDITION: Plumbing system complete; 3- 54KW 120gal elect water heaters, new fixtures & equipment including domestic water, sanitary W&V, and storm piping	**67,941**	gsf	30.00	2,038,230		
	SUBTOTAL					2,038,230	
	TOTAL - PLUMBING						**$2,038,230**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
	Twelve (12) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 800 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller	**67,941**	gsf	90.00	6,114,690		
	SUBTOTAL					6,114,690	
	TOTAL - HVAC						**$6,114,690**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 ADDITION							
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	Fire pump - not included						
	Fire protection complete system	**67,941**	gsf	8.50	577,499		
	SUBTOTAL					577,499	
	TOTAL - FIRE PROTECTION						**$577,499**
	D50 ELECTRICAL						
D50	**ELECTRICAL**						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	3000AF/2500AT main switchboard and associated gear and distribution	**67,941**	gsf	7.00	475,587		
	Emergency power						
	EM power based on 500KW diesel fired generator with sound/wp cover	**67,941**	gsf	5.00	339,705		
	24kW UPS system	**67,941**	gsf	0.40	27,176		
	Photovoltaic System						
	Infrastructure for future system	**67,941**	gsf	0.20	13,588		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**67,941**	gsf	4.00	271,764		
	SUBTOTAL					1,127,820	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**67,941**	gsf	8.50	577,499		
	Lighting circuitry	**67,941**	gsf	4.00	271,764		
	Lighting control system						
	Network Lighting controls	**67,941**	gsf	2.50	169,853		
	Branch devices						
	Branch devices	**67,941**	gsf	0.60	40,765		
	Branch circuitry	**67,941**	gsf	4.00	271,764		
	SUBTOTAL					1,331,645	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**67,941**	gsf	3.50	237,794		
	Mass notification	**67,941**	gsf	0.65	44,162		
	Bi-Directional System						
	BDA/DAS system	**67,941**	gsf	1.00	67,941		
	Two-Way Communication						
	Two-Way Communication	**67,941**	gsf	0.25	16,985		
	Security System						
	Intrusion detection	**67,941**	gsf	1.00	67,941		
	Access control	**67,941**	gsf	1.00	67,941		
	CCTV	**67,941**	gsf	2.50	169,853		
	Video intercom system	**67,941**	gsf	0.40	27,176		
	Telephone/Data/CATV						
	Network switches, and phone system	**67,941**	gsf	4.50	305,735		
	Devices and cabling	**67,941**	gsf	3.00	203,823		
	Rough-in	**67,941**	gsf	1.00	67,941		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**67,941**	gsf	0.50	33,971		
	Digital Signage System						
	Devices and cabling, allow	**67,941**	gsf	0.50	33,971		
	Rough-in	**67,941**	gsf	0.25	16,985		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 ADDITION							
	Public Address/Clock System						
	PA/master clock system	**67,941**	gsf	1.75	118,897		
	Auditorium Performance Systems (prorated)						
	Stage performance lighting rough-in and electrical only	**67,941**	gsf	0.50	33,971		
	Stage performance audio/visual rough-in and electrical only	**67,941**	gsf	0.50	33,971		
	Speech Amplification						
	Speech Amplification system	**67,941**	gsf	0.75	50,956		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**67,941**	gsf	0.50	33,971		
	Sound systems (prorated)						
	Cafeteria sound system including speech amplification	**67,941**	gsf	0.35	23,779		
	Gymnasium sound system including speech amplification	**67,941**	gsf	0.35	23,779		
	Gymnasium (prorated)						
	Scoreboard/ shot clock with feed and connection allow	**67,941**	gsf	0.20	13,588		
	SUBTOTAL					1,695,131	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Lightning Protection System	**67,941**	gsf	0.50	33,971		
	Grounding	**67,941**	gsf	0.50	33,971		
	Temp power and lights	**67,941**	gsf	1.50	101,912		
	Coordination, BIM & shop drawings	**67,941**	gsf	3.00	203,823		
	Fees & Permits	**67,941**	gsf	1.50	101,912		
	SUBTOTAL					475,589	
	TOTAL - ELECTRICAL						**$4,630,185**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
119000	*MISCELLANEOUS EQUIPMENT*						
	Allowance for miscellaneous equipment	**67,941**	gsf	1.00	67,941		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,145**	sf	20.00	42,900		
	Gymnasium divider curtain	**1**	ls	30,000.00	30,000		
	Basketball backstops	**6**	ea	12,000.00	72,000		
	Volley ball standards and inserts	**1**	ls	5,000.00	5,000		
	Score board - allow	**1**	ea	20,000.00	20,000		
	New telescopic bleachers				NR		
	SUBTOTAL					237,841	
	TOTAL - EQUIPMENT						**$237,841**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades; allowance	**1**	ls	80,000.00	80,000		
123000	*CASEWORK*						
	Wood casework w/ solid surface counters throughout	**67,941**	gsf	12.00	815,292		
	SUBTOTAL					895,292	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$895,292**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	PK-3 AR.1 ADDITION						
	F10 SPECIAL CONSTRUCTION						
	F10 SPECIAL CONSTRUCTION						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
	F20 SELECTIVE BUILDING DEMOLITION						
	F2010 BUILDING ELEMENTS DEMOLITION						
	SUBTOTAL					-	
	F2020 HAZARDOUS COMPONENTS ABATEMENT						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$34,977,218**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 RENOVATION							
	GROSS FLOOR AREA CALCULATION						
	First Floor			11,401			
	Second Floor			20,543			
	Third Floor			15,408			
	TOTAL GROSS FLOOR AREA (GFA)				**47,352** ***sf***		
	A1010 STANDARD FOUNDATIONS						
	Shear wall footings @ connection to new additions and for new layout configurations generally to resist current seismic loads - allow	**80**	lf	500.00	40,000		
	SUBTOTAL					40,000	
	A1020 SPECIAL FOUNDATIONS						
	No work required per Engineer's report						
	SUBTOTAL					-	
	A1030 LOWEST FLOOR CONSTRUCTION						
033000	*CONCRETE*						
	Remove and replace slab on grade as necessary to accommodate new fixtures and fittings/ ADA upgrades to ramps/ space reconfigurations/ shear walls etc.	**20,543**	sf	12.00	246,516		
	SUBTOTAL					246,516	
	TOTAL - FOUNDATIONS						**$286,516**
	A20 BASEMENT CONSTRUCTION						
	A2010 BASEMENT EXCAVATION						
	No Work in this section						
	SUBTOTAL					-	
	A2020 BASEMENT WALLS						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
	B10 SUPERSTRUCTURE						
	B1010 FLOOR CONSTRUCTION						
051200	*STRUCTURAL STEEL FRAMING*						
	CMU Shear walls	**1,200**	sf	45.00	54,000		
	Allowance for structural modifications including redesigning lateral force-resisting to resist current seismic loads	**47,352**	gsf	8.00	378,816		
	SUBTOTAL					432,816	
	B1020 ROOF CONSTRUCTION						
051200	*STRUCTURAL STEEL FRAMING*						
	Allowance for supplemental support framing at new rooftop mechanical equipment - allowance	**20,543**	sf	5.00	102,715		
	SUBTOTAL					102,715	
	TOTAL - SUPERSTRUCTURE						**$535,531**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 RENOVATION							
B20	***EXTERIOR CLOSURE***						
B2010	**EXTERIOR WALLS**	*15,000*	*sf*	Total Exterior Closure			
040001	*MASONRY; 78%*						
	Selectively repoint masonry at exterior walls as required	**11,700**	sf	25.00	292,500		
055000	*MISCELLANOUS METALS*						
	Prepare and repaint steel lintels, plates and other exterior metal items	**1**	ls	20,000.00	20,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Liquid applied vapor barrier @ etr masonry walls				NR		
	Air barrier/flashing at openings	**1,650**	lf	9.00	14,850		
072100	*THERMAL INSULATION*						
	4" Rigid insulation	**11,700**	sf	5.00	58,500		
074213	*WALL PANELS*						
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud furring	**11,700**	sf	14.00	163,800		
	Drywall lining to interior face of stud backup	**11,700**	sf	5.00	58,500		
101400	*SIGNAGE*						
	New signage	**1**	ls	15,000.00	15,000		
	SUBTOTAL					623,150	
B2020	**WINDOWS; 22%**	*3,300*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**1,650**	lf	14.00	23,100		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**1,650**	lf	10.00	16,500		
080001	*METAL WINDOWS*						
	Replace all existing windows, storefront and curtainwall, triple glazed	**3,300**	sf	215.00	709,500		
089100	*LOUVERS*						
	Louvers				N/A		
	SUBTOTAL					749,100	
B2030	**EXTERIOR DOORS**						
	Exterior door replacement allowance	**47,352**	gsf	2.00	94,704		
	SUBTOTAL					94,704	
	TOTAL - EXTERIOR CLOSURE						**$1,466,954**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	Replace w/ new adhered PVC roofing includes edge coping, blocking, flashings and roof accessories etc. (assumes removal of existing included w/ haz mat)	**20,543**	sf	35.00	719,005		
	Canopy roof system; heavy timber structure + TPO roofing	**2,500**	sf	150.00	375,000		
	SUBTOTAL					1,094,005	
B3020	**ROOF OPENINGS**						
	Allowance to replace roof hatches, ladders etc.	**1**	ls	30,000.00	30,000		
	SUBTOTAL					30,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 RENOVATION							
	TOTAL - ROOFING						**$1,124,005**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Modify interior CMU/GWB walls, glazed partitions + BL's, operable walls etc. to accommodate code upgrades and reconfigured spaces	**47,352**	gsf	25.00	1,183,800		
	Seismic clips at the top of interior masonry walls - allow @ 32" oc	**47,352**	gsf	4.00	189,408		
	SUBTOTAL					1,373,208	
C1020	**INTERIOR DOORS**						
	New doors and hardware throughout	**47,352**	gsf	7.00	331,464		
	SUBTOTAL					331,464	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**47,352**	gsf	2.50	118,380		
064100	*FINISH CARPENTRY*						
	New millwork throughout	**47,352**	gsf	4.00	189,408		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**47,352**	gsf	1.00	47,352		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**47,352**	gsf	1.60	75,763		
101400	*SIGNAGE*						
	New interior signage	**47,352**	gsf	0.80	37,882		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	New toilet partitions/bathroom accessories	**47,352**	gsf	1.00	47,352		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	10,000.00	10,000		
	AED cabinets	**1**	ls	1,500.00	1,500		
	SUBTOTAL					527,637	
	TOTAL - INTERIOR CONSTRUCTION						**$2,232,309**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	SUBTOTAL					-	
C2020	**STAIR FINISHES**						
	SUBTOTAL					-	
	TOTAL - STAIRCASES						
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	New wall finishes	**47,352**	gsf	14.00	662,928		
	SUBTOTAL					662,928	
C3020	**FLOOR FINISHES**						
	Allowance for leveler at new floor finishes	**44,352**	sf	3.00	133,056		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	PK-3 AR.1 RENOVATION							
177		Replace finishes throughout with linoleum flooring and resilient base	**29,742**	sf	8.00	237,936		
178		Terrazzo at Lobby	**2,500**	sf	45.00	112,500		
179		Carpet in Admin spaces, Media center etc. including resilient base	**4,000**	sf	6.50	26,000		
180		Epoxy flooring; Art & Toilets	**4,800**	sf	22.00	105,600		
181		Stage flooring	**1,000**	sf	24.00	24,000		
182		Quarry tile in kitchen & support spaces	**2,310**	sf	45.00	103,950		
183		Concrete sealer in Mech/ Elec/ Boiler spaces	**2,500**	sf	2.00	5,000		
184		Entry mats - walk-off mats	**500**	sf	20.00	10,000		
185		SUBTOTAL					758,042	
186								
187	**C3030**	**CEILING FINISHES**						
188								
189		ACT ceiling replacement throughout; 2 x 2	**35,689**	sf	7.00	249,823		
190		ACT ceilings 2 x 4; 20%	**2,280**	sf	6.50	14,820		
191		Wood slat ceilings; 10%	**1,140**	sf	60.00	68,400		
192		GWB ceilings; 15%	**7,103**	sf	16.00	113,648		
193		Stepped ceilings with preformed soffits; 10%	**1,140**	sf	14.00	15,960		
194		SUBTOTAL					462,651	
195								
196		***TOTAL - INTERIOR FINISHES***						**$1,883,621**
197								
198								
199	***D10***	***CONVEYING SYSTEMS***						
200								
201	**D1010**	**ELEVATOR**						
202								
203	*142000*	*ELEVATOR*						
204		*with addition*						
205		SUBTOTAL					-	
206								
207		***TOTAL - CONVEYING SYSTEMS***						
208								
209								
210	***D20***	***PLUMBING***						
211								
212	**D20**	**PLUMBING, GENERALLY**						
213		RENOVATION: New fixtures, equipment, replace majority of domestic water piping, sanitary/vent piping, reuse underslab sanitary piping, reuse majority of storm piping	**47,352**	gsf	20.00	947,040		
214		Demolition; cut & cap, make safe, removal by others	**47,352**	gsf	1.00	47,352		
215		SUBTOTAL					994,392	
216								
217		***TOTAL - PLUMBING***						**$994,392**
218								
219								
220	***D30***	***HVAC***						
221								
222	**D30**	**HVAC, GENERALLY**						
223		Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
224		Twelve (12) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 800 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller	**47,352**	gsf	90.00	4,261,680		
225		Demolition; cut & cap existing HVAC; removal by others	**47,352**	gsf	1.50	71,028		
226		SUBTOTAL					4,332,708	
227								
228		***TOTAL - HVAC***						**$4,332,708**
229								
230	***D40***	***FIRE PROTECTION***						
231								
232	**D40**	**FIRE PROTECTION, GENERALLY**						
233		Fire protection complete system	**47,352**	gsf	8.50	402,492		
234		Demolition	**47,352**	gsf	0.65	30,779		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 RENOVATION							
	SUBTOTAL					433,271	
	TOTAL - FIRE PROTECTION						**$433,271**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	3000AF/2500AT main switchboard and associated gear and distribution	**47,352**	gsf	7.00	331,464		
	Emergency power						
	EM power based on 500KW diesel fired generator with sound/wp cover	**47,352**	gsf	5.00	236,760		
	24kW UPS system	**47,352**	gsf	0.40	18,941		
	Photovoltaic System						
	Infrastructure for future system	**47,352**	gsf	0.20	9,470		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**47,352**	gsf	4.00	189,408		
	SUBTOTAL					786,043	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**47,352**	gsf	8.50	402,492		
	Lighting circuitry	**47,352**	gsf	4.00	189,408		
	Lighting control system						
	Network Lighting controls	**47,352**	gsf	2.50	118,380		
	Branch devices						
	Branch devices	**47,352**	gsf	0.60	28,411		
	Branch circuitry	**47,352**	gsf	4.00	189,408		
	SUBTOTAL					928,099	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**47,352**	gsf	3.50	165,732		
	Mass notification	**47,352**	gsf	0.65	30,779		
	Bi-Directional System						
	BDA/DAS system	**47,352**	gsf	1.00	47,352		
	Two-Way Communication						
	Two-Way Communication	**47,352**	gsf	0.25	11,838		
	Security System						
	Intrusion detection	**47,352**	gsf	1.00	47,352		
	Access control	**47,352**	gsf	1.00	47,352		
	CCTV	**47,352**	gsf	2.50	118,380		
	Video intercom system	**47,352**	gsf	0.40	18,941		
	Telephone/Data/CATV						
	Network switches, and phone system	**47,352**	gsf	4.50	213,084		
	Devices and cabling	**47,352**	gsf	3.00	142,056		
	Rough-in	**47,352**	gsf	1.00	47,352		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**47,352**	gsf	0.50	23,676		
	Digital Signage System						
	Devices and cabling, allow	**47,352**	gsf	0.50	23,676		
	Rough-in	**47,352**	gsf	0.25	11,838		
	Public Address/Clock System						
	PA/master clock system	**47,352**	gsf	1.75	82,866		
	Auditorium Performance Systems (prorated)						
	Stage performance lighting rough-in and electrical only	**47,352**	gsf	0.50	23,676		
	Stage performance audio/visual rough-in and electrical only	**47,352**	gsf	0.50	23,676		
	Speech Amplification						
	Speech Amplification system	**47,352**	gsf	0.75	35,514		
	Audio Visual (rough-in and power only)						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 AR.1 RENOVATION							
	Rough-In conduit and backboxes only	**47,352**	gsf	0.50	23,676		
	Sound systems (prorated)						
	Cafeteria sound system including speech amplification	**47,352**	gsf	0.35	16,573		
	Gymnasium sound system including speech amplification	**47,352**	gsf	0.35	16,573		
	Gymnasium (prorated)						
	Scoreboard/ shot clock with feed and connection allow	**47,352**	gsf	0.20	9,470		
	SUBTOTAL					1,181,432	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Demolition	**47,352**	gsf	1.00	47,352		
	Lightning Protection System	**47,352**	gsf	0.50	23,676		
	Grounding	**47,352**	gsf	0.50	23,676		
	Temp power and lights	**47,352**	gsf	1.50	71,028		
	Coordination, BIM & shop drawings	**47,352**	gsf	3.00	142,056		
	Fees & Permits	**47,352**	gsf	1.50	71,028		
	SUBTOTAL					378,816	
	TOTAL - ELECTRICAL						**$3,274,390**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment - Crabtree & McGrath 7/1/24	**1**	ls	740,025.00	740,025		
116200	*THEATRE EQUIPMENT*						
	New curtain and rigging allowance in Cafetorium	**1**	ls	30,000.00	30,000		
	SUBTOTAL					770,025	
	TOTAL - EQUIPMENT						**$770,025**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Window treatment replacements - allowance	**3,300**	sf	8.00	26,400		
123000	*CASEWORK*						
	New casework throughout	**47,352**	gsf	12.00	568,224		
	SUBTOTAL					594,624	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$594,624**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	Remove exterior windows and storefront	**3,300**	sf	8.00	26,400		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	PK-3 AR.1 RENOVATION							
361		Demo and remove exterior wall at connection to new additions, shore as necessary	**6,300**	sf	15.00	94,500		
362		Demo and remove interior floor finishes, ceilings and wall finishes etc.	**47,352**	gsf	4.00	189,408		
363		Misc. selective interior demolition as req'd, partitions, specialties, furnishings, door hardware etc. - allowance	**47,352**	gsf	7.00	331,464		
364		Selective interior MEP demolition including removal of cut & capped MEP equipment & fixtures	**47,352**	gsf	4.00	189,408		
365		SUBTOTAL					831,180	
366								
367	**F2020**	**HAZARDOUS COMPONENTS ABATEMENT**						
368		See main summary for HazMat allowance				See Summary		
369		SUBTOTAL						
380								
381		***TOTAL - SELECTIVE BUILDING DEMOLITION***						**$831,180**

TRADE SUBTOTAL **$18,759,526**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-3 AR.1						
	G SITEWORK						
	G10 PHASING						
	6' high site construction fence	**2,744**	lf	40.00	109,760		
	Site construction entrance and removal/restoration	**2**	loc	12,000.00	24,000		
	Layout/As-builts/Survey	**1**	ls	15,000.00	15,000		
	Temporary utilities allowance	**1**	ls	50,000.00	50,000		
	Temporary signage	**1**	ls	10,000.00	10,000		
	Mobilizations	**1**	ea	35,000.00	35,000		
	Phasing allowance - incl. temp parking areas	**1**	ls	500,000.00	500,000		
	Street sweeping allowance	**1**	ls	10,000.00	10,000		
	Snow removal allowance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					778,760	
	G10 SITE PREPARATION & DEMOLITION						
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing pavement	**102,733**	sf	1.25	128,416		
	Allowance for misc. demo	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**422,680**	sf	0.25	105,670		
311000	*ROADWAY WORK - allowance*						
	Restore areas of water connections in road	**1**	ls	10,000.00	10,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clearing and stumping	**1**	acre	10,000.00	10,000		
	Allowance for pruning, protection and arborist	**1**	ls	25,000.00	25,000		
	Strip + stockpile topsoil	**4,739**	cy	11.50	54,499		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal	**2,744**	lf	12.00	32,928		
	Silt Sacks; installation and removal - allow	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					444,013	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*15,000*	*cy*				
	Cut	**15,000**	cy	10.00	150,000		
	Stockpile 50% for reuse	**7,500**	cy	5.00	37,500		
	Site cut processing	***7,500***	*cy*				
	Screen cut soils	**7,500**	cy	7.00	52,500		
	Site fill to design subgrade	*28,200*	*cy*				
	Fill - from cut	**7,500**	cy	12.00	90,000		
	Fill - from imported granular fill swell 25%	**25,875**	cy	48.00	1,242,000		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**7,500**	cy	2.50	18,750		
	Less than RCS-1 - clean non-regulated	**12,750**	tn	25.00	318,750		
312000	*ROCK REMOVAL - allowances*						
	Rock allowances	**5,000**	cy	85.00	425,000		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**400,000**	sf	0.15	60,000		
	Fine grading throughout the site	**400,000**	sf	0.35	140,000		
312000	*SUPPORT OF EXCAVATION*						
	allowance per arch narrative	**1**	ls	450,000.00	450,000		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ea	50,000.00	50,000		
312000	*GEOTHERMAL*						
	Geothermal wells	**74**	ea	3,500.00	NR		
	SUBTOTAL					3,034,500	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-3 AR.1							
	G20 **SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Asphalt Paving; roadways	*123,000*	*sf*				
	gravel base; 12" thick	**4,556**	cy	60.00	273,360		
	asphalt top; 1.5" thick	**1,176**	tns	180.00	211,680		
	asphalt binder; 2.5" thick	**1,957**	tns	150.00	293,550		
320000	*CURBING*						
	Vertical granite curb	**5,700**	lf	52.00	296,400		
	ADA Curb cuts	**9**	ea	850.00	7,650		
320000	*ROAD MARKINGS AND SIGNS*						
	Parking spot	**145**	ea	85.00	12,325		
	Parking spot ADA	**5**	ea	250.00	1,250		
	Sign allowance	**1**	ls	10,000.00	10,000		
	Pavement markings allowance	**1**	ls	10,000.00	10,000		
	Crosswalk hatching	**6**	loc	2,500.00	15,000		
	SUBTOTAL					1,131,215	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*20,170*	*sf*				
	gravel base; 6" thick	**374**	cy	60.00	22,440		
	Broom finish concrete paving; 4" thick	**20,170**	sf	12.00	242,040		
	Concrete unit pavers - per LA narrative - building entrance	*4,000*	*sf*				
	gravel base; 6" thick	**74**	cy	60.00	4,440		
	Concrete slab paving; 4" thick	**4,000**	sf	12.00	48,000		
	Concrete pavers	**4,000**	sf	28.00	112,000		
	Geotextiles	**4,000**	sf	0.55	2,200		
	Edging	**250**	lf	18.00	4,500		
	Concrete unit pavers - per LA narrative - outdoor learning	*2,500*	*sf*				
	gravel base; 6" thick	**46**	cy	60.00	2,760		
	Concrete slab paving; 4" thick	**2,500**	sf	12.00	30,000		
	Concrete pavers	**2,500**	sf	28.00	70,000		
	Geotextiles	**2,500**	sf	0.55	1,375		
	Edging	**250**	lf	18.00	4,500		
	Bituminous concrete - hardscape play areas	*15,800*	*sf*				
	gravel base; 6" thick	**293**	cy	60.00	17,580		
	asphalt top; 1" thick	**100**	tns	180.00	18,000		
	asphalt binder; 2" thick	**202**	tns	150.00	30,300		
	Allowance for painted games	**1**	ls	10,000.00	10,000		
	Allowance for hoops and games	**1**	ls	10,000.00	10,000		
	SUBTOTAL					630,135	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - at ADA parking and utilities - allowance	**20**	ea	1,200.00	24,000		
	Bollards - crash -rated at drop-off areas	**20**	ea	2,500.00	50,000		
	Trash receptacles	**5**	ea	3,000.00	15,000		
	Flagpole - 30' Ht.	**1**	ea	7,500.00	7,500		
	Flagpole foundation	**1**	ea	3,000.00	3,000		
	Benches	**14**	ea	3,500.00	49,000		
	Movable tables and chairs	**3**	ea	4,500.00	13,500		
	Bike racks	**12**	ea	850.00	10,200		
	Shade structure - 15' x 15'	**1**	ea	75,000.00	75,000		
	Monolithic granite seatwalls (3 total)	**1**	ea	300,000.00	300,000		
	Misc. site improvements	**1**	ls	250,000.00	250,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	8,250	*sf*				
	gravel base; 6" thick	**153**	cy	60.00	9,180		
	Pour-in-place safety surface	**8,250**	sf	36.00	297,000		
	Edging	**350**	lf	45.00	15,750		
	Allowance for play equipment - PK-K	**1**	ls	225,000.00	225,000		
	Allowance for play equipment - 1-3 grade	**1**	ls	250,000.00	250,000		
320000	*FENCING*						
	4' Ht - Chain link fence at site perimeter	**2,700**	lf	65.00	175,500		
	Fence at playground (includes gates)	**400**	lf	65.00	26,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
		SITE WORK - PK-3 AR.1						
127		Site fencing allowance	**1**	ls	250,000.00	250,000		
127	*320000*	*WALLS*						
128		Retaining wall - assume 14' Ht. - accommodate 25' grade change	**800**	lf	2,332.00	1,865,600		
129	*320000*	*SERVICE AREA*						
130		Vehicular concrete	5,000	*sf*				
131		gravel base; 8" thick	**124**	cy	60.00	7,440		
132		Broom finish concrete paving; 8" thick	**5,000**	sf	19.00	95,000		
133		Loading dock landing	*2,500*	*sf*				
134		gravel base; 6" thick	**46**	cy	60.00	2,760		
135		Broom finish concrete paving; 4" thick	**2,500**	sf	12.00	30,000		
136		Loading dock wall	**50**	lf	772.00	38,600		
137		Loading dock stairs, ramps, handrails, etc	**1**	ls	25,000.00	25,000		
138		Dumpster pad and screen fence	**1**	ls	15,000.00	15,000		
139		Bollards- steel	**20**	ea	1,000.00	20,000		
140		SUBTOTAL					4,145,030	
141								
142		**Landscaping**						
143	*329900*	*LAWN AND SEED*						
144		Screen topsoil	**4,739**	cy	7.50	35,543		
145		Export tailings from screening process - assume clean rock	**1,422**	cy	8.50	12,087		
146		Amend/Place	**3,317**	cy	20.00	66,340		
147		Topsoil - imported 6" thick; swell 25%	**1,695**	cy	70.00	118,650		
148		Power rake and hydroseed disturbed areas	**208,163**	sf	0.35	72,857		
149		Loam & Seed in the outdoor learning/courtyard	**8,340**	sf	0.35	2,919		
150		Premium for berming "amphitheater style seating"	**1**	ls	25,000.00	25,000		
151		Ornamental boulders	**14**	ea	500.00	7,000		
152		Raised garden beds with concrete curbs	**8**	ea	7,500.00	60,000		
153	*329900*	*TREES & PLANTS*						
154		Deciduous shade trees	**1**	ls	150,000.00	150,000		
155		Low perennial beds with landscape curbing (precast)	**1**	ls	100,000.00	100,000		
156	329900	*MAINTENANCE*						
157		1-yr plant maintenance	**1**	ls	25,000.00	25,000		
158	*328400*	*IRRIGATION*						
159		Irrigation in plant beds and lawn panels	**1**	ls	150,000.00	150,000		
160		SUBTOTAL					825,396	
161								
162	**G30**	**CIVIL MECHANICAL UTILITIES**						
163	*210000*	*FIRE PROTECTION*						
164		Allowance for new water supply for fire protection; fire loop	**1,586**	lf	150.00	237,900		
165		Allowance for connections	**3**	ea	25,000.00	75,000		
166		Allowance for fire hydrants and service to them via fire loop	**1**	ls	25,000.00	25,000		
167	*331000*	*WATER UTILITIES*						
168		Allowance for new water supply for domestic service	**224**	lf	150.00	33,600		
169		SUBTOTAL					371,500	
170								
171	*333000*	*SANITARY SEWER*						
172		Sewer service to leach field	**290**	lf	100.00	29,000		
173		Leach field - includes septic tank	**11,100**	sf	50.00	555,000		
174		SUBTOTAL					584,000	
175								
176	*334000*	*STORM DRAINAGE*						
177		Allowance for stormwater management	**357,106**	sf	10.00	3,571,060		
178		SUBTOTAL					3,571,060	
179								
180	*220001*	*NATURAL GAS*						
181	333000	No work in this section						
182		SUBTOTAL					-	
183								
184	**G40**	**ELECTRICAL UTILITIES**						
185		Power						
186		Power riser	**1**	ea	2,500.00	2,500		
187		Primary service duct bank	**450**	lf	80.00	36,000		
188		Pad mount transformer pad (TX by Utility Co)	**1**	ea	3,000.00	3,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
		SITE WORK - PK-3 AR.1						
189		2500A Secondary service duct bank	**50**	lf	1,000.00	50,000		
190		Generator						
191		Generator duct bank 600A	**70**	lf	320.00	22,400		
192		Electric Vehicle Stations						
193		Dual EV charging system	**10**	ea	15,000.00	150,000		
194		Security						
195		Site camera system, allow	**1**	ls	50,000.00	50,000		
196		Telecommunications						
197		Communication riser	**1**	ea	2,500.00	2,500		
198		Telcom duct bank 4-4" (empty)	**500**	lf	180.00	90,000		
199		Site lighting						
200		Site lighting and circuitry	**265,000**	sf	1.50	397,500		
201		SUBTOTAL					803,900	
202								
203		**TOTAL - SITE DEVELOPMENT**						**$16,319,509**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-3 N.1 NEW CONSTRUCTION

GROSS FLOOR AREA CALCULATION

Lowest Level	37,047
First Floor	78,247
TOTAL GROSS FLOOR AREA (GFA)	**115,294** ***sf***

A1010 STANDARD FOUNDATIONS

033000	*CONCRETE*						
	Strip Footings	*631*	*CY*	$260	/cy		
	Foundation Walls	*1,025*	*CY*	$500	/cy		
	Spread Footings	*516*	*CY*	$487	/cy		
	Grade beams	*16*	*CY*	$1,275	/cy		
	Piers	*46*	*CY*	$1,935	/cy		
	Total Foundation Concrete	*2,234*	*CY*				
	Strip footing, typical; 3' x 12"						
	Formwork	**3,900**	sf	16.00		62,400	
	Re-bar	**19,500**	lbs.	2.00		39,000	
	Concrete material	**228**	cy	155.00		35,340	
	Placing concrete	**228**	cy	120.00		27,360	
	Foundation wall; 16" thick						
	Formwork	**15,600**	sf	20.00		312,000	
	Re-bar	**35,100**	lbs.	2.00		70,200	
	Concrete material	**403**	cy	155.00		62,465	
	Placing concrete	**403**	cy	120.00		48,360	
	Form shelf	**1,950**	lf	10.00		19,500	
	Retaining wall footing, typical; 12' x 24"						
	Formwork	**2,000**	sf	16.00		32,000	
	Re-bar	**30,000**	lbs.	2.00		60,000	
	Concrete material	**467**	cy	155.00		72,385	
	Placing concrete	**467**	cy	120.00		56,040	
	Retaining wall; 16" thick						
	Formwork	**16,000**	sf	20.00		320,000	
	Re-bar	**80,000**	lbs.	2.00		160,000	
	Concrete material	**622**	cy	155.00		96,410	
	Placing concrete	**622**	cy	120.00		74,640	
	Form shelf	**500**	lf	10.00		5,000	
	Exterior spread footings, typical; 6'-0"x 6'-0"x 24"						
	Formwork	**3,648**	sf	18.00		65,664	
	Re-bar	**25,560**	lbs.	2.00		51,120	
	Concrete material	**213**	cy	155.00		33,015	
	Placing concrete	**213**	cy	120.00		25,560	
	Set anchor bolts grout plates	**76**	ea	150.00		11,400	
	Interior spread footings, typical; 7'-0"x 7'-0"x 24"						
	Formwork	**3,136**	sf	18.00		56,448	
	Re-bar	**25,560**	lbs.	2.00		51,120	
	Concrete material	**213**	cy	155.00		33,015	
	Placing concrete	**213**	cy	120.00		25,560	
	Set anchor bolts grout plates	**56**	ea	150.00		8,400	
	Cafeteria/Gymnasium spread footings, typical; 8'-0"x 8'-0"x 24"						
	Formwork	**1,152**	sf	18.00		20,736	
	Re-bar	**14,400**	lbs.	2.00		28,800	
	Concrete material	**90**	cy	155.00		13,950	
	Placing concrete	**90**	cy	120.00		10,800	
	Set anchor bolts grout plates	**18**	ea	150.00		2,700	
	Grade beams at braced frames, allow	**100**	LF				
	Formwork	**400**	sf	15.00		6,000	
	Re-bar	**5,000**	lbs.	2.00		10,000	
	Concrete material	**16**	cy	155.00		2,480	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 N.1 NEW CONSTRUCTION							
	Placing concrete	**16**	cy	120.00	1,920		
	Piers/Pilasters						
	Formwork	**2,486**	sf	20.00	49,720		
	Re-bar	**13,320**	lbs	2.00	26,640		
	Concrete material	**46**	cy	155.00	7,130		
	Placing concrete	**46**	cy	120.00	5,520		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Trowelled-on bituminous mastic dam proofing at foundation walls	**7,800**	sf	4.00	31,200		
	Waterproofing at retaining wall	**8,000**	sf	14.00	112,000		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**15,800**	sf	3.00	47,400		
312000	*EARTHWORK*						
	Strip footings/Fdn wall						
	Excavation	**1,300**	cy	25.00	32,500		
	Remove off-site	**1,300**	cy	32.00	41,600		
	Backfill with imported material	**1,072**	cy	48.00	51,456		
	Spread footings/Grade beams						
	Excavation	**1,045**	cy	25.00	26,125		
	Remove off-site	**1,045**	cy	32.00	33,440		
	Backfill with imported material	**513**	cy	48.00	24,624		
	Building						
	Cut	**500**	cy	15.00	7,500		
	Fill - imported structural fill swell 25%	**19,500**	cy	65.00	1,267,500		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**470**	cy	48.00	22,560		
	Perimeter drain	**2,050**	lf	30.00	61,500		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					3,880,203	
A1020	**SPECIAL FOUNDATIONS**						
	Improve soils/ground improvement allowance				Assumed not required		
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on grade	*82,270*	*sf*				
	Vapor barrier at slab on grade	**82,270**	sf	1.50	123,405		
	WWF reinforcement	**94,611**	sf	1.80	170,300		
	Concrete - 6" thick	**1,600**	cy	155.00	248,000		
	Placing concrete	**1,600**	cy	120.00	192,000		
	Finishing and curing concrete	**82,270**	sf	3.00	246,810		
	Miscellaneous						
	Equipment pads	**1**	ls	20,000.00	20,000		
	Radon system	**82,270**	sf	3.00	NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**82,270**	sf	2.50	205,675		
312000	*EARTHWORK*						
	Building						
	Compacted granular structural fill, 8"	**2,042**	cy	48.00	98,016		
	Compacted gravel base, 8"	**2,042**	cy	48.00	98,016		
	Compact existing sub-grade	**82,270**	sf	1.00	82,270		
	Under slab E&B for plumbing	**82,270**	sf	1.50	123,405		
	SUBTOTAL					1,607,897	
	TOTAL - FOUNDATIONS						**$5,488,100**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-3 N.1 NEW CONSTRUCTION

A20 BASEMENT CONSTRUCTION

A2010 BASEMENT EXCAVATION

No Work in this section

SUBTOTAL -

A2020 BASEMENT WALLS

No Work in this section

SUBTOTAL -

TOTAL - BASEMENT CONSTRUCTION

B10 SUPERSTRUCTURE

B1010 FLOOR CONSTRUCTION

		14.7	*lbs/sf*				
		850	*tns*	excluding roof screens and canopies			
		$6,364	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**37,978**	sf	1.80	68,360		
	Concrete fill to metal deck; 4-1/2" light weight	**482**	cy	195.00	93,990		
	Place and finish concrete	**33,024**	sf	3.50	115,584		
	Rebar to decks	**9,907**	lbs	2.00	19,814		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf	**231**	tns	5,200.00	1,201,200		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**8,256**	ea	3.50	28,896		
	2" metal floor deck	**33,024**	sf	6.50	214,656		
	Allowance for expansion joint	**1**	ls	10,000.00	10,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams	**33,024**	sf	2.75	90,816		
	Intumescent allowance	**1**	ls	35,000.00	35,000		
	SUBTOTAL					1,878,316	

B1020 ROOF CONSTRUCTION

033000	*CONCRETE*	Allowance at mechanical equipment/low roof					
	Concrete fill to metal roof deck	**5,000**	sf	10.00	50,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf at typical roof	**619**	tns	5,200.00	3,218,800		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**1,250**	ea	3.50	4,375		
	3" metal floor deck at typical roof	**88,420**	sf	7.00	618,940		
	Premium for acoustic deck at gym and cafeteria	**10,725**	sf	6.00	64,350		
	HSS support framing at roof screen @ 110 lbs/lf	**10**	tns	5,800.00	58,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**88,420**	sf	3.00	265,260		
	SUBTOTAL					4,279,725	

TOTAL - SUPERSTRUCTURE **$6,158,041**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 N.1 NEW CONSTRUCTION							
B20	***EXTERIOR CLOSURE***	59,376	sf	Total Exterior Closure			
B2010	**EXTERIOR WALLS; 78%**	*46,313*	*sf*				
040001	*MASONRY*						
	Brick veneer; 70%	**32,419**	sf	49.00	1,588,531		
	Precast trim	**32,419**	sf	2.00	64,838		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**32,419**	sf	1.00	32,419		
	Relieving angles			assume included in lbs/sf tns			
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**46,313**	sf	8.80	407,554		
	Air barrier/flashing at windows	**4,354**	lf	6.25	27,213		
	Air barrier @ overhangs/soffits	**6,150**	sf	8.50	52,275		
	Miscellaneous sealants to closure	**46,313**	sf	0.50	23,157		
072100	*THERMAL INSULATION*						
	3" Rigid insulation	**46,313**	sf	4.00	185,252		
	Spray insulation; 2" typical	**46,313**	sf	3.00	138,939		
	3" Rigid insulation @ overhangs/soffits	**6,150**	sf	4.00	24,600		
	Insulation at window openings	**4,354**	lf	6.00	26,124		
074213	*WALL PANELS*						
	Prodema panels: 30%	**13,894**	sf	85.00	1,180,990		
	Roof overhang soffits; 3ft Deep	**6,150**	sf	85.00	522,750		
	Roof screen; allow 175 LF x 10ft H	**1,750**	sf	65.00	113,750		
092900	*GYPSUM BOARD ASSEMBLIES*						
	Framing at soffits	**6,150**	sf	18.00	110,700		
	8" metal stud backup, typical	**46,313**	sf	16.00	741,008		
	Gypsum Sheathing	**46,313**	sf	3.50	162,096		
	Drywall lining to interior face of stud backup	**46,313**	sf	4.25	196,830		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					5,609,026	
B2020	**WINDOWS; 22% glazed**	*13,063*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**4,354**	lf	14.00	60,956		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**4,354**	lf	10.00	43,540		
080001	*METAL WINDOWS*						
	Aluminum windows/Storefront; triple glazed, 80%	**10,450**	sf	200.00	2,090,000		
	Curtain wall; triple glazed, 20%	**2,613**	sf	225.00	587,925		
	Sun control at East, south + West facing classrooms - allow	**1**	ls	150,000.00	150,000		
	Premium for security glazing	**500**	sf	75.00	37,500		
089100	*LOUVERS*						
	Louvers - allowance	**100**	sf	85.00	8,500		
	SUBTOTAL					2,978,421	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**115,294**	gsf	1.50	172,941		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 N.1 NEW CONSTRUCTION							
	SUBTOTAL					172,941	
	TOTAL - EXTERIOR CLOSURE						**$8,760,388**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	TPO roofing membrane; Sarnafil, single ply w/ 10" insulation and vapor barrier includes blocking and flashings etc.	**88,420**	sf	35.00	3,094,700		
	Canopy roof system; heavy timber structure + TPO roofing	**2,500**	sf	150.00	375,000		
	Allowance for roof hatches, ladders, walkway pads etc.	**1**	ls	10,000.00	10,000		
	SUBTOTAL					3,479,700	
B3020	**ROOF OPENINGS**						
	No items in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$3,479,700**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions; gwb/ metal stud partitions including premium for CMU in Stairs, Gym and kitchen and allowance for glazed partitions throughout. Abuse resistant board at select areas.	**115,294**	sf	37.00	4,265,878		
	SUBTOTAL					4,265,878	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**115,294**	gsf	7.00	807,058		
	SUBTOTAL					807,058	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**115,294**	gsf	2.50	288,235		
064100	*FINISH CARPENTRY*						
	Cubbies	**875**	ea	500.00	437,500		
	Millwork allowance	**115,294**	gsf	4.00	461,176		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**115,294**	gsf	1.00	115,294		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB/ Flagpoles complete	**115,294**	gsf	1.60	184,470		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Signage; complete package	**115,294**	gsf	0.80	92,235		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	Toilet partitions/bathroom accessories	**115,294**	gsf	1.00	115,294		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
	AED cabinets	**1**	ls	750.00	750		
105113	*LOCKERS*						
	Lockers				NR		
	SUBTOTAL					1,697,954	
	TOTAL - INTERIOR CONSTRUCTION						**$6,770,890**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 N.1 NEW CONSTRUCTION							
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**5**	flt	45,000.00	225,000		
	Premium for Library stair	**1**	flt	25,000.00	25,000		
	Platform steps	**1**	ls	5,000.00	5,000		
	SUBTOTAL					255,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**5**	flt	5,000.00	25,000		
	SUBTOTAL					25,000	
	TOTAL - STAIRCASES						**$280,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Paint to walls	**115,294**	gsf	2.50	288,235		
	Tile in bathrooms and toilet rooms, full height	**8,100**	sf	38.00	307,800		
	New tile in corridors; 4'-8" H	**15,506**	sf	38.00	589,228		
	Wood paneling	**3,000**	sf	80.00	240,000		
	Allowance for miscellaneous wall finishes; acoustic panels, FRP etc.	**115,294**	gsf	2.00	230,588		
	SUBTOTAL					1,655,851	
C3020	**FLOOR FINISHES**						
	Finishes throughout with linoleum flooring and resilient base	**85,247**	sf	8.00	681,976		
	Rubber resilient at athletic flooring in PT	**1,000**	sf	16.00	16,000		
	Terrazzo at Lobby	**2,500**	sf	45.00	112,500		
	Epoxy flooring; Art & Toilets	**5,691**	sf	22.00	125,202		
	Carpet in Admin spaces, teacher collaboration, Library including resilient base	**8,512**	sf	6.50	55,328		
	Stage flooring	**1,000**	sf	24.00	24,000		
	Quarry tile in kitchen & support spaces	**2,247**	sf	45.00	101,115		
	Maple athletic flooring in gymnasium	**6,000**	sf	24.00	144,000		
	Concrete sealer in service, mechanical, BOH spaces	**3,097**	sf	2.00	6,194		
	Entry mats - walk-off mats	**1,000**	sf	20.00	20,000		
	SUBTOTAL					1,286,315	
C3030	**CEILING FINISHES**						
	ACT ceiling replacement throughout; 2 x 2	**45,883**	sf	7.00	321,181		
	ACT ceilings 2 x 4; 20%	**23,059**	sf	6.50	149,884		
	Wood slat ceilings; 10%	**11,529**	sf	60.00	691,740		
	GWB ceilings; 15%	**17,294**	sf	16.00	276,704		
	Paint exposed structure	**6,000**	sf	3.00	18,000		
	Stepped ceilings with preformed soffits; 10%	**11,529**	sf	14.00	161,406		
	SUBTOTAL					1,618,915	
	TOTAL - INTERIOR FINISHES						**$4,561,081**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
	New two stop elevator	**1**	ea	180,000.00	180,000		
	Elevator sills and pit ladder	**1**	ls	3,000.00	3,000		
	SUBTOTAL					183,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3	**N.1 NEW CONSTRUCTION**						
	TOTAL - CONVEYING SYSTEMS						**$183,000**
	D20 PLUMBING						
D20	**PLUMBING, GENERALLY**						
	Plumbing system complete; 3- 54KW 120gal elect water heaters, new fixtures & equipment including domestic water, sanitary W&V, and storm piping	**115,294**	gsf	29.00	3,343,526		
	SUBTOTAL					3,343,526	
	TOTAL - PLUMBING						**$3,343,526**
	D30 HVAC						
D30	**HVAC, GENERALLY**						
	Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
	Twelve (12) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 800 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller	**115,294**	gsf	90.00	10,376,460		
	SUBTOTAL					10,376,460	
	TOTAL - HVAC						**$10,376,460**
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	Fire pump - not included						
	Fire protection complete system	**115,294**	gsf	8.50	979,999		
	SUBTOTAL					979,999	
	TOTAL - FIRE PROTECTION						**$979,999**
	D50 ELECTRICAL						
D50	**ELECTRICAL**						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	3000AF/2500AT main switchboard and associated gear and distribution	**115,294**	gsf	7.00	807,058		
	Emergency power						
	EM power based on 500KW diesel fired generator with sound/wp cover	**115,294**	gsf	5.00	576,470		
	24kW UPS system	**115,294**	gsf	0.40	46,118		
	Photovoltaic System						
	Infrastructure for future system	**115,294**	gsf	0.20	23,059		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**115,294**	gsf	4.00	461,176		
	SUBTOTAL					1,913,881	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**115,294**	gsf	8.50	979,999		
	Lighting circuitry	**115,294**	gsf	4.00	461,176		
	Lighting control system						
	Network Lighting controls	**115,294**	gsf	2.50	288,235		
	Branch devices						
	Branch devices	**115,294**	gsf	0.60	69,176		
	Branch circuitry	**115,294**	gsf	4.00	461,176		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 N.1 NEW CONSTRUCTION							
	SUBTOTAL					2,259,762	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**115,294**	gsf	3.50	403,529		
	Mass notification	**115,294**	gsf	0.65	74,941		
	Bi-Directional System						
	BDA/DAS system	**115,294**	gsf	1.00	115,294		
	Two-Way Communication						
	Two-Way Communication	**115,294**	gsf	0.25	28,824		
	Security System						
	Intrusion detection	**115,294**	gsf	1.00	115,294		
	Access control	**115,294**	gsf	1.00	115,294		
	CCTV	**115,294**	gsf	2.50	288,235		
	Video intercom system	**115,294**	gsf	0.40	46,118		
	Telephone/Data/CATV						
	Network switches, and phone system	**115,294**	gsf	4.50	518,823		
	Devices and cabling	**115,294**	gsf	3.00	345,882		
	Rough-in	**115,294**	gsf	1.00	115,294		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**115,294**	gsf	0.50	57,647		
	Digital Signage System						
	Devices and cabling, allow	**115,294**	gsf	0.50	57,647		
	Rough-in	**115,294**	gsf	0.25	28,824		
	Public Address/Clock System						
	PA/master clock system	**115,294**	gsf	1.75	201,765		
	Auditorium Performance Systems						
	Stage performance lighting rough-in and electrical only	**115,294**	gsf	0.50	57,647		
	Stage performance audio/visual rough-in and electrical only	**115,294**	gsf	0.50	57,647		
	Speech Amplification						
	Speech Amplification system	**115,294**	gsf	0.75	86,471		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**115,294**	gsf	0.50	57,647		
	Sound systems						
	Cafeteria sound system including speech amplification	**115,294**	gsf	0.35	40,353		
	Gymnasium sound system including speech amplification	**115,294**	gsf	0.35	40,353		
	Gymnasium						
	Scoreboard/ shot clock with feed and connection allow	**115,294**	gsf	0.20	23,059		
	SUBTOTAL					2,876,588	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Lightning Protection System	**115,294**	gsf	0.50	57,647		
	Grounding	**115,294**	gsf	0.50	57,647		
	Temp power and lights	**115,294**	gsf	1.50	172,941		
	Coordination, BIM & shop drawings	**115,294**	gsf	3.00	345,882		
	Fees & Permits	**115,294**	gsf	1.50	172,941		
	SUBTOTAL					807,058	
	TOTAL - ELECTRICAL						**$7,857,289**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
119000	*MISCELLANEOUS EQUIPMENT*						
	Allowance for miscellaneous equipment	**115,294**	gsf	1.00	115,294		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment - Crabtree & McGrath 7/1/24	**1**	ls	740,025.00	740,025		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-3 N.1 NEW CONSTRUCTION							
116200	*THEATRE EQUIPMENT*						
	New curtain and rigging allowance in Cafetorium	**1**	ls	30,000.00	30,000		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,145**	sf	20.00	42,900		
	Gymnasium divider curtain	**1**	ls	30,000.00	30,000		
	Basketball backstops	**6**	ea	12,000.00	72,000		
	Volley ball standards and inserts	**1**	ls	5,000.00	5,000		
	Score board - allow	**1**	ea	20,000.00	20,000		
	New telescopic bleachers				NR		
	SUBTOTAL					1,055,219	
	TOTAL - EQUIPMENT						**$1,055,219**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades; allowance	**13,063**	sf	8.00	104,504		
123000	*CASEWORK*						
	Wood casework w/ solid surface counters throughout	**115,294**	gsf	12.00	1,383,528		
	SUBTOTAL					1,488,032	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,488,032**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$60,781,725**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-3 N.1							
	G SITEWORK						
G10	**PHASING**						
	6' high site construction fence	**2,690**	lf	40.00	107,600		
	Site construction entrance and removal/restoration	**2**	loc	12,000.00	24,000		
	Layout/As-builts/Survey	**1**	ls	15,000.00	15,000		
	Temporary utilities allowance	**1**	ls	50,000.00	50,000		
	Temporary signage	**1**	ls	10,000.00	10,000		
	Mobilizations	**1**	ea	35,000.00	35,000		
	Phasing allowance - incl. temp parking areas	**1**	ls	500,000.00	500,000		
	Street sweeping allowance	**1**	ls	10,000.00	10,000		
	Snow removal allowance	**1**	ls	100,000.00	100,000		
	SUBTOTAL					851,600	
G10	**SITE PREPARATION & DEMOLITION**						
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing pavement	**102,733**	sf	1.25	128,416		
	Allowance for misc. demo	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**422,680**	sf	0.25	105,670		
311000	*ROADWAY WORK - allowance*						
	Restore areas of water connections in road	**1**	ls	10,000.00	10,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clearing and stumping	**1**	acre	10,000.00	10,000		
	Allowance for pruning, protection and arborist	**1**	ls	25,000.00	25,000		
	Strip + stockpile topsoil	**4,739**	cy	11.50	54,499		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal	**2,690**	lf	12.00	32,280		
	Silt Sacks; installation and removal - allow	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					443,365	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*15,000*	*cy*				
	Cut	**15,000**	cy	10.00	150,000		
	Stockpile 50% for reuse	**7,500**	cy	5.00	37,500		
	Site cut processing	***7,500***	*cy*				
	Screen cut soils	**7,500**	cy	7.00	52,500		
	Site fill to design subgrade	*28,200*	*cy*				
	Fill - from cut	**7,500**	cy	12.00	90,000		
	Fill - from imported granular fill swell 25%	**25,875**	cy	48.00	1,242,000		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**7,500**	cy	2.50	18,750		
	Less than RCS-1 - clean non-regulated	**12,750**	tn	25.00	318,750		
312000	*ROCK REMOVAL - allowances*						
	Rock allowances	**5,000**	cy	85.00	425,000		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**400,000**	sf	0.15	60,000		
	Fine grading throughout the site	**400,000**	sf	0.35	140,000		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ea	50,000.00	50,000		
312000	*GEOTHERMAL*						
	Geothermal wells	**74**	ea	3,500.00	NR		
	SUBTOTAL					2,584,500	
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-3 N.1							
	Asphalt Paving; roadways	*135,300*	*sf*				
	gravel base; 12" thick	**5,011**	cy	60.00	300,660		
	asphalt top; 1.5" thick	**1,293**	tns	180.00	232,740		
	asphalt binder; 2.5" thick	**2,152**	tns	150.00	322,800		
320000	*CURBING*						
	Vertical granite curb	**6,000**	lf	52.00	312,000		
	ADA Curb cuts	**8**	ea	850.00	6,800		
320000	*ROAD MARKINGS AND SIGNS*						
	Parking spot	**145**	ea	85.00	12,325		
	Parking spot ADA	**5**	ea	250.00	1,250		
	Sign allowance	**1**	ls	10,000.00	10,000		
	Pavement markings allowance	**1**	ls	10,000.00	10,000		
	Crosswalk hatching	**6**	loc	2,500.00	15,000		
	SUBTOTAL					1,223,575	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*31,204*	*sf*				
	gravel base; 6" thick	**578**	cy	60.00	34,680		
	Broom finish concrete paving; 4" thick	**31,204**	sf	12.00	374,448		
	Concrete unit pavers - per LA narrative - building entrance	*4,000*	*sf*				
	gravel base; 6" thick	**74**	cy	60.00	4,440		
	Concrete slab paving; 4" thick	**4,000**	sf	12.00	48,000		
	Concrete pavers	**4,000**	sf	28.00	112,000		
	Geotextiles	**4,000**	sf	0.55	2,200		
	Edging	**250**	lf	18.00	4,500		
	Concrete unit pavers - per LA narrative - outdoor learning	*2,500*	*sf*				
	gravel base; 6" thick	**46**	cy	60.00	2,760		
	Concrete slab paving; 4" thick	**2,500**	sf	12.00	30,000		
	Concrete pavers	**2,500**	sf	28.00	70,000		
	Geotextiles	**2,500**	sf	0.55	1,375		
	Edging	**250**	lf	18.00	4,500		
	Bituminous concrete - hardscape play areas	*6,950*	*sf*				
	gravel base; 6" thick	**129**	cy	60.00	7,740		
	asphalt top; 1" thick	**44**	tns	180.00	7,920		
	asphalt binder; 2" thick	**89**	tns	150.00	13,350		
	Allowance for painted games	**1**	ls	10,000.00	10,000		
	Allowance for hoops and games	**1**	ls	10,000.00	10,000		
320000	*STAIRS AND RAMPS*						
	Stairs - cast-in-place concrete	**219**	lf	225.00	49,275		
	Stair handrails	**60**	lf	425.00	25,500		
	Stair foundations	**35**	lf	250.00	8,750		
	SUBTOTAL					821,438	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - at ADA parking and utilities - allowance	**20**	ea	1,200.00	24,000		
	Bollards - crash -rated at drop-off areas	**20**	ea	2,500.00	50,000		
	Trash receptacles	**5**	ea	3,000.00	15,000		
	Flagpole - 30' Ht.	**1**	ea	7,500.00	7,500		
	Flagpole foundation	**1**	ea	3,000.00	3,000		
	Benches	**14**	ea	3,500.00	49,000		
	Movable tables and chairs	**3**	ea	4,500.00	13,500		
	Bike racks	**12**	ea	850.00	10,200		
	Shade structure - 15' x 15'	**1**	ea	75,000.00	75,000		
	Monolithic granite seatwalls (3 total)	**1**	ea	300,000.00	300,000		
	Soccer nets	**2**	ea	4,500.00	9,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-3 N.1							
123		Misc. site improvements	**1**	ls	250,000.00	250,000		
124	*320000*	*PLAY AREAS*						
125		Playground - pour-in-place safety surfacing	8,250	*sf*				
126		gravel base; 6" thick	**153**	cy	60.00	9,180		
127		Pour-in-place safety surface	**8,250**	sf	36.00	297,000		
128		Edging	**350**	lf	45.00	15,750		
129		Allowance for play equipment - PK-K	**1**	ls	225,000.00	225,000		
130		Allowance for play equipment - 1-3 grade	**1**	ls	250,000.00	250,000		
131	*320000*	*FENCING*						
132		4' Ht - Chain link fence at site perimeter	**2,700**	lf	65.00	175,500		
133		Fence at playground (includes gates)	**400**	lf	65.00	26,000		
134		Site fencing allowance	**1**	ls	250,000.00	250,000		
135	*320000*	*WALLS*						
136		Retaining wall - assume 14' Ht. - accommodate 25' grade change	**1,020**	lf	2,332.00	2,378,640		
137	*320000*	*SERVICE AREA*						
138		Vehicular concrete	*5,000*	*sf*				
139		gravel base; 8" thick	**124**	cy	60.00	7,440		
140		Broom finish concrete paving; 8" thick	**5,000**	sf	19.00	95,000		
141		Loading dock landing	*2,500*	*sf*				
142		gravel base; 6" thick	**46**	cy	60.00	2,760		
143		Broom finish concrete paving; 4" thick	**2,500**	sf	12.00	30,000		
144		Loading dock wall	**50**	lf	772.00	38,600		
145		Loading dock stairs, ramps, handrails, etc	**1**	ls	25,000.00	25,000		
146		Dumpster pad and screen fence	**1**	ls	15,000.00	15,000		
147		Bollards- steel	**20**	ea	1,000.00	20,000		
148		SUBTOTAL					4,667,070	
149								
150		**Landscaping**						
151	*329900*	*LAWN AND SEED*						
152		Screen topsoil	**4,739**	cy	7.50	35,543		
153		Export tailings from screening process - assume clean rock	**1,422**	cy	8.50	12,087		
154		Amend/Place	**3,317**	cy	20.00	66,340		
155		Topsoil - imported 6" thick; swell 25%	**1,588**	cy	70.00	111,160		
156		Power rake and hydroseed disturbed areas	**200,793**	sf	0.35	70,278		
157		Loam & Seed in the outdoor learning/courtyard	**2,110**	sf	0.35	739		
158		Premium for berming "amphitheater style seating"	**1**	ls	25,000.00	25,000		
159		Ornamental boulders	**14**	ea	500.00	7,000		
160		Raised garden beds with concrete curbs	**8**	ea	7,500.00	60,000		
161	*320000*	*ATHLETIC LANDSCAPING*						
162		Natural grass field	*9,008*	*sf*				
163		Lawn seeding	**9,008**	sf	0.55	4,954		
164		Irrigation	**9,008**	sf	2.25	20,268		
165	*329900*	*TREES & PLANTS*						
166		Deciduous shade trees	**1**	ls	150,000.00	150,000		
167		Low perennial beds with landscape curbing (precast)	**1**	ls	100,000.00	100,000		
168	329900	*MAINTENANCE*						
169		1-yr plant maintenance	**1**	ls	25,000.00	25,000		
170	*328400*	*IRRIGATION*						
171		Irrigation in plant beds and lawn panels	**1**	ls	150,000.00	150,000		
172		SUBTOTAL					838,369	
173								
174	**G30**	**CIVIL MECHANICAL UTILITIES**						
175	*210000*	*FIRE PROTECTION*						
176		Allowance for new water supply for fire protection; fire loop	**1,839**	lf	150.00	275,850		
177		Allowance for connections	**3**	ea	25,000.00	75,000		
178		Allowance for fire hydrants and service to them via fire loop	**1**	ls	25,000.00	25,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-3 N.1							
331000	*WATER UTILITIES*						
	Allowance for new water supply for domestic service	**329**	lf	150.00	49,350		
	SUBTOTAL					425,200	
333000	*SANITARY SEWER*						
	Sewer service to leach field	**75**	lf	100.00	7,500		
	Leach field - includes septic tank	**11,100**	sf	50.00	555,000		
	SUBTOTAL					562,500	
334000	*STORM DRAINAGE*						
	Allowance for stormwater management	**367,811**	sf	10.00	3,678,110		
	SUBTOTAL					3,678,110	
220001	*NATURAL GAS*						
	No work in this section						
	SUBTOTAL					-	
G40	**ELECTRICAL UTILITIES**						
	Power						
	Power riser	**1**	ea	2,500.00	2,500		
	Primary service duct bank	**450**	lf	80.00	36,000		
	Pad mount transformer pad (TX by Utility Co)	**1**	ea	3,000.00	3,000		
	2500A Secondary service duct bank	**50**	lf	1,000.00	50,000		
	Generator						
	Generator duct bank 600A	**70**	lf	320.00	22,400		
	Electric Vehicle Stations						
	Dual EV charging system	**10**	ea	15,000.00	150,000		
	Security						
	Site camera system, allow	**1**	ls	50,000.00	50,000		
	Telecommunications						
	Communication riser	**1**	ea	2,500.00	2,500		
	Telcom duct bank 4-4" (empty)	**500**	lf	180.00	90,000		
	Site lighting						
	Site lighting and circuitry	**265,000**	sf	1.50	397,500		
	SUBTOTAL					803,900	
	TOTAL - SITE DEVELOPMENT						**$16,899,627**

		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
	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

		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
	4.08	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		$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
	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

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	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		$30,000
	4.31	Replace walk-in cooler and freezer for proper storage capacity and adequate cold food holding temperatures	100	SF	FOOD SERVICE		$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		$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		$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		$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	3	$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		$50,000
	4.43	Provide emergency power off switch to shut down electrical equipment in kitchen in an emergency.	1	EA	ELECT		$6,000
	4.44	Establish dedicated network closets for adequate temperature control and securing equipment. (Allowance)	200	SF	TECH		$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		$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		$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		$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		$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
	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

		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
	4.56	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							

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-5 AR.1 ADDITION

GROSS FLOOR AREA CALCULATION

Lowest Level	41,356
First Floor	32,986
Second Floor	30,150
Third Floor	29,880
TOTAL GROSS FLOOR AREA (GFA)	**134,372** ***sf***

A1010 STANDARD FOUNDATIONS

033000	*CONCRETE*						
	Strip Footings	*599*	*CY*	$260 /cy			
	Foundation Walls	*819*	*CY*	$594 /cy			
	Spread Footings	*814*	*CY*	$666 /cy			
	Grade beams	*39*	*CY*	$1,301 /cy			
	Piers	*67*	*CY*	$1,923 /cy			
	Total Foundation Concrete	*2,338*	*CY*				
	Strip footing, typical; 3' x 12"						
	Formwork	**3,700**	sf	16.00		59,200	
	Re-bar	**18,500**	lbs.	2.00		37,000	
	Concrete material	**216**	cy	155.00		33,480	
	Placing concrete	**216**	cy	120.00		25,920	
	Foundation wall; 16" thick						
	Formwork	**14,800**	sf	20.00		296,000	
	Re-bar	**33,300**	lbs.	2.00		66,600	
	Concrete material	**383**	cy	155.00		59,365	
	Placing concrete	**383**	cy	120.00		45,960	
	Form shelf	**1,850**	lf	10.00		18,500	
	Retaining wall footing, typical; 12' x 24"						
	Formwork	**1,600**	sf	16.00		25,600	
	Re-bar	**24,000**	lbs.	2.00		48,000	
	Concrete material	**373**	cy	155.00		57,815	
	Placing concrete	**373**	cy	120.00		44,760	
	Retaining wall; 16" thick						
	Formwork	**11,200**	sf	20.00		224,000	
	Re-bar	**56,000**	lbs.	2.00		112,000	
	Concrete material	**436**	cy	155.00		67,580	
	Placing concrete	**436**	cy	120.00		52,320	
	Form shelf	**400**	lf	10.00		4,000	
	Spread footings, typical; 9'-0"x 9'-0"x 24"						
	Formwork	**1,800**	sf	18.00		32,400	
	Re-bar	**25,280**	lbs.	2.00		50,560	
	Concrete material	**158**	cy	155.00		24,490	
	Placing concrete	**158**	cy	120.00		18,960	
	Set anchor bolts grout plates	**25**	ea	150.00		3,750	
	Spread footings, typical; 10'-0"x 10'-0"x 24"						
	Formwork	**3,520**	sf	18.00		63,360	
	Re-bar	**54,720**	lbs.	2.00		109,440	
	Concrete material	**342**	cy	155.00		53,010	
	Placing concrete	**342**	cy	120.00		41,040	
	Set anchor bolts grout plates	**44**	ea	150.00		6,600	
	Spread footings, typical; 8'-0"x 8'-0"x 24"						
	Formwork	**4,032**	sf	18.00		72,576	
	Re-bar	**50,240**	lbs.	2.00		100,480	
	Concrete material	**314**	cy	155.00		48,670	
	Placing concrete	**314**	cy	120.00		37,680	
	Set anchor bolts grout plates	**63**	ea	150.00		9,450	
	Grade beams at braced frames, allow	**250**	LF				
	Formwork	**1,000**	sf	15.00		15,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
	Re-bar	**12,500**	lbs.	2.00	25,000		
	Concrete material	**39**	cy	155.00	6,045		
	Placing concrete	**39**	cy	120.00	4,680		
	Piers/Pilasters						
	Formwork	**3,595**	sf	20.00	71,900		
	Re-bar	**19,260**	lbs	2.00	38,520		
	Concrete material	**67**	cy	155.00	10,385		
	Placing concrete	**67**	cy	120.00	8,040		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Trowelled-on bituminous mastic damproofing at foundation walls	**7,400**	sf	4.00	29,600		
	Waterproofing at retaining wall	**5,600**	sf	9.00	50,400		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**13,000**	sf	3.00	39,000		
312000	*EARTHWORK*						
	Strip footings/Fdn wall						
	Excavation	**1,233**	cy	25.00	30,825		
	Remove off-site	**1,233**	cy	32.00	39,456		
	Backfill with imported material	**1,017**	cy	48.00	48,816		
	Spread footings/Grade beams						
	Excavation	**2,021**	cy	25.00	50,525		
	Remove off-site	**2,021**	cy	32.00	64,672		
	Backfill with imported material	**1,168**	cy	48.00	56,064		
	Building						
	Cut; allowance for over-excavation - 4ft.	**8,954**	cy	15.00	134,310		
	Fill - imported structural fill swell 25%	**11,193**	cy	65.00	727,545		
	SOIL DISPOSAL - conversion factor 1.7 to tons						
	Load excess soils for disposal	**8,954**	cy	2.50	22,385		
	unlined landfill	**15,222**	tn	65.00	989,430		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**611**	cy	48.00	29,328		
	Perimeter drain	**1,645**	lf	30.00	49,350		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					4,511,842	
A1020	**SPECIAL FOUNDATIONS**						
	Allowance for rammed aggregate piers				Assumed NR		
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on grade	*60,438*	*sf*				
	Vapor barrier at slab on grade	**60,438**	sf	1.50	90,657		
	WWF reinforcement	**69,504**	sf	1.80	125,107		
	Concrete - 6" thick	**1,175**	cy	155.00	182,125		
	Placing concrete	**1,175**	cy	120.00	141,000		
	Finishing and curing concrete	**60,438**	sf	3.00	181,314		
	Miscellaneous						
	Equipment pads	**1**	ls	20,000.00	20,000		
	Radon system	**60,438**	sf	3.00	NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**60,438**	sf	2.50	151,095		
312000	*EARTHWORK*						
	Building						
	Compacted granular structural fill, 8"	**1,500**	cy	48.00	72,000		
	Compacted gravel base, 8"	**1,500**	cy	48.00	72,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
	Compact existing sub-grade	**60,438**	sf	1.00	60,438		
	Under slab E&B for plumbing	**60,438**	sf	1.50	90,657		
	SUBTOTAL					1,186,393	
	TOTAL - FOUNDATIONS						**$5,698,235**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		14.5	*lbs/sf*				
		975	*tns*	excluding roof screens and canopies			
		$6,423	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**85,024**	sf	1.80	153,043		
	Concrete fill to metal deck; 5-1/4" light weight	**1,258**	cy	195.00	245,310		
	Place and finish concrete	**73,934**	sf	3.50	258,769		
	Rebar to decks	**22,180**	lbs	2.00	44,360		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf	**518**	tns	5,200.00	2,693,600		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**18,484**	ea	3.50	64,694		
	2" metal floor deck	**73,934**	sf	6.50	480,571		
	Allowance for expansion joint	**1**	ls	10,000.00	10,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams	**73,934**	sf	2.75	203,319		
	Intumescent allowance	**1**	ls	35,000.00	35,000		
	SUBTOTAL					4,188,666	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE*	Allowance at mechanical equipment/low roof					
	Concrete fill to metal roof deck	**5,000**	sf	10.00	50,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf at typical roof	**457**	tns	5,200.00	2,376,400		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**1,250**	ea	3.50	4,375		
	3" metal floor deck at typical roof	**65,238**	sf	7.00	456,666		
	Premium for acoustic deck at gym and cafeteria	**19,675**	sf	6.00	118,050		
	HSS support framing at roof screen @ 110 lbs/lf	**10**	tns	5,800.00	58,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**65,238**	sf	3.00	195,714		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
	SUBTOTAL					3,259,205	
	TOTAL - SUPERSTRUCTURE						**$7,447,871**
B20	***EXTERIOR CLOSURE***	62,930	sf	Total Exterior Closure			
B2010	**EXTERIOR WALLS; 78%**	*49,085*	*sf*				
040001	*MASONRY*						
	Brick veneer; 70%	**34,360**	sf	49.00	1,683,640		
	Precast trim	**34,360**	sf	2.00	68,720		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**34,360**	sf	1.00	34,360		
	Relieving angles			assume included in lbs/sf tns			
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**49,086**	sf	8.80	431,957		
	Air barrier/flashing at windows	**4,615**	lf	6.25	28,844		
	Air barrier @ overhangs/soffits	**4,800**	sf	8.50	40,800		
	Miscellaneous sealants to closure	**49,086**	sf	0.50	24,543		
072100	*THERMAL INSULATION*						
	3" Rigid insulation	**49,086**	sf	4.00	196,344		
	Spray insulation; 2" typical	**49,086**	sf	3.00	147,258		
	3" Rigid insulation @ overhangs/soffits	**4,800**	sf	4.00	19,200		
	Insulation at window openings	**4,615**	lf	6.00	27,690		
074213	*WALL PANELS*						
	Prodema panels: 30%	**14,726**	sf	85.00	1,251,710		
	Roof overhang soffits; 3ft Deep	**4,800**	sf	85.00	408,000		
	Roof screen; allow 175 LF x 10ft H	**1,750**	sf	65.00	113,750		
092900	*GYPSUM BOARD ASSEMBLIES*						
	Framing at soffits	**4,800**	sf	18.00	86,400		
	8" metal stud backup, typical	**49,086**	sf	16.00	785,376		
	Gypsum Sheathing	**49,086**	sf	3.50	171,801		
	Drywall lining to interior face of stud backup	**49,086**	sf	4.00	196,344		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					5,726,737	
B2020	**WINDOWS; 22% glazed**	*13,845*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**4,615**	lf	14.00	64,610		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**4,615**	lf	10.00	46,150		
080001	*METAL WINDOWS*						
	Aluminum windows/Storefront; triple glazed, 80%	**11,076**	sf	200.00	2,215,200		
	Curtain wall; triple glazed, 20%	**2,769**	sf	225.00	623,025		
	Sun control at East, south + West facing classrooms - allow	**1**	ls	150,000.00	150,000		
	Premium for security glazing	**500**	sf	75.00	37,500		
089100	*LOUVERS*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
	Louvers - allowance	**100**	sf	85.00	8,500		
	SUBTOTAL					3,144,985	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**134,372**	gsf	1.50	201,558		
	SUBTOTAL					201,558	
	TOTAL - EXTERIOR CLOSURE						**$9,073,280**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	TPO roofing membrane; Sarnafil, single ply w/ 10" insulation and vapor barrier includes blocking and flashings etc.	**65,238**	sf	35.00	2,283,330		
	Canopy roof system; heavy timber structure + TPO roofing	**2,500**	sf	150.00	375,000		
	Allowance for roof hatches, ladders, walkway pads etc.	**1**	ls	10,000.00	10,000		
	SUBTOTAL					2,668,330	
B3020	**ROOF OPENINGS**						
	No items in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$2,668,330**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions; gwb/ metal stud partitions including premium for CMU in Stairs, Gym and kitchen and allowance for glazed partitions throughout. Abuse resistant board at select areas.	**134,372**	sf	37.00	4,971,764		
	SUBTOTAL					4,971,764	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**134,372**	gsf	7.00	940,604		
	SUBTOTAL					940,604	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**134,372**	gsf	2.50	335,930		
064100	*FINISH CARPENTRY*						
	Cubbies	**875**	ea	500.00	437,500		
	Millwork allowance	**134,372**	gsf	4.00	537,488		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**134,372**	gsf	1.00	134,372		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB/ Flagpoles complete	**134,372**	gsf	1.60	214,995		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Signage; complete package	**134,372**	gsf	0.80	107,498		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	Toilet partitions/bathroom accessories	**134,372**	gsf	1.00	134,372		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
	AED cabinets	**1**	ls	750.00	750		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
105113	*LOCKERS*						
	Lockers	**350**	ea	320.00	112,000		
	SUBTOTAL					2,017,905	
	TOTAL - INTERIOR CONSTRUCTION						**$7,930,273**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**13**	flt	55,000.00	715,000		
	Premium for Main stair	**1**	flt	35,000.00	35,000		
	Steps at grade elevation changes	**9**	loc	10,000.00	90,000		
	Platform steps	**1**	ls	5,000.00	5,000		
	SUBTOTAL					845,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**13**	flt	5,000.00	65,000		
	SUBTOTAL					65,000	
	TOTAL - STAIRCASES						**$910,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Paint to walls	**134,372**	gsf	2.50	335,930		
	New tile in bathrooms and shower rooms	**18,000**	sf	38.00	684,000		
	New tile in corridors; 4'-8" H	**8,140**	sf	38.00	309,320		
	Wood paneling	**3,000**	sf	80.00	240,000		
	Allowance for miscellaneous wall finishes; acoustic panels, FRP etc.	**134,372**	gsf	2.00	268,744		
	SUBTOTAL					1,837,994	
C3020	**FLOOR FINISHES**						
	Finishes throughout with linoleum flooring and resilient base	**104,357**	sf	8.00	834,856		
	Terrazzo at Lobby	**2,500**	sf	45.00	112,500		
	Epoxy flooring; Art & Toilets	**5,665**	sf	22.00	124,630		
	Carpet in Admin spaces, teacher collaboration, Library including resilient base	**2,588**	sf	6.50	16,822		
	Stage flooring	**1,000**	sf	24.00	24,000		
	Maple athletic flooring in gymnasium	**12,600**	sf	24.00	302,400		
	Concrete sealer in service, mechanical, BOH spaces	**5,662**	sf	2.00	11,324		
	Entry mats - walk-off mats	**1,000**	sf	20.00	20,000		
	SUBTOTAL					1,446,532	
C3030	**CEILING FINISHES**						
	ACT ceiling replacement throughout; 2 x 2	**54,468**	sf	7.00	381,276		
	ACT ceilings 2 x 4; 20%	**26,874**	sf	6.50	174,681		
	Wood slat ceilings; 10%	**13,437**	sf	60.00	806,220		
	GWB ceilings; 15%	**20,156**	sf	16.00	322,496		
	Paint exposed structure	**6,000**	sf	3.00	18,000		
	Stepped ceilings with preformed soffits; 10%	**13,437**	sf	22.00	295,614		
	SUBTOTAL					1,998,287	
	TOTAL - INTERIOR FINISHES						**$5,282,813**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
	New 7 stop elevator; double sided	**1**	ea	560,000.00	560,000		
	Elevator sills and pit ladder	**1**	ls	3,000.00	3,000		
	SUBTOTAL					563,000	
	TOTAL - CONVEYING SYSTEMS						**$563,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	ADDITION: Plumbing system complete; 4-80KW 120gal elect water heaters, new fixtures & equipment including domestic water, sanitary W&V, and storm piping	**134,372**	gsf	30.00	4,031,160		
	SUBTOTAL					4,031,160	
	TOTAL - PLUMBING						**$4,031,160**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
	Seventeen (17) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 1000 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller.	**134,372**	gsf	90.00	12,093,480		
	SUBTOTAL					12,093,480	
	TOTAL - HVAC						**$12,093,480**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	Fire pump - not included						
	Fire protection complete system	**134,372**	gsf	8.50	1,142,162		
	SUBTOTAL					1,142,162	
	TOTAL - FIRE PROTECTION						**$1,142,162**
D50	***ELECTRICAL***						
D50	**ELECTRICAL**						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	4000AF/3000AT main switchboard and associated gear and distribution	**134,372**	gsf	7.00	940,604		
	Emergency power						
	EM power based on 600KW diesel fired generator with sound/wp cover	**134,372**	gsf	5.00	671,860		
	24kW UPS system	**134,372**	gsf	0.30	40,312		
	Photovoltaic System						
	Infrastructure for future system	**134,372**	gsf	0.20	26,874		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**134,372**	gsf	4.00	537,488		
	SUBTOTAL					2,217,138	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**134,372**	gsf	8.50	1,142,162		
	Lighting circuitry	**134,372**	gsf	4.00	537,488		
	Lighting control system						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
	Network Lighting controls	**134,372**	gsf	2.50	335,930		
	Branch devices						
	Branch devices	**134,372**	gsf	0.60	80,623		
	Branch circuitry	**134,372**	gsf	4.00	537,488		
	SUBTOTAL					2,633,691	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**134,372**	gsf	3.50	470,302		
	Mass notification	**134,372**	gsf	0.65	87,342		
	Bi-Directional System						
	BDA/DAS system	**134,372**	gsf	1.00	134,372		
	Two-Way Communication						
	Two-Way Communication	**134,372**	gsf	0.25	33,593		
	Security System						
	Intrusion detection	**134,372**	gsf	1.00	134,372		
	Access control	**134,372**	gsf	1.00	134,372		
	CCTV	**134,372**	gsf	2.50	335,930		
	Video intercom system	**134,372**	gsf	0.40	53,749		
	Telephone/Data/CATV						
	Network switches, and phone system	**134,372**	gsf	4.50	604,674		
	Devices and cabling	**134,372**	gsf	3.00	403,116		
	Rough-in	**134,372**	gsf	1.00	134,372		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**134,372**	gsf	0.50	67,186		
	Digital Signage System						
	Devices and cabling, allow	**134,372**	gsf	0.50	67,186		
	Rough-in	**134,372**	gsf	0.25	33,593		
	Public Address/Clock System						
	PA/master clock system	**134,372**	gsf	1.75	235,151		
	Auditorium Performance Systems (prorated)						
	Stage performance lighting rough-in and electrical only	**134,372**	gsf	0.50	67,186		
	Stage performance audio/visual rough-in and electrical only	**134,372**	gsf	0.50	67,186		
	Speech Amplification						
	Speech Amplification system	**134,372**	gsf	0.75	100,779		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**134,372**	gsf	0.50	67,186		
	Sound systems (prorated)						
	Cafeteria sound system including speech amplification	**134,372**	gsf	0.35	47,030		
	Gymnasium sound system including speech amplification	**134,372**	gsf	0.35	47,030		
	Gymnasium (prorated)						
	Scoreboard/ shot clock with feed and connection allow	**134,372**	gsf	0.20	26,874		
	SUBTOTAL					3,352,581	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Lightning Protection System	**134,372**	gsf	0.50	67,186		
	Grounding	**134,372**	gsf	0.50	67,186		
	Temp power and lights	**134,372**	gsf	1.50	201,558		
	Coordination, BIM & shop drawings	**134,372**	gsf	3.00	403,116		
	Fees & Permits	**134,372**	gsf	1.50	201,558		
	SUBTOTAL					940,604	
	TOTAL - ELECTRICAL						**$9,144,014**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
119000	*MISCELLANEOUS EQUIPMENT*						
	Allowance for miscellaneous equipment	**134,372**	gsf	1.00	134,372		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 ADDITION							
116200	*THEATRE EQUIPMENT*						
	New curtain and rigging allowance in Cafetorium	**1**	ls	30,000.00	30,000		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,530**	sf	20.00	50,600		
	Gymnasium divider curtain	**2**	ea	30,000.00	60,000		
	Basketball backstops	**10**	ea	12,000.00	120,000		
	Volley ball standards and inserts	**1**	ls	5,000.00	5,000		
	Score board - allow	**2**	ea	20,000.00	40,000		
	New telescopic bleachers	**1**	ls	50,000.00	50,000		
	SUBTOTAL					489,972	
	TOTAL - EQUIPMENT						**$489,972**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades; allowance	**13,845**	sf	8.00	110,760		
123000	*CASEWORK*						
	Wood casework w/ solid surface counters throughout	**134,372**	gsf	12.00	1,612,464		
	SUBTOTAL					1,723,224	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,723,224**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$68,197,814**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 RENOVATION							
	GROSS FLOOR AREA CALCULATION						
	Lower Level			8,954			
	First Floor			20,247			
	TOTAL GROSS FLOOR AREA (GFA)				**29,201** ***sf***		
	A1010 STANDARD FOUNDATIONS						
	Shear wall footings @ connection to new additions and for new layout configurations generally to resist current seismic loads - allow	**160**	lf	500.00	80,000		
	SUBTOTAL					80,000	
	A1020 SPECIAL FOUNDATIONS						
	No work required per Engineer's report						
	SUBTOTAL					-	
	A1030 LOWEST FLOOR CONSTRUCTION						
033000	*CONCRETE*						
	Remove and replace slab on grade as necessary to accommodate new fixtures and fittings/ ADA upgrades to ramps/ space reconfigurations/ shear walls etc.	**20,247**	sf	12.00	242,964		
	SUBTOTAL					242,964	
	TOTAL - FOUNDATIONS						**$322,964**
	A20 BASEMENT CONSTRUCTION						
	A2010 BASEMENT EXCAVATION						
	No Work in this section						
	SUBTOTAL					-	
	A2020 BASEMENT WALLS						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
	B10 SUPERSTRUCTURE						
	B1010 FLOOR CONSTRUCTION						
051200	*STRUCTURAL STEEL FRAMING*						
	CMU Shear walls	**2,400**	sf	45.00	108,000		
	Allowance for structural modifications including redesigning lateral force-resisting to resist current seismic loads	**29,201**	gsf	8.00	233,608		
	SUBTOTAL					341,608	
	B1020 ROOF CONSTRUCTION						
051200	*STRUCTURAL STEEL FRAMING*						
	Allowance for supplemental support framing at new rooftop mechanical equipment - allowance	**20,247**	sf	5.00	101,235		
	SUBTOTAL					101,235	
	TOTAL - SUPERSTRUCTURE						**$442,843**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 RENOVATION							
B20	***EXTERIOR CLOSURE***						
B2010	**EXTERIOR WALLS**	*2,800*	*sf*	Total Exterior Closure			
040001	*MASONRY; 78%*						
	Selectively repoint masonry at exterior walls as required	**2,184**	sf	25.00	54,600		
055000	*MISCELLANOUS METALS*						
	Prepare and repaint steel lintels, plates and other exterior metal items	**1**	ls	5,000.00	5,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Liquid applied vapor barrier @ etr masonry walls				NR		
	Air barrier/flashing at openings	**308**	lf	9.00	2,772		
072100	*THERMAL INSULATION*						
	4" Rigid insulation	**2,184**	sf	5.00	10,920		
074213	*WALL PANELS*						
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud furring	**2,184**	sf	14.00	30,576		
	Drywall lining to interior face of stud backup	**2,184**	sf	5.00	10,920		
101400	*SIGNAGE*						
	New signage	**1**	ls	15,000.00	15,000		
	SUBTOTAL					129,788	
B2020	**WINDOWS; 22%**	*616*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**308**	lf	14.00	4,312		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**308**	lf	10.00	3,080		
080001	*METAL WINDOWS*						
	Replace all existing windows, storefront and curtainwall, triple glazed	**616**	sf	215.00	132,440		
089100	*LOUVERS*						
	Louvers				N/A		
	SUBTOTAL					139,832	
B2030	**EXTERIOR DOORS**						
	Exterior door replacement allowance	**29,201**	gsf	2.00	58,402		
	SUBTOTAL					58,402	
	TOTAL - EXTERIOR CLOSURE						**$328,022**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	Replace w/ new adhered PVC roofing includes edge coping, blocking, flashings and roof accessories etc. (assumes removal of existing included w/ haz mat)	**20,247**	sf	38.00	769,386		
	SUBTOTAL					769,386	
B3020	**ROOF OPENINGS**						
	Allowance to replace roof hatches, ladders etc.	**1**	ls	30,000.00	30,000		
	SUBTOTAL					30,000	
	TOTAL - ROOFING						**$799,386**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 RENOVATION							
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Modify interior CMU/GWB walls, glazed partitions + BL's, operable walls etc. to accommodate code upgrades and reconfigured spaces	**29,201**	gsf	25.00	730,025		
	Seismic clips at the top of interior masonry walls - allow @ 32" oc	**29,201**	gsf	4.00	116,804		
	SUBTOTAL					846,829	
C1020	**INTERIOR DOORS**						
	New doors and hardware throughout	**29,201**	gsf	7.00	204,407		
	SUBTOTAL					204,407	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**29,201**	gsf	2.50	73,003		
064100	*FINISH CARPENTRY*						
	New millwork throughout	**29,201**	gsf	4.00	116,804		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**29,201**	gsf	1.00	29,201		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**29,201**	gsf	1.60	46,722		
101400	*SIGNAGE*						
	New interior signage	**29,201**	gsf	0.80	23,361		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	New toilet partitions/bathroom accessories	**29,201**	gsf	1.00	29,201		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	10,000.00	10,000		
	AED cabinets	**1**	ls	1,500.00	1,500		
105113	*LOCKERS*						
	New corridor and locker room lockers throughout				W/Addition		
	SUBTOTAL					329,792	
	TOTAL - INTERIOR CONSTRUCTION						**$1,381,028**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	SUBTOTAL					-	
C2020	**STAIR FINISHES**						
	SUBTOTAL					-	
	TOTAL - STAIRCASES						
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Prep and paint all etr and new interior walls	**29,201**	gsf	3.00	87,603		
	New tile in bathrooms and shower rooms	**2,072**	sf	38.00	78,736		
	New tile in corridors; 4'-8" H	**4,600**	sf	38.00	174,800		
	Allowance for miscellaneous wall finishes; acoustic panels, FRP etc.	**29,201**	sf	1.50	43,802		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 RENOVATION							
	SUBTOTAL					384,941	
C3020	**FLOOR FINISHES**						
	Allowance for leveler at new floor finishes	**25,891**	sf	3.00	77,673		
	Replace finishes throughout with linoleum flooring and resilient base	**13,282**	sf	8.00	106,256		
	Carpet in Admin spaces, Media center etc. including resilient base	**8,670**	sf	6.50	56,355		
	Epoxy flooring in toilets	**1,260**	sf	22.00	27,720		
	Quarry tile in kitchen & support spaces	**2,679**	sf	45.00	120,555		
	Concrete sealer in Mech/ Elec/ Boiler spaces	**3,110**	sf	2.00	6,220		
	Entry mats - walk-off mats	**200**	sf	20.00	4,000		
	SUBTOTAL					398,779	
C3030	**CEILING FINISHES**						
	ACT ceiling replacement throughout; 2 x 2	**21,240**	sf	7.00	148,680		
	ACT ceilings 2 x 4; 20%	**1,791**	sf	6.50	11,642		
	Wood slat ceilings; 10%	**895**	sf	60.00	53,700		
	GWB ceilings; 15%	**4,380**	sf	16.00	70,080		
	Stepped ceilings with preformed soffits; 10%	**895**	sf	14.00	12,530		
	SUBTOTAL					296,632	
	TOTAL - INTERIOR FINISHES						**$1,080,352**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	with addition						
	SUBTOTAL					-	
	TOTAL - CONVEYING SYSTEMS						
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	RENOVATION: New fixtures, equipment, replace majority of domestic water piping, sanitary/vent piping, reuse underslab sanitary piping, reuse majority of storm piping	**29,201**	gsf	20.00	584,020		
	Demolition; cut & cap, make safe, removal by others	**29,201**	gsf	1.00	29,201		
	SUBTOTAL					613,221	
	TOTAL - PLUMBING						**$613,221**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
	Seventeen (17) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 1000 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller.	**29,201**	gsf	90.00	2,628,090		
	Demolition; cut & cap existing HVAC; removal by others	**29,201**	gsf	1.50	43,802		
	SUBTOTAL					2,671,892	
	TOTAL - HVAC						**$2,671,892**
D40	***FIRE PROTECTION***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 RENOVATION							
D40	**FIRE PROTECTION, GENERALLY**						
	Fire protection complete system	**29,201**	gsf	8.50	248,209		
	Demolition	**29,201**	gsf	0.65	18,981		
	SUBTOTAL					267,190	
	TOTAL - FIRE PROTECTION						**$267,190**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	4000AF/3000AT main switchboard and associated gear and distribution	**29,201**	gsf	7.00	204,407		
	Emergency power						
	EM power based on 600KW diesel fired generator with sound/wp cover	**29,201**	gsf	5.00	146,005		
	24kW UPS system	**29,201**	gsf	0.30	8,760		
	Photovoltaic System						
	Infrastructure for future system	**29,201**	gsf	0.20	5,840		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**29,201**	gsf	4.00	116,804		
	SUBTOTAL					481,816	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**29,201**	gsf	8.50	248,209		
	Lighting circuitry	**29,201**	gsf	4.00	116,804		
	Lighting control system						
	Network Lighting controls	**29,201**	gsf	2.50	73,003		
	Branch devices						
	Branch devices	**29,201**	gsf	0.60	17,521		
	Branch circuitry	**29,201**	gsf	4.00	116,804		
	SUBTOTAL					572,341	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**29,201**	gsf	3.50	102,204		
	Mass notification	**29,201**	gsf	0.65	18,981		
	Bi-Directional System						
	BDA/DAS system	**29,201**	gsf	1.00	29,201		
	Two-Way Communication						
	Two-Way Communication	**29,201**	gsf	0.25	7,300		
	Security System						
	Intrusion detection	**29,201**	gsf	1.00	29,201		
	Access control	**29,201**	gsf	1.00	29,201		
	CCTV	**29,201**	gsf	2.50	73,003		
	Video intercom system	**29,201**	gsf	0.40	11,680		
	Telephone/Data/CATV						
	Network switches, and phone system	**29,201**	gsf	4.50	131,405		
	Devices and cabling	**29,201**	gsf	3.00	87,603		
	Rough-in	**29,201**	gsf	1.00	29,201		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**29,201**	gsf	0.50	14,601		
	Digital Signage System						
	Devices and cabling, allow	**29,201**	gsf	0.50	14,601		
	Rough-in	**29,201**	gsf	0.25	7,300		
	Public Address/Clock System						
	PA/master clock system	**29,201**	gsf	1.75	51,102		
	Auditorium Performance Systems (prorated)						
	Stage performance lighting rough-in and electrical only	**29,201**	gsf	0.50	14,601		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 AR.1 RENOVATION							
	Stage performance audio/visual rough-in and electrical only	**29,201**	gsf	0.50	14,601		
	Speech Amplification						
	Speech Amplification system	**29,201**	gsf	0.75	21,901		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**29,201**	gsf	0.50	14,601		
	Sound systems (prorated)						
	Cafeteria sound system including speech amplification	**29,201**	gsf	0.35	10,220		
	Gymnasium sound system including speech amplification	**29,201**	gsf	0.35	10,220		
	Gymnasium (prorated)						
	Scoreboard/ shot clock with feed and connection allow	**29,201**	gsf	0.20	5,840		
	SUBTOTAL					728,568	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Demolition	**29,201**	gsf	1.00	29,201		
	Lightning Protection System	**29,201**	gsf	0.50	14,601		
	Grounding	**29,201**	gsf	0.50	14,601		
	Temp power and lights	**29,201**	gsf	1.50	43,802		
	Coordination, BIM & shop drawings	**29,201**	gsf	3.00	87,603		
	Fees & Permits	**29,201**	gsf	1.50	43,802		
	SUBTOTAL					233,610	
	TOTAL - ELECTRICAL						**$2,016,335**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment - Crabtree & McGrath 7/1/24	**1**	ls	740,025.00	740,025		
	SUBTOTAL					740,025	
	TOTAL - EQUIPMENT						**$740,025**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Window treatment replacements - allowance	**616**	sf	8.00	4,928		
123000	*CASEWORK*						
	New casework throughout	**29,201**	gsf	12.00	350,412		
	SUBTOTAL					355,340	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$355,340**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	PK-5 AR.1 RENOVATION							
360		Remove exterior windows and storefront	**616**	sf	8.00	4,928		
361		Demo and remove exterior wall at connection to new additions, shore as necessary	**7,000**	sf	15.00	105,000		
362		Demo and remove interior floor finishes, ceilings and wall finishes etc.	**29,201**	gsf	4.00	116,804		
363		Misc. selective interior demolition as req'd, partitions, specialties, furnishings, door hardware etc. - allowance	**29,201**	gsf	7.00	204,407		
364		Selective interior MEP demolition including removal of cut & capped MEP equipment & fixtures	**29,201**	gsf	4.00	116,804		
365		SUBTOTAL					547,943	
366								
367	**F2020**	**HAZARDOUS COMPONENTS ABATEMENT**						
368		See main summary for HazMat allowance				See Summary		
369		SUBTOTAL						
370								
380		***TOTAL - SELECTIVE BUILDING DEMOLITION***						**$547,943**

TRADE SUBTOTAL **$11,566,541**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-5 AR.1						
	G SITEWORK						
	G10 PHASING						
	6' high site construction fence	**3,928**	lf	40.00	157,120		
	Site construction entrance and removal/restoration	**3**	loc	12,000.00	36,000		
	Layout/As-builts/Survey	**1**	ls	15,000.00	15,000		
	Temporary utilities allowance	**1**	ls	50,000.00	50,000		
	Temporary signage	**1**	ls	10,000.00	10,000		
	Mobilizations	**1**	ea	35,000.00	35,000		
	Phasing allowance	**1**	ls	325,000.00	325,000		
	Street sweeping allowance	**1**	ls	10,000.00	10,000		
	Snow removal allowance	**1**	ls	100,000.00	100,000		
	SUBTOTAL					738,120	
	G10 SITE PREPARATION & DEMOLITION						
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing pavement	**78,779**	sf	1.25	98,474		
	Allowance for misc. demo	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**490,150**	sf	0.25	122,538		
311000	*ROADWAY WORK - allowance*						
	Restore areas of water connections in road	**1**	ls	10,000.00	10,000		
	Restore areas of sewer connections in road	**1**	ls	10,000.00	10,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clearing and stumping	**1**	acre	10,000.00	10,000		
	Allowance for pruning, protection and arborist	**1**	ls	25,000.00	25,000		
	Strip + stockpile topsoil	**6,615**	cy	11.50	76,073		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal	**3,928**	lf	12.00	47,136		
	Silt Sacks; installation and removal - allow	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					476,721	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*7,500*	*cy*				
	Cut	**7,500**	cy	10.00	75,000		
	Stockpile 50% for reuse	**3,750**	cy	5.00	18,750		
	Site cut processing	***3,750***	*cy*				
	Screen cut soils	**3,750**	cy	7.00	26,250		
	Site fill to design subgrade	*8,500*	*cy*				
	Fill - from cut	**3,750**	cy	12.00	45,000		
	Fill - from imported granular fill swell 25%	**5,938**	cy	48.00	285,024		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**3,750**	cy	2.50	9,375		
	unlined landfill	**6,375**	tn	65.00	414,375		
312000	*ROCK REMOVAL - allowances*				assume no rock		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**500,000**	sf	0.15	75,000		
	Fine grading throughout the site	**500,000**	sf	0.35	175,000		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ea	50,000.00	50,000		
312000	*GEOTHERMAL*						
	Geothermal wells	**106**	ea	3,500.00	NR		
	SUBTOTAL					1,173,774	
	G20 SITE IMPROVEMENTS						
320000	***ROADWAYS AND PARKING LOTS***						

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-5 AR.1							
67		Asphalt Paving; roadways	*118,800*	*sf*				
68		gravel base; 12" thick	**4,400**	cy	60.00	264,000		
69		asphalt top; 1.5" thick	**1,136**	tns	180.00	204,480		
70		asphalt binder; 2.5" thick	**1,890**	tns	150.00	283,500		
71	*320000*	*CURBING*						
72		Vertical granite curb	**4,100**	lf	52.00	213,200		
73		ADA Curb cuts	**12**	ea	850.00	10,200		
74	*320000*	*ROAD MARKINGS AND SIGNS*						
75		Parking spot	**190**	ea	85.00	16,150		
76		Parking spot ADA	**6**	ea	250.00	1,500		
77		Sign allowance	**1**	ls	10,000.00	10,000		
78		Pavement markings allowance	**1**	ls	10,000.00	10,000		
79		Crosswalk hatching	**8**	loc	2,500.00	20,000		
80		SUBTOTAL					1,033,030	
81								
82	***320000***	***PEDESTRIAN PAVING***						
83		Concrete sidewalks	*25,156*	*sf*				
84		gravel base; 6" thick	**466**	cy	60.00	27,960		
85		Broom finish concrete paving; 4" thick	**25,156**	sf	12.00	301,872		
86		Concrete unit pavers - per LA narrative - building entrance	*3,000*	*sf*				
87		gravel base; 6" thick	**56**	cy	60.00	3,360		
88		Concrete slab paving; 4" thick	**3,000**	sf	12.00	36,000		
89		Concrete pavers	**3,000**	sf	28.00	84,000		
90		Geotextiles	**3,000**	sf	0.55	1,650		
91		Edging	**250**	lf	18.00	4,500		
92		Concrete unit pavers - per LA narrative - outdoor learning	*2,500*	*sf*				
93		gravel base; 6" thick	**46**	cy	60.00	2,760		
94		Concrete slab paving; 4" thick	**2,500**	sf	12.00	30,000		
95		Concrete pavers	**2,500**	sf	28.00	70,000		
96		Geotextiles	**2,500**	sf	0.55	1,375		
97		Edging	**250**	lf	18.00	4,500		
98		Bituminous concrete - hardscape play areas	*7,943*	*sf*				
99		gravel base; 6" thick	**147**	cy	60.00	8,820		
100		asphalt top; 1" thick	**50**	tns	180.00	9,000		
101		asphalt binder; 2" thick	**101**	tns	150.00	15,150		
102		Allowance for painted games	**1**	ls	10,000.00	10,000		
103		Allowance for hoops and games	**1**	ls	10,000.00	10,000		
104		Stabilized stone dust pathway - per LA narrative	*6,500*	*sf*				
105		Gravel base; 6" thick	**120**	cy	60.00	7,200		
106		Stone dust 4" thick	**161**	tns	250.00	40,250		
107		Metal edging	**1,300**	lf	18.00	23,400		
108	*320000*	*STAIRS AND RAMPS*						
109		Ramp premium	**413**	sf	20.00	8,260		
110		Ramp handrails	**201**	lf	425.00	85,425		
111		Stairs - cast-in-place concrete	**164**	lf	225.00	36,900		
112		Stair handrails	**33**	lf	425.00	14,025		
113		Stair foundations	**58**	lf	250.00	14,500		
114		SUBTOTAL					850,907	
115								
116	***320000***	***SITE IMPROVEMENTS***						
117	*320000*	*SITE FURNISHINGS*						
118		Bollards - at ADA parking and utilities - allowance	**25**	ea	1,200.00	30,000		
119		Bollards - crash -rated at drop-off areas	**25**	ea	2,500.00	62,500		
120		Trash receptacles	**9**	ea	3,000.00	27,000		
121		Flagpole - 30' Ht.	**1**	ea	7,500.00	7,500		
122		Flagpole foundation	**1**	ea	3,000.00	3,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-5 AR.1							
123		Benches	**18**	ea	3,500.00	63,000		
124		Movable tables and chairs	**5**	ea	4,500.00	22,500		
125		Bike racks	**16**	ea	850.00	13,600		
126		Shade structure - 15' x 15'	**3**	ea	75,000.00	225,000		
127		Storage shed 12' x 12'	**1**	ea	25,000.00	25,000		
128		Monolithic granite seatwalls (7 total)	**1**	ea	500,000.00	500,000		
129		Soccer nets	**4**	ea	4,500.00	18,000		
130		Pickleball nets	**4**	set	2,500.00	10,000		
131		Bleachers	**4**	loc	18,000.00	72,000		
132		Misc. site improvements	**1**	ls	250,000.00	250,000		
133	*320000*	*SPORTS COURTS*						
134		Pavement areas - pickleball	*7,185*	*sf*				
135		gravel base; 8" thick	**178**	cy	60.00	10,680		
136		asphalt top; 1.5" thick	**67**	tns	180.00	12,060		
137		asphalt binder; 1.5" thick	**67**	tns	150.00	10,050		
138	*320000*	*PLAY AREAS*						
139		Playground - pour-in-place safety surfacing	12,750	*sf*				
140		gravel base; 6" thick	**236**	cy	60.00	14,160		
141		Pour-in-place safety surface	**12,750**	sf	36.00	459,000		
142		Edging	**550**	lf	45.00	24,750		
143		Allowance for play equipment - PK-K	**1**	ls	225,000.00	225,000		
144		Allowance for play equipment - K-2 grade	**1**	ls	250,000.00	250,000		
145		Allowance for play equipment - 3-5 grade	**1**	ls	350,000.00	350,000		
146	*320000*	*FENCING*						
147		4' Ht - Chain link fence at site perimeter	**3,900**	lf	65.00	253,500		
148		Fence at playground (includes gates)	**600**	lf	65.00	39,000		
149		Site fencing allowance	**1**	ls	250,000.00	250,000		
150	*320000*	*WALLS*						
151		Retaining wall - assume 10' Ht. - at pickleball	**140**	lf	1,835.00	256,900		
152	*320000*	*SERVICE AREA*						
153		Vehicular concrete	*5,000*	*sf*				
154		gravel base; 8" thick	**124**	cy	60.00	7,440		
155		Broom finish concrete paving; 8" thick	**5,000**	sf	19.00	95,000		
156		Loading dock landing	*2,500*	*sf*				
157		gravel base; 6" thick	**46**	cy	60.00	2,760		
158		Broom finish concrete paving; 4" thick	**2,500**	sf	12.00	30,000		
159		Loading dock wall	**50**	lf	772.00	38,600		
160		Loading dock stairs, ramps, handrails, etc	**1**	ls	25,000.00	25,000		
161		Dumpster pad and screen fence	**1**	ls	15,000.00	15,000		
162		Bollards- steel	**20**	ea	1,000.00	20,000		
163		SUBTOTAL					3,718,000	
164								
165		**Landscaping**						
166	*329900*	*LAWN AND SEED*						
167		Screen topsoil	**6,615**	cy	7.50	49,613		
168		Export tailings from screening process - assume clean rock	**1,985**	cy	8.50	16,873		
169		Amend/Place	**4,630**	cy	20.00	92,600		
170		Topsoil - imported 6" thick; swell 25%	**2,164**	cy	70.00	151,480		
171		Power rake and hydroseed disturbed areas	**267,798**	sf	0.35	93,729		
172		Loam & Seed in the outdoor learning/courtyard	**7,661**	sf	0.35	2,681		
173		Premium for berming "amphitheater style seating"	**1**	ls	25,000.00	25,000		
174		Ornamental boulders	**21**	ea	500.00	10,500		
175		Raised garden beds with concrete curbs	**12**	ea	7,500.00	90,000		
176	*320000*	*ATHLETIC LANDSCAPING*						
177		Natural grass field	*18,033*	*sf*				
178		Lawn seeding	**18,033**	sf	0.55	9,918		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-5 AR.1							
	Irrigation	**18,033**	sf	2.25	40,574		
329900	*TREES & PLANTS*						
	Deciduous shade trees	**1**	ls	150,000.00	150,000		
	Low perennial beds with landscape curbing (precast)	**1**	ls	100,000.00	100,000		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	25,000.00	25,000		
328400	*IRRIGATION*						
	Irrigation in plant beds and lawn panels	**1**	ls	150,000.00	150,000		
	SUBTOTAL					1,007,968	
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	Allowance for new water supply for fire protection; fire loop	**1,327**	lf	150.00	199,050		
	Allowance for connections	**3**	ea	25,000.00	75,000		
	Allowance for fire hydrants and service to them via fire loop	**1**	ls	25,000.00	25,000		
331000	*WATER UTILITIES*						
	Allowance for new water supply for domestic service	**150**	lf	150.00	22,500		
	SUBTOTAL					321,550	
333000	*SANITARY SEWER*						
	Sewer service to street	**180**	lf	100.00	18,000		
	Pump system	**1**	ls	500,000.00	500,000		
	Allowance for SMH	**5**	ea	4,800.00	24,000		
	Connection in street	**1**	ea	25,000.00	25,000		
	SUBTOTAL					567,000	
334000	*STORM DRAINAGE*						
	Allowance for stormwater management	**394,857**	sf	10.00	3,948,570		
	SUBTOTAL					3,948,570	
220001	*NATURAL GAS*						
	No work in this section						
	SUBTOTAL					-	
G40	**ELECTRICAL UTILITIES**						
	Power						
	Power riser	**1**	ea	2,500.00	2,500		
	Primary service duct bank	**450**	lf	80.00	36,000		
	Pad mount transformer pad (TX by Utility Co)	**1**	ea	3,000.00	3,000		
	3000A Secondary service duct bank	**50**	lf	1,200.00	60,000		
	Generator						
	Generator duct bank 750A	**70**	lf	400.00	28,000		
	Electric Vehicle Stations						
	Dual EV charging system	**10**	ea	15,000.00	150,000		
	Security						
	Site camera system, allow	**1**	ls	50,000.00	50,000		
	Telecommunications						
	Communication riser	**1**	ea	2,500.00	2,500		
	Telcom duct bank 4-4" (empty)	**500**	lf	180.00	90,000		
	Site lighting						
	site lighting and circuitry	**220,000**	sf	1.50	330,000		
	Pickle ball lighting and circuitry	**4**	ea	25,000.00	100,000		
	SUBTOTAL					852,000	
	TOTAL - SITE DEVELOPMENT						**$14,687,640**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-5 N.1 NEW CONSTRUCTION

GROSS FLOOR AREA CALCULATION

First Floor	76,571
Second Floor	42,810
Third Floor	44,192
TOTAL GROSS FLOOR AREA (GFA)	**163,573** ***sf***

A1010 STANDARD FOUNDATIONS

033000	*CONCRETE*						
	Strip Footings	*212*	*CY*	$721 /cy			
	Foundation Walls	*377*	*CY*	$1,269 /cy			
	Spread Footings	*387*	*CY*	$1,603 /cy			
	Grade beams	*47*	*CY*	$1,296 /cy			
	Piers	*50*	*CY*	$1,947 /cy			
	Total Foundation Concrete	*1,073*	*CY*				
	Strip footing, typical; 3' x 12"						
	Formwork	**3,640**	sf	16.00		58,240	
	Re-bar	**18,200**	lbs.	2.00		36,400	
	Concrete material	**212**	cy	155.00		32,860	
	Placing concrete	**212**	cy	120.00		25,440	
	Foundation wall; 16" thick						
	Formwork	**14,560**	sf	20.00		291,200	
	Re-bar	**32,760**	lbs.	2.00		65,520	
	Concrete material	**377**	cy	155.00		58,435	
	Placing concrete	**377**	cy	120.00		45,240	
	Form shelf	**1,820**	lf	10.00		18,200	
	Spread footings, typical; 6'-0"x 6'-0"x 24"						
	Formwork	**576**	sf	18.00		10,368	
	Re-bar	**4,080**	lbs.	2.00		8,160	
	Concrete material	**34**	cy	155.00		5,270	
	Placing concrete	**34**	cy	120.00		4,080	
	Set anchor bolts grout plates	**12**	ea	150.00		1,800	
	Spread footings, typical; 7'-0"x 7'-0"x 24"						
	Formwork	**784**	sf	18.00		14,112	
	Re-bar	**6,360**	lbs.	2.00		12,720	
	Concrete material	**53**	cy	155.00		8,215	
	Placing concrete	**53**	cy	120.00		6,360	
	Set anchor bolts grout plates	**14**	ea	150.00		2,100	
	Spread footings, typical; 8'-0"x 8'-0"x 24"						
	Formwork	**4,288**	sf	18.00		77,184	
	Re-bar	**53,440**	lbs.	2.00		106,880	
	Concrete material	**334**	cy	155.00		51,770	
	Placing concrete	**334**	cy	120.00		40,080	
	Set anchor bolts grout plates	**67**	ea	150.00		10,050	
	Spread footings, typical; 9'-0"x 9'-0"x 24"						
	Formwork	**4,032**	sf	18.00		72,576	
	Re-bar	**56,480**	lbs.	2.00		112,960	
	Concrete material	**353**	cy	155.00		54,715	
	Placing concrete	**353**	cy	120.00		42,360	
	Set anchor bolts grout plates	**56**	ea	150.00		8,400	
	Grade beams at braced frames, allow	***300***	*LF*				
	Formwork	**1,200**	sf	15.00		18,000	
	Re-bar	**15,000**	lbs.	2.00		30,000	
	Concrete material	**47**	cy	155.00		7,285	
	Placing concrete	**47**	cy	120.00		5,640	
	Piers/Pilasters						
	Formwork	**2,722**	sf	20.00		54,440	
	Re-bar	**14,580**	lbs	2.00		29,160	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 N.1 NEW CONSTRUCTION							
	Concrete material	**50**	cy	155.00	7,750		
	Placing concrete	**50**	cy	120.00	6,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Trowelled-on bituminous mastic damp proofing at foundation walls	**7,280**	sf	4.00	29,120		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**7,280**	sf	3.00	21,840		
312000	*EARTHWORK*						
	Strip footings/Fdn wall						
	Excavation	**1,616**	cy	25.00	40,400		
	Remove off-site	**1,616**	cy	32.00	51,712		
	Backfill with imported material	**1,027**	cy	48.00	49,296		
	Spread footings/Grade beams						
	Excavation	**2,445**	cy	25.00	61,125		
	Remove off-site	**2,445**	cy	32.00	78,240		
	Backfill with imported material	**2,058**	cy	48.00	98,784		
	Building						
	Cut; allowance for over-excavation - 4ft.	**12,000**	cy	15.00	180,000		
	Fill - imported structural fill swell 25%	**17,000**	cy	65.00	1,105,000		
	SOIL DISPOSAL - conversion factor 1.7 to tons						
	Load excess soils for disposal	**12,000**	cy	2.50	30,000		
	unlined landfill	**20,400**	tn	65.00	1,326,000		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**593**	cy	48.00	28,464		
	Perimeter drain	**1,820**	lf	30.00	54,600		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					4,614,551	
A1020	**SPECIAL FOUNDATIONS**						
	Improve soils/ground improvement allowance			Assumed not required			
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on grade	*82,270*	*sf*				
	Vapor barrier at slab on grade	**82,270**	sf	1.50	123,405		
	WWF reinforcement	**94,611**	sf	1.80	170,300		
	Concrete - 6" thick	**1,600**	cy	155.00	248,000		
	Placing concrete	**1,600**	cy	120.00	192,000		
	Finishing and curing concrete	**82,270**	sf	3.00	246,810		
	Miscellaneous						
	Equipment pads	**1**	ls	20,000.00	20,000		
	Radon system	**82,270**	sf	3.00	NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**82,270**	sf	2.50	205,675		
312000	*EARTHWORK*						
	Building						
	Compacted granular structural fill, 8"	**2,042**	cy	48.00	98,016		
	Compacted gravel base, 8"	**2,042**	cy	48.00	98,016		
	Compact existing sub-grade	**82,270**	sf	1.00	82,270		
	Under slab E&B for plumbing	**82,270**	sf	1.50	123,405		
	SUBTOTAL					1,607,897	
	TOTAL - FOUNDATIONS						**$6,222,448**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

PK-5 N.1 NEW CONSTRUCTION

A20 BASEMENT CONSTRUCTION

A2010 BASEMENT EXCAVATION

No Work in this section

SUBTOTAL -

A2020 BASEMENT WALLS

No Work in this section

SUBTOTAL -

TOTAL - BASEMENT CONSTRUCTION

B10 SUPERSTRUCTURE

B1010 FLOOR CONSTRUCTION

		15.3	*lbs/sf*				
		1,252	*tns*	excluding roof screens and canopies			
		$6,322	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**93,498**	sf	1.80	168,296		
	Concrete fill to metal deck; 5-1/4" light weight	**1,383**	cy	195.00	269,685		
	Place and finish concrete	**81,303**	sf	3.50	284,561		
	Rebar to decks	**24,391**	lbs	2.00	48,782		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf	**569**	tns	5,200.00	2,958,800		
	Premium for classrooms above gym, 11 lbs/sf	**36**	tns	5,200.00	187,200		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**20,326**	ea	3.50	71,141		
	2" metal floor deck	**81,303**	sf	6.50	528,470		
	Allowance for expansion joint	**1**	ls	10,000.00	10,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams	**81,303**	sf	2.75	223,583		
	Intumescent allowance	**1**	ls	35,000.00	35,000		
	SUBTOTAL					4,785,518	

B1020 ROOF CONSTRUCTION

033000	*CONCRETE*	Allowance at mechanical equipment/low roof					
	Concrete fill to metal roof deck	**5,000**	sf	10.00	50,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Steel floor framing, columns and lateral bracing;						
	Floor framing 14 lbs/sf at typical roof	**614**	tns	5,200.00	3,192,800		
	Premium for gym roof, 11 lbs/sf	**33**	tns	5,200.00	171,600		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**1,250**	ea	3.50	4,375		
	3" metal floor deck at typical roof	**87,730**	sf	7.00	614,110		
	Premium for acoustic deck at gym and cafeteria	**19,675**	sf	6.00	118,050		
	HSS support framing at roof screen @ 110 lbs/lf	**10**	tns	5,800.00	58,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**87,730**	sf	3.00	263,190		
	SUBTOTAL					4,472,125	

TOTAL - SUPERSTRUCTURE **$9,257,643**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 N.1 NEW CONSTRUCTION							
B20	***EXTERIOR CLOSURE***	83,193	sf	Total Exterior Closure			
B2010	**EXTERIOR WALLS; 75%**	*62,395*	*sf*				
040001	*MASONRY*						
	Brick veneer; 70%	**43,677**	sf	49.00	2,140,173		
	Precast trim	**43,677**	sf	2.00	87,354		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**43,677**	sf	1.00	43,677		
	Relieving angles			assume included in lbs/sf tns			
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**62,396**	sf	8.80	549,085		
	Air barrier/flashing at windows	**6,101**	lf	6.25	38,131		
	Air barrier @ overhangs/soffits	**5,460**	sf	8.50	46,410		
	Miscellaneous sealants to closure	**62,396**	sf	0.50	31,198		
072100	*THERMAL INSULATION*						
	3" Rigid insulation	**62,396**	sf	4.00	249,584		
	Spray insulation; 2" typical	**62,396**	sf	3.00	187,188		
	3" Rigid insulation @ overhangs/soffits	**5,460**	sf	4.00	21,840		
	Insulation at window openings	**6,101**	lf	6.00	36,606		
074213	*WALL PANELS*						
	Prodema panels: 30%	**18,719**	sf	85.00	1,591,115		
	Roof overhang soffits; 3ft Deep	**5,460**	sf	85.00	464,100		
	Roof screen; allow 175 LF x 10ft H	**1,750**	sf	65.00	113,750		
092900	*GYPSUM BOARD ASSEMBLIES*						
	Framing at soffits	**5,460**	sf	18.00	98,280		
	8" metal stud backup, typical	**62,396**	sf	16.00	998,336		
	Gypsum Sheathing	**62,396**	sf	3.50	218,386		
	Drywall lining to interior face of stud backup	**62,396**	sf	4.25	265,183		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					7,190,396	
B2020	**WINDOWS; 22% glazed**	*18,302*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**6,101**	lf	14.00	85,414		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**6,101**	lf	10.00	61,010		
080001	*METAL WINDOWS*						
	Aluminum windows/Storefront; triple glazed, 80%	**14,642**	sf	200.00	2,928,400		
	Curtain wall; triple glazed, 20%	**3,660**	sf	225.00	823,500		
	Sun control at East, south + West facing classrooms - allow	**1**	ls	150,000.00	150,000		
	Premium for security glazing	**500**	sf	75.00	37,500		
089100	*LOUVERS*						
	Louvers - allowance	**100**	sf	85.00	8,500		
	SUBTOTAL					4,094,324	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**163,573**	gsf	1.50	245,360		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5	**N.1 NEW CONSTRUCTION**						
	SUBTOTAL					245,360	
	TOTAL - EXTERIOR CLOSURE						**$11,530,080**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	TPO roofing membrane; Sarnafil, single ply w/ 10" insulation and vapor barrier includes blocking and flashings etc.	**87,730**	sf	35.00	3,070,550		
	Canopy roof system; heavy timber structure + TPO roofing	**2,500**	sf	150.00	375,000		
	Allowance for roof hatches, ladders, walkway pads etc.	**1**	ls	10,000.00	10,000		
	SUBTOTAL					3,455,550	
B3020	**ROOF OPENINGS**						
	No items in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$3,455,550**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions; gwb/ metal stud partitions including premium for CMU in Stairs, Gym and kitchen and allowance for glazed partitions throughout. Abuse resistant board at select areas.	**163,573**	sf	37.00	6,052,201		
	SUBTOTAL					6,052,201	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**163,573**	gsf	7.00	1,145,011		
	SUBTOTAL					1,145,011	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete including ceiling grid supports	**163,573**	gsf	2.50	408,933		
064100	*FINISH CARPENTRY*						
	Cubbies	**875**	ea	500.00	437,500		
	Millwork allowance	**163,573**	gsf	4.00	654,292		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**163,573**	gsf	1.00	163,573		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB/ Flagpoles complete	**163,573**	gsf	1.60	261,717		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Signage; complete package	**163,573**	gsf	0.80	130,858		
102110	*TOILET COMPARTMENTS + ACCESSORIES*						
	Toilet partitions/bathroom accessories	**163,573**	gsf	1.00	163,573		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
	AED cabinets	**1**	ls	750.00	750		
105113	*LOCKERS*						
	Lockers	**350**	ea	320.00	112,000		
	SUBTOTAL					2,336,196	
	TOTAL - INTERIOR CONSTRUCTION						**$9,533,408**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 N.1 NEW CONSTRUCTION							
	C20 STAIRCASES						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**9**	flt	45,000.00	405,000		
	BOH stair	**1**	flt	35,000.00	35,000		
	Premium for Main stair	**1**	flt	35,000.00	35,000		
	Platform steps	**1**	ls	5,000.00	5,000		
	SUBTOTAL					480,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**10**	flt	5,000.00	50,000		
	SUBTOTAL					50,000	
	TOTAL - STAIRCASES						**$530,000**
	C30 INTERIOR FINISHES						
C3010	**WALL FINISHES**						
	Paint to walls	**163,573**	gsf	2.50	408,933		
	Tile in bathrooms and toilet rooms, full height	**8,100**	sf	38.00	307,800		
	New tile in corridors; 4'-8" H	**21,584**	sf	38.00	820,192		
	Wood paneling	**3,000**	sf	80.00	240,000		
	Allowance for miscellaneous wall finishes; acoustic panels, FRP etc.	**163,573**	gsf	2.00	327,146		
	SUBTOTAL					2,104,071	
C3020	**FLOOR FINISHES**						
	Finishes throughout with linoleum flooring and resilient base	**124,045**	sf	8.00	992,360		
	Rubber resilient at athletic flooring in PT	**1,000**	sf	16.00	16,000		
	Terrazzo at Lobby	**2,500**	sf	45.00	112,500		
	Epoxy flooring; Art & Toilets	**7,247**	sf	22.00	159,434		
	Carpet in Admin spaces, teacher collaboration, Library including resilient base	**6,840**	sf	6.50	44,460		
	Stage flooring	**1,000**	sf	24.00	24,000		
	Quarry tile in kitchen & support spaces	**2,679**	sf	45.00	120,555		
	Maple athletic flooring in gymnasium	**12,600**	sf	24.00	302,400		
	Concrete sealer in service, mechanical, BOH spaces	**5,662**	sf	2.00	11,324		
	Entry mats - walk-off mats	**1,000**	sf	20.00	20,000		
	SUBTOTAL					1,803,033	
C3030	**CEILING FINISHES**						
	ACT ceiling replacement throughout; 2 x 2	**67,608**	sf	7.00	473,256		
	ACT ceilings 2 x 4; 20%	**32,715**	sf	6.50	212,648		
	Wood slat ceilings; 10%	**16,357**	sf	60.00	981,420		
	GWB ceilings; 15%	**24,536**	sf	16.00	392,576		
	Paint exposed structure	**6,000**	sf	3.00	18,000		
	Stepped ceilings with preformed soffits; 10%	**16,357**	sf	14.00	228,998		
	SUBTOTAL					2,306,898	
	TOTAL - INTERIOR FINISHES						**$6,214,002**
	D10 CONVEYING SYSTEMS						
D1010	**ELEVATOR**						
	New three stop elevator	**1**	ea	270,000.00	270,000		
	Elevator sills and pit ladder	**1**	ls	3,000.00	3,000		
	SUBTOTAL					273,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 N.1 NEW CONSTRUCTION							
	TOTAL - CONVEYING SYSTEMS						**$273,000**
	D20 PLUMBING						
D20	**PLUMBING, GENERALLY**						
	Plumbing system complete; 4-80KW 120gal elect water heaters, new fixtures & equipment including domestic water, sanitary W&V, and storm piping	**163,573**	gsf	29.00	4,743,617		
	SUBTOTAL					4,743,617	
	TOTAL - PLUMBING						**$4,743,617**
	D30 HVAC						
D30	**HVAC, GENERALLY**						
	Air Source Heat Pump Chiller/Heater with Classroom Displacement Ventilation						
	Seventeen (17) modular air source to water heat pump chillers with simultaneous heating and cooling and a capacity of 30 tons each. An additional heat pump chiller/heater or a supplemental 1000 kw backup electric boiler shall be included to inject heat into the hot water heating loop when ambient conditions limit the output capacity of the air-source heat pump chiller	**163,573**	gsf	90.00	14,721,570		
	SUBTOTAL					14,721,570	
	TOTAL - HVAC						**$14,721,570**
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	Fire pump - not included						
	Fire protection complete system	**163,573**	gsf	8.50	1,390,371		
	SUBTOTAL					1,390,371	
	TOTAL - FIRE PROTECTION						**$1,390,371**
	D50 ELECTRICAL						
D50	**ELECTRICAL**						
D5010	**SERVICE & DISTRIBUTION**						
	Normal Power						
	4000AF/3000AT main switchboard and associated gear and distribution	**163,573**	gsf	7.00	1,145,011		
	Emergency power						
	EM power based on 600KW diesel fired generator with sound/wp cover	**163,573**	gsf	5.00	817,865		
	24kW UPS system	**163,573**	gsf	0.30	49,072		
	Photovoltaic System						
	Infrastructure for future system	**163,573**	gsf	0.20	32,715		
	Equipment Wiring						
	Misc. Mechanical equipment wiring	**163,573**	gsf	4.00	654,292		
	SUBTOTAL					2,698,955	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	LED lighting	**163,573**	gsf	8.50	1,390,371		
	Lighting circuitry	**163,573**	gsf	4.00	654,292		
	Lighting control system						
	Network Lighting controls	**163,573**	gsf	2.50	408,933		
	Branch devices						
	Branch devices	**163,573**	gsf	0.60	98,144		
	Branch circuitry	**163,573**	gsf	4.00	654,292		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 N.1 NEW CONSTRUCTION							
	SUBTOTAL					3,206,032	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Fire Alarm						
	Addressable fire alarm system	**163,573**	gsf	3.50	572,506		
	Mass notification	**163,573**	gsf	0.65	106,322		
	Bi-Directional System						
	BDA/DAS system	**163,573**	gsf	1.00	163,573		
	Two-Way Communication						
	Two-Way Communication	**163,573**	gsf	0.25	40,893		
	Security System						
	Intrusion detection	**163,573**	gsf	1.00	163,573		
	Access control	**163,573**	gsf	1.00	163,573		
	CCTV	**163,573**	gsf	2.50	408,933		
	Video intercom system	**163,573**	gsf	0.40	65,429		
	Telephone/Data/CATV						
	Network switches, and phone system	**163,573**	gsf	4.50	736,079		
	Devices and cabling	**163,573**	gsf	3.00	490,719		
	Rough-in	**163,573**	gsf	1.00	163,573		
	Instructional Video Presentation System						
	Devices and cabling				NIC FF&E		
	Rough-in	**163,573**	gsf	0.50	81,787		
	Digital Signage System						
	Devices and cabling, allow	**163,573**	gsf	0.50	81,787		
	Rough-in	**163,573**	gsf	0.25	40,893		
	Public Address/Clock System						
	PA/master clock system	**163,573**	gsf	1.75	286,253		
	Auditorium Performance Systems						
	Stage performance lighting rough-in and electrical only	**163,573**	gsf	0.50	81,787		
	Stage performance audio/visual rough-in and electrical only	**163,573**	gsf	0.50	81,787		
	Speech Amplification						
	Speech Amplification system	**163,573**	gsf	0.75	122,680		
	Audio Visual (rough-in and power only)						
	Rough-In conduit and backboxes only	**163,573**	gsf	0.50	81,787		
	Sound systems						
	Cafeteria sound system including speech amplification	**163,573**	gsf	0.35	57,251		
	Gymnasium sound system including speech amplification	**163,573**	gsf	0.35	57,251		
	Gymnasium						
	Scoreboard/ shot clock with feed and connection allow	**163,573**	gsf	0.20	32,715		
	SUBTOTAL					4,081,151	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Miscellaneous						
	Lightning Protection System	**163,573**	gsf	0.50	81,787		
	Grounding	**163,573**	gsf	0.50	81,787		
	Temp power and lights	**163,573**	gsf	1.50	245,360		
	Coordination, BIM & shop drawings	**163,573**	gsf	3.00	490,719		
	Fees & Permits	**163,573**	gsf	1.50	245,360		
	SUBTOTAL					1,145,013	
	TOTAL - ELECTRICAL						**$11,131,151**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
119000	*MISCELLANEOUS EQUIPMENT*						
	Allowance for miscellaneous equipment	**163,573**	gsf	1.00	163,573		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment - Crabtree & McGrath 7/1/24	**1**	ls	740,025.00	740,025		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
PK-5 N.1 NEW CONSTRUCTION							
116200	*THEATRE EQUIPMENT*						
	New curtain and rigging allowance in Cafetorium	**1**	ls	30,000.00	30,000		
116600	*ATHLETIC EQUIPMENT*						
	Gym safety wall pads	**2,530**	sf	20.00	50,600		
	Gymnasium divider curtain	**2**	ea	30,000.00	60,000		
	Basketball backstops	**10**	ea	12,000.00	120,000		
	Volley ball standards and inserts	**1**	ls	5,000.00	5,000		
	Score board - allow	**2**	ea	20,000.00	40,000		
	New telescopic bleachers	**1**	ls	50,000.00	50,000		
	SUBTOTAL					1,259,198	
	TOTAL - EQUIPMENT						**$1,259,198**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades; allowance	**18,302**	sf	8.00	146,416		
123000	*CASEWORK*						
	Wood casework w/ solid surface counters throughout	**163,573**	gsf	12.00	1,962,876		
	SUBTOTAL					2,109,292	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$2,109,292**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$82,371,330**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	SITE WORK - PK-5 N.1						
	G SITEWORK						
	G10 PHASING						
	6' high site construction fence	**3,903**	lf	40.00	156,120		
	Site construction entrance and removal/restoration	**2**	loc	12,000.00	24,000		
	Layout/As-builts/Survey	**1**	ls	15,000.00	15,000		
	Temporary utilities allowance	**1**	ls	50,000.00	50,000		
	Temporary signage	**1**	ls	10,000.00	10,000		
	Mobilizations	**1**	ea	35,000.00	35,000		
	Street sweeping allowance	**1**	ls	25,000.00	25,000		
	Phasing allowance	**1**	ls	325,000.00	325,000		
	Snow removal allowance	**1**	ls	100,000.00	100,000		
	SUBTOTAL					740,120	
	G10 SITE PREPARATION & DEMOLITION						
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing pavement	**78,779**	sf	1.25	98,474		
	Allowance for misc. demo	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**490,150**	sf	0.25	122,538		
311000	*ROADWAY WORK - allowance*						
	Restore areas of water connections in road	**1**	ls	10,000.00	10,000		
	Restore areas of sewer connections in road	**1**	ls	10,000.00	10,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clearing and stumping	**1**	acre	10,000.00	10,000		
	Allowance for pruning, protection and arborist	**1**	ls	25,000.00	25,000		
	Strip + stockpile topsoil	**6,615**	cy	11.50	76,073		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal	**3,903**	lf	12.00	46,836		
	Silt Sacks; installation and removal - allow	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	25,000.00	25,000		
	SUBTOTAL					476,421	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*7,500*	*cy*				
	Cut	**7,500**	cy	10.00	75,000		
	Stockpile 50% for reuse	**3,750**	cy	5.00	18,750		
	Site cut processing	***3,750***	*cy*				
	Screen cut soils	**3,750**	cy	7.00	26,250		
	Site fill to design subgrade	*8,500*	*cy*				
	Fill - from cut	**3,750**	cy	12.00	45,000		
	Fill - from imported granular fill swell 25%	**5,938**	cy	48.00	285,024		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**3,750**	cy	2.50	9,375		
	unlined landfill	**6,375**	tn	65.00	414,375		
312000	*ROCK REMOVAL - allowances*				assume no rock		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**500,000**	sf	0.15	75,000		
	Fine grading throughout the site	**500,000**	sf	0.35	175,000		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ea	50,000.00	50,000		
312000	*GEOTHERMAL*						
	Geothermal wells	**106**	ea	3,500.00	NR		
	SUBTOTAL					1,173,774	
	G20 SITE IMPROVEMENTS						
320000	***ROADWAYS AND PARKING LOTS***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-5 N.1							
	Asphalt Paving; roadways	*150,000*	*sf*				
	gravel base; 12" thick	**5,556**	cy	60.00	333,360		
	asphalt top; 1.5" thick	**1,434**	tns	180.00	258,120		
	asphalt binder; 2.5" thick	**2,386**	tns	150.00	357,900		
320000	*CURBING*						
	Vertical granite curb	**7,500**	lf	52.00	390,000		
	ADA Curb cuts	**20**	ea	850.00	17,000		
320000	*ROAD MARKINGS AND SIGNS*						
	Parking spot	**194**	ea	85.00	16,490		
	Parking spot ADA	**6**	ea	250.00	1,500		
	Sign allowance	**1**	ls	10,000.00	10,000		
	Pavement markings allowance	**1**	ls	10,000.00	10,000		
	Crosswalk hatching	**12**	loc	2,500.00	30,000		
	SUBTOTAL					1,424,370	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*38,188*	*sf*				
	gravel base; 6" thick	**707**	cy	60.00	42,420		
	Broom finish concrete paving; 4" thick	**38,188**	sf	12.00	458,256		
	Concrete unit pavers - per LA narrative - building entrance	*3,000*	*sf*				
	gravel base; 6" thick	**56**	cy	60.00	3,360		
	Concrete slab paving; 4" thick	**3,000**	sf	12.00	36,000		
	Concrete pavers	**3,000**	sf	28.00	84,000		
	Geotextiles	**3,000**	sf	0.55	1,650		
	Edging	**250**	lf	18.00	4,500		
	Concrete unit pavers - per LA narrative - outdoor learning	*2,500*	*sf*				
	gravel base; 6" thick	**46**	cy	60.00	2,760		
	Concrete slab paving; 4" thick	**2,500**	sf	12.00	30,000		
	Concrete pavers	**2,500**	sf	28.00	70,000		
	Geotextiles	**2,500**	sf	0.55	1,375		
	Edging	**250**	lf	18.00	4,500		
	Bituminous concrete - hardscape play areas	*0*	*sf*				
	gravel base; 6" thick	**0**	cy	60.00	incl. above		
	asphalt top; 1" thick	**0**	tns	180.00	incl. above		
	asphalt binder; 2" thick	**0**	tns	150.00	incl. above		
	Allowance for painted games	**1**	ls	10,000.00	10,000		
	Allowance for hoops and games	**1**	ls	10,000.00	10,000		
	Stabilized stone dust pathway - per LA narrative	*6,500*	*sf*				
	Gravel base; 6" thick	**120**	cy	60.00	7,200		
	Stone dust 4" thick	**161**	tns	250.00	40,250		
	Metal edging	**1,300**	lf	18.00	23,400		
	SUBTOTAL					829,671	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - at ADA parking and utilities - allowance	**25**	ea	1,200.00	30,000		
	Bollards - crash -rated at drop-off areas	**25**	ea	2,500.00	62,500		
	Trash receptacles	**9**	ea	3,000.00	27,000		
	Flagpole - 30' Ht.	**1**	ea	7,500.00	7,500		
	Flagpole foundation	**1**	ea	3,000.00	3,000		
	Benches	**18**	ea	3,500.00	63,000		
	Movable tables and chairs	**5**	ea	4,500.00	22,500		
	Bike racks	**16**	ea	850.00	13,600		
	Shade structure - 15' x 15'	**3**	ea	75,000.00	225,000		
	Storage shed 12' x 12'	**1**	ea	25,000.00	25,000		
	Monolithic granite seatwalls (7 total)	**1**	ea	500,000.00	500,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
		SITE WORK - PK-5 N.1						
123		Soccer nets	**4**	ea	4,500.00	18,000		
124		Pickleball nets	**4**	set	2,500.00	10,000		
125		Bleachers	**4**	loc	18,000.00	72,000		
126		Misc. site improvements	**1**	ls	250,000.00	250,000		
126	*320000*	*SPORTS COURTS*						
127		Pavement areas - pickleball	*9,296*	*sf*				
128		gravel base; 8" thick	**231**	cy	60.00	13,860		
129		asphalt top; 1.5" thick	**87**	tns	180.00	15,660		
130		asphalt binder; 1.5" thick	**87**	tns	150.00	13,050		
131	*320000*	*PLAY AREAS*						
132		Playground - pour-in-place safety surfacing	12,750	*sf*				
133		gravel base; 6" thick	**236**	cy	60.00	14,160		
134		Pour-in-place safety surface	**12,750**	sf	36.00	459,000		
135		Edging	**550**	lf	45.00	24,750		
136		Allowance for play equipment - PK-K	**1**	ls	225,000.00	225,000		
137		Allowance for play equipment - K-2 grade	**1**	ls	250,000.00	250,000		
138		Allowance for play equipment - 3-5 grade	**1**	ls	350,000.00	350,000		
139	*320000*	*FENCING*						
140		4' Ht - Chain link fence at site perimeter	**3,900**	lf	65.00	253,500		
141		Fence at playground (includes gates)	**600**	lf	65.00	39,000		
142		Site fencing allowance	**1**	ls	250,000.00	250,000		
142	*320000*	*WALLS*						
143		Retaining wall - assume 10' Ht. - at pickleball	**140**	lf	1,835.00	256,900		
144	*320000*	*SERVICE AREA*						
145		Vehicular concrete	*5,000*	*sf*				
146		gravel base; 8" thick	**124**	cy	60.00	7,440		
147		Broom finish concrete paving; 8" thick	**5,000**	sf	19.00	95,000		
148		Loading dock landing	*2,500*	*sf*				
149		gravel base; 6" thick	**46**	cy	60.00	2,760		
150		Broom finish concrete paving; 4" thick	**2,500**	sf	12.00	30,000		
151		Loading dock wall	**50**	lf	772.00	38,600		
152		Loading dock stairs, ramps, handrails, etc	**1**	ls	25,000.00	25,000		
153		Dumpster pad and screen fence	**1**	ls	15,000.00	15,000		
154		Bollards- steel	**20**	ea	1,000.00	20,000		
155		SUBTOTAL					3,727,780	
156								
157		**Landscaping**						
158	*329900*	*LAWN AND SEED*						
159		Screen topsoil	**6,615**	cy	7.50	49,613		
160		Export tailings from screening process - assume clean rock	**1,985**	cy	8.50	16,873		
161		Amend/Place	**4,630**	cy	20.00	92,600		
162		Topsoil - imported 6" thick; swell 25%	**1,441**	cy	70.00	100,870		
163		Power rake and hydroseed disturbed areas	**236,595**	sf	0.35	82,808		
164		Loam & Seed in the outdoor learning/courtyard	**7,661**	sf	0.35	2,681		
165		Premium for berming "amphitheater style seating"	**1**	ls	25,000.00	25,000		
166		Ornamental boulders	**21**	ea	500.00	10,500		
167		Raised garden beds with concrete curbs	**12**	ea	7,500.00	90,000		
168	*320000*	*ATHLETIC LANDSCAPING*						
169		Natural grass field	*18,023*	*sf*				
170		Lawn seeding	**18,023**	sf	0.55	9,913		
171		Irrigation	**18,023**	sf	2.25	40,552		
172	*329900*	*TREES & PLANTS*						
173		Deciduous shade trees	**1**	ls	150,000.00	150,000		
174		Low perennial beds with landscape curbing (precast)	**1**	ls	100,000.00	100,000		
175	329900	*MAINTENANCE*						
176		1-yr plant maintenance	**1**	ls	25,000.00	25,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
SITE WORK - PK-5 N.1							
328400	*IRRIGATION*						
	Irrigation in plant beds and lawn panels	**1**	ls	150,000.00	150,000		
	SUBTOTAL					946,410	
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	Allowance for new water supply for fire protection; fire loop	**2,168**	lf	150.00	325,200		
	Allowance for connections	**3**	ea	25,000.00	75,000		
	Allowance for fire hydrants and service to them via fire loop	**1**	ls	25,000.00	25,000		
331000	*WATER UTILITIES*						
	Allowance for new water supply for domestic service	**405**	lf	150.00	60,750		
	SUBTOTAL					485,950	
333000	*SANITARY SEWER*						
	Sewer service to street	**400**	lf	100.00	40,000		
	Pump system	**1**	ls	500,000.00	500,000		
	Allowance for SMH	**5**	ea	4,800.00	24,000		
	Connection in street	**1**	ea	25,000.00	25,000		
	SUBTOTAL					589,000	
334000	*STORM DRAINAGE*						
	Allowance for stormwater management	**417,464**	sf	10.00	4,174,640		
	SUBTOTAL					4,174,640	
220001	*NATURAL GAS*						
	No work in this section						
	SUBTOTAL					-	
G40	**ELECTRICAL UTILITIES**						
	Power						
	Power riser	**1**	ea	2,500.00	2,500		
	Primary service duct bank	**400**	lf	80.00	32,000		
	Pad mount transformer pad (TX by Utility Co)	**1**	ea	3,000.00	3,000		
	3000A Secondary service duct bank	**50**	lf	1,200.00	60,000		
	Generator						
	Generator duct bank 750A	**70**	lf	400.00	28,000		
	Electric Vehicle Stations						
	Dual EV charging system	**10**	ea	15,000.00	150,000		
	Security						
	Site camera system, allow	**1**	ls	50,000.00	50,000		
	Telecommunications						
	Communication riser	**1**	ea	2,500.00	2,500		
	Telcom duct bank 4-4" (empty)	**450**	lf	180.00	81,000		
	Site lighting						
	Site lighting and circuitry	**230,000**	sf	1.50	345,000		
	Pickle ball lighting and circuitry	**4**	ea	25,000.00	100,000		
	SUBTOTAL					854,000	
	TOTAL - SITE DEVELOPMENT						**$15,422,136**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
HVAC OPTIONS							
	WILDWOOD SCHOOL						
	Base estimate N.1	**(1)**	ls	5,844,150.00	(5,844,150)		
	Geothermal system VFR 42-550' wells, 115 ton with HP water heating	**64,935**	sf	120.00	7,792,200		
	Markups	**1**	ls	759,739.50	759,740		
	SUBTOTAL					2,707,790	
	TOTAL - Geothermal Option				*ADD*		**$2,707,790**
	WOBURN STREET SCHOOL						
	Base estimate N.1	**(1)**	ls	10,376,460.00	(10,376,460)		
	Temporary mechanical plant	**1**	allow	1,000,000	1,000,000		
	Geothermal system VFR 74-550' wells, 175 ton with HP water heating	**115,294**	sf	115.00	13,258,810		
	Markups	**1**	ls	1,514,116.50	1,514,117		
	SUBTOTAL					5,396,467	
	TOTAL - Geothermal Option				*ADD*		**$5,396,467**
	NORTH INTERMEDIATE SCHOOL						
	Base estimate N.1	**(1)**	ls	14,721,570.00	(14,721,570)		
	Temporary mechanical plant	**1**	allow	1,000,000	1,000,000		
	Geothermal system VFR 106-550' wells, 175 ton with HP water heating	**163,573**	sf	115.00	18,810,895		
	Markups	**1**	ls	1,984,836.75	1,984,837		
	SUBTOTAL					7,074,162	
	TOTAL - Geothermal Option				*ADD*		**$7,074,162**

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Permitting Requirements

WILDWOOD SITE

PK-K R.1: For this alternative, if the existing septic system needs to be upgraded, an application for the septic system permit needs to be filled out with the Town of Wilmington Board of Health for the new design. No stormwater/wetland related permits are expected as the developed portion of the site is over 200 feet away from the wetland resource areas located on the adjacent property to the north and east and this is a municipal project, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

PK-K AR.1: For this alternative, an application for the septic system permit will need to be filled out with the Town of Wilmington Board of Health for the new septic system design. The northwest corner of the redevelopment might be within the 200-ft riverfront area and requires the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

PK-K N.1: For this alternative, an application for the septic system permit will need to be filled out with the Town of Wilmington Board of Health for the new septic system design. It appears that the proposed site redevelopment is not within any wetland resource areas, and therefore, does not require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. Also, as this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

WOBURN SITE

PK-3 R.1: For this alternative, if the existing septic system needs to be upgraded, an application for the septic system permit needs to be filled out with the Town of Wilmington Board of Health for the new design. The site is not within any wetland resources areas, and therefore, does not require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and

Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

PK-3 AR.1: For this alternative, an application for the septic system permit will need to be filled out with the Town of Wilmington Board of Health for the new septic system design. The site is not within any wetland resources areas, and therefore, does not require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

PK-3 N.1: For this alternative, an application for the septic system permit will need to be filled out with the Town of Wilmington Board of Health for the new septic system design. The site is not within any wetland resources areas, and therefore, does not require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

NORTH SITE

PK-5 R.1: For this alternative, no site work is proposed within the 100-ft wetland buffer zone, and therefore, does not require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

PK-5 AR.1: For this alternative, the northwest wing of the building addition and the hardscape play area encroaches on the 100-ft wetland buffer zone resources areas, and therefore, the project will require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

PK-5 N.1: For this alternative, the new loop road and sidewalk encroaches on the 100-ft wetland buffer zone resources areas, and therefore, the project will require the filling of a Notice of Intent with the Town of Wilmington Conservation Commission. As this is a municipal project, it is exempt from the Stormwater Management Permit, provided that the project complies with the applicable standard of the Comprehensive Stormwater Management Regulations and Massachusetts Stormwater Management Standards and Handbook (Section 2.4.12 of the Town of Wilmington Comprehensive Stormwater Management Bylaws).

FLOODPLAIN

Based on the FEMA Flood Insurance Rate Maps for Town of Wilmington, the sites does not fall in a regulated Flood Zone.
Wildwood Site - Community Panel No. 25017C0292E
Woburn Site - Community Panel No. 25017C0284E
North Site - Community Panel No. 25017C0283F

USEPA NPDES

Construction activities that disturb one acre or more are regulated under the United States Environmental Protection Agency's (USEPA) National Pollution Discharge Elimination System (NPDES) Program. In Massachusetts, the USEPA issues NPDES permits to operators of regulated construction sites. Regulated projects are required to develop and implement stormwater pollution prevention plans in order to obtain permit coverage.

It is anticipated that a Notice of Intent will need to be filed with the EPA because the land disturbance for the Project is anticipated to be greater than one acre.

ZONING ANALYSIS

The lots are all located within the Residential-20 (R-20) zoning district. The Town of Wilmington minimal dimensional requirements for R-20 district are as follows:
Minimum Lot Area: 20,000 square feet
Minimum Lot Frontage: 125 feet
Minimum Lot Width: 125 feet
Minimum Front setback: 40 feet
Minimum Side Setback: 20 feet
Minimum Rear Setback: 20 feet
Maximum Height: 35 feet or 2 ½ stories
Minimum Rear Setback: 20 feet

PERMITTING TIMELINE TABLE

Permit	Permitting Authority	Anticipated Filing Date	Anticipated Approval Date
Abutters - intro	Town of Wilmington	Mid-SD Phase: January 2025	N/A
Project Notification Form	MA Historical Commission	Mid-SD Phase: February 2025	April 2025
Informal Meeting to review site plan	Conservation Commission	SD Phase: November 2026	N/A
Informal Site Plan Review Meeting	Town of Wilmington Planning Board	Mid-SD Phase: January, 2025	N/A
Project Notification Form *ANRAD if needed	Conservation Commission and MA-DEP	Mid-SD Phase: January, 2025	March 5, 2025
Plan Review Update	DPW/Fire/Police	Mid-SD Phase: January, 2025	N/A
Abutters - Update	Town of Wilmington	Mid-SD Phase: January 2025	N/A
Informal Plan Review	DPW/Fire/Police	Mid -DD Phase: Jan 2026	N/A
Abutters - Update	Town of Wilmington	Mid-DD Phase: January 2026	N/A
Planning Board & Site Plan Review	Town of Wilmington	CD Phase: April 2026	June 2026

Permit	Permitting Authority	Anticipated Filing Date	Anticipated Approval Date
National Pollutant Discharge Elimination System (NPDES) with EPA Notice of Intent	Environmental Protection Agency (EPA)	CD Phase: April 2026	June 2026
Stormwater Management Permit Application	Town of Wilmington Planning Board and Conservation Commission	CD Phase: April 2026	June 2026
Informal Plan Review Update	DPW/Fire/Police	Mid -CD Phase: June 2026	N/A
Abutters - Update	Town of Wilmington	Mid -CD Phase: June 2026	N/A
Utility (Water, Sewer, and Drainage) Connection Permits	Town of Wilmington	CD Phase: November 2026	December 2026

Notes:

Initial review suggests NHESP is not triggered by the preferred option as no applicable habitat areas were identified in MassGIS.

MEPA requirements will be further reviewed in Schematic Design as it may be triggered based on requirements for the preferred option.

Proposed Project Design and Construction Schedule

Outlined below is the proposed design and construction schedule, including phasing considerations for each option:

Option PK-K R.1: Repair/Code Upgrade - Wildwood Early Childhood Center
The project schedule for Option PK-K R.1 – Repair/Code Upgrade Only at the Wildwood School Site for Elementary School Grades PreK-K (130+) (Capital Improvement Program) anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February of 2027, with a move-in date of late summer 2028.

DD, CD:	November 2025 – November 2026 – 13 months
Prequalify CM's:	Nov-Dec 2024
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – August 2028 (18 months total)

*No phasing required for unoccupied site

Option PK-K AR.1: Add/Reno - Wildwood Early Childhood Center
The project schedule for Option PK-K AR.1 – Addition-Renovation Concept at Wildwood School Site for Elementary School Grades PreK-K (130+) anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February 2027, with a move-in date of December 2028/January 2029.

Prequalify CM's:	Nov-Dec 2024
DD, CD:	November 2025 – November 2026 – 13 months
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – December 2028 (22 months total)

*No phasing required for unoccupied site

Option PK-K N.1: New Construction - Wildwood Early Childhood Center
The project schedule for Option PK-K N.1 – New Construction at Wildwood School Site for Elementary School Grades PreK-K (130+) anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation

voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February 2027, with a move-in date of October 2028.

Prequalify CM's:	Nov-Dec 2024
DD, CD:	November 2025 – November 2026 – 13 months
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – October 2028 (20 months total)

*No phasing required for unoccupied site

Option PK-3 R.1: Repair/Code Upgrade – Woburn Street School

The project schedule for Option PK-3 R.1 – Repair Only (Capital Improvement Program) Grades PreK-3 (510+) Elementary School anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February 2027, with non-continuous 32-months four phases of construction activities with a move-in date of late summer 2030.

DD, CD:	November 2025 – November 2026 – 13 months
Prequalify CM's:	Nov-Dec 2024
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – August 2030 (32 months-not continuous)

CA Phase 1:	Year 1 - Construct Temp Modular Classrooms and rotate 6 classrooms at a time + (12) months continuous renovations
CA Phase 2:	Year 2 – Rotate 6 classrooms in Modular Classrooms + (12) months continuous renovations; remove modular classrooms after completion
CA Phase 3:	Year 3 – (3) months + (2) 1-week vacations
CA Phase 4:	Year 4 – (3) months + (2) 1-week vacations

Option PK-3 AR.1: Add/Reno - Woburn Street School

The project schedule for Option PK-3 AR.1 – Addition-Renovation Concept Grades PreK-3 (510+) Elementary School anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be

developed, leading to construction commencement in February 2027, with renovations and Additions performed in 2 separate phases with 2 separate moves for student reconfigurations into their new spaces with the final move-in date late in the summer of 2030.

Prequalify CM's:	Nov-Dec 2024
DD, CD:	November 2025 – November 2026 – 13 months
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – February 2030 (36 months total);
	Sitework and Additions + Renovation for new boiler room (24 months)
	Move Grades 1-3 into addition
	Renovations and Sitework (12 months)
	Move PK-K into building

Option PK-3 N.1: New Construction - Woburn Street School

The project schedule for Option PK-3 N.1 – New Construction Grades PreK-3 (510 +) Elementary School anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February 2027, with a move-in date of spring 2029. The existing school building will then be demolished and final site work will be completed by December 2029.

Prequalify CM's:	Nov-Dec 2024
DD, CD:	November 2025 – November 2026 – 13 months
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – December 2029 (33 months total);
	Sitework and New Building (24 months)
	Move Grades 1-3 into new building (align with summer break)
	Demo and Sitework (9 months)
	Move PK-K into new building

Option PK-5 R.1: Repair/Code Upgrade – North Intermediate School

The project schedule for Option PK-5 R.1 – Repair Only (Capital Improvement Program) Grades PreK-5 (755+) Elementary School anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in the February 2027, with non-

continuous 32-months four phases of construction activities with a move-in date of late summer 2030.

DD, CD:	November 2025 – November 2026 – 13 months
Prequalify CM's:	Nov-Dec 2024
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – August 2030 (32 months-not continuous)

CA Phase 1:	Year 1 - Construct Temp Modular Classrooms and rotate 6 classrooms at a time + (12) months continuous renovations
CA Phase 2:	Year 2 – Rotate 6 classrooms in Modular Classrooms + (12) months continuous renovations; remove modular classrooms after completion
CA Phase 3:	Year 3 – (3) months + (2) 1-week vacations
CA Phase 4:	Year 4 – (3) months + (2) 1-week vacations

Option PK-5 AR.1: Add/Reno - North Intermediate School

The project schedule for Option PK-5 AR.1 – Addition-Renovation Concept Grades PreK-5 (755+) Elementary School anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February 2027, with a move-in date of late summer 2029. The existing school building will then be selectively demolished, renovations will be performed with and final site work will be completed by spring 2030.

Prequalify CM's:	Nov-Dec 2024
DD, CD:	November 2025 – November 2026 – 13 months
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – February 2030 (36 months total); Sitework and Additions + Renovation for new boiler room (18 months) Move Grades 4-5 into addition (align with summer break) Selective Demo, Renovations and Sitework (18 months) Move PK-3 into building

Option PK-5 N.1: New Construction - North Intermediate School

The project schedule for Option PK-5 N.1 – New Construction Grades PreK-5 (755 + PreK) Elementary School anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur

within 120-days thereafter. Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in February 2027. The existing school building will then be demolished and final site work will be completed by late fall 2029/spring 2030. Move-in dates of summer 2029 for Grades 4-5 and summer 2030 for Grades PreK-3.

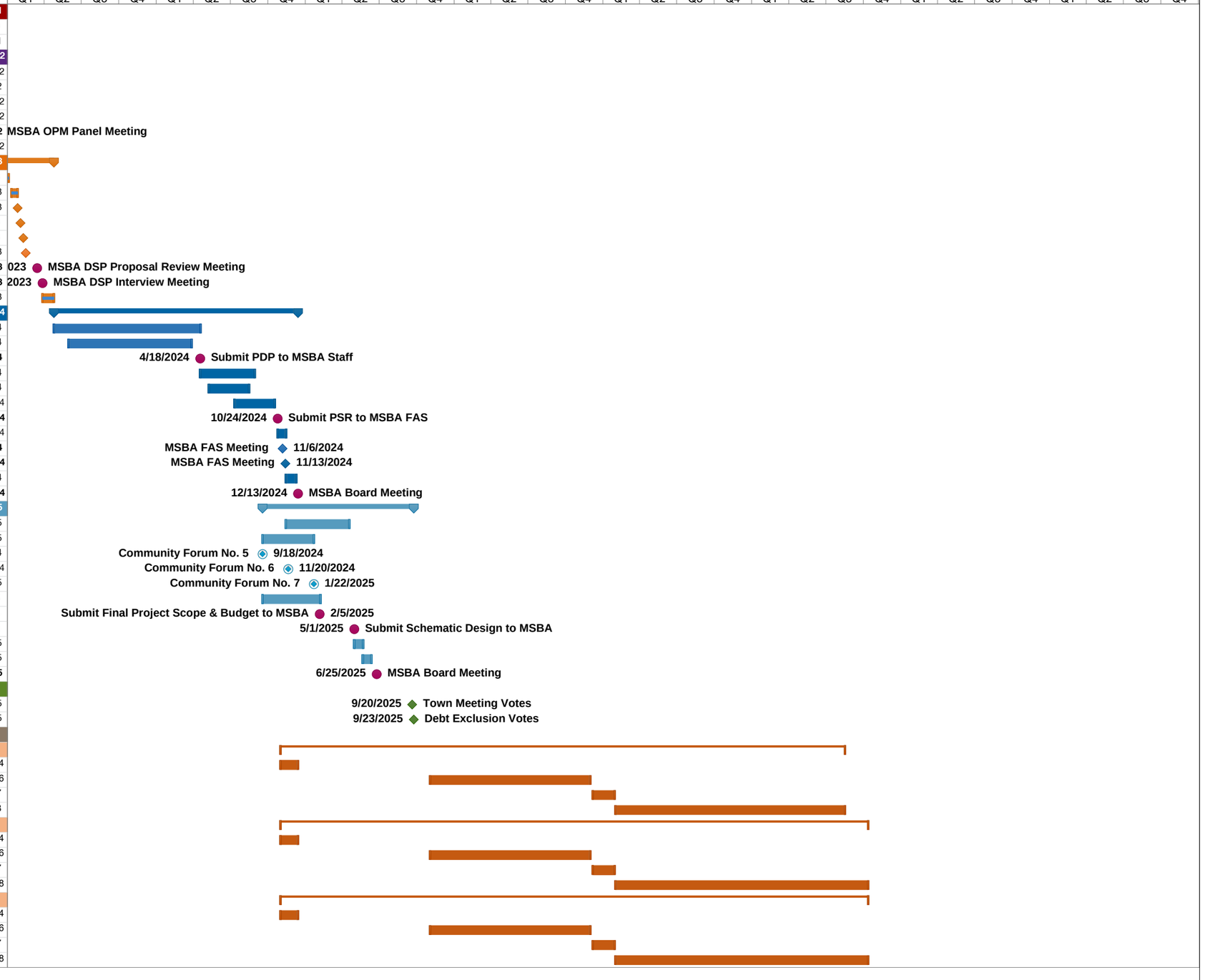
Prequalify CM's:	Nov-Dec 2024
DD, CD:	November 2025 – November 2026 – 13 months
Bidding:	December 2026 – January 2027
CA Phase:	February 2027 – December 2029 (33 months total); Sitework and New Building (24 months) Move Grades 4-5 into new building (align with summer break) Demo and Sitework (9 months) Move PK-3 into new building

November 4, 2022
Updated: September 7, 2024

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)**	**421 days**	**4/25/2023**	**12/13/2024**
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	7/11/2024	10/17/2024
28	**Submit PSR to MSBA FAS**	**0 days**	**10/24/2024**	**10/24/2024**
29	MSBA Comments	15 days	10/25/2024	11/14/2024
30	**MSBA FAS Meeting**	**0 days**	**11/6/2024**	**11/6/2024**
31	**MSBA FAS Meeting**	**0 days**	**11/13/2024**	**11/13/2024**
32	Respond to MSBA Comments	17 days	11/14/2024	12/9/2024
33	**MSBA Board Meeting**	**0 days**	**12/13/2024**	**12/13/2024**
34	**SCHEMATIC DESIGN (SD)**	**261 days**	**9/18/2024**	**9/23/2025**
35	Develop Schematic Design	109 days	11/14/2024	4/18/2025
36	Community Presentations	87 days	9/18/2024	1/22/2025
37	Community Forum No. 5	0 days	9/18/2024	9/18/2024
38	Community Forum No. 6	0 days	11/20/2024	11/20/2024
39	Community Forum No. 7	0 days	1/22/2025	1/22/2025
40	Select Board, Town Meeting & School Committee Presentations	99 days	9/18/2024	2/6/2025
41	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/5/2025**	**2/5/2025**
42	**Submit Schematic Design to MSBA**	**0 days**	**5/1/2025**	**5/1/2025**
43	MSBA Comments	16 days	5/1/2025	5/22/2025
44	Respond to MSBA Comments	15 days	5/22/2025	6/11/2025
45	**MSBA Board Meeting**	**0 days**	**6/25/2025**	**6/25/2025**
46	**LOCAL APPROPRIATION**			
47	Town Meeting Votes	0 days	9/20/2025	9/20/2025
48	Debt Exclusion Votes	0 days	9/23/2025	9/23/2025
49	**DESIGN AND CONSTRUCTION**			
50	**Option PK-K R.1: Repair/Code Upgrade - Wildwood Early Childhood Center**			
51	Prequalify CMs	30 days	11/1/2024	12/13/2024
52	Design Documentation	276 days	11/3/2025	11/30/2026
53	Bidding and Award	38 days	12/7/2026	1/29/2027
54	Construction	20 mons	2/1/2027	8/16/2028
55	**Option PK-K AR.1: Addition/Renovation - Wildwood Early Childhood Center**			
56	Prequalify CMs	30 days	11/1/2024	12/13/2024
57	Design Documentation	276 days	11/3/2025	11/30/2026
58	Bidding and Award	38 days	12/7/2026	1/29/2027
59	Construction	22 mons	2/1/2027	10/12/2028
60	**Option PK-K N.1: New Construction - Wildwood Early Childhood Center**			
61	Prequalify CMs	30 days	11/1/2024	12/13/2024
62	Design Documentation	276 days	11/3/2025	11/30/2026
63	Bidding and Award	38 days	12/7/2026	1/29/2027
64	Construction	22 mons	2/1/2027	10/12/2028

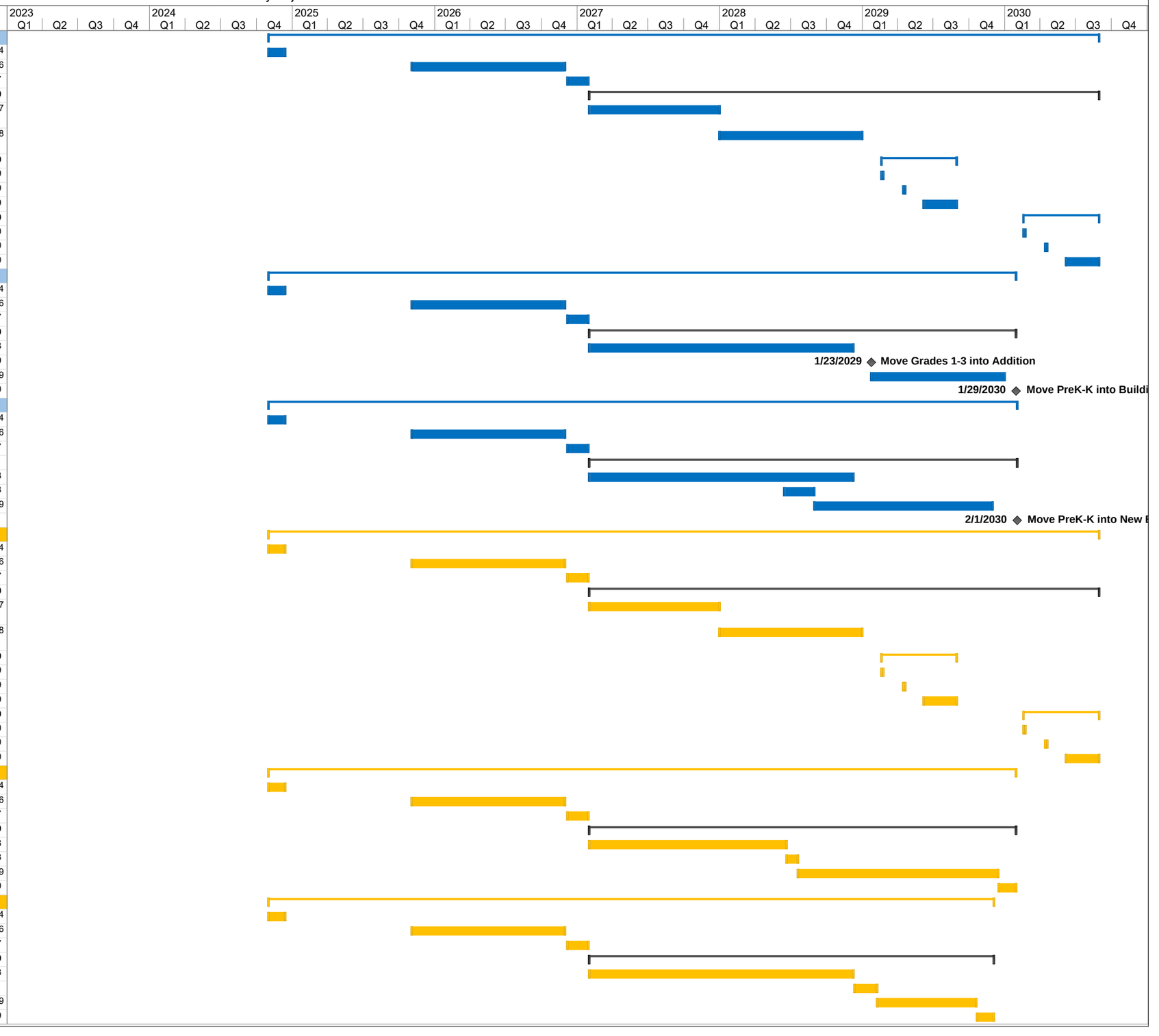


November 4, 2022
Updated: September 7, 2024

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

smma

ID	Task Name	Duration	Start	Finish
65	**Option PK-3 R.1: Repair/Code Upgrade - Woburn Street School**			
66	Prequalify CMs	30 days	11/1/2024	12/13/2024
67	Design Documentation	276 days	11/3/2025	11/30/2026
68	Bidding and Award	38 days	12/7/2026	1/29/2027
69	**Construction**	**922 days**	**2/1/2027**	**8/30/2030**
70	**CA Phase 1 - Year 1 - Construct Temp Modular Classrooms and Rotate 6 Classrooms at a time + 12 months continuous renovations**	11.9 mons	2/1/2027	12/31/2027
71	**CA Phase 2 - Year 2 - Rotate 6 Classrooms in Modular Classrooms + 12 months continuous renovations; remove modular classrooms**	12.9 mons	1/1/2028	12/31/2028
72	**CA Phase 3 - Year 3 - 3 months + 2 one-week vacations**	**138 days**	**2/19/2029**	**8/30/2029**
73	February Vacation	5 days	2/19/2029	2/23/2029
74	April Vacation	5 days	4/16/2029	4/20/2029
75	Summer Slammer	60 days	6/7/2029	8/30/2029
76	**CA Phase 4 - Year 4 - 3 months + 2 one-week vacations**	**139 days**	**2/18/2030**	**8/30/2030**
77	February Vacation	5 days	2/18/2030	2/22/2030
78	April Vacation	5 days	4/15/2030	4/19/2030
79	Summer Slammer	60 days	6/7/2030	8/30/2030
80	**Option PK-3 AR.1: Addition/Renovation - Woburn Street School**			
81	Prequalify CMs	30 days	11/1/2024	12/13/2024
82	Design Documentation	276 days	11/3/2025	11/30/2026
83	Bidding and Award	38 days	12/7/2026	1/29/2027
84	**Construction**	**770 days**	**2/1/2027**	**1/29/2030**
85	Sitework and Additions + Renovation for New Boiler Room	24 mons	2/1/2027	12/8/2028
86	Move Grades 1-3 into Addition	0 days	1/23/2029	1/23/2029
87	Renovations and Sitework	12 mons	1/24/2029	12/31/2029
88	Move PreK-K into Building	0 days	1/29/2030	1/29/2030
89	**Option PK-3 N.1: New Construction - Woburn Street School**			
90	Prequalify CMs	30 days	11/1/2024	12/13/2024
91	Design Documentation	276 days	11/3/2025	11/30/2026
92	Bidding and Award	38 days	12/7/2026	1/29/2027
93	**Construction**	**773 days**	**2/1/2027**	**2/1/2030**
94	Sitework and New Building	24 mons	2/1/2027	12/8/2028
95	Move Grades 1-3 into New Building (align with Summer break)	54 days	6/15/2028	8/30/2028
96	Demo and Sitework	16 mons	8/31/2028	11/30/2029
97	Move PreK-K into New Building	0 days	2/1/2030	2/1/2030
98	**Option PK-5 R.1: Repair/Code Upgrade - North Intermediate School**			
99	Prequalify CMs	30 days	11/1/2024	12/13/2024
100	Design Documentation	276 days	11/3/2025	11/30/2026
101	Bidding and Award	38 days	12/7/2026	1/29/2027
102	**Construction**	**922 days**	**2/1/2027**	**8/30/2030**
103	**CA Phase 1 - Year 1 - Construct Temp Modular Classrooms and Rotate 6 Classrooms at a time + 12 months continuous renovations**	11.9 mons	2/1/2027	12/31/2027
104	**CA Phase 2 - Year 2 - Rotate 6 Classrooms in Modular Classrooms + 12 months continuous renovations; remove modular classrooms**	12.9 mons	1/1/2028	12/31/2028
105	**CA Phase 3 - Year 3 - 3 months + 2 one-week vacations**	**138 days**	**2/19/2029**	**8/30/2029**
106	February Vacation	5 days	2/19/2029	2/23/2029
107	April Vacation	5 days	4/16/2029	4/20/2029
108	Summer Slammer	60 days	6/7/2029	8/30/2029
109	**CA Phase 4 - Year 4 - 3 months + 2 one-week vacations**	**139 days**	**2/18/2030**	**8/30/2030**
110	February Vacation	5 days	2/18/2030	2/22/2030
111	April Vacation	5 days	4/15/2030	4/19/2030
112	Summer Slammer	60 days	6/7/2030	8/30/2030
113	**Option PK-5 AR.1: Addition/Renovation - North Intermediate School**			
114	Prequalify CMs	30 days	11/1/2024	12/13/2024
115	Design Documentation	276 days	11/3/2025	11/30/2026
116	Bidding and Award	38 days	12/7/2026	1/29/2027
117	**Construction**	**770 days**	**2/1/2027**	**1/29/2030**
118	Sitework and Additions + Renovations for New Boiler Room	18 mons	2/1/2027	6/20/2028
119	Move Grades 4-5 into Addition (align with Summer break)	20 days	6/21/2028	7/19/2028
120	Selective Demolition, Renovations and Sitework	18 mons	7/20/2028	12/14/2029
121	Move PreK-3 into building	30 days	12/17/2029	1/29/2030
122	**Option PK-5 N.1: New Construction - North Intermediate School**			
123	Prequalify CMs	30 days	11/1/2024	12/13/2024
124	Design Documentation	276 days	11/3/2025	11/30/2026
125	Bidding and Award	38 days	12/7/2026	1/29/2027
126	**Construction**	**731 days**	**2/1/2027**	**12/3/2029**
127	Sitework and New Building	24 mons	2/1/2027	12/8/2028
128	Move Grades 4-5 into New Building (align with Summer break)	40 days	12/12/2028	2/7/2029
129	Demo and Sitework	9 mons	2/8/2029	10/19/2029
130	Move PreK-3 into New Building	30 days	10/22/2029	12/3/2029



SUMMARY OF DISTRICT'S PREFERRED SOLUTION

The established Guiding Principles for Design at the outset of the Feasibility Study, each of which indicated Design Patterns that were incorporated in the design of each Alternative:

- Flexibility
- Grade Level Communities
- Universal Design for Learning

With this as the starting point, the team set out to look at each Alternative through this lens. Additionally, the value of consolidation became very apparent during later PDP phase into the PSR phase, which ultimately guided the SBC to its Preferred Solution.

As noted in the PDP report, the Town Hall site was removed from further consideration due to limitations for future development of a central location in Town and potential schedule impacts associated with Article 97. The remaining three school sites continued to be studied and refined in PSR phase.

Most attractive to the SBC educationally and fiscally was the PK-5 N.1 – New Construction at the North Intermediate Site. This option clearly responded to the requirements for spatial adjacency, utility, and responsiveness to District educational requirements as well as the number of transitions for elementary students. These aspects of the Preferred Solution will be detailed in the following section. The PK-5 N.1 also addressed three schools of similar vintage, addressing concerns about the timeline to address the infrastructure and space needs.

PK-5 N.1, voted the preferred alternative, consolidates three schools under one new roof for 755 students plus 100 Pre-K students at the North Intermediate School site, and fulfills the district's educational program by working within overarching guiding principles for design as identified by the District during the Preliminary Design Program, and early programming efforts which were confirmed throughout the PSR phase.

Outlined in the section following are key objectives from the Educational Program on which the design of the preferred alternative was based.

Community Engagement in the PSR Phase:

The inclusive process that began in the PDP phase continued throughout the PSR phase. In August the School Building Committee hosted a Community Forum that was televised through Wilmington Community Television (WCTV). The intent was to review the shortlisted design options with their

estimated costs, address comments the received at previous community forums regarding cost comparison of various renovations to a new consolidated school and estimated tax impacts, as well as obtain any feedback or input prior to a final vote for the Preferred Alternative by the SBC. Approximately 104 community members plus any persons watching via the WCTV broadcast attended this presentation live. The WCTV broadcast was recorded and was viewed approximately 156 times (via YouTube as of this publication date) subsequent to the meeting.

To address the public comments regarding cost comparison of various renovations to a new consolidated school, the following table was generated that compared the cost to address the PK-5 population with up to 3 projects. The cost assumes 1 potential MSBA project and Repair Only project (with no educational improvements) for any schools not addressed by a selected option. With this lens, the delta between costs is significantly narrower.

Potential Local Share	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

*The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.
**Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.

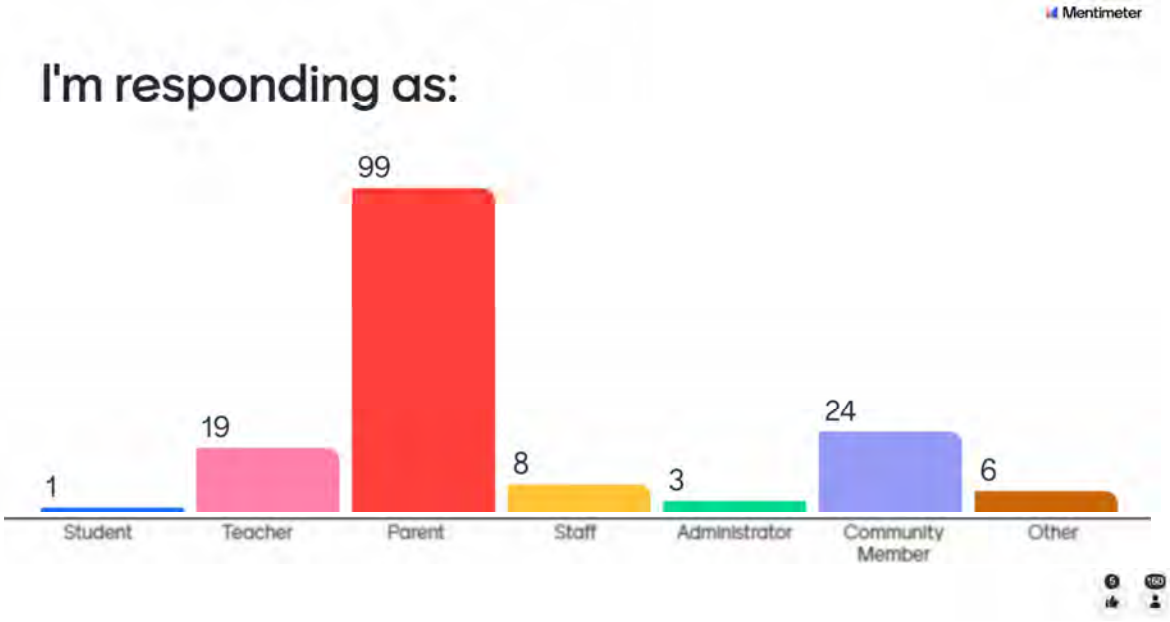
To address the public comments regarding estimated tax impact, the Town Manager estimated the debt payment, annual tax increase and monthly impact for the average single-family home based on the potential local share for a selected option.

Potential Local Share	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

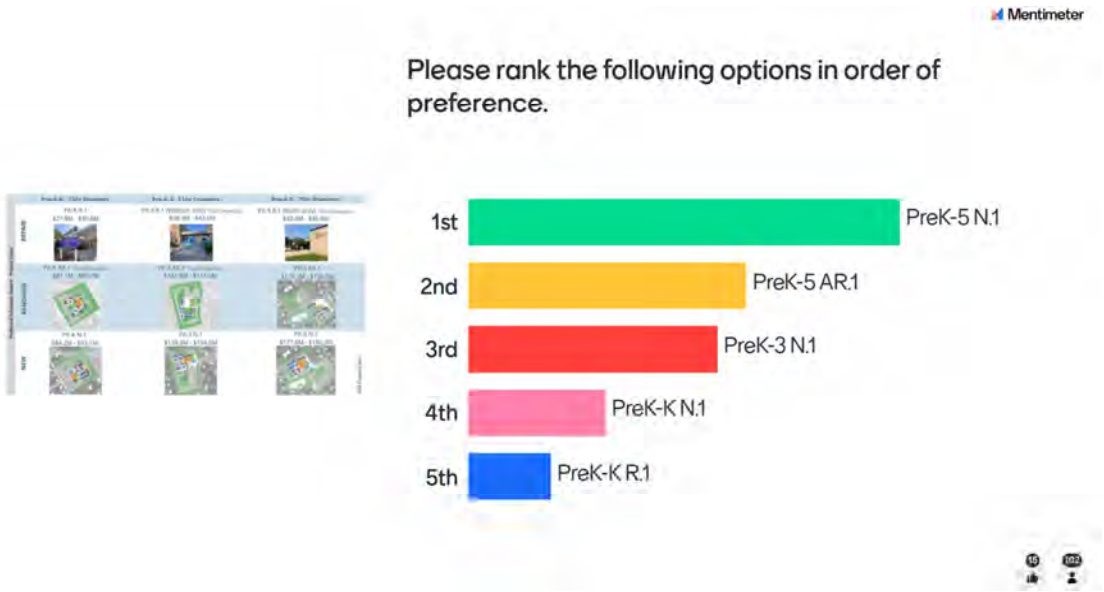
During the meeting D+W employed the interactivity software Mentimeter to collect real-time feedback to slide content as it was being presented. The platform remained open for one week following the meeting to allow additional opportunity for feedback from the community. Responses to the following questions were collected from over 176 responders and are included below. Refer to the SBC Presentations section in 3.3.5 for the full Power Point presentation.

The first question was to understand the demographics of those participating. The largest demographic of responders identified as parents.



The next question asked participants to rank the options in order of preference. In general PK-5 options ranked the highest followed by PK-3 and PK-K. The ranking question is calculated with a points system, also called "borda count", where the item ranked first will get as many points as the total number of items you have in your question, and then descending. So if you have 5 items, the one put in 1st place gets 5 points and then descends. If an item doesn't get selected it means 0 points.

PK-5 new construction ranked the highest. The results were also consistent with results from previous surveys conducted.



The last question asked participants to respond if they were in favor of a larger 12,000 SF gymnasium without MSBA reimbursement for 6,000 SF. Over 80% of responders expressed support for a larger gymnasium.



On August 19th the design team provided updates on the PSR phase remotely to the Wilmington School Committee and in-person to the Wilmington Select Board.

At the August 20th School Building Committee Meeting, results of Community Forum #4 were shared. Recognizing the significance a decision to consolidate schools was for the community, the Superintendent of Schools and Town Manager submitted a joint memo proposing a month delay before voting for a preferred option to provide additional community outreach to a more extensive populous within the Town of Wilmington. After reviewing the schedule and potential cost impacts to the project, the SBC voted to delay the vote for a preferred option by one month.

Community outreach efforts included a town-wide flyer, in-person informational meeting at the Senior Center and an additional Community Forum #5 at Wilmington High School Auditorium (hybrid), updated poster boards and flyers at school events and at Town buildings and updated Frequently-asked-questions on the project website. All information provided access to a Mentimeter survey to collect feedback in one location.

Simultaneously a separate survey was distributed to staff to obtain feedback from the "professionals". The general consensus from staff is that building a new Pre-K to 5 school would significantly benefit students, staff, and the overall community in multiple ways:

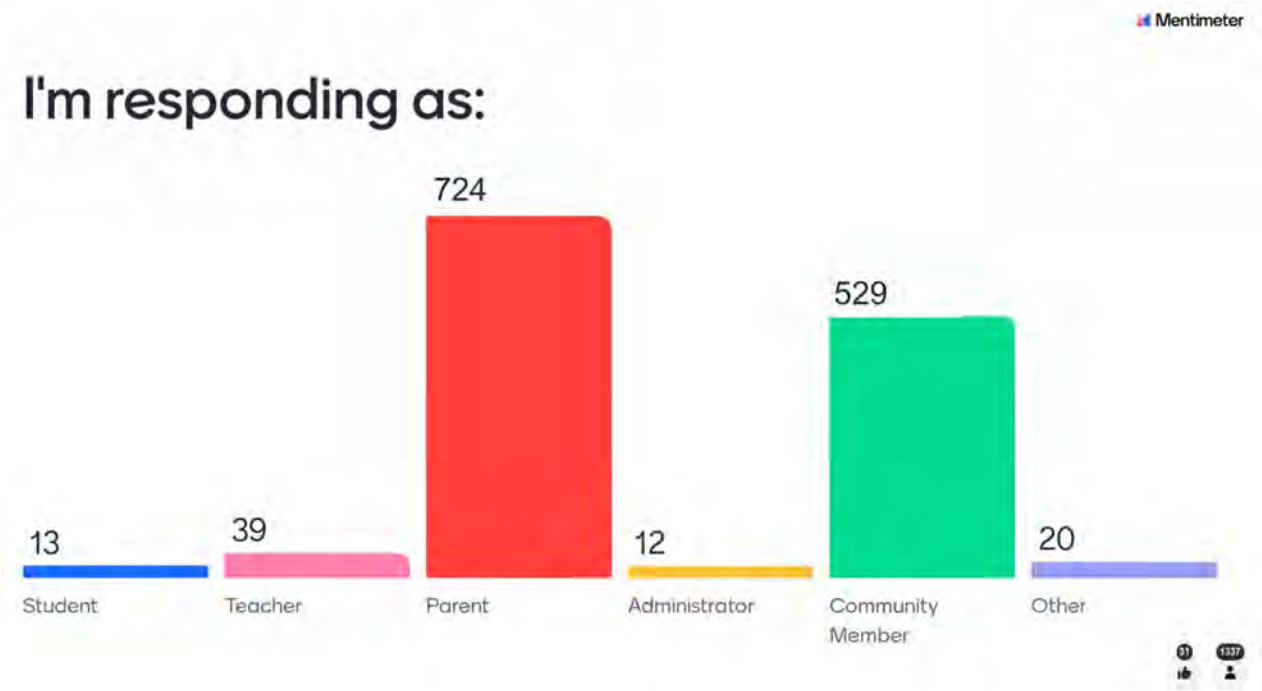
1. **Fewer Transitions:** A key theme is that fewer transitions between different schools would benefit students by providing consistency, continuity, and stability throughout their elementary years. This would help create a smoother learning experience and enable better collaboration among staff members who would work together for longer periods of time.
2. **Modern Facilities:** The current school buildings are described as outdated, with issues such as poor climate control and inadequate spaces for students, particularly those with special needs. New facilities would offer modern, safe, and more efficient spaces, which could foster better learning environments, integrate modern technology, and meet accessibility needs.
3. **Improved Collaboration:** Staff collaboration across grade levels is highlighted as a significant benefit. Having everyone in one building would make it easier for educators to communicate, share resources, and support students more effectively, especially when it comes to social-emotional learning and special education needs.
4. **Health and Safety:** The comments emphasize concerns over health and safety in the current buildings, with some citing outdated infrastructure and a lack of handicapped accessibility. A new building would address these issues and create a healthier learning environment.
5. **Cost Efficiency and Future Planning:** There is support for consolidating resources and avoiding the costs of maintaining or renovating multiple old buildings. The comments suggest that building a new, modern facility would not only address current issues but also serve the community's needs in the future.

6. **Community Building:** Having students stay in one school from Pre-K through 5th grade is seen as beneficial for fostering a strong sense of community, both among students and between families. It also reduces disruptions and helps students build longer-term relationships with teachers and peers.

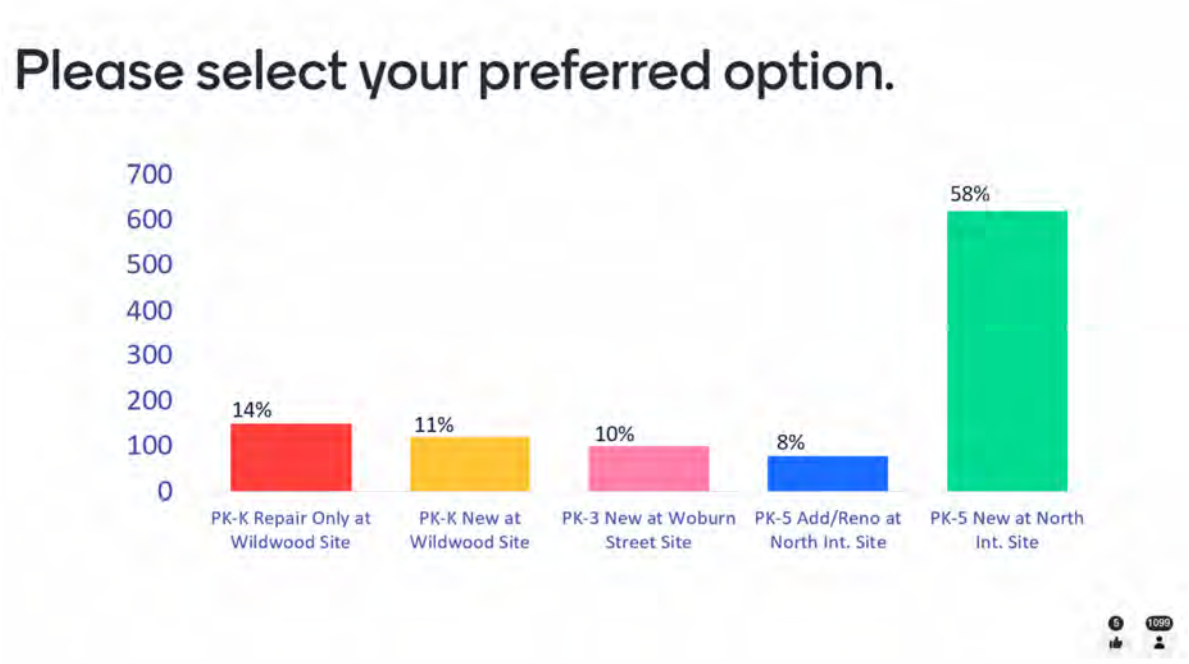
In summary, the overwhelming sentiment is that a new, modern Pre-K to 5 school would be a valuable investment that offers educational, social, and economic benefits through fewer transitions, better collaboration, and improved facilities for both students and staff.

The conclusion to the process included a review of the evaluation of the nine alternatives and potential tax impacts by the School Building Committee at the October 8, 2024 SBC meeting. Staff survey results were shared with the SBC. Community input from an astounding 1337 responses, over 700+ including open comments to the survey, was reviewed and are included below.

The first question was to understand the demographics of those participating. The largest demographic of responders identified as parents (54%) and community members (40%).



The next question asked participants to select their preferred options. PK-5 new construction ranked the highest again.



The last question asked participants to respond if they were in favor of a larger 12,000 SF gymnasium. Over 70% of responders expressed support for the larger gymnasium. This response is after providing context that 6,000 of the 12,000 SF gymnasium is not required for educational programming and may not be considered a reimbursable component for the project.



Comments received in the survey were shared with the SBC in detail and summarized in the following themes:

Consolidation is viewed positively by many, seen as necessary for future success.

Long-term thinking is emphasized, with respondents looking for sustainable, goal-aligned solutions.

Financial and tax implications are significant concerns, and there is a general willingness to support new projects if they lead to greater efficiency or stability.

Overall, survey results were consistent with previous surveys completed.

The alternatives were reviewed, discussed and deliberated by the committee and documented in the Meeting Minutes. Overall the community and a majority of SBC members supported PK-5 consolidation and the larger gymnasium. The SBC voted (16 yes votes, 6 no votes, 1 absent) on the one preferred alternative at the Oct 8, 2024 meeting. A complete list of meetings and activities is provided in the Local Actions and Approvals section.

EDUCATIONAL PROGRAM NARRATIVE

Overview

The following educational program narrative is the result of collaborative efforts between Wilmington Public Schools and their designer, Dore + Whittier. It communicates the district's existing and future educational program offerings, defines expected educational activities, and provides an in-depth description of the district's position on key curriculum goals, objectives, and policies, specifically at the elementary level. Information contained in this section is organized to align with the expectations identified in the MSBA Module 3, Section 3.1.2 and the MSBA's updated Educational Program Requirements published in December of 2023. The educational program applies to a new or renovated facility serving one of three agreed-upon enrollments:

- Enrollment 1
    - Wildwood Early Childhood Center
        - 130 Kindergarten Students (Plus Pre-K students)
- Enrollment 2
    - Wildwood Early Childhood Center + Woburn Street School
        - 510 K-3 Students (Plus Pre-K students)
- Enrollment 3
    - Wildwood Early Childhood Center + Woburn Street School + North Intermediate
        - 755 K-5 Students (Plus Pre-K students)

Ultimately, the intent of this section of the Preliminary Design Program document is to establish a clear roadmap for the development of three space summaries (one for each agreed upon enrollment), conceptual design alternatives, and a basis for evaluation to identify a preferred alternative. Much of what's described in the following document applies to all three design enrollments; therefore, the district has structured this as a single narrative with subsections documenting any programs, services, teaching methodologies, and preferred instructional practices that differ within the existing facilities and/or may change based on the agreed-upon enrollments.

Any new or renovated school building will require a modernized school facility that is fully accessible, climate-controlled with air-conditioned spaces, has natural light, modern security features, outdoor play area/spaces, and accommodates traffic flow and adequate parking for both staff and visitors.

Educational Program Requirements

There are a number of central guiding principles that align with the vision that our community has for educational delivery in a new school facility. As such, these also serve as part of the overall guiding principles for design in the new facility (regardless of the grade/enrollment span):

- As a result of the fact that education methodologies will change over the life span of the new school, we believe that the facility should be flexible to accommodate the evolution of programming that is necessary to meet student needs.
- We intentionally seek to create grade-level learning communities for students and staff.
- We want to shape the educational program that intentionally integrates special education services throughout the school to ensure that we can support the integration of all children into the learning environment.

The educational program described in this document represents the school district's current vision of an ideal teaching and learning environment for a new school. However, it is challenging to predict educational requirements beyond the immediate future due to the ever-changing nature of student populations and needs, teaching approaches, and technology. Despite this challenge, the district has made every effort to present its best projection of the future educational program for a new school in Wilmington.

District Mission

The mission of the Wilmington Public Schools is to educate and develop students academically, socially, and emotionally to be active, civic-minded contributors to our global society.

District Vision

The vision of the Wilmington Public Schools is to provide an inclusive, respectful, and collaborative learning environment where all stakeholders are engaged in the development of the whole child.

Strategic Plan
To achieve this vision, the district has developed a plan for Strategic Improvement, organized into five main objectives:

Objective 1:

All Students Reach Their Fullest Potential: Provide challenging, engaging, relevant instruction that is responsive to each learner’s academic, social, emotional, and behavioral needs.

Initiatives:

- [1.1] Use data to assess student achievement and inform instruction to best meet the academic needs of students through a multi-tiered system of support that provides both remediation and extension as needed for students. Ensure curricula and intervention materials are evidence-based and relevant.
- [1.2] Enhance the integration of social-emotional learning competencies into daily instruction across all curricular areas and measure student growth in the competencies through Panorama screening data.

- [1.3] Establish district-wide practices and protocols to monitor discipline and attendance to determine the social, emotional, and behavioral needs of students.
- [1.4] Implement a district-wide multi-tiered system of support to ensure that students receive appropriate social, emotional, and behavioral interventions to support their well-being and enable them to fully access learning.
- [1.5] Engage educators in data-based and relevant ongoing professional development. Increase opportunities for coaching support and feedback to support the implementation of new instructional practices.

Objective 2:

Caring and Safe for All: Foster school communities where all students and staff experience a sense of belonging and safety.

Initiatives:

- 2.1] Utilize ongoing feedback cycles (e.g., surveys, focus groups, forums) from students, parents/guardians, community partners, and staff to make data-driven improvements and refine strategies to build inclusive, positive school communities.
- [2.2] Increase the availability and accessibility of student support services for mental health, such as counseling, mentoring, and peer support programs.
- [2.3] Create opportunities for student involvement and leadership within the schools and community as active and engaged members of the WPS.
- [2.4] Ensure programming for Positive Behavior Instructional Supports (PBIS), Bullying Prevention, and SEL integration is implemented consistently across all grade levels.
- [2.5] Develop a multi-year school safety improvement plan for all schools. Regularly assess and update safety protocols to ensure a physically safe environment for students and staff.

Objective 3:

Equitable and Inclusive Schools: Create a vision for equitable and inclusive schools with students, staff, families, and community members

Initiatives:

- [3.1] Provide professional development on culturally responsive instructional practices that value and respect diverse backgrounds, experiences, and perspectives of students.
- [3.2] Implement a comprehensive data collection and analysis system to track key diversity, equity, and inclusion metrics and regularly disseminate information and resources to all stakeholders, including students, parents/guardians, and the wider community.
- [3.3] Establish ongoing processes for recruiting, hiring, retaining, and advancing highly qualified and diverse staff with strong equity commitments, understanding, and skills.
- [3.4] Enhance culturally responsive communication with families by ensuring communication is accessible in parents'/guardians' home language.

Objective 4:

Enhanced and Updated School Facilities: Improve school facilities and design learning spaces to promote student success and support family and community involvement.

Initiatives:

- [4.1] Partner with the Massachusetts School Building Authority and Wilmington town government to establish long-term plans for the development of school facilities and grade-level configurations that best support the needs of the Wilmington Community.
- [4.2] Establish a new 5-year Technology Plan to ensure that infrastructure, hardware, and software meet the needs of students and staff.
- [4.3] Create flexible and adaptable learning spaces to accommodate various instructional methods, individual learning needs, and collaboration among students and staff.
- [4.4] Create welcoming spaces within schools for parents/guardians, staff, and community members to participate in school activities and community events.

Objective 5:

We are One Community: Strengthen partnerships amongst students, families, staff, and the community that promote a sense of pride, connectedness, and inclusiveness.
Initiatives:

- [5.1] Assess current communication practices to identify areas in need of improvement and develop district-wide communication guidelines.
- [5.2] Develop enrichment opportunities, programs, and initiatives that actively involve families and community members in school activities, including opportunities to contribute their skills, expertise, and resources to enrich the educational experience of students.
- [5.3] Develop opportunities, programs, and partnerships with external institutions, organizations, corporations, etc., that serve to enhance the educational experiences of Wilmington students.
- [5.4] Create structured transition support programs that provide targeted assistance for students moving between schools (i.e., orientation sessions, transition workshops, peer mentoring, personalized support plans, etc.) and develop a monitoring and evaluation framework to assess the effectiveness of transition initiatives.

Contributors to the Program Narrative

This document was developed through a collaborative effort from the following staff members:

Name	Role
Glenn Brand	Superintendent
Christine Elliott	Assistant Superintendent for Curriculum and Staff Development
Paul Ruggiero	Assistant Superintendent of Administration and Finance
Ken Lord	Director of Technology and Digital Learning
Alice Brown LeGrand	Director of Student Support Services
Andrea Stern Armstrong	Director of Human Resources
Christine Murray	Coordinator of Behavioral Health and Social Emotional Support
Maura Kilbride	Coordinator of Special Education
Rebecca Brown	Coordinator of Nursing Services
Kate Bissell	Wildwood Principal
Kristen Walsh	Boutwell Principal
Heather Peachey	K-12 Library Coordinator
Colleen Billings	ESL Curriculum Team Leader
Melissa Bettencourt	Elementary Literacy Coordinator and Title I Director
Amy Iascone	Elementary Science Lead Teacher
Michelle LeVesque	Elementary STEM Coordinator
Robert Mauriello	Elementary Social Studies Lead Teacher
Michael Ferrara	Performing Arts Liaison
Lena Philips	Visual Arts Liaison
Laura Stinson	Health/Physical Education Liaison
Mary Palen	Administrator of Food Services
Lisa Faretra	Director of Transportation
Patty Boggia	CARES Program Coordinator

Grade And School Configuration Policies

Current Grade Configuration

The Wilmington Public Schools currently operates six (6) elementary schools, supporting grades K-5. The district's current (2023-2024) enrollments per building are as follows:

- Boutwell Early Childhood Center (Pre-K-K): 144
- Wildwood Early Childhood Center (Pre-K-K): 144
- Shawsheen Elementary (1-3): 342
- Woburn Street Elementary (1-3): 358
- North Intermediate (4-5): 249
- West Intermediate (4-5): 208
-

Wilmington's elementary schools are currently organized into two catchment areas: one comprising the Wildwood Early Learning Center, Woburn Street Elementary School, and the North Intermediate School which are the focus of this study and one comprising the Boutwell Early Childhood Center, the Shawsheen Elementary School, and the West Intermediate School.

The district operates a stand-alone middle school and a high school with 2023-2024 enrollment as follows:

- Wilmington Middle School (6-8): 702
- Wilmington High School (9-12+): 619

Proposed Grade Configuration

The district's future educational program includes the possibility of consolidation of the schools on the North side of town. Under consideration is the consolidation of Wildwood Early Childhood Center, Woburn Street Elementary School, and North Intermediate School in a new Pre-K-5 facility or the consolidation of Wildwood Early Childhood Center and Woburn Street Elementary School in a Pre-K-3 building. A third option would be to keep the current grade configuration as is, with Wildwood Early Childhood Center continuing to serve just Pre-K and Kindergarten.

After extensive analysis and discussion, we believe a consolidated Pre-K-5 school will provide the best solution to address the students' academic and social-emotional needs. The consolidation of schools will minimize the number of transitions students make throughout their time in the Wilmington Public Schools, which has proven to be a significant challenge for many students. Currently, our students transition from Wildwood Early Childhood Center (Pre-K-K) to Woburn Street School (Grades 1-3), to North Intermediate School (Grades 4-5), to Wilmington Middle School (Grades 6-8), and finally to Wilmington High School (Grades 9-12). These transitions can be disruptive for our students socially, emotionally, and academically.

Consolidation will also naturally enhance collaboration among staff through proximity as well as the ability to plan and organize cohesive professional development. It is much easier for staff to collaborate and plan together when in the same building. In our current configuration, multiple schools have different start and end times, limiting collaboration time and the opportunity for combined professional development sessions. We also anticipate that consolidation will lead to many efficiencies in both cost and time, such as staffing, ease of programming, facility maintenance, transportation, etc.

Design Response

The preferred alternative organizes students into teams by grade level. Each team is composed of six general classroom spaces (seven for kindergarten), one self-contained Special Education space, breakout spaces, and two academic support spaces. The design response is meant to provide spatial resources where students are and limit the need to travel long distances.

Each floor contains at least two grade levels. Two of the four stairs in the academic area of the building are located between grade level teams and are expected to serve as the main vertical circulation between the three floors.

The preferred option has intentionally created separation between the public and private areas of the building, In general, the public portion of the building is organized to simplify the internal circulation patterns and to shorten travel distances to the greatest extent possible. To that end, art and music classrooms are located at the intersection of a grade level team and the main north/south corridor between grade level teams. These strategic locations allow students from other teams to access these spaces without the need to travel through other teams and shortens the travel distances to these spaces for all students.

Class Size Policies

Currently, all three elementary schools considered as part of this project (Wildwood, Woburn Street, and North) maintain approximately five (5) to seven (7) sections per grade level (K-5), which fluctuates year to year as students matriculate through the grades.

The Wilmington School Committee and the Wilmington Teachers' Association recognize that class size is an important factor in good education and will, whenever possible, subject to space availability and all other educational considerations, ensure that class size is of the most effective nature for both teacher and pupils. Therefore, as stated in the current contract agreement, the ideal maximum class size should be as follows:

- Pre-Kindergarten/Kindergarten - a ratio of one teacher per 20 students
- Grades 1 - 3 - a ratio of one teacher per 20 students
- Grades 4 & 5 - a ratio of one teacher per 25 students

These guidelines are followed whenever possible. Enrollment fluctuations have resulted in years when the guidelines were exceeded, and at other times class sizes have been smaller than the

guideline. Because the MSBA guidelines for class size differ from the District's, we have directed the Design Team to use the following assumptions and algorithms to determine the needed number of classrooms for this project.

- Pre-Kindergarten and Kindergarten = 18 students per classroom
    - Some Sections of Pre-Kindergarten are half day, some are full-day, and some are self-contained special education programs
- Grades 1st - 3rd = 20 students per classroom
- Grades 4th - 5th = 23 students per classroom

Pre-K-K Grade Configuration (130 Students + Pre-K)

- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 130 Kindergarten Students ÷ 18 Students per Classroom = 7.2 Sections or 7 Classrooms

Pre-K-3rd Grade Configuration (510 Students + Pre-K)

- 510 Students ÷ 4 Grade Levels = 127.5 Students per Grade Level
- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 128 Kindergarten Students ÷ 18 Students per Classroom = 7.1 Sections or 7 Classrooms
- 1st Grade = 128 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms
- 2nd Grade = 127 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms
- 3rd Grade = 127 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms

Pre-K-5th Grade Configuration (755 Students + Pre-K)

- 755 Students ÷ 6 Grade Levels = 126 Students per Grade Level
- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 130 Kindergarten Students ÷ 18 Students per Classroom = 7.2 Sections or 7 Classrooms
- 1st Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 2nd Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 3rd Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 4th Grade = 126 Students ÷ 23 Students per Classroom = 5.5 Sections or 6 Classrooms
- 5th Grade = 125 Students ÷ 23 Students per Classroom = 5.5 Sections or 6 Classrooms

Proposed Class Size

No changes to class size are proposed at this time as class size guidelines are contractual as determined by the Wilmington School Committee and the Wilmington Teachers' Association.

Design Response

The preferred alternative bases the general classroom count, the number of specialty classrooms (Art, Music, PE, etc) based on the MSBA guideline of 23 students per classroom.

School Scheduling Method

Current Scheduling Methodology

The building schedule is created under the direction of the building principal in each school with input from general education teachers, special education teachers, and instructional specialists. The principals follow the district schedule guidelines to ensure consistency across the schools within the district. When principals work to develop building schedules, many variables must be considered, such as special education service delivery schedules, lunch schedules, shared staffing, etc.... Whenever possible, principals try to provide uninterrupted blocks of instructional time, but that is not always the reality due to the aforementioned variables. Therefore, some subjects may be split at times, but the goal is to meet the recommended minutes per subject.

Below you will find the Elementary Scheduling Guidelines.

Elementary Scheduling Guidelines

Kindergarten	Minutes		Grade 1	Minutes
Morning Work	10		Reading	60
Morning Meeting	25		Writing	40
Fundations	30		Fundations	30
Heggerty	10		Math	60
Snack	15		Science/Social Studies	30
Reading	45		Specialists	45
Specialist	30		Lunch	30
Lunch	30		Recess	20
Recess	20		Morning Meeting	15
Writing	20		Intervention	20
Science/Social Studies	30		Read Aloud/Working Snack	10
Math	45		Arrival/Dismissal/Transitions	20
Free Play	20			
Arrival/Dismissal/Transitions	20			

Grade 2	Minutes
Reading	60
Writing	40
Fundations	30
Math	60
Science/Social Studies	30
Specialists	45
Lunch	30
Recess	20
Morning Meeting	15
Intervention	20
Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20

Grade 3	Minutes
Reading	55
Writing (includes Grammar)	50
Fundations	30
Math	60
Science/Social Studies	30
Specialists	45
Lunch	30
Recess	20
Morning Meeting	15
Intervention	20
Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20

Grade 4	Minutes
Reading	60
Writing (includes Grammar)	55
Language Word Study	20
Math	60
Science/Social Studies (2/3)	45
Specialists	45
Lunch	30
Recess	20
Morning Meeting	15
Intervention	20
Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20

Grade 5	Minutes
Reading	55
Writing (includes Grammar)	45
Language Word Study	20
Math	60
Science/Social Studies 2Xs wk.	60
Specialists (Art, Music, PE, Library, Chorus) 1X/wk	45
Health 1x/wk.	30
Lunch	30
Recess	20
Home Rm./Morning Meeting	15
Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20

Specialist subjects provide contractual preparation time for classroom teachers each day, with specific schedules varying by grade level as detailed below. Unfortunately, due to our current configuration, smaller schools such as Wildwood Early Childhood Center and North Intermediate School have shared specialists who travel to 2 or 3 buildings weekly. Their varied schedules inhibit providing common planning time for classroom teachers in schools with shared specialists. Woburn Street School and Shawsheen Elementary (grades 1-3) for the most part, have full-time specialists in their buildings and, therefore, can schedule more opportunities for teams of teachers to plan and collaborate.

The current time allotments for core academic subjects at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School are as follows:

Core Academic Subjects

ELA:	105-135 minutes daily
Math:	45-60 minutes daily
Science	30-60 minutes every other day*
Social Studies:	30-60 minutes every other day*

*Throughout the school year, most teachers alternate between social studies and science daily or by unit.

Specialized Subjects

Specialist Subject by Grade Level, Minutes Per Week

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Art	30	45	45	45	45	45
Chorus	NA	NA	NA	NA	NA	45
Health	NA	45	45	45	45	30
Library	30	45	45	45	45	45
Music	30	45	45	45	45	45
Physical Education	60 (two 30 minute sessions)	45	45	45	45	45

School	Staff Start & End Time	Length of Student Day	Student Start and End Time
Wildwood K	7:30-2:05	5 hrs. 30 mins.	7:45-1:15
Wildwood Integrated Pre-K	7:30-2:05	2.5 hrs. per session	7:45-10:15 AM 10:50-1:20 PM
Woburn Street	8:55-3:30	6 hrs. 20 mins.	9:05-3:25
North Int.	8:55-3:30	6 hrs. 20 mins.	9:05-3:25

Proposed Changes to Future Scheduling Methodology

The district proposes to increase the length of the Kindergarten school day by 50 minutes to align with the schedules of grades 1-5. This would allow students a longer school day, providing additional time for academic content and more time for play and exploration. Specialist subjects for Kindergarten would increase from thirty (30) minutes to forty-five (45) minutes as is scheduled for grades 1-5. The additional thirty-five (35) minutes would be allocated throughout the school day with input from teachers and administration. The district will explore adding a Health block for Kindergarten instead of offering Physical Education twice a week.

In all three grade configurations (Pre-K-K, Pre-K-3, and Pre-K-5), the core academic programming and specialized subjects for grades 1-5 will remain the same in terms of instructional minutes for grades 1-5. Kindergarten specialist subjects would increase from 30-45 minutes to align with grades 1-5. Providing dedicated space for Art, Music, Physical Education, Health, and Library will be a priority.

Design Response
The number of proposed spaces is based on the school's current scheduling methodology.

Science Technology Engineering & Mathematics (STEM)

In addition, we would like to introduce a new specialist subject, STEM. A STEM specialist class would provide opportunities for practical application of science and math concepts incorporating technology, engineering, and design elements. STEM education creates an opportunity for all students to explore and create by promoting innovative thinking and problem-solving, fostering collaboration and communication, and building social-emotional competencies. As a district, we have begun implementing district-wide STEM challenges a few times a year for K-5 students. Students find these STEM challenges to be exciting and engaging activities that offer challenging problem-solving and cooperative learning opportunities. In addition to practicing academic skills

during these challenges, we have observed the growth of fine motor skills, student resilience, perseverance, creativity, communication, and teamwork. The district feels that adding STEM as a specialist subject would be an excellent addition to the current curriculum. Students would continue to receive direct instruction in Math and Science as a part of their core programming, but this new specialist subject would add more technology and engineering instruction and provide the opportunity for more hands-on practical application of the curriculum taught. Therefore, we want to ensure an appropriate space is included in the plan.

The district envisions this type of project-based, investigative learning taking place in a dedicated STEM space. The STEM classroom would be staffed by a full-time STEM teacher providing forty-five (45)--minute classes to students within the overall specialist rotation. The curriculum would incorporate elements and experiences such as (but not limited to):

- Digital Communication
- Robotics
- Circuitry
- Mechanics and Structures
- Design Thinking
- 3-D Printing
- Scientific Data and Analysis
- Makerspace Exploration
- STEM Challenges

A dedicated STEM space should include the following:

- Ample teacher-accessible storage space for equipment, tools, kits, and new and recycled materials, both durable and consumable
- Student-accessible storage (at a child's scale) to support student ownership in the gathering and manipulating of materials
- Abundant and appropriate shelving/organization to safely store or display student work
- Water available with a sink deep enough to facilitate cleaning specimens and glassware equipment and the filling of large basins of water for experiments
- Access to and storage/organization of robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities (i.e., adjustable height tables, stools, white-board tables, castors on furniture, etc.)
- Adequate horizontal work surfaces that allow for the creation of various-sized projects and/or for set-up purposes between classes
- A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings

To add another specialist subject for grades K-5, we will need to adapt our current specialist schedule. Currently, we follow a 5-day cycle (Monday-Friday), and students have one of the five

current special subjects each day. Given that we typically have more than five classroom sections per grade level, we cannot schedule special subjects to allow all classroom teachers to have their planning period simultaneously. Shifting to a longer specialist cycle (more than five days) would enable us to add the STEM special and create the opportunity for increased common planning time for grade-level teams.

Specialized Subjects with the Addition of STEM

The table below depicts the specialist schedule by grade level if we add a STEM specialist class. This is based on the projection of the new school being a Pre-K-Grade 5 building. If a Pre-K-3 or Pre-K-K configuration is selected, this chart will be adjusted, and the schedule must be reconsidered. Given that this projection is based on a Pre-K-5 configuration, we would also extend the Kindergarten school day; therefore, the weekly minutes for specialist classes will increase from thirty (30) to forty-five (45) to align with the other grade levels.

Subject	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Art	45	45	45	45	45	45
Chorus	NA	NA	NA	NA	NA	45
Health	* 45 TBD	45	45	45	45	30
Library	45	45	45	45	45	45
Music	45	45	45	45	45	45
Physical Education	45	45	45	45	45	45
STEM	45	45	45	45	45	45

**Currently, Kindergarten students have physical education twice per week but the district is considering adjusting that to provide one health class and one physical education class when a new building is opened, should staffing allow.*

Design Response

The District and the Design Team are proposing 1200 NSF STE classroom for K-5 grade levels. It would be the design team's intent to design spaces to align with MSBA guidelines for STE spaces including (2) sinks, appropriate safety equipment, project display space, storage, flexible furniture and appropriate technology and meet the educational program. Access to outdoor learning spaces with this model would offer the District and the school the greatest organizational and instructional flexibility in the long-term.

Teaching Methodology And Structure

This section of the program narrative documents current and proposed administrative structures, academic structures, and teaching methods for each existing school and design enrollment.

Administrative and Academic Organization/Structure

Current Organization

Wildwood Early Childhood Center, Woburn Street Elementary School, and North Intermediate School are all currently led by a full-time building principal, each of whom oversees teaching and academic support staff for students in their school. The Woburn Street School also has a full-time assistant principal. Below is a chart depicting the 2023-2024 school year staffing.

Current Staffing

Personnel	Wildwood Grades: Pre-K-K 144 Students	Woburn Street Grades: 1-3 358 Students	North Intermediate Grades: 4-5 249 Students
Principal	1.0 FTE	1.0 FTE	1.0 FTE
Assistant Principal	0	1.0 FTE	0
Secretary/Administrative Assistant	1.0 FTE	1.0 FTE	1.0 FTE
Nurse	1.0 FTE	1.0 FTE	1.0 FTE
Classroom Teachers Pre-K-5	7.0 FTE K 2.0 Pre-K (2 Inclusion & 2 Strides)	19.0 FTE	11.0 FTE
Special Education Teachers	2.0 FTE	5.0 FTE	5.0 FTE
School Counselors	1.0 FTE	1.0 FTE	1.0 FTE
School Psychologists	0.3 FTE	0.5 FTE	0.5 FTE
Family Engagement Specialists	0.25 FTE	0.25 FTE	0.25 FTE
Occupational Therapists/OTA^	0.3 FTE	0.3 FTE	0.3 FTE
Physical Therapist^	0.3 FTE	0.2 FTE	0.1 FTE

Personnel	Wildwood Grades: Pre-K-K 144 Students	Woburn Street Grades: 1-3 358 Students	North Intermediate Grades: 4-5 249 Students
Speech and Language Therapists^	1.6 FTE	1.0 FTE	0.6 FTE
English Learner Teachers	0.1 FTE	0.5 FTE	0.4 FTE
Art Teachers	0.2 FTE	1.0 FTE	0.6 FTE
Music Teachers	0.2 FTE	1.0 FTE	0.8 FTE
Physical Education Teachers	0.4 FTE	1.0 FTE	0.4 FTE
Health Teachers	0	1.0 FTE	0.4 FTE
Library/Media Specialists	0.2 FTE	0.8 FTE	0.8 FTE
Technology Integration Specialists*	0.09 FTE	0.25 FTE	0.17 FTE
Reading Specialists	1.0 FTE	3.0 FTE	1.5 FTE
Math Tutors	0.5 FTE	1.5 FTE	1.5 FTE
Educational Assistants	18.0 FTE	4.0 FTE	4.0 FTE
Literacy Coordinator/Coach*	0.09 FTE	0.25 FTE	0.17 FTE
STEM Coordinator/Coach*	0.09 FTE	0.25 FTE	0.17 FTE

**This FTE was determined by dividing the total enrollment of 1443 (Pre-K-5) by the number of students in each school to determine the approximate FTE per school for the full-time staff members we currently have supporting 6 schools.*
^ This FTE is determined by student service delivery of IEPs and can change from year to year.

To date, the district has directed the design team to plan for the following personnel dependent on the selected consolidation plan.

Proposed Staffing

Personnel	Renovated/ New School: Kindergarten 130 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-3 Projected Enrollment: 510 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-5 Projected Enrollment: 755 Students (Plus Pre-K)
Principal	1.0 FTE	1.0 FTE	1.0 FTE
Assistant Principal	0	1.0 FTE	2.0 FTE
Secretary/ Administrative Assistant	1.0 FTE	2.0 FTE	3.0 FTE
Nurse	1.0 FTE	2.0 FTE	2.0 FTE
Classroom Teachers	7.0 FTE K 3 Pre-K	26.0 FTE K 3 Pre-K	37.0 FTE 3.0 Pre-K
Special Education Teachers	4.0 FTE	9.0 FTE	14.0 FTE
School Counselors	1.0 FTE	2.0 FTE	3.0 FTE
School Psychologists	.3 FTE	.8 FTE	1.3 FTE
Family Engagement Specialists	0.2 FTE	.4 FTE	.5 FTE
Occupational Therapists/OTA^	.2 FTE	.5 FTE	1.0 FTE
Physical Therapist^	.3 FTE	.5 FTE	.75 FTE
Speech and Language Therapists	1.6 FTE	2.6 FTE	3.2 FTE
English Learner Teachers	0.1 FTE	0.6 FTE	1.2 FTE
Art Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Music Teachers	0.2 FTE	1.0 FTE	1.5 FTE (plus 27 sections of instrumental music- approx. 0.9 FTE)
Physical Education Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Health Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Library/Media Specialists	0.2 FTE	1.0 FTE	1.5 FTE
STEM Teacher	TBD	TBD	1.5 FTE
Technology Integration Specialists*	.09 FTE	.34 FTE	0.5 FTE

Personnel	Renovated/ New School: Kindergarten 130 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-3 Projected Enrollment: 510 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-5 Projected Enrollment: 755 Students (Plus Pre-K)
Reading Specialists	1.0 FTE	4.0 FTE	6.0 FTE
Math Tutors	0.5 FTE	2.0 FTE	4.0 FTE
Educational Assistants	18.0 FTE	26 FTE	28.0 FTE
Literacy Coordinator/Coach*	.09 FTE	.25 FTE	.5 FTE
STEM Coordinator/Coach*	.09 FTE	.25 FTE	.5 FTE

**This FTE was determined by dividing the total enrollment of 1443 (Pre-K-5) by the number of students in each school to determine the approximate FTE per school for the full-time staff members we employ.*

^ This FTE is determined by student service delivery of IEPs and can change from year to year.

Curriculum Delivery Methods & Practices

Current Practices

Guided by a shared commitment to meet the needs of a wide range of student learners, classroom teachers at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School plan and provide developmentally appropriate, student-centered, rigorous, and engaging instruction. Teachers employ a combination of whole-class and small-group instruction during all academic subjects. The curricula in grades K-5 are aligned and consistent across grade levels and within all elementary schools in the district. Our math program, Envisions by Savvas, has been in place the longest, but this year, we are providing professional development on implementing a math workshop model in grades K-5 to create structures and routines that allow for more opportunities for differentiation and individualized, small-group instruction. We adopted a new science program that prioritizes hands-on experiments and exploration a few years ago. Two years ago, we adopted a new social studies program that is now fully implemented. This year, we piloted two different literacy programs and selected Into Reading for a full K-5 implementation in the fall. The district has worked hard to choose programs and implement an updated curriculum that is relevant, rigorous, and evidence-based with pedagogically sound instructional practices.

Most classrooms lack dedicated space to have the whole class together in one area of the room in front of the display board for a group lesson separate from the desks. There is limited room for

tables for small group work. To increase classroom differentiation, teachers create centers for students to rotate through while the teacher works with a small group. The current classroom sizes and outdated furniture often inhibit the ability to be flexible with instructional approaches such as this. Due to size limitations, the current configuration is often reminiscent of a classroom from long ago, with rows of desks all facing in the same direction.

Additionally, the district employs a formalized Multi-Tiered System of Support (MTSS) model for academics, which includes intervention support for reading and mathematics. Universal screening and data meetings occur several times yearly for each grade level to identify students needing intervention. Reading and math interventionists provide small group sessions typically 3-5 times a week with students in grades K-5. Reading intervention is provided by reading specialists, and math tutors provide math intervention. Currently, these sessions take place in various locations because space is limited. Some services are push-in services in the general classroom. Given the classroom size, this service does not always have room or a dedicated space. Therefore, intervention often happens in the hallway. Some services are pull-out services; in this case, students often have to walk to another part of the building for this intervention, and the distance often impedes instructional time.

Data meetings occur three times per year, and progress meetings occur a minimum of twice a year for each grade level, K-5. The district elementary literacy coordinator and elementary STEM coordinator lead these meetings. The data meetings are full-day meetings where the grade-level team, administrators, and interventionists collaborate to analyze data and develop instructional plans for students needing reading and math intervention. There are typically about 12-15 participants in the meeting, and finding a location for these meetings is extremely difficult. Conference rooms are typically booked for special education meetings and, even if available, are usually too small to accommodate the group. In addition, the team needs the ability to project during the meetings, and currently, not all conference rooms are equipped with projectors. Often, the meeting ends up being scheduled in a specialist classroom if there is no class scheduled that day, and sometimes, the meeting has to change locations mid-way through because the space is not available all day. This MTSS process is a critical part of the district's work to provide targeted instruction to our students. Not having a dedicated space for this teacher collaboration is quite challenging.

Proposed Changes

Wilmington Public Schools has invested significantly in programs, materials, and professional development to ensure the curricula at the elementary level are updated and aligned. Our current classrooms inhibit the ability of our teachers to maximize the curricular resources provided fully. Ideally, new classroom spaces should allow for multiple zones where whole-group and small-group instruction can fluidly transition without stopping and moving furniture. There should be room for whole-class demonstrations, small-group instruction, student collaboration,

and independent work. There should be space for stations or center activities where students can explore and practice skills in math workshops and ample room for science demonstrations and hands-on experiments. In addition, having an extended learning area shared by a couple of classrooms or an entire grade would allow for more grade-level collaboration and opportunities for enrichment activities. The current configuration inhibits classrooms from coming together for activities or grade-level events. An extended learning area would create opportunities for grade-level community meetings, cultural enrichment activities, student work showcases, group instructional demonstrations, reader's theater presentations, etc.

Given the amount of intervention and progress monitoring provided for both academics in reading and math and related services such as speech, OT, or SEL supports, additional small group rooms accessible by both the classroom and hallway would allow greater flexibility for student screening, administering assessments to students who need a small group setting, and differentiated instruction in the classroom with students working in small groups.

As noted above, the MTSS process is integral to how we operate in all of our K-5 school buildings. Therefore, a dedicated space to accommodate 15 adults for data meetings is needed. This collaboration space should be designed so all participants can see what is projected and have space to work and develop intervention plans.

Design Response

Our design team conducted visioning sessions and met with end users to understand desired features and layout considerations for each curricular area. Grade level groupings provide instructional spaces serving wide range of learning environments intended to support the overarching educational philosophy of Universal Design for Learning and more specifically the typical instructional practices of whole group, small group, and targeted interventions through the Multi-tiered System of Supports. The environments provided include general and special education classrooms, small group rooms, extended learning spaces, and outdoor learning environments. The preferred alternative positions these spaces immediately adjacent to one another with strong visual and physical connections between them to ensure their effectiveness and ease of use.

English Language Arts/Literacy

Current Practices

Wilmington Public Schools just recently made the recommendation to adopt Into Reading from Houghton-Mifflin-Harcourt. A Literacy Committee selected this new program following a rigorous selection process and pilot experience. The program will be fully implemented in the fall of 2024. We are committed to providing an evidence-based and comprehensive core literacy program as a

district. This program provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a research-based scope and sequence that gives students a foundation to become confident, independent readers and writers.

A typical literacy block will include:

- Explicit instruction and practice on foundational reading skills
    - Phonemic awareness
    - Phonics
    - Decoding
    - Encoding
- Targeted, whole-class reading or writing instruction in a teacher-led lesson
    - Mini-lesson with prior connection and explicit instruction
    - Modeling and explanation of teaching point
    - Student partners practice the teaching point
    - Restate teaching point and send off for independent practice and small-group work
- Small-group instruction
    - Targeted instruction for students with similar needs in small groups using a variety of resources to target grade-level skills and strategies
- Interactive and independent reading and writing activities
    - Read alouds with modeling
    - Vocabulary instruction
    - Writing independently or with a partner
    - Independent reading

Proposed Changes

Given that the district is currently poised to implement this new program, there are no other anticipated changes in the area of English Language Arts.

Design Response

Instructional spaces serving English Language Arts are located adjacent to a wide range of learning environments intended to support the overarching educational philosophy of Universal Design for Learning and more specifically the typical instructional practices of whole group, small group, and targeted interventions through the Multi-tiered System of Supports. The environments provided include general and special education classrooms, small group rooms, extended learning spaces, and outdoor learning environments. The preferred alternative positions these spaces immediately adjacent to one another with strong visual and physical connections between them to ensure their effectiveness and ease of use.

Mathematics

Current Practices

Wilmington Public Schools has used the Envision Math program as our primary tool to deliver math instruction aligned with the MA Frameworks. This program is used in grades K-8, ensuring vertical alignment, a shared vocabulary, and easy transitions for students moving from grade to grade. Envisions helps students develop a deep conceptual understanding of grade-level math concepts. Lessons include problem-based, interactive learning activities that build critical thinking skills and develop a concrete understanding of math concepts. Visual instruction then deepens students' understanding of the concept. The program also provides additional activities and resources to reinforce learning through videos, practice activities, and games.

After implementing the MTSS model, we used a universal screener to assess students' math skills. The data we collected from the screener helped us identify students' mathematical abilities, allowing us insight into the diverse math needs of all students. However, teachers struggled to find the time to address these needs during the math block. We realized we needed to re-think how math was being taught, so we provided professional development on implementing a math workshop model for grades K-5. The math workshop model enabled us to create routines and a structure, allowing more opportunities for differentiation and individualized, and small-group instruction. Teachers continue to use the Envisions program but have restructured how it is delivered to create more opportunities to meet with small groups of students for reteaching or extending a lesson. This workshop model also maximizes student collaboration through partner work and incorporates math centers for practice and reinforcement of skills.

Proposed Changes

The district has recently focused on shifting the instructional model for the math block to provide opportunities and time for classroom teachers to differentiate instruction for all learners. In every elementary classroom, there is a wide range of math skills; some students need extra support, and some extend their thinking to mathematical concepts beyond grade-level expectations. Restructuring the model has helped teachers and support staff differentiate instruction more consistently and offer more intervention opportunities for students in class. These changes have resulted in more student movement throughout the classroom. Students may work collaboratively in small groups, independently or with a partner, and/or at a table receiving teacher support. In addition, the district has been assisting teachers in developing a more nuanced understanding of mathematics instruction to incorporate procedural fluency, conceptual understanding, and problem-solving. As part of that effort, classroom teachers are utilizing more games and activities that promote student engagement during the math workshop time.

The availability of flexible seating and furniture, breakout spaces within and near classrooms, and the clustering of grade-level classrooms will enhance the district's ability to continue implementing this model. Finally, the district is interested in collaborating with the design team to explore ways that the building itself might be used to support math learning. We envision interactive architectural features that support the development of critical mathematical skills like early numeracy, pattern recognition, spatial reasoning, and problem-solving.

Design Response

Instructional spaces serving Mathematics will possess the same features and support spaces as English Language Arts. The design team will explore ways that the building itself may be used to support learning for specific programs.

Science

Current Practices

Wilmington public schools adopted the Elevate Science program as our core instructional tool for grades K-5. The phenomena-based science curriculum immerses students in the inquiry process and hands-on learning experiences. The program organizes science learning around phenomena-based, real-world storylines called Quests. The storyline of the Quests leads to hands-on labs. Students then synthesize lab experiences and present their explanations. The program uses text, inquiry notebooks, and digital learning. The district adopted this program just before the pandemic, and therefore, the hands-on components of the program were minimally used. Since then, we have prioritized the hands-on lab experiences for our students because we recognize the value of learning by doing.

The MA Science and Technology/Engineering (STE) Curriculum Frameworks are an adaptation of the NGSS standards based on the Framework for K-12 Science Education. The Frameworks put forth a vision for all students to have access to quality science experiences. To support learning experiences with phenomena, classrooms must provide opportunities for students to collaborate, investigate, design, observe, react, inquire, formulate questions, gather data, gather, collect, and use evidence, and make connections to their prior experiences.

Phenomena-based science instruction is hands-on, inquiry-based, and exploratory, with the goal of developing in students the knowledge, skills, and habits of scientists and engineers. At the elementary level, formal science instruction typically occurs during 30-60-minute blocks two or three times a week. While teachers have been very resourceful in using the existing classrooms and common spaces for science instruction, the limitations of those current spaces pose significant challenges. Due to a lack of a designated science space, teaching models and manipulatives must be dismantled and rebuilt between science lessons, which often means a loss of continuity, time on learning, and teacher prep time.

Proposed Changes

Wilmington's science curriculum assumes a teacher's ability to set up differentiated, inquiry-based, material-intensive science experiments that children can implement and observe in the classroom. It also assumes the ability to teach in cooperative, small-group learning teams. Currently, classroom space limitations and a lack of break-out space often necessitate using the hallway, gym, or cafeteria for science instruction. A goal for the district is to have educational facilities that allow staff and students to fully realize this kind of science learning.

The district envisions this type of project-based, investigative learning taking place in classrooms and extended learning spaces, both equipped with the following.

- Storage space for science kits being used for a particular unit, including both durable materials and consumables
- Water available with a sink deep enough to facilitate cleaning equipment and filling large basins of water for activities like buoyancy experiments
- Access to robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities
- Ample counter space to display student work, place ongoing works in progress, and/or for set-up purposes

Design Response

Instructional spaces serving Science will possess the same features and support spaces as English Language Arts.

Social Studies

Current Practices

The district recently completed a review of elementary (K-5) social studies curriculum and instruction in June 2022. The goal was to ensure more consistent practices and to align with the recently revised *Massachusetts History and Social Science Frameworks* (2018).

At the elementary level, social studies instruction typically takes place during 30-60-minute blocks of daily time. Most teachers alternate between science units and social studies units during the school year. Grades K-2 and 4-5 implement McGraw-Hill's *Impact Social Studies (2020)*, and Grade 3 uses Gibbs-Smith's *Massachusetts, Our Home (2020)* as the basis for Social Studies instruction.

The current social studies units are aligned with the grade-level content prescribed in the Massachusetts curriculum frameworks. While engaging with the content, the curriculum focuses on developing the students' critical skills necessary to become engaged, informed, responsible citizens.

IMPACT Social Studies teaches the art and strategy of inquiry as teachers model how to ask questions and do research. Students learn how to analyze sources and consider multiple perspectives as they think critically about problems, events, places, and people. Each chapter inquiry project is designed to engage students by encouraging them to ask questions and look for answers while providing opportunities for students to work together collaboratively.

Both programs, Impact, and Massachusetts Our Home, require students to work in various instructional settings: whole class, small group, and with partners. It will be important to ensure classrooms are designed to accommodate all settings.

Proposed Changes

We do not anticipate any changes to the social studies programming in the next five years that would impact the planning of the design phase of this building project.

Design Response

Instructional spaces serving Social Studies will possess the same features and support spaces as English Language Arts.

World Languages

There are currently no world languages offered as part of the Wilmington Public School elementary curriculum. If a world language program were to be added in the future, instruction would take place within the general education classroom, so designated space would not be required.

Academic Support Programming Spaces

English Language Education (ELE)

Current Practices

Wilmington is committed to equity for all learners and provides instruction that honors and draws upon students' and families' cultural and linguistic assets. We are proud to be a multilingual community of learners who speak over thirty-five home languages. The English Language Education (ELE) program model is Sheltered English Immersion (SEI), which includes direct English language instruction with licensed ESL teachers and content area instruction in the general education classroom with teachers who have earned the SEI endorsement.

Educators use grade-level Massachusetts Curriculum and WIDA ELD Standards frameworks to provide English language instruction and assessment for multilingual students. WIDA Prime has

reviewed ESL Curriculum resources (Reach, Inside, and The Edge) for correlation to WIDA Standards. ESL instruction in Wilmington also uses supplemental texts and materials aligned to grade-level content themes and curricula. Through shared responsibility and collaboration, educators in grades Pre-K -12 provide rigorous instruction for multilingual learners at all levels of English language proficiency to meet the program's primary goal: *to provide quality, research-based English language instruction that ensures multilingual learners develop the advanced social and academic language skills necessary to succeed in school and become active, involved members and leaders in the community.*

Wilmington Public Schools envision maintaining the ELE program at all locations and providing appropriate resources and staffing for the enrolled English learners. Two full-time teachers currently support four elementary and two early childhood schools. The ESL Curriculum Team leader teaches English learners in grades 6-12 at the middle and high schools. English learner rosters at each school may fluctuate according to English language proficiency assessment results on the ACCESS, MODEL, or WIDA Screener. ESL teachers adapt their schedules and time at each school to accommodate the number of students who enter and exit the program.

ESL is its own content area and requires a designated instructional environment conducive to language acquisition and sociolinguistic growth. The current ESL program at each building consists of multi-age pull-out instruction in small, often shared, spaces, such as offices, storage areas, and sectioned-off areas of classrooms. With limited space and background noise, ESL teachers cannot provide the range of instructional activities necessary for active language practice, such as multisensory experiences, kinesthetic activities, and tasks that involve choral language production.

In addition to limited instructional space, there is currently no designated area for one-on-one screening for students new to the district. There is also no area for parent-teacher meetings with interpreters present nor a specific space to assist multilingual families with the registration process.

Proposed Changes

Regardless of the configuration of a new building, Pre-K-K, Pre-K-3, or Pre-K-5, staffing, and scheduling will continue to be determined based on the number of English learners at each school and grade level. If the school configuration is Pre-K-K or Pre-K-3, it will be essential to have one dedicated ESL classroom where students can receive small-group instruction. The space would also serve as an office and storage space for the ESL teacher. If the configuration is a Pre-K-5 school, two dedicated ESL classroom spaces will be necessary: one in the Pre-K-2 area and one in the grade 3-5 area.

Each space dedicated to ESL instruction would accommodate small group instruction for 1-15 students. A flexible learning environment will allow the ESL teacher to provide English language instruction activities that may include groups of multi-age learners and heterogeneous groups of English learners and peer models. English language instruction often involves observations, discussions, and reports on the outside atmosphere. An appropriate space would include one with plenty of natural light and windows to facilitate language practice related to temperature, wind speed, weather, and changing seasons. A sink, projector/Smart Board, plenty of electrical outlets, and movable furniture would also support learning and flexible instructional groups.

In addition, Wilmington Public Schools strives to provide engaging academic and social-emotional learning for all learners. Many multilingual learners may require additional social-emotional considerations, such as those new to English who have recently moved or have experienced cultural dissonance or trauma. An instructional space that allows some anonymity and considers the mental well-being of multilingual learners would be located in an area of the building with less foot traffic but convenience to other classrooms, the health office, counselors, and restrooms. The learning space could also be an alternative meeting place for social activities, student lunch, and after-school activities. English learners require a quiet space for English proficiency assessments (WIDA Screener, MODEL, and ACCESS) but also room to make noise and take risks with social and academic language. Proximity to other classrooms and offices should be a consideration as they should be a part of the learning community.

Wilmington's ELE parent/family collaboration and professional learning opportunities are evolving and ongoing. Therefore, the ESL space would also serve as a meeting place for small groups of parents to meet as a school-based English learner parent advisory council (ELPAC) or for educators to conduct data reviews and professional learning groups.

Design Response

The preferred option positions these spaces within the connector between grade level teams and in the same location on each floor. The project contains similar sized and located spaces embedded on other grade level teams, but positioning one English Learner classroom in the same location on each floor is meant to accomplish two goals: allow each grade level to have an EL classroom so that travel distances for students receiving supports are as short as possible and be predictable, easy wayfinding for students who are often experiencing major transitions in their lives. When an English Language Learner progresses from one grade level to the next, the overall building layout and the location of this classroom will be predictable and, hopefully, not contribute to the set of new experiences that they must adjust to year to year.

These spaces have been sized to accommodate smaller groups up to 15 and a range of instructional activities and will be designed with the dignity of students at the forefront.

Student Counseling and Support Services

Current Practices

The Counseling staff at the Wilmington Public Schools are integral to a student's educational experience across all domains. Specifically, the counseling staff at the elementary level promotes the academic achievement and social/emotional development of all students through the use of data-informed tiered interventions, which include large group, classroom, small group, and individual interventions. The clinical staff at the elementary level consists of school counselors, school psychologists, and social-emotional learning (SEL)/family engagement specialists.

Each student has access to the School Counselor in each elementary building who provides counseling to students (individual, small group, whole group). The School Counselors also consult and collaborate with parents, staff, and outside care providers, providing crisis response services and family outreach. Currently, there are six School Counselors at the elementary level, one per building, three being on the Northside of town as follows:

- 1.0 School Counselor at the Wildwood ECC
- 1.0 School Counselor at the Woburn Street
- 1.0 School Counselor at the North Intermediate

We currently have three district School Psychologists, shared among the six elementary schools, who are available to assist with educational and psychological evaluations and provide individual counseling to students on Individualized Education Programs (IEP) and crisis intervention at each elementary school. Therefore, the North side of town has the equivalent of 1.5 FTE School Psychologists.

The district has 2.0 Social Emotional Learning (SEL)/Family Engagement Specialists who provide wellness support, case management services, and resources to students and families, including assisting families navigating the medical, mental health & social service systems with district-wide alignment, providing acute mental health intervention for students & short-term crisis counseling with high-need students, supporting district-wide SEL programming and coaching to staff and Intensive/high-need student & family case management district-wide.
Currently, there are:

- 1.0 allocated to 6 elementary schools (.5 at Wildwood, North, and Woburn Street)
- 1.0 allocated to the middle school and high school

Proposed Changes

The clinical staff are key members of a multidisciplinary team that is able to work with students in the office setting, in classrooms, and small groups throughout the building. Creating welcoming and confidential spaces with designated areas for students to have sensitive discussions with

clinical staff members is imperative at the elementary level. Having specific counseling offices and areas to provide small peer social groups allows designated safe spaces for students to go to for social, emotional, or behavioral support. These areas would allow for staff consults and parent/outside provider phone calls and meetings.

The following options below provide for the recommended spaces needed for clinical staff based on FTEs, as each individual would need their own space:

Pre-K - Grade 5 (755 students + Pre-K):
School Counselor: 3.0 FTE
School Psychologist: 1.3 FTE
SEL/ Family Engagement Specialist: 0 .5 FTE

Pre-K- Grade 3 (510 students plus Pre-K):
School Counselor: 2.0 . FTE
School Psychologist: 0.8 FTE
SEL/Family Engagement Specialist: 0 .4 FTE

Pre-K- Kindergarten (130 students + Pre-K):
School Counselor: 1.0 FTE
School Psychologist: 0.3 FTE
SEL/Family Engagement Specialist: 0 .2 FTE

Social Emotional Learning

The Wilmington Public Schools is committed to providing a comprehensive, inclusive, evidence-based social-emotional learning model to incorporate the five (5) core competencies from the Collaborative for Academic, Social, Emotional, and Learning (CASEL) framework. The social and emotional environments of the classroom at the elementary level profoundly impact a student's ability to learn. Creating affirming and safe environments for students to develop the essential competencies is vital for all students to feel successful. A supportive classroom environment includes:

- Community-building
- Creating a sense of belonging and emotional safety
- Student-centered discipline

Resource: **CASEL SEL in the Classroom**

Below is a sample of some of the evidence-based practices that are integrated into most of the elementary classrooms and/or small group settings:

Positive Behavioral Interventions and Supports (PBIS): PBIS is a prevention framework for establishing and sustaining effective school-wide and individual behavior supports needed to enhance academic, social, and behavioral outcomes for all students. The district supports capacity building, implementation, and sustainment of PBIS across a multi-tiered support system (MTSS).
Tier 1: Tier 1, or Universal Level, refers to environmental, social-emotional, behavioral, and academic supports provided schoolwide to all students. These supports are delivered by all staff in the building to all students and include:

- Use of a common language and clear positive expectations of a behavior such as responsibility, respect, safety, and kindness
- Defined expectations for specific locations and routines such as arrival, recess, classrooms, hallways, and cafeteria, that are explicitly taught using lesson plans and student activities
- A common academic curriculum and additional social, emotional, and problem-solving skills taught throughout the year
- A common acknowledgment system to reinforce the expected behaviors and celebrate as a community
- The use of a consistent response system with a clear flow chart for responding to unexpected behaviors with distinctions and definitions for staff-managed vs. administrative-managed behaviors and a system for staff to collect data on behavioral incidents
- Data (behavior, surveys, attendance, academics, etc.) is collected, reviewed, and used to action plan throughout the school year to improve the environment and supports for students, staff, and families
- A representative building-level team reviews data, creates student practices, and builds systems to train, coach, and support staff with implementing PBIS in the building

Tier 2: Tier 2 or Targeted Level refers to extra targeted support for struggling students. These include:

- Specialized groups or "check-ins" that provide students with increased structure, frequent feedback, acknowledgment, and enhanced teaching of self-management, organizational, relationship, and decision-making skills.
- Students receiving Tier 2 support continue to receive all of the support and interventions at the Tier 1 level as well.

Tier 3: Tier 3, or Intensive Level, is focused on individual students who need individualized support and services due to ongoing academic, behavioral, or social-emotional concerns.

- Students receiving Tier 3 support receive all of the support and interventions at the Tier 1 and 2 levels as well.

Resource: Step 1.1 Design a Safe Environment (Pg. 11): **Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators**

The Center on PBIS Positive Behavioral Interventions and Supports

Panorama Education: The district has partnered with Panorama Education, a universal SEL assessment tool and data system to help educators understand student's SEL competencies and provide the appropriate tiered interventions. Universal screening occurs at the elementary level two times a year to monitor district, school, and student SEL data in an ongoing way to target trends and themes. Staff utilizes a professional learning library "playbook" with targeted classroom strategies/lessons to enhance the classroom environment. The following domains are available in the playbook to support students across all the tiers to improve student outcomes:

- Attendance
- Behavior
- Climate
- ELA
- Mathematics
- Social Emotional Learning

Resource: Panorama Education

The Massachusetts Aggression Reduction Center (**MARC):** MARC, out of Bridgewater State University, provides prevention programs, services, research, and resources to schools and families. Preventative lesson plans are used to create a school climate that promotes safety, civil communication, and respect for differences and for others. This curriculum also builds on the skills of staff members to prevent, identify, and respond to bullying. The focus of the MARC program is on:

- Supporting social and emotional adjustment in children, including ways to eliminate bullying and cyberbullying
- Fighting
- Bias and diversity
- Peer relationships
- Screen and social media use

Resource: Massachusetts Aggression Reduction Center Bridgewater State University

Responsive Classroom (RC) Morning Meeting: RC is an evidence-based approach to teaching and student-centered discipline that fosters social-emotional development and focuses on four key domains:

- Engaging academics
- Positive community
- Effective management
- Developmental awareness

Explicit teaching practices and lessons are developmentally interactive, use common language, provide students with choices, establish routines, and build a sense of community within the

classroom setting. These practices foster cooperation, responsibility, self-control, empathy, and independence to increase learning. Starting the day with a structured morning meeting is essential to create a safe learning environment and to practice appropriate social skills. The following four (4) components are incorporated into the morning meeting:

- Greeting
- Sharing (around the circle, partner or dialogue)
- Group activity (song, chant, poem game or other)
- Morning message

Resource: Responsive Classroom

Zones of Regulation: A curriculum to foster self-regulation and emotional control to help students think and talk about their feelings. Students learn to identify how they are feeling and use strategies to regulate their emotions to help meet their goals and task demands. The curriculum, including supplementary resources and visual, uses the four (4) Zones of Regulations to sort feelings, states of alertness and energy levels:

- **Blue** Zone: Sad, Bored, Tired, Sick
- **Green** Zone: Happy, Focused, Calm Proud
- **Yellow** Zone: Worried, Frustrated, Silly, Excited
- **Red** Zone: Overjoyed/Elated, Panicked, Angry, Terrified

Resource: Zones of Regulation

Design Response

The preferred alternative distributes associated spaces in a centralized location along the north-south connecter on each floor between grade level groupings It has been located to be convenient to instructional spaces where students are most likely to need this kind of space.

Health Services

Current Practices

School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals to develop their full potential. Care is provided during regular school hours following the guidelines for policy and practice outlined in the MA DPH Comprehensive School Health Manual. Each elementary school has a full-time nurse. Nurses address the three main components of school health: health services, health education, and a

healthy school environment. Through these critical components, school nurses support the school's academic mission while promoting and improving students' health. Nurses provide skilled care based on assessment of student and staff complaints of illness and injury. Nurses create healthcare plans for students with identified medical issues to address their specific needs. Nurses serve as key support for families seeking resources for concerns such as food insecurity, mental health issues, and substance use. Throughout the course of a day, nurses distribute medications, perform diabetic testing, perform vision and other medical screenings, and address immediate health needs. There is limited or no space to allow for needed resting areas in the current nurses' offices. In addition, space is lacking for confidential health discussions or phone calls.

Proposed Changes

The provision of larger, purposefully designed health office space with identified storage, student rest areas, and nurse work areas that are both calming and confidential will allow the nurses in the building to provide efficient and student-centered nursing care. Nurses will have increased visibility of students of all ages while resting. Wilmington envisions integrating school-based health services, along with collaboration with staff, families, and outside care providers, to maximize student health and learning. In addition to space for traditional nursing tasks, students with medical conditions such as type 1 diabetes will have an allocated space specifically designed for their care needs. The newly designed building will allow for greater communication, space for family outreach, and student health education. Consideration will be given to the ever-increasing role of technology in the delivery of care and will include space for data entry into student medical records.

Staffing Levels	FTE
Pre-K-K	1.0 FTE
Pre-K-3	1.0. FTE
Pre-K-5	2.0 FTE

Design Response

The preferred alternative positions the medical suite adjacent to the main administrative area. This may not be the final location with more discussion necessary in schematic design. It has been located here to be convenient for students, particularly because of its proximity to the cafeteria when students are likely to need to take medications and because of its proximity to the gym where injuries may occur. This location is also convenient in situations where students need to be picked up to go home or if emergency responders are necessary.

Extended Day Learning

Extended Day Program: CARES

The Wilmington Public Schools provides a tuition-based before and after-school Extended Day Program (CARES) for children enrolled in the Wilmington Public Schools. The program is open five (5) days a week when school is in session. The Before School program begins at 6:45 a.m., and the After-School program is open from school dismissal to 5:30 p.m.

The CARES Program also offers February and April programs during school vacations at the Woburn Street School and a seven (7)-week Summer Program at the North Intermediate School. Historically, the school vacation weeks have averaged 120 students per day. The 2023 Summer Program had 226 students enrolled, with an average of 130 students per day.

The Before School program exists at five of the six elementary school sites. It serves a relatively smaller number of children (ranging from thirteen (13) students at Boutwell to seventy (70) students at Woburn Street) in their home school. Currently, Wildwood has no students enrolled in the before-school program since this school day starts at 7:45 a.m.

Before School Extended Day Site	# of students enrolled
Boutwell	13
Wildwood-pre closure/time change	42
Shawsheen	46
Woburn Street	70
North Intermediate	33
West Intermediate	24

The After-School program serves approximately 403 students and is housed at (five) 5 sites:

After School Extended Day Site	School Population Served	# of students enrolled
Boutwell	Boutwell	44
Wildwood @ North	Wildwood	43
Shawsheen	Shawsheen	119
Woburn Street	Woburn Street	118
North Intermediate	North Intermediate	34
West Intermediate	West Intermediate	45

The after-school program is offered at each school location except for the Wildwood school; those students are transported to the North Intermediate School by a yellow school bus.

The extended day program provides opportunities for children to participate in various activities such as arts and crafts, dramatic play, group games, gross motor play, and sensory and science activities. The program also provides quiet spaces for reading and completing homework. The program uses a combination of dedicated spaces, such as classrooms, the gym, the cafeteria, the art room, the music room, the library, athletic fields, and playgrounds.

The extended day program is overseen by the Program Coordinator, Assistant Program Coordinator, five (5) Site Coordinators, and two (2) Site Apprentices. The Program Coordinator and Assistant Program Coordinator have dedicated office space at the North Intermediate School on the lower level of the building and an adequate size storage room.

Site Coordinators/Apprentices currently use shared space on the stage of each building that is used as office and storage space. Since it is a shared space, CARES personnel are often required to relocate staff equipment to accommodate school meetings, assemblies, and programs. The program employs approximately 54 part-time staff members, including Group Leaders and Leaders in Training.

Currently on the North Side of Wilmington:

The Before School program is held at the Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School. The before-school program at Wildwood Early Childhood Center currently has no student enrollment due to its early start time.

The CARES Program service ranges from thirty-three (33) students at the North Intermediate School to seventy (70) students at Woburn Street School in their home schools. The program employs two

(2) full-time Site Coordinators, three (3) full-time Site Coordinator Apprentices, and eleven (11) part-time staff that consist of Group Leaders.

Current Daily Staffing:

North Intermediate and Wildwood CARES programs share personnel and rotate staffing throughout the day.

Wildwood School, Grade K- One (1) full-time Site Coordinator that oversees the one (1) full-time Site Coordinator Apprentice, three (3) part-time Group Leaders, and two (2) part-time Leaders in Training, for seven (7) total staff.

Woburn Street School Grades 1- 3- One (1) full-time Site Coordinator that oversees, two (2) full-time Site Coordinator Apprentices, six (6) part-time Group Leaders, ten (10) part-time Leaders in Training, for 19 total staff.

North Intermediate School, Grades 4 - 5- One (1) Site Coordinator, four (4) part-time Group Leaders, and two (2) part-time Leaders in Training, for seven (7) total staff.

Proposed Changes

The ideal configuration would be the Pre-K-5 configuration but the following information applies to all possible building configurations.

Building Access:

In consideration of safety, monitoring, and access, in the new building, the CARES Program would ideally be in a dedicated area. The location would require a parent pin pad entry in the program wing for parents dropping off and picking up their children.

Secure Office and Meeting Spaces:

Office space is needed that is large enough for the Program Coordinator and Assistant Coordinator. Shared office/workspace is needed for Site Coordinators and Apprentices, to allow for storage of supplies and equipment as well as private meeting space.

The program also requires a large storage area (8x8) to accommodate CARES-specific program equipment and supplies for vacation programs:

- Nursing/first aid supplies
- Water play equipment
- Sports/recreation equipment
- Arts and crafts materials

Program Space Requirements:

The program will continue to use shared spaces such as the art room, library, gym, and cafeteria. The continual use of classroom spaces are needed for students to do homework, read, and participate in quiet/calm activities.

CARES is a year-round program that requires seasonal HVAC support, including air conditioning, a designated area for CARES students during check-in at dismissal with access to the outdoors away from buses and car riders, and outdoor space that includes a canopied area for shade and picnic tables, a playground, ball field and field space for free play.

Pre-K–5 Building Student and Staff Population:

The North side extended day program currently serves approximately 103 students before school and 195 students after school. To operate the program successfully, the program requires:

Program Coordinator, Assistant Program Coordinator, two (2) Site Coordinators, two (2) Site Coordinator Apprentices, approximately 13 Group Leaders, and 14 Leaders in Training for 33 total staff.

Pre-K–3 Building

The North side extended day program for a Pre-K-3 would serve approximately 70 students before school and 161 students after school. To operate the program successfully, the program requires:

- 1 (one) Site Coordinator, 2 (two) Site Coordinator Apprentices, 7 (seven) Group Leaders, and 7 (seven) Leaders in Training for 17 total staff.

The Program Coordinator and Assistant Program Coordinator will continue to reside in the North Intermediate School.

Pre-K-K Building

The North side extended day program for a Pre-K-K building would serve approximately 40 students before and after school. To operate the program successfully, the program requires:

- One (1) Site Coordinator, three (3) Group Leaders, and two (2) Leaders in Training six (6) total staff.

The Program Coordinator and Assistant Program Coordinator will continue to reside in the North Intermediate School.

Design Response

The preferred alternative has dedicated spaces to serve the Cares Program positioned on the public side adjacent to the gymnasium, cafeteria, flex space and main entry. The art and music rooms are positioned on the public side as well as the library and technology classrooms on the second level of the project to be easily accessible to students participating in the Cares program if desired. Similarly, the District and the Design Team expect to continue programming discussions about the features of the Library, Technology classrooms, extended learning areas, and outdoor spaces to ensure that they can support the range of enrichment activities described above.

Summer Enrichment Programs

Current Practices

Wilmington Public Schools currently offers a summer enrichment program primarily for intermediate and secondary-level students. The summer enrichment program is housed in high school and middle school.

The Wilmington Recreation Department provides program offerings housed within many schools in the district throughout different times in the summer. Offerings and locations vary from year to year.

While the CARES program typically runs at several schools in the mornings and afternoons during the school year, the program moves to the North Intermediate School for all Wilmington students who are enrolled in the summer program.

Proposed Changes

A new building will likely be the facility that houses the summer CARES program, particularly if the configuration is either Pre-K-3 or Pre-K-5. As identified in the section above, a consolidated building would provide an ideal space to house the CARES program throughout the year and during the summer as well. The facility would ideally be climate-controlled since it will house students throughout the summer months.

Design Response
The preferred alternative will support the Summer enrichment program similar to the Cares Program.

Teacher Planning

Teacher Planning Spaces and Planning Times

Current Practices

Each elementary teacher by contract receives five (5) unassigned periods of 45 minutes duration, per week. The unassigned preparation time is typically provided when the elementary specialists meet with students.

Ideally, specialist subjects are scheduled to provide common planning time for grade-level teachers and the opportunity for teachers to collaborate with colleagues. Currently, this is only successful in buildings that maintain full-time specialist teachers. Woburn Street School and Shawsheen Elementary (on the West side of town) are the two buildings with enrollment that support the assignment of full-time specialists. The other schools, Wildwood and North Intermediate, share specialists, which significantly limits the scheduling flexibility and does not allow for common planning time.

When considering teacher planning, several activities must be considered. These include, but are not limited to:

- Extensive and frequent data meetings throughout the year
- Special Education Team meetings
- Consultation with curriculum coordinators and special education team chairs
- Professional Learning Community (PLC) work
- Spaces to facilitate teacher collaboration

Teacher collaboration and preparation spaces are severely limited in all three schools at the current time. The Wildwood Early Childhood Center is currently housed in two locations, the Middle School and West Intermediate School. Given the relocation of Wildwood after the school closure, space for teacher planning and collaboration is minimal, and staff are physically located in two separate buildings. There is one conference room primarily utilized for special education team meetings. Teacher lunch and workspaces are shared with the host schools. Collaboration space is non-existent.

Woburn Street School has a small conference room that is also used for special education meetings. The teachers' lunchroom doubles as a workspace. There is no dedicated space for teacher collaboration. When data meetings are held, the multiple teachers rearrange furniture within their shared classroom to accommodate the dozen-plus adults who sit in primary student-sized chairs and tables.

North Intermediate School has a conference room, but there are offices from the space, so students and staff need to walk through the space where the conference table is during meetings. Additionally, North Intermediate School has a classroom space that was formerly a computer lab, now used as a space for data meetings. The space also houses the district K-5 STEM Coordinator and K-5 Literacy Coordinator. In addition, the laminator, die-cut machine, paper cutters, etc., reside in the space. Even though it is multi-purpose, the space is well-suited for holding data meetings at North Intermediate School. Overall, the district has limited space for meetings, collaboration, and preparation.

Proposed Changes

In the future, we hope to increase the opportunity for teacher collaboration time through increased specialist offerings and dedicated space. If we move forward with a consolidated building project, reducing specialists' travel time will also allow for more flexibility in scheduling, increasing opportunities for grade-level common planning time. Having dedicated space for teams to plan and collaborate will be important. In addition, there is a need for a private, professional space where teachers can make a phone call or participate in a virtual meeting. Teacher collaboration space should be in the general area of their grade-level classrooms. Well-

equipped teacher workrooms will also be necessary to allow for efficient planning and material preparation.

Design Response
The preferred alternative includes teacher collaboration suites for each grade level area grades 1-5, and a shared one on the first floor for PreKindergarten and Kindergarten. These suites have been positioned to allow for easy access by faculty, staff, and other professionals. Each suite is designed with production areas, planning and collaboration, and include a wellness space for private calls and lactation. Like all instructional spaces, these suites have direct access to daylight and views.

Professional Development Practices

Current Practices

Professional Development (PD) in the Wilmington Public Schools is designed to support all staff's continuous professional growth and development. A Professional Development Committee (PDC) is formed each year. This committee is a representative group of Wilmington Educators that meets monthly to plan and monitor professional development activities and serve as a conduit between educators and the district's curriculum leadership team relative to professional development needs. In addition to planning the full-day professional development program, the PDC gathers feedback and approves professional development requests. A Wilmington educator and the Assistant Superintendent for Curriculum and Staff Development co-chair the PDC.

The district typically has two full professional days prior to the arrival of students at the beginning of the school year. The first day is related to the opening of schools and the kick-off of the school year. The second day is dedicated to PD, which is planned by the PDC. Four early release days throughout the year are referred to as Curriculum Improvement Time (CIT) Days. Staff are required to stay for an additional hour on these days. Because of the eight schools' varied start and end times, there are approximately two hours of common time shared by all schools that can be used for district-wide professional development. In addition to the four (4) CIT days, one (1) additional early release day each year is dedicated to professional development. However, unlike the CIT days, this day is not extended by an hour, so there is minimal time when all district staff is available at the same time. Therefore, this early release day is typically for building-based professional development.

Professional development is sometimes embedded in the school day to support implementing new initiatives and/or curriculum programming. This type of professional development requires significant substitute coverage, but given our limited time for PD, it is the most effective way to ensure the teachers receive the required training. Given our limited substitute pool, this is especially

challenging to support within the district. Additional challenges include finding a spot for the trainer and the team because classrooms are full when school is in session. We sometimes reserve a large instructional space at the high school, but that often displaces students, and time is wasted traveling to and from the site.

The district also provides a great deal of optional professional development sessions after school. Teachers who participate earn inservice credit. These sessions are both in-person and virtual, and many are now asynchronous. The district also runs a comprehensive induction and mentoring program that supports teachers new to Wilmington during their first three years. Finally, the district supports teachers' growth by sending individual educators and teams to high-quality workshops and courses offered by outside organizations.

Proposed Changes

A consolidated school would reduce the number of schools with different start and end times, allowing for early release time to be used far more efficiently. Ideally, a new school building would have a space dedicated to professional development that could accommodate approximately forty (40) people. If it had the option of a retractable wall that could divide the space into two sections, each seating twenty (20), it would allow the space to be used simultaneously for more than one purpose. A data meeting and a special education meeting could happen concurrently during the day, or the partition could be opened to accommodate a professional development training or staff meeting. Space for professional development should also be well-equipped with appropriate technology for adult learning.

In addition, it will be important that professional development be provided to ensure staff know how to fully access and utilize the features of a new building. We are currently providing professional development related to math workshops, incorporating stations and small group rotations. The new classroom sizes, configuration, break-out spaces between classrooms, and extended learning spaces will allow this to happen more readily, but teachers will need coaching on how to best utilize the new space. They will need support in reenvisioning curriculum delivery in other subjects as well. Discussions are ongoing about this topic, and more information will be provided in the PSR submission.

Design Response
The preferred alternative includes teacher collaboration suites for smaller group work, conference rooms and a flex space for larger professional development groups. The design and use of spaces within the preferred option will continue with user groups during Schematic Design.

Pre-Kindergarten

Wilmington Public Schools' plan for preschool programming is to have two half-day preschool

classrooms with one full-day preschool classroom, ensuring a continuum of services for the students of Wilmington.

Current Practices

Wilmington Public Schools currently offers half-day integrated preschool programming for students aged three to five. The program is designed to expose students to school readiness, pre-academic skills, opportunities for language development, and social interactions with peers. As with other district elementary and early childhood programming, students are assigned to a school based on their home address. The two schools currently offering preschool are the Boutwell Early Childhood Center and the Wildwood Early Childhood Center. The program utilizes a district-wide academic curriculum aligned with state standards. Related services staff, such as speech-language pathologists, occupational therapists, BCBAs, and physical therapists, can consult with classroom teachers and provide services.

Each of these schools currently has two integrated preschool classrooms running two sessions each. The classes are taught by special education teachers, each supported by an educational assistant. Sessions run 2.5 hours daily, Monday through Thursday, with sessions offered in the morning or afternoon. Classroom composition includes both students with identified disabilities who receive special education services as well as typical peer models. These community peers are selected for the program through a lottery system and pay monthly tuition. Class sizes ranges do not exceed fifteen students.

Proposed Changes

Before the pandemic, the Wilmington Public Schools offered families half-day and full-day Integrated Preschool options. The full-day program was designed primarily for those students aged four turning five in their pre-kindergarten year who might require more exposure to school readiness and/or oral language skills and additional peer interaction. These classes ran for five and one-half hours, four days per week, with one class at each Early Childhood center.

The district proposes reinstating this model as one component of the Integrated Preschool Program. This would involve the addition of one full-day classroom with a teacher and an educational assistant serving students with disabilities as well as typical peers from the community. Adding this program would ensure that Wilmington provides various options to best meet the student population's needs.

Design Response
The preferred alternative includes a Pre-Kindergarten grade grouping similar to those described for the upper grades levels. Prekindergarten is located on the first level adjacent to a dedicated playground. Dedicated parking just outside a vestibule with a transitional area support drop off

and pick up of the youngest learners. Three integrated classrooms provide instructional spaces serving a wide range of learning environments intended to support the overarching educational philosophy of Universal Design for Learning and more specifically the typical instructional practices of whole group, small group, and targeted interventions through the Multi-tiered System of Supports. The environments beyond the classroom include special education classrooms, small group rooms, extended learning spaces, and outdoor learning environments. The preferred alternative positions these spaces immediately adjacent to one another with strong visual and physical connections between them to ensure their effectiveness and ease of use.

Kindergarten

Current Practices

Wilmington Public Schools offers free, full-day kindergarten for all students in the district who will be five years of age before September 1st of that school year. Students are assigned to one of the district's two Early Childhood Centers (ECC) based on their address. At the Wildwood ECC, there are currently seven kindergarten classrooms. Each classroom has a full-time teacher and educational assistant.

Within the school day, in addition to academic instruction, students participate in various play-based learning activities with their peers. Some of these are within the classroom setting, requiring additional furniture and materials, including but not limited to dramatic play, blocks/building, STEM, and sensory spaces. Outdoor play is an important component of the program, with students accessing outdoor play space each day, weather permitting. At times, students also utilize outdoor spaces for learning, participating in lessons with classroom and/or specialist teachers.

All students receive their core instruction within their assigned homeroom class, including English language arts, mathematics, science, social studies, and social-emotional curriculum. Content is provided through a mix of whole and small-group instruction and station-based activities. Station-based activities include activities that reinforce concepts taught in various subjects, providing time for practice and application of skills. Early literacy and early numeracy data collected throughout the year help teachers determine what types of stations would be most beneficial for students. These stations occur at tables where small groups of students can rotate through. These stations typically change weekly. Intervention supports are available for all students, with a full-time reading specialist and half-time math interventionist providing services for kindergartners at each ECC. These services are provided through a mix of push-in and pull-out sessions based on student needs. Tier II support for students is also available through the school counselor in the areas of social-emotional learning and behavioral support.

Special education services are available to those students who qualify and require assistance in areas such as speech and language, occupational therapy, or academic support. Each ECC has one

special education teacher who supports students through an inclusion-based model. Additionally, there are sub-separate programs for those students with disabilities who require intensive programming to make effective progress, which is described in more detail in the Special Education sub-section below. Currently, there are three of these classrooms at the Wildwood ECC.

Kindergarten students participate in instruction within the unified arts, including Physical Education, Music, Art, and Library. Students access each program once weekly, with Physical Education programming offered to kindergarten students twice weekly. Unified Arts instruction takes place within specialist-specific classrooms, including the gymnasium and library.

Proposed Changes

The Wilmington Public Schools plans to lengthen the school day for kindergarten students should the district move to a consolidated elementary school model, bringing the school day in line with the time for students in grades 1-5. This would add fifty (50) minutes to the current kindergarten schedule, resulting in a school day totaling six hours and twenty minutes. This would allow students a longer school day, providing additional time for academic content and more time for play and exploration. Kindergarten specialist subjects would increase from 30-45 minutes to align with grades 1-5. The additional 25 minutes would be allocated throughout the school day with input from teachers and administration. Not only would this increase the time on learning for students, but it would most efficiently utilize the bussing system, running the elementary school route only once for all students enrolled on the North side. This change would impact only the Pre-K-3 and Pre-K-5 school models, with the five-hour thirty-minute day remaining in place should the district decide to maintain a Pre-K-only building. Providing dedicated space for Art, Music, Physical Education, Health, and Library will be a priority in a new building.

Design Response

The preferred alternative includes a Kindergarten grade grouping similar to those described for the upper grade levels. Kindergarten is located on the first level adjacent to a shared lower elementary playground and outdoor learning areas. Seven classrooms provide instructional spaces serving a wide range of learning environments intended to support the overarching educational philosophy of Universal Design for Learning and more specifically the typical instructional practices of whole group, small group, and targeted interventions through the Multi-tiered System of Supports. The environments beyond the classroom include special education classrooms, small group rooms, extended learning spaces, and outdoor learning environments. The preferred alternative positions these spaces immediately adjacent to one another with strong visual and physical connections between them to ensure their effectiveness and ease of use.

Lunch Programs

Current Practices

The Wilmington Public Schools food services department is dedicated to advancing children's health and physical well-being by providing nutritious meals and encouraging a lifetime of healthy nutritional choices and habits. The elementary cafeterias offer a grab-and-go breakfast that is eaten in the child's classroom. During lunchtime, all meals are consumed in the cafeteria, and there are various healthy lunch options, typically including an entrée, alternate choices, such as whole grain pizza, a vegetarian lunch option, and assorted fresh fruits and vegetables. Gluten-free meals are available upon request.

As a participant in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), the Wilmington Public Schools must serve meals that meet federal meal requirements. Currently, all meals are free for all children. However, we still maintain records if a child qualifies for free or reduced-priced meals. Cashiers utilize the Point of Sale (POS) system to maintain the record of meal counting in the correct category.

Students access their meal account by either using a student ID card or inputting their student ID on the pin pad. Wilmington Public Schools must offer lunch meal components, including a meat/meat alternative, whole grain products, low fat milk, fruits/juice, and vegetables. A reimbursable meal must contain three of the five components, and one component must be a fruit/juice or vegetable.

Current Meals Served Daily by School

School	Breakfast	Lunch	% Before Universal Free Lunch
Wildwood ECC	60 meals (55%)	80 meals (72%)	43%
Woburn Street	132 meals (39%)	256 meals (75%)	48%
North Intermediate	112 meals (47%)	200 meals (84%)	60%

The current staffing for each school consists of Wildwood- two (2) staff totaling seven (7) hours of labor, North Intermediate- four (4) staff totaling 18.5 hours of labor and Woburn Street- five (5) staff members and a total of 27.5 hours of labor.

Wildwood utilizes one serving line and one POS system for two lunch periods. North Intermediate School uses two serving lines and one POS system for two lunches. The Woburn Street School uses

two serving lines and two POS systems for three lunch periods. Additionally, they are the only school with a dish machine. In addition, during lunch, all three (3) schools sell a la carte items for purchase.

All three (3) locations use the cafeteria for lunch. Outside of lunchtime, the cafeteria space is utilized for bus arrival, dismissal, or as an auditorium as needed. It is also used for the CARES program before and after school activities.

Proposed Changes

The future educational program prioritizes a cafeteria that can accommodate all students for lunch service in two (2) seatings (per MSBA guidelines, serving 50% of the student population at one time). The district could benefit from a cafeteria sized according to this methodology in order to allow it to be multi-functional. Still, the district proposes a lunch model that differs slightly from this one, depending on the selected grade configuration. The cafeteria should allow for the rapid flow of student traffic through the point of sale, as well as consider the recycling bins, bottle fillers that students can access, and sinks for hand washing before and after eating. It is extremely important that the new or renovated project provide a dining experience that is inclusive of an acoustically separate yet visually connected dining space adjacent to the cafeteria to support all students' emotional needs.

Pre-K-Grade 5

A school that accommodates children from Pre-K to Grade 5 will have a population of approximately 755 students plus Pre-K students. The recommendation would be to have at least three lunch periods, and the cafetorium would need to be able to accommodate seating for 300 students. Serving this number of students would require at least three separate serving lines with at least three POS stations to adequately service the children. The number of serving lines and POS stations would ultimately be determined by the amount of time allotted for each lunch period.

Staffing hours always reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K- 5 school would need to have approximately 48.5 hours of labor each day and an estimated 12 staff members.

Serving Pre-K in a different location rather than the serving area adjacent to the kitchen would create challenges for staffing and proper meal-serving practices. If this is a consideration, a portable serving line and POS station would be needed in that location. Also, hot portable water would be needed for the board of health requirements.

Pre-K-3

A school that accommodates children from Pre-K to Grade two (2) will have a population of approximately 510 plus Pre-K students. The recommendation would be to have at least two (2) lunch periods, and the cafetorium would need to be able to accommodate seating for 250 students.

Serving this number of students would require three separate serving lines with three POS stations to adequately service the children. The number of serving lines and POS stations would ultimately be determined by the amount of time allotted for each lunch period.

Staffing hours always reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K- 3 school would need to have approximately 33.5 hours of labor each day and an estimated 6-7 staff members.

Serving Pre-K in a different location rather than the serving area adjacent to the kitchen would create challenges for staffing and proper meal-serving practices. If this is a consideration, a portable serving line and POS station would be needed in that location. Also, hot portable water would be needed for the board of health requirements.

Pre-K – Kindergarten

A school that accommodates Pre-K and Kindergarten students will have a population of approximately 130 kindergarten students and Pre-K students. The recommendation would be to have two (2) lunch periods and the cafetorium would need to be able to accommodate seating for 130 kindergarten students and Pre-K students. Serving this number of students would require one (1) serving line and one (1) POS station.

Staffing hours reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K and Kindergarten school would need to have approximately seven (7) hours of labor each day and an estimated 2-3 staff members.

All scenarios should have a commercial dishwasher in the kitchen to reduce waste. All scenarios should have sufficient seating for all children in an area where they can feel comfortable and sufficient staffing, serving lines, and POS stations to expedite serving all children in a timely manner.

In all the scenarios, students will continue to eat lunch in the cafeteria as they currently do, with the exception of Pre-K, which will eat in an extended learning space. The configuration traffic for the serving area should stay as lanes as they currently have, having all options available in each lane to not confuse young students. The population of the building determines the number of staff members, serving lines, and POS stations.

Design Response

The preferred alternative expresses each of the features described above for a PreK-5 configuration. The cafeteria has been positioned near the main entry and main administration areas. It is zoned into different seating experiences while still being easy to supervise. In this concept, the cafeteria has long exterior walls and can double as a holding area for bus pick-up. A key feature is the stage that is shared with the adjacent gymnasium. This provides flexibility for all school gatherings, performances and other events.

Technology Instruction Policies And Program Requirements

Current Practices

Hardware

Carts of Chromebooks are supplied to each elementary school. The North Intermediate School has a cart of twenty-five (25) for each classroom. The Woburn Street School has ten (10) shared Chromebook carts. The Wildwood Early Childhood Center has approximately fifty (50) Chromebooks, some set up as centers in classrooms while others are in carts. Chromebooks do not go home with the students. A pilot program of a cart of touchscreen Chromebooks was deployed this year at the Woburn Street 1st grade. Special Education Program classrooms have their own Chromebooks and iPads. Some students in program classrooms have iPads specifically assigned to them.

Faculty and administration are assigned a PC laptop with a docking station, external monitor, keyboard, and mouse. Administrative assistants have a desktop PC. Classrooms are equipped with interactive projectors and document cameras. Shared access to some robotic hardware is coordinated through the Instructional Technology Specialist. Educational Assistants are assigned a Chromebook.

Black and white networked Multifunction Printers (copiers) are located in each school, providing duplication and scanning. Additional black and white laser printers are scattered in various locations. Each building has one color laser printer, and some have a poster printer.

Classrooms requiring assisted listening access are provided portable units with a teacher-worn microphone and speaker. Larger display Chromebooks are provided to students with vision issues. In some cases, Google Meet or Zoom has been used to display information on a projector to the vision-impaired student's Chromebook.

Staffing

We currently have one dedicated Instructional Technology Specialist who supports the six elementary schools. This staff member collaborates with teachers to support technology integration through co-teaching, model teaching, and lesson planning support. The Instructional Technology Specialist brings coding, robotics, STEM, and Internet safety lessons into the classroom through the classroom teacher. The faculty schedules time with the Instructional Technology Specialists on an as-needed basis.

Technical support is handled by shared district staff with Desktop Technicians (3), a System Administrator, a Network Administrator, and a Director of Technology & Digital Learning managing their needs.

Networking

The Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School have a fully wired and wireless network. Wireless access points are installed in each classroom and common areas. A limited number of wired network drops are located in classrooms, offices, and other locations. The buildings connect to the town fiber optic network via a 10 GB connection. Internet access is shared with other schools in the district via multiple load-shared 1 GB connections. Internet filtering is managed at the firewall level and through Google Management controls.

Proposed Changes

The design of the new building should provide for the following additional features:

- One cart of Chromebooks per classroom at all grades K-5 with a designed location for the cart with electrical power
- Additional Chromebooks and iPads for special education classrooms and programs with dedicated charging/storage stations
- Built-in classroom amplification systems and sound field systems with wireless teacher microphones
- Each classroom and learning space should have an interactive display panel like ClearTouch Panels. The district would like to explore mobile display options and maximize vertical display options to allow for flexible learning environments
- Sufficient space and equipment for STEM learning
- Large spaces such as the extended learning areas, cafe, and gymnasium should have built-in sound systems with support for hearing impairment and available connection to technology and projectors
- The district would like to explore emerging technologies to incorporate into the classroom environment such as interactive/immersive learning experiences
- The district is currently in the process of creating a new 5-year technology plan. We have surveyed staff, students, and families and will use this information and the new technology plan to help guide us in technology planning for a new building

Design Response

All general and special education classrooms, science classrooms, other educational spaces will consider the features as identified above.

Media Center/Library

Current Practices

Wilmington has six (6) very busy elementary school libraries. Over the 2022-2023 school year, students borrowed over 70,000 books. Highly qualified and certified librarians staff all libraries. The only library that is staffed five days a week is the Woburn Street School. The Shawsheen Elementary School has a librarian Monday through Thursday. The North Intermediate School is staffed Monday through Wednesday. The West Intermediate School is staffed Tuesday through Thursday. The Wildwood Early Childhood Center is staffed Thursday through Friday. The Boutwell is staffed on Fridays only.

Wildwood students are currently housed in the Middle School and the West Intermediate School (across the street) and receive library instruction in what was the Middle School library. Wildwood students housed at the West Intermediate use the West library in inclement weather. The old Middle School library was relocated to another part of the building. The old space was converted into a multi-use space for library, art, music, special education, and other purposes. The space is often shared while library classes are taught, which causes some privacy issues for those receiving special education services. Parent volunteers are no longer allowed to assist in the library due to this issue. The space is not flexible, as the shelving is too heavy to move around. There is a teaching area with a ClearTouch panel and bookshelves surround it.

The Woburn Street School library is undersized and not conducive to interactive teaching. Their room is surrounded by bookshelves, leaving no space for a whiteboard. The room has a large-screen TV, but it is not interactive. The floor-to-ceiling shelves are too high for students to use. The library is regularly used for recess clubs, staff meetings, the after-school CARES program, MCAS testing, and occasional small group support. There is no defined teaching space due to the shelving arrangement and the room size.

The North Intermediate School library is also undersized and lacks sufficient shelving. There is not enough room for STEM activities, and the shelves are too high for the students' size. Due to the size of the room, there is little space for activities outside of the small student desks. The room is equipped with an interactive projector. The library is regularly used for small group support, special education services, MCAS testing, meetings, and health classes.

The libraries are open during school hours. The mission of the Wilmington Public School libraries is to provide students with access to a collection of skillfully selected and organized curriculum-supportive resources in all formats; promote a love of reading and encourage the appreciation of fine literature; teach research and presentation skills utilizing multiple technologies and resources; foster critical inquiry and create life-long learners.

The librarians' roles are multifaceted, encompassing teaching, administrative duties, and support for classroom activities. All the elementary librarians teach each class once a week. Grades 1-5 have 45-minute classes. Kindergarten has 30-minute classes. The Wildwood Pre-K has a 30-minute class once a month. Boutwell has no Pre-K library class at this time. In addition to these teaching duties, all the elementary librarians support regular classrooms by providing some related services such as Response to Intervention (RTI) blocks, assisting with classroom coverage, and normal building duties such as assisting with arrival and dismissal activities.
When the librarians are not teaching, providing classroom support and interventions, or on duty, they are engaged in the following tasks:

- Collection Development: Librarians continuously assess, acquire, and curate materials that align with the curriculum, cater to students' interests and support diverse populations, learning styles, and abilities.
- Cataloging and Organization: Librarians ensure the library's resources are properly cataloged, shelved, and accessible, employing a slightly modified Dewey Decimal Classification System.
- Collaboration with Teachers: Librarians collaborate with classroom teachers to integrate library resources into lesson plans, provide guidance on research projects, and support literacy development and information literacy skills.
- Technology Integration: Librarians explore and incorporate new technologies into the library setting, offering guidance on their use to students and faculty.
- Promotion of Reading: Librarians organize and host events like book fairs and reading challenges to foster a love for reading and literature among students.
- Administrative Tasks: Librarians manage budgets, coordinate volunteers, maintain records, and ensure the smooth operation of the library.
- Professional Development: Librarians are often engaging in continuous learning themselves, attending workshops and conferences, or pursuing further education to stay updated with evolving teaching methods, technologies, and literature.
- Student Support: Librarians provide individualized assistance to students seeking help with research, book recommendations, or utilizing library resources effectively.
- The library collection differs from the classroom libraries and reading resource libraries. Although the librarian assists and advises classroom teachers with their classroom libraries, the collections are not cataloged or managed by the librarian.

Proposed New Library Plan:

A new library should include:

- A large, open space with natural lighting and flexible furniture that is appropriately sized
- Space large enough to accommodate two (2) classes simultaneously. When two classes are in the library, there will still be enough room for the students to spread out into different areas: quiet reading nooks, tables for Chromebook work, flexible seating areas, a circulation area, and a rug area
- Two (2) teaching zones, one for the Pre-K-2 and one for grades 3-5. The book collection will be housed in the perimeter of each area. For example, the picture books will surround the Pre-K-2 area, the chapter books will be in the grades 3-5 area, and the nonfiction will be the middle section between the two areas
- A large workroom with two desks, a sink, ample storage, a long countertop, and windows into the library
- A display case in the hallway
- Sufficient outlets with storage for Chromebook carts
- The district would like to explore options for connecting the classroom libraries with the library collection

Library will continue to be offered as a special subject in the new 6-day cycle. Grades 1 through 5 will continue to have library time 45 minutes per cycle, with kindergarten moving to 45 minutes per cycle. Pre-K library sessions will remain 30 minutes. A 1.5 FTE librarian would staff the library in a Pre-K-5 building. A 1.0 FTE would staff a PK-3 library, and a 0.2 FTE Librarian would staff a Pre-K-K library.

Design Response

In the preferred alternative, the Library /Media Center is positioned on the second floor of the public area at the top of a stair. This high visibility location has a strong visual connection to the dining area on the first floor and is in a position that makes it convenient for use by the Cares Program and easy for members of the public to access for afterhours events. By positioning the Library/Media Center over the Administration / Guidance area and main entry, there is an opportunity to provide panoramic views of the new play fields to the south.

The STE classroom is also positioned on the second floor of the public areas adjacent to the Library/Media Center to form an information & exploration hub of the school. This arrangement allows faculty to take advantage of resources between the two spaces. The conceptual design of the Library/Media center also allows for zones to be established within the space that have different characteristics and different functions. One area could have small, rooms when acoustical separation is desired. The printed collection could be housed in stacks along the perimeter with soft seating, tables and chairs, and instructional areas intermixed.

Visual Arts Program

Current Practices

In accordance with the MA Curriculum Framework for the Visual Arts, the elementary art program aims to foster artistic literacy in students by actively involving them in the arts. The goal is to enable students to express creative ideas with confidence, skill, and artistic intent. High-quality arts education encourages students to take artistic risks and address their social, emotional, and learning needs. By engaging in creating, presenting, performing, responding, and connecting activities, students gain insights into the role of the arts in their lives and interests. While acknowledging the inherent value of the arts, students also discover meaningful connections between the arts and other disciplines, understanding how the arts contribute to communities and cultures globally. An effective arts education makes connections with other disciplines and bodies of knowledge.

Curriculum maps are thoroughly developed for our Visual Arts programs, ensuring students are exposed to the visual arts frameworks and that instruction is aligned both horizontally and vertically through the grade progression. Units are developed to incorporate craftsmanship, creativity, concept development, and critical response.

Various mediums are used throughout the curriculum, including but not limited to paper, pencil, crayon, chalk, ink, paint, clay, and various textiles.

A district-wide art show is held each spring to showcase student work created throughout the year.

Before our Wildwood students were relocated, Wildwood kindergarten students participated in art class in the library space, which served as a multi-purpose room for all specialist subject lessons. Wildwood students are split between West Intermediate School and Wilmington Middle School, and they are sharing space in each of those buildings for art class. Wildwood students located in the middle school participate in art in a multi-purpose space. Woburn Street School and North Intermediate School both have dedicated Art classrooms. Current classroom setups in existing buildings lack storage, prep space, and space to store artwork that is in progress. In addition, the sinks and surrounding counter areas are small, making clean-up very difficult.

Current Schedule

Grade	Frequency	Duration
K	1x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	45 min

Proposed Changes

A new school should include dedicated space to support the level of robust visual arts instruction desired in the district. In addition, ample space would be required to store supplies. Art classrooms would also need to have spaces to house student work while in progress and display areas to showcase finished projects. Large sinks and counter areas would also be needed for appropriate setup and clean-up.

Proposed Schedule

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	45 min

If the school is consolidated into a Pre-K-3 or Pre-K-5 building, the length of the kindergarten art class may vary. Regardless of configuration, sufficient art room space would be needed to house the corresponding number of sections and students accordingly.

The following algorithm describes the calculations to determine the appropriate number of art rooms, assuming all grade levels except Pre-K will receive art once per cycle, assuming a six-day cycle, and assuming each room can accommodate six sections per day.

- (7) K Sections
- (6) 1st Grade Sections
- (6) 2nd Grade Sections
- (6) 3rd Grade Sections
- (6) 4th Grade Sections
- (6) 5th Grade Sections
- (37) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and one additional Section = 2 Rooms

Design Response

The preferred alternative includes one Art Room and one flex room. One Art Room is positioned on the ground floor at the intersection of the southern end of the main north/south corridor in the academic wing in response to the desire to shorten travel distances for students and to limit the need to travel through grade level teams to get there. The Flex Room is located near the main entry and cafeteria. While not adjacent to one another, part of the logic of these locations is to allow for flexibility of the Flex space for greater efficiency. The Design Team will take the features and characteristics identified above as the design of these spaces progresses.

Performing Arts Program/Music Programs

Current Practices

The goal of the performing arts program is to provide opportunities for students to explore the various areas of the performing arts, while at the same time developing skills related to the life-long learning and appreciation of the arts. The elementary performing arts experience should provide a comprehensive foundation of both skills and concepts of music in which every child can achieve measurable attainment of personal success and develop the intellectual and emotional basis to foster a lifetime of musical participation and enjoyment. The current PA curriculum is aligned with the MA Curriculum Framework.

The cycle of all specials is currently organized around a 5-day cycle. All students in grades 1-5 have one 45-minute general music class per cycle. Kindergarten students have a 30-minute music class. All students in 5th grade have one chorus class per week in addition to one general music class per week. Once students enter 4th grade, they can elect to take a band or string instrument. Band and strings students are pulled out of class for lessons, while general music and chorus occur within

their class schedule. Electing to be in band or strings adds a second music class per week to 4th grade and a third music class per week to 5th grade.

Elementary Music Goals:

- Sing and play instruments, learn a repertoire of traditional, folk, patriotic, and other songs and pieces
- Move to music, explore creative and structured movement
- Read music and write music using music skills learned in music classes and lessons
- Listen to music, explore the purpose and expression and composers of a variety of musical styles
- Create original music in small and large groups (both composition and improvisation)
- Think about, evaluate, and write about music performance, style and expression
- Make connections between music with other arts and/or other curriculum subjects
- Participate in "informances," (in class performances) or in other school and public venues

Grade	Frequency	Duration
K	1x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1-2x per week (general + opt. instrumental music – *band or strings*)	45 min each
5	2-3x per week (general music + chorus + opt. instrumental music)	45 min each

In addition, with performance at the center of the national and state arts standards, the many concerts and performance opportunities throughout the year are an integral part of the elementary program.

Elementary students across all the schools in Wilmington have multiple opportunities for performance.

- In the late winter/spring, Kindergarten students perform a chorus/music concert for parents/staff.

- In the spring, grades 1-4 perform “informances'' for the class/parents. At these “informances” only the students and parents from that one general music class are present – this is in an attempt to prepare students for more formal performances in the future. This takes place during the school day at the school (inside the general music classroom).
- In the fall & spring, the grade 5 chorus performs for their parents and school community. This takes place during the school day at the school.
- Band & Strings: 4th-grade students perform once yearly in the spring (outside of school). 5th grade students perform three times per year (fall & spring concerts outside of school) and a school concert (during the school day) at their school.

In addition, students participate in school plays, talent shows, and ceremonies. Each of these performances typically involves between 50 and 100 performers. Audience sizes range from 100 to 350 audience members.

Proposed Changes

Currently, at the North Intermediate School and Woburn Street School, one general music classroom per school accommodates the music classes taught throughout the day (not including performance-based instrumental classes and band and string lessons). To meet the current schedule for general music, music & chorus, if a new building were Pre-K-5, two classes would need to be taught concurrently, necessitating two general music/chorus classrooms. The instrumental classes are taught in a separate instrumental music room. This room will not be able to double as a general music/chorus teaching space, as it is used for 45 classes per week.

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1-2x per cycle (general + opt. instrumental music – *band or strings*)	45 min each
5	2-3x per cycle (general music + chorus + opt. instrumental music)	45 min each

(7) K Sections
(6) 1st Grade Sections - general music
(6) 2nd Grade Sections - general music
(6) 3rd Grade Sections - general music
(6) 4th Grade Sections - general music
(6) 5th Grade Sections - general music
(6) 5th Grade Sections - chorus
(43) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and seven (7) additional Sections = 2 Rooms

In addition to these sections, instrumental lessons require additional space. Twenty-nine sections would be available in one of the full-sized music classrooms per cycle. Two practice rooms of varying sizes that could accommodate approximately 17 and 9 musicians, respectively, at any one time.

This ensemble room should be able to seat 50-60 students for full/combined rehearsals. As a result of this, we would need a minimum of three music rooms/spaces – two (2) general music and one (1) instrumental music classroom.

These rooms should be ground floor if possible, for the following reasons:

- To make transporting equipment (both students & staff) easier – instrument cases, risers, percussion equipment, classroom instruments, etc.
- To eliminate the need for an elevator to transport equipment/instruments.
- To create easier accessibility for inviting parents from the community into the general music classes. These rooms being on the ground floor would make it easier for the public to have handicapped access to these spaces and would better enable us to follow visitor safety protocols.
- To be on the same floor as the main performance space (auditorium) – ideally adjacent to the main performance space.

The space should also provide:

- Adequate instrument storage in the general music classrooms (2) and ensemble room (1).
- Enough space to store classroom instruments (percussion, keyboards/mallets, recorders, etc.) and sheet music/lesson books.
- Choral risers for the chorus classroom (grade 5 only)
- Audio/visual capabilities - built-in speakers
- Whiteboards (both with music staff and plain)
- A sink for cleaning wind instruments *(in the ensemble room)*

In all concepts, the district seeks to maintain its level of performing arts program, supported by dedicated music rooms, music storage, and a performance space capable of accommodating current performances.

A new consolidated school should include dedicated spaces to support the robust performing arts instruction in the district. Students would continue receiving the same amount of music instruction as currently allotted in a dedicated classroom that supports singing, movement, vocal and instrumental performance, and reading and writing traditional music notation. The band, chorus, and orchestra programs would also continue.

Design Response

The preferred alternative contains three Music spaces. One is more traditional and the other intentionally for instrumental music with adjacent storage. The third is a multi-purpose flex space capable of serving multiple needs.

In the current state of development, the preferred alternative positions music adjacent to the art room on the ground floor at the intersection of the southern end of the main north/south corridor in the academic wing in response to the desire to shorten travel distances for students and to limit the need to travel through grade level teams to get there. The Flex Room and instrumental space are located adjacent to the Cafeteria with performance platform. While not adjacent to one another, part of the logic of these locations is to allow for flexibility and greater efficiency. The Design Team will take the features and characteristics identified above and continue to collaborate with the District and its consultants to develop lighting and acoustical strategies to make these space as effective and flexible as possible.

Physical Education and Health

The Wilmington elementary physical education and health programs are working to align with the newly released MA Comprehensive Frameworks for Health and Physical Education. According to the MA Curriculum Frameworks for Health and Physical Education, the guiding principles for effective comprehensive health and physical education programs are as follows:

Guiding Principle 1:
Students come from racially, culturally, and socially diverse backgrounds. Partnering with educators, families, and community stakeholders representing students' backgrounds provides essential support for implementing a successful Comprehensive Health and Physical Education program, in which all are invested in supporting students' personal health and the overall health of their community.

Guiding Principle 2:

Effective Comprehensive Health and Physical Education programs are developmentally and age-appropriate, inclusive, trauma-sensitive, and culturally sustaining, and provide a safe and supportive learning environment so that all students, without exception to ability or circumstance, are supported as individuals, and can achieve the learning goals.

Guiding Principle 3:

Effective Comprehensive Health and Physical Education programs incorporate diverse perspectives and acknowledge that attainment of equity and optimal health are individualized, contextual, and affected by intersections of race, ethnicity, culture, religion, education, economic condition, gender identity, sexual orientation, dis/ability, personal experience, and many other factors.

Guiding Principle 4:

Every student deserves equitable access to effective Comprehensive Health and Physical Education programming, including dedicated courses for physical education and health education every year from Pre-Kindergarten (Pre-K) through grade 12, facilitated by qualified educators (e.g., licensed and/or trained in this health and/or physical education).

Guiding Principle 5:

Effective Comprehensive Health and Physical Education programs foster equity-focused and trauma-informed approaches through school-wide collaboration to support and promote a sense of belonging, mental health and well-being, and the development of social and emotional skills, including self-awareness, self-management, self-care, social awareness, responsible decision-making, and relationship skills in a wide variety of contexts and situations.

Guiding Principle 6:

Comprehensive Health and Physical Education programs use a variety of effective implementation and assessment strategies such as scaffolding, collaboration, application, relevance and authenticity, differentiation and adaptation, and authentic performance-based assessment, and provide multiple opportunities for learning and demonstrating competency.

Guiding Principle 7:

Effective Comprehensive Health and Physical Education programs develop students' skills for research, reasoning, decision-making, critical thinking, problem-solving, and the habits of mind needed to be healthy across their lifespan. This includes being able to differentiate among a variety of factors affecting behavior, such as culture, community, peers, and group dynamics.

Guiding Principle 8:

Effective Comprehensive Health and Physical Education programs require a school-wide culture that promotes equity, health and well-being, integration and collaboration among education leaders and health professionals, and coherent district-wide support for implementation to improve each student's cognitive, physical, social, and emotional development.

Physical Education

Current Practices

Currently, students in grades one to five (1-5) participate in a physical education class for 45 minutes once in a five-day cycle. Kindergarten students participate in a 30-minute class twice in a five-day cycle. At Wildwood, we have the equivalent of a .4 FTE PE teacher who then travels to another school in the district the other four (4) days. We have a 1.0 FTE PE teacher at Woburn Street School, and North Intermediate has a .4 FTE PE teacher. Currently, North Intermediate School and Woburn Street School have gymnasiums. Wildwood students share the gymnasiums at West Intermediate and Wilmington Middle School.

Current Physical Education Schedule

Grade	Frequency	Duration
K	2x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	45 min

Proposed Changes

Should the plan be to build a consolidated school, either Pre-K-3 or Pre-K-5, a dedicated gymnasium to support physical education instruction will be required. Students in grades K-5 would receive physical education instruction 45 minutes per week in a six-day cycle. This would be an increase from 30 to 45 minutes for Kindergarten students, which would better align with their peers and would be manageable due to the lengthened school day. The district would investigate adding a health session for kindergarten in lieu of the extra physical education class each week.

If the decision is made to build a new Wildwood School housing Pre-K and Kindergarten students only, students would receive physical education classes twice weekly for 30 minutes unless the district decides to lengthen the Kindergarten school day regardless of the building project.

Proposed Physical Education Schedule

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	45 min

(7) K Sections
(6) 1st Grade Sections
(6) 2nd Grade Sections
(6) 3rd Grade Sections
(6) 4th Grade Sections
(6) 5th Grade Sections
(37) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and 1 additional Section = 2 Teaching Stations*

*A typical elementary school-sized gymnasium can serve as two teaching stations.

Given the amount of educational and community use envisioned for a new gymnasium, the district seeks a larger gymnasium capable of including a competition-sized court with two (2) middle school cross courts plus telescoping bleachers on the long side. A gym of this size would support the idea of schools as an educational and community-wide investment, with a gym appropriately sized to serve as a community resource for youth athletics, large public meetings, voting, etc. Regardless of the reconfiguration plan, all versions should have a dedicated gymnasium space large enough to accommodate the enrollment size of the students to participate in physical education classes for forty-five (45) minutes once in a six-day cycle.

Design Response
The preferred alternative will attempt to meet guiding principles above with a 12,000 SF space. The Gymnasium and related PE office and storage spaces are centrally located on the public side. Identified adjacencies include Physical Therapy and Occupation Therapy spaces, Medical, Cares and Stage, all located on the south end of the public area of the building near the main entry and parking

just outside. In addition, the preferred alternative provides a large multi-purpose play field out front of the building and dedicated play/recess areas. The larger gymnasium is not required for Physical Education for grades PK-5 but the additional space provides greater flexibility for scheduling and after hours community use.

Health Education

Current Practices

Health is considered a specialist subject in grades 1-5 in Wilmington. Students in grades 1-4 have a forty-five 45-minute health class once a week. In grade 5, Health class is thirty (30) minutes once a week due to schedule conflicts incorporating chorus into the schedule. Health is taught by a licensed health teacher in a dedicated classroom space when available. In some years, the health teacher travels and delivers instruction in the general classroom due to space limitations. Health instruction is aligned with the MA Health and Physical Education Frameworks. In addition, we strategically incorporate units on Social Emotional Learning competencies (SEL) from CASEL within the health units of study to ensure students receive explicit instruction in the areas of self-management, self-awareness, social awareness, decision-making, and relationship skills. Currently, students are taught health by a full-time Health teacher at Woburn Street School and by a .4FTE health teacher at North Intermediate School.

Current Health Schedule

Grade	Frequency	Duration
K	Not currently offered	N/A
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	30 min

Proposed Changes:

The district intends to continue providing a health class to grades 1-5 students. With the recent adoption of newly updated frameworks in MA, we anticipate aligning our instruction with the new frameworks. If the Kindergarten school day is extended, we will evaluate whether a health specialist subject class is warranted or whether we will continue incorporating the Kindergarten health frameworks into other curriculum areas. As previously noted, the district is considering whether to reduce PE to once a week and add a health class. Ideally, a new school building should have a dedicated classroom for health instruction regardless of grade configuration. Staffing

should reflect the necessary FTEs to allow for students in grades K-4 to participate in health for 45 minutes once in a 6-day cycle and for students in Grade 5 to participate for 30 minutes once in a 6-day cycle.

Proposed Health Schedule (re-K-5 Configuration)

Grade	Frequency	Duration
K	1x per cycle	*45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	30 min

*If a different configuration is selected, the schedule might vary.

Design Response
A Health Classroom is provided and is positioned on the second level in the Public Area of the building in the preferred alternative. Positioning the Health Classroom in this central location will reduce travel distances for students and give the school the flexibility to convert this space to a general classroom at some point in the future if it becomes necessary to accommodate fluctuations in enrollment.

Special Education Programming

The Wilmington Public Schools adheres to the federal and state laws that guarantee the rights of all students access to the general education curriculum. The philosophy of the Wilmington Public Schools is to embrace the inclusion of students with disabilities in all aspects of the community and school life, including the general education environment, to the fullest extent possible. Special education services are provided to eligible students. They are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing available at all schools are allocated annually based on the service delivery needs identified by the Individualized Education Programs (IEPs) of the special education population being served. Currently, the Wildwood Elementary School serves 58 students with documented special needs. Woburn Street School serves 49 students, and North Intermediate Elementary serves 52 students with an IEP. This approach is actualized via significant investment over many years in the development of a broad spectrum of in-district programming, represented by the schematic below:

Special Education Programming by School for 2023-2024 School Year

Boutwell ECC Pre-K & K	Wildwood ECC Pre-K & K	Shawsheen Grades 1-3	Woburn grades 1-3	West Intermediate grades 4&5	North Intermediate grades 4 & 5	Middle School grades 6-8	High School grades 9-12
Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center
		Language-Based	Language -Based	Language-Based	Language-Based	Language-Based (4)	Language-Based (3)
		Stepping stones	STAGES	Stepping Stones	STAGES	Student Support (1) & Transitions (1)	Evolution (2)
Strides	Strides (3)	Strides (2)		Strides		Strides	Strides
Drive in services	Drive In services						
						Lifeskills	Lifeskills
							Postgrad
Integrated Preschool	Integrated Preschool						

This range of programming and services has enabled the district to educate 98.1 % of students in the district. The small number (1.9 % of the student population) of students who are educated in out-of-district placements is indicative of the success of this approach. It reflects our commitment to creating an inclusive educational environment that, to the maximum extent feasible, educates students in their home community, with access to typical peers. The specialized district programming that exists for students with disabilities in the current Wildwood, Woburn Street, and North Intermediate Schools include the following:

- STAGES, a social-emotional program strand,
- Language-Based program for learning-disabled students, and
- STRIDES, a program for students with Autism that require Applied Behavioral Analysis (ABA).

All schools also provide services to students in the inclusive classroom environment (inclusion and learning center) and pull-out support for those that require such. Additionally, most students with an Individualized Education Program receive services via an inclusion/learning center model. This includes receiving special education services in the general education classroom, with or without some degree of service delivery in a small setting for some pull-out services.
In order for these programs to be successful and for students to be educated in the least restrictive environment, flexible, dedicated spaces are essential to meet the ever-evolving student needs. Examples of these spaces include extended learning spaces adjacent to the general education classrooms, close proximity to related service providers, and small calming spaces in our therapeutic social, emotional, and STRIDES classrooms. Additionally, as the STRIDES program will continue to begin in pre-k on the Northside of town, as it has historically been, the opening of a new building will present the opportunity for these students to remain with their peers in the new building and not have to move across town due to lack of accessibility. In order for this program to be housed on the Northside of town, dedicated spaces will be required for the numerous service providers that support these students. A dedicated Occupational Therapy and Physical Therapy space will be required to meet our program students' sensory and motor needs. Additionally, a number of speech and language pathologists and BCBAs also work with programs, teachers, and students.

The services offered at each specific school are outlined below.

Current Programs & Services as of January 2024

Wildwood School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	1	Up to 8	17	1.0 Special Education Teacher
Integrated preschool (2 half-day programs)	3	Up to 15	15 per session	4.0 Educational Assistants 2.0 Special Education Teachers
STRIDES	3	Up to 8	14	3.0 Special Education Teachers 7.0 Educational Assistants
Occupational Therapy	1	1-3	19	0.5
Physical Therapy	Shared space	1:1	9	0.2
Speech	1.6	1-3	42	1.6
BCBA	Shared office space	n/a		0.6

Current Programs & Services as of January 2024

Woburn Street School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	3	3-5	41	3.0 Special Education Teachers
Occupational Therapy	1	1-3	10	0.5
Physical Therapy	Shared space	1:1	3	0.1 (district)
Speech	1	1-3	20	1.0
BCBA	Shared office space	n/a	n/a	0.3
Language-Based	1	Up to 8	4	1.0 Special Education TEacher 1.0 Educational Assistant
STAGES	1	Up to 8	4	1.0 Special Education Teacher 2.0 Educational Assistant

Current Programs & Services as of January 2024

North Intermediate School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	2	3-5	43	3.0 Special Education Teacher
STAGES	1	Up to 8	5	1.0 Special Education Teacher 2.0 Educational Assistant
Language-Based	1	Up to 8	5	1.0 Special Education Teacher 1.0 Educational Assistant
Occupational Therapy	1	1-3	3	.5
Physical Therapy	Shared space	1:1	4	.1
Speech	1	1-3	24	.6 SLP
BCBA	Shared office space	n/a	n/a	.3

Special Education Program Descriptions

Pre-K- DRIVE-in Services--Wildwood School and Boutwell School

Both the Boutwell and Wildwood Early Childhood centers provide services for preschool children who do not attend preschool in the district but who are eligible for related services under their IEP. These services are provided by related service providers such as physical therapists, occupational therapists, and speech and language therapists. These students are brought to the building by their parents for their services on a weekly basis throughout the school day.

Integrated Preschool-Wildwood School and Boutwell School

Our Boutwell and Wildwood Early Childhood centers support children who are typically developing and children with delays across the developmental spectrum through the use of an integrated approach. Each early childhood class has one Lead Teacher (who is a special educator) and a program educational assistant. The early childhood curriculum is aligned with the Massachusetts Early Childhood Learning Guidelines and Curriculum frameworks. Our integrated preschool provides a range of related services based on identified individualized student IEP needs, and related services are also provided for many of these students. Currently, each school has two half-day integrated preschool classrooms. The district is proposing to add a full-day classroom as the full-day classroom was removed following COVID-19. This would include one additional teacher and one educational assistant. Spaces serving our integrated preschool program should meet the MBSA guidelines for pre-kindergarten classrooms, contain the same basic features and functions as kindergarten classrooms, and be customized to preschool students' developmental and physical characteristics. Ideally, they would be located in a Preschool-level learning community with classrooms serving the Strides program.

Learning Center Program - All schools

Students receiving support through the Learning Center model have mild to moderate learning needs, including but not limited to specific learning disabilities, developmental delays, and/or health impairments. Learning Center teachers may support students in the general education classroom and/or through direct service or a consultation model. Learning Center teachers provide specialized instruction in a wide range of areas, including reading, language arts, mathematics, academic support in curriculum areas (science and social studies), and study and organizational skills. Teachers collaborate closely with classroom teachers and related service providers to develop comprehensive, integrated services for children. There is a special education teacher at each grade level fulfilling this role at each elementary school with the assistance of one additional educational assistant per school. Students may require related services and learning center/inclusion support based on service delivery on their IEP. At the Middle School, there is one special education teacher per grade level per house. In WHS, three inclusion teachers also support learning centers. Spaces serving Learning Center Teachers should be outfitted to serve as the professional home base of the

educator and as a small group instructional environment. Ideally, they would be located within grade-level learning communities.

Language-Based Learning Disability Program – Woburn and North Intermediate

Students in grades 1-5 receiving support through the language-based program are primarily identified with Specific Learning Disabilities and/or Communication disorders, including Dyslexia. The Language-Based Program is for students in an Individualized Education Program whose team has determined that they have been identified with a Specific Learning disability in Reading, Written Language, or a Communication disability that requires support to access the general education curriculum. The Language-Based Learning Disabilities program provides multi-modal and explicit instruction with a multi-sensory approach to support students reading, writing, listening, speaking, and organizational skills in reading and written language. In all content areas, students are provided with a consistent instructional methodology, which is highly structured and focuses on verbal and visual modalities to support language processing and production. Study and executive functioning skills are emphasized throughout all classes. The mission of the Language Based Program is to provide students with literacy instruction in all areas impacted by their language-based disability. The goal is explicitly teaching strategies to empower students to become more independent learners. Additionally, the goal is to move students into the least restrictive environment as deemed by data support and progress monitoring. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, the skills they need to develop to progress in school, and the needed skills to succeed academically. Intensive literacy and written language practice are part of this programming. Currently, Wilmington Public Schools Language-Based programs for grades 6-12 are receiving multi-year training and coaching through the Landmark Outreach PD program, which will expand to the Intermediate schools in the coming year. Spaces serving our Language-based program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

STRIDES - Wildwood, Shawsheen, West, Middle School, and High School

The STRIDES Applied Behavioral Analysis (ABA) programs provide intensive structure and support for students whose IEP teams have determined that an intensive level of programming and structure based on ABA methodology is necessary for the student to make effective progress. This program uses various instructional methods guided by the principles of ABA with a focus on reinforcement systems, consistent behavior management, and skill generalization. The methodology and/or supports may include Applied Behavior Analysis (ABA), discrete trial, direct teaching, small group functional academics, communication skills, daily living skills, orientation and mobility, functional vision use, and highly specialized assistive technology. Inclusive opportunities, through inclusion and purposeful participation within general education environments, allow students to be a part of the school community. Data collection and careful progress monitoring determine the

method of instructional practice. Skills are approached in a variety of settings in order to promote the generalization of skills. These students typically have severe needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio and BCBA consultation with ABA programming. Staffing includes a licensed special education teacher and two or more educational assistants based on student needs and program numbers. A number of related service providers also support programming for the students in this program, including OT, PT, SLP, and BCBAs.

Priority goals and focus areas for students in this program include communication, functional academics, and independence. Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry-level skills. All students have highly individualized educational programs, and all of the curriculum content is specialized and/or modified. Assessments are highly individualized, and many students participate in the MCAS Alternative portfolio for statewide testing. The program also uses the ACE curriculum, which was developed by the New England Center for Children, for programming, data collection, and ongoing assessment.

Currently, this program begins in Pre-K at the Wildwood Early Childhood Center, and students then transition in first grade to the Shawsheen School on the West side of town. This is the result of a lack of accessibility at the North Side elementary schools. The district will be including this program strand in the new building to reduce the need to transition students across town to a new grade-level peer group. This will enable our students who are enrolled in the program to have minimal transitions, access to a building that is fully accessible, and access to play structures that are accessible and developmentally appropriate. Currently, there are three STRIDES classrooms at the Wildwood, two at the Shawsheen, one at the West, one at the Middle School, and one at the High School level. Spaces serving our STRIDES program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room, a calming space, and a single-user toilet room from within the classroom environment. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

STAGES (Woburn and North)

The STAGES (Students Accessing Guidance for Emotional Support) Program is for students with identified emotional disabilities who, as a result of their disability, do not have well-developed coping mechanisms or emotional regulation strategies to appropriately interact with other students and meet the academic demands of the general education classroom. Program services can range from pull-out services providing direct instruction in the core curriculum to a supported full-inclusion program. The STAGES program staff are involved with all teachers and educational assistants working with the students across settings to monitor progress and academic performance. Staff connected with this program receive ongoing professional development and

training from McLean's Hospital Anxiety Mastery Program. Students typically transition to the Transitions program at Wilmington Middle School. Students work towards grade-level curriculum using Massachusetts Curriculum Frameworks, including accommodations and modifications as needed. Staffing includes one special education teacher and two educational assistants. Spaces serving our STAGES program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room, a calming space, and a single-user toilet room from within the classroom environment. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

Stepping Stones- Shawsheen and West Intermediate

The Stepping Stone program is at the Shawsheen and West Elementary Schools. Stepping Stones services students with multiple social, emotional, and behavioral needs, and a team has determined that they require smaller, intensive special education services with a high staff-to-student ratio, a therapeutic component, and a highly structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. BCBA support and consultation are provided as part of this program. Staff connected with this program receive ongoing professional development and training from McLean's Hospital Anxiety Mastery Program. Related Services may be provided in this setting or a separate setting in groups or one-to-one: Cognitive Behavioral Therapy, Dialectical Behavioral Therapy Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Students typically transition to the Student Support Program at Wilmington Middle School. Students work towards grade-level curriculum using Massachusetts Curriculum Frameworks, including accommodations and modifications as needed. Staffing includes one special education teacher and two educational assistants.

Student Support Program at Wilmington Middle School

The Student Support program provides instruction in a smaller setting with additional therapeutic support for student's emotional needs and maladaptive behaviors. This program includes varied amounts of time in the inclusive setting based on the student's ability to access the curriculum. This program is targeted to provide services to students with multiple social-emotional needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio, therapeutic component, and a structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. The curriculum is based on the Massachusetts Standards and the curriculum of Wilmington Public Schools. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, and the skills

they need to develop and make progress in school. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one: CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Staffing includes one Special education Teacher and one to two educational assistants based on student enrollment.

Transitions- Wilmington Middle School

Transitions is a program for students at Wilmington Middle School. The Transitions Program is for students on an individualized education plan whose Team has determined that they require intensive support with transitions, large groups, and sensory and emotional regulation. These students present with weaknesses in social thinking, self-awareness, executive functioning, and emotional and sensory regulation. Academic skills are typically average for these students, and they are able to access the inclusive classroom environment for academics. The Transitions program allows students to be fully integrated into the general education setting with support across curriculum areas and a safe place to go for support as needed. The special education program staff are available to the students as needed to help them progress in the general education setting. The special education teacher in the program consults extensively with the student's general education teachers and may attend classes with the students as needed. The mission of The Transitions Program is to provide students with intensive instruction and support as needed for academics, organization, self-regulation, and social-emotional skills and to help students access the curriculum and the life of the middle school.

The curriculum is based on the Massachusetts Standards and the curriculum of Wilmington Public Schools. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, and the skills they need to develop and make progress in school. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one: CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Staffing includes one special education teacher and two educational assistants.

Evolution- Wilmington High School

The Evolution program provides instruction in a smaller setting with additional support for student's emotional needs and maladaptive behaviors. The program includes varied amounts of time in the inclusive setting based on the student's ability to access the curriculum. This program is targeted to

provide services to students with multiple social-emotional needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio, therapeutic component, and a structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. This program has two classrooms, with a Special Education teacher and one educational assistant in each.

Life Skills- Wilmington Middle and High Schools

The Life Skills Program teaches academics at the student's level, functional skills, transition skills, pre-vocational, and vocational skills. A licensed nurse may support this program if needed for a student's medical needs. A typical student profile is a student with intellectual, neurological, or medical needs that require significant modification to the grade level curriculum and a focus on functional life skills. Staffing includes one special education teacher and two educational assistants. Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry-level skills. All students have highly individualized educational programs, and all of the curriculum content is specialized and/or modified. Assessments are highly individualized, and many students participate in the MCAS Alternative portfolio for statewide testing.

Post Grad- Wilmington High School

Provides experiential and educational opportunities in daily living, employment, community inclusion, recreation, leisure, and real-world academic skills to promote a successful transition to adulthood. The program's main goal is for young adults to gain the necessary skills to become confident, independent, and integrated members of our community. This program has a full-time job coach to support students' work experience. This program includes off-site job training and job placements for students within the community. Staffing consists of one Special education teacher, one job coach, and an educational assistant (based on student enrollment).

Current Program Challenges

All three schools identified in the potential project require significant improvement in the physical space to provide all related services. Currently, many related service providers do not have dedicated workspaces or shared spaces for servicing students, including our school psychologists, occupational therapists, physical therapists, and speech and language providers. While services are being provided in compliance with student IEPs in all settings, significant improvements in the

amount and quality of space for staff offices, student services, and staff/parent consultation are needed. Additionally, in all three buildings, there is limited space for facilitating in-person IEP meetings and virtual and phone conferences to meet with parents and caregivers. Currently, service providers at all three schools share one classroom for both their office and service delivery space. Making confidentiality of student services, collaboration, and case management an ongoing challenge.

As the Wildwood Early Childhood Center is currently split among two schools, the special education teacher that supports these enrolled students is now providing inclusion and pull-out services in two schools. Given the age of all three elementary schools, there are no extended learning spaces, no small rooms or spaces to provide services near student classrooms, and in most cases, services are not provided in the same space every time due to demands on open spaces by multiple staff. While the Wildwood houses three specialized classrooms for students with Autism, there is no sensory room and no motor space for students who receive such services, causing OT and PT to occur in classrooms and hallways. Additionally, there are currently no dedicated calming spaces for students who may be dysregulated.

Specialized Programs and Collaborative Spaces

Current specialized programs

Wildwood:
- 2 integrated preschool classes
- 3 STRIDES classrooms

Woburn Street:
- 1 Language-Based Classroom
- 1 STAGES classroom

North Intermediate:
- 1 Language Based
- 1 STAGES classroom

The Wilmington Public Schools is a member of the SEEM Collaborative and also participates in other collaboratives as a non-member, including Valley and CREST. While the district is a member and participates in collaboratives, the District does not plan to house any collaborative programs nor provide dedicated space to collaboratives as part of the project for any of the agreed-upon enrollments.

Proposed Programs/Services Needed

The new consolidated school will support the district's goal of an inclusive learning environment for all. Additionally, designing spaces for student services that are adjacent to classrooms and integrating related service provider offices and spaces near the students they service would improve service delivery, collaboration, and services for students. Specific space requirements of a new facility include the development of a motor room as well as dedicated PT/OT space. In addition, a new facility will provide specially designed spaces that are ADA compliant and employ Universal Design features to be accessed by the students who most require these supports. As such, the District proposes changes in the location of one specialized district-wide special education program as follows:

Programs/Services to Continue in a New Project

Current Configuration

	Wildwood	Shawsheen	West
STRIDES	Pre-k & K (3 classrooms)	Grades 1-3 (2 classrooms)	Grade 4 & 5 (1 classroom)

Proposed Configuration

Pre-K-K, Pre-K-3, and Pre-K-5 Consolidation

	Shawsheen if a Pre-K-3 or Pre-K-5 option	West if a Pre-K-3 or Pre-K-5 option	Wildwood Only	Wildwood and Woburn Configuration	Wildwood, Woburn and North Configuration
STRIDES	none	Pre-K-3:one Pre-K-5: none	Pre-K & K (3 classrooms)	Pre-K-grade 3 (5 classrooms)	Pre-K-grade 5 (6 classrooms)

The STRIDES program currently has three programs at the Wildwood School. Upon entering first grade, these students then transition to Shawsheen Elementary on the other side of town, as a result of the lack of accessibility in the current elementary schools on the north side of town. This requires these students and families who have established social relationships within their community to start over with an entirely new group of peers after kindergarten. This is the only group of students in the Wilmington Public Schools required to do such. The proposed new consolidated school move will ensure that these students experience continuity of school location for Kindergarten - grade 5, consistent with grade level peers. This will also allow for the significant ADA investments and Universal Design features of a newly built or fully renovated building to be accessed by the students who most require these supports. The district also proposes including a purposefully built space with sufficient equipment storage adjacent to physical therapy (PT) space.

Occupational therapy space should be housed in its own dedicated space but adjacent to the motor space.

Finally, the consolidated school will increase the re-designed school's capacity to host Extended School Year (ESY) programming in an accessible, climate-controlled, and less restrictive setting. The district will likely move all K-5 ESY programming to the newly designed school location to maximize access for all students and maintain continuity of schooling for students with the most significant disabilities.

In 2019, the district had Walker Consulting review Wilmington Public Schools' special education services and supports. One of the recommendations emerging from this report was to move towards a co-teaching model of special education service delivery. Over the last few years, the district has made a number of steps towards this work, including but not limited to hiring a shared inclusion coach together with SEEM collaborative, utilizing district staff to serve as in-district Inclusion coaches, providing Administrator professional development in Universal Design for Learning, and creating a focus on inclusion in the district Strategic Plan. This work will continue over the coming years, including further piloting of co-teaching throughout the district. Using Student Opportunity Act funds, the district will be providing high-quality professional development and piloting co-teaching in classrooms throughout the district. Furthermore, the proposed building design includes collaborative workspaces and extended learning spaces that would allow for seamless co-teaching and collaboration.

The Language-Based program and STAGES program will continue to be offered on the Northside of town schools, with a continuum of Special Education services ranging from full inclusion to substantially separate being offered. Hence, students are able to remain with community peers.

Programs/Services Removed in a New Project

No programs on the North side of town schools will be removed.

Program Additions/Enhancements with a New Project

As noted above, the STRIDES program will remain on the North side of town with this proposal. Additionally, the extended school year program through grade 5 will be offered at the new building in order to provide consistency in student programming, limit transitions, and give accessibility to all students.

Program/Services Eliminated with a New Project

Currently, students in our STRIDES strand begin at the Wildwood school (currently three classrooms) due to a lack of accessibility in the North side schools; these students then transition to first grade at the Shawsheen School. These students then continue at the West Intermediate. Given a new

building will have accessibility throughout the school, this program strand will remain at the new building. It will allow students to continue with their peers, negating the need to move the cohort across town after kindergarten. Please see the chart provided above.

Tiered Focus Monitoring/Coordinated Program Review

Previously, every six (6) years, the District participated in a Coordinated Program Review (CPR) from the Massachusetts Department of Elementary and Secondary Education (MADESE). Currently, this audit process has been split into an every three-year Tiered Focus Monitoring (TFM) process. The last Coordinated Program Review (CPR) that included special education facilities was held in the 2017 - 2018 school year, and the findings under Special Education Indicator #55 “Facilities” were found to be partially implemented.

The DESE requires that District buildings meet the following regulatory requirements:

Special Education Facilities and Classrooms

The school district provides facilities and classrooms for eligible students that:

- Maximize the inclusion of such students into the life of the school;
- Provide accessibility in order to implement fully each student’s IEP;
- Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
- Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students and are not identified by signs or other means that stigmatize such students.

Wilmington Special Education CPR findings in 2018 included:

- SE 3 Special requirements for determination of specific learning disability- Partially Implemented
- SE 6 Determination of transition services -Partially Implemented
- SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority- Partially Implemented
- SE 47 Procedural requirements applied to students not yet determined to be eligible for special education- Partially Implemented
- SE 54 Professional development- Partially Implemented
- SE 55 Special education facilities and classrooms- Partially Implemented
- SE 56 Special education programs and services are evaluated-Partially Implemented

During this review, SE 55 Special Education facilities and classrooms were identified for corrective action. Noted was that the Middle School STRIDES classroom needed to be relocated to be more in

the life of the school environment. Additionally noted was, “At the Boutwell Early Childhood Center, observations indicated that two speech and language therapists, one school adjustment counselor, and one occupational therapist share an office. A review of schedules indicated that four to six students simultaneously receive services from three to four different staff, which creates auditory and visual distractions.” These were remedied during the corrective action stage of the process.

This year, the District is participating in the Tiered Focus Monitoring (TFM), and the onsite component of this process will be completed on February 6, 2024. The District anticipates receiving the report by the summer of 2024. All proposed design elements would allow the District to meet the current MADESE regulatory requirements and provide for full compliance with the ADA and other requirements of the law.

Updates to Collaborative Spaces/Programs

Wilmington Public Schools does not have collaborative programs in the district, and the plan does not include such in the future.

Special Education Day School Programs

Wilmington Public Schools does not currently have any in-district Special Education day schools and does not plan to include such in the future.

Special Education Rubric and Regulations

The table below indicates the District’s responses to DESE and MSBA’s questions when reviewing existing facilities for students on IEPs.

Question	Y or N Comment
Ensuring Access	**Response**
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	Yes
2. Do all eligible students have access to school facilities, including, but not limited to, those areas necessary to implement the students' IEP?	Yes, for students that attend, however, we are unable to house specific programs at the North side schools due to lack of accessibility
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other spaces in public schools?	Yes
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	Yes
Minimizing Stigmatization	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

Design Response

The preferred alternative positions spaces for the substantially-separate programs within grade level teams adjacent to general classrooms. Each grade level team contains not only instructional space, but (4) small group rooms for acoustically separate support services activities and testing, extended learning spaces for more hands-on and movement activities as described above, and office spaces for Academic Support professionals. Positioning these spaces within each team offers the greatest opportunity to meet the needs of students and allow them to be amongst their peers.

Each substantially-separate classroom has been planned to be a suite of spaces where the main instructional space is the same size and equipped with the same technology, access to daylight, and access to break out spaces as general classrooms with a shared small group room with the adjacent general classroom. In addition to these features, each of these learning environments has an enclosed calming space meant to allow quiet one-on-one instruction to occur or to function as a self-regulation space, and a dedicated single-user toilet. As design progresses, it will be important to consider how the space can be zoned into different functions which may include: individual student stations with personal storage, small group areas, leisure areas, open and enclosed storage areas, large format digital display, and in some cases life skills areas.

The preferred alternative also includes spaces for Occupational and Physical Therapy at the intersection of the of the south corridor and north-south connector on the public side of the first floor adjacent to Medical and the gymnasium.

Vocations and Technology Programs

STEM

As noted in the Scheduling Section of this document, the district would like to introduce a new specialist subject, STEM. A STEM special would provide opportunities for practical application of science and math concepts taught in class and incorporate technology, engineering, and design elements. STEM education creates a level playing field in which all students have access to explore and create something new by promoting innovative thinking and problem solving, fostering collaboration and communication, and building social-emotional competencies. As a district, we have begun implementing district-wide STEM challenges a few times a year for K-5 students. On the days these challenges take place, students are excited and engaged. In addition to practicing academic skills during these challenges, we have observed the growth of fine motor skills, student resilience, perseverance, creativity, communication, and teamwork. The district feels that adding STEM as a special would be an excellent addition to the current curriculum, and therefore, we would like to ensure an appropriate space is included in the plan.

The district envisions this type of project-based, investigative learning taking place in ~~a~~ dedicated STEM room. The STEM room would be staffed by a full-time STEM Teacher who would provide 45-

minute classes to students on a 6-day cycle. The curriculum would incorporate elements and experiences such as (but not limited to):

- Digital Communication
- Robotics
- Circuitry
- Mechanics and Structures
- Design Thinking
- 3-D Printing
- Scientific Data and Analysis
- Makerspace Exploration
- STEM Challenges

A dedicated STEM space should include the following:

- Ample teacher-accessible storage space for equipment, tools, kits, and new and recycled materials, both durable and consumable
- Student-accessible storage (at a child's scale) to support student ownership in the gathering and manipulating of materials
- Abundant and appropriate shelving/organization to safely store or display student work
- Water available with a sink deep enough to facilitate cleaning specimens and glassware equipment and the filling of large basins of water for experiments
- Access to and storage/organization of robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities (i.e., adjustable height tables, stools, white-board tables, castors on furniture, etc.)
- Adequate horizontal work surfaces that allow for the creation of various-sized projects and/or for set-up purposes between classes
- A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings

To add another specialist subject for grades K-5, we will need to employ a schedule with a 6-day cycle. Currently, we follow a 5-day cycle (Monday-Friday), and students have one of the five current special subjects each day. Given that we typically have six classroom sections per grade level, we cannot schedule special subjects to allow all six classroom teachers to have their planning period simultaneously. A 6-day cycle would enable us to add the STEM special and create the opportunity for increased common planning time for most grade-level teams.

Wilmington Public Schools does not have an existing Chapter 74 Program.

Design Response

The preferred alternative positions the 1200 NSF STE classroom space adjacent to the Library/Media Center to create an information/technology hub on the second floor of the public area. It would be the design team's intent to design spaces to align with MSBA guidelines for STE spaces including (2) sinks, appropriate safety equipment, project display space, storage, flexible furniture and appropriate technology and meet the educational program. Access to outdoor learning spaces with this model would offer the District and the school the greatest organizational and instructional flexibility long-term.

Transportation Policies

Current Practices

Wilmington Public Schools transports over 1,800 regular education students daily, utilizing 17 buses, to provide our families with a free, safe, and consistent means of transportation to and from school. Wilmington also provides transportation for over 50 in-town special education students, students on hardships, some out-of-district students, and McKinney-Vento students on our minibus routes that are owned and operated by the district. Aside from home to school, transportation is also provided for academic field trips to support the curriculum and co-curricular programs such as athletics. Wilmington Public Schools has a unique time structure servicing eight (8) schools, some sharing start and end times. Uncommon to many districts of this size, Wilmington has five (5) different start and end times, and our elementary students are split amongst several smaller buildings (currently, our high and middle are closely aligned and riding together, so it is considered as a single start/ end time).

Eligibility for the school bus is based on the distance between a student's residence and school. Wilmington School Committee Policy states transportation for students will be provided as follows:

- Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent
- Grades 1 – 3: Students living more than one mile from the school.
- Grades 4 – 6: Students living more than one and one-half miles from the school.
- Grades 7 – 12: Students living more than two miles from school.
- Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

It has been the District's practice to transport all kindergarten students, all students in grades 1-8 with the exception of those within immediate proximity to their school, and high school students typically outside of a mile. Bus stops are designed to be centralized whenever it is safe to do so and are reviewed by the Traffic & Safety Division of the Wilmington Police Department. All families that wish to utilize the school bus must register for transportation, but there is no cost for this service.

School	School Hours	Approximate # of Bus Riders Compared to Total Enrollment	Approximate # of Designated Walkers	# of Buses Utilized in the Morning	# of Buses Utilized in the Afternoon	# of Minibusses
Wildwood	7:45 – 1:15	81 of 100	0	4	4	4
Boutwell	8:35 – 2:05	57 of 97	0	4	4	3
Middle School	8:05 – 2:30	564 of 703	15	16	17	2
High School	8:05 – 2:35	258 of 620	80	16	17	6
Shawsheen	8:40 – 3:00	260 of 342	0	10	9	4
West Intermediate	8:40 – 3:00	149 of 206	1	10	9	4
Woburn Street	9:05 – 3:25	275 of 358	0	13	10	3
North Intermediate	9:05 – 3:25	196 of 249	2	13	10	3

Our two Pre-K- K schools, Wildwood & Boutwell, have their own separate start and end times, and four (4) buses are used for each school to transport students to and from home. Currently, the Wildwood School is housed on the opposite side of town from where the students reside at the Wilmington Middle School and the West Intermediate School, both buildings located across from each other on Carter Ln. Kindergarten routes for both schools have very minimal riders. While only two vehicles are needed to service each of these school populations, four (4) vehicles are used to cover the large area they serve to reduce the amount of time students are aboard the bus so the buses have adequate time to get students to/from school and make it to their next route. These four (4) buses, used for two (2) of our five (5) start and end times, cover the same amount of area our elementary buses cover but for a small fraction of the student population. With most of these buses running at or under 25% capacity, transportation for these schools is extremely inefficient.

We have two (2) separate elementary tiers or start and end times, one (1) for each side of town, with a combined total of four (4) elementary buildings. There are two (2) buildings for grades 1-3 on each side and an additional two (2) intermediate buildings for grades 4-5. The Shawsheen School & West Intermediate share start and end times, and the Woburn Street School and the North Intermediate share start and end times on the other side. The elementary & intermediate buses will pick up and drop off at one school before heading to the corresponding school to load and unload. With our elementary campuses being 1.2-1.5 miles apart, imposing walk zones has no real impact on transportation because what is within a walk zone for some students isn't for others at the

corresponding school. Therefore, a bus must travel to the area anyway. This also makes it challenging for many car rider families, with students at each school having to be in multiple locations at once.

For our secondary schools, we began this school year with start time adjustments to improve the start time for our secondary students based on recommendations made by the American Academy of Pediatrics. To be able to change the start times without drastically increasing our fleet size, it was necessary to reduce our current tiers, or the number of start and end times, from 6 to 5 by combining our secondary students on buses together and having them share similar start and end times so buses would pick/ drop at one school before proceeding to the other.

We utilize seven (7) minibusses to service all in-town special education students, some regular education students whose residence cannot be accessed with a large bus, and some Pre-K students who have no other means of transportation. Whenever possible, we also transport some of our McKinney-Vento students residing in other districts and some of our out-of-district students who attend a school in or within close proximity to Wilmington. Most of our in-town special education students in grades K-5 attend the Wildwood for Pre-K- K, then the Shawsheen for grades 1-3, and the West for grades 4-5 before entering Middle & High School. While there is only a small fraction of students utilizing minibusses at the Boutwell, Woburn Street & North Intermediate schools, several minibusses are still needed to cover the distance between these students. Our minibusses are running home-to-school and school-to-home trips consistently throughout the day, with half-day Pre-K students coming and going in the midday. Aside from home-to-school transportation, the minibusses also support the outings for our post-grad program, Life Skills & Strides at the Middle & High School, and academic field trips directly supporting the curriculum and for co-curricular programs such as clubs.

The average length of each bus route is approximately 20 minutes once all students are loaded; however, an additional 5-12 minutes are spent on each tier driving in between the many schools, which raises the average route time to about 32 minutes. One of the longest routes is 43 minutes, but if the bus did not have to travel between 2 schools to pick up students, the time to load and complete the route would be reduced to 33 minutes. Approximately 35 minutes every morning and another 35 minutes every afternoon are spent traveling between our many small buildings to load and unload students. It can take anywhere between 7-17 minutes to load and travel to the corresponding school before a bus can even begin to start dropping students at their bus stop. All schools keep bus and car rider traffic separate to assist the buses in moving as quickly as possible on and off campus, but some of our schools are unable to support all the buses at once. Currently, 17 buses are used to service our many buildings, but only 12 are needed to service the population of bus riders. The reason for the additional vehicles is to accommodate the many start and end times and the travel time amongst each of the small buildings. Even with the additional vehicles, some of our vehicles continue to struggle to get to school at the scheduled end time.

Proposed Changes

Outlined are some different scenarios and the impact they will have on transportation. From a transportation standpoint, reducing the number of elementary buildings and the number of start and end times will allow the district to provide better service as more time will be available between routes. It will reduce the number of late vehicles in the afternoon, and additional time will no longer be needed for loading and transporting between our multiple buildings. Reducing the number of start and end times could also allow us to improve our current start times and impose reasonable walk zones. Currently, our elementary schools are 1.2 to 1.5 miles apart. Therefore, the buses must service every street because what may be a walk zone for a student in grades 1-3 isn't for students in grades 4-5, so service is provided in every area, even the ones close to a school. To optimize school bus efficiency, buses should be filled to capacity whenever possible, the number of campuses in which they need to load and unload needs to be reduced, and also the number of times they need to enter into the same neighborhoods throughout the day with each school having different start and end times.

New School for Wildwood Only (PreK-K) w/ Separated Times from North Intermediate & Woburn Street

A new school to replace the current Wildwood School will have no impact on transportation for the District; it would not drastically reduce the number of buildings, as Wildwood is currently utilizing two (2) buildings that are directly across from each other, nor would it reduce the amount of start and end times. The new building for Wildwood students would bring a slight positive change in transportation for Wildwood families only. A new building would reduce the number of places the current Wildwood vehicles would have to load and unload at and make it more centrally located to where the students are residing. This would minimally reduce the amount of time some students would be on the bus and allow for slightly later pickup times in the morning. The overall impact would only be a couple of minutes gained for Wildwood families.

The new building would require a driveway or lot that could accommodate at least four (4) buses but ideally five (5) if an additional vehicle needs to be added to assist in timing, along with space for up to 4 minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
Wildwood	81	4	4
North/ Woburn	471	12	3

New School for PreK – 3 (Combining Wildwood and Woburn St with an aligned start & end time)

A new school to replace the current Wildwood and Woburn St Schools and aligning the kindergarten start and end times with elementary will have a positive impact on the community. Due to a reduction in the number of buildings and bringing our total number of start and end times down from 5 tiers to 3, the current four (4) buses that are being used to service kindergarten can be used to assist on other elementary routes for faster service.

The new building would require a driveway or lot that could accommodate twelve (12) buses and five (5) minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined up in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
New Wildwood/ Woburn PreK- 3	356	12	5

New School for PreK – 5 (Combining Wildwood, Woburn Street, and North Intermediate with aligned start & end times)

A new school to replace the Woburn Street School, North Intermediate School, and Wildwood School would have the greatest impact on transportation for the District by reducing the number of buildings and start and end times. The four (4) buses used solely to transport kindergarten students, which are at minimal capacity, could be used to assist on the elementary routes for faster service. Most routes would save 5-8 minutes every morning and an additional 5-8 minutes every afternoon by not having to travel between campuses and load & unload twice. It will also allow families who wish to drive their own students the ability to do so without running the risk of being late by having to travel to multiple campuses and through multiple car rider lines. The greatest impact on the District occurs with a combined Pre-K-5.

The only impact for Wildwood Families, specifically, would be a more centralized building where the students reside and no longer a need to load and unload at two buildings, slightly reducing the amount of time these kindergarten students are currently on the bus.

The new building would require a driveway or lot to accommodate 13 buses and up to 6 minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in

length, and it would be preferred that they are lined up in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
New PreK- 5	552	13	5

In closing, to optimize the transportation system's efficiency, we need a reduction in the number of buildings and start/ end times. This would allow us to fill the vehicles and travel fewer times to the same neighborhoods on multiple trips. In doing so, the number of vehicles needed to service the community could be reduced, which would have a positive impact on the annual operating budget. Students would have faster service both to and from school, and the ability to further adjust school start and end times would be available.

Functional And Spatial Relationships And Adjacencies

Visioning session #3 focused on the functional and spatial relationships desired for this project. In small groups, participants prepared an overall building diagram for one of the three grade configurations under consideration. Those overall planning illustrations are depicted and described below. Each illustration communicates both the desired overall conceptual organization and information about how individual spaces relate to one another. Finally, visioning participants articulated their preferred functional and spatial relationships as statements to be included in a set of guiding principles for design. While the illustrations for each grade configuration vary slightly, all three have several commonalities.

Building Features and Adjacencies

Overall, the District desires to organize the building into two major zones. One zone is the “public” zone, which accommodates spaces that may be accessed by students, staff, and/or the community during and/or after school hours. These spaces include the cafeteria, gymnasium, music rooms, art rooms, library, nurse, and administrative offices. The second "private" zone includes all the remaining spaces.

Within the public zone, any design alternative should express the following:

- Administrative suite immediately adjacent to the main entry of the facility with direct visual access to the building approach and the main entry
- Medical Suite in proximity to the main office administrative suite
- Cafeteria/ stage near music such that the equipment from the music room can be easily moved into the cafeteria for performances

- Kitchen located immediately adjacent to the cafeteria and in close proximity to site service entry
- Programmed custodial/maintenance spaces located near kitchen and service entry
- Possess the ability to be secured from the remainder of the building during off-school hours, special events, or lockdown.

Within the private zone, any design alternatives should express the following:

- Academic areas organized into seven grade-level neighborhoods, each with:
    - Extended learning space
    - Small Group Rooms located between pairs of classrooms
    - Special education-related rooms as required by District Program
    - Pre-Kindergarten and Kindergarten located on the ground floor in proximity to outdoor learning environments
- Special education spaces distributed throughout all grade level teams to maximize inclusive practices, allow for effective delivery of related services
- Possess the ability to be secured from the remainder of the building during off-school hours, special events, or lockdown.
- 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
- Organize building into lower elementary and upper elementary grade level groupings 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

<u>Site Features and Adjacencies</u>

Dedicated site circulation for each of the following:

- Parent vehicles
- Buses/Vans
- Pedestrians

    - Specialized transportation (requires a dedicated and separate loading/unloading zone, but may not require complete separation from bus circulation)
- Any proposed project should include the installation of age-appropriate fully accessible playgrounds located near the cafeteria to best facilitate the daily recess/lunch sequence. Additionally, the district would like to provide the following types of outdoor educational-based activities in either enrollment option:
    - Collection, examination, and analysis of soil, water, and plant samples
    - Offering of artistic and/or informational presentations in an amphitheater setting
    - Planting, maintenance, and harvesting of vegetable gardens

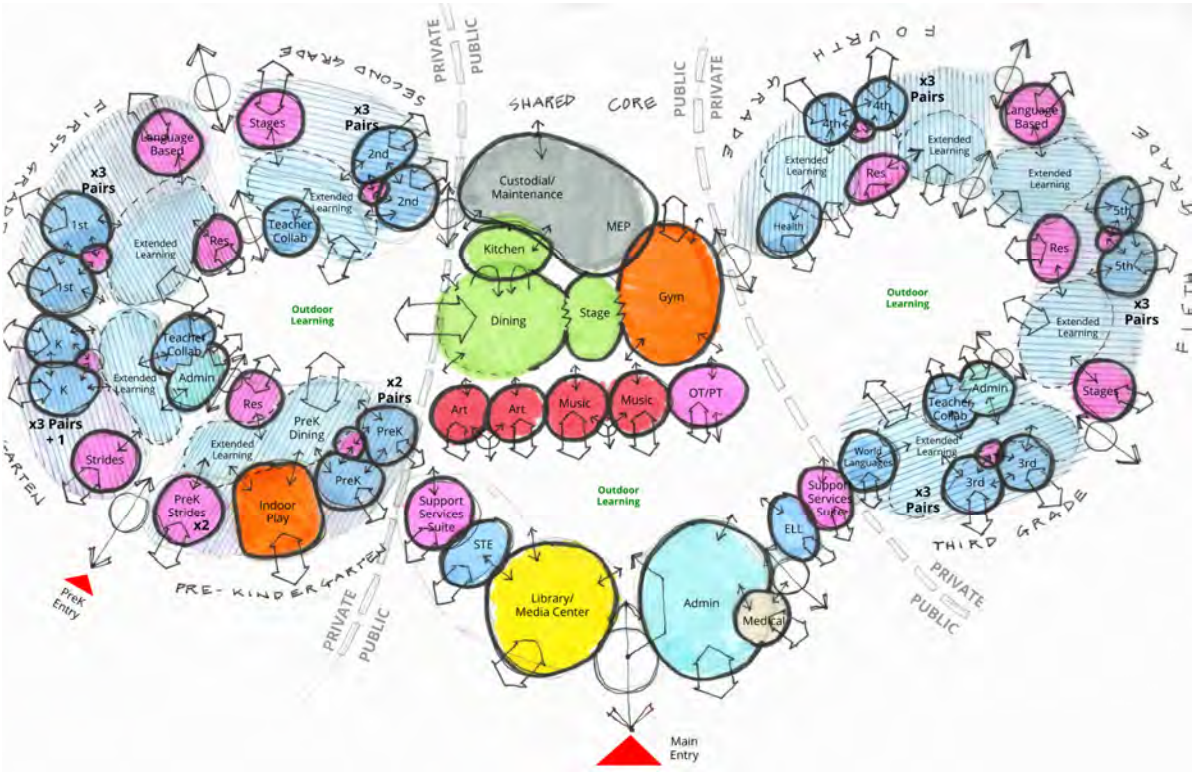
Design alternatives should express the following:

- All playgrounds in proximity to grade level classrooms and the cafeteria. This close geographic relationship will help to easily manage the transition from classroom to recess, from recess to the cafeteria, and from the cafeteria back to the classroom. Additionally, this relationship will support the capability of outdoor learning opportunities.
- A hardscape play area adjacent to playgrounds
- Emergency vehicle access to be coordinated with public safety requirements and positioned at the outermost edge of site planning to allow access to playgrounds and outdoor learning areas without the need to crossover the emergency vehicle pavement
- A paved service yard capable of supporting deliveries in a wide variety of vehicles
- Appropriate number of faculty and staff parking near the academic areas of the building and capable of doubling as event parking near public areas of the building (gym & cafeteria).
    - 140 spaces minimum (180 spaces preferred) for PreK-5th enrollment
    - 120 spaces minimum (150 spaces preferred) for PreK-3rd enrollment
    - 60 spaces minimum (100 spaces preferred) for PreK-K enrollment
- Physical education exercise, games, dance, and general movement activities
- Exploration of the wetlands on the property via paths and boardwalks

<u>Conceptual Overall Building Diagram</u>

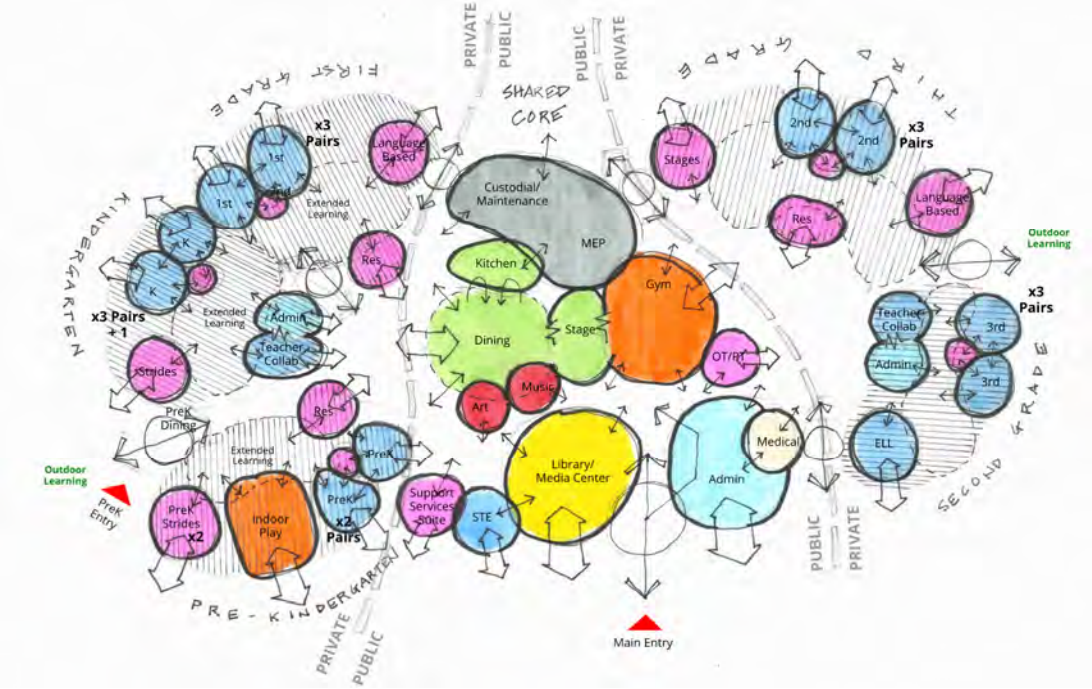
The overall building diagrams below express the District's idealized building layout and programmatic adjacencies. Although expressed as a single story in the diagram, an understanding exists that site characteristics and constraints may dictate a multi-story building design. Also expressed in the diagram is a need to separate parent vehicles and buses in the site circulation pattern, to allow access to playing fields and playgrounds without the need to cross parking or roadways, and an overall orientation of the building along a general East/West axis to maximize opportunities for natural daylight and other sustainability strategies.

Pre-K 5th



- Organize building into Pre-K to 2nd grade and 3rd grade to 5th grade with shared core spaces in between

Pre-K-3rd



- Organize building into Pre-K to 1st grade and 2nd grade to 3rd grade with shared core spaces in between

Pre-K-K



Security And Visual Access Requirements

Current Practices

Each school building is equipped with an access control system and one security camera at the front door. The front door is also equipped with an AiPhone doorbell intercom system to speak with visitors and control door access. Staff members all have a proximity swipe card/ID to access the building. Doors are manually unlocked or propped open at the time of student arrival. A panic button was recently installed in the main office of each school that contacts the police through the alarm company in case of an emergency.

Faculty are provided classroom keys. The keys are required to lock the door handle from the outside and cannot be locked from the inside of the room in an emergency. Interior communicating doors between classrooms often only lock from one side if they are equipped with a lock and need to be barricaded in an emergency. Window shades or blinds are not all present or operational to shield the view in an emergency situation.

Recent improvements to the VoIP system now allow intercom access from any classroom phone.

A district Safety Committee meets several times yearly to discuss and collaborate on safety procedures. Membership in the committee includes district Leadership, Police, Fire, School Resource Officers, Faculty and Staff. Operational requirements for fire drills, ALICE Lockdown drills/procedures, and reunification procedures. The most recent Medical Emergency Response Plan was submitted to DESE on November 30, 2023.

Proposed Changes

The design of the new building should provide for the following additional features

- Access control system on all exterior doors
- A sufficient number of security cameras to maintain operational views of the building, playgrounds, interior hallways, bathroom entrances, and public spaces such as the library, gymnasium, and cafeteria
- Interior doors should be equipped with locking systems that allow doors to be secured from the inside of the room. All communicating doors must be able to lock from both sides
- Additional panic buttons in the principal's office and nurse's office
- A card reader that can activate a shutdown and lock of all access control system doors
- Ability to separate and secure public and private areas of the school

Typical Day and Week in the Life of a Student

Teachers at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School plan their lessons with a focus on the students, utilizing a hands-on and inquiry-based approach in the general education classroom setting. Students work in small groups, collaboratively, independently, and as a whole class. Movement around the classroom is expected to accommodate the various instructional settings and approaches.

Current class sizes and configurations limit the ability of students to move fluidly within the classroom setting.

For science and mathematics instruction, flexible classroom layouts and tables for experiments and lab work are necessary while allowing for ample storage for teaching materials, consumables, and ongoing project work. Due to limited space, experiments and projects often need to be broken down to make room for other types of learning, and students cannot add to or display their projects. Unfortunately, classrooms do not have enough storage for science materials, limiting spontaneous science instruction. Teachers must travel to a central storage area to gather equipment and supplies.

General education teachers, special education teachers, and interventionists share students across classrooms, pulling students to shared intervention spaces and pushing them into classrooms throughout the day. Students may sometimes leave the classroom to receive occupational therapy, physical therapy, speech and language therapy, and social-emotional learning services. Special education staff may also push into the classroom to provide their services when required.

The active and authentic learning described above requires a flexible teaching environment that can accommodate a variety of scales, paired classroom adjacency, attached small group rooms, and extended learning space immediately outside classrooms. Unfortunately, the current buildings lack this kind of accessibility.

As indicated in the School Scheduling Method of this document, the allocated minutes for subjects/activities at each grade level are clearly identified. The student day is structured to provide lessons and activities aligned with the MA frameworks utilizing evidence-based approaches and materials. Below is a sample of a typical 2nd-grade schedule.

Typical Life in the Day of a Student (Grade 2)	Program Details and Educational Benefit
Arrival and Morning Meeting	Some students participate in the CARES before-school program in the cafeteria. When other students arrive by bus or car, they enter the building and proceed directly to class. Morning meetings are an important part of the day as they set the tone and help the teacher and students build and nurture relationships with each other. SEL and PBIS lessons can be reinforced during this time.
Foundational Literacy Skills	Literacy subjects are scheduled in a connected block whenever possible. Our district has shifted to evidence-based literacy programs; Universal screening and progress monitoring are critical components of our literacy program.
Reading	
Read Aloud/Working Snack	
Writing	
Specialist Subject (Art, Music, P.E., Health, and Library)	The district is proud of the variety of specialist subjects we can offer. We have wonderful performing arts and visual arts programs at our secondary level and believe that our younger students acquire great foundational skills during their elementary experience to prepare them. We are also proud to offer Health as a specialist subject for our elementary students. Many districts struggle to include that subject matter, which often gets folded into other curricula. We are excited about the potential opportunity to add a STEM specialist subject going forward. This would round out and nicely complement the course offerings at the elementary level. We know how important STEM education is in preparing students for the secondary level and, more importantly, in preparing them for their world outside of school.
Lunch/Recess	
Intervention Block	Although we struggle to build an intervention block into daily instruction in all grade levels, we aim to create this dedicated time for students to get the services they need, such as reading or math intervention. Some grade levels are able to dedicate time for this type of intervention. Those who don't get creative with scheduling to ensure that students aren't missing core instruction. Our reading and math interventionists provide both pull-out and push-in services for students based on their level of need, schedules, and space availability.

Math	Our math program has been in place for several years, and our teachers are well-versed in the content. To better differentiate for our students, we have implemented a math workshop model allowing students to rotate through stations. In a typical lesson, they experience explicit instruction, guided practice, and independent practice.
Science or Social Studies (alternates daily)	Students typically alternate between Science or Social Studies each day. Both our science and social studies programs were purchased within the last few years, and teachers received a great deal of training in these two programs. Both programs require significant technology to fully utilize the available resources. Our Science program promotes hands-on learning through lab experiments.
Dismissal	At dismissal, students are gathered in different locations and are dismissed by groups (walkers, pick-up, or specific busses)

In addition to daily scheduled activities. students might experience grade-level community meetings or enrichment experiences at different times throughout the year.

Students go outside for recess, weather permitting. Although recess is not academic instruction per se, it is a critical part of our students' day. During recess, students can increase physical activity, burn off energy, get exercise, and develop SEL skills through collaborative play and problem-solving. It is important to have outdoor play space and developmentally appropriate play structures easily accessible from each grade-level cluster in the building.

Teachers take students outside for lessons as well when the weather cooperates. Ideally, a new school would have an outdoor classroom or picnic tables for students to use for lessons.

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools Wildwood Early Childhood Center	Existing Totals	PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC	**36,096**			**0**			**45,700**			**45,700**			**10,450**			**35,250**	STE Guidelines Policy
(List rooms of different sizes separately)																	
Kindergarten Classroom with Toilet				0	1100	7	7,700	1,100	7	7,700	-100	0	-700	1,200	7	8,400	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
Kindergarten Classroom																	
General Classroom (Grades 1-6)				0	900	30	27,000	900	30	27,000	-50	3	1,350	950	27	25,650	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom																	
General Classroom																	
General Classroom																	
General Classroom																	
General Classroom																	
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General Classroom																	
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)				0	1,080	1	1,080	1,080	1	1,080	0	0	0	1,080	1	1,080	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)				0	120	1	120	120	1	120	0	0	0	120	1	120	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
ELL Classroom				0	450	2	900	450	2	900	450	2	900				

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

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		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL								
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Teacher Collaboration				0	450	6	2,700	450	6	2,700	450	6	2,700				
Extended Learning K					300	4	1,200	300	4	1,200	300	4	1,200				
Extended Learning 1st-5th				0	1,000	5	5,000	1,000	5	5,000	1,000	5	5,000				

Proposed Space Summary - Elementary School

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		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL								
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
SPECIAL EDUCATION	**11,300**			**0**			**19,010**			**19,010**			**9,950**			**9,060**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																	
Self-Contained Special Education Classroom				0	Varies	10	9,600	Varies	10	9,600	Varies	4	3,900	950	6	5,700	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Strides ProgramPK-K				0	1100	3		1,100	3								
Strides ProgramPK-K																	
Strides ProgramPK-K																	
Strides Program 1st-2nd				0	900	1		900	1								
Strides Program 3rd-5th				0	900	2		900	2								
Stages Program 1st-2nd				0	900	1		900	1								
Stages Program 3rd-5th				0	900	1		900	1								
Language-Based Program 1st-2nd				0	900	1		900	1								
Language-Based Program 3rd-5th				0	900	1		900	1								
Self-Contained Special Education Toilet Room				0	120	7	840	120	7	840	60	33	480	60	6	360	
Strides Program PK-K Toilet				0	120	3		120	3								
Strides Program 1st-2nd Toilet				0	120	1		120	1								
Strides Program 3rd-5th Toilet				0	120	2		120	2								
Stages Program 1st-2nd Toilet				0	120	1		120	1								
Learning Center				0	200	6	1,200	200	6	1,200	-300	2	-800	500	4	2,000	1/2 size of a General Classroom
Small Group Room				0	150	26	3,900	150	26	3,900	-350	24	2,900	500	2	1,000	1/2 size of a General Classroom
Calming				0	100	8	800	100	8	800	100	8	800				
OT Classroom/Office				0	250	1	250	250	1	250	250	1	250				
PT Classroom				0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
School Psychologists				0	150	2	300	150	2	300	150	2	300				
BCBA Office/Team Chairs				0	320	1	320	320	1	320	320	1	320				
Speech & Language				0	200	4	800	200	4	800	200	4	800				
Public Day Education Spaces (List rooms separately below)																	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
ART & MUSIC	**6,315**			**0**			**4,040**			**4,040**			**-1,035**			**5,075**	
Art Classroom (25 seats)				0	975	1	975	975	1	975	-25	-1	-1,025	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln				0	150	1	150	150	1	150	0	-1	-150	150	2	300	
General Music / Chorus (25-50 seats)				0	975	1	975	975	1	975	-225	-1	-1,425	1,200	2	2,400	Assumed schedule: 2 times per week per student
General Music Storage				0	100	1	100	100	1	100	25	-4	-275	75	5	375	
Music Practice / Ensemble				0	0	0	0	0	0	0	0	0	0				
Multipurpose Library/Art/Music				0			0	0	0	0	0	0	0				
Instrumental Music				0	700	1	700	700	1	700	700	1	700				
Instrumental Storage				0	240	1	240	240	1	240	240	1	240				
Flex Classrom				0	900	1	900	900	1	900	900	1	900				
HEALTH & PHYSICAL EDUCATION	**9,772**			**0**			**12,300**			**12,300**			**6,000**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium				0	12000	1	12,000	12,000	1	12,000	6,000	0	6,000	6,000	1	6,000	
Gym Storeroom				0	180	1	180	180	1	180	30	0	30	150	1	150	
Gym Storage																	
PE Office ~~with Shower and Toilet~~				0	120	1	120	120	1	120	-30	0	-30	150	1	150	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools **Wildwood Early Childhood Center**	Existing Totals	PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDIA CENTER	**2,265**			**0**			**4,068**			**4,068**			**0**			**4,068**	
Media Center / Reading Room				0	4,068	1	4,068	4,068	1	4,068	0	0	0	4,068	1	4,068	
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
					307												
DINING & FOOD SERVICE	**13,620**			**0**			**9,458**			**9,458**			**0**			**9,458**	
Cafeteria / Dining				0	4,612	1	4,612	4,612	1	4,612	-1,051	0	-1,051	5,663	1	5,663	Based on 2 lunch seatings - 15 NSF per seat
Stage				0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage				0	452	1	452	452	1	452	0	0	0	452	1	452	
Kitchen				0	2,655	1	2,655	2,655	1	2,655	600	0	600	2,055	1	2,055	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room				0	289	1	289	289	1	289	0	0	0	289	1	289	20 NSF per student
Quiet café area				0	150	3	450	150	3	450	6	900	450				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
MEDICAL	**603**			**0**			**710**			**710**			**0**			**710**	
Medical Suite Toilet				0	130	1	130	130	1	130	70	0	70	60	1	60	
Nurses' Office / ~~Waiting Room~~				0	120	1	120	120	1	120	-130	0	-130	250	1	250	
Examination Room / ~~Resting~~				0	100	1	100	100	1	100	0	-3	-300	100	4	400	
Waiting Area				0	60	1	60	60	1	60	60	1	60				
Resting Area				0	300	1	300	300	1	300	300	1	300				
Multipurpose Medical				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE	**5,582**			**0**			**5,308**			**5,308**			**2,418**			**2,890**	
General Office / Waiting Room with Toilet				0	528	1	528	528	1	528	0	0	0	528	1	528	
Teachers' Mail and Time Room				0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room				0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room				0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area				0	200	1	200	200	1	200	-175	0	-175	375	1	375	
Principal's Secretary / Waiting				0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office				0	200	2	400	200	2	400	80	1	280	120	1	120	
Supervisory / Spare Office				0	120	2	240	120	2	240	0	1	120	120	1	120	
Staff Office																	
Conference Room				0	250	2	500	250	2	500	0	1	250	250	1	250	
Conference Room																	
School / Adjustment Counselors				0	200	3	600	200	3	600	50	0	150	150	3	450	
School / Adjustment Counselors																	
Guidance Storeroom				0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room				0	200	1	200	200	1	200	-328	0	-328	528	1	528	
Reading Specialists				0	200	6	1,200	200	6	1,200	200	6	1,200				
Math Tudors				0	200	4	800	200	4	800	200	4	800				
IT Technician Office				0	120	1	120	120	1	120	120	1	120				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
[Enter room type here]				0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE	**2,654**			**0**			**2,355**			**2,355**			**0**			**2,355**	
Custodian's Office				0	175	1	175	175	1	175	25	0	25	150	1	150	
Custodian's Workshop				0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian's Storage				0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian Storage																	
Custodian Storage																	
Custodian Storage																	
Custodian Storage																	
Custodian Storage																	
Recycling Room / Trash				0	0	0	0	0	0	0	-400	-1	-400	400	1	400	
Receiving and General Supply				0	1,980	1	1,980	1,980	1	1,980	1,628	0	1,628	352	1	352	
Storeroom				0	0	0	0	0	0	0	-503	-1	-503	503	1	503	
Network / Telecom Room				0	200	1	200	200	1	200	0	0	0	200	1	200	

Proposed Space Summary - Elementary School

PreK-5th Configuration - Revised 6/5/23

Date: 8/29/2024 Preferred Schematic Report

Wilmington Public Schools **Wildwood Early Childhood Center**	**Existing Totals**	**PROPOSED PROGRAM**													
		EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**			**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
ROOM TYPE		**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
External Storage				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				
[insert room type here]				0			0	0	0	0	0	0	0				

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		EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER	**2,765**			**0**			**6,100**			**6,100**			**6,100**			**0**	
(List rooms separately below)																	
Pre-Kindergarten Classroom with Toilet (if applicable)				0	1100	3	3,300	1,100	3	3,300	-100	3	3,300	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Pre-Kindergarten Classroom with Toilet (if applicable)																	
Extended Learning PK				0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
Teacher Wellness Room				0	100	6	600	100	6	600	100	6	600				
CARES program Coorinator Office				0	150	1	150	150	1	150	150	1	150				
CARES Site Coorinator Office					150	1	150	150	1	150	150	1	150				
Health Classroom				0	900	1	900	900	1	900	900	1	900				
[Enter room type here]				0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)	**90,972**			**0**			**109,049**			**109,049**			**33,883**			**75,165**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment														# of Grades	6	**755**	**Total Enrollment (Enter Design Enrollment)**
														K	1	**126**	Kindergarten Enrollment
														Grade 1	1	**252**	Lower Elementary School Enrollment (Grades 1-2)
														Grade 2	1	**378**	Upper Elementary School Enrollment (Grades 3-6)
														Grade 3	1		
														Grade 4	1		
														Grade 5	1		
														Grade 6	0		
NON-PROGRAMMED SPACES			% of GFA	**0**		% of GFA	**54,524**		% of GFA	**54,524**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																	
PT Storage		-	#DIV/0!		-	0.2%	250	-	0.2%	250							
Cares Storage		-	#DIV/0!		-	0.3%	500	-	0.3%	500							
[Enter room type here]		-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]		-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]		-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces		-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms		-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms		-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)		-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]		-	#DIV/0!	0	-	32.9%	**53,774**	-	32.9%	**53,774**							
Total Building Gross Floor Area (GFA)[2]	**138,614**			**0**			**163,573**			**163,573**			**54,098**			**109,475**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)				**#DIV/0!**			**1.50**			**1.50**			**0.04**			**1.46**	**Grossing Factor (GFA / NFA)**

	PDP	PSR	Difference
	167,900	163,573	4,327

[1] **Individual Room Net Floor Area (NFA)**

[2] **Total Building Gross Floor Area (GFA)**

[3] **Remaining**

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowle belief. e penalties of perjury.

Name of Architecture Firm: Dore + Whittier

Name of Principal Architect: Donald M Walter

Signature of Principal Architect: Donald M Walter

Digitally signed by Donald M Walter
DN: C=US, E=dwalter@doreandwhittier.com, O="Dore + Whittier", CN=Donald M Walter
Date: 2024.10.15 14:21:05-04'00'

Date: 10/15/24

PREFERRED SOLUTION SPACE SUMMARY

The preferred solution space summary documents the spaces necessary to deliver the district's educational programs and services. This section also documents where the proposed space summary deviates from the initial Space Summary and written comments provided by MSBA as part of the Preliminary Design program and offers support for these deviations based on the District's Educational Program.

Deviations From MSBA Guidelines – 755 Students + Prekindergarten

The proposed space summary identifies a need of 163,573 GSF at a net to gross multiplier of 1.5 to serve the educational program, a deviation of +54,098 GSF from the MSBA guidelines for a school population of 755 kindergarten through grade five students and approximately 100 prekindergarten students. The narrative that follows offers evidence and support for these deviations.

Below is a summary of the initial proposed PreK-5th Configuration Space Summary:

	Net Floor Area	Gross Floor Area
Existing Wildwood ECC	18,886	29,302
Existing Woburn Street ES	36,954	53,771
Existing North Intermediate School	35,132	55,541
Total Existing Buildings	90,972	138,614
Proposed New School	**109,049**	**163,573**
MSBA Guidelines	75,165*	109,475*

* *The MSBA guidelines for an elementary school with an enrollment of this size has a net to gross multiplier of 1.46.*

The deviations communicated are based on the MSBA's space summary template for an elementary school. However, it is important to note that the template assumes no space for prekindergarten classrooms.

CORE ACADEMIC

The core academic program category totals 45,700 NSF, a deviation of +10,450 NSF from the MSBA guideline. The proposed space summary deviates from MSBA guidelines in five key ways: an ELL classroom, dedicated teacher collaboration spaces, and extended learning areas.

Wilmington is experiencing a demographic shift that has resulted in more students who qualify for English Language Learner services and programs. The proposed space summary deviates from MSBA guidelines by providing two half-sized classroom spaces to accommodate these services. The district requests six 450 NSF Teacher Collaboration Spaces located in proximity to grade levels. These spaces are to serve for common planning time, data meetings, and professional development spaces. They may also house a few hoteling desks for volunteers and itinerant staff if they don't have a professional home base elsewhere in the project. The final factor in the deviation between the proposed space for Core Academics and the MSBA guidelines for this category is the additional space requested for Extended Learning. The needs and intent for this space are explained in the educational program narrative. The proposed Core Academic area includes 4 spaces at 300 NSF each to serve kindergarten and five 1,000 NSF spaces to serve each of the grades first through fifth grades.

SPECIAL EDUCATION

The Special Education program category totals 19,010 NSF, a deviation of +9,950 NSF from the MSBA guidelines. Several District-specific programs and services contribute to much of this deviation, including dedicated space to support programs like the substantially separate, self-contained Strides program and services such as Occupational Therapy and Physical Therapy all outlined in the Special Education sub-section of the Educational Program Narrative. PT Storage was removed based on MSBA PDP comments to "Non-programmed Spaces" category.

The remaining deviation in square footage is a result of the district's request for twenty-six (26) small group rooms and a request for a series of spaces associated with support service professionals: School Psychologists, Speech and Language Pathologists, and Board-Certified Behavioral Analysists all of which exclusively serve students with special needs. Small group rooms are expected to be located between pairs of classrooms to serve as supplemental instructional environments that are physically and visually connected directly to, but acoustically separate from, the general classroom. These spaces would primarily serve students who receive supports from professionals beyond the general classroom teacher but would also be a critical resource to general education teachers for small group activities and differentiated instruction consistent with Universal Design for Learning.

ART & MUSIC

The art and music program category totals 4,040 NSF which is below the MSBA guidelines by -1,035 NSF. After further analysis of scheduling for a PK-5 configuration, it was determined that 2 spaces for art and 2 spaces for music would be underutilized and also would not meet the needs of the instrumental program. To better support the scheduling needs, the district hopes to allocate square footage for a flex space at 900 SF primarily for shared use by both Art and Music classes during the day. When not in use by these programs, it can serve as a multi-purpose space for other programs and a resource for the Cares program and community after-school.

The designated instructional spaces for the Music program include: one 975 NSF music classroom, plus 100 NSF storage room and one 700 NSF instrumental music room plus 240 NSF instrumental storage room, with access to the flex space as needed to fulfil program needs. For the Art program, the district hopes to include 1 Art room of 975 NSF and storage at 150 NSF with access to the flex space as needed to fulfil program needs. The District, however, does not need the entirety of the allowable NSF for this category and hopes the MSBA will allow the District to apply some or all of the unused to other program categories.

HEALTH & PHYSICAL EDUCATION

The health & physical education program category totals 12,300 NSF, a deviation of +6,000 NSF from the MSBA guidelines. The entirety of this deviation is attributable to a request for a 12,000 NSF gymnasium. Each of the existing buildings has either multipurpose rooms or gymnasiums. A total of three spaces capable of supporting both instructional activities during the school day and youth sports and other community activities after school hours. In several meetings with the public, an oversized gym to replace and exceed their current capabilities was expressed as added community value, even if the difference is ineligible for MSBA reimbursement.

MEDIA CENTER

The media center program category totals 4,068 NSF, which aligns with MSBA guidelines for this category.

DINING & FOOD SERVICE

The dining and food services program category totals 9,458 NSF, which aligns with MSBA guidelines for this category. As articulated in PDP, the District directed the Design Team to size the dining room to accommodate all kindergarten through 5th grade students in three seatings. However, the number of students participating in lunch (and, therefore, going through the serving lines) has significantly increased over time with the free lunch for all programs initiated by the Commonwealth. Specific data is provided in the educational program narrative. As a result, the

district has directed the Design Team to allocate more NSF within this category to the kitchen and serving lines by reducing some of the square footage associated with the dining room. Given the plan to operate three seatings rather than two, the reduced square footage in the dining room will still be able to accommodate enrollment growth in the future.

MEDICAL

The medical program category totals 710 NSF, which aligns with MSBA guidelines for this category. It is important to note, however, that the Design Team has reallocated square footage from within this category to create spaces that better align with the district's needs and priorities.

ADMINISTRATION & GUIDANCE

The administration & guidance program category totals 5,308 NSF, a deviation of +2,418 NSF from the MSBA Guidelines. It is important to note that the district has relocated the NSF associated with some spaces to tune this category for its specific local needs. Much of the deviation is related to providing office and instructional spaces for student support service providers who serve both general and special education students.

CUSTODIAL AND MAINTENANCE

The custodial and maintenance program category totals 2,355 NSF, which is equal to the MSBA Guidelines.

OTHER

Items in the "other" category total 6,100 NSF, a deviation of +6,100 NSF from the MSBA Guidelines. Much of this deviation results from providing (3) 1,100 NSF Prekindergarten general education classrooms and (1) 1,000 NSF extended learning area. The other deviations are the result of providing (6) 100 NSF teacher wellness spaces which are meant to accompany teacher collaboration spaces and serve as places to conduct a private/confidential phone call and double as a lactation space. CARES spaces associated with the after-school program includes (1) 150 NSF program coordinator office and (1) 150 NSF site coordinator office. The final deviation is a dedicated Health classroom at 900 NSF. As a result of visioning and proposed changes to the number of specials received by students, the district proposes offering Health as a dedicated special, even at these early grades and has requested a dedicated health classroom to deliver this program. Students will occupy the health classroom 5 out of 6 periods each day in the cycle. As such, it will be an integral part of the academic program in the new school and will be used most of the time. Health will be included as part of the schedule for students in grades K through Grade 5.

Non-programmed Spaces

Items in the "Non-programmed Spaces" category were added based on comments from MSBA:
PT Storage 250 NSF
Cares Storage500 NSF

Summary

In summary, the District and the Design team are proposing 109,049 NSF and 163,573 GSF to satisfy the educational program. These square footages deviate from the MSBA guidelines by 33,883 NSF and 54,098 GSF.

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SUSTAINABILITY NARRATIVE

The Town of Wilmington identified sustainability as a high priority for this project with a focus on reducing annul energy consumption, implementing applicable sustainable design and construction practices and promoting health and wellness for the students. The project is following the MSBA's Green Schools Program, Project Advisory 81, dated June 2023 and intends to pursue a minimum LEED for Schools v4 'Silver level of certification', including earning three of the seven available points within specific Materials and Resources and Indoor Environmental Quality credits, and meet the minimum energy efficiency requirements per MA DOER Stretch Code requirements. The project team is pursuing the feasibility of reimbursements meeting the MA DOER Opt-In Specialized Code and/or earning additional points within the credit categories previously mentioned.

Making sustainable choices for the built environment requires the intentional collaboration of all design disciplines in an integrated process. Additionally, a true integrative process requires input from the client and consultants and considers the needs of the end users, the students and teachers. To that end, the Schematic Design phase will include regular meetings with the entire design team, to broaden these goals and outline tasks and responsibilities going forward.

The goals for a sustainable project include designing a low impact site and energy-efficient building that serves as an educational tool for staff, students, and visitors. Daylighting and acoustics will be key design elements to improve the interior environmental quality. Sustainable features will be further reviewed as the design develops. To the extent possible, the design team will seek to select building materials and furniture that are low-emitting and have a reduced environmental impact. Per MSBA requirements, the building systems, including the envelope and HVAC systems will be commissioned to ensure they operate efficiently and as designed.

The team will continue to evaluate design options against LEED requirements with the goal of designing and constructing a building that minimizes its impact on the environment, creates an engaging and healthy space for occupants, and reduces operating costs. While the project seeks to achieve certification under LEED for Schools v4, the team's approach is not one of "point chasing" to maximize a LEED score. Rather, LEED will be used as a validation tool to check project performance, but in general will not base design decisions strictly on achieving LEED certification.

Refer to the attached LEED-S v4 scorecard that represents the preliminary assessment against the LEED for Schools v4 requirements. Several credits remain designated as 'Maybe' due to the uncertainty of future design decisions, which is common at this phase of the project. The LEED project has already been registered with the USGBC, locking in the project under the current LEED for Schools version 4 rating system.

Sustainable Design Elements

The preferred option, PK-5 N.1, locates the building on the northwest area of the site, achieving an ideal building orientation with the long axis running east-west. The classrooms wings and administration are oriented along the east-west axis, maximizing controllable solar daylighting. Offices in the connector between classroom wings and cafeteria are south facing and will incorporate shading systems to minimize glare.

The building balances the occupant need for daylighting and views with the performative requirement for a compact volume. A three-story classroom wing minimizes the western exposure while maintaining natural light for the primary educational spaces. The public areas are anchored at the core with the gymnasium and step the building mass down to the east to maintain the volumetric compactness ratio while balancing exterior exposure for users.

Additional sustainable features will be refined in Schematic Design to provide an energy-efficient building, including but not limited to:

- Reduced air infiltration, targeting 1.75 cfm/sf tested performance. Energy Use Intensity of 25 or less
- Thermally mitigated wall assemblies and linear thermal bridges.
- Targeted window to wall ratio of 22%
- Mechanical system investigation and development, including
    - Ground source and/or air source heat pump system, variable refrigerant flow systems, where appropriate
    - Displacement air volume ventilation
- Investigation of all-electric facility feasibility low-emitting building materials

LEEDv4 BD+C: Schools (LEEDv4 SC)
Project Scorecard

Project: Wilmington Wildwood

Date: 6/25/24

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
2	2	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)	

55	42	13	PROJECT TOTALS (Certification Estimates)	110

Certified: 40-49 points Silver: 50-59 points Gold: 60-79 points Platinum: 80+ points

October 16, 2024

Massachusetts School Building Authority
40 Broad Street
Boston, MA 02019

DORE + WHITTIER

Project: Wilmington Wildwood ECC – Wilmington, MA

Subject: Designer Acknowledgement of LEED goals

This is an acknowledgement that the Wilmington Public School District has identified a goal of 4% additional reimbursement from the MSBA High Efficiency Green School Program. As their Designer, I have submitted a completed LEED for Schools V4 score card showing all prerequisites and **55 attempted 'yes' points and currently 42 'maybe'** which will meet the LEED Silver minimum requirement for participation in the MSBA grant funding program**.**

Additionally, it is the intent that the project be designed to meet the **Massachusetts "Specialized Opt-In Energy Code"** which is the minimum requirement to be eligible for an additional 3% reimbursement from the MSBA.

The project is also targeting a **minimum (5) points in LEED IEQ Credits** which is the minimum requirement to be eligible for an additional 1% reimbursement from the MSBA.

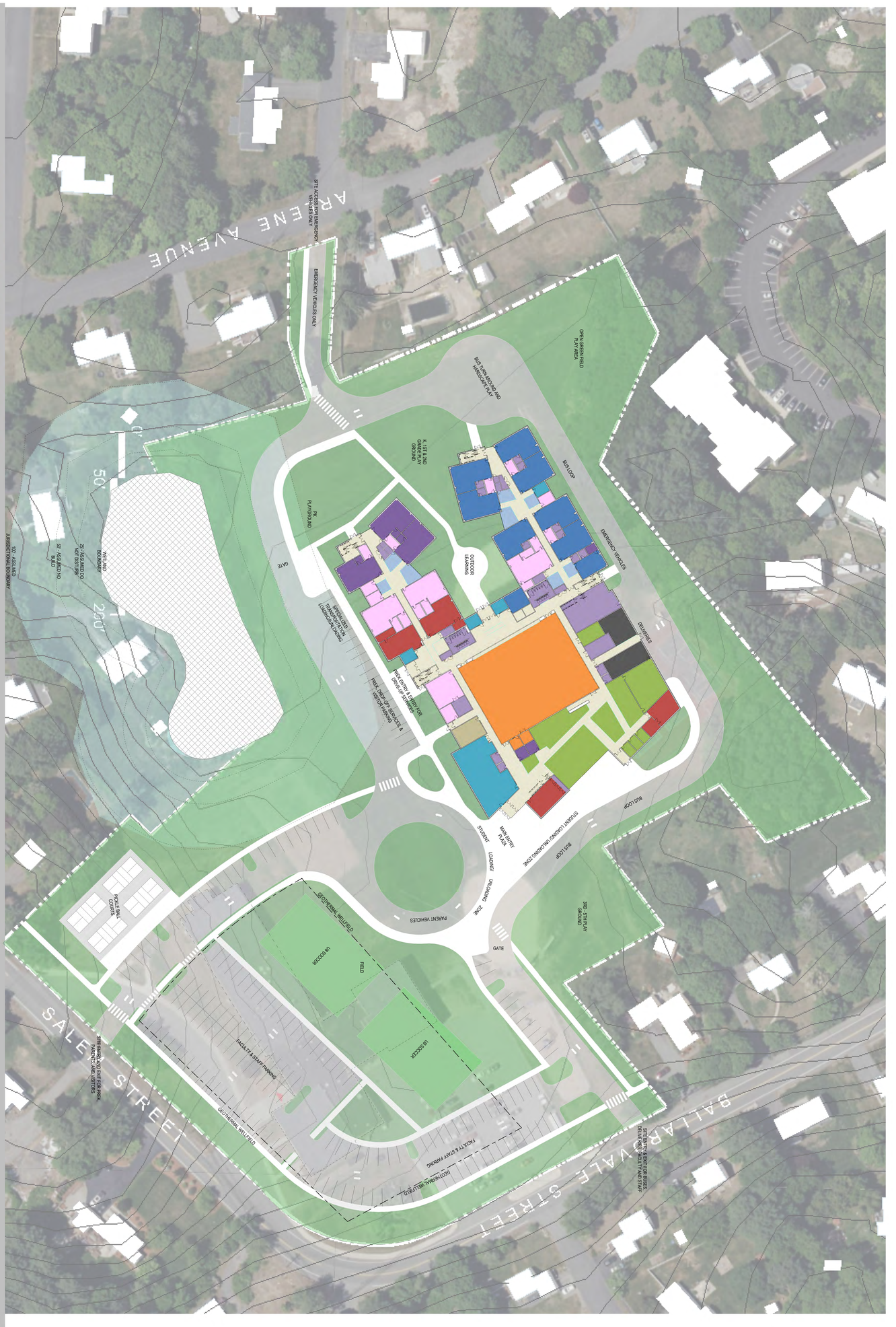
Pending final approval of the SBC, the scope of work for this project will include the construction elements and performance tasks to achieve these goals, and all subsequent documents, including but not limited to, specifications, drawings, and cost estimates will match the scope of work indicated in the submitted scorecard.

Sincerely,
DORE + WHITTIER

Lee P. Dore, Assoc. AIA, CSI, LEED AP
Principal

Cc: File

SITE BASE CONDITIONS



3

DORE + WHITTIER

DATE

SCALE

SCALE: 1"=40'-0"

GRAPHIC SCALE

0 20' 40' 80'

WILMINGTON SCHOOLS

NORTH INTERMEDIATE - WILMINGTON MA

TRUE NORTH

Option PK-5 N.1 – Circulation Patterns

Drop-Off



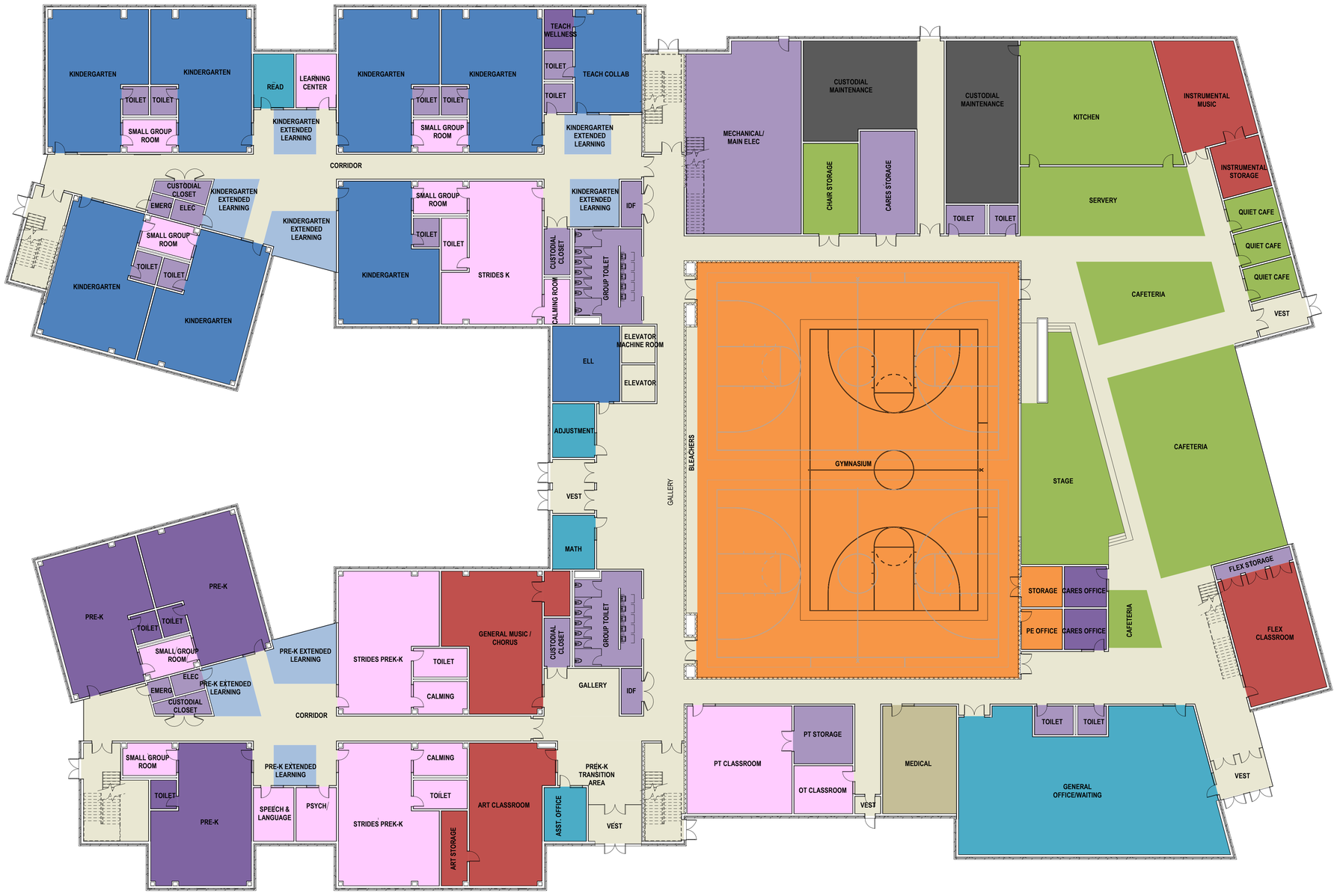
Alternate Pick-Up



Bus

Vehicles

Pre-K Vehicles

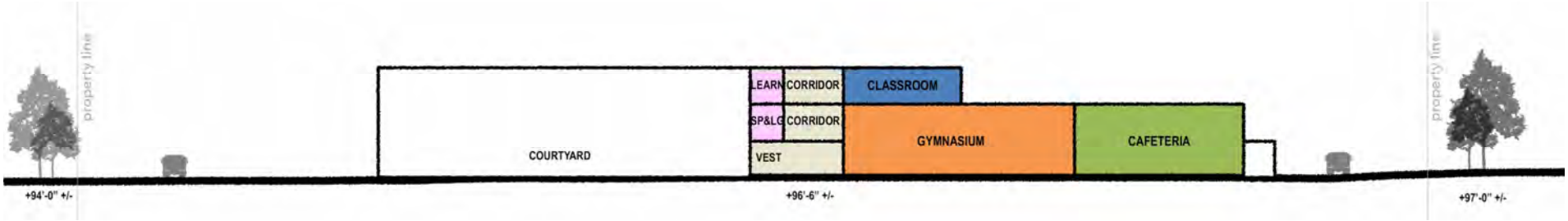

KINDERGARTEN
KINDERGARTEN
TOILET
TOILET
SMALL GROUP ROOM
READ
LEARNING CENTER
KINDERGARTEN EXTENDED LEARNING
KINDERGARTEN
KINDERGARTEN
TOILET
TOILET
SMALL GROUP ROOM
KINDERGARTEN EXTENDED LEARNING
TEACH WELLNESS
TOILET
TOILET
TEACH COLLAB
CORRIDOR
MECHANICAL/ MAIN ELEC
CUSTODIAL MAINTENANCE
CHAIR STORAGE
CARES STORAGE
CUSTODIAL MAINTENANCE
TOILET
TOILET
KITCHEN
SERVERY
INSTRUMENTAL MUSIC
INSTRUMENTAL STORAGE
QUIET CAFE
QUIET CAFE
QUIET CAFE
VEST
CAFETERIA
CUSTODIAL CLOSET
EMERG
ELEC
KINDERGARTEN EXTENDED LEARNING
SMALL GROUP ROOM
TOILET
TOILET
KINDERGARTEN
KINDERGARTEN
KINDERGARTEN EXTENDED LEARNING
KINDERGARTEN
SMALL GROUP ROOM
TOILET
TOILET
STRIDES K
KINDERGARTEN EXTENDED LEARNING
IDF
CUSTODIAL CLOSET
CALMING ROOM
GROUP TOILET
ELL
ELEVATOR MACHINE ROOM
ELEVATOR
ADJUSTMENT
VEST
MATH
GALLERY
BLEACHERS
GYMNASIUM
STAGE
CAFETERIA
FLEX STORAGE
FLEX CLASSROOM
STORAGE
CARES OFFICE
PE OFFICE
CARES OFFICE
CAFETERIA
PRE-K
PRE-K
TOILET
TOILET
SMALL GROUP ROOM
ELEC
EMERG
CUSTODIAL CLOSET
PRE-K EXTENDED LEARNING
PRE-K EXTENDED LEARNING
CORRIDOR
STRIDES PREK-K
TOILET
CALMING
GENERAL MUSIC / CHORUS
CUSTODIAL CLOSET
GROUP TOILET
GALLERY
IDF
SMALL GROUP ROOM
TOILET
PRE-K
PRE-K EXTENDED LEARNING
SPEECH & LANGUAGE
PSYCH
STRIDES PREK-K
CALMING
TOILET
ART STORAGE
ART CLASSROOM
ASST. OFFICE
VEST
PREK-K TRANSITION AREA
PT CLASSROOM
PT STORAGE
OT CLASSROOM
VEST
MEDICAL
TOILET
TOILET
GENERAL OFFICE/WAITING
VEST
0
8'
16'
32'
SCALE: 1/16"=1'-0"
GRAPHIC SCALE


ROOF
GENERAL CLASSROOM
LANGUAGE BASED 1ST - 2ND
READ
LEARNING CENTER
GENERAL CLASSROOM
GENERAL CLASSROOM
TEACH WELLNESS
TOILET
TEACH COLLAB
TOILET
SMALL GROUP ROOM
EXTENDED LEARNING
SMALL GROUP ROOM
EXTENDED LEARNING
OPEN TO BELOW
FILTER / MISC. STORAGE
ROOF
CORRIDOR
CUSTODIAL CLOSET
EMERG
ELEC
EXTENDED LEARNING
SMALL GROUP ROOM
EXTENDED LEARNING
GENERAL CLASSROOM
GENERAL CLASSROOM
SMALL GROUP ROOM
STRIDES 1ST - 2ND
EXTENDED LEARNING
IDF
DUCT CHASE
CALMING ROOM
GROUP TOILET
TOILET
ROOF
CUSTODIAL CLOSET
ELL
ELEVATOR
SUN SHADING DEVICE
MATH
DUCT CHASE
READING STRUCTURE
CORRIDOR
SPEECH & LANGUAGE
ADJUSTMENT
DUCT CHASE
OPEN TO GYM BELOW
OPEN TO CAFETERIA BELOW
ROOF
GENERAL CLASSROOM
GENERAL CLASSROOM
SMALL GROUP ROOM
ELEC
EMERG
CUSTODIAL CLOSET
EXTENDED LEARNING
GENERAL CLASSROOM
STAGES 1ST - 2ND
SMALL GROUP ROOM
TOILET
CALMING ROOM
GROUP TOILET
DUCT CHASE
EXTENDED LEARNING
IDF
STAFF LUNCH
LIBRARY
SMALL GROUP ROOM
GENERAL CLASSROOM
EXTENDED LEARNING
GENERAL CLASSROOM
SMALL GROUP ROOM
GENERAL CLASSROOM
TOILET
TOILET
TEACH WELLNESS
TEACH COLLAB
HEALTH CLASSROOM
STE STORAGE
STE CLASSROOM
ELEC
TOILET
TOILET
LIBRARY
LEARNING CENTER
READ
ROOF
ROOF
0
8'
16'
32'
SCALE: 1/16"=1'-0"
GRAPHIC SCALE

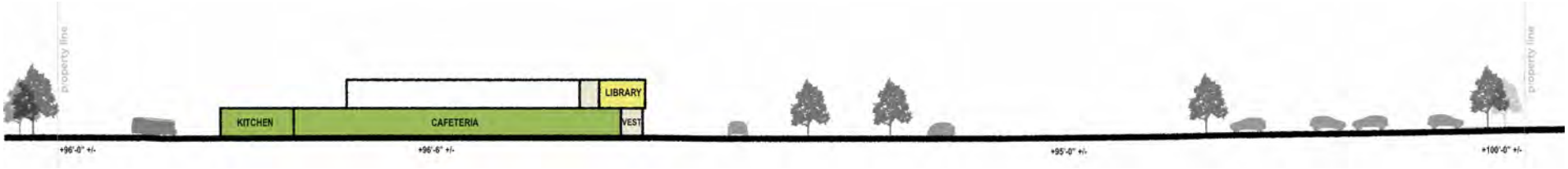


0 8' 16' 32'

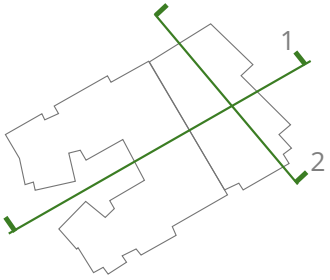
SCALE: 1/16"=1'-0" GRAPHIC SCALE



Conceptual Site Section 1 – East/ West



Conceptual Site Section 2 – North/South



Total Project Budget

The Total Project Budget for the New Construction PK-5 N.1 is estimated to be approximately $186,619,347. At this early stage of development, known items that are included in the estimate that are categorically or likely ineligible for MSBA reimbursement include: site costs exceeding the MSBA cap; building costs exceeding the MSBA cap; costs for portion of larger 12,000 Sf gymnasium; and costs for ineligible hazardous material abatement.

In the Space Summary Template, the District proposes some spaces beyond the MSBA guidelines that may not be eligible for reimbursement. Every proposed space is necessary to support the District's educational plan with the exception of the additional gymnasium space which the District acknowledges is beyond the MSBA size standard and is included in the program for the benefit of the community. The rationale for these deviations is explained in detail in the educational plan narrative and the deviations summary.

Building Construction	$119,384,057
Site Construction, Demo, Hazmat	$24,169,287
All Soft Costs: Consultant Fees, Administrative Costs, FFE & Technology (30%)	$43,066,003
Contingencies Included above	
Total Project Budget	$186,619,347

Budget Statement from Town's Finance Director/Town Accountant

The Town of Wilmington is conservatively managed community which uses multiple revenue sources to fund the operating budget, build reserves and address liabilities. The funding of these reserves includes building a significant free cash balance, yearly funding of a capital stabilization fund, continued OPEB funding and additional funding of its retirement obligations. The Town budget for the Fiscal Year 2025 is $137,298,970. The town has consistently funded its capital plan within the operating budget, using reserves and borrowing when needed for significant projects. The Town recently began two capital projects, a new Senior Center and a new Town Hall/School Administration Building, the combined total being $54,147,327. The Town used both reserves and debt to fund these projects. In May 2024 the Town issued $36,505,000 in new debt for these projects, which also included a new water tank in the amount of $2,123,000 which will be funded from water rates. The credit rating by S&P Global Ratings upgraded the Town from AA+ to AAA. The Town has significant debt capacity to fund additional projects including a new PK-5 School (~$132,000,000 local share). Financing for this project will be based on the successful passage of a Proposition 2 ½ Debt Exclusion in 2025.

Local Process for Funding Approval

Following approval at the MSBA June 25, 2025 Board of Directors meeting, the District would present the Project at a Special Town Meeting to vote to appropriate the project funding. A debt exclusion ballot vote would follow within the 120-day timeline. A successful vote would appropriate the funds and authorize the borrowing of Wilmington's share of the project.

Budget Statement

The completed Budget Statement for the Preferred Alternative is attached to the end of the section.

Budget Statement for Preferred Schematic - Expenditures

As reported on the school district's most recent three end of year information, please updated to the 3 latest fiscal year periods and complete the fields below.

Category	2021-2022 FY2022 Staff (FTE)	2021-2022 FY2022 Budget	2022-2023 FY2023 Staff (FTE)	2022-2023 FY2023 Budget	2023-2024 FY2024 Staff	2023-2024 FY2024 Budget	Change from Previous Year Staff (FTE)	Change from Previous Year Budget	Post-Construction Budget FY30 (2029-2030) Staff	Post-Construction Budget FY30 (2029-2030) Budget	New Facility vs. Current Staff (FTE)	New Facility vs. Current Budget
Salaries												
Administration												
Admin. Secretary	3.00	134804.55	3.00	140279.45	3.00	146147.48	0.00	5,868	3.00	174,939	0.00	28,791
Assistant Principal	1.00	101911.00	1.00	104968.00	1.00	109023.59	0.00	4,056	2.00	250,185	1.00	141,161
Business Office	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Curriculum Director/Coord.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Custodians/Maintenance Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Executive Secretary	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Facilities Manager	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Guidance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Adjustment Counselor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Guidance Counselors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Guidance Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Legal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Nurse	3.00	254461.59	3.00	231991.44	2.00	158003.02	-1.00	(73,988)	2.00	189,130	0.00	31,127
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Principal	3.00	392947.38	3.00	429618.62	3.00	360189.88	0.00	(69,429)	1.00	170,103	-2.00	(190,087)
Special Education Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Superintendent/Asst. Superintendent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Treasurer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Total Administration	**10.00**	**884,125**	**10.00**	**906,858**	**9.00**	**773,364**	**-1.00**	**(133,494)**	**8.00**	**784,356**	**-1.00**	**10,992**
Instruction - Teaching Services												
Arts	1.80	124068.38	1.80	138192.61	1.80	149537.32	0.00	11,345	1.50	149,896	-0.30	359
Business	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Communications	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Special Education Related Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Coping Instructor/Psychologist	0.00	12373.87	0.00	32879.22	1.00	86163.00	1.00	53,284	1.30	132,237	0.30	46,074
Culinary Arts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Elementary Teachers	37.00	3234078.54	37.00	3326028.12	37.00	3491069.42	0.00	165,041	37.00	4,178,810	0.00	687,741
ELL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
English Language	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Family Consumer Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Foreign Language	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Health Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
History & Social Science	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Instructional Assistant/Paraprofessionals	29.45	509387.42	29.45	587914.43	32.45	746132.18	3.00	158,218	28.00	692,870	-4.45	(53,262)
Library/Media	2.00	143722.94	2.00	159718.92	2.00	169144.00	0.00	9,425	1.50	153,965	-0.50	(15,179)
Mathematics	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
MCAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Music	2.00	138035.64	2.00	170494.55	2.00	155474.80	0.00	(15,020)	2.40	224,903	0.40	69,429
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Physical Education & Health	3.50	307941.57	3.50	316792.95	3.20	277104.87	-0.30	(39,688)	3.00	312,295	-0.20	35,190
Reading	5.50	414205.96	5.50	431671.19	5.50	379707.93	0.00	(51,963)	6.00	503,010	0.50	123,302
School Adjustment Counselor/Guidance Counselor	2.50	225271.64	3.50	282879.23	3.00	246345.80	-0.50	(36,533)	3.00	294,876	0.00	48,530
Science												
Biology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Botany	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Chemistry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Geology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Physics	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Special Education	17.20	1372017.60	18.20	1494314.16	18.20	1494132.58	0.00	(182)	17.00	1,672,077	-1.20	177,944
Substitute Teachers	0.00	92757.02	0.00	116059.00	0.00	124156.26	0.00	8,097	0.00	148,615	0.00	24,459
Technology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	1.00	97,000	1.00	97,000
STEM TEACHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	1.50	145,000	1.50	145,000
Vocational Tech.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00	-	0.00	-
Total Instruction - Teaching Services	**100.95**	**6,573,861**	**102.95**	**7,056,944**	**106.15**	**7,318,968**	**3.20**	**262,024**	**103.20**	**8,705,555**	**-2.95**	**1,386,587**
Total Salaries Administration & Instruction	**110.95**	**7,457,985**	**112.95**	**7,963,802**	**115.15**	**8,092,332**	**2.20**	**128,530**	**111.20**	**9,489,911**	**-3.95**	**1,397,579**
Employee Benefits												
All employee-related fringe (health insurance, retirement etc)		**0.00**		**0.00**		**0.00**		**-**		**-**		**-**

Budget Statement for Preferred Schematic - Expenditures

Category	2021-2022 FY2022 Staff (FTE)	2021-2022 FY2022 Budget	2022-2023 FY2023 Staff (FTE)	2022-2023 FY2023 Budget	2023-2024 FY2024 Staff	2023-2024 FY2024 Budget	Change from Previous Year Staff (FTE)	Change from Previous Year Budget	Post-Construction Budget FY30 (2029-2030) Staff	Post-Construction Budget FY30 (2029-2030) Budget	New Facility vs. Current Staff (FTE)	New Facility vs. Current Budget
Materials & Services												
Materials												
Audio-Visual Materials		0.00		390.24		1238.34		848		1,479		240
Culinary Arts Materials		0.00		0.00		0.00		-		-		-
General Office Supplies		2088.15		4591.61		3145.79		(1,446)		3,756		611
School/Classroom Supplies		25115.03		28701.54		29082.68		381		34,728		5,645
School/Classroom Supplies-Town		0.00		0.00		0.00		-		-		-
Information technology		29801.12		18969.58		23712.12		4,743		28,315		4,603
Hardware		0.00		0.00		0.00		-		-		-
Software		0.00		0.00		0.00		-		-		-
Library Materials		3789.11		10953.78		12170.38		1,217		14,533		2,362
Non info-tech equipment		648.00		3149.15		2311.99		(837)		2,761		449
Testing Materials & Supplies		0.00		0.00		0.00		-		-		-
Textbooks		4038.75		4782.82		8475.86		3,693		10,121		1,645
Vocational Program Materials		0.00		0.00		0.00		-		-		-
Total Materials		**65,480**		**71,539**		**80,137**		**8,598**		**95,692**		**15,555**
Services												
Athletics		0.00		0.00		0.00		-		-		-
Attendance		0.00		0.00		0.00		-		-		-
Contracted Services		0.00		0.00		0.00		-		-		-
Contracted Services - SPED		0.00		0.00		0.00		-		-		-
Food Service		0.00		0.00		0.00		-		-		-
Health Services		1999.46		1706.30		2834.04		1,128		3,384		550
Outside Legal Services		0.00		0.00		0.00		-		-		-
Outside Legal Services - TOWN		0.00		0.00		0.00		-		-		-
Other Student Activities		0.00		0.00		0.00		-		-		-
Professional Development and Memberships		3316.56		6705.48		2203.20		(4,502)		2,631		428
Psychological Services		0.00		0.00		0.00		-		-		-
School Security		0.00		0.00		0.00		-		-		-
Student Transportation		0.00		0.00		0.00		-		-		-
Out of District Tuitions - Schools		0.00		0.00		0.00		-		-		-
Regional School Assessment		0.00		0.00		0.00		-		-		-
MA Publ Sch, School Choice and Charter Schools		0.00		0.00		0.00		-		-		-
MA Publ Sch, School Choice and Charter Schools		0.00		0.00		0.00		-		-		-
MA Publ Sch, School Choice and Charter Schools		0.00		0.00		0.00		-		-		-
Other Tuitions		0.00		0.00		0.00		-		-		-
Total Services		**5,316**		**8,412**		**5,037**		**(3,375)**		**6,015**		**978**
Total Material & Services		**70,796**		**79,951**		**85,174**		**5,224**		**101,707**		**16,532**
Facility Costs & Capital Improvements												
Facility Costs												
Custodial Supplies		0.00		0.00		0.00		-		-		-
School Custodial Services		189.02		444.28		234.38		(210)		280		45
Electricity		90549.54		80840.20		47517.12		(33,323)		56,740		9,223
Heating Oil		0.00		0.00		0.00		-		-		-
Maintenance												
Building Security Maintenance		0.00		0.00		0.00		-		-		-
Elevator		0.00		0.00		0.00		-		-		-
Equipment Maintenance		7985.37		1090.46		0.00		(1,090)		-		-
Exterminating		0.00		0.00		0.00		-		-		-
Facility Maintenance		0.00		0.00		0.00		-		-		-
Fire Alarm		0.00		0.00		0.00		-		-		-
Fire Extinguisher Inspection		0.00		0.00		0.00		-		-		-
Generator		0.00		0.00		0.00		-		-		-
HVAC Maintenance		0.00		0.00		0.00		-		-		-
Other		0.00		0.00		0.00		-		-		-
Site Maintenance (Grounds)		0.00		0.00		0.00		-		-		-
Technology		0.00		0.00		0.00		-		-		-
Trash Removal		0.00		0.00		0.00		-		-		-
Natural Gas		0.00		0.00		0.00		-		-		-
Snow Removal		0.00		0.00		0.00		-		-		-
Telephone		0.00		0.00		0.00		-		-		-
Water/Sewer		0.00		0.00		0.00		-		-		-
Total Facility Costs		**98,724**		**82,375**		**47,752**		**(34,623)**		**57,020**		**9,269**
Capital Improvements												
Capital Improvements		**0.00**		**0.00**		**0.00**		**-**		**-**		**-**
Total Facility Costs & Capital Improvements		**98,724**		**82,375**		**47,752**		**(34,623)**		**57,020**		**9,269**

Budget Statement for Preferred Schematic - Expenditures

Category	2021-2022 FY2022 Staff (FTE)	2021-2022 FY2022 Budget	2022-2023 FY2023 Staff (FTE)	2022-2023 FY2023 Budget	2023-2024 FY2024 Staff	2023-2024 FY2024 Budget	Change from Previous Year Staff (FTE)	Change from Previous Year Budget	Post-Construction Budget FY30 (2029-2030) Staff	Post-Construction Budget FY30 (2029-2030) Budget	New Facility vs. Current Staff (FTE)	New Facility vs. Current Budget
Debt Service												
Short-term		0.00		0.00		0.00		-		-		-
Long-term		0.00		0.00		0.00		-		-		-
Total Debt Service		-		-		-		-		-		-
Total Budget & Staff	**110.95**	**7,627,505**	**112.95**	**8,126,127**	**115.15**	**8,225,258**	**2.20**	**99,131**	**111.20**	**9,648,638**	**-3.95**	**1,423,380**

Positions - NOT INCLUDED IN POST CONSTRUCTION BUDGET BECAUSE POSITIONS ARE HISTORICALLY BUDGETED DISTRICT-WIDE, NOT SCHOOOL BASED (SEE PROGRAM NARRATIVE	**Enrollment # 3 Wildwood, Woburn St. and North Int.**
Family Engagement Specialists (Budgeted in Student Support Services budget)	0.5 FTE
Occupational Therapists/OTA (Budgeted in Student Support Services budget)	1.0 FTE
Physical Therapist (Budgeted in Student Support Services budget)	0.75 FTE
Speech and Language Therapists (Budgeted in Student Support Services budget)	3.2 FTE
English Learner Teachers (Budgeted in Central Office budget)	1.2 FTE
Technology Integration Specialists (Increased position to support new technology needs if enrollment 2 or 3 are selected. Historically budgeted in Central Office budget	1.0 FTE
Literacy Coordinator/Coach (Budgeted in Central Office budget)	0.5 FTE
STEM Coordinator/Coach (Budgeted in Central Office budget)	0.5 FTE
All custodians budgeted and paid for by the Town of Wilmington	

Budget Statement for Preferred Schematic - Revenue

As reported on the school district's most recent three End of Year Pupil and Financial Reports schedule 1, please update to the 3 latest fiscal year periods and report sources of revenue in the fields below.

	FY22 End of Year Financial Report							FY23 End of Year Financial Report							FY24 End of Year Financial Report						
	Regular Day	Special Education	C74 Occupational Day	Adult Education	Other Programs	Un-distributed	Total	Regular Day	Special Education	C74 Occupational Day	Adult Education	Other Programs	Un-distributed	Total	Regular Day	Special Education	C74 Occupational Day	Adult Education	Other Programs	Un-distributed	Total
A. Revenue from Local Sources																					
Assessments received by Regional Schools	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E&D Fund Appropriations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Individuals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Other Districts in Comm.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Districts in Other States	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Previous Year Unexpended Encumbrances (Carry Forward)	-	-	-	-	-	21,680	21,680	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rental of School Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue	-	-	-	-	-	2,892	2,892	-	-	-	-	-	3,739	3,739	-	-	-	-	-	-	-
Medical Care and Assistance	-	396,174	-	-	-	-	396,174	-	148,919	-	-	-	-	148,919	-	119,312	-	-	-	-	119,312
Non Revenue Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue From Local Sources	**-**	**396,174**	**-**	**-**	**-**	**24,572**	**420,746**	**-**	**148,919**	**-**	**-**	**-**	**3,739**	**152,658**	**-**	**119,312**	**-**	**-**	**-**	**-**	**119,312**
B. Revenue from State Aid																					
School Aid (Chapter 70)	-	-	-	-	-	11,553,710	11,553,710	-	-	-	-	-	11,724,230	11,724,230	-	-	-	-	-	11,894,150	11,894,150
Mass School Building Authority - Construction Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,779,393	1,779,393
Pupil Transportation (Ch. 71, 71A,71B,74)	-	-	-	-	-	21,274	21,274	-	-	-	-	-	34,082	34,082	-	-	-	-	-	18,297	18,297
Charter Tuition Reimbursements & Charter Facilities Aid	-	24,348	-	-	-	4,305	28,653	-	37,680	-	-	-	5,429	43,109	-	43,626	-	-	-	6,593	50,219
Circuit Breaker	-	-	-	-	-	2,341,229	2,341,229	-	-	-	-	-	2,573,987	2,573,987	-	-	-	-	-	2,751,238	2,751,238
Foundation Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue From State Aid	**-**	**24,348**	**-**	**-**	**-**	**13,920,518**	**13,944,866**	**-**	**37,680**	**-**	**-**	**-**	**14,337,728**	**14,375,408**	**-**	**43,626**	**-**	**-**	**-**	**16,449,671**	**16,493,297**
C. Revenue from Federal Grants																					
ESE Administered Grants	94,034	776,411	-	-	-	692,169	1,562,614	116,656	882,086	-	-	-	521,490	1,520,232	128,382	709,246	-	-	-	259,474	1,097,102
Direct Federal Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue Federal Grants	**94,034**	**776,411**	**-**	**-**	**-**	**692,169**	**1,562,614**	**116,656**	**882,086**	**-**	**-**	**-**	**521,490**	**1,520,232**	**128,382**	**709,246**	**-**	**-**	**-**	**259,474**	**1,097,102**
D. Revenue from State Grants																					
ESE Administered Grants	-	-	-	-	-	12,400	12,400	-	-	-	-	-	10,000	10,000	-	-	-	-	-	85,000	85,000
Other State Grants	-	-	-	-	-	68,896	68,896	-	-	-	-	-	71,220	71,220	-	-	-	-	-	210,901	210,901
Total Revenue From State Grants	**-**	**-**	**-**	**-**	**-**	**81,296**	**81,296**	**-**	**-**	**-**	**-**	**-**	**81,220**	**81,220**	**-**	**-**	**-**	**-**	**-**	**295,901**	**295,901**
E. Revenue - Revolving & Special Funds																					
School Lunch Receipts	-	-	-	-	-	2,612,519	2,612,519	-	-	-	-	-	2,259,342	2,259,342	-	-	-	-	-	2,454,978	2,454,978
Athletic Receipts	-	-	-	-	-	278,390	278,390	-	-	-	-	-	254,739	254,739	-	-	-	-	-	235,903	235,903
Tuition Receipts - School Choice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition Receipts - Other	-	-	-	-	1,433,046	-	1,433,046	-	-	-	-	1,612,640	-	1,612,640	-	-	-	-	213,132	1,331,586	1,544,718
Other Local Receipts	-	-	-	-	-	69,414	69,414	-	-	-	-	-	93,862	93,862	-	-	-	-	-	85,048	85,048
Private Grants	-	-	-	-	160,199	-	160,199	-	-	-	-	72,389	82,603	154,992	-	-	-	-	68,738	150,697	219,435
Total Revenue Revolving & Special Funds	**-**	**-**	**-**	**-**	**1,593,245**	**2,960,323**	**4,553,568**	**-**	**-**	**-**	**-**	**1,685,029**	**2,690,546**	**4,375,575**	**-**	**-**	**-**	**-**	**281,870**	**4,258,212**	**4,540,082**
Total Revenue All Sources	**94,034**	**1,196,933**	**-**	**-**	**1,593,245**	**17,678,878**	**20,563,090**	**116,656**	**1,068,685**	**-**	**-**	**1,685,029**	**17,634,723**	**20,505,093**	**128,382**	**872,184**	**-**	**-**	**281,870**	**21,263,258**	**22,545,694**

Updated Project Schedule

The project schedule anticipates MSBA Board of Director's approval to proceed into Schematic Design at their December 13, 2024 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their June 25, 2025 meeting. Local appropriation voting will occur within 120 days thereafter.

Following local appropriation voting, the Design Documents will be developed, leading to construction commencement in the late fall of 2026, with a move-in date of late summer 2029. The existing school building will then be demolished and final site work will be completed by late fall 2029/spring 2030.

The project is currently considering utilizing the Construction Management at Risk (CM-R) delivery procurement method and if that method is approved, early packages may be released in advance of the final construction documents, potentially improving the overall project completion date.

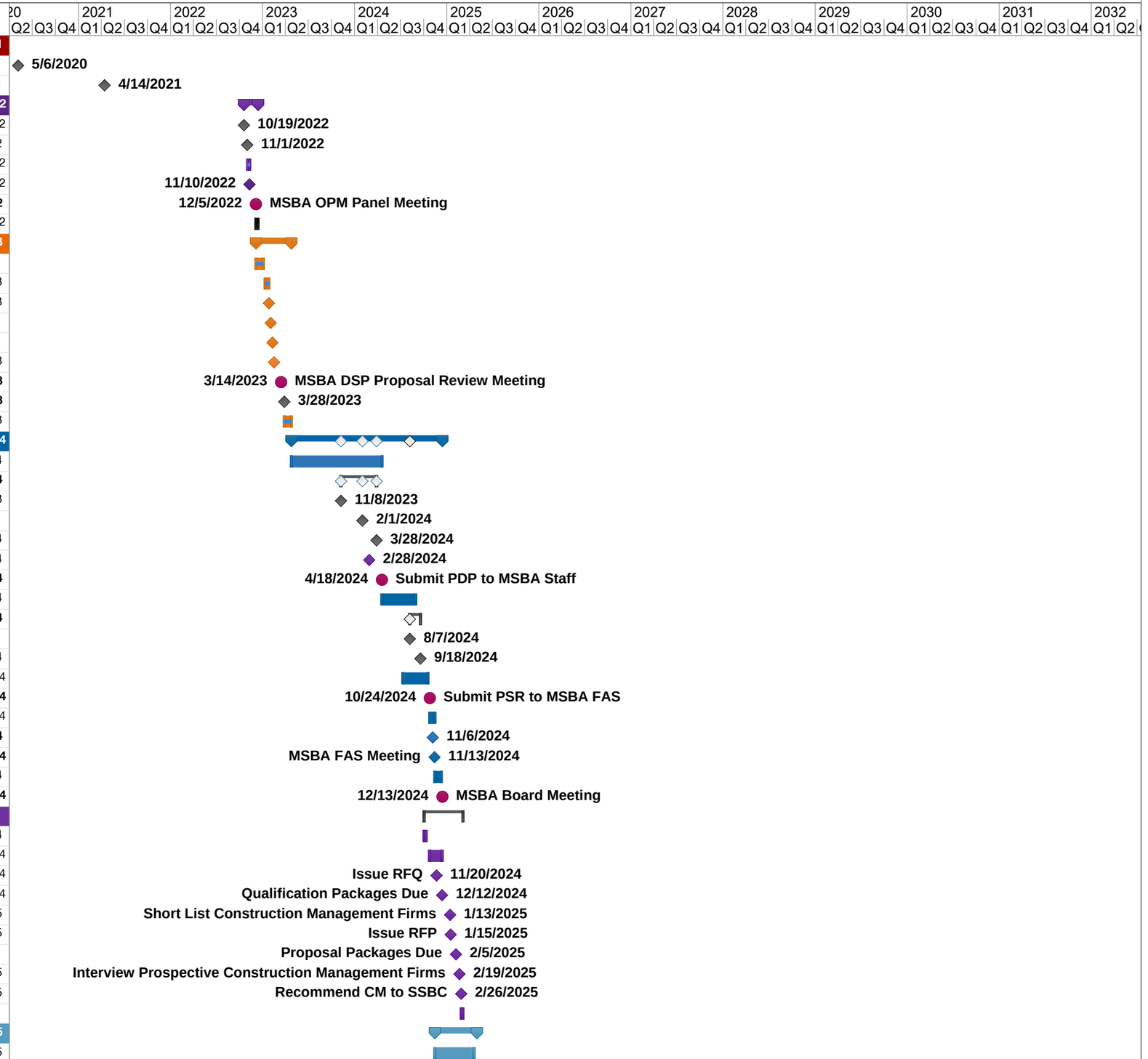
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Town of Wilmington
Wildwood School Project
Feasibility Study Preliminary Project Schedule
Construction Management at Risk Construction Delivery Method

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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)**	**421 days**	**4/25/2023**	**12/13/2024**
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	**Community Presentations**	**98 days**	**11/8/2023**	**3/28/2024**
24	Community Forum No. 1	0 days	11/8/2023	11/8/2023
25	Community Forum No. 2	0 days	2/1/2024	2/1/2024
26	Community Forum No. 3	0 days	3/28/2024	3/28/2024
27	LEED-S Registration	0 days	2/28/2024	2/28/2024
28	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
29	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
30	**Community Presentations**	**29 days**	**8/7/2024**	**9/18/2024**
31	Community Forum No. 4	0 days	8/7/2024	8/7/2024
32	Community Forum No. 5	0 days	9/18/2024	9/18/2024
33	Select Board, Town Meeting & School Committee Presentations	70 days	7/11/2024	10/17/2024
34	**Submit PSR to MSBA FAS**	**0 days**	**10/24/2024**	**10/24/2024**
35	MSBA Comments	15 days	10/25/2024	11/14/2024
36	**MSBA FAS Meeting**	**0 days**	**11/6/2024**	**11/6/2024**
37	**MSBA FAS Meeting**	**0 days**	**11/13/2024**	**11/13/2024**
38	Respond to MSBA Comments	17 days	11/14/2024	12/9/2024
39	**MSBA Board Meeting**	**0 days**	**12/13/2024**	**12/13/2024**
40	**CONSTRUCTION MANAGER (CM)**	**107 days**	**10/3/2024**	**3/5/2025**
41	Develop and Submit Inspector General (IG) Application	5 days	10/3/2024	10/9/2024
42	IG Application and Approval	35 days	10/24/2024	12/12/2024
43	Issue RFQ	0 days	11/20/2024	11/20/2024
44	Qualification Packages Due	0 days	12/12/2024	12/12/2024
45	Short List Construction Management Firms	0 days	1/13/2025	1/13/2025
46	Issue RFP	0 days	1/15/2025	1/15/2025
47	Proposal Packages Due	0 days	2/5/2025	2/5/2025
48	Interview Prospective Construction Management Firms	0 days	2/19/2025	2/19/2025
49	Recommend CM to SSBC	0 days	2/26/2025	2/26/2025
50	Negotiate CM Contract	5 days	2/27/2025	3/5/2025
51	**SCHEMATIC DESIGN (SD)**	**116 days**	**11/14/2024**	**4/30/2025**
52	Develop Schematic Design	109 days	11/14/2024	4/18/2025

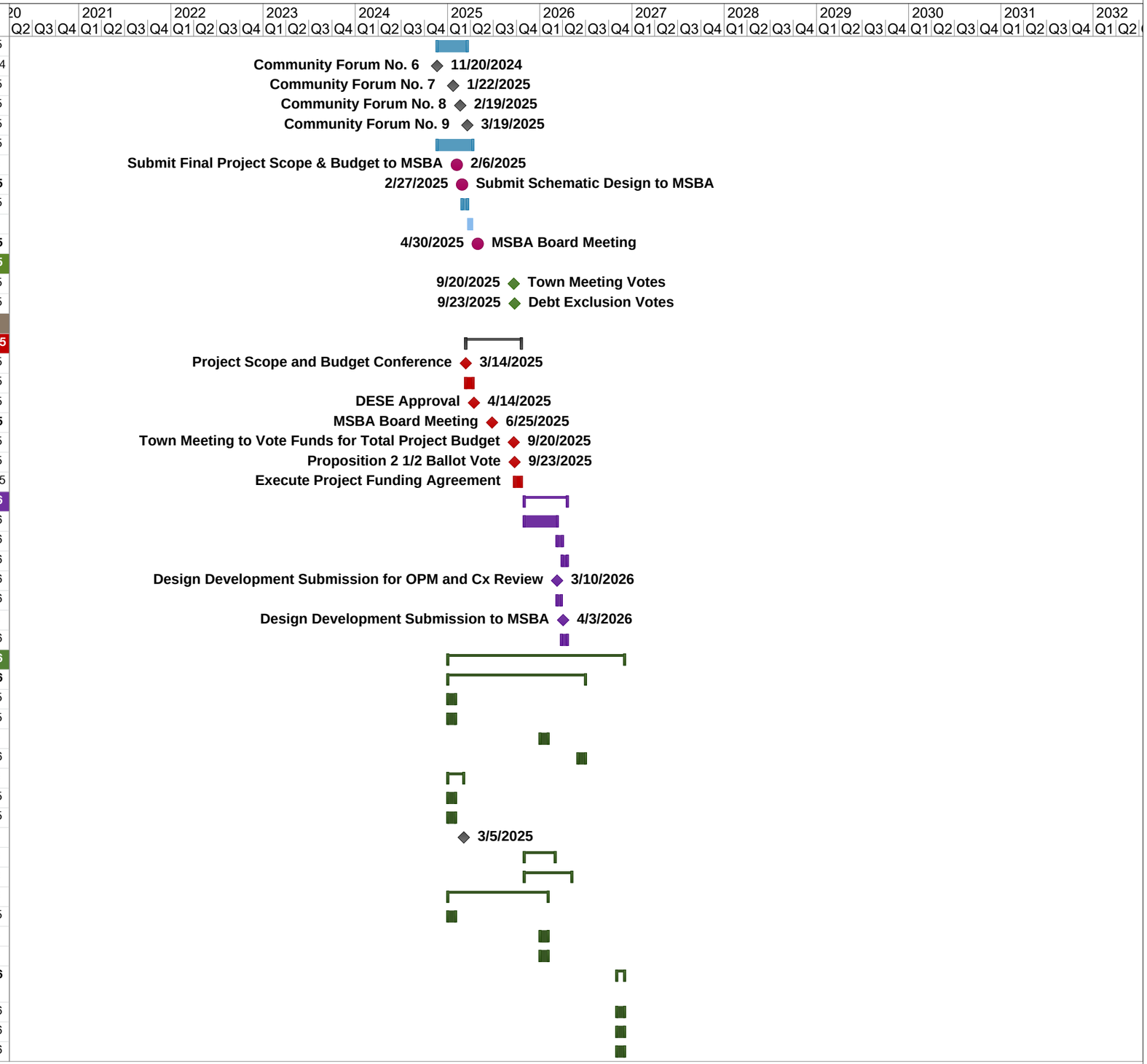


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Town of Wilmington
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ID	Task Name	Duration	Start	Finish
53	Community Presentations	83 days	11/20/2024	3/19/2025
54	Community Forum No. 6	0 days	11/20/2024	11/20/2024
55	Community Forum No. 7	0 days	1/22/2025	1/22/2025
56	Community Forum No. 8	0 days	2/19/2025	2/19/2025
57	Community Forum No. 9	0 days	3/19/2025	3/19/2025
58	Select Board, Town Meeting & School Committee Presentations	99 days	11/20/2024	4/10/2025
59	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/6/2025**	**2/6/2025**
60	**Submit Schematic Design to MSBA**	**0 days**	**2/27/2025**	**2/27/2025**
61	MSBA Comments	16 days	2/27/2025	3/20/2025
62	Respond to MSBA Comments	15 days	3/20/2025	4/9/2025
63	**MSBA Board Meeting**	**0 days**	**4/30/2025**	**4/30/2025**
64	**LOCAL APPROPRIATION**	**2.5 days**	**9/20/2025**	**9/23/2025**
65	Town Meeting Votes	0 days	9/20/2025	9/20/2025
66	Debt Exclusion Votes	0 days	9/23/2025	9/23/2025
67	**DESIGN AND CONSTRUCTION**			
70	**PROJECT SCOPE AND BUDGET**	**57.5 days**	**3/14/2025**	**10/20/2025**
71	Project Scope and Budget Conference	0 days	3/14/2025	3/14/2025
72	Execute Scope and Budget Agreement	21 days	3/14/2025	4/11/2025
73	DESE Approval	0 days	4/14/2025	4/14/2025
74	**MSBA Board Meeting**	**0 days**	**6/25/2025**	**6/25/2025**
75	Town Meeting to Vote Funds for Total Project Budget	0 days	9/20/2025	9/20/2025
76	Proposition 2 1/2 Ballot Vote	0 days	9/23/2025	9/23/2025
77	Execute Project Funding Agreement	21 days	9/23/2025	10/20/2025
78	**DESIGN DEVELOPMENT**	**118 days**	**10/31/2025**	**4/20/2026**
79	Develop Design Development Documents to Estimator	90 days	10/31/2025	3/11/2026
80	Design Development Cost Estimate	15 days	3/10/2026	3/31/2026
81	Value Engineering	15 days	3/30/2026	4/20/2026
82	Design Development Submission for OPM and Cx Review	0 days	3/10/2026	3/10/2026
83	OPM and Cx Review	13 days	3/10/2026	3/27/2026
84	**Design Development Submission to MSBA**	**0 days**	**4/3/2026**	**4/3/2026**
85	MSBA Comments	16 days	3/27/2026	4/20/2026
86	**SITE PERMITTING**	**496 days**	**1/2/2025**	**12/2/2026**
87	**Town of Wilmington Abutters**	**387 days**	**1/2/2025**	**6/30/2026**
88	Introductions	22 days	1/2/2025	1/31/2025
89	Schematic Design Phase Update	22 days	1/2/2025	1/31/2025
90	Design Development Phase Update	22 days	1/2/2026	2/2/2026
91	Construction Documents Phase Update	22 days	6/1/2026	6/30/2026
92	**Wilmington Conservation Commission and MA-DEP**	**45 days**	**1/2/2025**	**3/5/2025**
93	Project Notification Form Compiled	22 days	1/2/2025	1/31/2025
94	Project Notification Filing	22 days	1/2/2025	1/31/2025
95	Anticipated Approval	0 days	3/5/2025	3/5/2025
96	**Wilmington Conservation Commission - ANRAD**	**84 days**	**10/31/2025**	**3/3/2026**
103	**Wilmington Conservation Commission - NOI**	**132 days**	**10/31/2025**	**5/8/2026**
111	**Wilmington Department of Public Works, Fire and Police**	**281 days**	**1/2/2025**	**2/2/2026**
112	Plan Review Update	22 days	1/2/2025	1/31/2025
113	Informal Plan Review	22 days	1/2/2026	2/2/2026
114	Informal Plan Review Update	22 days	1/2/2026	2/2/2026
115	**Town of Wilmington Utility [Water, Sewer and Drainage] Connection Permitting**	**22 days**	**11/2/2026**	**12/2/2026**
116	Connection Permits for Water	22 days	11/2/2026	12/2/2026
117	Connection Permits for Sewer	22 days	11/2/2026	12/2/2026
118	Connection Permits for Drainage	22 days	11/2/2026	12/2/2026

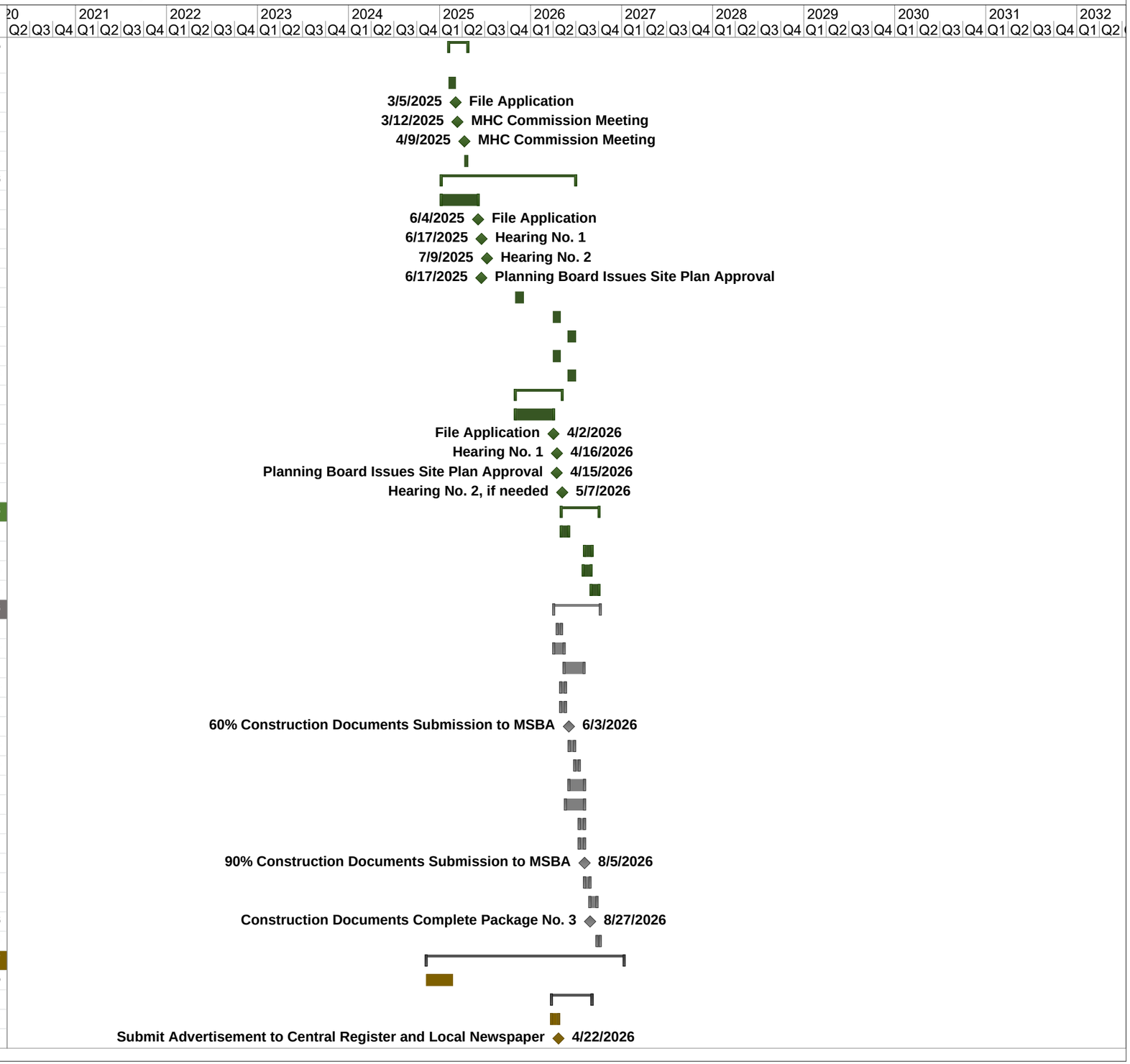


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ID	Task Name	Duration	Start	Finish
119	**Massachusetts Historical Commission - Project Notification Form**	**55 days**	**2/6/2025**	**4/23/2025**
120	Prepare Application Documents	20 days	2/6/2025	3/5/2025
121	File Application	0 days	3/5/2025	3/5/2025
122	MHC Commission Meeting	0 days	3/12/2025	3/12/2025
123	MHC Commission Meeting	0 days	4/9/2025	4/9/2025
124	Appeal Period	10 days	4/10/2025	4/23/2025
125	**Wilmington Planning Board - Site Plan Approval**	**383.5 days**	**1/7/2025**	**6/30/2026**
126	Prepare Application Documents	107 days	1/7/2025	6/4/2025
127	File Application	0 days	6/4/2025	6/4/2025
128	Hearing No. 1	0 days	6/17/2025	6/17/2025
129	Hearing No. 2	0 days	7/9/2025	7/9/2025
130	Planning Board Issues Site Plan Approval	0 days	6/17/2025	6/17/2025
131	Informal Site Plan Review Meeting	22 days	10/31/2025	12/3/2025
132	Planning Board and Site Plan Review	22 days	3/31/2026	4/30/2026
133	Anticipated Approval	22 days	5/29/2026	6/30/2026
134	Stormwater Management Permit Application	22 days	3/31/2026	4/30/2026
135	Stormwater Management Permit Application Approval	22 days	5/29/2026	6/30/2026
136	**Wilmington Planning Board - Site Plan Approval**	**131 days**	**10/31/2025**	**5/7/2026**
137	Prepare Application Documents	107 days	10/31/2025	4/3/2026
138	File Application	0 days	4/2/2026	4/2/2026
139	Hearing No. 1	0 days	4/16/2026	4/16/2026
140	Planning Board Issues Site Plan Approval	0 days	4/15/2026	4/15/2026
141	Hearing No. 2, if needed	0 days	5/7/2026	5/7/2026
142	**BUILDING PERMITTING**	**108.5 days**	**5/4/2026**	**10/2/2026**
143	Site Enabling and Preparation Package Permit	22 days	5/4/2026	6/2/2026
144	Foundation Permit	22 days	8/5/2026	9/4/2026
145	Structure Permit	22 days	7/30/2026	8/31/2026
146	Building Permit	23 days	8/31/2026	10/2/2026
147	**CONSTRUCTION DOCUMENTS**	**132 days**	**4/3/2026**	**10/7/2026**
148	Incorporate MSBA DD Comments	11 days	4/17/2026	5/4/2026
149	Develop 60% Contract Documents to Estimator	30 days	4/3/2026	5/15/2026
150	**Early Site Enabling, and Preparation Package No. 1**	**56 days**	**5/15/2026**	**8/3/2026**
151	OPM and Cx Review	13 days	5/1/2026	5/20/2026
152	60% Construction Documents Cost Estimate	13 days	5/1/2026	5/20/2026
153	**60% Construction Documents Submission to MSBA**	**0 days**	**6/3/2026**	**6/3/2026**
154	MSBA Review of 60% CD Submission	16 days	6/4/2026	6/26/2026
155	Incorporate MSBA 60% CD Comments	13 days	6/26/2026	7/15/2026
156	Develop 90% Contract Documents to Estimator	45 days	6/3/2026	8/5/2026
157	**Early Foundation and Structural Package No. 2**	**55 days**	**5/20/2026**	**8/5/2026**
158	Structural Peer Review of Early Foundation and Structural Package	16 days	7/14/2026	8/5/2026
159	90% Construction Documents Cost Estimate	16 days	7/14/2026	8/5/2026
160	**90% Construction Documents Submission to MSBA**	**0 days**	**8/5/2026**	**8/5/2026**
161	MSBA Review of 90% CD Submission	16 days	8/5/2026	8/27/2026
162	Incorporate MSBA 90% CD Comments	20 days	8/26/2026	9/24/2026
163	**Construction Documents Complete Package No. 3**	**0 days**	**8/27/2026**	**8/27/2026**
164	LEED-S Design Submission	9 days	9/24/2026	10/7/2026
165	**PROCUREMENT**	**457.5 days**	**11/8/2024**	**1/11/2027**
166	**CM Selection**	**73 days**	**11/8/2024**	**2/21/2025**
167	**Prequalification - Package No. 2 Trade Contractors**	**117 days**	**3/25/2026**	**9/4/2026**
168	Develop Draft RFQs	21 days	3/25/2026	4/23/2026
169	Submit Advertisement to Central Register and Local Newspaper	0 days	4/22/2026	4/22/2026

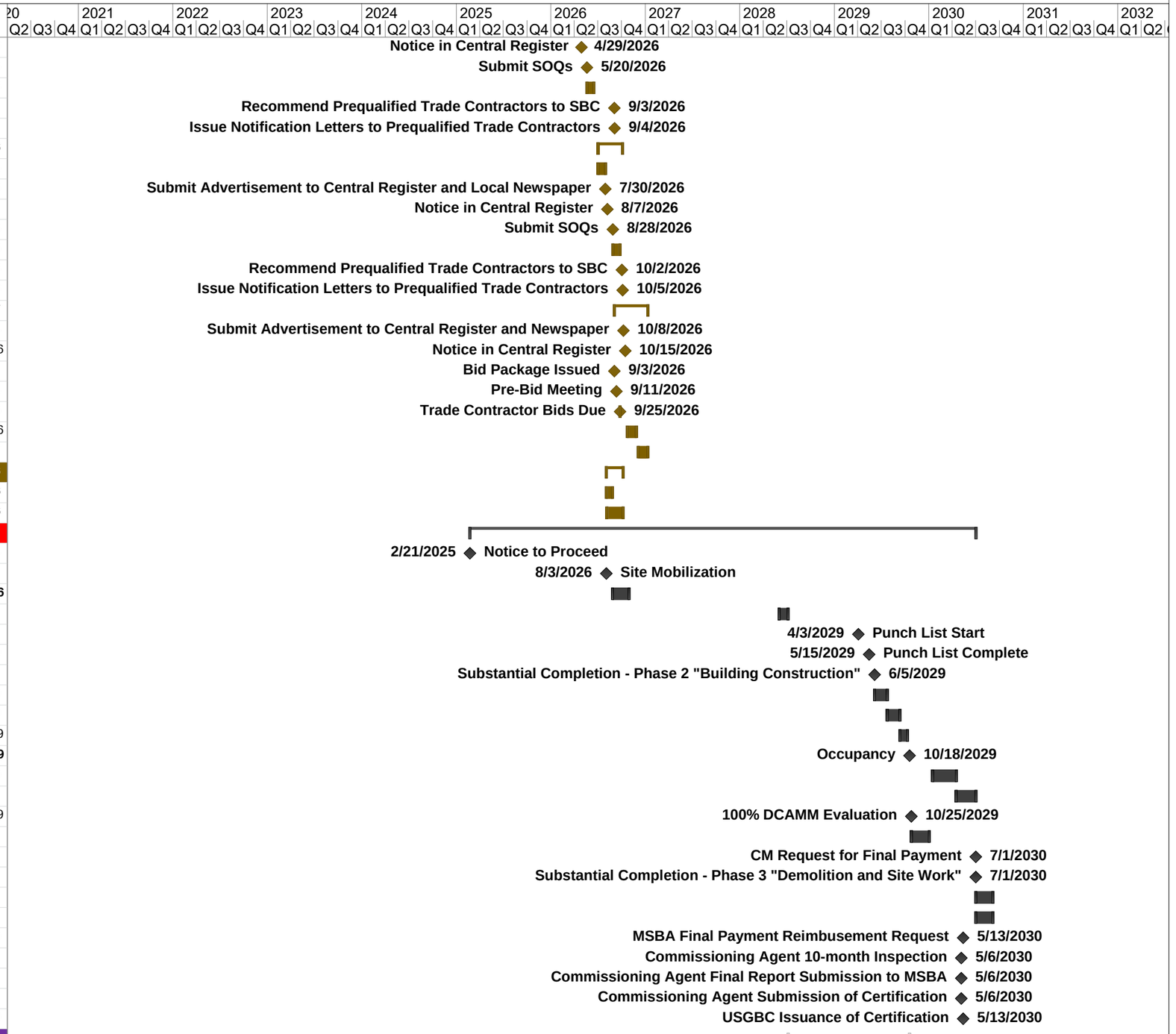


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ID	Task Name	Duration	Start	Finish
170	Notice in Central Register	0 days	4/29/2026	4/29/2026
171	Submit SOQs	0 days	5/20/2026	5/20/2026
172	Review SOQs	19 days	5/20/2026	6/16/2026
173	Recommend Prequalified Trade Contractors to SBC	0 days	9/3/2026	9/3/2026
174	Issue Notification Letters to Prequalified Trade Contractors	0 days	9/4/2026	9/4/2026
175	**Prequalification - Package No. 3 Trade Contractors**	**66 days**	**7/2/2026**	**10/5/2026**
176	Develop Draft RFQs	21 days	7/2/2026	7/31/2026
177	Submit Advertisement to Central Register and Local Newspaper	0 days	7/30/2026	7/30/2026
178	Notice in Central Register	0 days	8/7/2026	8/7/2026
179	Submit SOQs	0 days	8/28/2026	8/28/2026
180	Review SOQs	19 days	8/28/2026	9/25/2026
181	Recommend Prequalified Trade Contractors to SBC	0 days	10/2/2026	10/2/2026
182	Issue Notification Letters to Prequalified Trade Contractors	0 days	10/5/2026	10/5/2026
183	**100% Construction Documents Package No. 3**	**88 days**	**9/3/2026**	**1/11/2027**
184	Submit Advertisement to Central Register and Newspaper	0 days	10/8/2026	10/8/2026
185	Notice in Central Register	0 days	10/15/2026	10/15/2026
186	Bid Package Issued	0 days	9/3/2026	9/3/2026
187	Pre-Bid Meeting	0 days	9/11/2026	9/11/2026
188	Trade Contractor Bids Due	0 days	9/25/2026	9/25/2026
189	CM Develop GMP	24 days	10/23/2026	11/27/2026
190	GMP Approval	24 days	12/4/2026	1/11/2027
191	**EARLY PACKAGES PROCUREMENT**	**46 days**	**8/3/2026**	**10/7/2026**
192	**Early Site Package No. 1**	**18 days**	**8/3/2026**	**8/27/2026**
193	**Early Foundation, Steel and Elevator Structural Package No. 2**	**44 days**	**8/5/2026**	**10/7/2026**
194	**CONSTRUCTION**	**378.5 day**	**2/21/2025**	**7/2/2030**
195	Notice to Proceed	0 days	2/21/2025	2/21/2025
196	Site Mobilization	0 days	8/3/2026	8/3/2026
197	**Substantial Completion - Phase 1 "Enabling Work"**	**45 days**	**8/27/2026**	**10/30/2026**
198	50% DCAMM Evaluation	24 days	6/1/2028	7/6/2028
199	Punch List Start	0 days	4/3/2029	4/3/2029
200	Punch List Complete	0 days	5/15/2029	5/15/2029
201	**Substantial Completion - Phase 2 "Building Construction"**	**0 days**	**6/5/2029**	**6/5/2029**
202	Final Completion, Closeout and Commissioning	34 days	6/5/2029	7/24/2029
203	FFE/Technology Installation	34 days	7/24/2029	9/11/2029
204	Teacher/Staff Move-In	21 days	9/11/2029	10/10/2029
205	**Occupancy**	**0 days**	**10/18/2029**	**10/18/2029**
206	Demolish Existing School	66 days	1/15/2030	4/17/2030
207	Parking Lot and Playfield Construction	55 days	4/16/2030	7/2/2030
208	100% DCAMM Evaluation	0 days	10/25/2029	10/25/2029
209	LEED-S Construction Submission	46 days	10/25/2029	1/2/2030
210	CM Request for Final Payment	0 days	7/1/2030	7/1/2030
211	**Substantial Completion - Phase 3 "Demolition and Site Work"**	**0 days**	**7/1/2030**	**7/1/2030**
212	Closeout	46 days	7/1/2030	9/5/2030
213	Final Completion	46 days	7/1/2030	9/5/2030
214	MSBA Final Payment Reimbusement Request	0 days	5/13/2030	5/13/2030
215	Commissioning Agent 10-month Inspection	0 days	5/6/2030	5/6/2030
216	Commissioning Agent Final Report Submission to MSBA	0 days	5/6/2030	5/6/2030
217	Commissioning Agent Submission of Certification	0 days	5/6/2030	5/6/2030
218	USGBC Issuance of Certification	0 days	5/13/2030	5/13/2030
219	**MOVE-IN MANAGEMENT**			

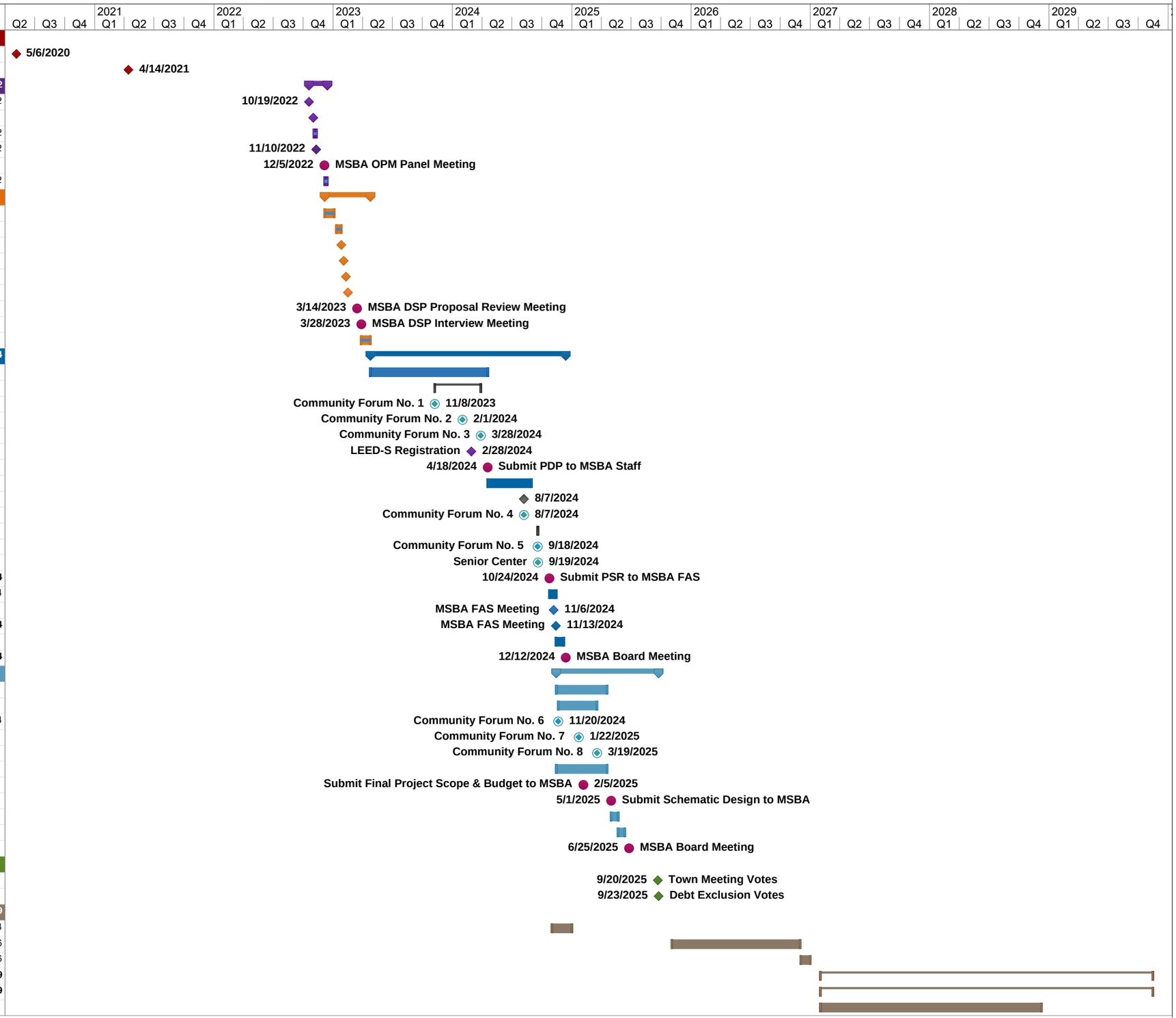


November 4, 2022
Updated: October 14, 2024

Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study Preliminary Project Schedule
Design-Bid-Build Delivery Method

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)**	**420 days**	**4/25/2023**	**12/12/2024**
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	**Community Presentations**	**98 days**	**11/8/2023**	**3/28/2024**
24	Community Forum No. 1	0 days	11/8/2023	11/8/2023
25	Community Forum No. 2	0 days	2/1/2024	2/1/2024
26	Community Forum No. 3	0 days	3/28/2024	3/28/2024
27	LEED-S Registration	0 days	2/28/2024	2/28/2024
28	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
29	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
30	**Community Presentations**	**0 days**	**8/7/2024**	**8/7/2024**
31	Community Forum No. 4	0 days	8/7/2024	8/7/2024
32	**Select Board, Town Meeting & School Committee Presentations**	**1 day**	**9/18/2024**	**9/19/2024**
33	Community Forum No. 5	0 days	9/18/2024	9/18/2024
34	Senior Center	0 days	9/19/2024	9/19/2024
35	**Submit PSR to MSBA FAS**	**0 days**	**10/24/2024**	**10/24/2024**
36	MSBA Comments	15 days	10/24/2024	11/13/2024
37	**MSBA FAS Meeting**	**0 days**	**11/6/2024**	**11/6/2024**
38	**MSBA FAS Meeting**	**0 days**	**11/13/2024**	**11/13/2024**
39	Respond to MSBA Comments	17 days	11/13/2024	12/6/2024
40	**MSBA Board Meeting**	**0 days**	**12/12/2024**	**12/12/2024**
41	**SCHEMATIC DESIGN (SD)**	**220 days**	**11/14/2024**	**9/23/2025**
42	Develop Schematic Design	109 days	11/14/2024	4/18/2025
43	Community Presentations	82 days	11/20/2024	3/19/2025
44	Community Forum No. 6	0 days	11/20/2024	11/20/2024
45	Community Forum No. 7	0 days	1/22/2025	1/22/2025
46	Community Forum No. 8	0 days	3/19/2025	3/19/2025
47	Select Board, Town Meeting & School Committee Presentations	109 days	11/14/2024	4/18/2025
48	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/5/2025**	**2/5/2025**
49	**Submit Schematic Design to MSBA**	**0 days**	**5/1/2025**	**5/1/2025**
50	MSBA Comments	16 days	5/1/2025	5/22/2025
51	Respond to MSBA Comments	15 days	5/22/2025	6/11/2025
52	**MSBA Board Meeting**	**0 days**	**6/25/2025**	**6/25/2025**
53	**LOCAL APPROPRIATION**			
54	Town Meeting Votes	0 days	9/20/2025	9/20/2025
55	Debt Exclusion Votes	0 days	9/23/2025	9/23/2025
56	**DESIGN AND CONSTRUCTION**	**395.75 da**	**11/1/2024**	**11/14/2029**
57	Prequalification Process	41 days	11/1/2024	12/31/2024
58	Design Documentation	276 days	11/3/2025	11/30/2026
59	Bidding and Award	20 days	12/3/2026	12/31/2026
60	**Construction**	**719 days**	**2/1/2027**	**11/14/2029**
61	**PreK-5 New Construction at North Intermediate School Site**	**719 days**	**2/1/2027**	**11/14/2029**
62	Sitework and New Building	480 days	2/1/2027	12/8/2028

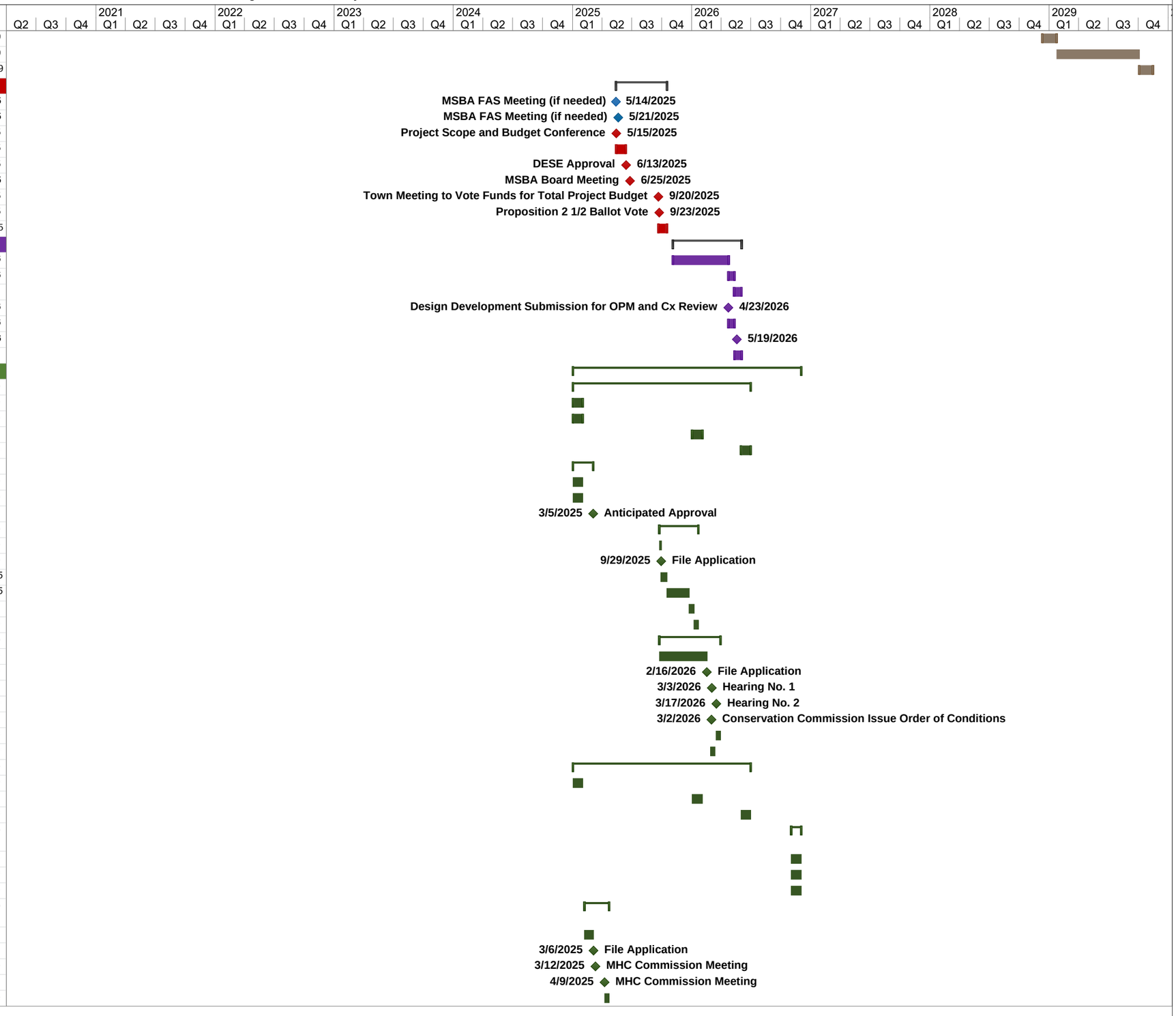


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Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study Preliminary Project Schedule
Design-Bid-Build Delivery Method

smma

ID	Task Name	Duration	Start	Finish
63	Move Grades 4-5 into New Building (align with Summer break)	30 days	12/11/2028	1/23/2029
64	Demolish Existing Building and Perform Sitework	180 days	1/24/2029	10/4/2029
65	Move PreK-3 into New Building	30 days	10/4/2029	11/14/2029
66	**PROJECT SCOPE AND BUDGET**			
67	**MSBA FAS Meeting (if needed)**	**0 days**	**5/14/2025**	**5/14/2025**
68	**MSBA FAS Meeting (if needed)**	**0 days**	**5/21/2025**	**5/21/2025**
69	Project Scope and Budget Conference	0 days	5/15/2025	5/15/2025
70	Execute Scope and Budget Agreement	21 days	5/15/2025	6/12/2025
71	DESE Approval	0 days	6/13/2025	6/13/2025
72	**MSBA Board Meeting**	**0 days**	**6/25/2025**	**6/25/2025**
73	Town Meeting to Vote Funds for Total Project Budget	0 days	9/20/2025	9/20/2025
74	Proposition 2 1/2 Ballot Vote	0 days	9/23/2025	9/23/2025
75	Execute Project Funding Agreement	21 days	9/20/2025	10/17/2025
76	**DESIGN DEVELOPMENT**			
77	Develop Design Development Documents to Estimator	120 days	11/4/2025	4/24/2026
78	Design Development Cost Estimate	13 days	4/23/2026	5/12/2026
79	Value Engineering	16 days	5/11/2026	6/2/2026
80	Design Development Submission for OPM and Cx Review	0 days	4/23/2026	4/23/2026
81	OPM and Cx Review	13 days	4/23/2026	5/12/2026
82	**Design Development Submission to MSBA**	**0 days**	**5/19/2026**	**5/19/2026**
83	MSBA Comments	16 days	5/12/2026	6/3/2026
84	**SITE PERMITTING**			
85	**Town of Wilmington Abutters**	**36.75 day**	**1/2/2025**	**6/30/2026**
86	Introductions	22 days	1/2/2025	1/31/2025
87	Schematic Design Phase Update	22 days	1/2/2025	1/31/2025
88	Design Development Phase Update	22 days	1/2/2026	2/2/2026
89	Construction Documents Phase Update	22 days	6/1/2026	6/30/2026
90	**Wilmington Conservation Commission and MA-DEP**	**44 days**	**1/2/2025**	**3/5/2025**
91	Project Notification Form Compiled	22 days	1/2/2025	1/31/2025
92	Project Notification Filing	22 days	1/2/2025	1/31/2025
93	Anticipated Approval	0 days	3/5/2025	3/5/2025
94	**Wilmington Conservation Commission - ANRAD**	**84 days**	**9/24/2025**	**1/21/2026**
95	Prepare Application Documents	6 days	9/24/2025	9/30/2025
96	File Application	0 days	9/29/2025	9/29/2025
97	Hearings	15 days	9/27/2025	10/17/2025
98	Conservation Commission Decision	48 days	10/16/2025	12/24/2025
99	Appeal Period	10 days	12/23/2025	1/8/2026
100	File at Registry	10 days	1/7/2026	1/21/2026
101	**Wilmington Conservation Commission - NOI**	**132 days**	**9/24/2025**	**3/30/2026**
102	Prepare Application Documents	103 days	9/24/2025	2/17/2026
103	File Application	0 days	2/16/2026	2/16/2026
104	Hearing No. 1	0 days	3/3/2026	3/3/2026
105	Hearing No. 2	0 days	3/17/2026	3/17/2026
106	Conservation Commission Issue Order of Conditions	0 days	3/2/2026	3/2/2026
107	Appeal Period	10 days	3/16/2026	3/30/2026
108	File at Registry	10 days	2/27/2026	3/13/2026
109	**Wilmington Department of Public Works, Fire and Police**	**36.75 day**	**1/2/2025**	**6/30/2026**
110	Plan Review Update	22 days	1/2/2025	1/31/2025
111	Informal Plan Review	22 days	1/2/2026	2/2/2026
112	Informal Plan Review Update	22 days	6/1/2026	6/30/2026
113	**Town of Wilmington Utility [Water, Sewer and Drainage] Connection Permitting**	**22 days**	**11/2/2026**	**12/2/2026**
114	Connection Permits for Water	22 days	11/2/2026	12/2/2026
115	Connection Permits for Sewer	22 days	11/2/2026	12/2/2026
116	Connection Permits for Drainage	22 days	11/2/2026	12/2/2026
117	**Massachusetts Historical Commission - Project Notification Form**	**54 days**	**2/6/2025**	**4/22/2025**
118	Prepare Application Documents	20 days	2/6/2025	3/5/2025
119	File Application	0 days	3/6/2025	3/6/2025
120	MHC Commission Meeting	0 days	3/12/2025	3/12/2025
121	MHC Commission Meeting	0 days	4/9/2025	4/9/2025
122	Appeal Period	10 days	4/9/2025	4/22/2025



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Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study Preliminary Project Schedule
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ID	Task Name	Duration	Start	Finish
123	**Wilmington Planning Board - Site Plan Approval**	**36.75 day**	**1/2/2025**	**6/30/2026**
124	Informal Site Plan Review Meeting	22 days	1/2/2025	1/31/2025
125	Prepare Application Documents	107 days	1/7/2025	6/4/2025
126	File Application	0 days	6/4/2025	6/4/2025
127	Hearing No. 1	0 days	6/17/2025	6/17/2025
128	Hearing No. 2	0 days	7/9/2025	7/9/2025
129	Planning Board Issues Site Plan Approval	0 days	6/17/2025	6/17/2025
130	Planning Board and Site Plan Review	22 days	4/1/2026	4/30/2026
131	Anticipated Approval	22 days	6/1/2026	6/30/2026
132	Stormwater Management Permit Application	22 days	4/1/2026	4/30/2026
133	Stormwater Management Permit Application Approval	22 days	6/1/2026	6/30/2026
134	**Wilmington Planning Board - Site Plan Approval**	**131 days**	**9/24/2025**	**3/27/2026**
135	Prepare Application Documents	107 days	9/24/2025	2/23/2026
136	File Application	0 days	2/20/2026	2/20/2026
137	Planning Board Issues Site Plan Approval	0 days	3/5/2026	3/5/2026
138	Hearing No. 1	0 days	3/6/2026	3/6/2026
139	Hearing No. 2	0 days	3/27/2026	3/27/2026
140	**Wilmington Conservation Commission - ANRAD**	**84 days**	**11/4/2025**	**3/5/2026**
147	**Wilmington Conservation Commission - NOI**	**132 days**	**11/4/2025**	**5/12/2026**
155	**Wilmington Planning Board - Site Plan Approval**	**131 days**	**11/4/2025**	**5/11/2026**
161	**Wilmington Planning Board Special Permit - Parking and Loading Waiver**	**169 days**	**11/4/2025**	**7/2/2026**
169	**BUILDING PERMITTING**			
174	**CONSTRUCTION DOCUMENTS**	**78 days**	**6/2/2026**	**9/17/2026**
175	Develop 60% Construction Documents for OPM and Cx Review	43 days	6/15/2026	8/13/2026
176	Develop 60% Construction Documents for Estimator	43 days	6/15/2026	8/13/2026
177	Incorporate MSBA DD Comments	10 days	6/2/2026	6/16/2026
178	OPM and Cx Review	10 days	8/12/2026	8/26/2026
179	60% Construction Documents Cost Estimate	10 days	8/12/2026	8/26/2026
180	Value Engineering	6 days	8/25/2026	9/2/2026
181	60% Construction Documents Submission to MSBA	0 days	9/10/2026	9/10/2026
182	MSBA Review	15 days	9/10/2026	10/1/2026
183	Develop 90% Construction Documents to Estimator	45 days	9/11/2026	11/13/2026
184	90% Construction Documents for OPM and Cx Review	45 days	9/11/2026	11/13/2026
185	Incorporate MSBA 60% CD Comments	10 days	10/2/2026	10/16/2026
186	OPM and Cx Review	11 days	11/13/2026	12/1/2026
187	90% Construction Documents Cost Estimate	11 days	11/13/2026	12/1/2026
188	Value Engineering	6 days	11/30/2026	12/8/2026
189	90% Construction Documents Submission to MSBA	0 days	12/15/2026	12/15/2026
190	MSBA Review	15 days	12/15/2026	1/7/2027
191	100% Construction Documents	25 days	1/7/2027	2/11/2027
192	Incorporate MSBA 90% CD Comments	10 days	1/7/2027	1/21/2027
193	LEED Design Submission	14 days	1/21/2027	2/10/2027
194	**PROCUREMENT**			
195	**Prequalification**	**68 days**	**11/1/2024**	**2/7/2025**
196	Appoint Prequalification Committee	0 days	11/19/2024	11/19/2024
197	Develop Draft RFQs (GCs and Subcontractors)	11 days	11/1/2024	11/15/2024
198	Prequalification Committee Meeting: Review Draft RFQ	0 days	11/15/2024	11/15/2024
199	Prequalification Committee Meeting: Review Final RFQ	0 days	11/22/2024	11/22/2024
200	Submit Prequalification Advertisement (Central Register and Local Newspaper)	0 days	12/2/2024	12/2/2024
201	Notice in Central Register	0 days	12/3/2024	12/3/2024
202	GCs and Subs Develop SOQs	19 days	12/4/2024	12/31/2024
203	RFQ Informational Meeting	0 days	1/8/2025	1/8/2025
204	Submit SOQs	0 days	12/31/2024	12/31/2024
205	Review SOQs	23 days	1/2/2025	2/3/2025
206	Prequalification Committee Meeting: Review SOQs	0 days	1/14/2025	1/14/2025
207	Prequalification Committee Meeting: Review SOQs	0 days	1/21/2025	1/21/2025
208	Recommend Prequalified GCs and Filed Subcontractors to SBC	0 days	2/3/2025	2/3/2025
209	Issue Notification Letters to Prequalified GCs and Subcontractors	5 days	2/3/2025	2/7/2025
210	Submit Bid Advertisement (Central Register and Local Newspaper)	0 days	2/12/2025	2/12/2025
211	Bid Advertisement Notice in Central Register	0 days	3/6/2025	3/6/2025

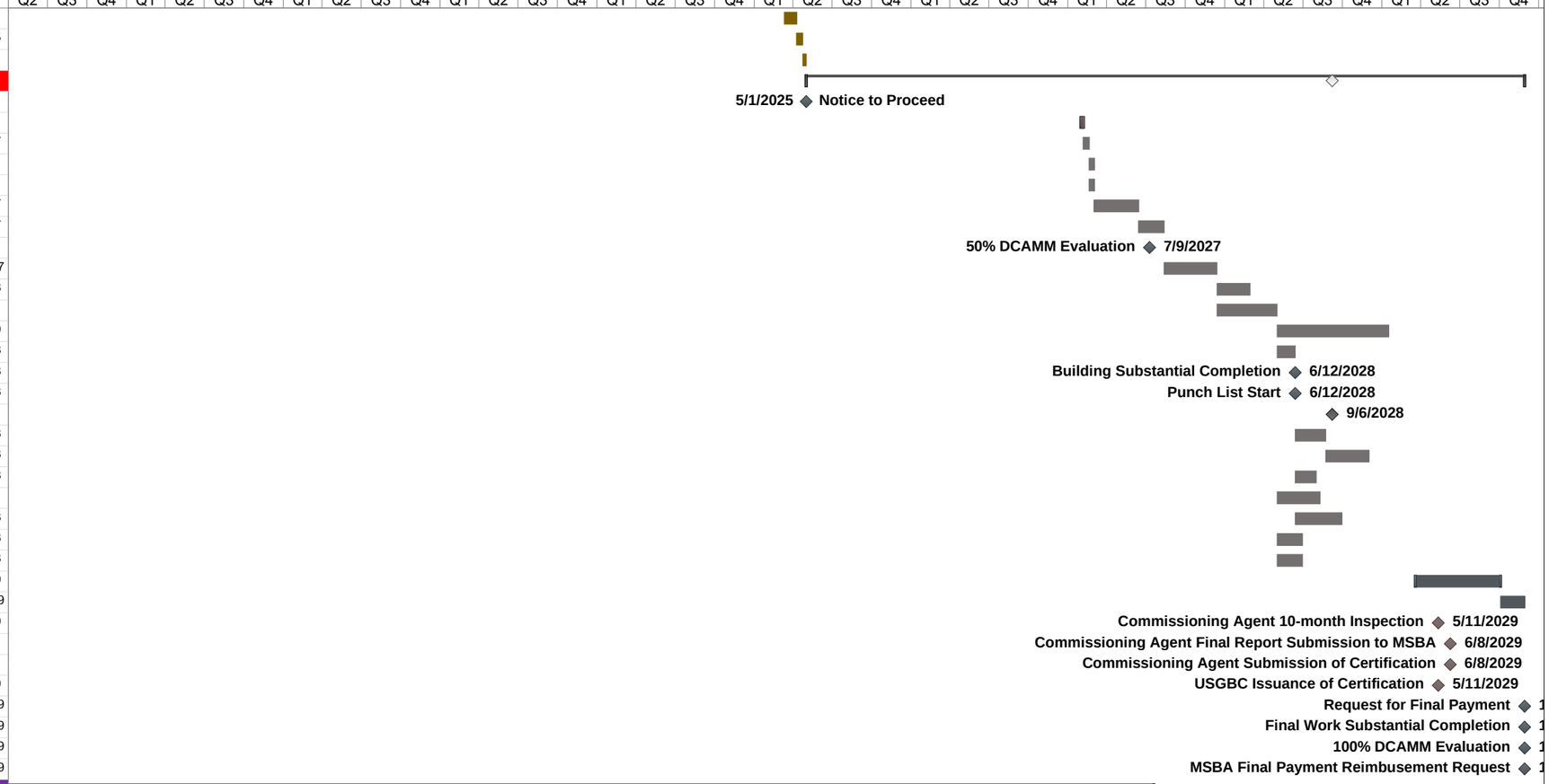


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Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study Preliminary Project Schedule
Design-Bid-Build Delivery Method

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ID	Task Name	Duration	Start	Finish
212	Filed Subcontractors Bidding	21 days	3/12/2025	4/9/2025
213	General Contractor Bidding	11 days	4/9/2025	4/23/2025
214	General Contractor Award	6 days	4/24/2025	5/1/2025
215	**CONSTRUCTION**			
216	Notice to Proceed	0 days	5/1/2025	5/1/2025
217	Site Mobilization	5 days	2/1/2027	2/5/2027
218	Site Fencing/Haybales	11 days	2/5/2027	2/19/2027
219	Construction Roadway	9 days	2/19/2027	3/3/2027
220	Temporary Parking	9 days	2/19/2027	3/3/2027
221	Site Clearing/Earthwork	74 days	3/3/2027	6/14/2027
222	Place Footings/Foundations	44 days	6/14/2027	8/12/2027
223	50% DCAMM Evaluation	0 days	7/9/2027	7/9/2027
224	Erect Structural Steel	85 days	8/13/2027	12/13/2027
225	Place Roofing	55 days	12/14/2027	2/28/2028
226	Install Exterior Wall Framing/Skin	100 days	12/14/2027	5/1/2028
227	Interiors	180 days	5/2/2028	1/15/2029
228	Startup and Testing	30 days	5/2/2028	6/12/2028
229	Building Substantial Completion	0 days	6/12/2028	6/12/2028
230	Punch List Start	0 days	6/12/2028	6/12/2028
231	Punch List Complete	0 days	9/6/2028	9/6/2028
232	Closeout	50 days	6/13/2028	8/22/2028
233	Building Final Completion	71 days	8/23/2028	12/1/2028
234	Final Completion, Closeout and Commissioning	34 days	6/13/2028	7/31/2028
235	FF&E and Educational Technology Installation	71 days	5/2/2028	8/9/2028
236	LEED-S Construction Submission	77 days	6/13/2028	9/29/2028
237	Teacher/Staff Move-In	43 days	5/2/2028	6/29/2028
238	Occupancy	43 days	5/2/2028	6/29/2028
239	Demolish Existing School	140 days	3/20/2029	10/3/2029
240	Parking Lot and Playfield Construction	40 days	10/4/2029	11/28/2029
241	Commissioning Agent 10-month Inspection	0 days	5/11/2029	5/11/2029
242	Commissioning Agent Final Report Submission to MSBA	0 days	6/8/2029	6/8/2029
243	Commissioning Agent Submission of Certification	0 days	6/8/2029	6/8/2029
244	USGBC Issuance of Certification	0 days	5/11/2029	5/11/2029
245	Request for Final Payment	0 days	11/28/2029	11/28/2029
246	Final Work Substantial Completion	0 days	11/28/2029	11/28/2029
247	100% DCAMM Evaluation	0 days	11/28/2029	11/28/2029
248	MSBA Final Payment Reimbusement Request	0 days	11/28/2029	11/28/2029
249	**MOVE-IN MANAGEMENT**			
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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

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Christine Murray
Interim 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.

October 10, 2024

Mr. Michael McGurl
Director of Capital Planning
40 Broad Street, Suite 500
Boston, Massachusetts 02109

Dear Mr. McGurl:

The Town of Wilmington School Committee (the "SC") understands the proposed change to existing grade structure that is being proposed in the *Preferred Schematic Report* for the Wildwood Elementary School project (the "Project"), and on August 19, 2024, the SC voted to approve and authorize the proposed change to the existing grade structure for the following reason as described in the Feasibility Study related materials:

> *School consolidation is being considered in the Wilmington Public School for the purposes of reducing the total number of transitions for students and families and to accelerate the time to completion of a project that will bring about improvements to three (3) school communities that are all of similar age and deficiencies in the teaching and learning environments.*

A signed copy of the SC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

The SC has held 24 meetings regarding the proposed change to existing *grade structure* as related to the proposed Project, in compliance with the state Open Meeting Law. These meetings include:

- *Wednesday, September 13, 2023 at 7pm, Wilmington High School, Large Group Instruction Room*
- *Wednesday, September 27, 2023 at 7pm, Wilmington High School, Large Group Instruction Room*
- *Thursday, October 5, 2023 held at 7pm, via Remote Participation via Zoom.*
- *Wednesday, October 11, 2023 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, October 25, 2023 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, November 15, 2023 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, December 6, 2023 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, December 20, 2023 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, January 17, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, January 24, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, February 14, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, March 13, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, March 27, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, April 10, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*

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.

- *Wednesday, April 24, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, May 8, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, May 22, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Wednesday, June 12, 2024 at 7pm, Wilmington High School, Large Group Instruction Room.*
- *Monday, June 26, 2024 at 6:30pm, Wilmington High School, Large Group Instruction Room, Meeting Minutes and Presentation will be provided.*
- *Monday, July 8, 2024 at 9am, Wilmington High School, Library/Media Room, Meeting Minutes and Presentation will be provided.*
- *Monday, August 19, 2024 at 5pm, via Remote Participation via Zoom, Meeting Minutes and Presentation will be provided.*
- *Wednesday, September 11, 2024 at 7pm, Wilmington High School, Large Group Instruction Room, Meeting Minutes and Presentation will be provided.*
- *Wednesday, September 25, 2024 at 7pm, Wilmington High School, Large Group Instruction Room, Meeting Minutes and Presentation will be provided.*
- *Wednesday, October 9, 2024 at 7pm, Wilmington High School, Large Group Instruction Room, Meeting Minutes and Presentation will be provided.*

In addition to the SC meetings listed above, the District held 14 public meetings, which were posted in compliance with the state Open Meeting Law, at which the Project was discussed. These meetings include:

- *September 19, 2023, Shriners Auditorium, 1pm to 4pm; In Person or Remote Participation via Zoom, Visioning Session #1: District-wide Topics.*
- *September 19, 2023, Shriners Auditorium, 6:30pm to 9:30pm; In Person or Remote Participation via Zoom, Visioning Session #1: District-wide Topics.*
- *September 26, 2023, Shriners Auditorium, 1:00pm to 3:30pm; In Person or Remote Participation via Zoom, Visioning Session #2: Learning and Teaching.*
- *September 26, 2023, Shriners Auditorium, 6:30pm to 9:00pm, In Person or Remote Participation via Zoom, Visioning Session #2: Learning and Teaching.*
- *October 17, 2023, Shriners Auditorium, 1:00pm to 3:00pm, In Person or Remote Participation via Zoom, Visioning Session #3: Overall Building Planning.*
- *October 17, 2023, Shriners Auditorium, 6:30pm to 8:30pm, In Person or Remote Participation via Zoom, Visioning Session #3: Overall Building Planning.*
- *October 24, 2023, Shriners Auditorium, 1:00pm to 3:00pm, In Person or Remote Participation via Zoom, Visioning Session #4: Individual Space Planning.*
- *October 24, 2023, Shriners Auditorium, 6:30pm to 8:30pm, In Person or Remote Participation via Zoom, Visioning Session #4: Individual Space Planning.*
- *November 8, 2023 at 6pm, School Committee at the Wildwood School Building Committee Community Forum, Virtual Meeting / Remote Participation via Zoom.*
- *February 1, 2024 at 6:30pm, School Committee at the Wildwood School Building Committee Community Forum, Virtual Meeting / Remote Participation via Zoom.*
- *March 28, 2024 at 7pm, School Committee at the Wildwood School Building Committee Community Forum, Hybrid at Wilmington High School, Large Group Instruction Room and Remote Participation via Zoom.*
- *August 7, 2024 at 7pm, School Committee at the Wildwood School Building Committee Community Forum, Virtual Meeting / Remote Participation via Zoom.*
- *Monday, August 19, 2024 at 7pm, Hybrid Meeting, Select Board Meeting, Remote Participation via Zoom and In Person at Town Hall Auditorium, Meeting Minutes will be provided.*

- *Tuesday, August 20, 2024 at 7pm, Hybrid Meeting, School Building Committee Meeting, Remote Participation via Zoom and In Person at Wilmington High School, Large Group Instruction Room, Meeting Minutes will be provided.*

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at the Office of Superintendent of Schools, Glenn Brand, Wilmington Public Schools, 161 Church Street, Wilmington, MA 01887, on the Project Website [https://www.wpsk12.com/cms/one.aspx?pageId=48835006], in the School Committee Meetings Archive Website [https://www.wpsk12.com/cms/One.aspx?portalId=26809273&pageId=26933068], and at the Town Clerk's Office at Town Hall.

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq*.

If you have any questions or require any additional information, please contact Dr. Glenn Brand, Superintendent of Schools at (978) 694-6000 or glenn.brand@wpsk12.com.

By signing this Grade Reconfiguration and Districting Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

R. Eric Slagle
Chief Executive Officer
October 22, 2024

By signing this Grade Reconfiguration and Districting Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

Glenn Brand
Superintendent of Schools
October 22, 2024

By signing this Grade Reconfiguration and Districting Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

Jesse Fennelly
Chair, School Committee
October 22, 2024

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools
161 Church Street
Wilmington, Massachusetts 01887
Telephone: (978) 694-6000 Fax: (978) 694-6005

School Committee Meeting
Minutes of the Regular School Committee Meeting
August 19, 2024
Meeting held virtually via Zoom webinar.

1. **Roll Call**: Chair Fennelly called to order the Regular Meeting of the Wilmington School Committee at 5:00pm.

   In attendance were: Superintendent Glenn Brand; David Ragsdale; Jesse Fennelly; Jennifer Bryson; Stephen Turner; Michael Mercaldi; Nick Golden; Christine Elliott, Assistant Superintendent of Curriculum and Staff Development; and Paul Ruggiero, Assistant Superintendent of Administration and Finance.

   Roll Call:
   David Ragsdale, yes
   Jesse Fennelly, yes
   Stephen Turner, yes
   Nick Golden, yes
   Michael Mercaldi, yes
   Jennifer Bryson, yes

   Guest in attendance:
   Terresa Pietro, WHS World Languages Teacher
   Rani Philip, Dore+Whitter
   Lee Dore, Dore+Whitter

   Absent:
   Jay Samaha

2. **Pledge of Allegiance:**

Chair Fennelly asked all to stand to recite the Pledge of Allegiance.

3. **Approval of Items by Consensus**:
   A. Introduction of Items by Superintendent
   B. Requests to Withdraw Items

Chair Fennelly removed warrant item FY25 CF04 for further review at the request of Stephen Turner.

   C. Items for Approval:

Chair Fennelly called for a motion to approve

a. **Approval of Minutes:** June 26, 2024 – Regular Session
Approval of: Disposal of Surplus OIT Equipment
Approval of: Disposal of Shawsheen Surplus Furniture
Policies- *second read:*
IHAMA PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION (formerly IHAM-1)
IHAMB TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS
IHAM-R HEALTH EDUCATION
IHB SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
IHBA PROGRAMS FOR STUDENTS WITH DISABILITIES
IHBD COMPENSATORY EDUCATION
IHBF HOMEBOUND INSTRUCTION
IHBH ALTERNATIVE SCHOOL PROGRAMS
IHCA SUMMER SCHOOLS
IJ INSTRUCTIONAL MATERIALS
Removal of:
IHAM-I-E SAMPLE NOTICE TO PARENT/GUARDIAN
IHBHB MAGNET SCHOOLS

Warrants:
FY24
Grants 41, 42, 43
Revolving 73, 74, 75, 76
Local 116, 117, 118, 119, 120
Food Service 76
Circuit Breaker 35, 36, 37
Special Education 70, 71, 72, 73, 74, 75, 76
FY25
G 01, 02, 03, 04, 05
R 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11
L 01, 02, 03, 04, 05, 06, 07, 08, 09, 10
FS 77, 78, 01, 02, 03, 04, 05
Carry Forward 01, 02, 03, 05, 06, 07
Capital 01, 02

SpEd 01, 02, 03
Payroll: 7/3/2024; 7/17/2024; 7/31/2024; 8/14/2024

Motion: Dr. Bryson moved for approval; the motion was seconded by Mr. Golden.
Vote: unanimous

D. Consideration for Items Withdrawn from Consensus
FY25 CF 04 will be further reviewed.

4. Public Comment- moved to end of agenda

5. New Business

A. French exchange 24/25 and a plan overview for upcoming exchanges
Dr. Brand introduced WHS teacher Terresa Pietro.
Terresa Pietro briefly reviewed the plan for the October 2024 French exchange as well as the WHS April 2025 trip to France.
Mr. Turner said he was happy to see multiple layers of different languages, possibly virtual options and possibly domestic trips on the overview of upcoming exchanges/field trips. He added that he appreciated the time and effort that goes into all of the trip planning.

Motion: Dr. Bryson moved for approval of the April 2025 field trip to France; the motion was seconded by Dr. Mercaldi.
Vote: unanimous

B. Appointment of the Administrator of Special Education
Dr. Brand reviewed the need for an interim director following Alice Brown-LeGrand's resignation and move to Lowell Public schools. Based on the time of year and with School Committee approval, the district intends to promote Christine Murray to the position of Interim Director of Special Education.
Chair Fennelly extended his appreciation to Ms. Brown-LeGrand for her years of service to the district as well as to Ms. Murray for stepping up to the interim position.

Motion: Mr. Turner moved for approval of the appointment of Christine Murray as the Interim Administrator of Special Education for the 24/25 school year; the motion was seconded by Mr. Golden.
Vote: unanimous

6. Old Business

A. Wildwood/MSBA Update: Ed. Plan, Grade Configuration, Superintendents Recommendation
Dr. Brand introduced Rani Philip and Lee Dore of the design firm, Dore+Whitter (D+W).

Rani Philip shared a slide presentation that addressed updates on where the Wildwood/MSBA project stands. The slides covered:

- Brief history of project team
- MSBA process and timeline and an overview of the Wilmington elementary school needs
- School existing conditions assessment
- Visioning sessions summary (from the PDP phase)
- 18 alternatives that were developed for additional study
- Evaluation matrix to shortlist the options
- 7 options shortlisted by the Wildwood School Building Committee (WSBC) for the PDP phase outcomes and submission to MSBA
- Draft floor plans (showed examples of PreK-5, PreK-3, PreK-K)
- Evaluation process of shortlisted options (used same matrix as previously used)
- Cost overview (estimating shortlisted options cost estimates)
- MSBA project cost data
- Estimate of potential local share
- Community outreach efforts and community survey results
- Ways for community members to stay connected with the project

Dr. Mercaldi referenced the range of construction costs per square foot for other school district projects slide and inquired about lessons learned regarding lower project costs. Mr. Dore said the anomalies listed are from data on the MSBA website and include a variety of projects like renovation, new construction, etc. He added that some of those projects needed less pre-construction work which resulted in lower overall costs. Dr. Mercaldi referenced the tax impact slide and inquired about the tax impact for the other options. Mr. Dore said they cannot accurately predict how Wilmington would approach other school renovation/repair. Instead, highlighting how that slide illustrates the quickest and most affordable approach. He added that repair only does not make any educational improvements and only provides a limited facility life extension. Dr. Mercaldi commented on how the repair only options of all three schools could be contributing to the confusion of town citizens.

Mr. Golden said at the fourth community forum the Town Manager spoke to how a PreK-5 school would be a debt exclusion and that the tax impact would step down over time for residents. He added that he has heard from several community members that are in favor of a PreK-5 school and believe it is the financially responsible decision. Mr. Dore confirmed the Town Manger stated that it would be a debt exclusion and tax increase would only be during the life of the pay down.

Mr. Turner said in looking at the comparison costs and the potential MSBA support, the repair only options do not address the educational aspects and how the consolidation option is more affordable in the long run. He added that the School Committees priority is the education of the

children and completing the project in one (1) phase instead of three (3) phases supports the single project school consolidation.
Mr. Ragsdale said to follow-up on the interpretation of the financial burden, the town used an average assessed real estate value to produce the tax impact data. So, the tax impact would vary for different home values.
Dr. Bryson said, as an educator, she has always been in support of school consolidation since it is best for elementary-age students. She added that she is happy to hear that this option is the quickest and most affordable while being the best option for the students.
Chair Fennelly thanked the presenters and said the presentation speaks to the questions he has encountered from community members.

Education Program Plan

Dr. Brand said the district leadership has worked closely with D+W to develop the plan. He added that the meeting packet includes the initial plan (which was already approved by the School Committee) and an updated plan following MSBA's recommendations. Mr. Dore said the team spent one (1) year working on the educational plan and it stands as a foundational piece of the project. The plan was well done and the MSBA comments were straightforward. Ms. Elliott reviewed the Q&A from MSBA and highlighted the key areas in the plan that were updated/elaborated. More specifically, elementary level health classes, STEM specialist program, collaboration space, multilingual learner support, equity for CARES and musical instruments regarding financial assistance, staff training for utilizing new classroom space, sound systems, supporting adaptable physical education, clarified roles and redeployment of staff/administration.
Dr. Mercaldi asked for a high-level clarification for the community of what a modern education looks like. Dr. Brand said it is more than just the building infrastructure. It goes to aspects like the correct educational environment size and variations of teaching and learning spaces like physical therapy, speech therapy, special education, etc. Other aspects include natural lighting and transition spaces. The repair option addresses the facility envelope only where a new construction consolidation option would redesign the school space to best meet the current student needs. He added that as we think to the future, the current elementary school space is limited for meeting student needs and providing appropriate services. Mr. Turner said the educational program plan is impressive and illustrates how closely the district is aligned with the MSBA. He stated that many students need some type of service (how MTSS encompasses many learning needs), and this use of spaces impacts how much space is needed across the school. Mr. Ragsdale said the educational program plan is an excellent collection of the work the district does. He added that the more flexible the school spaces are, will lend itself to being future-proof as the district adapts to student needs. Dr. Bryson said the district is getting better at meeting the needs of the students so all students can reach their potential. Adding how flexible school spaces will allow the district to be better at meeting support service needs.

Motion: Mr. Turner moved for approval of the revisions made to the educational program plan as submitted; the motion was seconded by Dr. Bryson.
Vote: unanimous

Grade Configuration

Dr. Brand reviewed the memo and template MSBA form letter in the packet. He stated that if grade levels are reconfigured, then the School Committee would need to be supportive of the decision made.

Motion: Mr. Golden moved for approval to authorize both the School Committee Chair and Superintendent of Schools to sign the MSBA form in support of any option that is selected that changes the grade level configuration in WPS; the motion was seconded by Mr. Turner.
Vote: Unanimous

Superintendents Recommendation

Dr. Brand shared a slide presentation addressing the following key points:

- Project background
- His recommendation as Superintendent for a PreK-5 at the North Intermediate School site
- School consolidation & community response (collected from Town Facilities Master Plan; Select Board, School Committee, and community support with initial MSBA application; educational visioning; community forums)
- Modernized educational facilities
- Snapshot comparison of surrounding town elementary schools (stressed how several towns have updated their elementary schools and how most are structured K-5)
- Benefits of school consolidation on teaching and learning for staffing, students, families, consistency of practice, and cost effectiveness of resources
- Equity and access across the town based on the choice that is made (provided an example of single/multi project timeline)

Chair Fennelly stated that he believes the School Committee should come to a consensus with its recommendation.

Dr. Mercaldi agreed with a K-5 school consolidation, stating that it makes the most sense. He added that as a parent of elementary students on the north side of town, navigating three (3) schools was difficulty and hard on his kids. He presented the following comment for the WSBC, "falling back on costs, the committee should revisit the options and design of the schools to try and reduce costs."

Chair Fennelly said although the cost was a shock, he is also supportive of a K-5 school consolidation based on the educational recommendations. He concluded that based on the members feedback, the committee as a whole is in support of school consolidation. Mr. Turner summarized that school consolidation address what is best for the kids and is the most fiscally responsible.

WILMINGTON PUBLIC SCHOOLS

7. Correspondence

Secretary Turner reported that there was no correspondence.

8. Future School Committee Dates and Other Notable Items

A. **8/20/2024** Wildwood School Building Committee meeting, hybrid, 6:30pm
B. **8/28/2024** First Day of 24/25 School Year, Grades 1-12
C. **9/4/2024** First Day of 24/25 School Year, PreK & Kindergarten
D. **School Open Houses** *(all listed on District Website Calendar):*
   - WOBURN STREET 9/4, 5 to 7PM
   - SHAWSHEEN 9/4, 5:30 to 8PM
   - MIDDLE SCHOOL 9/5, 6 to 8PM
   - NORTH INTERMEDIATE 9/10, Grd 5 (6PM), Grd 4 (6:45PM)
   - WEST INTERMEDIATE 9/10, Grd 4 (6PM), Grd 5 (6:45PM)
   - BOUTWELL 9/11, PreK (6PM), K (6:30PM)
   - HIGH SCHOOL 9/12, 6 to 8PM
   - WILDWOOD @ CARTER LANE 9/12, West Int. Campus (6PM), WMS Campus (6:30PM)

E. **9/11/2024** Regular School Committee Meeting, LGIR, 7:00pm
F. **9/17/2024** Wildwood School Building Committee meeting, WHS/LGIR, 6:30pm

4. Public Comment

No community members signed up to attend the meeting to make their public comment or submitted written public comment.

Mike Camoscio, 19 Dorothy Avenue, stated as a voting member of the Wildwood School Building Committee, he attended tonight's meeting since he wanted to hear what the School Committee members supported as the best Wildwood/MSBA option. From his construction background and in looking at the cost estimates, he believes school consolidation is the most cost-effective option.

9. Adjournment from Regular Session

Chair Fennelly called for a motion to adjourn from Regular Session at 6:36pm.
Motion: Mr. Golden moved for approval; the motion was seconded by Mr. Ragsdale.
Vote: unanimous

Respectfully Submitted,

Stephen Turner
School Committee Secretary

Corresponding Documentation:

- *Public Comments*
- *Consent Agenda*
- *6/26/2024 Minutes*
- *French exchange 24/25 and overview slides*
- *Memo re. Appointment of the Administrator of Special Education*
- *Wildwood/MSBA Update documents*

Town of Wilmington
Office of the Town Manager
121 Glen Road
Wilmington, MA 01887-3597

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

WWW.WILMINGTONMA.GOV

October 24, 2024

Mr. Michael McGurl
Director of Capital Planning
40 Broad Street
Boston, MA 02109

Dear Mr. McGurl:

The Town of Wilmington School Building Committee ("SBC") has completed its review of the Feasibility Study *Preferred Schematic Report* for the Wildwood Early Childhood Center school project (the "Project"), and on August 20, 2024, the SBC voted to approve and authorize the Owner's Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration. A certified copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

Since the MSBA's Board of Directors invited the District to conduct a Feasibility Study on June 22, 2022, the SBC has held nineteen (19) meetings regarding the proposed project, in compliance with the state Open Meeting Law. These meetings include:

- June 21, 2023, 6:00 PM, Wilmington High School Large Group Instruction Room.
- August 16, 2023, 6:00 PM, Remote Participation via ZOOM.
- October 18, 2023, 6:00 PM, Remote Participation via ZOOM.
- November 8, 2023, 7:00 PM, Remote Participation via ZOOM.
- December 13, 2023, 6:00 PM, Wilmington High School Large Group Instruction Room.
- January 10, 2024, 6:00 PM, Wilmington High School Large Group Instruction Room.
- January 25, 2024, 6:00 PM, Remote Participation via ZOOM.
- February 7, 2024, 6:00 PM, Remote Participation via ZOOM.
- March 6, 2024, 6:30 PM, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM.
- March 20, 2024, 6:30 PM, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM.
- April 3, 2024, 6:30 PM, Wilmington High School Large Group Instruction Room.
- May 1, 2024, 6:30 PM, hybrid, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM, *see Meeting Minutes attached.*
- May 28, 2024, 6:30 PM, hybrid, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM, *see Meeting Minutes attached.*
- June 25, 2024, 6:30 PM, Remote Participation via ZOOM, *see Meeting Minutes attached.*
- July 23, 2024, 6:30 PM, hybrid, Remote Participation via ZOOM, *see Meeting Minutes attached.*

- August 20, 2024, 6:30 PM, hybrid, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM, *see Meeting Minutes attached.*
- September 17, 2024, 6:30 PM, hybrid, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM, *see Meeting Minutes attached.*
- October 8, 2024, 6:30 PM, hybrid, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM, *see Meeting Minutes attached.*
- October 21, 2024, 6:30 PM, Remote Participation via ZOOM, *see Meeting Minutes attached.*

The meeting minutes are attached and outline any information shared or votes taken. The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review and are posted on the Wilmington Public Schools website with a link to the Wildwood Early Childhood Center Project website: Archived Meeting Agendas & Minutes - Wilmington Public Schools (wpsk12.com).

In addition to the SBC meetings listed above, the District held six (6) public meetings, which were posted in compliance with the state Open Meeting Law, at which the Project was discussed. These meetings include:

- November 8, 2023, 6:00 PM, Community Forum No. 1, Remote Participation via ZOOM with broadcast on WCTV, the presentation was given by the SBC Members and the project team.
- February 1, 2024, 6:30 PM, Community Forum No. 2, Remote Participation via ZOOM with broadcast on WCTV, the presentation was given by the SBC Members and the project team.
- March 28, 2024, 7:00 PM, Community Forum No. 3, Wilmington High School Large Group Instruction Room and Remote Participation via ZOOM with broadcast on WCTV, the presentation was given by the SBC Members and the project team.
- August 7, 2024, 7:00 PM, Community Forum No. 4, Remote Participation via ZOOM with broadcast on WCTV, the presentation was given by the SBC Members and the project team, *see PowerPoint presentation attached.*
- September 18, 2024, 6:30 PM, Community Forum No. 5, In Person @ Wilmington High School Auditorium, 159 Church Street, Wilmington with broadcast on WCTV, *see PowerPoint presentation attached.*
- September 19, 2024, 2:00 PM, In Person Informational Session @ Wilmington Senior Center, 15 School Street, Wilmington, *see PowerPoint presentation attached.*

There were notes taken, however no formal meeting minutes or votes resulted from the community meetings. The presentation materials for each meeting are available locally for public review and are posted to the Wilmington Public Schools website with a link to the Town of Wilmington website: Archived Meeting Agendas & Minutes - Wilmington Public Schools (wpsk12.com).

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at Wildwood Building Project - Wilmington Public Schools (wpsk12.com)

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq.*

If you have any questions or require any additional information, please contact Dr. Glenn Brand, Superintendent of Schools at (978) 694-6000 or glenn.brand@wpsk12.com.

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

R. Eric Slagle
Chief Executive Officer

October 22, 2024

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

Glenn Brand
Superintendent of Schools

October 22, 2024

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

Jesse Fennelly, Chair
School Committee

October 22, 2024

smma

NOV 0 1 2024

A TRUE COPY ATTEST
Elizabeth Farrenca
TOWN CLERK

Minutes

Project Name:	Wilmington Wildwood Early Childhood Center	Project Number:	22127
RE:	School Building Committee	Meeting Date:	10.21.2024
Prepared by:	Sarah A. Traniello	Meeting No:	22
Location:	Remote Participation via Zoom (recording posted on Wildwood Building Project website, WCTV and YouTube)		
Distribution:	School Building Committee		

Attendees

Wildwood School Building Committee
Diane M. Allan
Gregory B. Bendel
Kate Bissell
Dr. Glenn Brand, *Chair*
Kevin A. Caira
Michael Camoscio
Justin Cusce
Marianne Gallezzo
Nicholas Golden
Christine Holloran
John C. Holloway **Absent**
Dennis Kelley
Craig Miner
Christine Murray
Judith O'Connell
Christine Prendergast
Paul J. Melaragni
David A. Ragsdale
Paul Ruggiero
Stacey Scott
R. Eric Slagel
Stephen Turner
Vivian Varbedian, *Vice Chair*

SMMA
Julie Leduc, Director, OPM Services and Project Manager
Sarah Traniello, Assistant Project Manager

Dore+Whittier Architects
Donald Walter, Principal in Charge
Lee P. Dore, Principal Designer
Rani Philip, Project Manager

Please note that this meeting is fully remote, so all participants are present unless indicated as Absent.

Item No.	Action	Discussion
22.01	Record	Vice Chair, Vivian Varbedian, 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 through remote participation on Zoom.

Item No.	Action	Discussion
		The attendance based on the roll call can be found on page 1 of these minutes. All were present in the Zoom Webinar except for John Holloway who was not in attendance.
22.02	Record	**Approval of Minutes** G. Bendel asked for the correction of an error on the agenda as it should state October 8, 2024 minutes for approval instead of stating September 17, 2024 minutes for approval. V. Varbedian motioned to approve the meeting minutes from the October 8, 2024 School Building Committee meeting, with a second motion by C. Prendergast. V. Varbedian asked for the record to show the M. Calleyn has joined the meeting. Roll Call Vote: Affirmatively responded unanimously.
22.03	Record	**Approval of the Preferred Schematic Report** – R. Philip gathers all of the information for the Wildwood project to date and incorporates all of the feedback from the MSBA to date under the Introduction section of the **Preferred Schematic Report**. In the Evaluation of Existing Conditions, there is the review of the conditions of each existing school and their conditions and systems as evaluated – **Introduction** provides an overview of what is contained within the report and includes an attachment of any comments that were received from the MSBA after submitting the Preliminary Design Program submission in April and responses. – **Evaluation of Existing Conditions** provides updated information or further study that has been done for the existing conditions that were made as a part of the Preliminary Design Program submission. – **Final Evaluation of Alternatives** takes the process from this current phase and describes everything that has been done from the different meetings, plan and site development, evaluation process and the overview of all those pieces and concludes with the estimate and schedule and summarizes the entire process where the project went from the shortlist of options to one preferred solution. Preferred Solution focuses on the one preferred option and how the Town arrived at that vote with any additional information in detail.

smma

Item No.	Action	Discussion
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smma

Item No.	Action	Discussion
22.05	Record	**Public Comments** – None
22.06	Record	**Discussion and Committee Questions** – G. Brand addressed the subject of the renaming of the Wildwood School Building Project and not a rebranding of the School Building. V. Varbedian was in agreement as it would assist in the rebranding of the project for identifying with the project as it is being referenced in the Wilmington community. S. Turner advised that there is potential survey fatigue and C. Prendergast advised it was for the SBC It will be further explored at the November 19, 2024 SBC Meeting.
22.07	Record	**Correspondence** – One item was shared with the Committee members.
22.08	Record	**Next Meeting:** November 19, 2024 at 6:30pm Wilmington High School, Large Group Instruction Room and Remote Participation via Zoom
22.09	Record	**Adjourn** G. Brand thanked the committee for their efforts and invited a motion to adjourn. V. Varbedian motioned to adjourn. S. Turner seconded the motion. The motion carried by unanimous vote.

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.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Wilmington Wildwood Early Childhood Center	Project Number:	22127
RE:	School Building Committee	Meeting Date:	10/21/2024
Prepared by:	Sarah A. Traniello	Meeting No:	22
Location:	Remote Participation via Zoom (recording posted on Wildwood Building Project website, WCTV and YouTube)		
Distribution:	School Building Committee		

Attendees

Wildwood School Building Committee

Diane M. Allan
Gregory B. Bendel
Kate Bissell
Dr. Glenn Brand, *Chair*
Kevin A. Caira
Michael Camoscio
Justin Cusce
Marianne Gallezzo
Nicholas Golden
Christine Holloran
John C. Holloway **Absent**
Dennis Kelley
Craig Miner
Christine Murray
Judith O'Connell
Christine Prendergast
Paul J. Melaragni
David A. Ragsdale
Paul Ruggiero
Stacey Scott
R. Eric Slagel
Stephen Turner
Vivian Varbedian, *Vice Chair*

SMMA

Julie Leduc, Director, OPM Services and Project Manager
Sarah Traniello, Assistant Project Manager

Dore+Whittier Architects

Donald Walter, Principal-In-Charge
Lee P. Dore, Principal, Designer
Rani Philip, Project Manager

Please note that this meeting is fully remote, so all participants are present unless indicated as Absent.

Item No.	Action	Discussion
22.01	Record	Vice Chair, Vivian Varbedian, 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 through remote participation on Zoom.

Item No.	Action	Discussion
		The attendance based on the roll call can be found on page 1 of these minutes. All were present in the Zoom Webinar except for John Holloway who was not in attendance.
22.02	Record	**Approval of Minutes** G. Bendel asked for the correction of an error on the agenda as it should state October 8, 2024 minutes for approval instead of stating September 17, 2024 minutes for approval. V. Varbedian motioned to approve the meeting minutes from the October 8, 2024 School Building Committee meeting, with a second motion by C. Prendergast. V. Varbedian asked for the record to show the M. Gallezzo has joined the meeting. Roll Call Vote: Affirmatively responded unanimously.
22.03	Record	**Approval of the Preferred Schematic Report** – R. Philip gathers all of the information for the Wildwood project to date and incorporates all of the feedback from the MSBA to date under the Introduction section of the **Preferred Schematic Report**. In the Evaluation of Existing Conditions, there is the review of the conditions of each existing school and their conditions and systems as evaluated – **Introduction** provides an overview of what is contained within the report and includes an attachment of any comments that were received from the MSBA after submitting the Preliminary Design Program submission in April and responses. – **Evaluation of Existing Conditions** provides updated information or further study that has been done for the existing conditions that were made as a part of the Preliminary Design Program submission. – **Final Evaluation of Alternatives** takes the process from this current phase and describes everything that has been done from the different meetings, plan and site development, evaluation process and the overview of all those pieces and concludes with the estimate and schedule and summarizes the entire process where the project went from the shortlist of options to one preferred solution. Preferred Solution focuses on the one preferred option and how the Town arrived at that vote with any additional information in detail.

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Project Management SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	10/21/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Remote Meeting	Meeting No.	21

Remote Participation via Zoom Webinar:
https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes: September 17, 2024
3. Approval of Preferred Schematic Report Submission (vote required)
4. Presentation of Design-Bid-Build vs. Construction Manager @ Risk *(vote at November 19, 2024 meeting)*
5. Public Comments
6. Discussion/Committee Questions
    - Project Name Discussion *(vote at November 19, 2024 meeting)*
7. Correspondence
8. New Items
9. Next Meeting: November 19, 2024
10. Adjourn

RECEIVED
2024 OCT 15 PM 2:21
CLERK OF WILMINGTON, MA

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

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #19

October 21, 2024

smma DORE + WHITTIER

Massachusetts School Building Authority

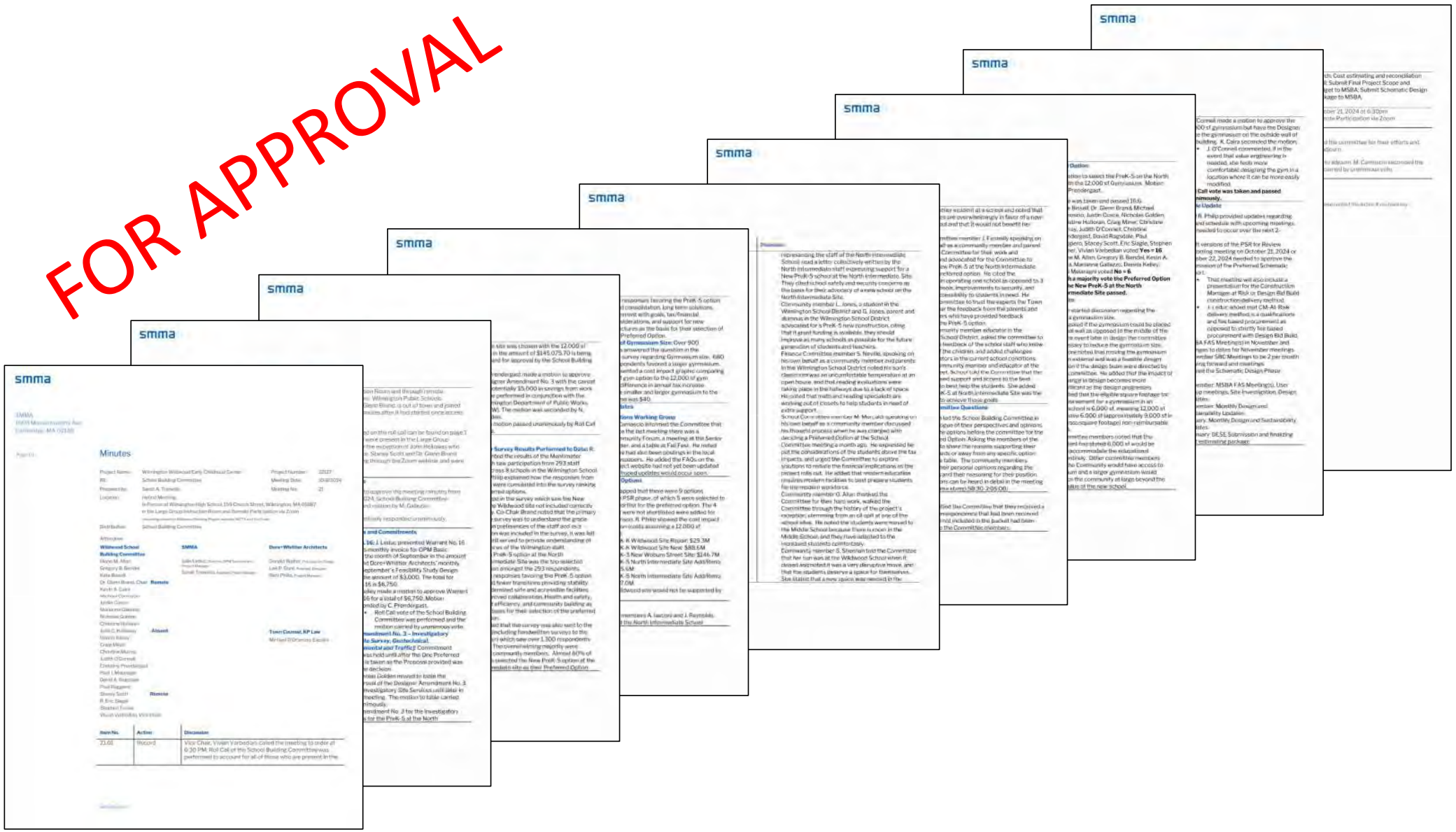


Agenda

1. Call to Order
2. Approval of Minutes
3. Approval of Preferred Schematic Report Submission
4. Presentation of Design, Bid, Build vs. Construction Manager at Risk
5. Public Comments
6. Discussion/Committee Questions
7. Correspondence
8. New Items
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10. Adjourn

Approval of Minutes




FOR APPROVAL
smma
Minutes

Preferred Schematic Report to MSBA



Preferred Schematic Report (PSR) Submission Contents

3.3.1 Introduction

3.3.2 Evaluation of Existing Conditions

3.3.3 Final Evaluation of Alternatives

3.3.4 Preferred Solution

3.3.5 Local Actions and Approvals

Preferred Schematic Report (PSR) Phase Outcomes

- **3 Design Enrollments Under Consideration**
  - PK-K: 130+ PreK
  - PK-3: 510+ PreK
  - PK-5: 755+ PreK
- **Existing Conditions Update**
- **Documentation of Programs and Services**
  - PreK
  - Art/Music
- **Space Necessary to Deliver Educational Program Update**
  - PK-K: 64,935 GSF
  - PK-3: 115,293 GSF
  - PK-5: 163,573 GSF
- **Evaluation of Alternatives**
  - 9 Alternatives: Repair Only, Reno/Addition, New Construction
  - Pros and Cons
- **Total Project Costs Ranges**
  - $27.9 M - $196.3 M
- **Preferred Solution**
  - PK-5 New Construction at North Int. Site

Approval of Preferred Schematic Submission



DBB vs. CM@Risk



Wilmington Wildwood School Project

Construction Delivery Methods

Design-Bid-Build

MGL Chapter 149

CM at Risk

MGL Chapter 149a







Wildwood School Building Committee Presentation/Town of Wilmington

10/21/2024

smma

DORE + WHITTIER
Architecture · Project Management

DESIGN-BID-BUILD/ CONTRACTING STRUCTURE

- DBB is a Single Phase “Fixed Price” Construction Method.
  - OPM and Designer conduct prequalification to determine eligible bidders.
- When the Design is complete, the Owner openly solicits Public Bids from prequalified General Contractors.
  - The Bid Solicitation requires a single Lump Sum Bid Price to complete all the Work included in the Design.
- The Owner must award the Construction Contract to the Lowest Responsible Eligible Bidder.



- CMR is a Two Phase "Cost Plus" Construction Contracting Method.
  - Construction Manager is retained during design through a systematic Qualifications-based Procurement Process.
- This allows the Construction Manager to provides input during the Design Phase regarding constructability and budget.
  - When the Design is at least 60% complete, the Owner and the Construction Manager will agree upon a Guaranteed Maximum Price ("GMP") as a cap for the Contract Price.
- The GMP carries assumptions and allowances; additional reimbursements for unforeseen issues.





- Competitive Bidding
- Lower cost resulting from single phase and pricing based on a complete design absent allowances and assumptions.
- Risk for the cost of completing the work included in the Design entirely on the General Contractor.
- Simplified management of the project as scope and schedule are narrowly defined.





DESIGN-BID-BUILD/ DISADVANTAGES

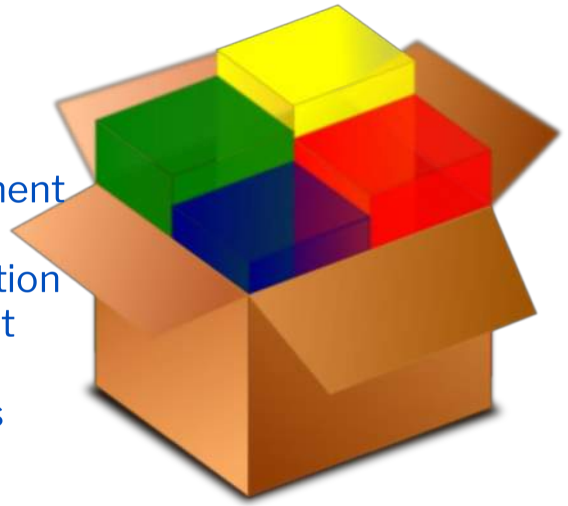
- General Contractor does not participate in design.
  - Cannot support OPM, Designer, and Owner in identifying constructability issues or omissions.
  - Potentially greater change orders during construction as a result.
  - Potential for increased claims and schedule extensions.
- Less restrictive procurement process.
  - Qualified does not necessarily imply best fit.
- Construction costs are not fully realized until after design is complete.
  - Risk of receiving bids above estimate/budget requiring re-design/re-bid.





- Qualifications based procurement.
- Construction Manager participates during design.
  - Potential to identify constructability issues and omissions.
  - Assists with identifying phasing/sequencing concerns on logistically challenging sites.
  - More time with drawings allows for the development of improved sequencing and potentially shorter construction duration.
- Budget set prior to MSBA PFA
- Allows for Early Release Packages (ERP) which fast tracks the construction schedule.
- Reduced likelihood of claims or schedule extensions.

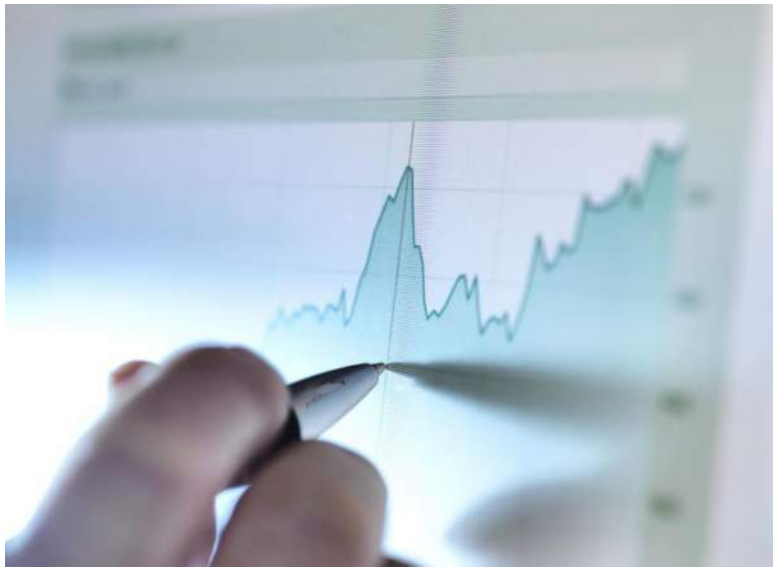




Early Procurement and Construction Document Release Packages

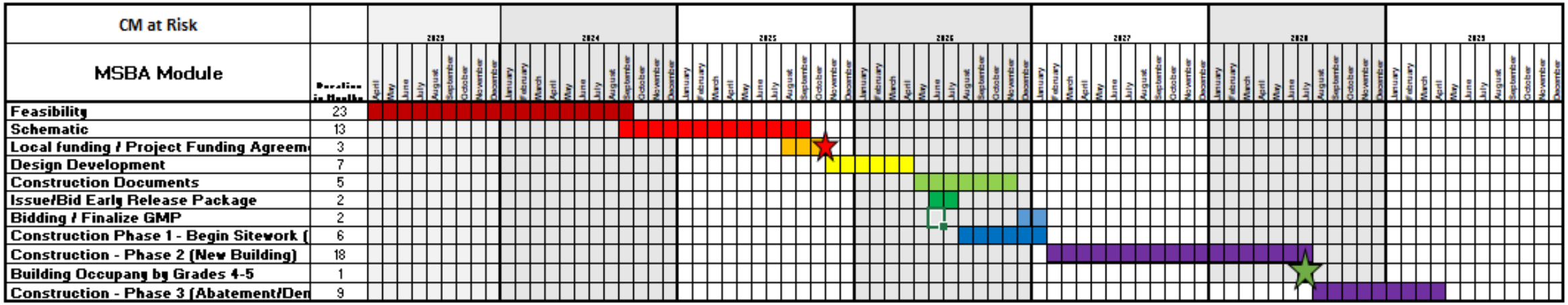
CONSTRUCTION MANAGEMENT AT RISK / DISADVANTAGES

- More expensive
  - Cost of Construction Manager Pre-Construction (Design Phase) services.
  - Cost reductions associated with competition.
- Owner takes on the risk for the cost of completing work up to the amount of the GMP.
  - Construction Manager is reimbursed for the Cost of Work and paid a fee as compensation.
  - Potential for GMP not to be set until Design is complete.
- Subcontractor procurement can prolong GMP execution creating risk to the Owner that would not be realized in a competitive bid.
  - GMP can carry costs in excess of actual buyouts for subcontractors.

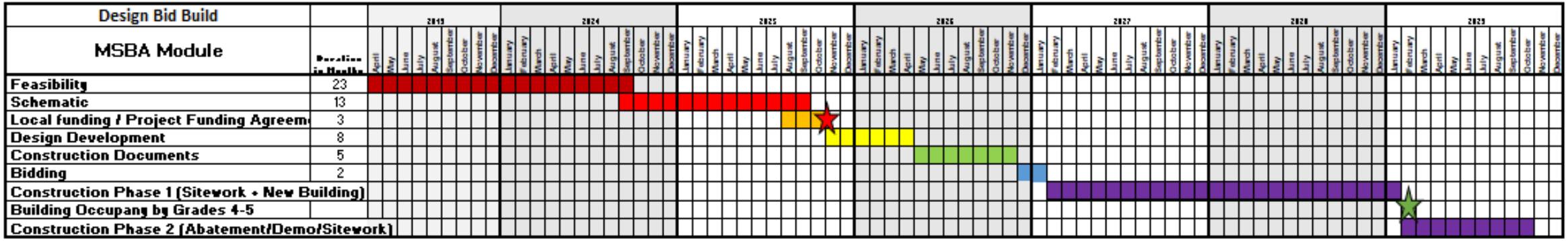




DESIGN-BID-BUILD VS CONSTRUCTION MANAGEMENT AT RISK / WILDWOOD SCHEDULE COMPARISON



Schedule assumptions:
Project team does not continue design while awaiting local funding
CM joins team January 2025
Total Project Budget for Project Funding Agreement developed with CM involvement (Phasing, logistics, Schedule, etc.,)
Construction Phase 1 - Early release package to enable work starting summer 2026
Construction Phase 2 start February 2027 complete July 2028
Building Occupancy by Grades 4-5 Summer 2028
Construction Phase 3 start August 2028 complete April 2029
Construction duration simply an estimate that will likely change as design progresses and swing space ideas are vetted.



Schedule assumptions:
Project team does not continue design while awaiting local funding
Lump sum bidding December 2026-January 2027
Construction Phase 1 start February 2027 complete July 2028
Building Occupancy by Grades 4-5 February 2029
Construction Phase 2 start February 2029 complete October 2029
Construction duration simply an estimate that will likely change as design progresses and swing space ideas are vetted.

- DESIGN-BID-BUILD is the process that is best suited to projects with straightforward designs.
- CONSTRUCTION MANAGEMENT AT RISK is the contracting process that is best suited to projects with complicated designs and/or strict schedule limitations.









DESIGN-BID-BUILD vs. CONSTRUCTION MANAGEMENT AT RISK / CONCLUSIONS

	DBB	CM-R
Fast track scheduling available		✓
Lowest theoretical cost	✓	
Flexibility to deal with unforeseen conditions		✓
Flexibility in occupied, multi-phased renovations	✓	✓
Flexibility in Schedule driven, non-negotiable occupancy		✓
Builder selected on cost only	✓	
Builder selected on qualifications and cost		✓
Traditional, simple procurement	✓	
Requires no State pre-approval	✓	

Public Comment



Discussion/ Committee Questions



Correspondence



New Items



Next Steps





October:

- ❑ Site investigation:
  - ➢ Site Survey – Oct 19th (2 weeks)
  - ➢ Traffic Data collection – Oct 21st – Nov 6th
  - ➢ Geotechnical – Oct 28th-31st
  - ➢ Geo-environmental – Oct 28th-29th

- ❑ PSR Submission to MSBA – Oct 24th

November:

- ❑ MSBA FAS Meeting – Nov 6th or 13th
- ❑ SBC Meeting – Nov 19th
- ❑ User Group Meetings - TBD

Thank You

smma

OCT 2 9 2024

A TRUE COPY ATTEST
Elizabeth Lawrence
TOWN CLERK

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Wilmington Wildwood Early Childhood Center	Project Number:	22127
RE:	School Building Committee	Meeting Date:	10/8/2024
Prepared by:	Sarah A. Traniello	Meeting No:	21
Location:	Hybrid Meeting: In Person at Wilmington High School, 159 Church Street, Wilmington, MA 01887 in the Large Group Instruction Room and Remote Participation via Zoom (recording posted on Wildwood Building Project website, WCTV and YouTube)		
Distribution:	School Building Committee		

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Gregory B. Bendel
Kate Bissell
Dr. Glenn Brand, *Chair* **Remote**
Kevin A. Caira
Michael Camoscio
Justin Cusce
Marianne Gallezzo
Nicholas Golden
Christine Holloran
John C. Holloway **Absent**
Dennis Kelley
Craig Miner
Christine Murray
Judith O'Connell
Christine Prendergast
Paul J. Melaragni
David A. Ragsdale
Paul Ruggiero
Stacey Scott **Remote**
R. Eric Slagel
Stephen Turner
Vivian Varbedian, *Vice Chair*

SMMA
Julie Leduc, Director, OPM Services and Project Manager
Sarah Traniello, Assistant Project Manager

Dore+Whittier Architects
Donald Walter, Principal-in-Charge
Lee P. Dore, Principal Designer
Rani Philip, Project Manager

Town Counsel, KP Law
Michael D'Ortenzio, Esquire

Item No.	Action	Discussion
21.01	Record	Vice Chair, Vivian Varbedian, 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 in the

Item No.	Action	Discussion
		Large Group Instruction Room and through remote participation on Zoom. Wilmington Public Schools Superintendent, Dr. Glenn Brand, is out of town and joined the meeting a few minutes after it had started once access was provided. The attendance based on the roll call can be found on page 1 of these minutes. All were present in the Large Group Instruction Room for the exception of John Holloway who was not in attendance. Stacey Scott and Dr. Glenn Brand accessed the meeting through the Zoom webinar and were present.
21.2	Record	**Approval of Minutes** G. Bendel motioned to approve the meeting minutes from the September 17, 2024, School Building Committee meeting, with a second motion by M. Gallezzo. Roll Call Vote: Affirmatively responded unanimously.
21.3	Record	**Approval of Invoices and Commitments** – **Warrant No. 16:** J. Leduc presented Warrant No. 16 with SMMA's monthly invoice for OPM Basic Services for the month of September in the amount of $3,750 and Dore+Whittier Architects' monthly invoice for September's Feasibility Study Design Services in the amount of $3,000. The total for Warrant No. 16 is $6,750. o D. Kelley made a motion to approve Warrant No. 16 for a total of $6,750. Motion seconded by C. Prendergast. ▪ Roll Call vote of the School Building Committee was performed and the motion carried by unanimous vote. – **Designer Amendment No. 3 – Investigatory Services *[Site Survey, Geotechnical, Geoenvironmental and Traffic]*:** Commitment Discussion was held until after the One Preferred Option Vote is taken as the Proposal provided was subject to the decision. o Nicholas Golden moved to table the approval of the Designer Amendment No. 3 for Investigatory Site Services until later in the meeting. The motion to table carried unanimously. – Designer Amendment No. 3 for the Investigatory Site Services for the PreK-5 at the North

Item No.	Action	Discussion
		Intermediate site was chosen with the 12,000 sf Gymnasium in the amount of $145,075.70 is being moved forward for approval by the School Building Committee. o C. Prendergast made a motion to approve Designer Amendment No. 3 with the caveat of potentially $5,000 in savings from work to be performed in conjunction with the Wilmington Department of Public Works (DPW). The motion was seconded by N. Golden. o The motion passed unanimously by Roll Call vote.
21.4	Record	**Design Update** – **Mentimeter Survey Results Performed to Date:** R. Philip presented the results of the Mentimeter survey which saw participation from 293 staff members across 8 schools in the Wilmington School District. R. Philip explained how the responses from participants were accumulated into the survey ranking for the preferred options. – There is a typo in the survey which saw the New PreK-K at the Wildwood site not included correctly in the survey. Co-Chair Brand noted that the primary intent of the survey was to understand the grade consolidation preferences of the staff and as a PreK-K option was included in the survey, it was felt the survey still served to provide understanding of the preferences of the Wilmington staff. o The PreK-5 option at the North Intermediate Site was the top selected option amongst the 293 respondents. o The responses favoring the PreK-5 option cited fewer transitions providing stability, modernized safe and accessible facilities, improved collaboration. Health and safety, cost efficiency, and community building as the basis for their selection of the preferred option. – R. Philip added that the survey was also sent to the community (including handwritten surveys to the Senior Center) which saw over 1,300 respondents participate. The overwhelming majority were parents and community members. Almost 60% of respondents selected the New PreK-5 option at the North Intermediate site as their Preferred Option.

Item No.	Action	Discussion
		○ The responses favoring the PreK-5 option cited consolidation, long term solutions, alignment with goals, tax/financial considerations, and support for new structures as the basis for their selection of the Preferred Option. – **Discussion of Gymnasium Size:** Over 900 respondents answered the question in the Mentimeter survey regarding Gymnasium size. 680 of those respondents favored a larger gymnasium. R. Philip presented a cost impact graphic comparing the 6,000 sf gym option to the 12,000 sf gym option. The difference in annual tax increase between the smaller and larger gymnasium to the average home was $40.
21.5	Record	**Working Group Updates** – **Public Relations Working Group** ○ M. Camoscio informed the Committee that since the last meeting there was a Community Forum, a meeting at the Senior Center, and a table at Fall Fest. He noted there had also been postings in the local newspapers. He added the FAQs on the project website had not yet been updated but hoped updates would occur soon.
21.6	Record	**Review of Shortlist Options** – R. Philip recapped that there were 9 options entering the PSR phase, of which 5 were selected to be on the shortlist for the preferred option. The 4 options that were not shortlisted were added for cost comparison. R. Philip showed the cost impact of each option (costs assuming a 12,000 sf gymnasium): ○ PreK-K Wildwood Site Repair: $29.3M ○ PreK-K Wildwood Site New: $88.6M ○ PreK-3 New Woburn Street Site: $146.7M ○ PreK-5 North Intermediate Site Add/Reno: $185.6M ○ PreK-5 North Intermediate Site Add/Reno: $187.0M – Repair at Wildwood site would not be supported by the MSBA.
21.7	Record	**Public Comments** – Community members A. Iasconi and J. Reynolds, educators at the North Intermediate School

Item No.	Action	Discussion
		representing the staff of the North Intermediate School, read a letter collectively written by the North Intermediate staff expressing support for a New PreK-5 school at the North Intermediate. Site. They cited school safety and security concerns as the basis for their advocacy of a new school on the North Intermediate Site. – Community member L. Jones, a student in the Wilmington School District and G. Jones, parent and alumnus in the Wilmington School District advocated for a PreK-5 new construction, citing that if grant funding is available, they should improve as many schools as possible for the future generation of students and teachers. – Finance Committee member S. Neville, speaking on his own behalf as a community member and parents in the Wilmington School District noted his son's classroom was an uncomfortable temperature at an open house, and that reading evaluations were taking place in the hallways due to a lack of space. He noted that math and reading specialists are working out of closets to help students in need of extra support. – School Committee member M. Mercaldi speaking on his own behalf as a community member discussed his thought process when he was charged with deciding a Preferred Option at the School Committee meeting a month ago. He expressed he put the considerations of the students above the tax impacts, and urged the Committee to explore solutions to reduce the financial implications as the project rolls out. He added that modern education requires modern facilities to best prepare students for the modern workforce. – Community member G. Allan thanked the Committee for their hard work, walked the Committee through the history of the project's inception, stemming from an oil spill at one of the school sites. He noted the students were moved to the Middle School because there is room in the Middle School, and they have adapted to the increased students comfortably. – Community member S. Sheehan told the Committee that her son was at the Wildwood School when it closed and noted it was a very disruptive move, and that the students deserve a space for themselves. She stated that a new space was needed in the

Item No.	Action	Discussion
		event of another incident at a school and noted that the responses are overwhelmingly in favor of a new PreK-5 School and that it would not benefit her children. – School Committee member J. Fennelly speaking on his own behalf as a community member and parent thanked the Committee for their work and dedication and advocated for the Committee to select the New PreK-5 at the North Intermediate Site as the preferred option. He cited the efficiencies in operating one school as opposed to 3 separate schools, improvements to security, and increased accessibility to students in need. He urged the Committee to trust the experts the Town hired and hear the feedback from the parents and staff members who have provided feedback supporting the PreK-5 option. – S. Krull, community member educator in the Wilmington School District, asked the committee to consider the feedback of the school staff who know the needs of the children, and added challenges facing educators in the current school conditions. – S. Benoit, community member and educator at the Woburn Street. School told the Committee that the educators need support and access to the best technology to best help the students. She added the New PreK-5 at North Intermediate Site was the best option to achieve those goals.
21.8	Record	**Discussion and Committee Questions** – V. Varbedian led the School Building Committee in an open dialogue of their perspectives and opinions relating to the options before the committee for the One Preferred Option. Asking the members of the Committee to share the reasons supporting their leaning towards or away from any specific option that is on the table. The community members expressed their personal opinions regarding the best options and their reasoning for their position. These opinions can be heard in detail in the meeting recording (time stamp 58:30-2:05:00)
21.9	Record	**Correspondence** – J. Leduc notified the Committee that they received a packet of correspondence that had been received and an email not included in the packet had been forwarded to the Committee members.

Item No.	Action	Discussion
21.10	Record	**Vote One Preferred Option** N. Golden made a motion to select the PreK-5 on the North Intermediate Site with the 12,000 sf Gymnasium. Motion was seconded by C. Prendergast. – Roll Call vote was taken and passed 16:6. o Kate Bissell, Dr. Glenn Brand, Michael Camoscio, Justin Cusce, Nicholas Golden, Christine Holloran, Craig Miner, Christine Murray, Judith O'Connell, Christine Prendergast, David Ragsdale, Paul Ruggiero, Stacey Scott, Eric Slagle, Stephen Turner, Vivian Varbedian voted **Yes = 16** o Diane M. Allan, Gregory B. Bendel, Kevin A. Caira, Marianne Gallezzo, Dennis Kelley, Paul Melaragni voted **No = 6**. o **With a majority vote the Preferred Option of the New PreK-5 at the North Intermediate Site passed.** **Vote Gymnasium Size** – V. Varbedian started discussion regarding the selection of a gymnasium size. – M. Gallezzo asked if the gymnasium could be placed on an external wall as opposed to the middle of the building in the event later in design the committee feels it necessary to reduce the gymnasium size. o L. Dore noted that moving the gymnasium to an external wall was a feasible design option if the design team were directed by the committee. He added that the impact of a change in design becomes more significant as the design progresses. – L. Dore clarified that the eligible square footage for MSBA reimbursement for a gymnasium in an elementary school is 6,000 sf, meaning 12,000 sf gym would have 6,000 sf (approximately 9,000 sf in multiplied gross square footage) non-reimbursable to the MSBA. – Multiple committee members noted that the Superintendent has stated 6,000 sf would be sufficient to accommodate the educational curriculum entirely. Other committee members added that the Community would have access to the gymnasium and a larger gymnasium would better service the community at large beyond the student populus of the new school.

Item No.	Action	Discussion
		○ J. O'Connell made a motion to approve the 12,000 sf gymnasium but have the Designer place the gymnasium on the outside wall of the building. K. Caira seconded the motion. ▪ J. O'Connell commented, if in the event that value engineering is needed, she feels more comfortable designing the gym in a location where it can be more easily modified. ○ **Roll Call vote was taken and passed unanimously.**
21.11	Record	**Budget and Schedule Update** – J. Leduc and R. Philip provided updates regarding the budget and schedule with upcoming meetings and actions needed to occur over the next 2-months. ○ Draft versions of the PSR for Review ○ Upcoming meeting on October 21, 2024 or October 22, 2024 needed to approve the submission of the Preferred Schematic Report. ▪ That meeting will also include a presentation for the Construction Manager at Risk or Design Bid Build construction delivery method. ▪ J. Leduc added that CM-At-Risk delivery method is a qualifications and fee based procurement as opposed to strictly fee based procurement with Design Bid Build. ○ MSBA FAS Meeting(s) in November and changes to dates for November meetings ○ December SBC Meetings to be 2 per month moving forward and meetings. – R. Philip shared the Schematic Design Phase Overview: ○ November: MSBA FAS Meeting(s), User Group meetings, Site Investigation, Design Updates ○ December: Monthly Design and Sustainability Updates ○ January: Monthly Design and Sustainability Updates ○ February: DESE Submission and finalizing cost estimating package

Item No.	Action	Discussion
		o March: Cost estimating and reconciliation o April: Submit Final Project Scope and Budget to MSBA; Submit Schematic Design Package to MSBA.
21.12	Record	**Next Meeting:** October 21, 2024 at 6:30pm Remote Participation via Zoom
21.13	Record	**Adjourn** V. Varbedian thanked the committee for their efforts and invited a motion to adjourn. N. Golden motioned to adjourn. M. Camoscio seconded the motion. The motion carried by unanimous vote.

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.

Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	10/8/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Hybrid, Wilmington High School Large Group Instruction Room Remote Participation via Zoom Webinar: https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1	Meeting No.	20

Distribution: School Building Committee (MF)

- Call to Order
- Approval of Minutes
- Approval of Invoices & Commitments
  - Warrant No. 16
  - Designer Amendment No. 3 – Investigatory Services [Site Survey, Geotechnical, GeoEnvironmental and Traffic]
- Design Update
  - Mentimeter Survey Results Performed to Date
  - Discussion of Gymnasium Size
- Working Group Updates
  - Public Relations Working Group
- Review of Shortlist Options
- Public Comments
- Discussion/Committee Questions
- Correspondence
- Vote One Preferred Option
  - Vote Gymnasium Size (if needed)
- Budget and Schedule Update
- New Items
- Next Meeting: November 12, 2024
- 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

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

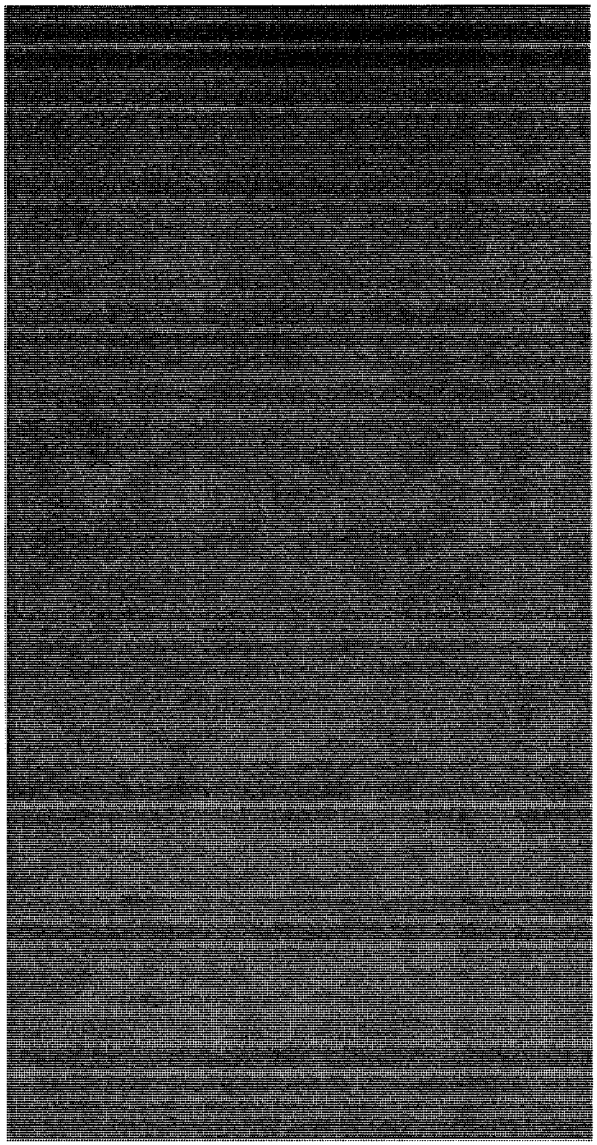
School Building Committee Meeting #18

October 8, 2024

SMMA dlw

Massachusetts School Building Authority

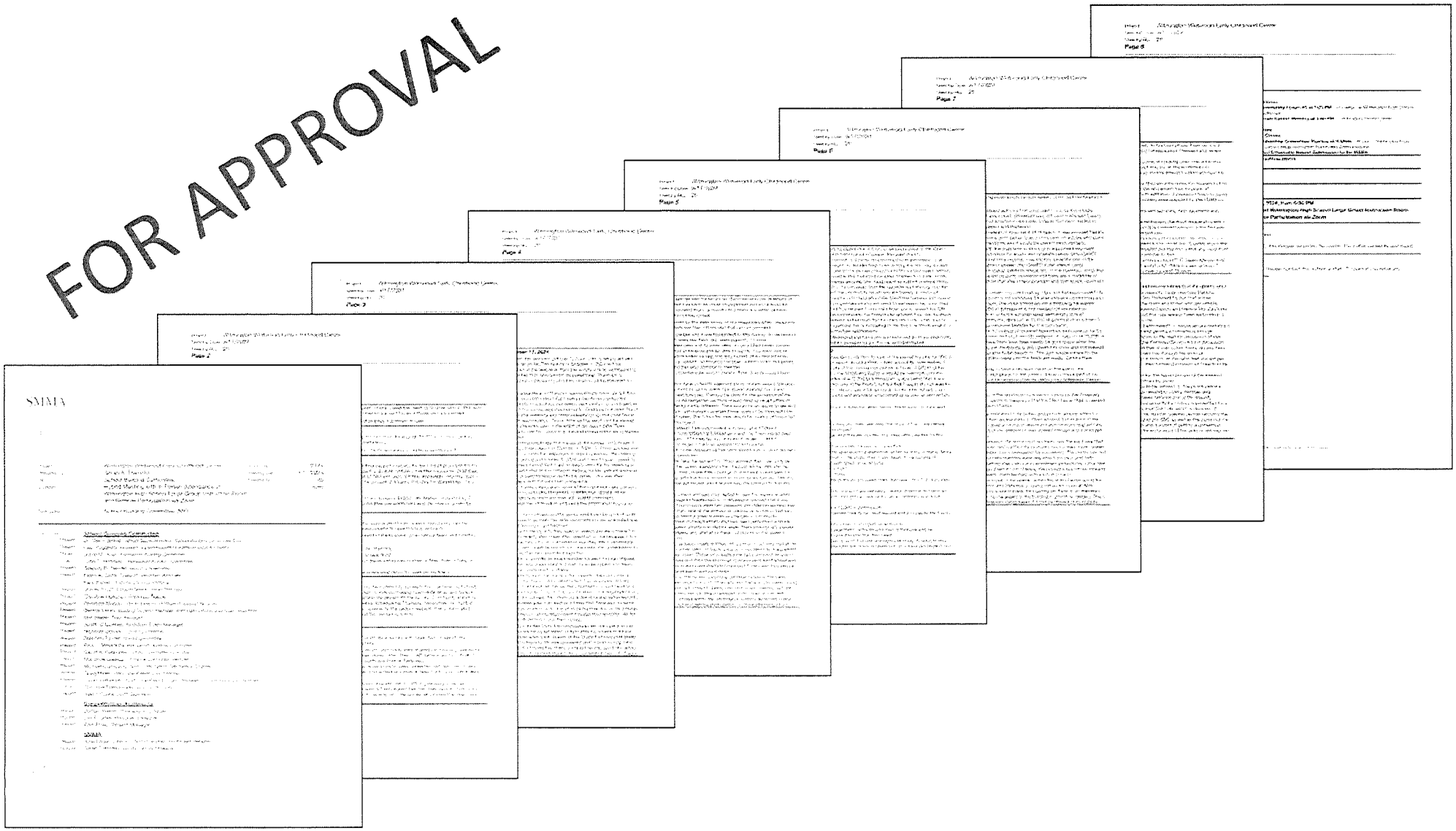




Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Approval of Designer Amendment
- Design Update
  - Survey Results
  - Discussion of Gymnasium Size
- Public Relations Working Group Update
- Review Shortlist of Options
- Public Comments
- Discussion/Committee Questions
- Correspondence
- Vote for Preferred Option
  - Vote for Gymnasium Size (If Needed)
- Next Steps/Schedule Update
- New Items
- Adjourn


Approval of
Minutes


FOR APPROVAL
SMMA


Approval of
Invoices

FOR APPROVAL

SMMA

Warrant No. 16

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by	Julie Leduc and Sarah Tranello	Date:	10/8/2024

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	92042	10/3/2024	$ 3,750.00	[illegible]	$ 18,750.00
Dore+Whittier Architects	2024-10	09/30/2024	$ 3,000.00	[illegible]	$ 3,000.00
		Total	**$ 6,750.00**		

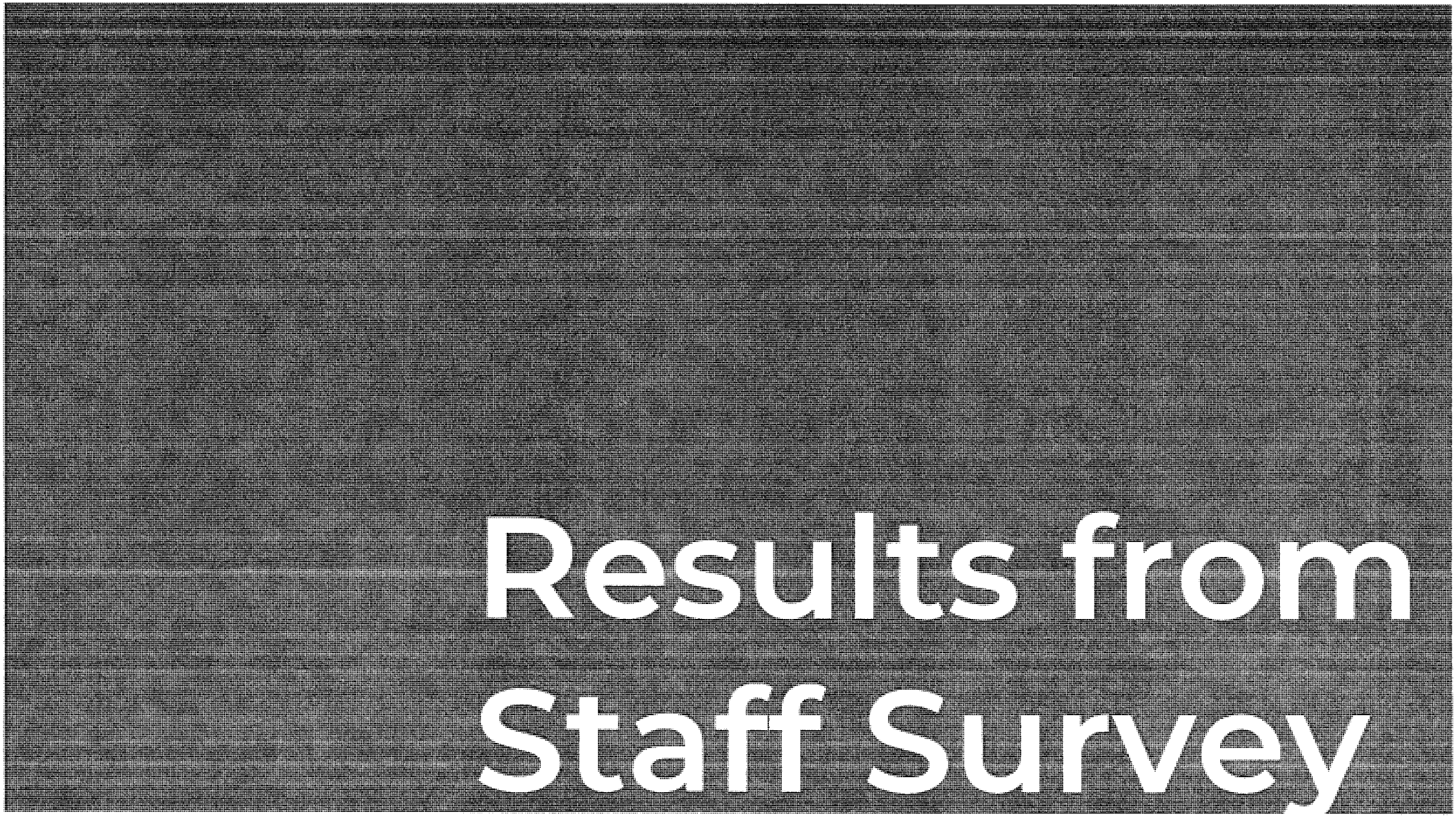
Approved on _____

Activities for the Month of September 2024:

1. Weekly Leadership Working Group meetings to review progress
2. Monitor Mentimeter townwide flyer survey and provide updates
3. Prepare presentation and participate in School Building Committee Meeting on September 17, 2024
4. Prepare presentation and participate in Community Forum #5 on September 18, 2024
5. Prepare presentation and participate in Meeting at Senior Center on September 19, 2024
6. Continue edits for draft PSR Submission

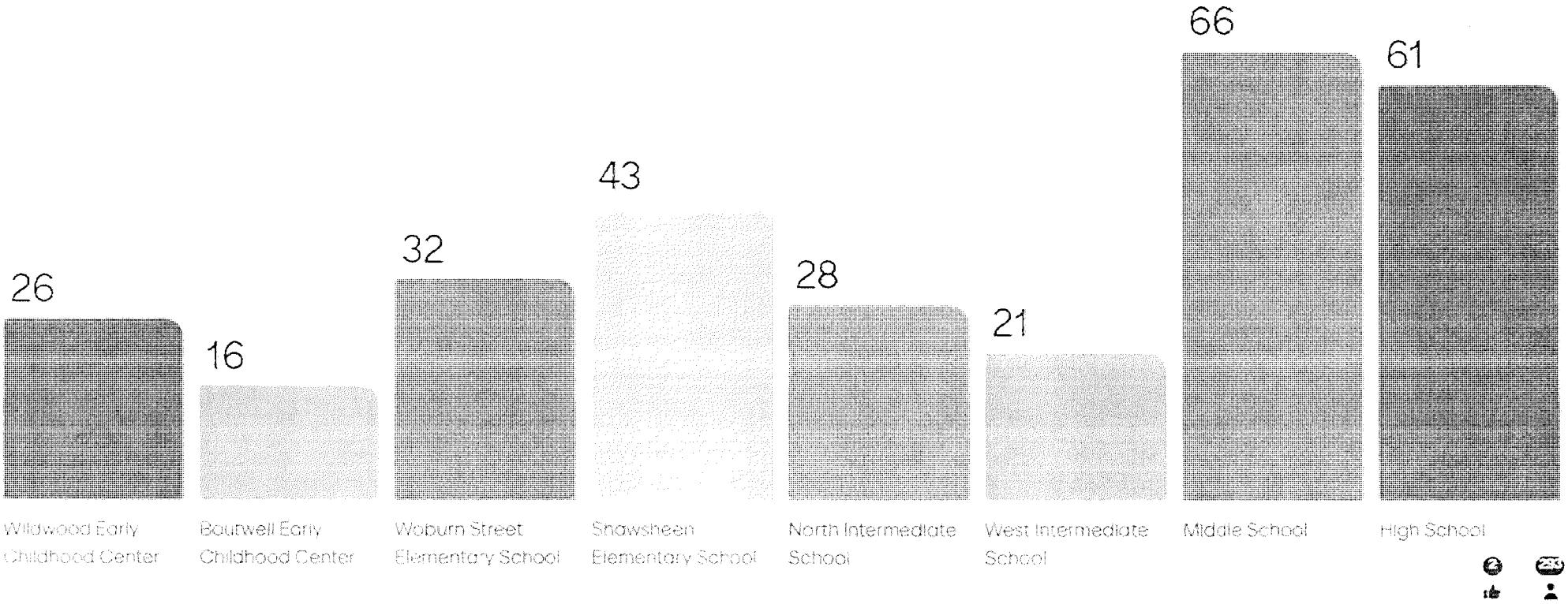

Approval of
Amendment 3
Site Investigation
for Preferred Site


Project Update


Results from
Staff Survey

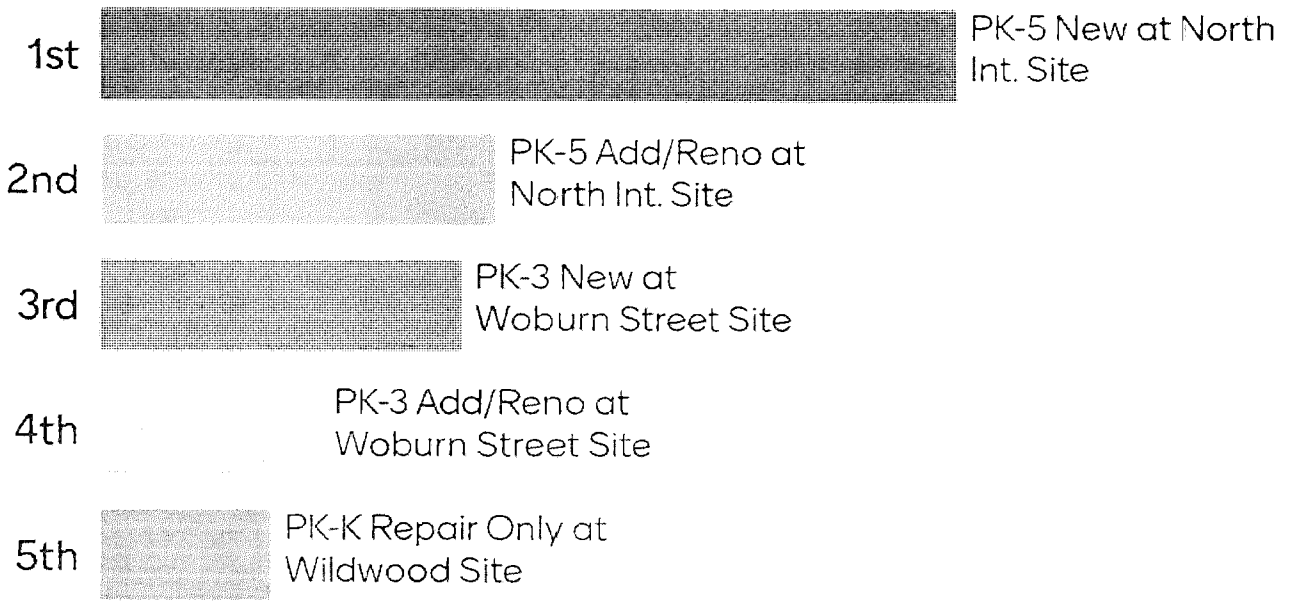
Mentimeter

I'm responding as a representative of (select all that apply):

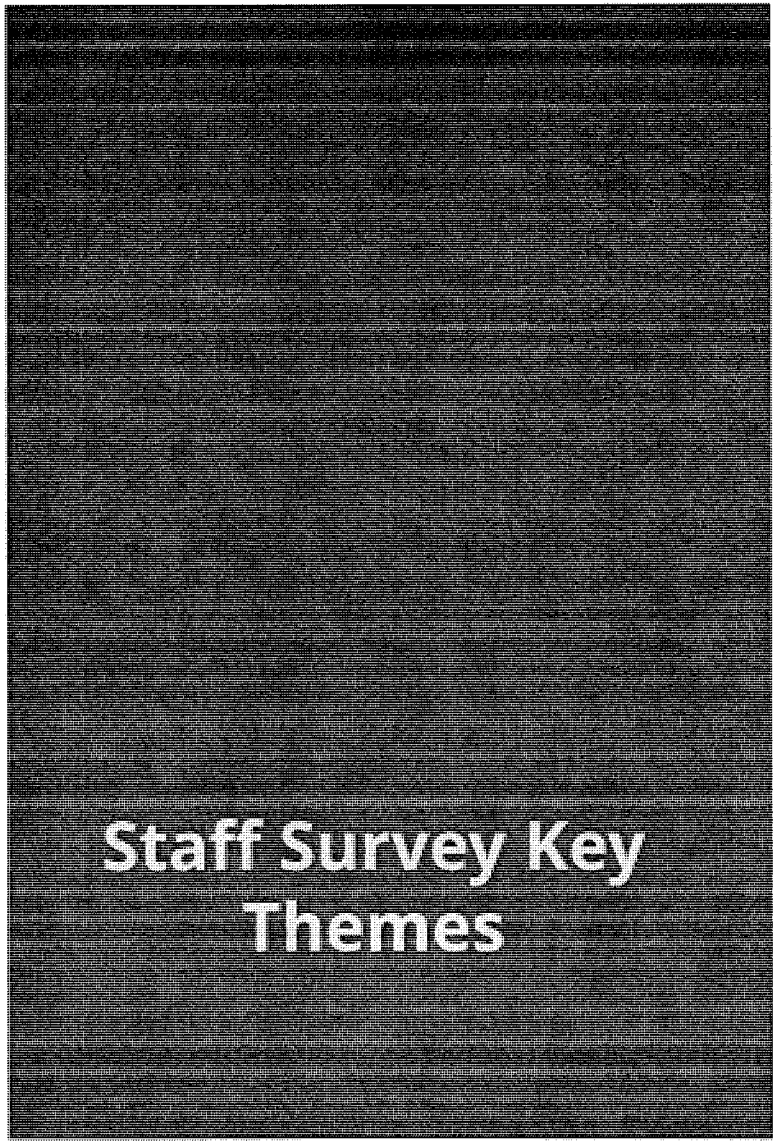


Mentimeter

Please select your preferred option.



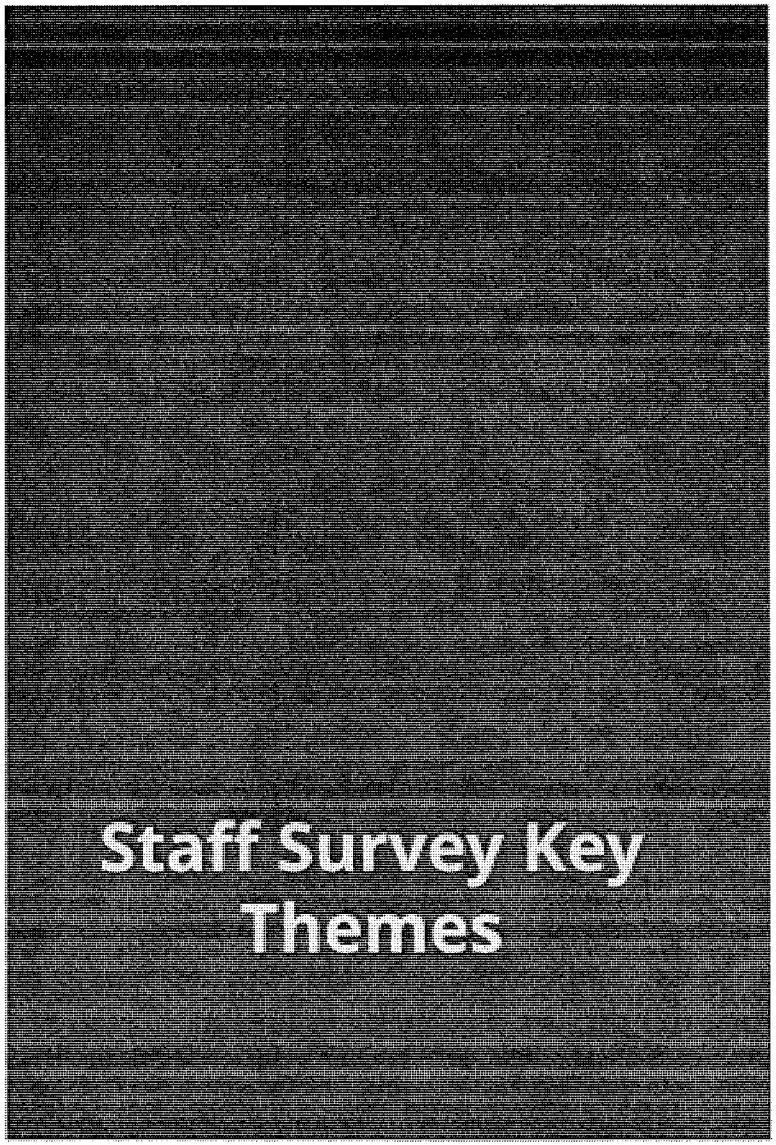
2 269



The general consensus from staff is that building a new Pre-K to 5 school would significantly benefit students, staff, and the overall community in multiple ways:

1. Fewer Transitions: A key theme is that fewer transitions between different schools would benefit students by providing consistency, continuity, and **stability** throughout their elementary years. This would help create a smoother learning experience and enable better collaboration among staff members who would work together for longer periods of time.

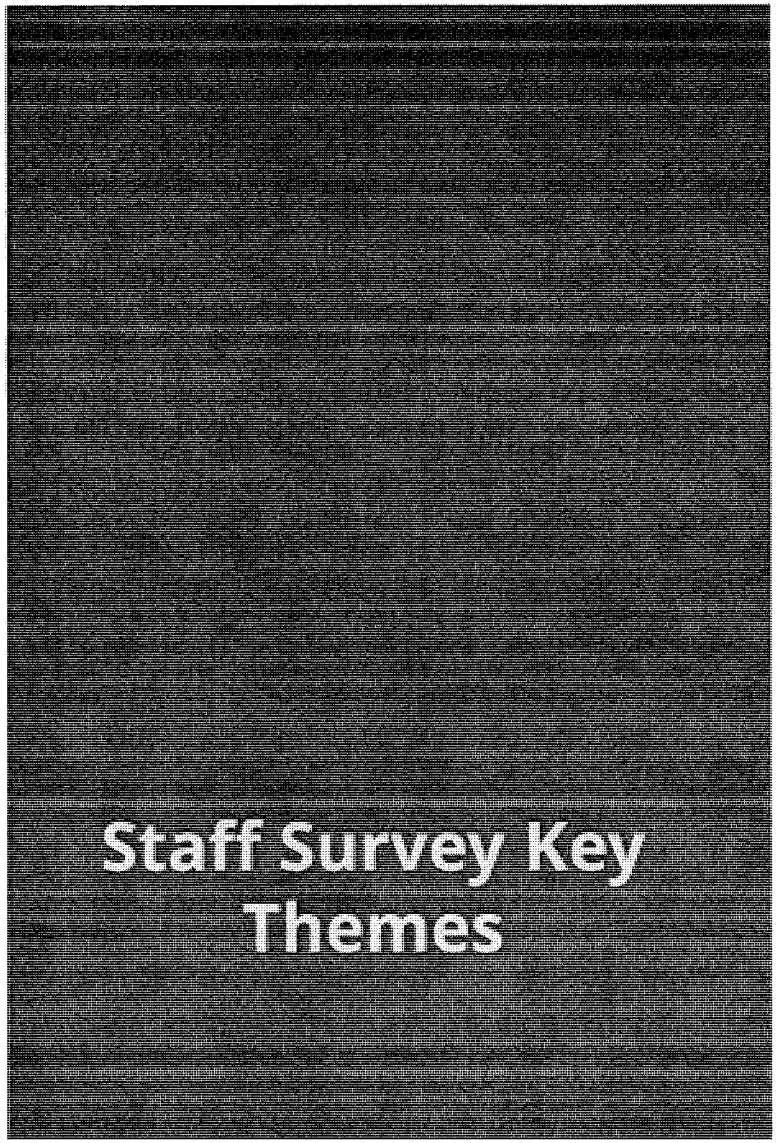
2. Modern Facilities: The current school buildings are described as outdated, with issues such as poor climate control and inadequate spaces for students, particularly those with special needs. New facilities would offer modern, **safe**, and more efficient spaces, which could foster better learning environments, integrate modern technology, and meet **accessibility** needs.



3. Improved Collaboration: Staff collaboration across grade levels is highlighted as a significant benefit. Having everyone in one building would make it easier for educators to communicate, share resources, and support students more effectively, especially when it comes to social-emotional learning and special education needs.

4.Health and Safety: The comments emphasize concerns over health and safety in the current buildings, with some citing outdated infrastructure and a lack of handicapped accessibility. A new building would address these issues and create a healthier learning environment.

5.Cost Efficiency and Future Planning: There is support for consolidating resources and avoiding the costs of maintaining or renovating multiple old buildings. The comments suggest that building a new, modern facility would not only address current issues but also serve the community's needs in the future.



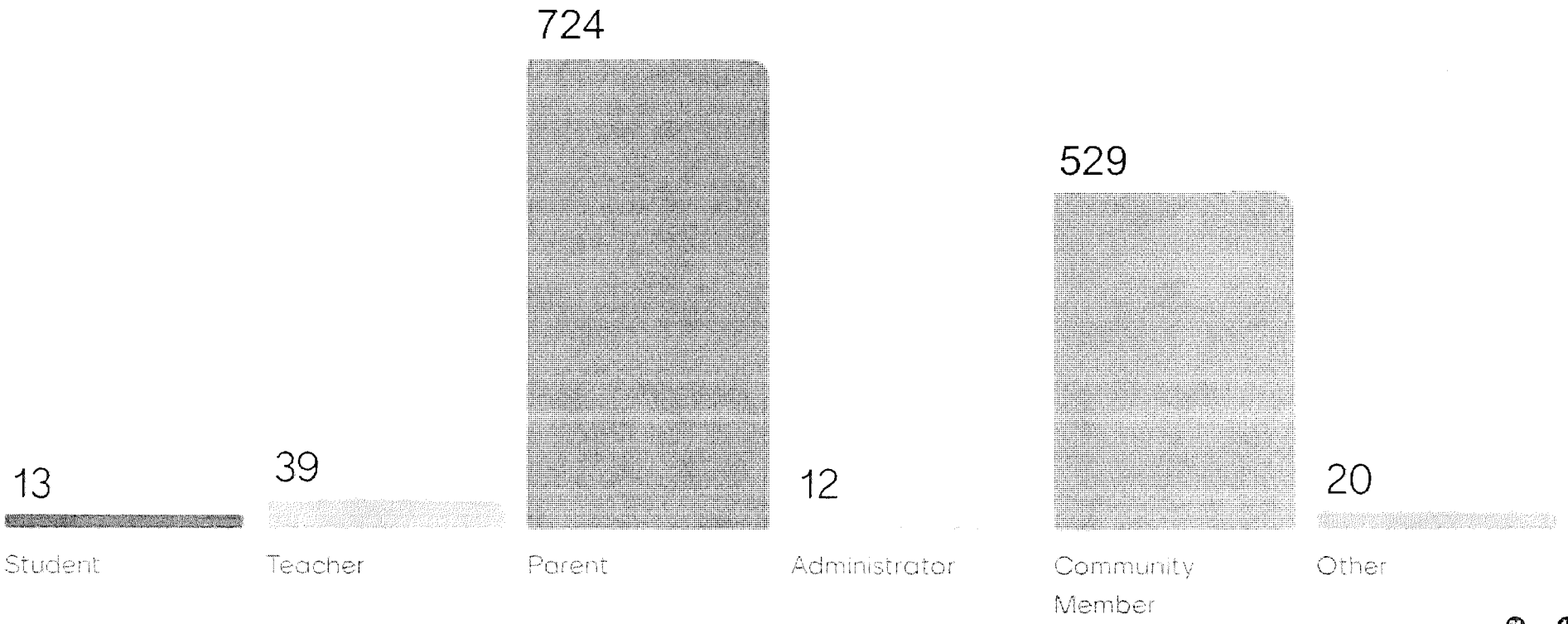
6. Community Building: Having students stay in one school from Pre-K through 5th grade is seen as beneficial for fostering a strong sense of community, both among students and between families. It also reduces disruptions and helps students build longer-term relationships with teachers and peers.

In summary, the overwhelming sentiment is that a new, modern Pre-K to 5 school would be a valuable investment that offers educational, social, and economic benefits through fewer transitions, better collaboration, and improved facilities for both students and staff.

Results from Community Flyer Survey

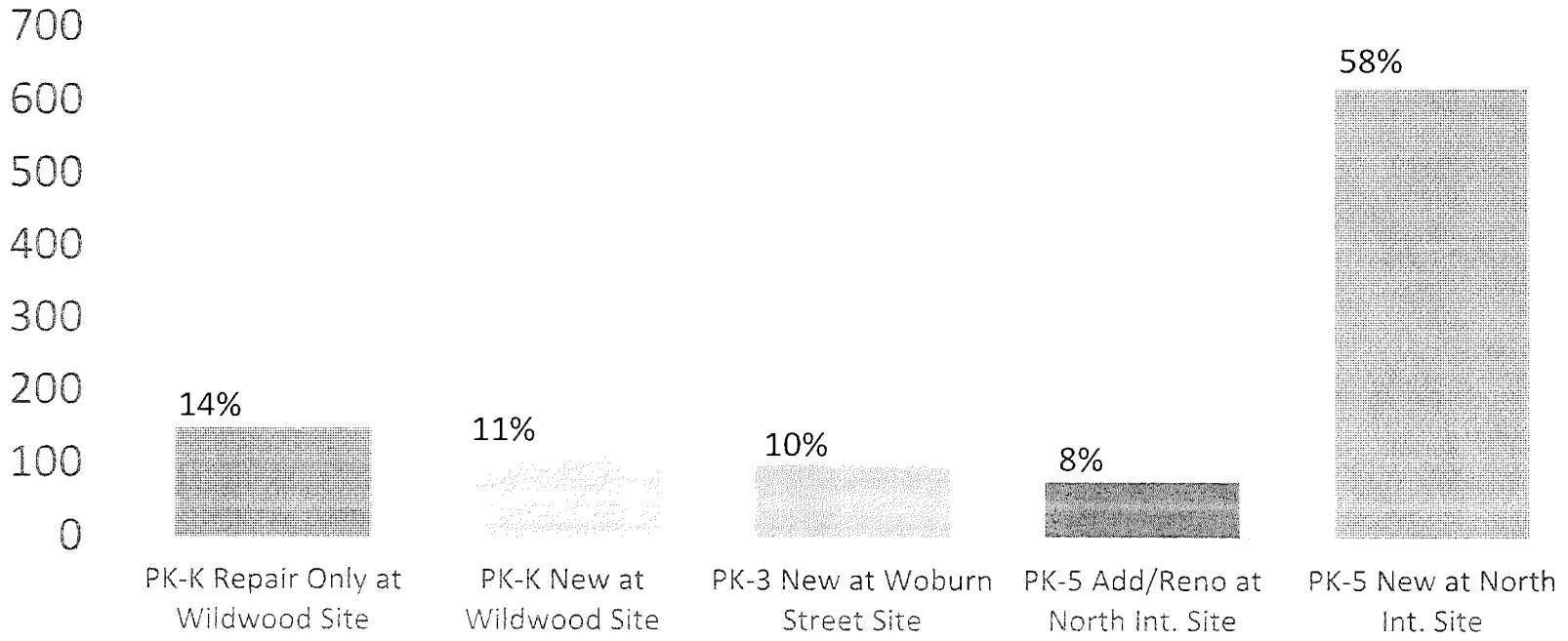
Mentimeter

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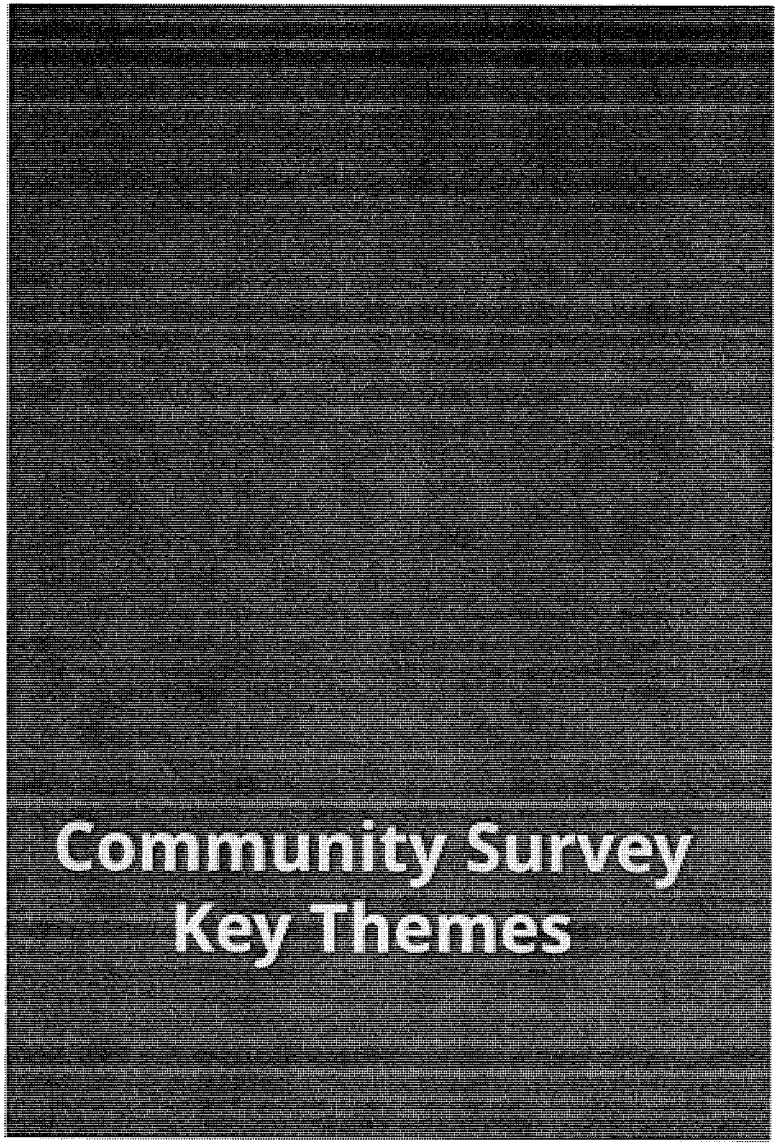


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Please select your preferred option.



5 1099



1. Consolidation Importance

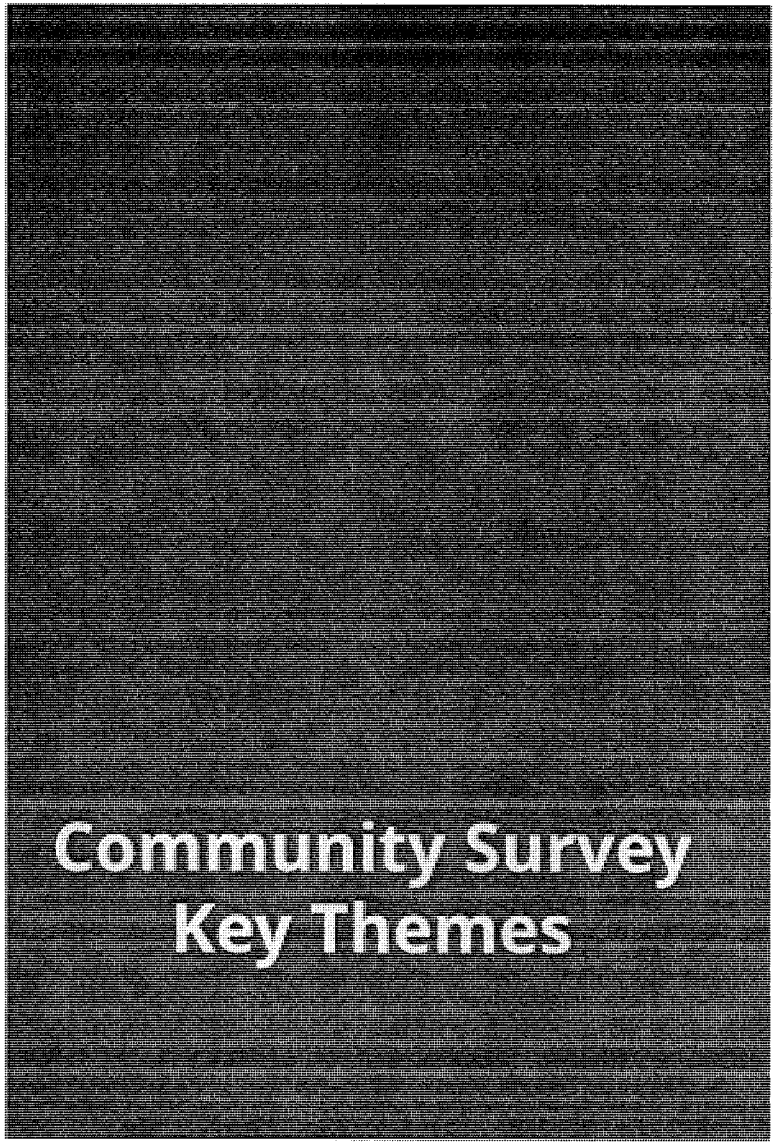
Several responses mention that consolidation is **essential** or crucial. This suggests that a number of participants believe that merging or consolidating services, resources, or initiatives is important for the future, possibly to increase **efficiency** or improve outcomes.

2. Long-term Solutions

Responses mention the need for solutions that are sustainable in the long run. This indicates a preference for approaches that may require more cost or effort now but are seen as providing more stable or **lasting benefits**.

3. Alignment with Goals

A notable theme is the idea that certain solutions, particularly consolidation, are seen as aligning well with the overall goals for education and the community. These goals might include efficiency, cost savings, or better service delivery.

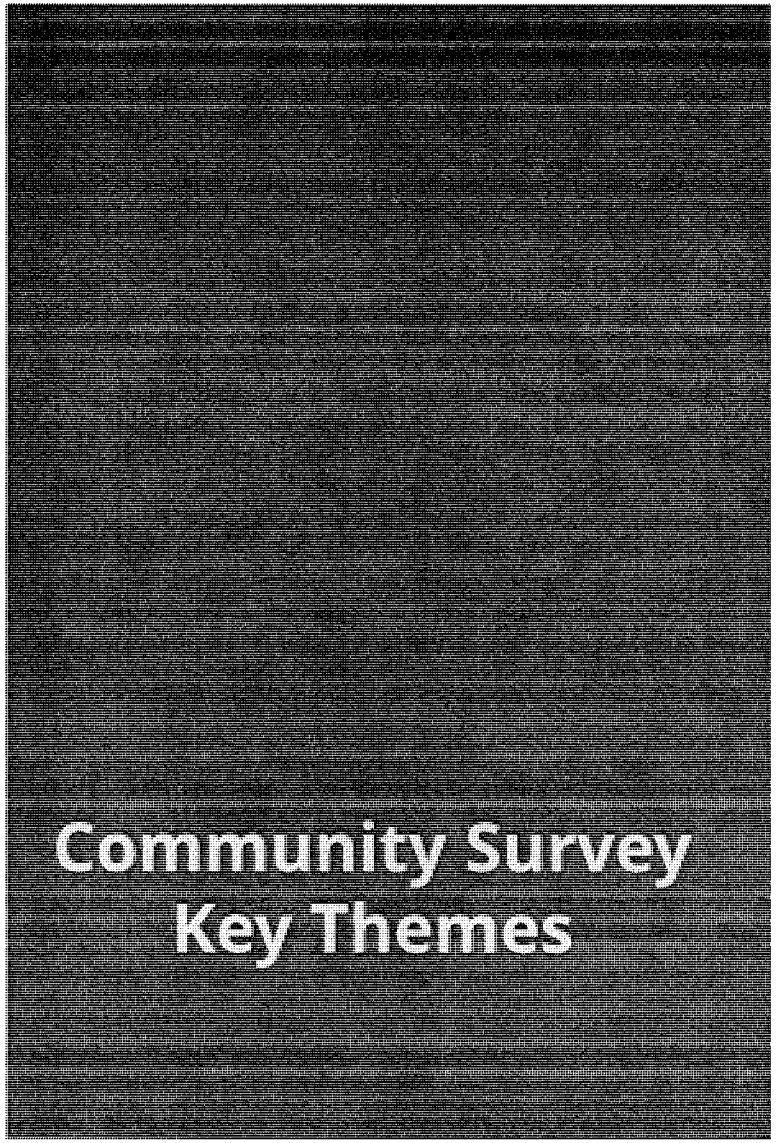


4. Tax and Financial Considerations

There are several mentions of **tax implications** and the impact on **taxpayers**. Participants seem concerned about how changes will affect the financial burden on the public or organization. Some respondents express support for new projects or structures, but only if the costs are manageable.

5. Support for New Structures

While there is some caution around tax and costs, there is also support for new structures or initiatives that could improve long-term prospects, provided they are well-aligned with the broader goals and come with an acceptable financial impact.



In Summary:

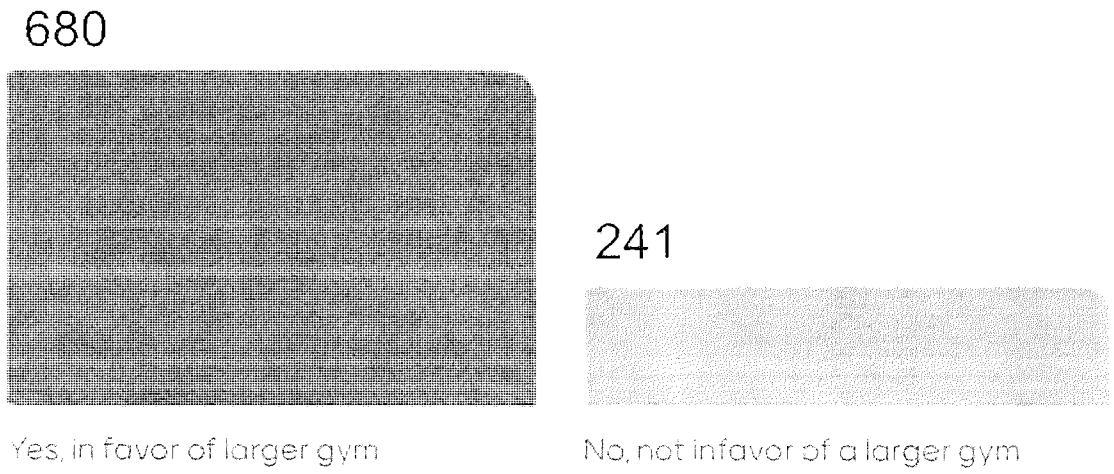
Consolidation is viewed positively by many, seen as necessary for future success.

Long-term thinking is emphasized, with respondents looking for sustainable, goal-aligned solutions.

Financial and tax implications are significant concerns, and there is a general willingness to support new projects if they lead to greater efficiency or stability.

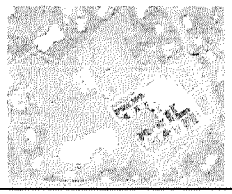
Mentimeter

Are you in favor of a 12,000SF gymnasium with partial reimbursement from MSBA for 6,000SF? The Town would cover the cost for the remaining 6,000SF.



4 921

Potential Local Share

	PK-5 755 students + PK		
			PK-5 New with 6,000 SF Gymnasium
	North Intermediate Site		
	Add/Reno 163,573 GSF	New 163,573 GSF	New 154,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$185.6M	$187.0M	$180.2M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$129.1M	$132.1M	$125.7M
Annual Debt Payment	$9.5M	$9.7M	$9.2M
Annual Tax Increase on Average SF Home	$710	$730	$690
Monthly Impact	$59	$61	$58

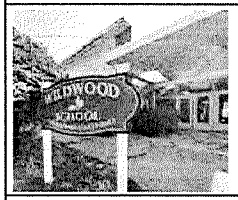
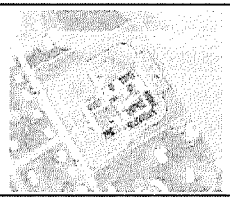
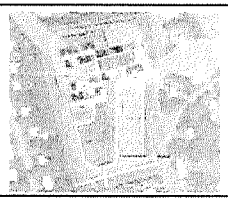
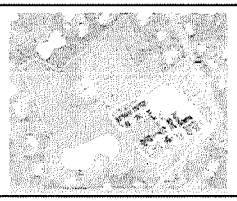
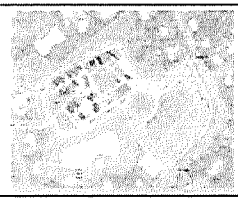
Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790

Public Relations Working Group Update



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) *Cost Comparison $39.3M - $43.5M 	PK-5 R.1 (North only) *Cost Comparison $32.4M - $35.8M
RENO/ADD	PK-K AR.1 *Cost Comparison $81.1M - $89.7M 	PK-3 AR.1 *Cost Comparison $127.8M - $141.3M 	PK-5 AR.1 $176.3M - $194.9M
NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Public Comment



Discussion/ Committee Questions

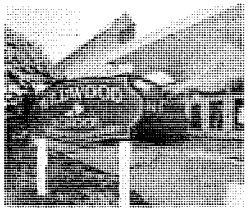
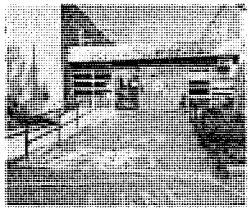
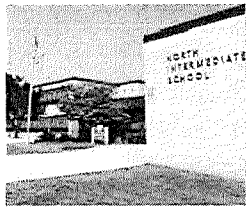
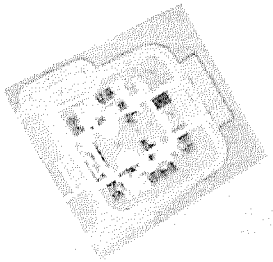
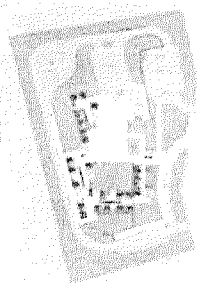
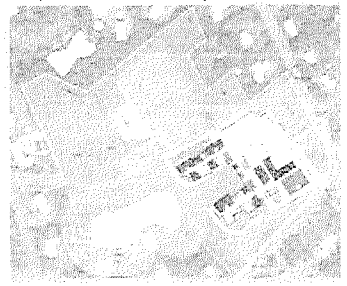
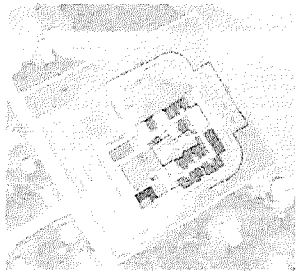
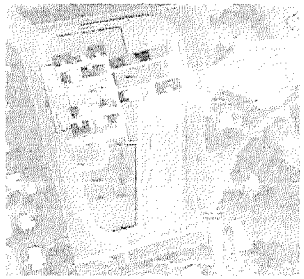



Correspondence

Vote for Preferred Option



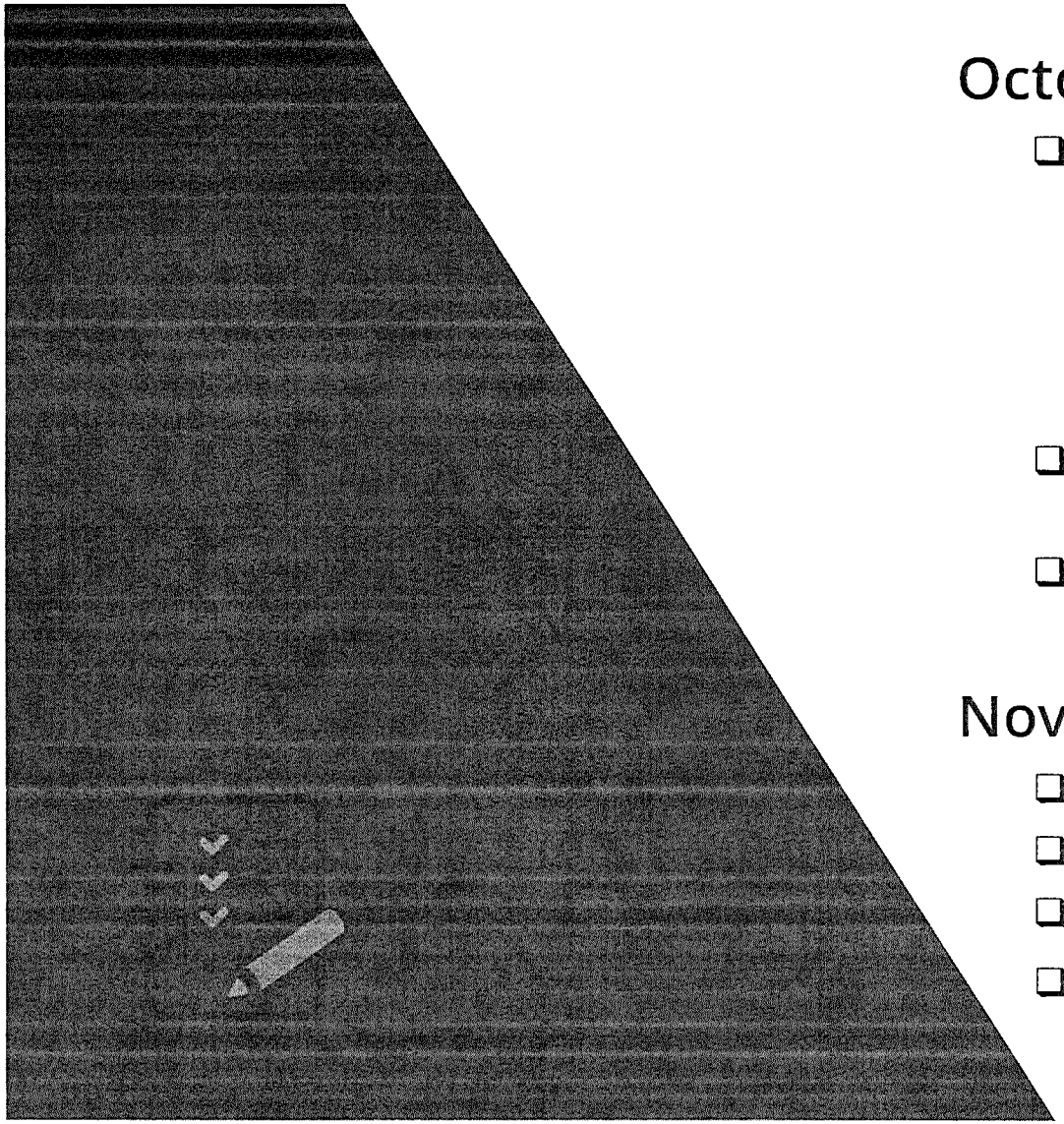
Preferred Schematic Report - Project Costs

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M
			
RENO/ADD	PK-K AR.1 **Cost Comparison* $81.1M - $89.7M	PK-3 AR.1 **Cost Comparison* $127.8M - $141.3M	PK-5 AR.1 $176.3M - $194.9M
			
NEW	PK-K N.1 $84.2M - $93.1M	PK-3 N.1 $139.3M - $154.0M	PK-5 N.1 $177.6M - $196.3M
			

PSR Project Costs

Next Steps





October:

- ❑ Authorize site investigation:
  - ➢ Site Survey
  - ➢ Traffic Study
  - ➢ Geotechnical
  - ➢ Geo-environmental
- ❑ SBC Meeting – Oct 21st or 22nd (proposed - virtual only)
- ❑ PSR Submission to MSBA – Oct 24th

November:

- ❑ MSBA FAS Meeting – Nov 6th or 13th
- ❑ SBC Meeting – Nov 12th (scheduled)
- ❑ SBC Meeting – Nov 19th (proposed)
- ❑ User Group Meetings - TBD

Schematic Design Phase Overview

NOVEMBER:

MSBA FAS Meeting; User Group Meetings; Site investigation; Design updates (massing, elevations, sections, room data, interior design)

DECEMBER

Monthly Design and Sustainability updates
12/13/24 – MSBA Board Meeting to approve PSR

JANUARY

Monthly Design and Sustainability updates

FEBRUARY

DESE Submission

Finalizing Cost Estimating Package

MARCH

Cost Estimating and Reconciliation

APRIL

Submit Final Project Scope and Budget to MSBA

Schematic Design Package to MSBA


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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Cambridge, MA 02138
617.547.5400

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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.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

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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



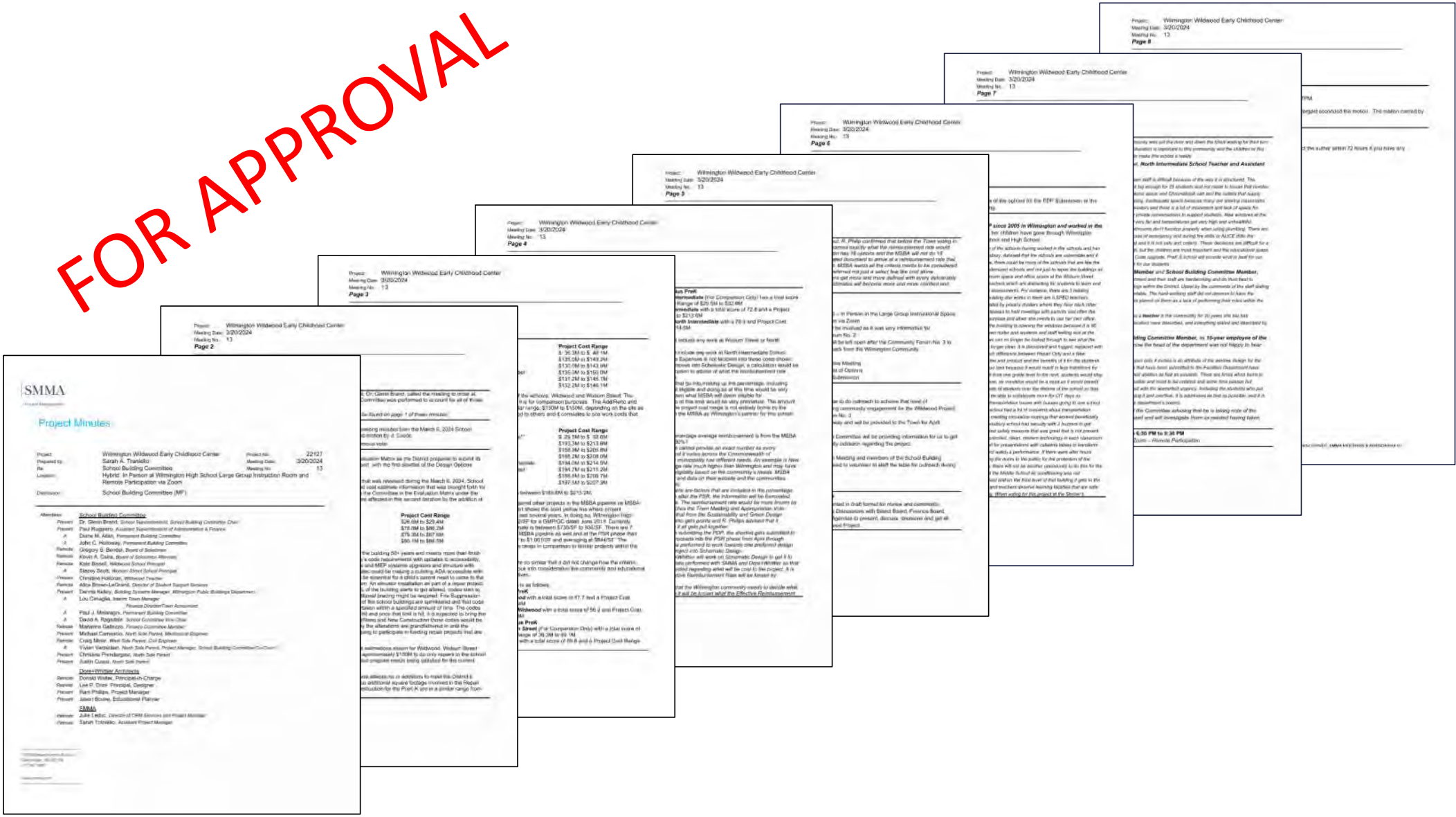
Agenda

- 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
Prepared by: Sarah A. Tranfaglia
Re: School Building Committee
Location: Hybrid: In Person at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom
Distribution: School Building Committee (MF)

Project No.: 22127
Meeting Date: 3/20/2024
Meeting No.: 13

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. Aldan, Permanent Building Committee
A: John C. Holloway, Permanent Building Committee
Remote: Gregory S. 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
Remote: Christine Holoran, Wildwood Teacher
Remote: Alice Brown-LeGrand, Director of Student Support Services
Present: Dennis Kelley, Building Systems Manager, Wilmington Public Buildings Department
A: Lou Ceraglia, Interim Town Manager
Rivenza Dinolfo/Town Accountant
A: Paul J. Melanson, Permanent Building Committee
A: David A. Ragsdale, School Committee Vice-Chair
Remote: Marianne Galluzzo, Finance Committee Member
Present: Michael Camuccio, North Side Panel, Mechanical Engineer
Remote: Craig Meier, West Side Panel, Civil Engineer
A: Vivian Vanbokkel, North Side Panel, Project Manager, School Building Committee/Co-Chair
Present: Christine Prendergast, North Side Panel
Present: Judith Cusick, North Side Panel

Dore+Whitaker Architects
Remote: Donald Walker, Principal-in-Charge
Remote: Lee P. Dore, Principal, Designer
Present: Ram Phillips, Project Manager
Present: Jason Bowles, Educational Planner

SMMA
Remote: Julie Leduc, Director of CRM Services and Project Manager
Present: Sarah Tranfaglia, Assistant Project Manager

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.

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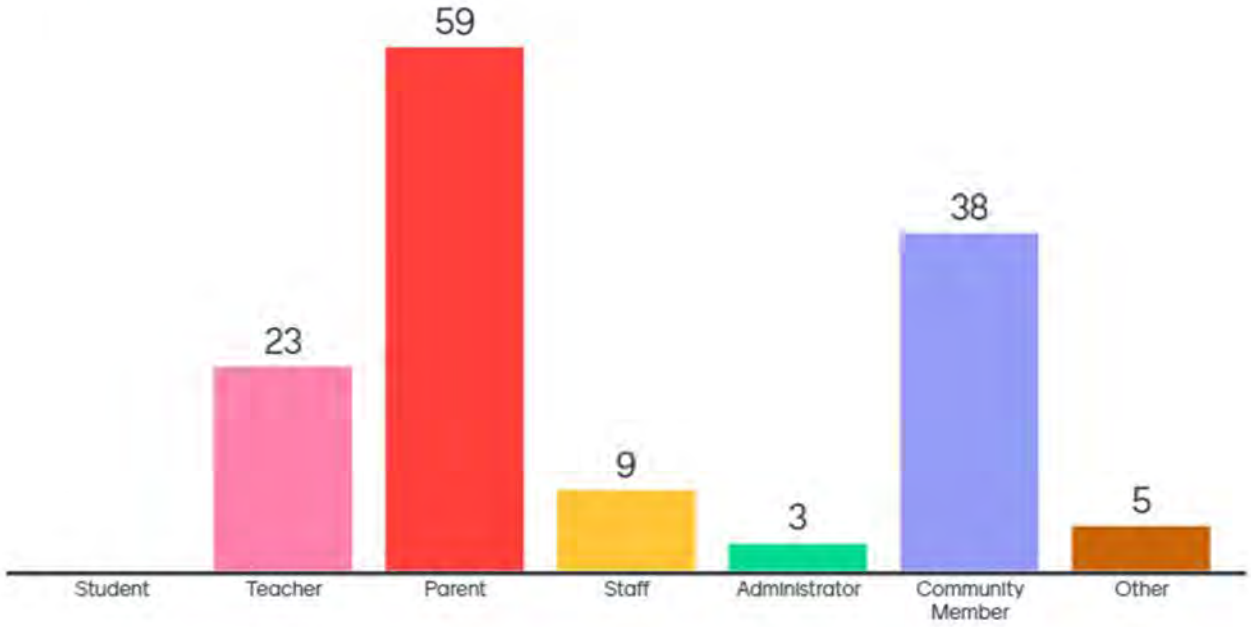
www.smma.com

Community Forum #3 Feedback



Mentimeter

I'm responding as:



1 4 95

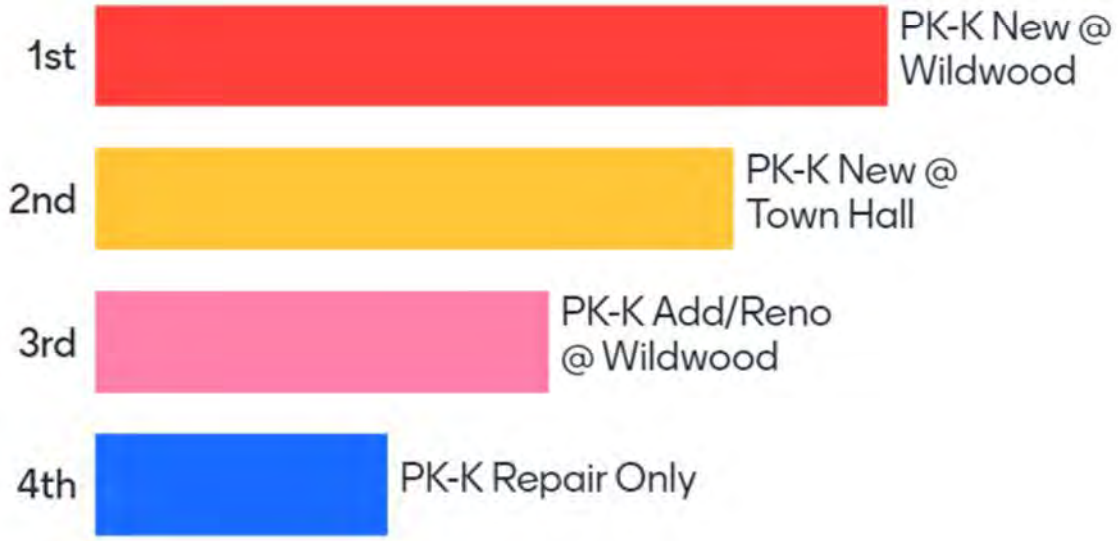
PreK-K

				
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

*Site development or rights expenses not included in the above costs.

Mentimeter

Rank these PreK-K alternatives in order of preference.



1 4 72

Mentimeter

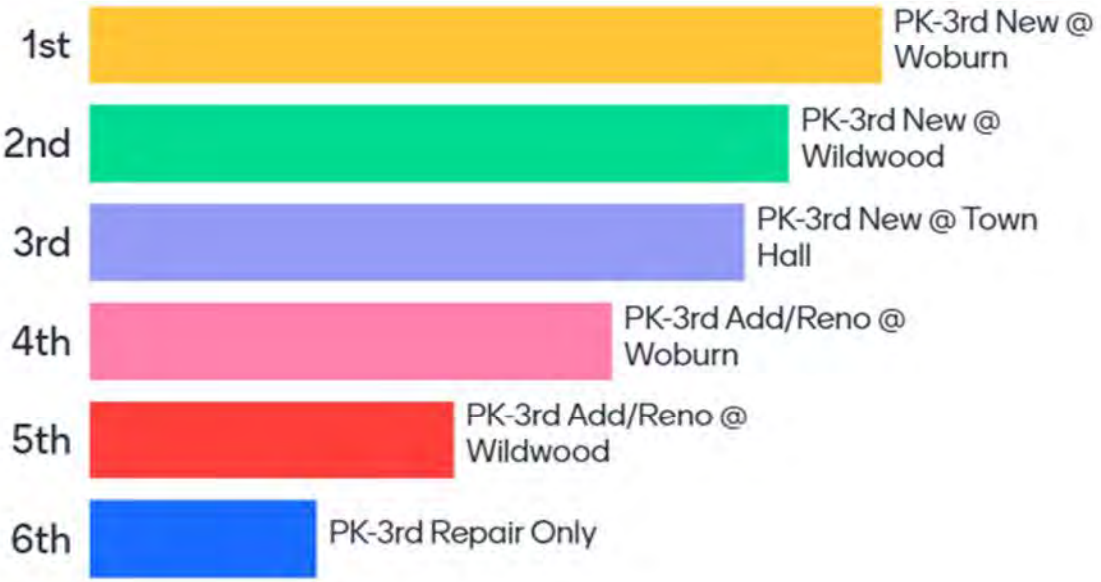
Rank these PreK-3rd alternatives in order of preference.



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	$98.8M - $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.



1 4 76

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 at eligible expenses not included in the above costs

Mentimeter

Rank these NEW CONSTRUCTION alternatives in order of preference.

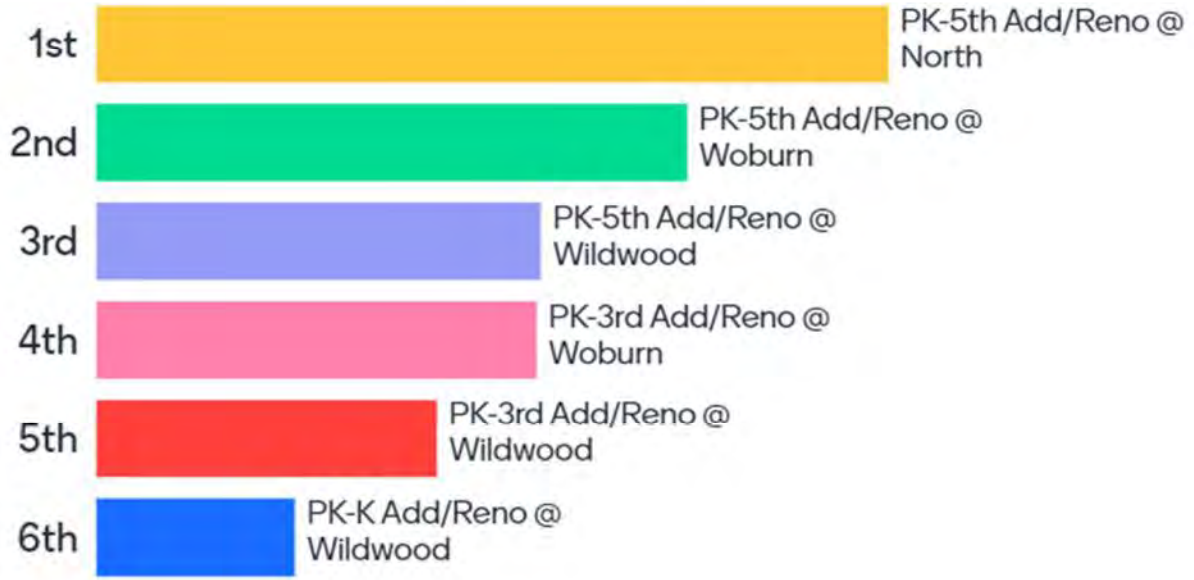




Mentimeter

Rank these ADDITION/RENOVATION alternatives in order of preference.





1 2 4 72



Mentimeter

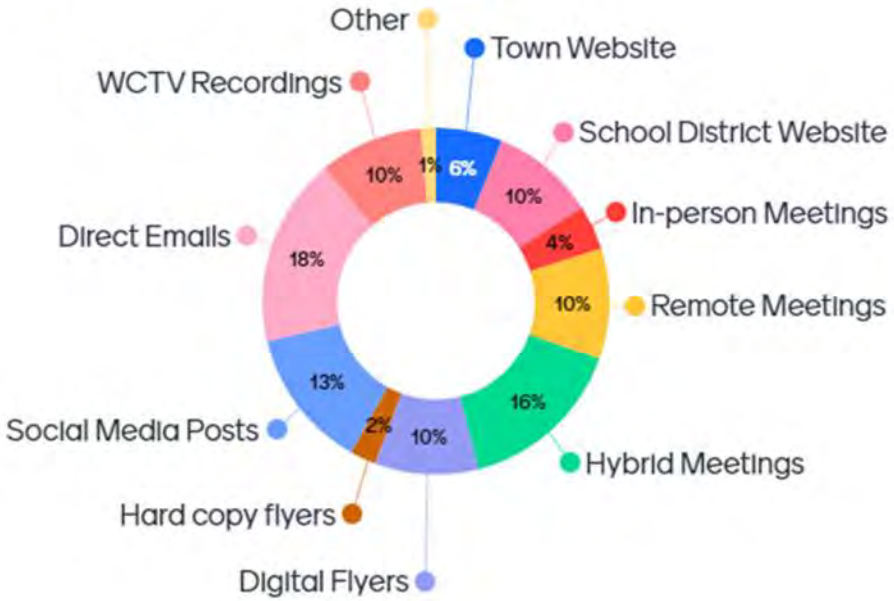
Now that the first round of conceptual estimates haven been prepared, how strongly should the Town and the District consider each of the following?





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

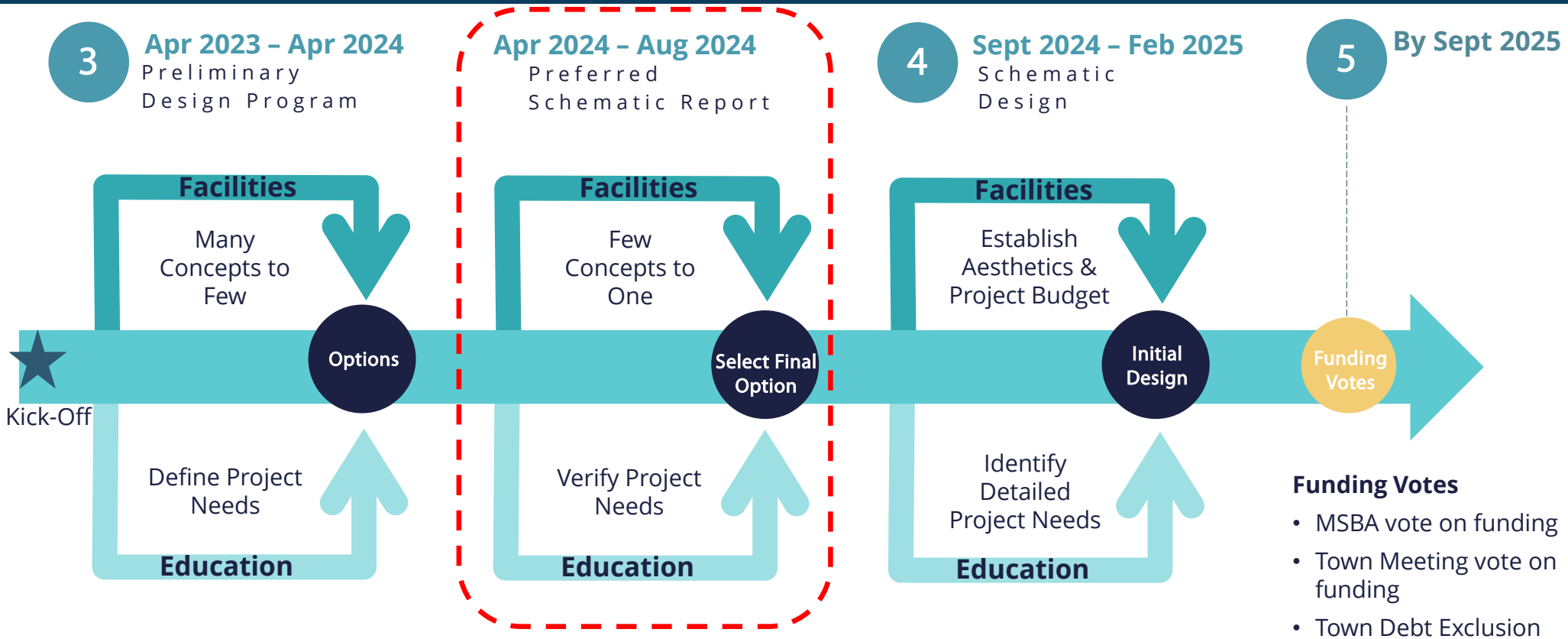
Submit PDP to MSBA – April 18th

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

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	5/1/2024
Re:	School Building Committee	Meeting No:	15
Location:	In Person at Wilmington High School Large Group Instruction Room Remote Participation via Zoom		Hybrid
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*
Remote	Christine Holloran, *Wildwood Teacher*
Remote	Alice Brown-LeGrand, *Director of Student Support Services*
Present	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

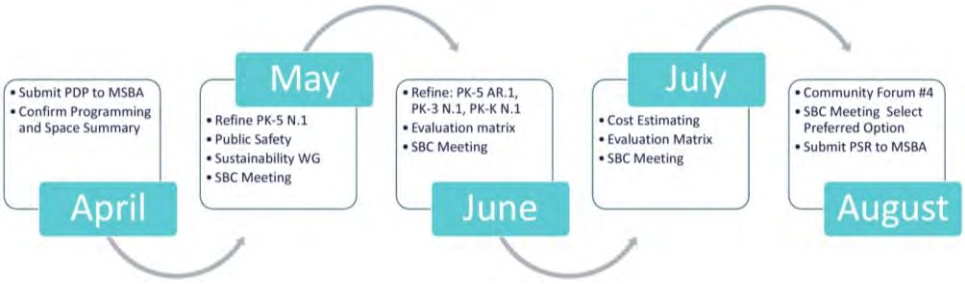
Remote	Donald Walter, Principal-In-Charge
Remote	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Remote	Julie Leduc, *Director of OPM Services and Project Manager*
Remote	Sarah Traniello, *Assistant Project Manager*

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Cambridge, MA 02138
617.547.5400

www.smma.com

Item #	Action	Discussion
15.1	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.*
15.2	Record	**Approval of Minutes** D. Ragsdale motioned to approve the meeting minutes from the April 3, 2024, School Building Committee meeting, with a second motion by J. Cusce. Roll call vote. *D. Allan, K. Caira and D. Kelley abstained from roll call approval of minutes as they were not in attendance at the April 3, 2024 meeting.* The motion was carried by unanimous vote.
15.3	Record	**Approval of Invoices and Commitments** J. Leduc reviewed Warrant No. 11 consisting of invoices for: • KartoonEDU in the amount of $2,400.00. • Dore+Whittier Architects in the amount of $31,500 for Designer Services • Dore+Whittier Architects in the amount of $1,350.00 for GBC Invoice for LEED Registration of the Wildwood Project. • SMMA in the amount of $7,500 for OPM Services. • Warrant No. 11, totaling $42,750. • Monthly activities performed and completed as listed on the Warrant. D. Kelley 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 V. Varbedian. Roll call vote. The motion was carried by unanimous vote.
15.4	Record	**PSR Schedule Overview** • R.Philip and J.Boone reviewed the Shortlist of Alternatives that were approved in the PDP phase that are being further developed in the Preferred Schematic Report (PSR) Phase with the goal to get to the One Preferred Option from the few design concepts. • The following monthly milestones will be pursued from May through August when the Preferred Option will be chosen by the School Building Committee and the Town of Wilmington and PSR will be submitted to the Massachusetts School Building Authority. • This summer there will be a lot of refining of the concepts and information will be provided to the Wilmington community at the School Building Committee Meetings and the Community Forum. • Participation in these information sessions as well as those that will be provided at the Library and the Senior Center are encouraged including welcoming and engaging others to join these learning sessions is important as everyone's insight is necessary to provide feedback.  • In May, Dore+Whittier will be refining the programming of the PreK-5 N.1 Option as it is the largest of the options, identifying logistics and public safety concerns with members of Public Safety and reviewing Sustainability Goals with the Working Group with a workshop that will be scheduled with members of the Wilmington community that are interested in learning and participating in the sustainability goals as the project moves past PDP, and an update will be made at the end of the month at the SBC Meeting.

Item #	Action	Discussion
		• In June there will be a refinement of the remaining options namely PreK-5 AR.1, PreK-3 N.1, PreK-K N.1 and developing an evaluation matrix to distinguish the most important components, characteristics, and attributes of each of design option and further scoring them to determine which should move forward to be the Preferred Option. • There will be an SBC Meeting to review all this work as it has been developed. In July, the Cost Estimating will be done on the Design Options to work on the cost estimates during the month and look at the Evaluation Matrix again and review with the School Building Committee and have the Community Forum at the beginning of August with the SBC Meeting to select the Preferred Option and Submit the Preferred Schematic Report to the MSBA at the end of August. • D. Allan suggested reaching out to the Senior Center for doing presentations regarding the project. G. Brand advised that there have been 2 attempts to reach out to the Senior Center. However, there will be the School Committee, Terry Marciello at the Senior Center, and Men's Group who discuss the public buildings with about 40 people or so and others who will be additional groups of whom meetings can be set to review the updates for the project.
15.4	Record	**PSR Programming Update** • R. Philip updated the Committee regarding the first programming update that was made updating the Classroom Count in PreK. There was 1 additional classroom in the count than needed to be and it has been removed. • Right now, there is a Music Instrumental Program where students are pulled out for instrumental and if it were to be added as a special program, it could potentially require one full classroom. Looking at the classroom count for Music and how it would impact the schedule and it would add a seventh day to the school schedule. This was part of the discussions and is continuing. It was stated that the instrumental program would be left as a pull-out program on Monday, and we are still looking at the school schedule as far as it would be a six-day schedule or a seven-day schedule. • There is a bit of a discussion regarding spatial priorities to look at the way spaces are programmed at the end of PDP. For example, specialists had offices that students were brought to, or a group of specialists would be in a shared space and then the specialists would be going out to the students. It was important to see how that would look and work to change how specialists would be located, how and where the students are being serviced. It was looking at a lot of the need-to-haves and the nice-to-haves because it is the difference between a sprinkling of multiple offices across the building or offices with a group of specialists within and the layout would just be changed, honing in on that a little bit closer. If square footage needs to be cut, are there places that could be shared or utilized differently i.e. Art room, STEM room and how would the program be impacted. • The third programming meeting is occurring on May 2, 2024, and hoping some resolutions will come forth to finalize the space summary for this phase and begin refining the concept drawings. • G. Brand summarized that all the Principals are present from all of the schools being considered for this facility and the central office members that are involved with Dore+Whittier and SMMA to assist in the replication of the programming in a consolidated fashion for a STEM education, with improvements for educational programming for students. It is a little more challenging and a little more complicated but keeping all in mind as the programming is an intersection with space with all of this and the guidance and leadership of the Design Team to help navigate that. • D. Ragsdale asked that it is understood that Dore+Whittier is looking for efficiencies across the buildings in the consolidation that are opportunities for combining space and staff. G. Brand advised that grappling with the District's enrollment depending on how many days cycle are offered it points to the utilization of space. For example, an Art Room, in a PreK-5 has 2 Art Rooms scheduled and depending on which way the program proceeds in how many days a child in 4th grade receives Art instruction it could mean the balance between needing only one classroom or two. There is a big difference in that swing between the two and that is the sort of thing that is being grappled with right now. To best utilize space where from the opening day we do not have enough space and keeping Art in an Art-On-A-Cart because there is not enough space for all the children in the classrooms to go to. • These are the things that need to be thought of even if it is 4 years away because it needs to be committed to in this phase of the program and by August have this all locked down and a plan in place. The staffing piece as well is something that is being looked at as well and fortunately that piece can be looked at further after this is submitted in August with the PSR to the MSBA to fine tune

Item #	Action	Discussion
		what those staffing pieces will look like. There will be some intersection with how many offices there will be and desks there will be available for this and how many adults will be present in the school based on which direction this project takes with the number of staff available to teach at the elementary schools on the other side of town. Right now, these teaching staff are shared. If we put a PreK-5 school online and have 2 Art educators in that building full-time, the District will need to determine the impact that will have on the staffing and the rest of the District. • D. Kelley asked if a PreK-5 is constructed on the North side of town, you don't add classrooms unless the Woburn Street School is kept alive and spread kids out more and offer the same number of classrooms and teaching. • G. Brand advised that there is strong consideration of how it is offered and where it is offered. STEM education is an important direction to be pursuing for Wilmington like many other Districts have done at the elementary level. It needs to be addressed at a leadership team level how it is going to be done and how it can be made to happen and replicate in a school and also for the west side of town as well. This is not to be a program that is for only one side of town. It needs to be able to be replicated for the west side equal to what was done for the north side without complication. It can be complicated and challenging but at the same time the opportunity is here to make the best program for these students that fits their needs with this new building. • D. Kelley advised that these considerations for new school will be important and impactful to his Facilities Department and the decisions made as they make capital improvements on specific schools for boiler, etc.
15.5	Record	**Meeting Schedule** • J. Leduc reviewed the dates for the remainder of 2024 that were previously distributed consistent with the Wednesday meeting dates that aligned with most of the Committee Members calendars polled at the beginning of the project. Taking into consideration the Finance Committee meets on Tuesdays during Budgeting season, Select Board meets on Monday evenings, Permanent Building Committee Meetings which are overseeing the Town Hall Building Construction, and the Senior Center Building Construction projects have their set meeting dates on Wednesday. There are challenges to our School Building Committee achieving a quorum. For the remainder of the year, the Leadership Working Group is considering moving the School Building Committee Meetings to Tuesday evenings and when Budgeting Season comes around in the early part of 2025 another day of the week will be considered to hold the meetings to meet scheduling needs as Finance Committee will impact M. Gallezzo, Town Manager and Assistant Town Manager, and a few others. • G. Bendel advised that October 15, 2024, will be a conflict with the Select Board's Meeting. J. Leduc recommended the October 15, 2024, meeting be moved to October 8, 2024. Towards November 2024 the dates for schedule for spring 2025 will be revisited. J.Leduc advised that the School Building Committee Meetings will continue to meet hybrid as it has worked successfully. D.Kelley advised that the meeting invitations would need to be updated.
15.6	Record	**Public Relations Working Group** • **Town Meeting Informational Video** o J. Leduc advised that KartoonEDU has developed a video for informational outreach purposes that will be shared with the School Building Committee, and it will be shared with the Town Meeting at the meeting on Saturday. o Four pillars have been developed to provide the message to the community about the MSBA Process, the Project Information and Details, the Existing Conditions of the Wilmington Schools, the Design Options, and the Student Programmatic Needs. o M. Gallezzo advised that the Wildwood was shut down because of the oil spill and the school building did not fail. o C. Holleran advised that Wildwood had ongoing issues in the building that she was aware of in the 20 years teaching in it. o D. Ragsdale advised that the building had been shut down several times due to heating issues. o K. Caira advised that the building was cleaned so that the students could return to school to learn in the building. o G. Brand advised that former Town Manager Jeff Hull and then Superintendent of Public Buildings and Dr. G. Brand himself made a collective decision that it did not seem in everyone's

Item #	Action	Discussion
		best interest to return to the Wildwood. That was a collective decision and why that building is not in operation right now despite the opinions of the state or status of the Wildwood school building. o K. Caira advised that there were 6 SOIs drafted by the Board of Selectmen in 2018 for 6 of the schools. Dr. Brand clarified that the 6 SOIs were finalized and officially submitted to the MSBA in 2020. o D. Kelley advised that some of the pictures used in the video by KartoonEDU of the Wildwood were of the abandoned school not of the school when it was active as a school i.e. cafeteria picture with all the leftover furniture collected into that one room in the school. • **Fun on the 4th** o V. Varbedian advised that the Public Relations Working Group is planning on playing the KartoonEDU video of pillars at the Fun on the 4th event. o There will be a table set up with a tent overhead with a few pom poms to attract parents and children to our table without going overboard. o The plan is to have a survey set up as well working with Dore+Whittier and SMMA to put together a short survey that after watching those short videos the community member can identify which option would be preferrable. o The hope is to attract between 500-800 or more to the table over the 4 days of the Fun on the 4th events.
15.7	Record	**Sustainability Working Group** • The Sustainability Working Group has not met since the first meeting in PDP but there will be several meetings over the next 2 months to look at different sustainability components and incentives in addition to a workshop that stakeholders can participate in to look at setting goals so it will be something that will continue to be worked on with an update at the next SBC meeting. J. Leduc advised that the Sustainability Working Group is actively looking for participants to join so if there is anyone who has an interest in joining, please reach out and let us know.
15.8	Record	**Discussion/Correspondence/New Items** • None.
15.9	Record	**Committee Questions** • None.
15.10	Record	**Public Comments** • None
15.11	Record	**Next Meeting:** **May 28, 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***
15.12		**Adjourn** G. Brand invited a motion to adjourn. V. Varbedian motioned to adjourn. G. Bendel 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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Cambridge, MA 02138
617.547.5400

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SMMA

Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Wildwood Early Childhood Center	Project No.:	22127.00
Prepared by:	Julie Leduc	Meeting Date:	5/1/2024
Re:	School Building Committee Meeting	Time:	6:30pm
Location:	Hybrid Meeting: In Person @ Wilmington High School, Large Group Instruction Room and Remote Participation via Zoom	Meeting No:	14
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
Remote	Diane Allan	gdallan@comcast.net	Permanent Building Committee Member
	John Holloway	j.hollowayjr@verizon.net	Permanent Building Committee Member
remote	Gregory Bendel	gbendel@wilmingtonma.gov	Board of Selectmen
remote	Kevin A. Caira	kevincaira57@gmail.com	Board of Selectmen
Keb	Kate Bissell	kate.bissell@wpsk12.com	Principal, Wildwood School
	Stacey Scott	stacey.scott@wpsk12.com	Principal, Woburn Street School
remote	Christine Holloran	christine.holloran@wpsk12.com	Wildwood Teacher
remote	Alice Brown-LeGrand	alice.brown-legrand@wpsk12.com	Director of Student Support Services
	Dennis Kelley	dkelley@wilmingtonma.gov	Public Building Systems Manager
	Lou Cimaglia	lcimaglia@wilmingtonma.gov	Interim Town Manager
			Assistant Town Manager
			Finance Director/Town Accountant
remote	Paul Melaragni	paul.melaragni@state.ma.us	Permanent Building Committee Member
David Ragsdale	David Ragsdale	david.ragsdale@wpsk12.com	School Committee Chair
remote	Marianne Gallezzo	mgallezzo@wilmingtonma.gov	Finance Committee
remote	Michael A. Camoscio	Michael.Camoscio@stvinc.com	Community Member and Parent
	Craig Miner	cminer76@hotmail.com	Community Member and Parent
remote	Vivian Varbedian	v.varbedian@gmail.com	Community Member and Parent
remote	Christine Prendergast	chrissy521@gmail.com	Community Member and Parent
Justin Cusce	Justin Cusce	jcusce17@gmail.com	Community Member and Parent
	Tracy Ingersoll	tracy.ingersoll@wpsk12.com	Assistant to the Superintendent of Schools, WPS
remote	Lee P. Dore	lpdore@doreandwhittier.com	Dore+Whittier Architects
remote	Donald M Walter	dwalter@doreandwhittier.com	Dore+Whittier Architects
	Jason Boone	jboone@doreandwhittier.com	Dore+Whittier Architects
	Rani Philip	rphilip@doreandwhittier.com	Dore+Whittier Architects
	Julie Leduc	jleduc@smma.com	SMMA
Remote	Sarah Traniello	straniello@smma.com	SMMA

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Project Management SMMA

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Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	5/1/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room	Meeting No.	14

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
   - Warrant No. 11
4. Next Steps
   - Preferred Schematic Report (PSR) Overall Schedule Review
   - PSR Programming Update
5. Schedule Update
6. SBC Working Group Updates
   - Public Relations Working Group
     - Community Outreach Events
       - May 4, 2024 Town Meeting
       - July 4th Fun on the Fourth Events
   - Sustainability Working Group
7. Discussion/Correspondence/New Items
   - Review 2024/2025 SBC Meeting Schedule
8. Committee Questions
9. Public Comments
10. Next Meeting: TBD
11. 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

Town of Wilmington, Wilmington Public Schools

Wildwood Early Childhood Center

Project Budget and Cost Summary

April 29, 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	$315,000	$135,000
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	$333,920	$566,080
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$90,000	$75,000
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	$9,950	$90,050	$0	$100,000	$109	$99,891
Subtotal	$300,000	$0	$300,000	$194,950	$105,050	$0	$300,000	$90,109	$209,891
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	$1,048,870	$151,130	$0	$1,200,000	$424,029	$775,971
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	$1,048,870	$151,130	$0	$1,200,000	$424,029	$775,971

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. 11

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	5/1/2024

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*	61155	4/24/2024	$ 7,500.00	0001-0000	$ 53,000.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00011	4/25/2024	$ 31,500.00	0002-0000	$ 103,500.00
Dore+Whittier Architects *GBCI Invoice LEED for Schools Registration*	00011	4/25/2024	$ 1,350.00	0004-0000	$ 0.00
KartoonEDU *4 Video Pillars: The MSBA Opportunity; Wilmington's Physical Needs; Wilmington's Educational Needs; Wildwood Project Timeline*	INV-000052	4/26/2024	$ 2,400.00	0004-0000	$ 1,200.00
		Total	**$ 42,750.00**		

Approved on _____

Activities for the Month of April 2024:

1. Review Preliminary Design Program draft developed by Dore+Whittier Architects and SMMA with the District and its consultants for the upcoming submission.
2. Weekly meetings to review progress with Extended Leadership Working Group
3. Develop presentation materials for and attend the April 3, 2024 School Building Committee meeting to review and approve the preliminary shortlist of options for further development in the PSR phase.
4. SBC meeting April 3, 2024 for approval of shortlist and PDP submission
5. Develop script and presentation materials with KartoonEDU for informational community outreach
6. Incorporate edits from SMMA OPM and District to finalize electronic and hard copy PDP submission materials for submission to MSBA for April 18, 2024
7. Draft PSR schedule
8. Meetings with Extended Leadership Working Group to review PreK, specials and school schedule.

1000 Massachusetts Avenue
Cambridge, MA 02138
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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 00011
Date 04/25/2024

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: April 1 to April 30, 2024

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	77.00	315,000.00	31,500.00	103,500.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	41.50	315,000.00	31,500.00	488,500.00
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
REIMBURSABLES					
GBCI Invoice LEED for Schools Registration	1,350.00	100.00	0.00	1,350.00	0.00
Subtotal	1,350.00	100.00	0.00	1,350.00	0.00
Total	855,270.00	42.88	333,920.00	32,850.00	488,500.00

Invoice total 32,850.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00011	04/25/2024	32,850.00	32,850.00				
	Total	32,850.00	32,850.00	0.00	0.00	0.00	0.00

The Green Engineer, Inc.
23 Bradford Street
Concord, MA 01742
Tel: 978-369-8978
finance@greenengineer.com
www.greenengineer.com

INVOICE

Dore & Whittier Architects, Inc
212 Battery Street
Burlington, VT 05401

INVOICE DATE: 4/15/2024
INVOICE NO: 12381
BILLING THROUGH: 4/6/2024

23-2667.Exp | Wildwood ECC_Feas-SD | Expenses

EXPENSES

DATE	EMPLOYEE	DESCRIPTION	AMOUNT
3/14/2024	Kelsey Powers	Registration Fee	$1,350.00
		TOTAL EXPENSES	**$1,350.00**

Rembursable

SUBTOTAL	**$1,350.00**
AMOUNT DUE THIS INVOICE	**$1,350.00**

This invoice is due upon receipt

Core Standard Invoice Copyright © 2024 BQE Software

Back up to The Green Engineer's Invoice 12381

RECEIPT

Invoice # : 91737359
Order # : 13042886
Invoice Date : Feb 21, 2024

Green Business Certification Inc.
2101 L Street NW,
Washington, D.C. 20037
1-800-795-1746
202-828-1145
www.gbci.org/contact

Paid By:
The Green Engineer
23 Bradford Street
CONCORD
MA 01742 US
lol@greenengineer.com

Paid To:
Green Business Certification Inc.
PO Box 822964
Philadelphia, PA 19182-2964

Payment Method	Payment Date
Credit Card: XXXX XXXX XXXX5252	Feb 21, 2024

Project ID: 1000195096
Project Name: Wilmington Wildwood Elementary School
USGBC Member Company : The Green Engineer, Inc.

Item Description	Quantity	List Price/Unit	Promo Code Discount	Amount
LEED for Schools Registration	1	$ 1,350.00	($ 0.00)	$ 1,350.00
			Shipping/Handling	$ 0.00
			Sales Tax	$ 0.00
			Total Paid	**$ 1,350.00**

Thank you for your payment.
Please keep this receipt for your records.

SMMA

Wilmington Public Schools
121 Glen Rd
Wilmington, MA 01887

April 25, 2024
Project No: 22127.00
Invoice No: 0061155

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from March 30, 2024 to April 26, 2024
Fee

Total Fee	150,000.00			
Percent Complete	65.00	Total Earned	97,500.00	
		Previous Fee Billing	90,000.00	
		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	90,000.00	97,500.00
Additional Fees	0.00	108.61	108.61
Totals	**7,500.00**	**90,108.61**	**97,608.61**

Authorized By: Julie Leduc

INVOICE

 # INV-000052

Balance Due
$2,400.00

kartoonEDU
EIN 92-3619122
74 Surrey Lane
Sudbury Massachusetts 01776
U.S.A
978-261-7333
dave@kartoonedu.com
kartoonedu.com

Bill To
Town of Wilmington
121 Glen Road
Wilmington
01887 Massachusetts
U.S.A

Invoice Date :	26 Apr 2024
Terms :	Due on Receipt
Due Date :	26 Apr 2024

#	Item & Description	Qty	Rate	Amount
1	Video Pillar: The MSBA Opportunity	1.00	600.00	600.00
2	Video Pillar: Wilmington's Physical Needs	1.00	600.00	600.00
3	Video Pillar: Wilmington's Educational Needs	1.00	600.00	600.00
4	Video Pillar: Wildwood Project Timeline	1.00	600.00	600.00
			Sub Total	2,400.00
			Total	**$2,400.00**
			Balance Due	**$2,400.00**

Notes

Thanks for your business.

SMMA

Project Management

Memorandum

To:	School Building Committee	Date:	5/1/2024
From:	Julie Leduc	Project No.:	22127
Project:	Wildwood Early Childhood Center		
Re:	School Building Committee 2024		
Distribution:	(MF)		

School Building Committee Meetings

These School Building Committee Meetings had been scheduled for Wednesday evenings however, due to Wednesday presenting conflicts with other committees, we are looking to move to Tuesday evenings for the remainder of 2024.

These were the remaining meetings for 2024 that were scheduled on Wednesday evenings for the Wildwood School Building Committee.	These are the new meeting dates for 2024 that are scheduled on Tuesday evenings for the Wildwood School Building Committee.
• Wednesday, May 29, 2024	• Tuesday, May 28, 2024
• Wednesday, June 26, 2024	• Tuesday, June 25, 2024
• Wednesday, July 24, 2024	• Tuesday, July 23, 2024
• Wednesday, August 21, 2024	• Tuesday, August 20, 2024
• Wednesday, September 18, 2024	• Tuesday, September 17, 2024
• Wednesday, October 16, 2024	• Tuesday, October 8, 2024
• Wednesday, November 13, 2024	• Tuesday, November 12, 2024
• Wednesday, December 11, 2024	• Tuesday, December 10, 2024

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #12

May 1, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority



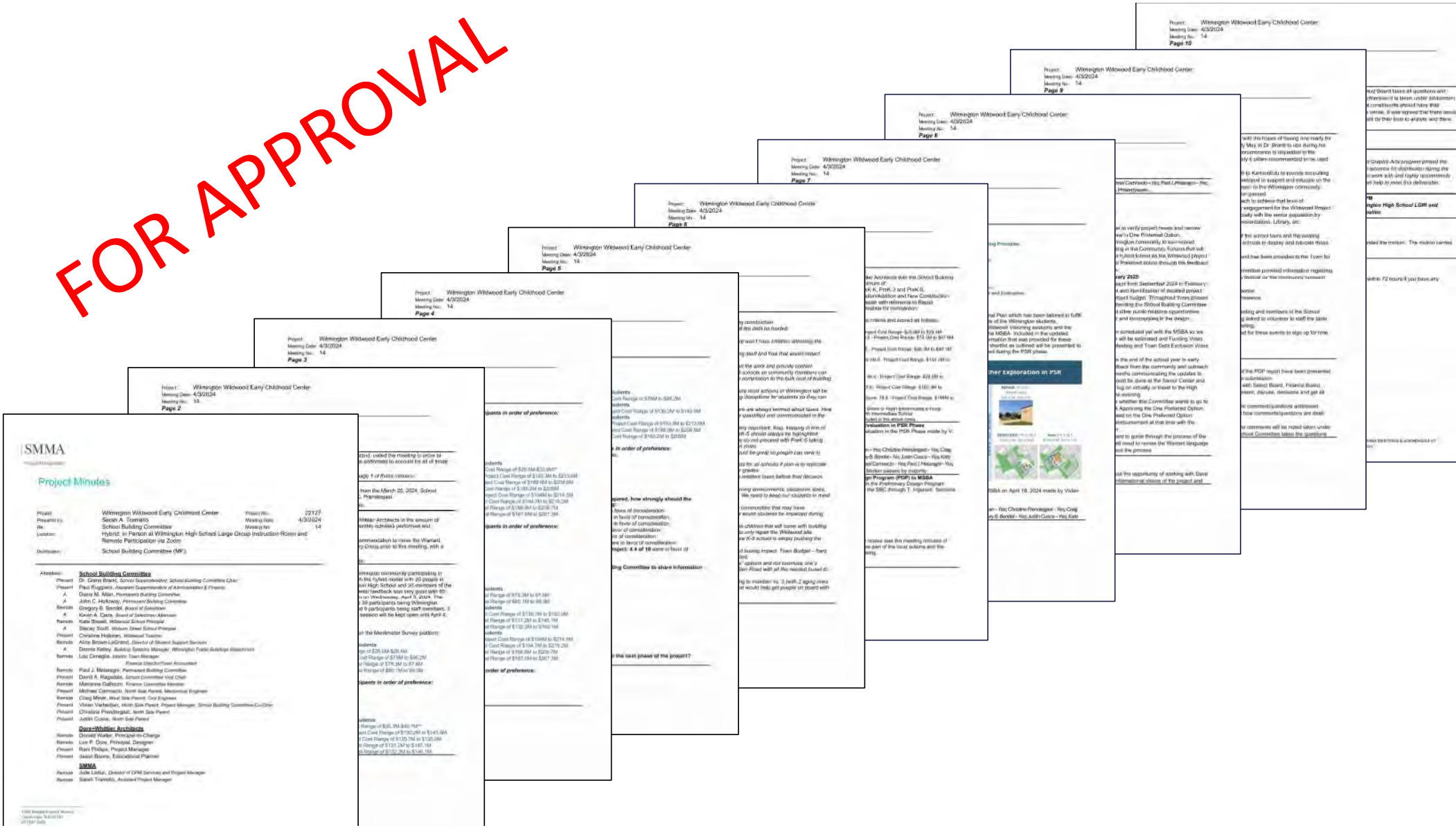
Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- PSR Overall Schedule Review
- PSR Programming Update
- Schedule Update
- SBC Public Relations Working Group Update
- SBC Sustainability Working Group – No Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- 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: 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. Milan, Permanent Building Committee
A: John C. Holloway, Permanent Building Committee
Remote: Gregory B. Bandel, 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: Alina Brown-LaGrand, Director of Student Support Services
A: Dennis Kelley, Building Systems Manager, Wilmington Public Buildings Department
Remote: Lisa Ciaraglia, Interim Town Manager
Finance Director/Town Accountant
Remote: Paul J. Melanson, Permanent Building Committee
Present: David A. Ragsdale, School Committee Vice Chair
Remote: Marianne Gallezot, Finance Committee Member
Present: Michael Carnevale, North Side Parent, Mechanical Engineer
Remote: Craig Minde, West Side Parent, Civil Engineer
Present: Vivian Varbedian, North Side Parent, Project Manager, School Building Committee Co-Chair
Present: Christina Prendergast, North Side Parent
Present: Justin Cuoco, 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 Lisdjo, Director of DPM Services and Project Manager
Remote: Sarah Tramello, Assistant Project Manager

Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
Page 2

Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
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Meeting Date: 4/3/2024
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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
Page 9

Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 4/3/2024
Meeting No.: 14
Page 10

Approval of Invoices



Town of Wilmington, Wilmington Public Schools

Wildwood Early Childhood Center

April 29, 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	$315,000	$135,000
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	$333,920	$566,080
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$90,000	$75,000
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	$9,950	$90,050	$0	$100,000	$109	$99,891
Subtotal	$300,000	$0	$300,000	$194,950	$105,050	$0	$300,000	$90,109	$209,891
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	$1,048,870	$151,130	$0	$1,200,000	$424,029	$775,971
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	$1,048,870	$151,130	$0	$1,200,000	$424,029	$775,971

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. 11

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	5/1/2024

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:

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		Total	**$ 42,750.00**		

Approved on _____

Activities for the Month of April 2024.

1. Review Preliminary Design Program draft developed by Dore+Whittier Architects and SMMA with the District and its consultants for the upcoming submission.
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3. Develop presentation materials for and attend the April 3, 2024 School Building Committee meeting to review and approve the preliminary shortlist of options for further development in the PSR phase.
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7. Draft PSR schedule
8. Meetings with Extended Leadership Working Group to review PreK, specials and school schedule.

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PSR Schedule Overview



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

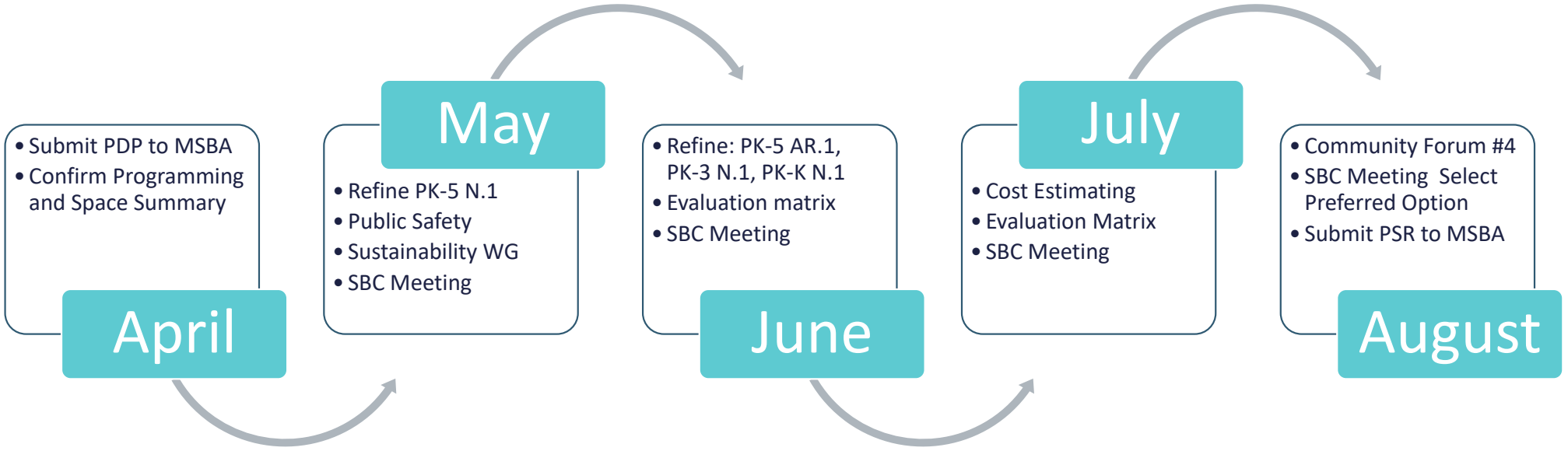


New: PK-5 N.1
$194.0 M- $214.5 M



Preferred Schematic Schedule Overview

From the few to the one…Preferred Option



PSR Programming Update



Programming Update

PreK: Classroom Count

Music: Instrumental Program + Schedule Impact

School Schedule: 6-day Cycle to 7-day Cycle

Spatial Priorities: Need-to-Haves & Nice-to-Haves
(If Any)

Schedule



SBC Meeting Schedule

Discussion to move SBC Meetings to Tuesdays

School Building Committee Meetings

These School Building Committee Meetings had been scheduled for Wednesday evenings however, due to Wednesday presenting conflicts with other committees, we are looking to move to Tuesday evenings for the remainder of 2024.

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• Wednesday, September 18, 2024	• Tuesday, September 17, 2024
• Wednesday, October 16, 2024	• Tuesday, October 8, 2024
• Wednesday, November 13, 2024	• Tuesday, November 12, 2024
• Wednesday, December 11, 2024	• Tuesday, December 10, 2024

SBC Public Relations Working Group Update




WILMINGTON PUBLIC SCHOOLS

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	5/28/2024
Re:	School Building Committee	Meeting No:	16
Location:	In Person at Wilmington High School Large Group Instruction Room Remote Participation via Zoom		Hybrid
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*
A	Gregory B. Bendel, *Board of Selectmen*
A	Kevin A. Caira, *Board of Selectmen Alternate*
A	Kate Bissell, *Wildwood School Principal*
Remote	Stacey Scott, *Woburn Street School Principal*
Remote	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*
Present	Nick Golden, *School Committee*
Remote	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
A	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*

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

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Item #	Action	Discussion
16.1	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.*
16.2	Record	**Approval of Minutes** D. Ragsdale motioned to approve the meeting minutes from the May 1, 2024, School Building Committee meeting, with a second motion by C. Prendergast. Roll call vote. The motion was carried by unanimous vote. Stacey Scott and Nick Golden abstained from the vote.
16.3	Record	**Approval of Invoices and Commitments** J. Leduc reviewed Warrant No. 12 consisting of invoices for: • Dore+Whittier Architects in the amount of $31,500 for Designer Services • SMMA in the amount of $7,500 for OPM Services. • Warrant No. 11, totaling $39,000. • Monthly activities performed and completed as listed on the Warrant. D. Kelley 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 V. Varbedian. Roll call vote. The motion was carried by unanimous vote.
16.4	Record	**Design Update** • R. Philip presented the shortlist alternatives in the PSR. The Dore+Whittier Architects focused on advancing the New Construction PreK-3 at Woburn Street and New Construction PreK-5 at the North Intermediate Site due to the similarities of those two options. They incorporated feedback from the Town and School Administration. • J. Boone walked the SBC through advances made on the PreK-5 at North Intermediate Option: o Floor layout was developed from bubble diagrams shown in the PDP submission to more hardline concepts. o Programmatic changes based on daily school schedule. On the first level one (1) art space and one (1) music space was removed and existing space was better utilized, such as the use of flex spaces to meet programmatic requirements. o PDP had four (4) PreK classrooms and two (2) self-contained special education spaces on the first level; the number of PreK classrooms was reduced to three (3). The improved first floor layout also showed the extended learning spaces outside of the classroom with one being in the PreK wing and six (6) in the Kindergarten wing. o The staff lunchroom was included on the 2nd level overlooking the student lunchroom per staff request as opposed to contained within the student lunchroom. o The 2nd level educational wings housing the 1st and 2nd grades were laid out similar to the PreK and Kindergarten wings with extended educational spaces and special education rooms. o The 3rd floor which will house the 3rd, 4th, and 5th grades has not yet been articulated conceptually. The intent is for the 4th and 5th grade wings to mimic the educational wings on the 1st and 2nd levels with the 3rd grade wing being above the gymnasium. o Conceptually the changes resulted in a narrower courtyard and a reduction in the width of the building overall. • J. Boone identified security locations to separate interior public spaces from the student spaces that contain general classrooms. o Members of the SBC expressed concern regarding student restrooms being located in the portions of the building identified as interior public spaces. This is no concern on the first level as the Kindergarten and PreK general classrooms all have their own bathrooms, but Dore+Whittier made note of these concerns to evaluate on the 2nd and 3rd levels. • Dore+Whittier demonstrated the site circulation for drop-off as well as parking. The new site layout would capture added space on South to work through the circulation and potentially add parking for the preschool.

Item #	Action	Discussion
		o A different access is being considered for the bus loop to isolate from the parent drop-off. The layout will still allow for a 3-sided courtyard and significant field space between the school and the parking spaces. • R. Phillips walked the SBC through advances made on the PreK-3 at Woburn Street: o R. Phillips walked the SBC through the site circulation and parking. o Floor layout was developed from bubble diagrams shown in the PDP submission to more hardline concepts. o Cafeteria/Kitchen, gymnasium, administrative offices, custodial/loading dock are all housed in one area in the building nearest to the main entrance. o The library is located in the student section of the building as opposed to the public section. o PreK and Kindergarten wings located on the first level capture extended learning areas and special education rooms. This option also captures the reduction in PreK classroom from four (4) to three (3). o Staff dining in this option is located on the first level between the PreK and Kindergarten wings. o The 2nd level overlaps a portion of the 3-sided courtyard creating a four-sided loop to accommodate the 1st, 2nd, and 3rd grade on that level while maintaining accessibility to the courtyard on the first level for maintenance. ▪ SBC members asked why programming was not included above the public spaces as opposed to the 4-sided loop option on the second level. Dore+Whittier noted that there was not enough programming to fill out the entire space above the public area of the building, so it made more sense to add a wing above the courtyard. o The library/media center is a 2-story room. In the PreK-5 option, the media center has raised ceilings to encompass the entire program but access is through one level whereas the PreK-3 has program elements on both level with access from both levels. o Security access to all educational wings allows for public access to the media center without compromising general classrooms spaces. o Gymnasium in the PreK-3 option is approximately 4,000 square feet whereas the PreK-5 option houses a 6,000 square foot gym. For scale, the high school gym is 12,000 square feet.
16.5	Record	**Schedule Update** • R. Phillips and J. Leduc detailed the design progress and meetings schedule through August 2024. o In May Dore+Whittier refined PreK-5 and PreK-3 new construction options, met with the Police and Fire Departments and presented them at the May SBC meetings. o In June Dore+Whittier will refine the PreK-5 Addition/Renovation option and the PreK-Kindergarten new construction options. The project team will also meet with the Sustainability working group. J. Leduc noted that the project team would be presenting the project updates to the Senior Center on June 11th, and there would be an SBC meeting on June 25th. o Cost estimating will take place throughout the month of July while the SBC and project professionals work on refining the evaluation matrix to define project priorities and allow for distinction to be made in the design alternatives based on those priorities. o The refined evaluation matrix will be filled out at the end of July once cost estimates are returned. o In August, there will be a Community Forum No. 4 will be held to present all the information to the public, giving Dore+Whittier enough time to incorporate the public feedback for the August SBC meeting where a Preferred Option will be selected using the evaluation matrix and cost estimates. The PSR will be submitted to the MSBA on August 29th. ▪ Community Forum No. 4 is scheduled to be held on August 8th.
16.6	Record	**MSBA PDP Comments** • Dr. Glenn Brand informed the SBC that the Town had received feedback from the MSBA on PDP submission just before the Memorial Day Holiday. Dore+Whittier Architects, SMMA and Wilmington

Item #	Action	Discussion
		Public Schools will be working together to answer their questions and provide their responses by June 10, 2024 as advised by the MSBA. • J. Leduc informed the SBC that one of the MSBA comments was to go through the exercise of bringing the Woburn Street. School and North Intermediate School up to code similarly to the design alternative at the existing Wildwood School (base renovation). o For cost comparison purposes only. o Dore+Whittier has gone through the exercise; MSBA is asking the SBC to carry 2 more options: ▪ PreK Addition/Renovation ▪ PreK-3 Addition/Renovation either at the Woburn Street site or at the Wildwood site. Both do not need to be considered. o V. Varbedian noted the MSBA wants to see the Addition/Renovation option on an occupied versus a non-occupied site for cost comparison. o SBC members reviewed the scoring of the two options from the evaluation matrix. The Woburn Street PreK-3 Addition/Renovation was scored a 62.8 and the Wildwood PreK-3 Addition/Renovation scored a 62.5. o V. Varbedian motioned to move forward with the PreK-3 Addition/Renovation at the Woburn Street site. The motion was seconded by J. Cusce. ▪ SBC members reaffirmed that the vote was to add this option to the list of design alternatives for cost comparison purposes as requested by the MSBA. ▪ The motion passed by unanimous vote.
16.7	Record	**Public Relations Working Group** • Michael Camoscio informed the SBC that a table for the Town Fun on the Fourth Fair had been setup June 26th-June 30th and needs to be manned. o Ideally, two members of the School Building Committee for each session in addition to other volunteers, a sign-up sheet will be sent out. o For the media, it was decided to be use poster boards that have already been created as they decided against TVs or videos due to being out in the elements. o C. Prendergast, a member of the Public Relations Working Group, has offered to donate a banner. The design for the banner is being put together. o The Public Relations Working Group will be putting together talking points so anyone covering the table will have the same talking points. The talking points will be approved by the SBC on June 25th. J. Leduc affirmed SMMA would help draft those talking points. o J. Boone noted that the existing graphic boards only show 5 design alternatives and does not include the two (2) options requested by the MSBA in the PDP comments for cost comparison. o J. Leduc noted the current boards could be updated to encompass the added design alternatives. o Dr. Brand added that any items that will be on the table should be approved through the SBC. J. Leduc affirmed this statement. o Dr. Brand recommended including information on the existing conditions study.
16.8	Record	**Discussion/Correspondence/New Items** • None.
16.9	Record	**Committee Questions** • D. Allen asked if there had been any indication of how much the MSBA was going to contribute to the project. J. Leduc responded that SMMA had spoken to MSBA about reimbursement and every space in the project scope is eligible for reimbursement. When the preferred option is determined the project will submit a project scope and funding agreement which will detail the reimbursement rate based on particular construction guidelines. o D. Allen added that she felt it would be difficult to explain to members of the public what spaces are eligible for reimbursement, and which are not. Discussion ensued with various SBC members regarding best practices to explain the cost of the project to the public.

Item #	Action	Discussion
16.10	Record	**Public Comments** • Town resident Scott Neville thanked SBC members for their time and commitment to the project and asked the committee members what they need to make their decision on the preferred design option.
16.11	Record	**Next Meeting: June 25, 2024, from 6:30 PM to 9:30 PM** ***Virtual via Zoom for Remote Participation***
16.12		**Adjourn** G. Brand invited a motion to adjourn. V. Varbedian motioned to adjourn. D. Ragsdale 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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Cambridge, MA 02138
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:	5/28/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room	Meeting No.	15

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 12
4. Design Update
5. Schedule Update
6. Working Group Updates
    - Public Relations Working Group
        - Community Outreach Events
            - July 4th Fun on the Fourth Events
7. Discussion/Correspondence/New Items
8. Committee Questions
9. Public Comments
10. Next Meeting: June 25, 2024
11. 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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617.547.5400

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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:	5/28/2024
Re:	School Building Committee Meeting	Time:	6:30pm
Location:	Wilmington High School Large Group Instruction Room and Remote Participation via Zoom	Meeting No:	15/16
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@wpsk12.com	Assistant Superintendent of Administration & Finance, Wilmington Public Schools
Remote	Diane Allan	gdallan@comcast.net	Permanent Building Committee Member
absent	John Holloway	j.hollowayjr@verizon.net	Permanent Building Committee Member
Absent	Gregory Bendel	gbendel@wilmingtonma.gov	Board of Selectmen Chair
Absent	Kevin A. Caira	kevincaira57@gmail.com	Board of Selectmen
Absent	Kate Bissell	kate.bissell@wpsk12.com	Principal, Wildwood School
Remote	Stacey Scott	stacey.scott@wpsk12.com	Principal, Woburn Street School
remote	Christine Holloran	christine.holloran@wpsk12.com	Wildwood School Teacher
remote	Alice Brown-LeGrand	alice.brown-legrand@wpsk12.com	Director of Student Support Services
	Dennis Kelley	dkelley@wilmingtonma.gov	Public Buildings Superintendent & Permanent Building Committee Chair
Absent	Lou Cimaglia	lcimaglia@wilmingtonma.gov	Interim Town Manager
Absent	Judith O'Connell	joconnell@wilmingtonma.gov	Assistant Town Manager
			Finance Director/Town Accountant
remote	Paul Melaragni	paul.melaragni@state.ma.us	Permanent Building Committee Member
	David Ragsdale	david.ragsdale@wpsk12.com	School Committee Chair
	Nicholas Golden	nicholas.golden@wpsk12.com	School Committee Member
present	Stephen Turner	stephen.turner@wpsk12.com	School Committee Member Alternate
Absent	Marianne Gallezzo	mgallezzo@wilmingtonma.gov	Finance Committee
	Michael A. Camoscio	Michael.Camoscio@stvinc.com	Community Member and Parent
remote	Craig Miner	cminer76@hotmail.com	Community Member and Parent
	Vivian Varbedian	v.varbedian@gmail.com	Community Member and Parent
excused	Christine Prendergast	chrissy521@gmail.com	Community Member and Parent
	Justin Cusce	jcusce17@gmail.com	Community Member and Parent
	Tracy Ingersoll	tracy.ingersoll@wpsk12.com	Assistant to the Superintendent of Schools, WPS
remote	Lee P. Dore	lpdore@doreandwhittier.com	Dore+Whittier Architects
remote	Donald M Walter	dwalter@doreandwhittier.com	Dore+Whittier Architects
	Jason Boone	jboone@doreandwhittier.com	Dore+Whittier Architects
	Rani Philip	rphilip@doreandwhittier.com	Dore+Whittier Architects
	Julie Leduc	jleduc@smma.com	SMMA
Remote	Sarah Traniello	straniello@smma.com	SMMA

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Warrant No. 12

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	5/28/2024

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*	61337	5/23/2024	$	7,500.00	0001-0000	$	45,500.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00012	5/21/2024	$	31,500.00	0002-0000	$	72,000.00
		Total	**$**	**39,000.00**			

Approved on _____

Activities for the Month of May 2024:

1. Meetings with Extended Leadership Working Group to review adjustments to programming.
2. Public Safety Meeting to review current options with Wilmington Police and Fire Departments.
3. Update PK-5 and PK-3 Space Summaries with program adjustments.
4. Development of options to reflect changes in revised Space Summaries.
5. Weekly meetings to review progress with Leadership Working Group.
6. Develop presentation materials for and attend School Building Committee meetings on May 1, 2024 and May 28, 2024 to review PSR schedule and design progress.

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DORE + WHITTIER

Dore & Whittier Architects, Inc.
212 Battery Street
Burlington, VT 05401

Wilmington Public Schools
161 Church Street
Wilmington, MA 01887

Invoice number 00012
Date 05/21/2024

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: May 1 to May 31, 2024

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	84.00	346,500.00	31,500.00	72,000.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	45.27	346,500.00	31,500.00	457,000.00
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
REIMBURSABLES					
GBCI Invoice LEED for Schools Registration	1,350.00	100.00	1,350.00	0.00	0.00
Subtotal	1,350.00	100.00	1,350.00	0.00	0.00
Total	855,270.00	46.57	366,770.00	31,500.00	457,000.00

Invoice total 31,500.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00012	05/21/2024	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

May 23, 2024
Project No: 22127.00
Invoice No: 0061337

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from May 1, 2024 to May 31, 2024
Fee

Total Fee	150,000.00			
Percent Complete	70.00	Total Earned	105,000.00	
		Previous Fee Billing	97,500.00	
		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	97,500.00	105,000.00
Additional Fees	0.00	108.61	108.61
Totals	**7,500.00**	**97,608.61**	**105,108.61**

Authorized By: Julie Leduc

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #13

May 28, 2024

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Design Update
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Adjourn

Approval of Minutes



FOR APPROVAL



SMMA

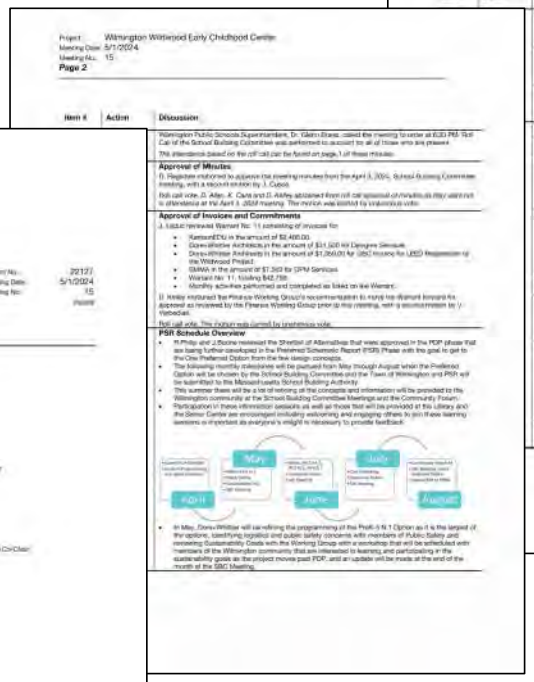
Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Translello	Meeting Date:	5/1/2024
Re:	School Building Committee	Meeting No.:	15
Location:	In Person at Wilmington High School Large Group Instruction Room / Remote Participation Via Zoom		Page
Distribution:	School Building Committee (MP).		

School Building Committee
- Present: Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
- Present: Paul Ruggieri, *Assistant Superintendent of Administration & Finance*
- Remote: Diana 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*
- Remote: Christine Holleran, *Wildwood Teacher*
- Remote: Alice Brown LaGrand, *Director of Student Support Services*
- Present: Dennis Kelley, *Building System Manager, Wilmington Public Buildings Department*
- Remote: Lou Cimaglia, *Interim Town Manager / Finance Director/Town Accountant*
- Remote: Paul J. Melanagro, *Permanent Building Committee*
- Present: David A. Ragsdale, *School Committee Vice Chair*
- Remote: Marianne Galeazzo, *Finance Committee Member*
- Present: Michael Camposano, *North Side Parent, Mechanical Engineer*
- Remote: Greg Miner, *West Side Parent, Civil Engineer*
- Present: Vivian Vaitkevitch, *North Side Parent, Project Manager, School Building Committee Co-Chair*
- Present: Christina Prendergast, *North Side Parent*
- Present: Justin Colace, *North Side Parent*

Dore+Whittier Architects
- Remote: Donald Walker, *Principal-In-Charge*
- Remote: Lee P. Dore, *Principal, Designer*
- Present: Pam Phillips, *Project Manager*
- Present: Jaleni Bodine, *Educational Planner*

SMMA
- Remote: Julie LeGuc, *Director of OPM Services and Project Manager*
- Remote: Sarah Translello, *Assistant Project Manager*



Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 5/1/2024
Meeting No.: 15
Page 2

Item #	Action	Discussion

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.

Approval of Minutes

D. Ragsdale motioned to approve the meeting minutes from the April 3, 2024, School Building Committee meeting, with a second motion by J. Cusco.

Roll call vote. D. Allan: A. Caira and D. Kelley abstained from roll call approval of minutes as they were not in attendance at the April 3, 2024 meeting. The motion was carried by unanimous vote.

Approval of Invoices and Commitments

J. LeGuc reviewed Warrant No. 11 consisting of invoices for:

- KarbonEDU in the amount of $2,400.00.
- Dore+Whittier Architects in the amount of $31,500 for Designer Services.
- Dore+Whittier Architects in the amount of $1,260.00 for DEC Invoice for LPD Registration of the Wildwood Project.
- SMMA in the amount of $7,343 for OPM Services.
- Warrant No. 11, totaling $42,759.
- Monthly activities performed and completed as listed on the Warrant.

V. Kelley motioned the Finance Working Group's recommendation to accept the Warrant forward for approval as reviewed by the Finance Working Group prior to this meeting, with a second motion by V. Vaitkevitch.

Roll call vote. The motion was carried by unanimous vote.

PSR Schedule Overview

- R. Philby and J. Boone reviewed the Shortlist of Alternatives that were approved in the PDP phase that are being further developed in the Preferred Schematic Report (PSR). Please with the goal to get to the One Preferred Option from the five design concepts.
- The following monthly milestones will be pursued from May through August when the Preferred Option will be chosen by the School Building Committee and the Town of Wilmington and PSR will be submitted to the Massachusetts School Building Authority.
- This summer there will be a lot of refining of the concepts and information will be provided to the Wilmington community at the School Building Committee Meetings and the Community Forum.
- Participation in these information sessions as well as those that will be provided at the Library and the Senior Center are encouraged including welcoming and engaging others to join these learning sessions as important as everyone's insight is necessary to provide feedback.

- In May, Dore+Whittier will be refining the programming of the PreK-5 N.1 Option as it is the largest of the options, identifying logistical and public safety concerns with members of Public Safety and reviewing Sustainability Goals with the Working Group with a workshop that will be scheduled with members of the Wilmington community that are interested in learning and participating in the sustainability goals as the project moves past PDP, and an update will be made at the end of the month at the SBC Meeting.



Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 5/1/2024
Meeting No.: 15
Page 3

Item #	Action	Discussion

- In June there will be a refinement of the remaining options namely PreK-5 (K-1, PreK-3 N.1 and developing an evaluation matrix to distinguish the most important components, characteristics, and attributes of each of design options and functions using them to determine which would more feasible to be the Preferred Option.
- There will be an SBC Meeting to review all the work as it has been developed. In July the cost estimating will be done on the Design Options to work on the one elaborated during the month and look at the Evaluation Matrix and review with the School Building Committee and have the Community Forum at the beginning of August with the SBC Meeting to select the Preferred Option and submit the Preferred Schematic Report to the MSBA at the end of August.
- D. Allan suggested reaching out to the Senior Center for getting additional feedback regarding this project.
- G. Brand advised that there have been 2 attempts to reach out to the Senior Center. However, there will be the School Committee, Town Meeting at the Senior Center, and Mini-a-Group, and discuss this public meetings with about its process or so and others who will ask additional groups of where meetings can be set to receive the updates for the project.

PSR Programming Update

- R. Philby updated the Committee regarding the first programming update that was made updating the Classroom Count to PreK. There was 1 additional classroom in the count that needed to be and it has been removed.
- Right now, there is a Music / Instrumental Program where students are pulled out 4-5 times/week and if it were to be added as a special program, it could potentially require one ILP classroom. Looking at the classroom count for Music and how it would impact the schedule and if would add/subtract/shift day to the school schedule. This was part of the discussions and is continuing. It was stated that the instrumental program would be left as it is (pull-out program) on Monday, and do a re-look at looking at the school schedule as far as it would be a six-day schedule or a seven-day schedule.
- There is a bit of a discussion regarding special providers to look at the way spaces are programmed at the end of PDP. For example, specialized rest rooms that students were brought to or if groups of specialists would be in a shared space and then the specialists would be going out to the students. It was important to see how that would look and work to change how specialists would be located, how and where the students are being serviced. It was looking at a bit of the need to review and the back-to-bases because it is the difference between a sprinkling of multiple offices across the building or offices with a group of specialists within and the layout would look like strategic, hoping to not that a little bit cluster. It square footage needs to be put, are there pieces that could be shared or utilized differently (e.g., Art room, STEM room and how would the program be impacted.
- The third programming meeting is occurring on May 3, 2024, and hoping some resolutions and some forth to finalize the space summary for the phase and begin refining the concept drawings.
- G. Brand summarized that all the Principals are present from all of the schools being considered for this facility and the central office members that are involved with Dore+Whittier and SMMA to assist in the replication of the programming in a consolidated fashion for a STEM education, with improvements for educational programming for students. It is a little more challenging and a little more complicated but keeping all in mind as the programming is an intersection with space with all of this and the guidance and leadership of the Design Team to help navigate that.
- D. Ragsdale asked that it is understood that Dore+Whittier is looking for efficiencies across the buildings in the consolidation that are opportunities for combining space and staff. G. Brand advised that grappling with the District's enrollment depending on how many class cycles are offered in points to the utilization of space. For example, an Art Room, in a PreK-5 has 3 Art Rooms scheduled and depending on which way the program proceeds in how many days a class in 4th grade receives Art instruction it could mean the balance between seeing only one classroom or two. There is a big difference in that being between the day and this is the part of thing that is being grappled with right now. To best utilize space where from the morning day we do not have enough space and learning Art in an Art-Div-A-Cart because there is not enough space for all the students in the classrooms to go to.
- These are the things that need to be thought of even if it is 4 years away because it needs to be committed to in this phase of the program and by August have the all scored down and a plan in place. The staffing piece as well or something that is being looked at as well and fortunate that piece can be looked at further after this as a comment in August with the PSR to the MSBA in the spring.



Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 5/1/2024
Meeting No.: 15
Page 4

Item #	Action	Discussion

- what these clothing pieces will look like. There will be some discussion with how noisy offices down will be and desks there will be portables for duty (our how many adults will be present in the duties based on which direction this project flows with the number of staff available in each of the elementary schools on the other side of town. Right now, these teaching staff are based, if we put a PreK-5 school online and have 2 Art educators in this building full-time, the District will need to determine the impact that will have on the staffing and the rest of the District.
- D. Kelley asked if a PreK-3 is subdivided for the North side of town, you don't split classrooms unless the Wilkerson Street School is kept alive and spread both out more and offer the same number of classrooms and teaching.
- G. Brand advised that there is strong consideration of how it is offered and where it is offered. STEM education is an important direction it is pursuing for Wilmington like many other Districts have done at the elementary level. It needs to be addressed at a leadership team level how it is going to be done and how it can be easier to sustain and replicate in a school and also for the next one or even all well. This is not to be a program that is for only one side of town. It needs to be done to be replicated for the sake side equally in what was done for the north side without complication. It can be complicated and challenging but all the same time the opportunity is here to make the best program for these students that fits their needs with their new building.
- D. Kelley advised that there considerations for one school will be important and impactful to the Facilities Department and the decisions made as they make capital improvements or specific schools for town, etc.

Meeting Schedule

- J. LeGuc reviewed the dates for the remainder of 2024 the same previously distributed consistent with the Wednesday meeting dates that aligned with most of the Committee Members calendars polled at the beginning of the project. Taking into consideration the Finance Committee meets on Tuesdays during Budgeting season, School Board meets on Monday evenings, Permanent Building Committee Meetings which are convening the Town Hall Building Committee to discuss Senior Center Building Construction projects have their set meeting dates on Wednesday. There are challenges to our School Building Committee achieving a quorum. For the remainder of the year, the Leadership Working Group is considering moving the School Building Committee Meetings to Tuesday evenings and when Budgeting Season comes around in the early part of 2025 another day of the week will be considered to hold the meetings to meet scheduling needs as Finance Committee will impact Mr. Galeazzo, Town Manager and Assistant Town Manager, and a few others.
- G. Bendel advised that October 15, 2024, will be a conflict with the Select Board's Meeting. J. LeGuc recommended the October 15, 2024, meeting be moved to October 8, 2024. Towards November 2024 the dates for schedule for spring 2025 will be finalized. J. LeGuc advised that the School Building Committee Meetings will continue to meet hybrid as it has worked successfully. D. Kelley advised that the meeting invitations would need to be updated.

Public Relations Working Group

- **Town Meeting Informational Video**
  - J. LeGuc advised that KarbonEDU has developed a video for informational outreach purposes that will be shared with the School Building Committee, and it will be shared with the Town Meeting at the meeting on Saturday.
  - Three pillars have been developed to provide the message to the community about the MSBA Process, the Project Information and Details, the Existing Conditions of the Wilmington Schools, the Design Options, and the Student Programmatic Needs.
  - M. Galeazzo advised that the Wildwood was shut down because of the oil spill and the school building did not fail.
  - D. Holleran advised that Wildwood has ongoing issues in the building that she was aware of in the 20 years teaching in it.
  - D. Ragsdale advised that the building had been shut down several times due to heating issues.
  - K. Caira advised that the building was intended so that the students could return to school to them in the building.
  - G. Brand advised that former Town Manager Jeff Hull and then Superintendent of Public Buildings and Ex. G. Brand himself made a collective decision that it did not seem in everyone's



Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 5/1/2024
Meeting No.: 15
Page 5

Item #	Action	Discussion

best interest to return to the Wildwood. That was a collective decision and why that building is not in operation right now, despite the opinions of the state or status of the Wildwood school's building.
- K. Caira advised that there were 6 SOE studies in the Town of Town over a 10-15 to 6-10 the systems. Dr. Brand clarified that the 6 SOE were feasibility and efficiency assessed by the MSBA in 2020.
- D. Kelley advised that some of the pictures used in the video by KarbonEDU of the Wilmington areas of the abandoned school not of the school when it was active as a school vs. substitute pictures with all the leftover furniture collected and that one room in the school.

- **Fun on the 4th**
  - V. Vaitkevitch advised that the Public Relations Working Group is planning on playing the KarbonEDU video of pillars at the Park on the 4th event.
  - There will be a table set up with a tent overhead with a few pom poms so school pennants and children, so our table without going overboard.
  - The plan is to have a survey set up as well working with Dore+Whittier and SMMA on put together a short survey that after watching these short videos the community member can identify which option would be preferable.
  - We have a tentative between 9:00 AM or close to the table over the 4 days of the mix so the 4th events.

Sustainability Working Group

- The Sustainability Working Group has not met since the first meeting in PDP but there will be several meetings over the next 2 months to look at different update-ability components, and incentives in addition to a workshop that stakeholders can participate in to look at setting goals so it will be something that we'll update as to the workers on with an update at the next SBC meeting. J. LeGuc advised that the Sustainability Working Group is actively looking for participants to join so if there is anyone who has an interest in joining, please reach out and let us know.

Discussion/Correspondence/New Items

- None.

Committee Questions

- None.

Public Comments

- None.

Next Meeting: **May 20, 2024, from 6:30 PM to 8:30 PM**
Hybrid Meeting: In Person at Wilmington High School LGIR and Virtual via Zoom for Remote Participation

Adjourn

G. Brand invited a motion to adjourn.

V. Vaitkevitch motioned to adjourn. G. Bendel seconded the motion. The motion carried by unanimous vote.

Wildwood Powerpoint Slides

...ote the understanding reached. Please contact the author within 72 hours if you have any ...forward with these Project Minutes.

Approval of Invoices



FOR APPROVAL

Project Management | SMMA

Warrant No. 12

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	5/28/2024

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*	61337	5/23/2024	$ 7,500.00	0001-0000	$ 45,500.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00012	5/21/2024	$ 31,500.00	0002-0000	$ 72,000.00
		Total	**$ 39,000.00**		

Approved on _____

Activities for the Month of May 2024:

1. Meetings with Extended Leadership Working Group to review adjustments to programming.
2. Public Safety Meeting to review current options with Wilmington Police and Fire Departments.
3. Update PK-5 and PK-3 Space Summaries with program adjustments.
4. Development of options to reflect changes in revised Space Summaries.
5. Weekly meetings to review progress with Leadership Working Group.
6. Develop presentation materials for and attend School Building Committee meetings on May 1, 2024 and May 28, 2024 to review PSR schedule and design progress.

1633 Massachusetts Avenue
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Design Update



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



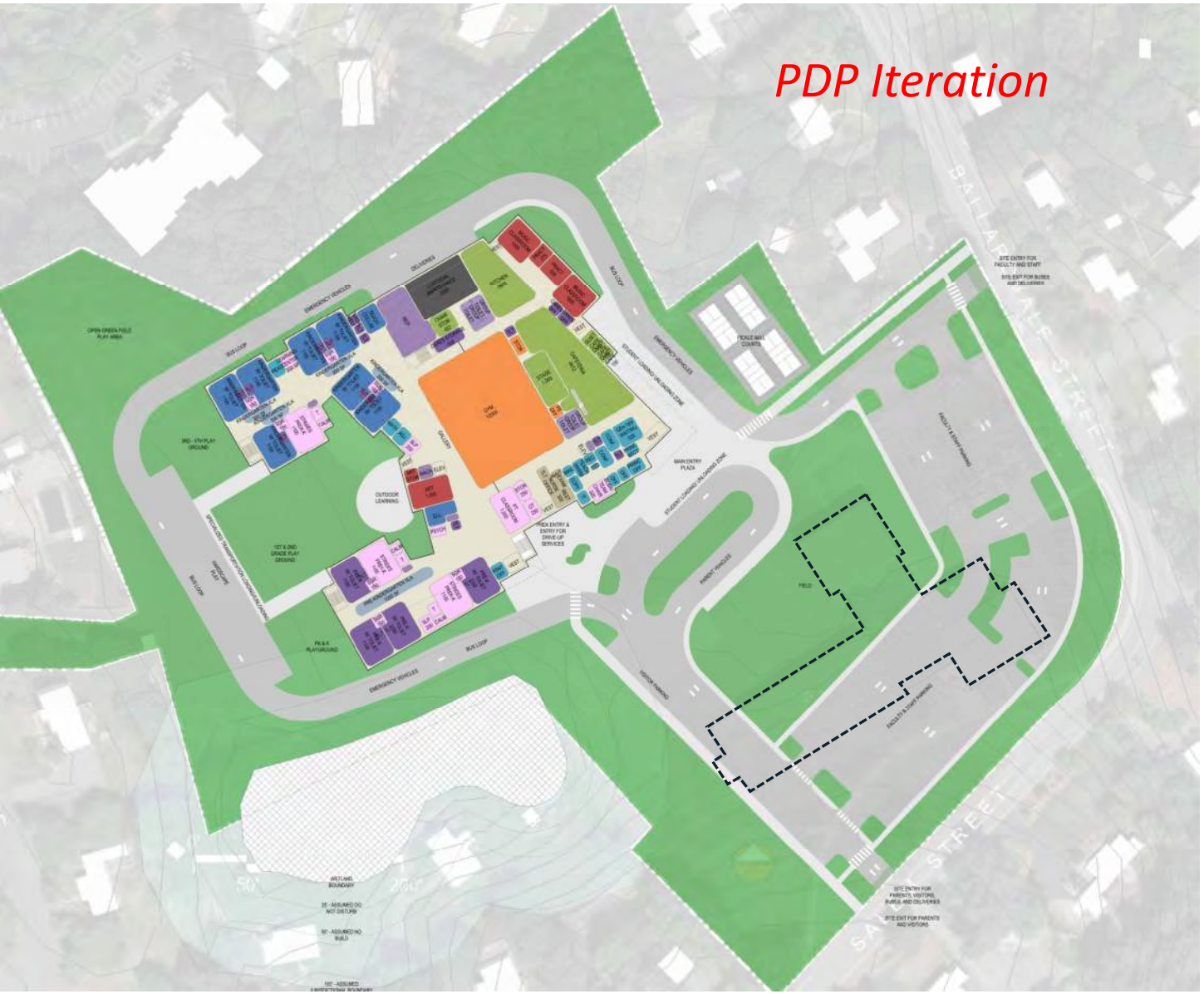
RENO/ADD: PK-5 AR.1
$193.3 M- $213.6 M



New: PK-5 N.1
$194.0 M- $214.5 M



PDP Iteration







Third Floor



Second Floor



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th

Option PK-5 N.1



Level 1 - progress

Option PK-5 N.1



Level 2 - progress

PDP Iteration



PSR Iteration



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th



PDP Iteration



Main Level



Lower Level



N.1 New Construction @ Woburn Street Site

Site Plan

1" = 40'

PK-3rd

Special Note: This illustration 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.

Option PK-3 N.1



Level 2 - progress

Option PK-3 N.1



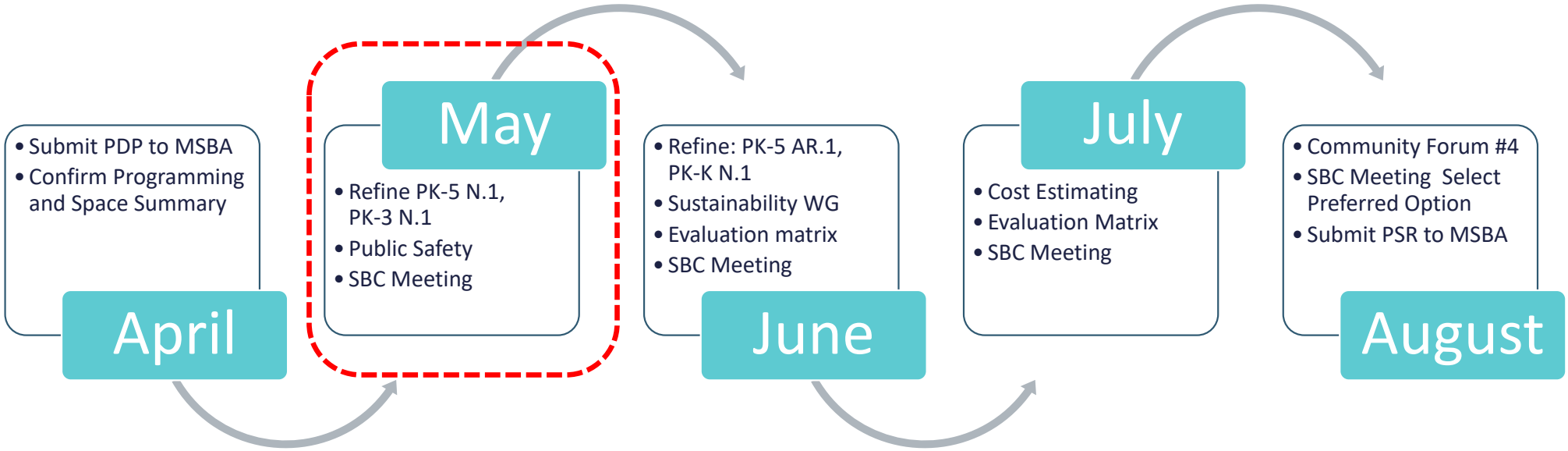
Level 1 - progress

Schedule



Preferred Schematic Schedule Overview

From the few to the one…Preferred Option



June:

- ❑ Refine PK-5 N.1 and PK-3 N.1
- ❑ Refine PK-K N.1 and PK-5 AR.1
- ❑ Prepare cost estimating package

Next SBC Meeting: June 25th



MSBA PDP Comments

Additional options for study in PSR for Cost Comparison:

- PK-K AR.1
- PK-3 AR.1 or PK-3 AR.2





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:	6/25/2024
Re:	School Building Committee	Meeting No:	17
Location:	Remote Participation via Zoom		Hybrid

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*
A	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
A	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
A	Stacey Scott, *Woburn Street School Principal*
Remote	Christine Holloran, *Wildwood Teacher*
A	Alice Brown-LeGrand, *Director of Student Support Services*
Present	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
A	Eric Slagel, *Town Manager*
Present	Judith O'Connell, *Assistant Town Manager*
Present	Nick Golden, *School Committee*
A	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*
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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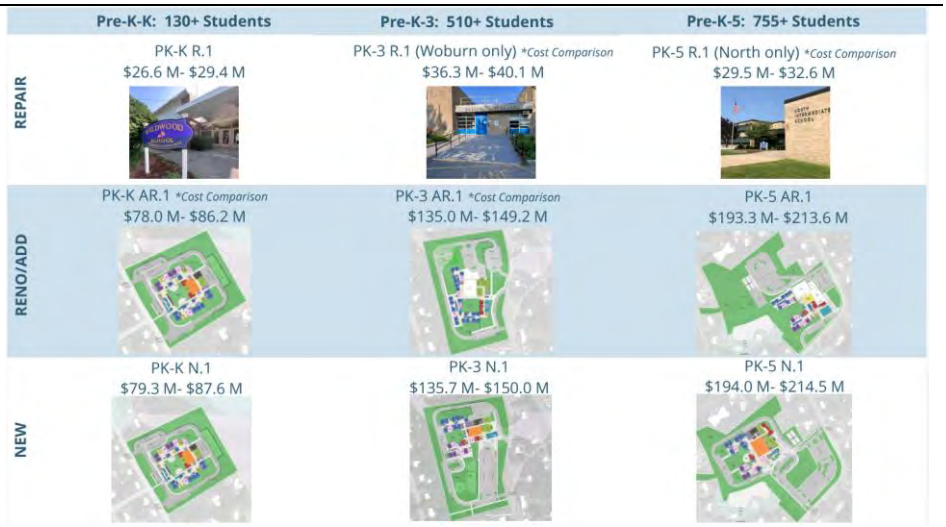
Item #	Action	Discussion
17.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:38 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. *The attendance based on the roll call can be found on page 1 of these minutes.*
17.2	Record	**Approval of Minutes** V. Varbedian motioned to approve the meeting minutes from the May 28, 2024, School Building Committee meeting, with a second motion by D. Allan. Roll call vote. The motion was carried by unanimous vote. Greg Bendel, Kate Bissel and Marianne Gallezzo abstained from the vote.
17.3	Record	**Design Update** • R. Philip presented the shortlist alternatives being further developed in the PSR Phase. Dore+Whittier Architects reviewed the comparison of existing populations of the PreK-K of the Wildwood School only, PreK-3 of the Wildwood School and Woburn Street School and PreK-5 at Wildwood School, Woburn Street School and North Intermediate School with comparison to proposed square footage for each configuration in the PDP Phase and where it is currently in the PSR Phase, in comparison with the MSBA Guidelines and the Proposed Gross Square Footage per Student.

	Existing	PDP Proposed	PSR Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	64,935	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	115,293	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	163,573	109,475*	196

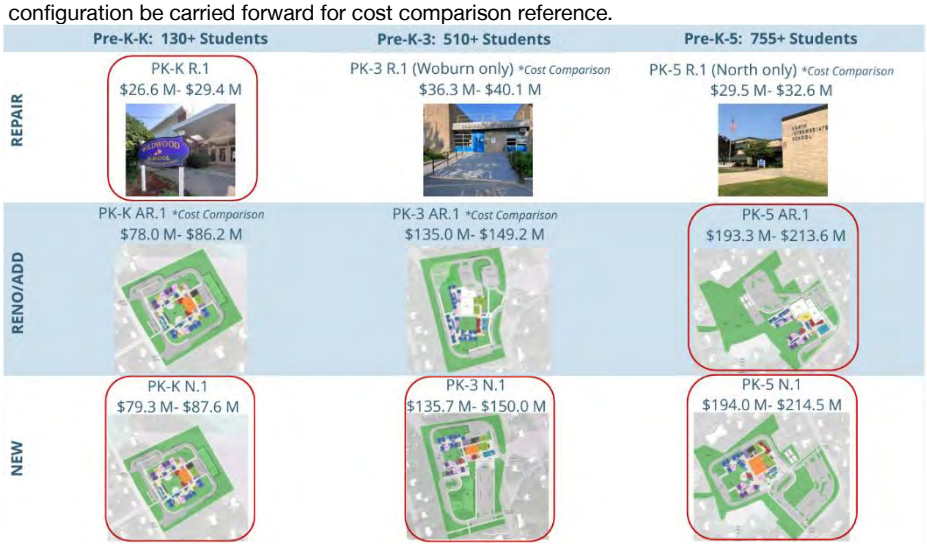
* As a result of MSBA net-to-gross multiplier other than 1.50.

- **Shortlisted Options Under Review: New, Renovation/Addition and Repair for PreK-K, PreK-3 and PreK-5**
  At the end of the PDP Phase, the PDP was submitted to the MSBA with 5 shortlisted options that were set aside as those that would be carried forward for the project into the PSR Phase. The MSBA provided their feedback and indicated their interest in seeing the Repair and Addition/Renovation options for PreK-K, PreK-3 and PreK-5 to be carried forward for Cost Comparison only. The further development would continue on the options shortlisted by the School Building Committee.

Item #	Action	Discussion



- **Shortlisted Options vs. Options Carried for Cost Comparison**
  Those options framed in red below are the shortlisted options carried forward from PDP Phase into PSR Phase. MSBA requested that Repair and Renovation/Addition options for each grade configuration be carried forward for cost comparison reference.



- **Shortlisted Design Options and Site Circulation**
  R. Philip reviewed Design Options for PreK-K, PreK-3 and PreK-5 during the PDP Phase. After having met with Wilmington Police and Fire, reviewing the plans with them changes were able to be made to the plans seeing where geothermal wells could fit within the site, explore the grading changes of the site, explore the circulation pattern on the site, make changes to the footprint of the building to make efficiencies more effective in the PSR Phase. There were also opportunities to explore Site Circulation for each of the options for buses, vehicles and PreK vehicles for pick-up and drop-off to explore options.

Item #	Action	Discussion
		For the PreK-5 option at North Intermediate, playground space was to a new location alongside the building as it availed for there to be better use of space for playfields near Ballardvale Street as a buffer to the school and parking with a pickleball court closer to Salem Street. This allows for the flexibility for use of the pickleball courts and the playground and fields during any period of time that there is an event going on at the school. There is also a hardscape play space and more green space on the other side of the building for student use. There is an emergency access from Arlene Avenue that is directly resulting from the meetings with Public Safety. The emergency access from Arlene Avenue would be protected by a gate or bollards of some kind as it would be used exclusively for emergency. There are 2 other security gates on site for safety.
17.4	Record	**Evaluation Matrix** R. Philip reviewed the criteria on which the Evaluation Matrix will be based similar to that done in the PDP Phase. Criteria are as follows:  In the July meeting, the Evaluation Matrix that was used in the PDP Report will be used for the PSR Phase and further developed for moving forward and further defining the evaluation of the options against the criteria. There were 18 options explored in the PDP Phase and brought down to 5 options plus the 4 additional for cost comparison for a total of 9 options reviewed in the PSR Phase. J. Leduc walked the SBC through the evaluation steps that will be taken and when occurring for the Evaluation of the options for the July and August meetings before the final single option is decided by the SBC that will be submitted to the MSBA at the end of August with the PSR Report. J. Leduc mentioned that there will be a Community Forum on August 7, 2024 at 7pm in addition there will be opportunities to discuss the project at the Fun on the Fourth Events starting this coming week leading up to the 4th of July holiday. There will be a QR code as well as paper versions of the survey if people are no comfortable filling out the electronic version of the survey. All of the data from this survey will be reported back to the School Building Committee through the Public Relations Working Group so that it will be able to give a good sampling of what the community at large is thinking, saying and hoping to achieve with the project. D. Allan asked about the Evaluation Matrix for the July Meeting whether it would include the cost implications for the options and/or the tax implications for the individual taxpayer. The evaluation matrix currently does not show this and it would be nice to have this information for the residents of the town to

Item #	Action	Discussion
		help the Committee focus in on which of the options is the best for the town. *J. Leduc advised that with L. Dore this has been discussed and once there is a preferred option, the MSBA will allow for the data to be entered into their 3011 spreadsheet which will provide the data implications we are seeking with relation to the town's eligible costs will be and what will be the MSBA's costs. Once the 5 options are estimated again, L. Dore and J. Leduc will be taking the data and entering the information into the 3011 form to provide the latest range for each option to know where these would stand for the project. L. Dore advised that it is very different trying to select planning for a school that has a variety of grade configurations versus selecting from several different options for one single grade configuration as there will be a distinct favorite for each scenario category and this will become much clearer as the evaluation matrix is populated more completely. The PreK-K, PreK-3 and PreK-5 are all pretty clear solutions for the Town and all will have different price points for the Town. Knowing this is challenging, Dore+Whittier and SMMA are going to provide the Committee with as many tools as possible. Part of that will be finding out what will be the MSBA's reimbursement which will vary between the options, there will be a range of local share, and it will be comparative to the other options. The Repair Only options will be locally funded. There will be a clear winner for each of these categories and the biggest decision for you will be what will be the best value for the town. These are what the Committee will need to be thinking about and discussing as we move towards August.* D. Ragsdale asked if SMMA or Dore+Whittier have worked on a weighted matrix as it seems that everything on each of the categories for the survey are equally weighted versus those that would matter more to the Committee than others. For instance, if Community Use is something that is more important that Construction Impacts than it would most like be need to be altered n the survey system to appear weighted in this configuration manner. *J. Leduc advised that when originally setting out for the criteria definition and there were originally between 30 and 40 points of criterion each was equally weighted but the Committee has it within its purview to decide what is more important and further weigh the options accordingly but it may require another meeting to go through each one of these line items and categories which ones are more of a priority to the Committee.* M. Gallezzo asked if what is being stated by Dore+Whittier and SMMA is that by August, the Committee will have a good idea of the range of what the MSBA will be giving the Town back or are we not expecting that? *L. Dore advised that yes, Dore+Whittier and SMMA will provide a range of MSBA participation for August knowing that it is best assumptions and it will potentially change until MSBA weighs in on their final decision. The best that can be done is provide you, the Committee, with tools based on the previous experiences obtained with other projects and communities involvement with the MSBA and how ineligible and eligible have been interpreted for the costs associated with the project.* D. Kelley advised that as one is looking at the 3 configurations of PreK-5, PreK-3 and PreK-K it needs to be recognized that each of these is going to be a different educational experience for the other based on what is decided. Something similarly may need to be looked at soon afterward on the other side of town to make sure that the educational environments are the same for every student in that same grade configuration. It is something to be thought about further.
17.5	Record	**Budget and Schedule Update** For July, there has been the cost estimating package with more narrative to clarify scope to be considered during cost estimating. The evaluation matrix will be underway to be filled in working towards its completion where it will be shared with the SBC on July 23, 2024.
17.6	Record	**Public Relations Working Group** • Michael Camoscio advised that Fun on the Fourth Event is all set to get started with the SBC table has been setup June 26th-June 30th and many thanks to the School Committee for stepping up and volunteering their time for filling in a good number of the open spots that needed filling. M. Camoscio further advised of the need for additional volunteers to take some time slots for discussing the project with the Wilmington community during the open slots that had not been taken yet as more participation is needed. • M. Camoscio also discussed having put together a list of frequently asked questions that could be asked and answered for the Fun on the Fourth event. The answers will also be posted on the project website as well. • Community Forum No. 4 on August 7, 2024 at 7pm via Zoom Webinar. • Mailing is being put together for the Water Bill.

Item #	Action	Discussion
		• Further updated regarding the details of the Mentimeter survey that would be distributed for feedback to be obtained through QR code and in hard copy. • Working on putting together a Senior Center visit as recommended at the Fun on the Fourth that will be advertised in the July newsletter. **Senior Center Visit** • G. Brand and J. Leduc provided an update about their visit to the Senior Center to discuss the Wildwood School project with the Seniors. • D. Allan and her husband were in attendance and J. Leduc advised that it was a great opportunity to stop and listen to what was known about the Wildwood School Project and the partnership with the MSBA. • The meeting had not been in the newsletter long so there wasn't a large audience but it is hope that there will be another future visit where more attendees will be present. • It was a good opportunity to get the perspective of the Seniors in the community and their thoughts on the project. In attendance there were 4, Mr. & Mrs. Allan, Terry from the Senior Center and Audrey. **Project Naming** • J. Leduc advised that the meeting with the Seniors brought to light that there is some misunderstanding about the mission of the Wildwood School Project because it is named after the Wildwood Early Childhood Center because it was the school that was the most in need at the time of the Statements of Interest being submitted to the MSBA and being chosen to be admitted into the grant program. With it exploring 3 grade configurations on 2 additional sites other than Wildwood there is a bit of confusion and it is being taken under consideration whether the project should be rebranded but still remain the same with the MSBA. • M. Gallezzo would like for the Committee to get back in front of the Senior Center community again in August before the decision is made for the project and J. Leduc advised that discussions had already been made with Terri to get it into the newsletter and scheduled. • M. Gallezzo advised that she wanted to get the Seniors feedback before the decision is made on the single option in August to submit the PSR to the MSBA. • J. Leduc advised that it was schedule for the latter part of the month of August. D. Allan and her husband did provide a great amount of information and questions during the meeting. • E. Slagle advised that it would be beneficial to change the name of the project to get people to engage with the project especially with the disconnect from the Wildwood and have it be Elementary School Project. It would also remove the potential stigma that might still be residual from the oil spill accident at the Wildwood as well. • G. Bendel wanted to remind that this is related to the Wildwood School project and want to stay consistent with the original mission given it was G. Bendel's motion to do the feasibility study for the Wildwood School and it is not just for an Elementary School Project but one to replace the Wildwood School. • M. Camoscio advised that we need to be very explicit in detailing what the costs will be for the Town, the students, the taxpayer, and each of the schools if we do nothing. Repairs are only going to last for so long and have an accumulated cost spread out over a period of 10 years scheduled as needed. However, the space within the school still remains the same and there is no programmatic educational space that would be needed to upgrade these buildings to provide a 21st century education and the cost of construction would escalate over time making it more expensive in the future to build the same building in 5 years that you would start building next year. • M. Gallezzo asked if there was any way of putting off the decision so that it did not have to be made in August. J. Leduc advised that a submission needed to be made to the MSBA for the August deadline as the project is on a track to move along in their process to Project Scope and Budget, etc. This project has already taken a pause. • M. Gallezzo advised that there is a concern that the project could fail at Town Meeting if the numbers are too high and there may be a desire for their to be provided an option to do a different configuration that could potentially be less expensive to the taxpayer. • D. Allan viewed the poster being used for the Fun on the Fourth event and provided feedback on the board was positive with providing the detail needed to inform them in great detail. Seniors are

Item #	Action	Discussion
		concerned about the cost of the project as good value is wanted for their dollar with a good replacement for the Wildwood School.
17.7	Record	**Discussion/Correspondence/New Items** • None.
17.8	Record	**Committee Questions** • D. Ragsdale advised that a full perspective needs to be shown of the ramifications of what the costs will be once the cost estimates come through and it is determined what the MSBA will be paying as eligible costs and what the plan will be for the remainder to be picked up by the Town and how much that will look like. It is important to have it all spelled out. • K. Caira advised that it comes down to the almighty dollar and how much it will cost and it is important to know how much these options will cost before proceeding forth with a decision. Advocating right now that a PreK-3 looks like the most viable option for the land and cost because it could be something that could be duplicated on the other side of town and have equity with both PreK-3 schools costing together what it would cost to build 1 PreK-5 school. Meanwhile maintaining the other 2 schools for the fourth and fifth grade students. It is going to come down to what is going to cost to the taxpayer.
17.9	Record	**Public Comments** • **Michelle Feeney, 5 Arlene Ave.** 1. Is there one email to send my questions to in order to get them answered? Does that email go to all Committee Members? *G. Brand advised that the email address is on the Wildwood School Project website and advised that the Superintendent's office and OPM receive the emails and then they are routed to the School Building Committee.* wildwoodprojectquestions@wpsk12.com 2. What happens to the land if Option 3 is chosen for the PreK-5 at the Woburn Street and the Wildwood? *V. Varbedian advised that this is a question for the Select Board and not for this Committee to decide.* 3. At the Fun on the Fourth event what option will be pushed? Will all options be discussed? Is there one option that will be pushed? *V. Varbedian advised that the School Building Committee is staying very neutral about the options as the purpose of the event is to listen to the Wilmington community members to get their thoughts and impressions on the options provided. There is no desire to push any option specifically.* • **Stephen Turner, School Committee** 1. What is the escalation cost of waiting to do a building construction project? For instance, say we decided to build a similar school on the other side of the Town what would the projected cost escalation be to do it in 5 years or 10 years? *L. Dore advised that the percentage that has been seen is an escalation cost of 4.5%.* S. Turner advised that it is important then to advise the taxpayers that if repairs or new construction need to be put off 5 or 10 years then the estimated cost to the Town now will be escalated to be $XX in 5 years and $XX in 10 years based on that rate of escalation.
17.10	Record	**Next Meeting: July 23, 2024, from 6:30 PM to 9:30 PM** ***Virtual via Zoom for Remote Participation***
17.11		**Adjourn** G. Brand invited a motion to adjourn. V. Varbedian motioned to adjourn. D. Ragsdale 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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Cambridge, MA 02138
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Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	6/25/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Remote Participation – Zoom Webinar	Meeting No.	16

https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Design Update
    - Selection Criteria Matrix
4. Budget and Schedule Update
5. Working Group Updates
    - Public Relations Working Group
6. Discussion/Correspondence/New Items
    - Senior Center Visit Update
    - Project Naming
7. Committee Questions
8. Public Comments
9. Next Meeting: July 23, 2024 *Via Zoom Webinar*
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.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #14

June 25, 2024

SMMA DORE + WHITTIER

Massachusetts School Building Authority

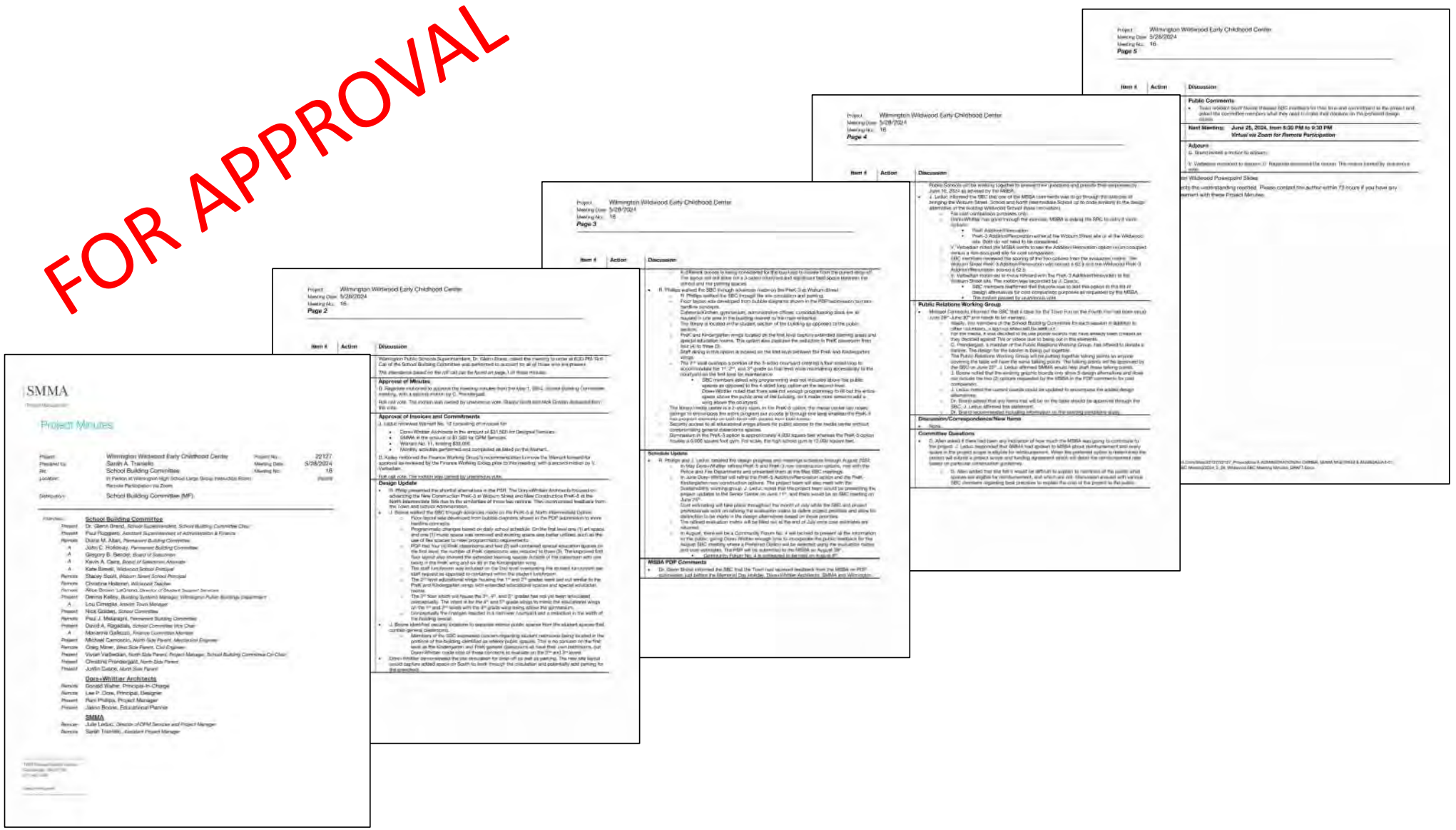


Agenda

- Call to Order
- Approval of Minutes
- Design Update
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Adjourn

Approval of Minutes




FOR APPROVAL
SMMA
Project Minutes
Wilmington Wildwood Early Childhood Center
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Page 5

Design Update



Space Summary Comparisons (GSF)

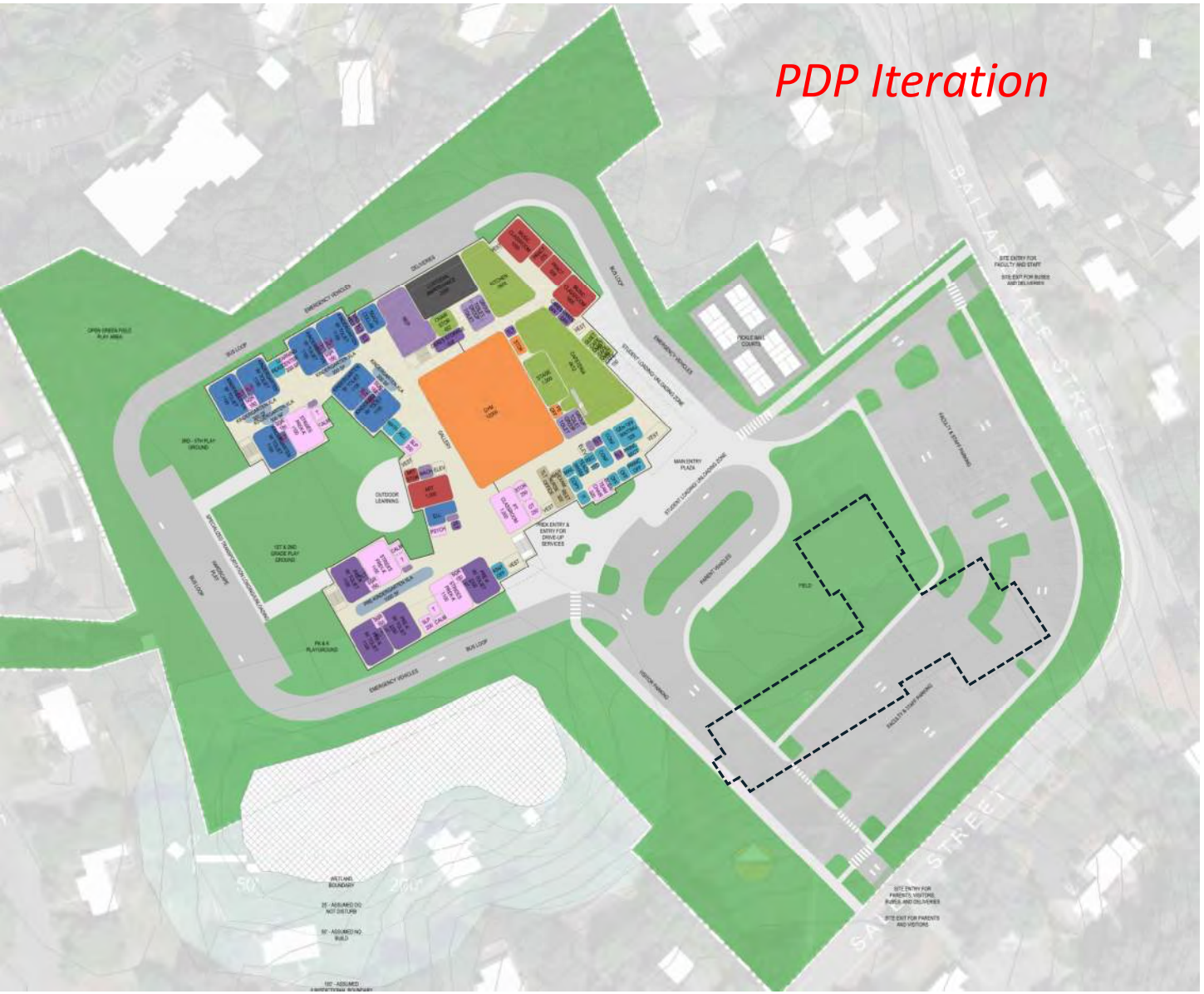
	Existing	PDP Proposed	PSR Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	64,935	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	115,293	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	163,573	109,475*	196

*** As a result of MSBA net-to-gross multiplier other than 1.50.**

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $26.6 M- $29.4 M 	PK-3 R.1 (Woburn only) *Cost Comparison $36.3 M- $40.1 M 	PK-5 R.1 (North only) *Cost Comparison $29.5 M- $32.6 M 
RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M 	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M 	PK-5 AR.1 $193.3 M- $213.6 M 
NEW	PK-K N.1 $79.3 M- $87.6 M 	PK-3 N.1 $135.7 M- $150.0 M 	PK-5 N.1 $194.0 M- $214.5 M 

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $26.6 M- $29.4 M 	PK-3 R.1 (Woburn only) *Cost Comparison $36.3 M- $40.1 M 	PK-5 R.1 (North only) *Cost Comparison $29.5 M- $32.6 M 
RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M 	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M 	PK-5 AR.1 $193.3 M- $213.6 M 
NEW	PK-K N.1 $79.3 M- $87.6 M 	PK-3 N.1 $135.7 M- $150.0 M 	PK-5 N.1 $194.0 M- $214.5 M 

PDP Iteration







Third Floor



Second Floor



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

NORTH INTERMEDIATE - WILMINGTON MA

1" = 100' - 0"

SCALE

2023-07-12

DATE

DORE + WHITTIER

Option PK-5 N.1 – Circulation Patterns

Drop-Off



Bus

Alternate Pick-Up



Vehicles

Pre-K Vehicles

Option PK-5 N.1



Level 1 - progress

Option PK-5 N.1



Level 2 - progress

Option PK-5 N.1

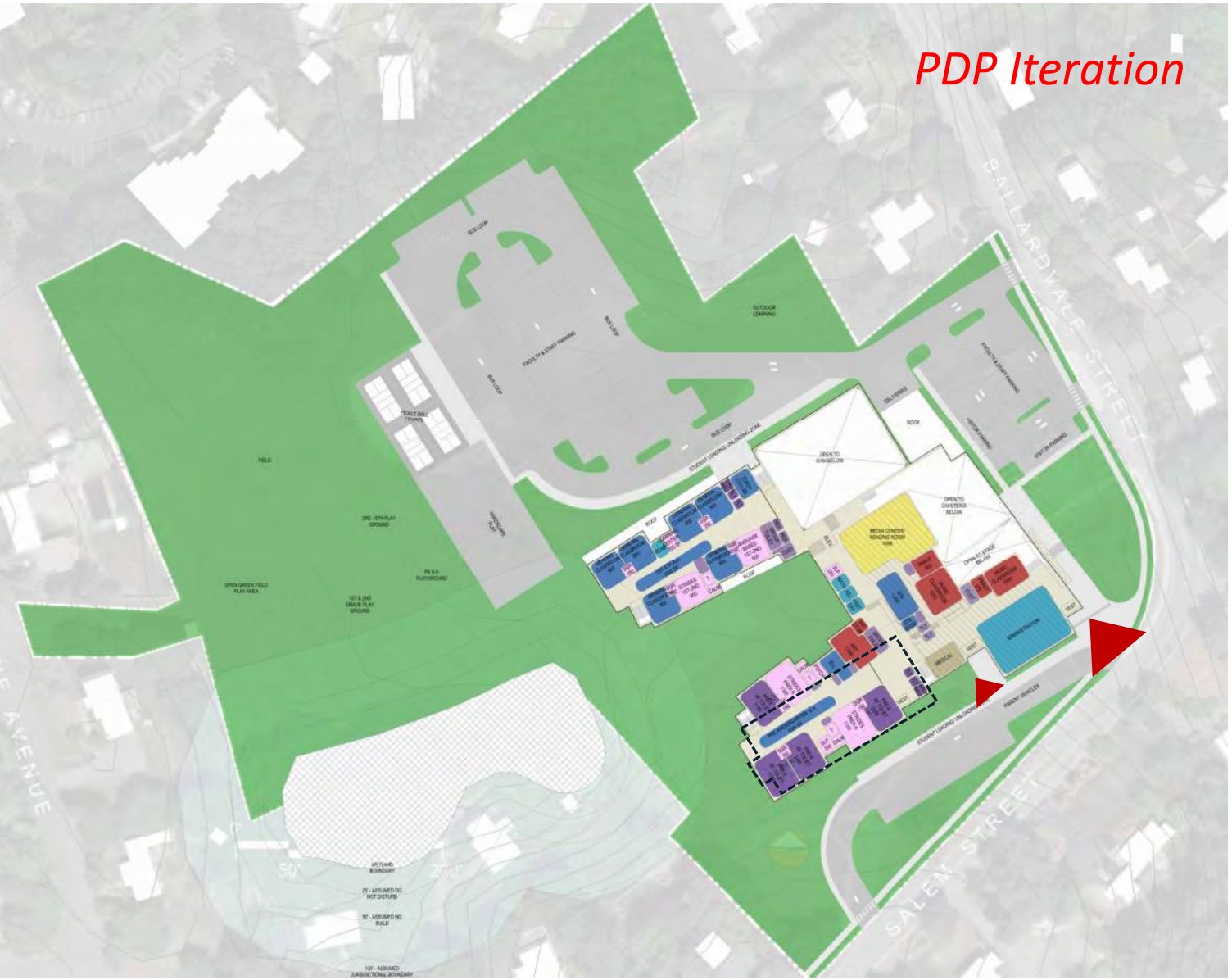


Level 3 - progress

AR.1 Add/ Reno @ North Intermediate Site

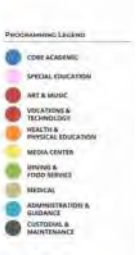
PK-5th

Site Plan





Third Floor





Second Floor



First Floor



Lower Level



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

NORTH INTERMEDIATE - WILMINGTON MA

1" = 100' - 0"

SCALE

2023-07-12

DATE

DORE + WHITTIER

Option PK-5 AR.1 – Circulation Patterns

Drop-Off



Bus

Pick-Up



Vehicles

Pre-K Vehicles

Option PK-5 AR.1



Level 1 - progress

Option PK-5 AR.1



Level 2 - progress

Option PK-5 AR.1



Level 3 - progress

Option PK-5 AR.1



Level 4 - progress



PDP Iteration



Main Level



Lower Level



N.1 New Construction @ Woburn Street Site

Site Plan

1" = 40'

PK-3rd

Special Note: This illustration 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.



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

WOBURN ELEMENTARY - WILMINGTON MA

1" = 100' - 0"

SCALE

2023-07-12

DATE

DORE + WHITTIER

Option PK-3 N.1 – Circulation Patterns

Drop-off and Pick-Up



Bus

Drop-off and Pick-Up



Vehicles

Pre-K Vehicles

Option PK-3 N.1



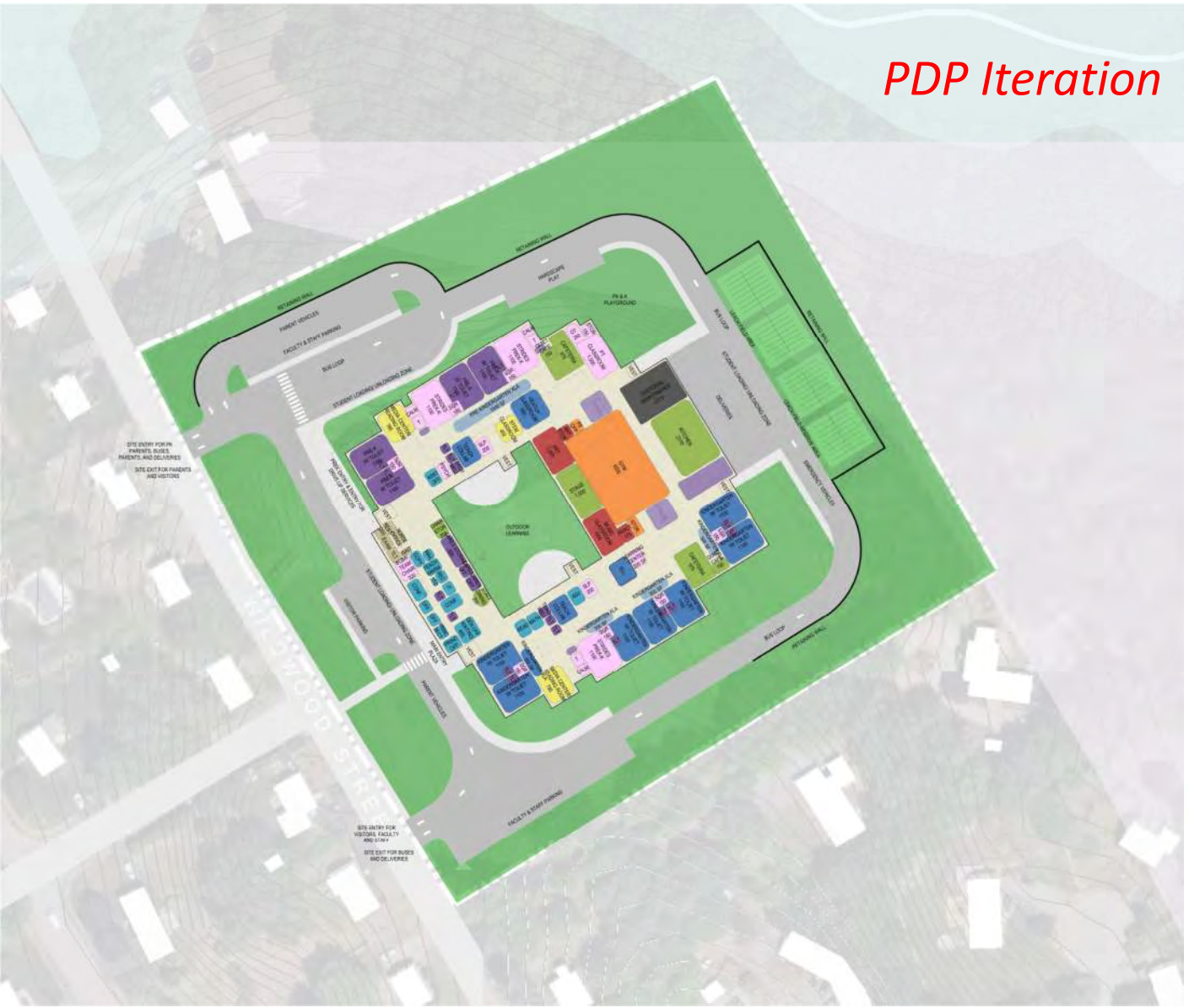
Level 2 - progress

Option PK-3 N.1



Level 1 - progress

PDP Iteration



PROGRAMMING LEGEND

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

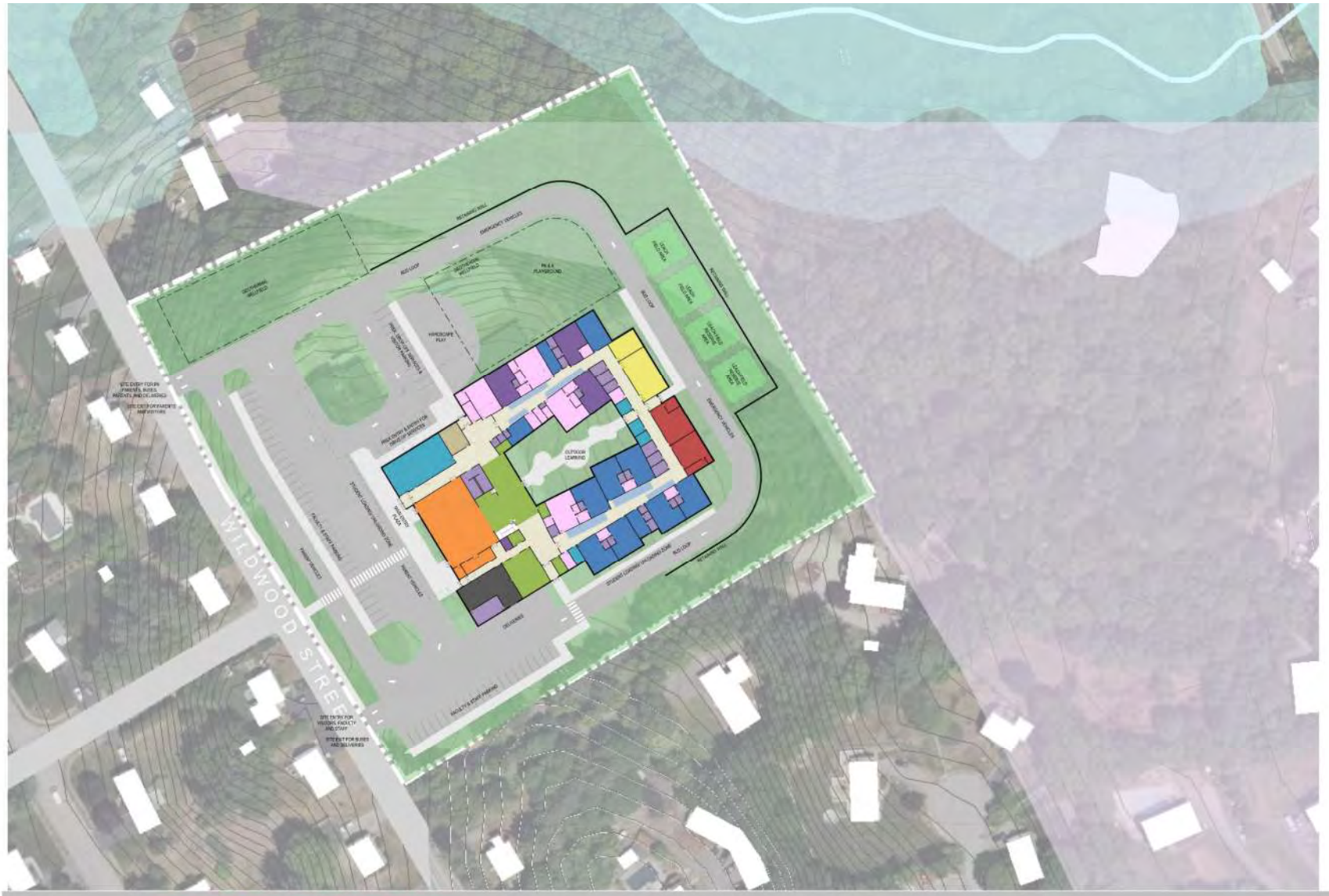


First Floor

N.1 New Construction @ Wildwood ECC Site

PK-K

Site Plan



SITE BASE CONDITIONS

WILMINGTON SCHOOLS

WILDWOOD EE - WILMINGTON MA

1" = 100' - 0"

SCALE

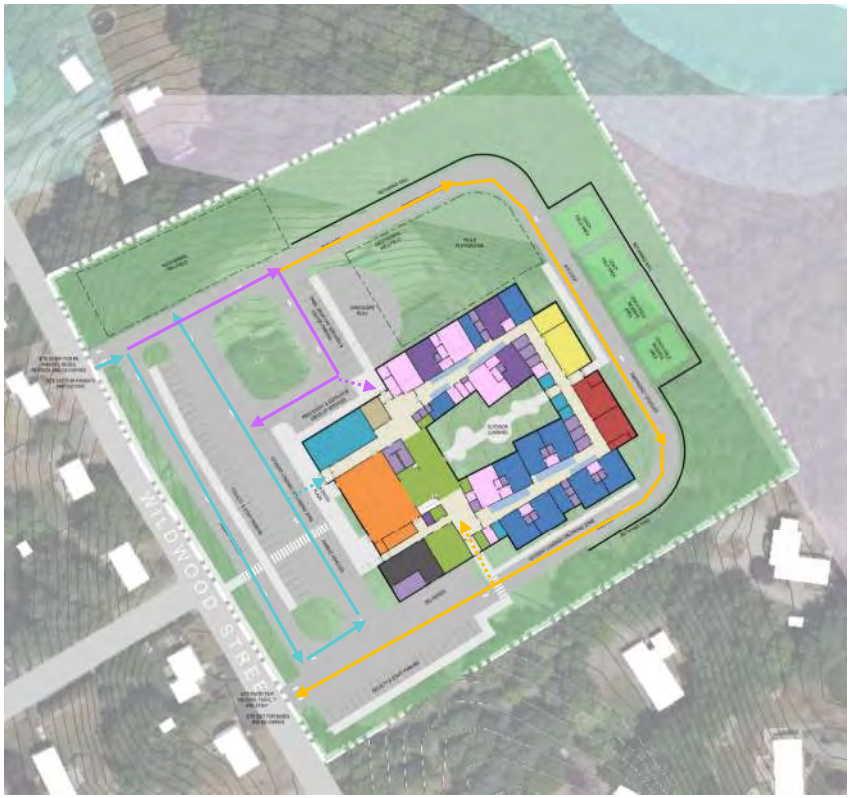
2023-07-12

DATE

DORE + WHITTIER

Option PK-K N.1 – Circulation Pattern

Drop-off and Pick-Up



Vehicles

Pre-K Vehicles

Bus

Option PK-K N.1



Level 1 - progress

Evaluation Matrix



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

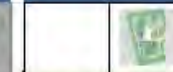
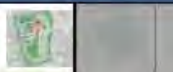
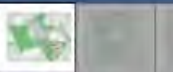
How well does each option limit the time necessary to address all elementary-aged needs

Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

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-3 R.1	PK-3 AR.1		PK-3 N.1			PK-5 R.1	PK-5 AR.1			PK-5 N.1			
		330 students + PK	330 students + PK	330 students + PK		510 students + PK	510 students + PK		510 students + PK			755 students + PK	755 students + PK			755 students + PK			
		Repair Wildwood Only No educational or space revisions	Add/Renov Wildwood PK-K	New School PK-K		Repair Wildwood Or Only No educational or space revisions	Add/Renov Wildwood PK-3		New School PK-3			Repair North Only No educational or space revisions	Add/Renov North PK-5			New School PK-5			
		At Wildwood site	At Wildwood site	At Wildwood site		At Wildwood site	At Wildwood site		At Wildwood site			At North site	At North site			At North site			
	Education	**5.4**	**9.1**	**9.1**		**4.8**	**9.1**		**9.1**			**5.0**	**9.1**			**9.1**			
	Provides flexible and adaptable spaces	1	5	5		1	5		5			1	5			5			
	Addresses adjacencies of programs to support educational model: grade level learning communities that limit isolation of key one grade and provides options to expand grade level communities in future years	2	4	4		2	4		4			2	4			4			
	Reduces travel distances between classrooms and shared core spaces	5	5	5		5	5		5			5	5			5			
	Retains small school feel - some administration offices within classroom environs	5	5	5		3	5		5			4	5			5			
	Integrates outdoor learning spaces	1	4	4		1	4		4			1	4			4			
	Seamlessly integrated spaces for special education, student support services and specials	5	5	5		5	5		5			5	5			5			
	Cafeteria design minimizes size and maximizes need for adult supervision	3	3	3		3	3		3			3	3			3			
	Creates a variety of student dining experiences and smaller scale spaces	4	4	4		4	4		4			4	4			4			
	Promotes a sense of community and collaboration for teachers and students	5	5	5		5	5		5			5	5			5			
	Provides access to abundant daylight and views for all spaces	4	5	5		4	5		5			4	5			5			
	Wide variety of spaces (small group, movement, unstructured spaces)	5	5	5		5	5		5			5	5			5			
	Includes adaptable spaces for anticipated development	1	5	5		1	5		5			1	5			5			
	Site	**6.8**	**7.9**	**7.7**		**7.4**	**8.1**		**9.0**			**7.6**	**8.1**			**8.7**			
	Proximity of parents to main entrance	3	4	4		3	4		5			3	4			4			
	Provides a dedicated Pre-Kindergarten Entry	5	5	5		5	5		5			5	5			5			
	Site supports appropriate number of parking spaces	4	5	5		4	5		5			4	5			5			
	Positions grade-level specific playground adjacent to grade-level classroom areas	3	3	3		3	3		3			3	3			3			
	Having a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians	2	2	2		2	4		4			2	4			4			
	Adequate parking space for buses and cars	3	3	3		3	3		3			3	3			4			
	Ability to expand to adding for future growth	3	3	3		3	3		3			3	3			3			
	Maximizes open green space in addition to playgrounds on site	4	4	4		4	4		4			4	4			4			
	Student access to play areas without crossing parking or roadways	5	5	5		5	5		5			5	5			5			
	Size of building to site	4	4	4		4	5		5			4	5			5			
	Minimizes steep slopes and retaining walls	3	3	3		4	5		5			3	5			5			
	Minimizes impacts to wetlands	4	4	4		5	5		5			4	5			5			
	Maximizes distance from abutters and property line	5	5	5		5	5		5			5	5			5			
	Access to municipal infrastructure (sewer, water, natural gas)	5	5	5		5	5		5			5	5			5			
	Proximity of location to students - minimize travel time	4	4	4		5	5		5			5	5			5			
	Restrictions & Future Uses	**8.9**	**8.9**	**8.9**		**10.0**	**10.0**		**10.0**			**11.1**	**11.1**			**11.1**			
	Minimal restrictions for development (Wetlands, Municipal Open Space designation, Wetlands, Wellhead Protection Zones)	3	3	3		4	4		4			5	5			5			
	Limits future use as school based functions in a constrained location	5	5	5		5	5		5			5	5			5			
	Community	**4.4**	**6.7**	**6.7**		**5.6**	**8.9**		**8.9**			**5.6**	**10.0**			**8.9**			
	Public/Private Separation	1	3	3		2	4		4			2	4			4			
	Quality community spaces and ease of access to these spaces without compromising building security	3	3	3		3	4		4			3	5			4			
	Sustainability	**5.6**	**6.7**	**6.7**		**5.6**	**6.7**		**10.0**			**6.7**	**8.9**			**10.0**			
	Meets Town and Local district goals for sustainability and energy Efficiency and Meets MSBA Requirements for Additional Title Points	3	3	3		3	4		4			3	5			5			
	Solar Orientation: maximizes orientation along east-west axis for best control of north/south light	3	3	3		2	2		5			3	3			5			
	Logistics / Construction Impact	**10.0**	**10.0**	**10.0**		**2.8**	**6.7**		**8.3**			**2.8**	**6.7**			**9.4**			
	Simple construction phasing	4	4	5		1	3		3			1	2			4			
	Minimizes construction noise disturbance to students/teachers	5	5	5		1	3		5			1	2			4			
	Construction phasing impact to neighbors	4	4	4		2	3		4			2	3			4			
	Temporary facilities not required	5	5	5		1	5		5			1	5			5			
	Consolidation	**4.4**	**4.4**	**4.4**		**5.6**	**7.8**		**7.8**			**5.6**	**10.0**			**10.0**			
	Traffic impact to neighborhoods and intersections	3	3	3		4	4		4			4	4			4			
	Benefits all PK-3 students at three schools (Wildwood, William Street, North if renovated)	1	1	1		1	3		3			1	5			5			
	Total Time to Address All Needs	**2.2**	**2.2**	**2.2**		**2.2**	**5.6**		**6.7**			**2.2**	**8.9**			**11.1**			
	How well does the alternative limit the time necessary to address or remediate aged needs across the three subject schools?	1	1	1		1	4		5			1	4			5			
	Cost	**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**		**43.9**	**62.8**		**69.8**			**46.4**	**72.8**			**78.4**			

DRAFT

Schedule



July:

- ❑ Cost estimating
- ❑ Evaluation Matrix

Next SBC Meeting: July 23rd



SBC Public Relations Working Group Update



MSBA Talking Points - FOR COMMITTEE USE ONLY – DO NOT DISTRIBUTE

WHAT?

1. **What are the options? What are the current options? Who will go to this new school?**
   - The enrollment options which we were allowed to study are PreK-K, PreK-3 and PreK-5.
   - Options other than just rebuilding the Wildwood will merge 2 or 3 current school populations into a single school. Those schools include Wildwood, Woburn Street, and North Intermediate School.
   - The selected option to move forward must include the Wildwood population.
2. **How many options have been studied so far?**
   - The Design Team presented 18 options which included renovation, addition, and new construction of the Wildwood, Woburn Street, North Intermediate and Town Hall sites
   - The committee created a rating matrix which reviewed education, site, restrictions, community, sustainability, logistics, consolidation, time to complete, and cost.
3. **High school sized gym?**
   - Currently two schools have operational gyms: Woburn Street and the North Intermediate. Consolidation of 3 schools to 2 or 1 will potentially reduce Town gymnasium spaces.
   - A high school sized gym is being explored for the consolidation of the 3 schools. As this gym would be larger than the MSBA will participate in, the districts share will be more.
   - This one gym would be larger and allow for 2 courts to be used simultaneously.
4. **Will there be access to the Gym, Cafeteria, and/or Auditorium for use by others? What other benefits are there for the community from this project?**
   - The School will be defined by Administrative, Academic, and Public spaces. As part of the design, the intent is to separate PUBLIC spaces with locking doors to prevent people from accessing ACADEMIC spaces during off-hours.
   - The gym would be available off-hours for indoor athletics.
   - The stage, which would be located in the Cafeteria, could be used as an Auditorium during off-hours.
5. **Is parking and traffic being studied?**
   - Yes, traffic planning and parking are being studied as part of this project.
6. **What is the environmental impact of this project?**
   - The MSBA has a minimum requirement we must meet for the environment.
   - The Committee would like environmental input on this and other aspects of the project. There is a Working Group that will be collaborating with the Design Team to determine the sustainability goals of the project.

WHY?

1. **Why are we doing any project? Why are we doing this now?**
   - The age of Wilmington's 6 elementary schools each exceed 50+ years old.
   - When the 2018 Town Facilities Master Plan was completed, it promoted consolidation.
   - Current elementary school facilities do not meet modern educational programming or space needs.
   - The Town submitted a Statement of Interest with the MSBA in 2020 which partners with Cities and Towns in the Commonwealth to help fund school projects. The Wildwood School was accepted into the program with the understanding that as part of the Statement of Interest, the Town requested the ability to look at 3 different enrollment options, PK-K (130 students plus PK), PK-3 (550 students plus PK), and PK-5 (755 student plus PK).
   - With the partnership of the MSBA, the Wilmington taxpayers would not be burdened with the full amount of the project. Through the MSBA's grant process, the District will pay a portion of the costs and the MSBA shares in the cost.
2. **What if we do nothing? What if we just fix the existing schools?**
   - The existing conditions studies estimated each school needs $26M to $40M in repairs just to continue to operate. This does not fix the educational programming or space needs. It only brings the buildings up to Building Code. Although not all the repairs would need to be done at once, the cost of construction continues to escalate every year.
   - The potential for systems and/or components of the buildings to fail increases greatly as they age, as the buildings are over 50 years old.
3. **Why was the Wildwood School chosen? What other schools are under consideration?**
   - Statements of Interest were submitted for all 6 schools in 2020. The Wildwood School was determined to be the most in need.
   - The Wildwood School was accepted into the program and as part of the Statement of Interest, the Town requested they be able to look at 3 different enrollment options, PK-K (130 students plus PK), PK-3 (550 students plus PK), and PK-5 (755 student plus PK) The additional schools that were included in the Statement of Interest are Woburn St., and North Intermediate Schools.
   - The Statement of Interests that were submitted to the MSBA were approved by the school department, school committee and select board.

WHO?

1. **What/Who is the OPM?**
   - The Owner's Project Manager (OPM) provides project management services to an Owner throughout the life of the Project. Consequently, an Owner will work closely with its OPM from the earliest stages of the project through the project's completion. The selection of a qualified OPM is one of the most important decisions an Owner will make to the project as the OPM has extensive experience on MSBA projects. In the fall of 2022, the School Building Committee began the process to select the OPM as set forth by the MSBA. In November of 2022, the School Building Committee voted to recommend SMMA to the MSBA's Owner's Project Manager Selection Panel for approval. On December 5, 2022, the MSBA approved our selection of SMMA as our Owner's Project Manager.
2. **What/Who is the Designer?**
   - The Designer is primarily responsible for working with the District to complete all the objectives outlined in the Feasibility and Schematic Design phase of the project. The selection of a Designer must follow a specific process as outlined by the MSBA. The MSBA Designer Selection Panel (DSP) has jurisdiction over the procurement of Designers. The DSP includes 13 representatives appointed by the MSBA and 3 representatives from the Town. At the MSBA's Designer Selection Panel meeting on March 28, 2023, Dore + Whittier were selected as the Designer for the Town of Wilmington.
3. **What is the School Building Committee?**
   - The School Building Committee was formed for the purpose of generally monitoring the application process to the MSBA and to advise the Town during construction of an approved project. (963 CMR 2.00)
   - The School Building Committee includes representatives from the Select Board, Finance Committee, Permanent Building Committee, School Committee, School Faculty, and Town parents.
4. **What is the MSBA?**
   - From the MSBA website: "The Massachusetts School Building Authority ("MSBA") is a quasi-independent government authority created to reform the process of funding capital improvement projects in the Commonwealth's public schools. The MSBA strives to work with local communities to create affordable, sustainable, and energy efficient schools across Massachusetts."
   - The MSBA, which has a dedicated revenue stream to support its work, collaborates with municipalities to "equitably invest in finding the right-sized, most fiscally responsible and educationally appropriate solutions to create safe, sound, and sustainable learning environments."
   - In its ten-year history, the MSBA has funded more than $12.8 billion in reimbursements to cities, towns, and regional school districts for school construction projects. Instead of waiting years for reimbursement, districts now receive payments from the MSBA as costs are incurred, usually within 15 days of submission.

WHEN?

1. **What is the timeline for approvals? When will this happen?**
   - We will be taking the short-listed options which include renovation, addition / renovation, and new construction and present them to the School Building Committee in August. The one preferred option will be selected in August 2024. Once that is done, Dore+Whittier will continue to design the one preferred option. In April of 2025, the project team will work with the MSBA to finalize the Project Scope and Budget Agreement which will confirm the MSBA and Town's share of the selected project. The Town will vote on this in Spring of 2025.

WHERE?

1. **How many options have been studied so far?**
   - Started with 18 options based on renovation, addition, and new construction at Wildwood, Woburn Street, North and Town Hall sites..

HOW?

1. **How much will the school cost us? How will this impact my taxes?**
   - MSBA will contribute tens of millions of dollars.
   - The estimated cost ranges from $29M to $215M based on the school size.
   - In April of 2025, the project team will work with the MSBA to finalize the Project Scope and Budget Agreement which will confirm the MSBA and Town's share of the selected project.
2. **What will be the ongoing process for addressing community concerns?**
   - We welcome your feedback through email, attending the School Building Committee meetings, and upcoming Community Forums.

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	7/23/2024
Re:	School Building Committee	Meeting No:	18
Location:	Remote Participation via Zoom		Hybrid

Distribution: School Building Committee (MF):

Attendees:

School Building Committee

Remote	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Remote	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*
A	Kevin A. Caira, *Board of Selectmen Alternate*
Remote	Kate Bissell, *Wildwood School Principal*
A	Stacey Scott, *Woburn Street School Principal*
Remote	Christine Holloran, *Wildwood Teacher*
A	Alice Brown-LeGrand, *Director of Student Support Services*
Remote	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Remote	Eric Slagel, *Town Manager*
Remote	Judith O'Connell, Assistant Town Manager
Remote	Nick Golden, *School Committee*
A	Paul J. Melaragni, *Permanent Building Committee*
Remote	David A. Ragsdale, *School Committee Vice Chair*
Remote	Marianne Gallezzo, *Finance Committee Member*
Remote	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Remote	Craig Miner, *West Side Parent, Civil Engineer*
Remote	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Remote	Christine Prendergast, *North Side Parent*
Remote	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

A	Donald Walter, Principal-In-Charge
Remote	Lee P. Dore, Principal, Designer
Remote	Rani Philip, Project Manager

SMMA

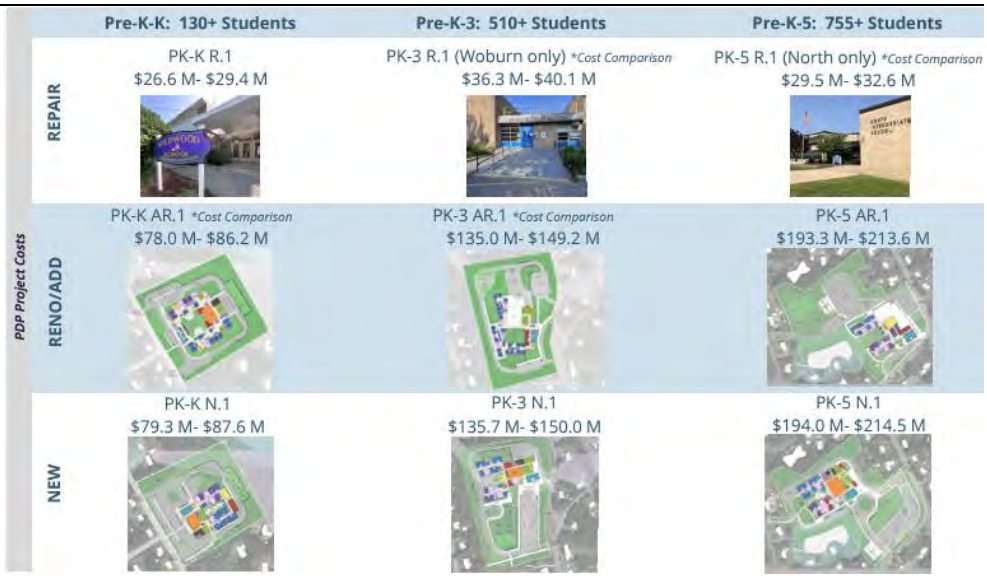
Remote	Julie Leduc, *Director of OPM Services and Project Manager*
Remote	Sarah Traniello, *Assistant Project Manager*

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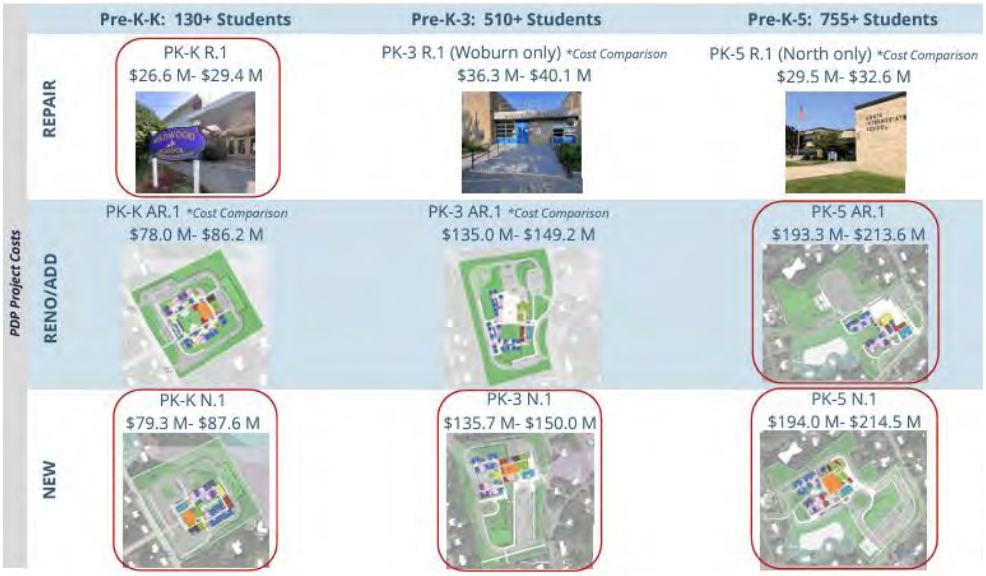
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18.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:38 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. *The attendance based on the roll call can be found on page 1 of these minutes.*
18.2	Record	**Approval of Minutes** V. Varbedian motioned to approve the meeting minutes from the June 25, 2024, School Building Committee meeting, with a second motion by C. Prendergast. Roll call vote. The motion was carried by unanimous vote.
18.3	Record	**Approval of Invoices** J. Leduc presented Warrant No. 13 with SMMA's monthly invoice for OPM Basic Services in the amount of $7,500 and Dore+Whittier Architect's monthly invoice for Feasibility Study Design Services in the amount of $31,500. The total for Warrant No. 13 is $39,000.00. D. Kelley made a motion from the Finance Working Group to approve SMMA's invoice in the amount of $7,500 and Dore+Whittier Architect's invoice in the amount of $31,500 for a Warrant No. 13 total of $39,000. Motion seconded by C. Prendergast. Roll Call of the School Building Committee was performed to account for all of those who are present. The motion was carried by unanimous vote.
18.4	Record	**Design Update** G. Brand advised the Design Update will be provided by Dore+Whittier Architects with detail about the shortlisted alternatives from Preliminary Design (PDP) Phase and further developed during the Preferred Schematic Report (PSR) Phase leading up the August 20, 2024 Meeting for the School Building Committee to formulate its decision for the One Preferred Option for the Town of Wilmington. • G. Bendel requested that the materials for the August 20, 2024 School Building Committee Meeting be provided to the Committee in advance of the meeting instead of the day of or day before the School Building Committee Meeting is to be held. This would provide the Committee with time to digest the information prior to the meeting. o *J. Leduc advised that it is not Dore+Whittier nor SMMA's intent to not share this important information with the Committee prior to the meeting as it was planned to have it in the Committee's hands earlier than the afternoon prior to the meeting. The results of the estimate were received by Dore+Whittier on Friday, July 19, 2024. Dore+Whittier and SMMA worked through the weekend to put documentation together to meet with Town's leadership to review with Judy O'Connell, Eric Slagle, Dr. Brand, and Paul Ruggiero to put together the financial data necessary for all of these options and then Town Manager Eric Slagle worked with the Interim Town Accountant to learn the local cost impact information. For the August 20, 2024 meeting, there will not be much more that is needed once this information has been generated and every effort will be made to get the meeting materials to the Committee 48 hours before the meeting.* • M. Gallezzo advised that it would be recommended to give the Committee a few days to digest the information before holding the School Building Committee. This way it will allow the Committee Members to form any questions that they have as it is really hard to ask questions since the Committee has only had the presentation to review for 3 hours. o *J. Leduc advised that the Leadership Working Group met earlier in the day because of the concern of the close proximity to the meeting and sending the presentation. It was recommended that the members of the Committee submit any questions that arise to the Chair, Vice Chair, and OPM who will in turn share it with the entire Committee for transparency so that all questions are brought forth to all and answered in the FAQs.* • R. Philip of Dore+Whittier presented the nine (9) options that were shortlisted from the original eighteen (18) options that were explored on the Wildwood Early Childhood School site, Woburn Street Site, North Intermediate Site and the Town Hall site. These nine (9) options were brought forth from the Preliminary Design Phase (PDP) Phase into the Preferred Schematic Report (PSR) Phase of the Feasibility Study for further development and exploration.

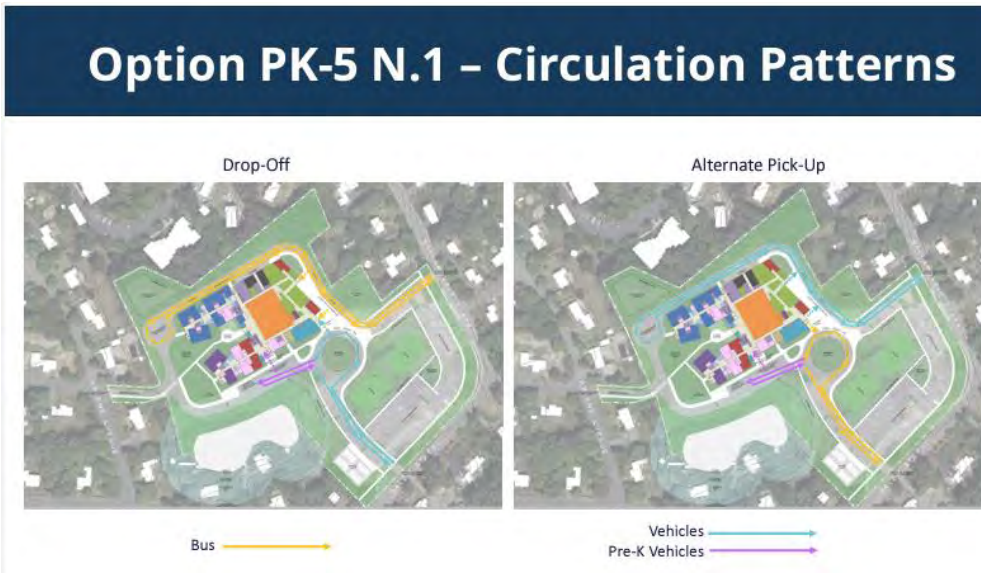
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- The five (5) options encircled below are those that are being further developed in the Preferred Schematic Phase as those that are not were requested to be carried forward by the MSBA in their PDP Comments for cost comparison in the PSR Phase.



- The PreK-5 N.1 New Construction at the North Intermediate Site the floor plans are more refined with regards to the layout based on the programmatic changes where the public and private zones were improved upon, adjacency of spaces and their locations, travel distance from a safety and code standpoint and each of these options had these kinds of modifications. For each of the site plans, there was upgrading information that was provided from the public safety officials that enabled the improvement of circulation patterns for bus drop off and alternate pickup as well as PreK parent

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		pickup and K-5 parent pickup circulation alternatives. This was looked at for emergency use as well as daily use. In PSR, with the alternate pickup, there was longer cueing lines provided for when it was necessary compared to the pickup cueing lines that were provided originally in the PDP phase. This was done to help better refine the option and will be done across all of the options as well that are being developed and studied. L. Dore advised that traffic studies have been discussed by several relating to the sites and the options being developed. The traffic studies will be performed during the Schematic Design phase and would be the first that is done once the One Preferred Option is selected. The traffic study shows the Designers how to get the vehicles off of the road and onto the site into cue lanes and these have been in mind through the development of each of these site options. One of the biggest concerns has been the ability of the site to handle enough of the cueing traffic to alleviate traffic concerns on the main road. All of the site options have been designed to pull the maximum number of cars in traffic off of the main roads and onto the site during drop-off and pick-up times and will also show us any off-site mitigation efforts that will need to happen to alleviate. The cost of those have been included in the cost estimates that will be presented. A proactive approach to this challenge on the development of each of these sites is how this has been handled. There will be a traffic study on the One Preferred Option site and a geotechnical investigation will be performed to there is a greater understanding of what is happening underground as well. 

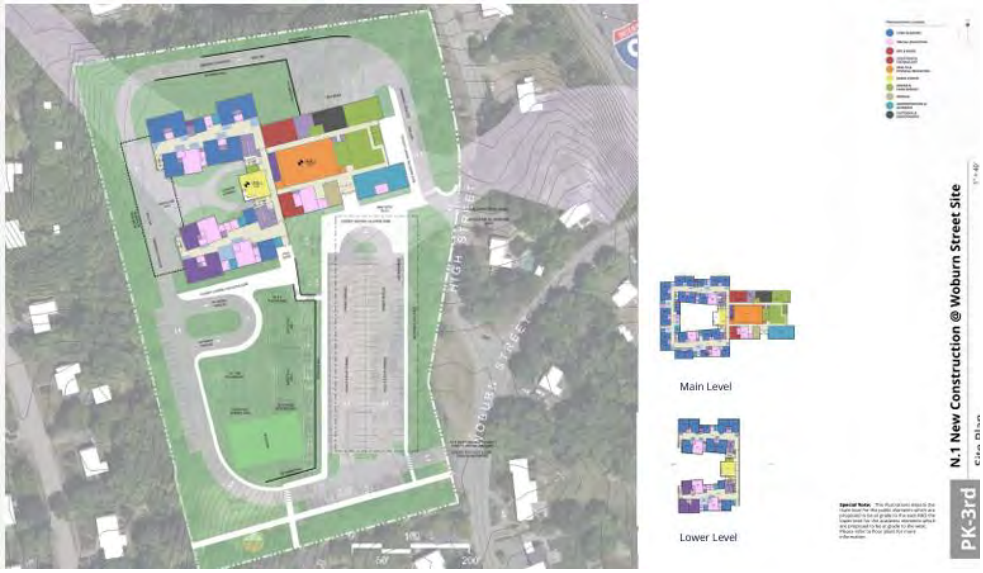
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- The following is the PreK-5 Additions/Renovations Option which involves 4 levels of learning space. Both PreK-5 enrollment options have a 12,000 sf gymnasium incorporated into the program.



- The PreK-3 New Option at Woburn Street is a 2-story building just north of the existing building at Woburn Street site. This option has some significant retaining walls but does take advantage of the grade where from High Street to Woburn Street it looks like a single-story building and the second story is somewhat recessed into the site taking advantage of the grades.



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- The PreK-3 Add Reno Option provides Additions and Renovations resulting in a 3-story building on the Woburn Street site. This building would have a view of a 2-story building from the main street but in reality it is 3 stories. In both PreK-3 options, the PreK and K grade levels are on the lower level to give them direct access to grade.



- The PreK-K New Option on the Wildwood Site is a single-story building. In the PSR phase, the public and private spaces were able to be improved to allow for any potential community use of the building.



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		• The PreK-K Add/Reno Option is also a single-story building on the Wildwood site. 
18.5	Record	**Evaluation Matrix** R. Philip reviewed the criteria on which the Evaluation Matrix will be based similar to that done in the PDP Phase. Criteria are as follows:  In the July meeting, the Evaluation Matrix that was used in the PDP Report will be used for the PSR Phase and further developed for moving forward and further defining the evaluation of the options against the criteria.

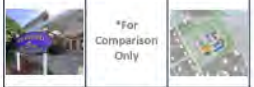
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		Evaluations of the options were made utilizing the evaluation criteria and the findings were very similar to those found in the PDP phase including but not limited to those that involved the improved layout changes of the floor plans and site. The highest scoring alternative was the PreK-5 School at the North Intermediate Site, followed by the PreK-5 Add/Reno and the PreK-3 New at Woburn Street Site. N. Golden asked about the Total Time criteria and what it means. *R. Philip advised that Total Time relates to the amount of time it takes to address all of the needs of the PreK-5 population. For PreK-5 options, it would score higher because it is addressing the needs of PreK-5 whereas for PreK-3 options, it would score lower because it would not be addressing the needs of Grades 4-5. PreK-K scored lowest because it satisfies the PreK-K population and the Grades 1 through 5 populations would still need to have a solution to address their needs. The Repair Options also scored lower in these instances because these options only addressed the needs of that school population and leaving the remaining grade levels in need of their needs addressed.* D. Ragsdale asked why the Add/Reno scored a little more than 1 point higher than the New Construction option for the PreK-5, can you explain why this occurred? *R. Philip advised that the Add/Reno scored higher because the Library was located on the Main Level which was more easily accessible for the community as well as some other spaces similar to that like art and music that are closer to the entrance. Otherwise, both options scored exactly the same on the public and private areas separation criteria.* C. Prendergast asked regarding the Restrictions, why does PreK-5 have 11.1 for the Repair option compared to the Add/Reno and New Construction options? *R. Philip advised that the restrictions was related to the impact on the potential of accessing the wetlands. Since the Repair Option would be repairing the existing structure the score came in slightly higher than the options that were New Construction and Add/Reno because it would have little to no impact on the wetlands.*

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

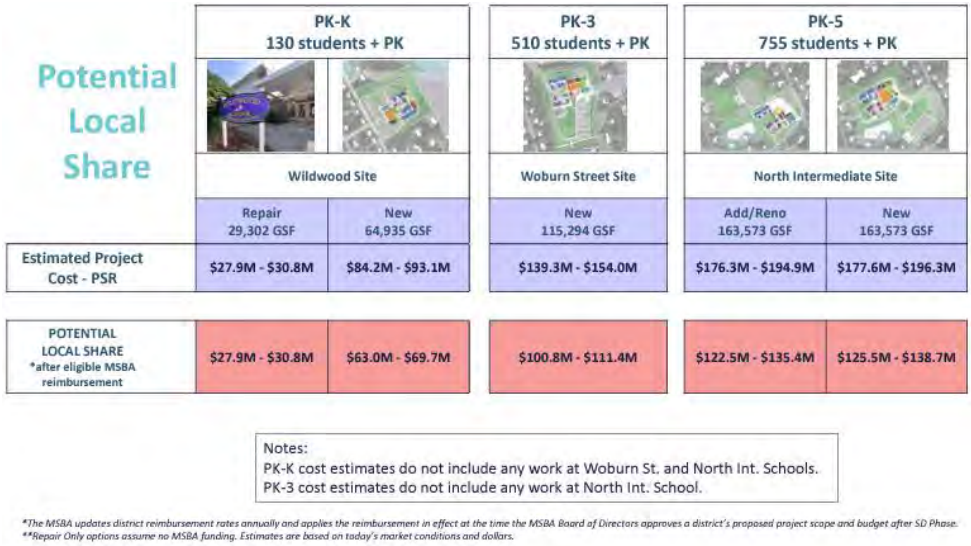
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	D. Allan asked who did the evaluations of the site based on the criteria? *Dore+Whittier does the initial pass of the evaluation and then it is reviewed with the Leadership Working Group and then it is brought to the School Building Committee for review. It is still considered a draft as the SBC's feedback is still being taken into consideration and incorporated.* D. Allan advised that D. Ragsdale's inquired at the last meeting to have some of the criteria weighted and asked if any of the criteria has been weighted at all as suggested? *R. Philip advised that weighting the*

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		criteria is something that had not yet been explored. If it is something that is desired by the SBC, Dore+Whittier could look into it further. Previously in PDP Phase, weighting had been attempted but it was not making a difference in the scoring. If it felt that certain categories should be weighted, the SBC shall advise on the path forward. V.Varbedian asked if from PDP to PSR the criteria and categories have remained the same to compare apples to apples? *R. Philip advised yes, the same criteria and categories were used from PDP Phase to PSR Phase.*
		Cost Overview R. Philip reviewed with the School Building Committee the data and changes that resulted from the Preliminary Design Program (PDP) estimating that was performed for the project in March 2024 and those from July 2024 that were performed for the Preferred Schematic Report (PSR) for the three grade configurations and sites. Some of the options went up in cost and some of the options went down between the PDP and PSR phases as the options got more developed. Those options that went up in cost were the PreK-K Repair and New Construction and PreK-3 New Construction and there was a decrease in the cost of the options for PreK-5 for the Add/Reno Option and the New Construction Option. Some of these changes in cost resulted from a more detailed site plans, some small reductions in the square footage of the building footprints, more site amenity and site grading information was available in the PSR phase that was not available in the PDP phase. The construction soft costs are a percentage of the cost of the building and the site. Overall, the options saw either an increase from PDP to PSR phase between 3% to 6% for the PreK-K and PreK-3 options and the PreK-5 option had a more significant decrease that was closer to 8%. One of the reasons for this is the North Intermediate site does not have significant grade changes to there is less need for retaining walls than at the Woburn Street or Wildwood sites. The retaining walls at the Woburn Street and Wildwood increases the site costs and since North Intermediate did not have retaining walls, the site costs actually decreased. L. Dore advised that the retaining walls that are a part of the site costs at the Woburn Street site come at a cost of $3.8M which are significant site costs over North Intermediate's site which does not have the need for retaining walls. There is also the possibility of additional funds needed for Woburn Street site for running into large boulders and ledge that will need to be mitigated during excavation and those costs are baked into the numbers as well. **Estimated Project Cost Update** **PK-K 130 students + PK** — Wildwood Site  *For Comparison Only Repair / Add/Reno / New Total Score: 50.0 / 58.4 / 61.6 Estimated Project Cost – PDP (March 2024): $26.6M - $29.4M / $78.0M - $86.2M / $79.3M - $87.6M Estimated Project Cost – PSR (July 2024): $27.9M - $30.8M / $81.1M - $89.7M / $84.2M - $93.1M **PK-3 510 students + PK** — Woburn Street Site *For Comparison Only / *For Comparison Only  Repair / Add/Reno / New Total Score: 45.0 / 59.8 / 69.4 Estimated Project Cost – PDP (March 2024): $36.3M - $40.1M / $135.0M - $149.2M / 135.7M - $150.0M Estimated Project Cost – PSR (July 2024): $39.3M - $43.5M / $127.8M - $141.3M / $139.3M - $154.0M **PK-5 755 students + PK** — North Intermediate Site *For Comparison Only  Repair / Add/Reno / New Total Score: 47.6 / 69.9 / 77.6 Estimated Project Cost – PDP (March 2024): $29.5M - $32.6M / $193.3M - $213.6M / $194.0M - $214.5M Estimated Project Cost – PSR (July 2024): $32.4M - $35.8M / $176.3M - $194.9M / $177.6M - $196.3M 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. The Preliminary Design Phase (PDP) is Part 1 of the Feasibility Study. The program's development for each of the conceptual options, potential grade configurations, different enrollments, available sites, and how each building suited for the grade configurations will fit on each site. The key is to study all the options possible. At each of the sites studied, each grade configuration was test fit to see if it would be

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accommodated on each site with all the necessary amenities necessary for full function. There were 18 options and 4 sites [Wildwood, Woburn Street, North Intermediate, and Existing Town Hall] in this project's Preliminary Design Phase. This is very conceptual and high level like drawing with a big black Sharpie compared to when progressing the Preferred Schematic Report (PSR) Phase, Part 2 of the Feasibility Study, the very conceptual gains more definition and the details get more refined of the site and of the plan and starting to draw with a less broad marker. It is higher level, but it is starting to take shape working through a lot of details and there is a lot of information that is trying to be understood. The key in Feasibility Study is narrowing down the options so that all efforts can be put towards one option for further development in Schematic Design Phase once the One Preferred Option is chosen. It is important to develop this One Preferred Option in Schematic Design to be as strong and defined as possible to produce the most effective and efficient cost estimate providing the cost of the project enabling the MSBA to work with the Wilmington community to have the best outcome for what the project will move forward and at that point it would be like designing it with a fine tip Sharpie at its most defined.



M. Gallezzo asked what the cost of the 12,000 sf gymnasium would be for the PreK-5 School option? *L. Dore advised that through the exploration of the 3011 Form the MSBA provides, showing where the guidelines and caps are for square footage in the school building and the costs surrounding the reimbursement eligibility. The 6,000 sf of extra square footage in the gymnasium multiplied by a 1.5 multiplier which takes into account the contribution into the mechanical spaces, all thickness of the corridors, the MSBA calculates it as 9,000 sf of ineligible space within the project and calculate it at the overall project cost and take it out of what is their eligible pot of money. Their calculation has the gymnasium at $8.3 Million for 9,000 sf but that is how they calculate it based on the incentives on that side of the ledger and bring it down. If it was calculated from a construction cost standpoint it is a little bit less than that when you are looking at the overall square footage of the building. It is not a straight-line correlation with the MSBA necessarily. We include it in the cost and MSBA takes it out based on the overall project cost and anything else that MSBA may see that it impacts i.e. Design fees, OPM fees, Commissioning for that space, it is all totaled up. This amount is entirely estimated now and does not get finalized until the Schematic Design Package is submitted to MSBA. This is a tool to help factor into the decision making for the upcoming decisions for the Town.*

M. Gallezzo asked if the $8.3M would not necessarily come off the total cost. *L. Dore confirmed, that is correct as it is more about the MSBA reimbursement when it comes to what is considered ineligible and eligible costs that MSBA will reimburse the Town for and it is part of their calculation and it is already baked into the estimates at this time.*

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		M. Gallezzo asked how much it costs to build a gym? *L. Dore advised that it costs a little over $800 a square foot to build a gymnasium and you apply that to the 9,000 sf and you are in the $5Million range when you are looking at it from that perspective.* M. Gallezzo advised that the SBC may want to reconsider the 12,000 gymnasium as $8.3M not being reimbursed by the MSBA is a big hit. *G. Brand advised that feedback started back in the fall of 2023 with the interest in a 12,000 sf gymnasium as it is not necessarily just for educational programming but it is largely understood by many that if a PreK-5 school came online the likelihood that the other schools would not be operational for the same purposes in the future and gymnasium space would be needed for recreation programs would be still needed in town and this 12,000 sf gymnasium would be able to satisfy that need within the community. The SBC discussed this as a possibility of being included in the project a good time ago before awareness of the costs and it is understood that M. Gallezzo believes the SBC may want to reconsider this decision. V. Varbedian advised that the decision was made with the understanding that if the Town was losing a gymnasium with the Woburn Street School and/or with the North Intermediate School then there would be a need within the community for gymnasium space to provide recreational athletic space for community members of all ages to utilize when school is not in session. The 12,000 sf gymnasium would also be able to have a separation wall put up to allow for 2 separate after-school athletic activities, community-based events like intramural basketball events, or team sports to be used within the same gymnasium space. The larger gymnasium at the North Intermediate Site is to offset the loss of the gymnasium at the Woburn Street site. If the North Intermediate School Site was selected, the Woburn Street School site could not be maintained solely for the purpose of providing gymnasium space for the community. Losing 2 gymnasium spaces and then having one 12,000 sf gymnasium that can be split to accommodate 2 events as flex spaces for sports events provides and equitable solution. M. Gallezzo advised that it may be more costly than getting more bang for the community's buck and it will need to be revisited.* D. Ragsdale advised that it would be appreciated if the Powerpoint could be updated to provide dates with the PDP and the PSR so that it is showing the Committee when each of the submissions was made to the MSBA and an idea of which deliverable came first, second, etc. *R. Philip advised this would be done for the next presentation.* **Potential Local Share** PK-K 130 students + PK — Wildwood Site PK-3 510 students + PK — Woburn Street Site PK-5 755 students + PK — North Intermediate Site Wildwood Site: Repair 29,302 GSF; New 64,935 GSF Woburn Street Site: New 115,294 GSF North Intermediate Site: Add/Reno 163,573 GSF; New 163,573 GSF Estimated Project Cost - PSR: $27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M POTENTIAL LOCAL SHARE *after eligible MSBA reimbursement: $27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M Local Share Woburn St. Repair Only**: $39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A Local Share North Int. Repair Only**: $32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A POTENTIAL TOTAL LOCAL SHARE: $99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M *The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase. **Repair Only options assume no MSBA funding. Estimates are based on today's market conditions and dollars. R. Philip advised that the estimated project cost for PSR Phase for the Repair Project for the existing 29,302 gsf for 130 students plus PreK was between $27.9M to $30.8M and $84.2M to $93.1M for New Construction of 64,935 gsf.

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		• The Potential Local Share for the Wildwood Site after eligible MSBA reimbursement would be between $27.9M to $30.8M for the Repair Only and $63M to $69.7M for the New Construction Option. • The Local Share for Woburn Street Repair Only would assume that there was no MSBA funding with estimates based on today's market conditions and dollars and would be $39.3M to $43.5M. • The Local Share for North Intermediate Repair Only would assume that there was no MSBA funding with estimates based on today's market conditions and dollars and would be $32.4M to $35.8M. • The PreK-K Repair Only project has Potential Total Local Share of $99.6M-110.1M and for New Construction it is $134.7M to $149M. • The Repairs Only Option brings each of the buildings up to Building Code standards only and does not satisfy any of the programmatic or educational needs of the Wilmington schools and the students and the cost is anticipating the repairs are being performed all at one time not over a period of time. For PreK-3, it would be a New Construction of a 115,294 gsf building for 510 students was: • estimated in PSR as being $139.3M to $154M • with a Potential Total Local Share of $133.2M to $147.2M • with the potential local share after eligible MSBA reimbursement being $100.8M to $111.4M • with North Intermediate Repairs Only being $32.4 to $35.8M. For PreK-5, it would be an • Add/Reno Option of 163,573 gsf building for 755 students o was estimated at $176.3M to $194.9M o with a Potential Local Share after eligible MSBA reimbursement of $122.5M to $135.4M • New Construction Option of 163,573 gsf building for 755 students o was estimated in PSR at $177.6M to $196.3M o with a Potential Local Share after eligible MSBA reimbursement of $125.5M to $138.7M. • In this perspective, to summarize, the long-term analysis of the data above, the PreK-K and PreK-3 Options end up costing the Town of Wilmington more in the long term than the PreK-5 Options. • The Repair Only Options take into account only the existing conditions of each of the buildings, for instance those that are within the Capital Plan that Dore+Whittier Architects reviewed with the SBC and made a part of the PDP in the earlier part of the project displaying areas of improvement like roofing, windows, boilers, plumbing, and other infrastructural needs that are needed to bring the building up to Code. However, it does not address any of the District's educational and programmatic needs with respect to the STEM, ESL, Special Education spaces or aesthetics that might be necessary to make the building accommodate and perform better for the students and staff that occupy it on a daily basis for learning activities. • Repair Only is also in a single phase, performed all at once, based on today's dollars in synchrony with this project's estimate and there is no escalation costs accounted for in the amounts if the projects were spread out over a period of time. • These costs will get more expensive over time the more time that passes incrementally, and these would be impacted by escalation which is unknown as it would depend on how and when it is phased to be performed. For this reason, it was all done in comparison to one specific point in time to provide these costs for the Repair Only.

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Local Tax Impact

Wilmington Elementary School Project

ESTIMATED Debt and Tax Implications

Option	Estimated Total Project Cost - midpoint	Estimated Local Share - midpoint	Annual Debt Payment	Annual Tax Increase on Average SF Home	Monthly Impact
PK-K - Repair Only	$ 29,346,000.00	$ 29,346,000.00	$ 2,152,000.00	$ 160.00	$ 13.00
PK-K - New @ Wildwood Site	$ 88,647,000.00	$ 66,335,000.00	$ 4,868,000.00	$ 370.00	$ 31.00
PK-3 - New @ Woburn Site	$ 146,660,000.00	$ 106,099,000.00	$ 7,781,000.00	$ 590.00	$ 49.00
PK-5 - Add/Reno @ North Site	$ 185,609,000.00	$ 129,059,000.00	$ 9,464,000.00	$ 710.00	$ 59.00
PK-5 - New @ North Site	$ 186,984,000.00	$ 132,128,000.00	$ 9,689,000.00	$ 730.00	$ 61.00

*Assumptions: All Costs are Estimates; All Values are FY24 Values; 30 Year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790

Town Manager E. Slagle provides the Local Tax Impact based on the PSR Estimates provided by Dore+Whittier Architects.

For the Wilmington Elementary School, starting with the for the PreK – Repair Only at the mid-point of the range would be estimated at $29.3M with a similar Local Share and advising that the Annual Borrowing (Annual Debt Payment) would be slightly over $2.15M and would result in an Annual Tax Increase of $160 on Average Square Foot Wilmington home of $683,790 with a 30-Year Fixed Principal Debt, 4% Interest Rate which would result to $13 per month increase.

It is important to note that these debt payments are on a declining scale which means the highest debt payment is in Year 1 over 30-years. The least expensive payment will be on Year 30.

- M. Gallezzo asked if this data includes the commercial base? *E. Slagle advised No, this is only the residential impact.*

For the PreK-K New Construction at Wildwood Site, the Annual Borrowing (Annual Debt Payment) would be $4.86M and the Annual Tax Increase would be $370 on Average Square Foot Wilmington home of $683,790 with a 30-Year Fixed Principal Debt, 4% Interest Rate which would result to $31 per month increase.

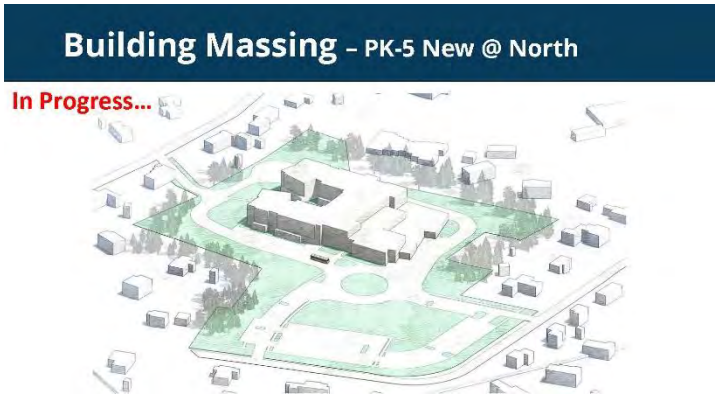
For the PreK-3 New Construction at Woburn Street Site, the Annual Borrowing (Annual Debt Payment) would be $7.78M and the Annual Tax Increase would be $590 on Average Square Foot Wilmington home of $683,790 with a 30-Year Fixed Principal Debt, 4% Interest Rate which would result to $49 per month increase.

For the PreK-5 Add/Reno at North Intermediate Site, the Annual Borrowing (Annual Debt Payment) would be $9.46M and the Annual Tax Increase would be $710 on Average Square Foot Wilmington home of $683,790 with a 30-Year Fixed Principal Debt, 4% Interest Rate which would result to $59 per month increase.

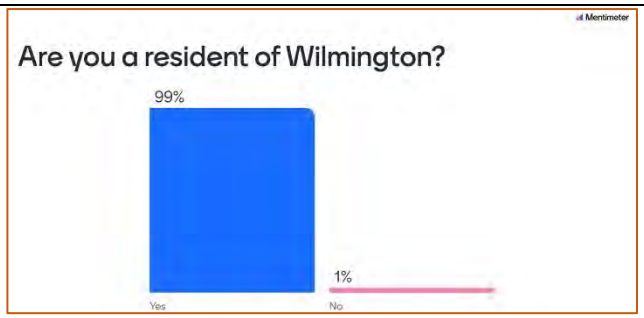
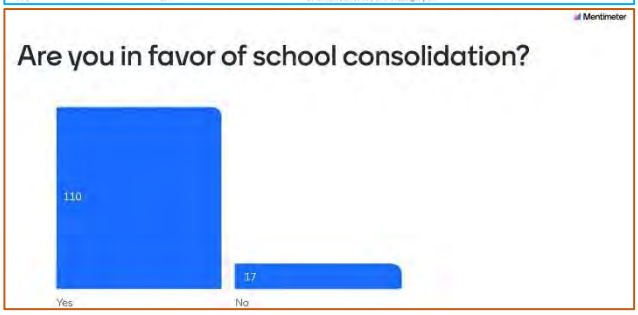
For the PreK-5 New Construction at North Intermediate Site, the Annual Borrowing (Annual Debt Payment) would be $9.69M and the Annual Tax Increase would be $730 on Average Square Foot Wilmington home of $683,790 with a 30-Year Fixed Principal Debt, 4% Interest Rate which would result to $61 per month increase.

These are all based on current tax rates as discussed with the Town's Tax Director and the tax rate at the Town's last borrowing was 3.75%.

M. Gallezzo asked if the amount that was taken was the midline construction amount to base the tax implications on? *E. Slagle advised yes, the midpoint amount was the amount that was chosen to base it on*

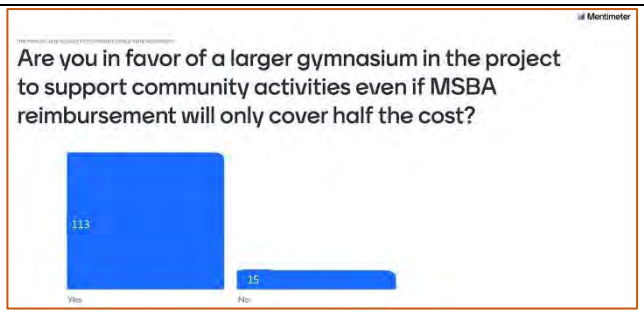
Item #	Action	Discussion
		as it is estimated and it will be estimated again and it could change and the amount will not fluctuate too much from what is reimbursement from MSBA. Project costs could go down and reimbursement costs could also go down so the midpoint seemed to be appropriate as the same impact would be involved. It was meant to be more easily digestible. V. Varbedian agreed that the midpoint is a good place to be working from as it allows to compare apples to apples and it is easily digestible illustrating the monthly impact to the taxpayer on all of the options. There does not seem to be a huge difference between doing an Add/Reno at the North Intermediate site or a New Construction at the North Intermediate site. D. Allan asked E. Slagle if the tax impact information will be shared at a public forum? *E. Slagle advised that yes, the tax impact information will be shared at the upcoming Community Forum and it is key to make it more digestible to the taxpayers who are concerned about their mortgage bill. The focus is to show each constituent what will be monthly impact in the real world.* R. Philip showed progress imagery drawings of the Conceptual Options in Building Massing that will be presented at the upcoming MSBA Board of Directors Meeting for Schematic Design.  

Item #	Action	Discussion
		Building Massing – PK-3 New @ Woburn In Progress...  **Building Massing – PK-3 New @ Woburn** In Progress... 
18.5	Record	**Schedule Update** **August Meetings and Milestones:** • **August 7:** **Community Forum #4 at 7:00 PM** – Virtual on Zoom • **August 19:** **School Committee at 5:00 PM** - Ed. Plan and Grade Configuration - Virtual on Zoom • **August 19:** **Select Board with Finance Committee and School Committee at 7:00 PM** – Hybrid at Town Hall & Zoom • **August 20:** **School Building Committee Meeting at 7:00 PM with School Committee** – Vote for One Preferred Alternative – Hybrid at Wilmington High School LGIR & Zoom • **August 29:** PSR Submission to MSBA
18.6	Record	**Public Relations Working Group** • M. Camoscio, J. Cusce and V. Varbedian provided their impressions from the Fun on the Fourth event at which there were several volunteers in addition to D. Ragsdale with great feedback relating to those who were just learning of the project considering the diligent efforts and great amount time, outreach and discussion of the project that have been ongoing and engaged over the life of this project. The results of the Mentimeter Survey that was provided during the Fun on the Fourth events in Wilmington with specific questions asked in electronic survey and hard copy survey format. The results of this survey are below.

Item #	Action	Discussion
		   

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Item #	Action	Discussion
		 Assembly of Frequently Asked Questions assembled from questions asked and answered by the Wilmington Public Schools, Wilmington School Building Committee and Wilmington Town Officials will be posted on the Wildwood School Building Project Site as shown below. 
18.7	Record	**Discussion/Correspondence/New Items** • None.
18.8	Record	**Committee Questions** • D. Allan asked about the size of the Wilmington High School gymnasium? *L. Dore advised that the size gymnasium at the high school is the size of gymnasium, 12,000 sf, that would be programmed into the PreK-5 Option at the North Intermediate site.* • G. Bendel asked if there is a place on the website that can be allocated to listing where efforts have been made over the life of the project to communicate the information and updates relating to this project. There are meetings going on with the School Committee, Select Board, School Building Committee, Finance Committee relating to this project and it would be great if it all could be located in that one spot on the website. A running list of all of the efforts of the volunteer efforts of those who sat outside at the Fun on the Fourth event, meetings, newsletters, water bill mailers, flyers, community forums, public meetings, etc. and have it right out there displayed so that the efforts can be seen. *J. Leduc advised that the MSBA has 2 forms that are a part of the upcoming PSR documentation that will need to be submitted that lists these events and requires the attachment of the minutes and presentations that are associated with them. In addition, there will be a water bill mailer going out in August.*

Item #	Action	Discussion
		• M. Camoscio has additional outreach that is occurring with relation to the Community Forum No. 4 with delivery of flyers to strategic locations throughout the Town, Wilmington Apple has already posted, District offices have already distributed emails through the District and working over the next 2 weeks to get more flyers in the right locations. The library already has a good number of them. PAWS is looking to do some events between August and September and other tables and events are being looked at come the fall timeframe. • M. Gallezzo asked if there is a meeting scheduled yet for a presentation at the Senior Center? *G. Brand advised that the Director of the Senior Center has been contacted and shown preference for a September meeting. J. Leduc advised that a posting was submitted July 22 in the Senior Center newsletter letting them know that a meeting will be schedule for September with them to attend to learn about the Wildwood School project.*
18.9	Record	**Public Comments** o None
18.10	Record	**Next Meeting: August 20, 2024, from 6:30 PM to 9:30 PM** ***Virtual via Zoom for Remote Participation***
18.11		**Adjourn** G. Brand invited a motion to adjourn. V. Varbedian motioned to adjourn. D. Ragsdale 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

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	7/23/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Remote Participation – Zoom Webinar	Meeting No.	17
	https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1		

The meetings will also be viewable on Comcast 22, Verizon 38 and wctv.org under the MEETINGS channel.

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 14
4. Design Update
    - Evaluation Matrix
    - Schedule Update
5. Working Group Updates
    - Public Relations Working Group
6. Discussion/Correspondence/New Items
7. Committee Questions
8. Public Comments
9. Next Meeting: August 20, 2024
   Community Forum – August 7, 2024 @ 7:00 PM
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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Project Management | SMMA

Warrant No. 13

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	7/15/2024

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*	61546	7/11/2024	$	7,500.00	**0001-0000**	$	37,500.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00013	6/26/2024	$	31,500.00	**0002-0000**	$	40,500.00
		Total	**$**	**39,000.00**			

Approved on _____

Activities for the Month of June 2024:

1. Update site and floor plans for Shortlisted options.
2. Prepared PSR cost estimating package, including updated site and floor plans, architectural and engineering narratives and updated sustainability goals.
3. Leadership working group meetings to review progress, outreach and PSR evaluation matrix.
4. Presentation preparation and participate in Senior Center visit on June 11, 2025.
5. Develop Mentimeter survey for use during Wilmington July 4th Celebration, Fun on the Fourth.
6. Prepare presentation and participate in School Building Committee Meeting on June 25, 2025.

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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 00013
Date 06/26/2024

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: June 1 to June 30, 2024

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	91.00	378,000.00	31,500.00	40,500.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	49.04	378,000.00	31,500.00	425,500.00
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
REIMBURSABLES					
GBCI Invoice LEED for Schools Registration	1,350.00	100.00	1,350.00	0.00	0.00
Subtotal	1,350.00	100.00	1,350.00	0.00	0.00
Total	855,270.00	50.25	398,270.00	31,500.00	425,500.00

Invoice total 31,500.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00013	06/26/2024	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

July 11, 2024
Project No: 22127.00
Invoice No: 0061546

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from June 8, 2024 to July 5, 2024
Fee

Total Fee	150,000.00			
Percent Complete	75.00	Total Earned	112,500.00	
		Previous Fee Billing	105,000.00	
		Current Fee Billing	7,500.00	
		Total Fee		**7,500.00**
			Total this Invoice	**$7,500.00**

Outstanding Invoices

Number	Date	Balance
0061337	5/23/2024	7,500.00
Total		**7,500.00**

Billings to Date

	Current	Prior	Total
Fee	7,500.00	105,000.00	112,500.00
Additional Fees	0.00	108.61	108.61
Totals	**7,500.00**	**105,108.61**	**112,608.61**

Authorized By: Julie Leduc

Town of Wilmington, Wilmington Public Schools

Wildwood Early Childhood Center

July 18, 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	$378,000	$72,000
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	$396,920	$503,080
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$105,000	$60,000
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	$9,950	$90,050	$0	$100,000	$3,859	$96,141
Subtotal	$300,000	$0	$300,000	$194,950	$105,050	$0	$300,000	$108,859	$191,141
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	$1,048,870	$151,130	$0	$1,200,000	$505,779	$694,221
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	$1,048,870	$151,130	$0	$1,200,000	$505,779	$694,221

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

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #15

July 23, 2024

SMMA DORE + WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Design Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Adjourn

Approval of Minutes



FOR APPROVAL

SMMA

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Trainello	Meeting Date:	6/25/2024
Re:	School Building Committee	Meeting No.:	17
Location:	Remote Participation via Zoom		Page

Distribution: School Building Committee (MP).

School Building Committee
- Present: Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
- Present: Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
- Present: Diana M. Allen, *Permanent Building Committee*
- A: John C. Holloway, *Permanent Building Committee*
- Present: Gregory B. Reindel, *Board of Selectmen*
- A: Kevin A. Caira, *Board of Selectmen Alternate*
- Present: Kate Bissell, *Wildwood School Principal*
- A: Stacey Scott, *Woburn Street School Principal*
- Remote: Christine Holleran, *Wildwood Teacher*
- A: Alice Brown LaOrsino, *Director of Student Support Services*
- Present: Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Inspector*
- A: Eric Siegel, *Town Manager*
- Present: Judith O'Connell, *Assistant Town Manager*
- Present: Nick Golden, *School Committee*
- A: Paul J. Metaxatos, *Permanent Building Committee*
- Present: David A. Ragsdale, *School Committee Vice Chair*
- Present: Marianne DeSimone, *Finance Committee Member*
- Present: Michael Carnevale, *North Side Parent, Mechanical Engineer*
- Remote: Craig Miner, *West Side Parent, Civil Engineer*
- Present: Vivian Vartabedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
- Present: Christine Prendergast, *North Side Parent*
- Present: Justin Cocca, *North Side Parent*

Dore+Whittier Architects
- Remote: Donald Walker, *Principal-In-Charge*
- Remote: Lee P. Shea, *Principal, Designer*
- Present: Rein Phillips, *Project Manager*
- Present: Jaslin Brisne, *Educational Planner*

SMMA
- Remote: Julie LaSuc, *Director of CPM Services and Project Manager*
- Remote: Sarah Trainello, *Assistant Project Manager*

Approval of Invoices



FOR APPROVAL

Project Management | SMMA

Warrant No. 13

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	7/15/2024

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
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Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00013	6/26/2024	$ 31,500.00	0002-0000	$ 40,500.00
		Total	**$ 39,000.00**		

Approved on _____

Activities for the Month of June 2024

1. Update site and floor plans for Shortlisted options.
2. Prepared PSR cost estimating package, including updated site and floor plans, architectural and engineering narratives and updated sustainability goals.
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4. Presentation preparation and participate in Senior Center visit on June 11, 2025.
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6. Prepare presentation and participate in School Building Committee Meeting on June 25, 2025.

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Cambridge, MA 02138
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Design Update



PDP Project Costs

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $26.6 M- $29.4 M 	PK-3 R.1 (Woburn only) *Cost Comparison $36.3 M- $40.1 M 	PK-5 R.1 (North only) *Cost Comparison $29.5 M- $32.6 M 
RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M 	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M 	PK-5 AR.1 $193.3 M- $213.6 M 
NEW	PK-K N.1 $79.3 M- $87.6 M 	PK-3 N.1 $135.7 M- $150.0 M 	PK-5 N.1 $194.0 M- $214.5 M 

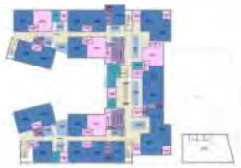
PDP Project Costs

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
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RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M 	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M 	PK-5 AR.1 $193.3 M- $213.6 M 
NEW	PK-K N.1 $79.3 M- $87.6 M 	PK-3 N.1 $135.7 M- $150.0 M 	PK-5 N.1 $194.0 M- $214.5 M 

PDP project costs







Third Floor



Second Floor



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th

Option PK-5 N.1 – Circulation Patterns

Drop-Off



Bus

Alternate Pick-Up



Vehicles

Pre-K Vehicles





Third Floor





Second Floor



First Floor



Lower Level

AR.1 Add/ Reno @ North Intermediate Site

PK-5th

Site Plan





Main Level



Lower Level



Special Note: This illustration 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

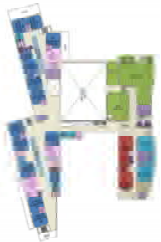
1" = 40'

PK-3rd





Second Floor



First Floor



Lower Level



AR.1 Add/ Reno @ Woburn Street *PDP Iteration*

PK-3rd

Site Plan



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



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

AR.1 Add/Reno @ Wildwood ECC Site *PDP Iteration*

Site Plan

Evaluation Matrix



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?

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
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Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
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Poor | Fair | Good | Better | Best

Cost Overview



Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6
Estimated Project Cost – PDP (March 2024)	$26.6M - $29.4M	$78.0M - $86.2M	$79.3M - $87.6M	$36.3M - $40.1M	$135.0M - $149.2M	135.7M - $150.0M	$29.5M - $32.6M	$193.3M - $213.6M	$194.0M - $214.5M
Estimated Project Cost – PSR (July 2024)	$27.9M - $30.8M	$81.1M - $89.7M	$84.2M - $93.1M	$39.3M - $43.5M	$127.8M - $141.3M	$139.3M - $154.0M	$32.4M - $35.8M	$176.3M - $194.9M	$177.6M - $196.3M

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.

Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
		*For Comparison Only		*For Comparison Only	*For Comparison Only		*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	**50.0**	**58.4**	**61.6**	**45.0**	**59.8**	**69.4**	**47.6**	**69.9**	**77.6**
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Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost - PSR	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
POTENTIAL LOCAL SHARE *after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M

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.

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. Estimates are based on today's market conditions and dollars.*

Potential Local Share

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	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost - PSR	**$27.9M - $30.8M**	**$84.2M - $93.1M**	**$139.3M - $154.0M**	**$176.3M - $194.9M**	**$177.6M - $196.3M**
POTENTIAL LOCAL SHARE *after eligible MSBA reimbursement	**$27.9M - $30.8M**	**$63.0M - $69.7M**	**$100.8M - $111.4M**	**$122.5M - $135.4M**	**$125.5M - $138.7M**
Local Share Woburn St. Repair Only**	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
Local Share North Int. Repair Only**	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	**$99.6M - $110.1M**	**$134.7M - $149.0M**	**$133.2M - $147.2M**	**$122.5M - $135.4M**	**$125.5M - $138.7M**

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. Estimates are based on today's market conditions and dollars.*

Local Tax Impact

Wilmington Elementary School Project

ESTIMATED Debt and Tax Implications

Option	Estimated Total Project Cost - midpoint	Estimated Local Share - midpoint	Annual Debt Payment	Annual Tax Increase on Average SF Home	Monthly Impact
PK-K - Repair Only	$ 29,346,000.00	$ 29,346,000.00	$ 2,152,000.00	$ 160.00	$ 13.00
PK-K - New @ Wildwood Site	$ 88,647,000.00	$ 66,335,000.00	$ 4,865,000.00	$ 370.00	$ 31.00
PK-3 - New @ Woburn Site	$ 146,660,000.00	$ 106,099,000.00	$ 7,781,000.00	$ 590.00	$ 49.00
PK-5 - Add/Reno @ North Site	$ 185,609,000.00	$ 129,059,000.00	$ 9,464,000.00	$ 710.00	$ 59.00
PK-5 - New @ North Site	$ 186,984,000.00	$ 132,128,000.00	$ 9,689,000.00	$ 730.00	$ 61.00

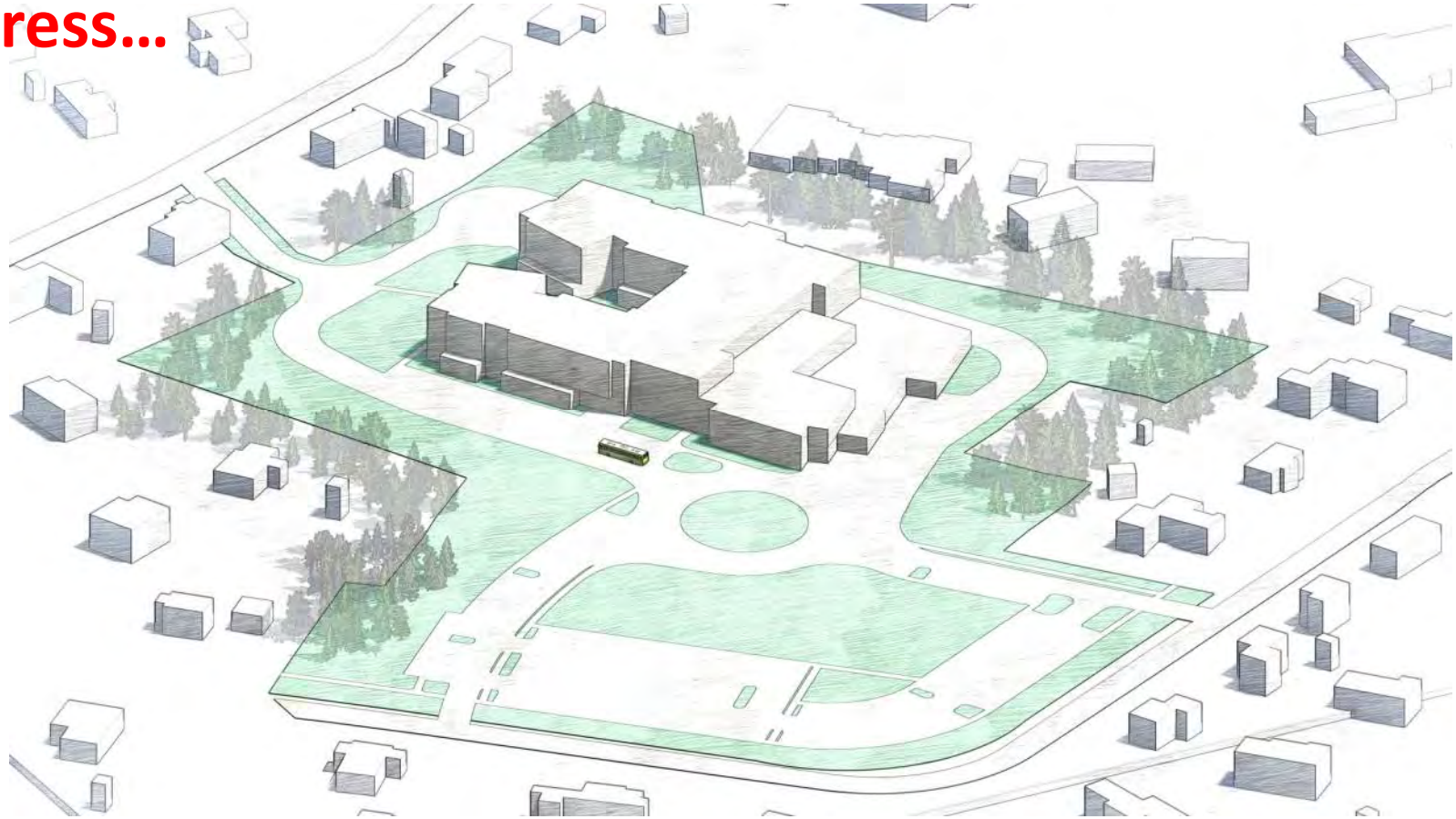
*Assumptions: All Costs are Estimates; All Values are FY24 Values; 30 Year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790

Imagery



Building Massing – PK-5 New @ North

In Progress…



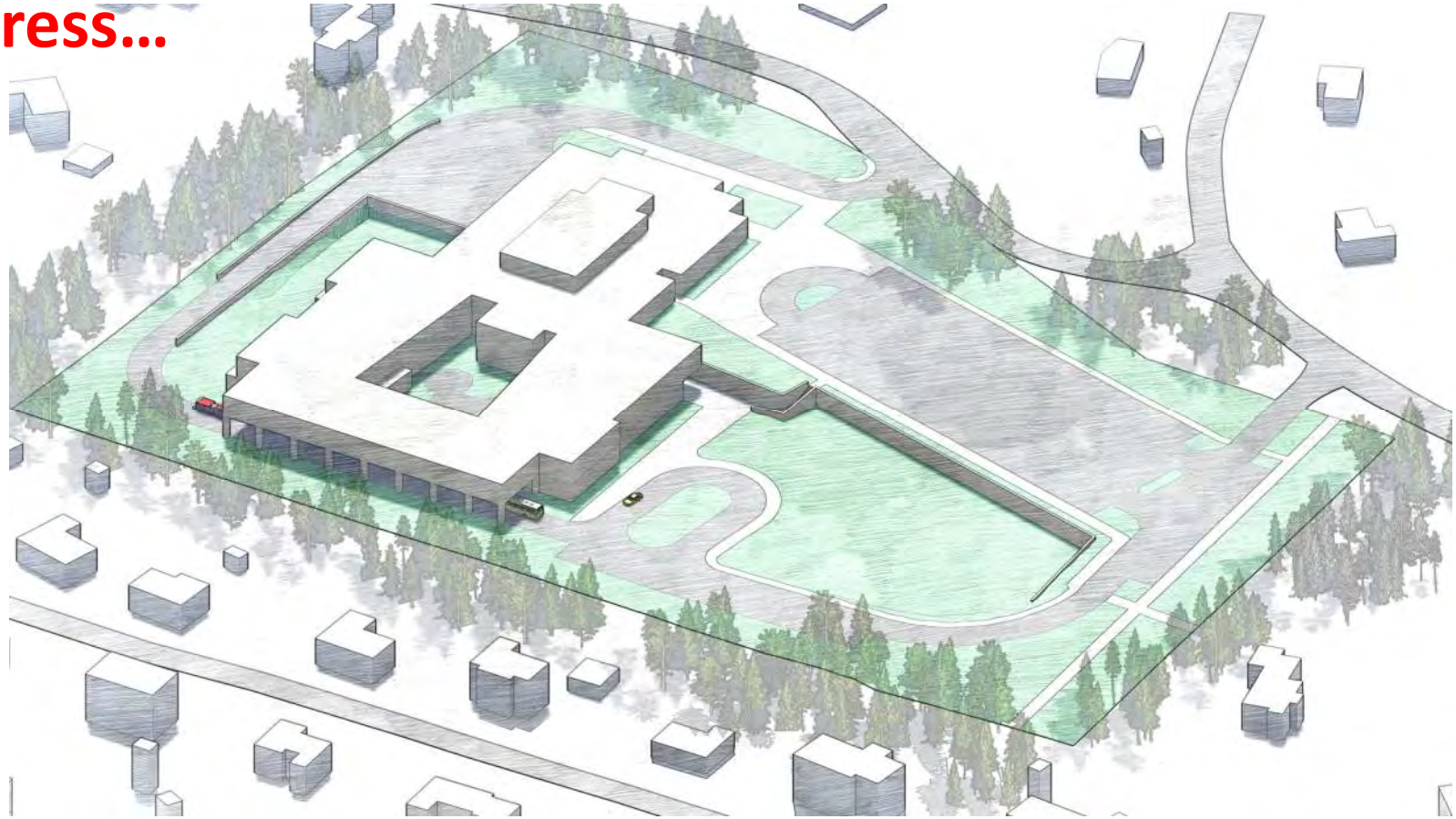
Building Massing – PK-5 New @ North

In Progress…



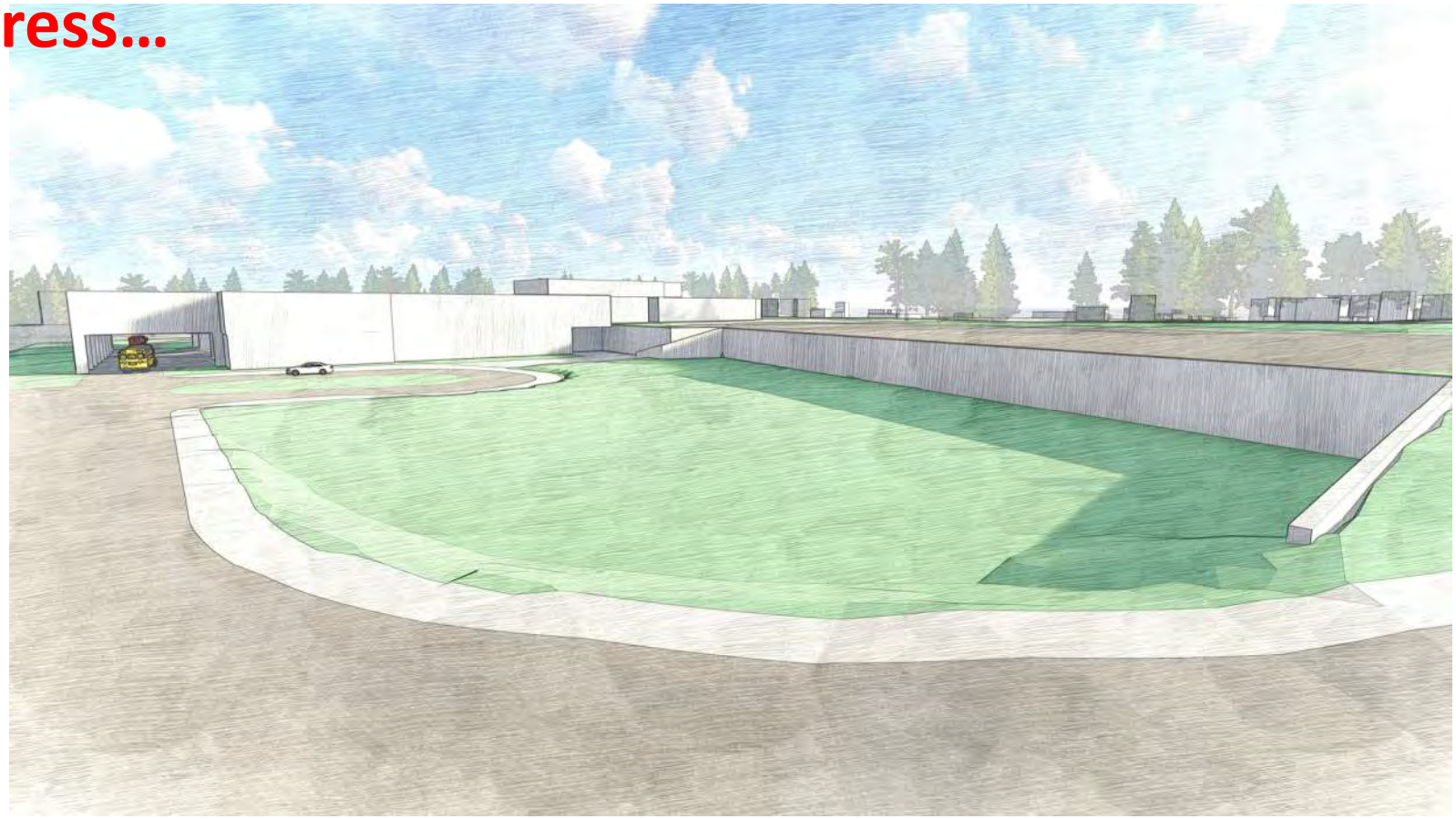
Building Massing – PK-3 New @ Woburn

In Progress…



Building Massing – PK-3 New @ Woburn

In Progress…



Schedule





August:

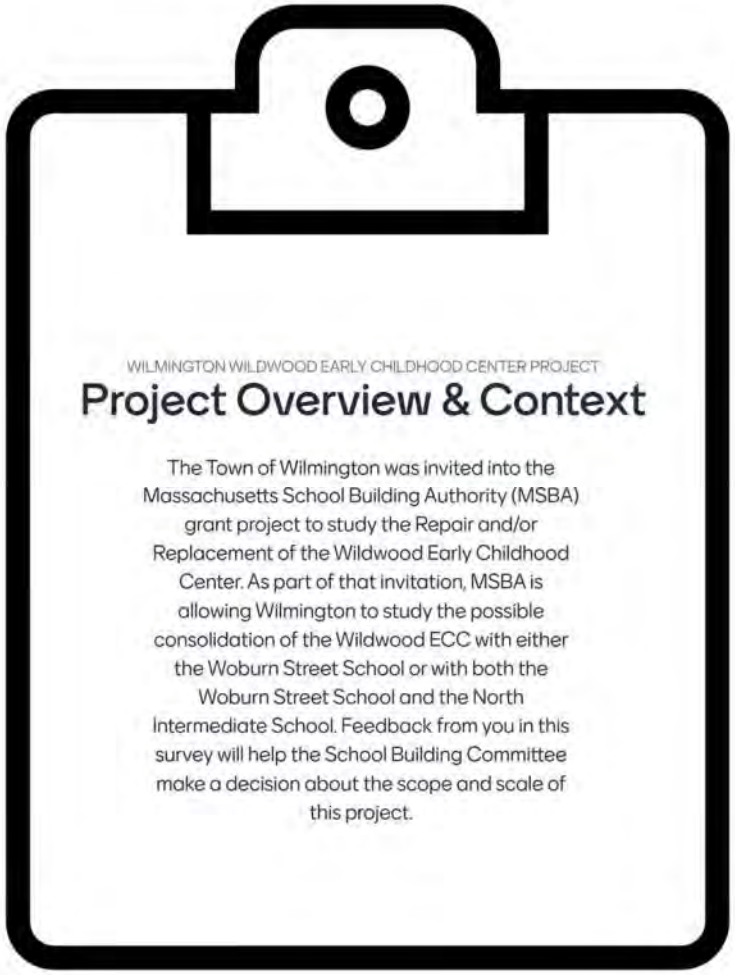
- ❑ Community Forum #4 – Aug 7th
- ❑ School Committee - Aug 14th
  - ➢ Ed. Plan and Grade Configuration
- ❑ Select Board – Aug 19th *TBC*
- ❑ SBC Meeting – Aug 20th
  - ➢ Vote for Preferred Alternative
- ❑ *School Committee – Aug TBC*
- ❑ PSR Submission to MSBA – Aug 29th

Next SBC Meeting: August 20th

SBC Public Relations Working Group Update

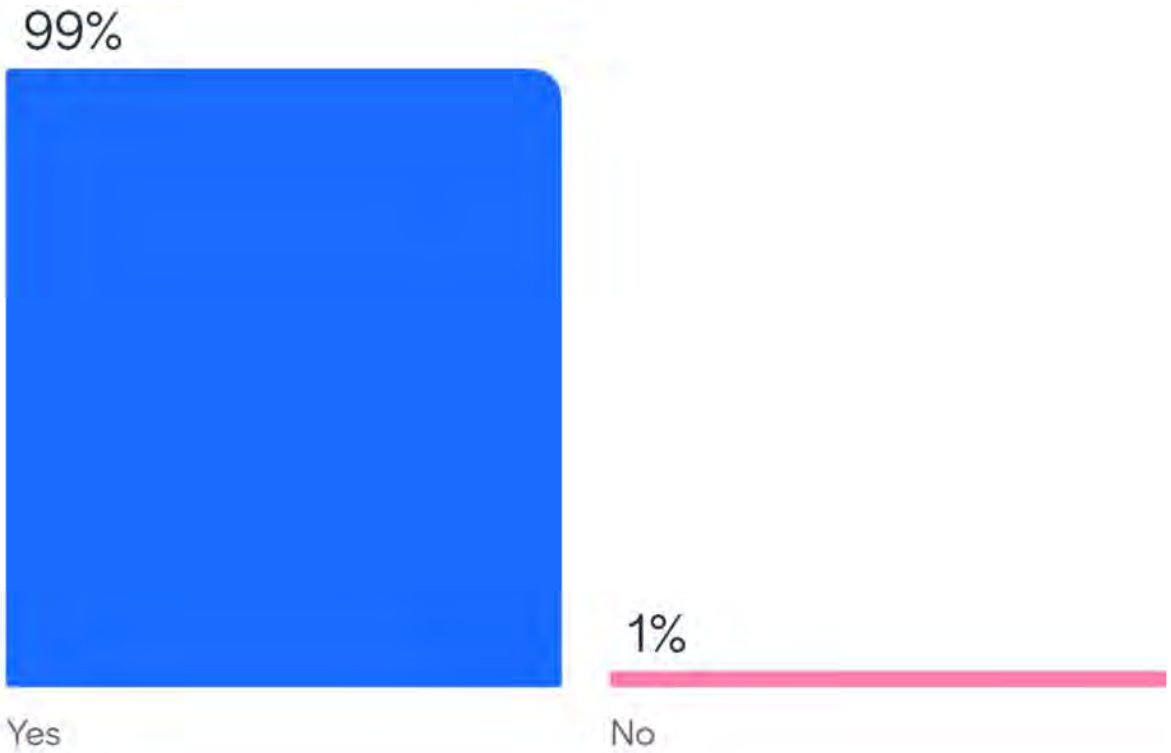


Fun on the Fourth Survey Feedback



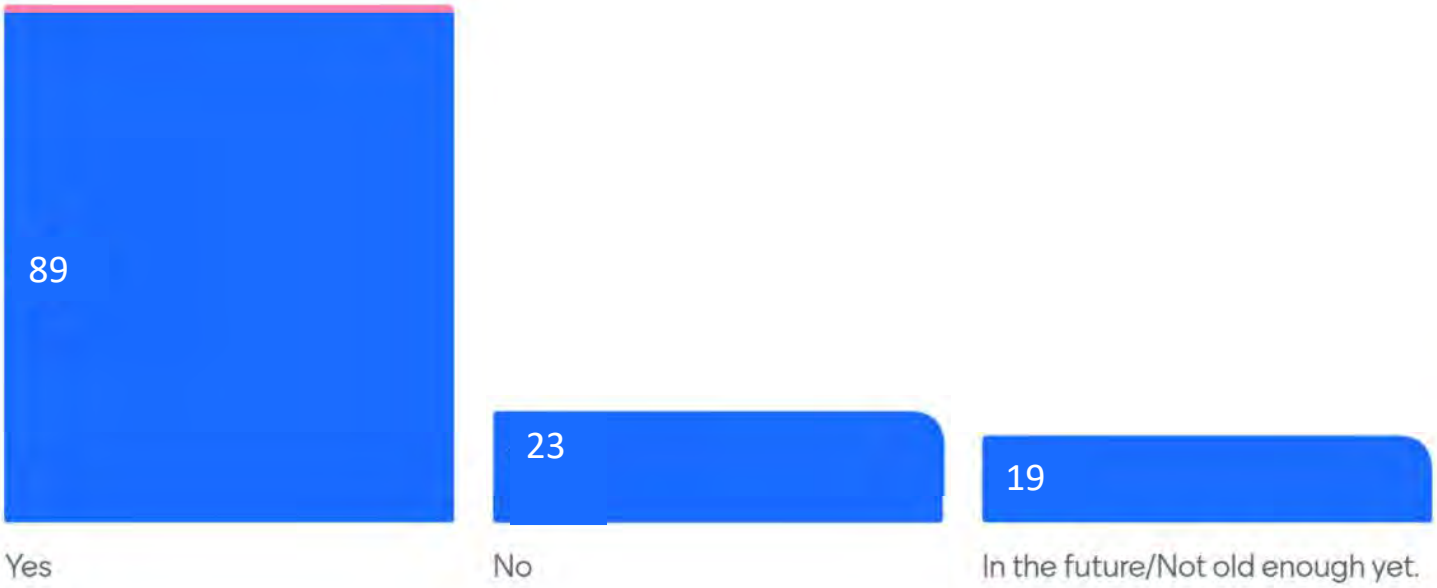
Mentimeter

Are you a resident of Wilmington?



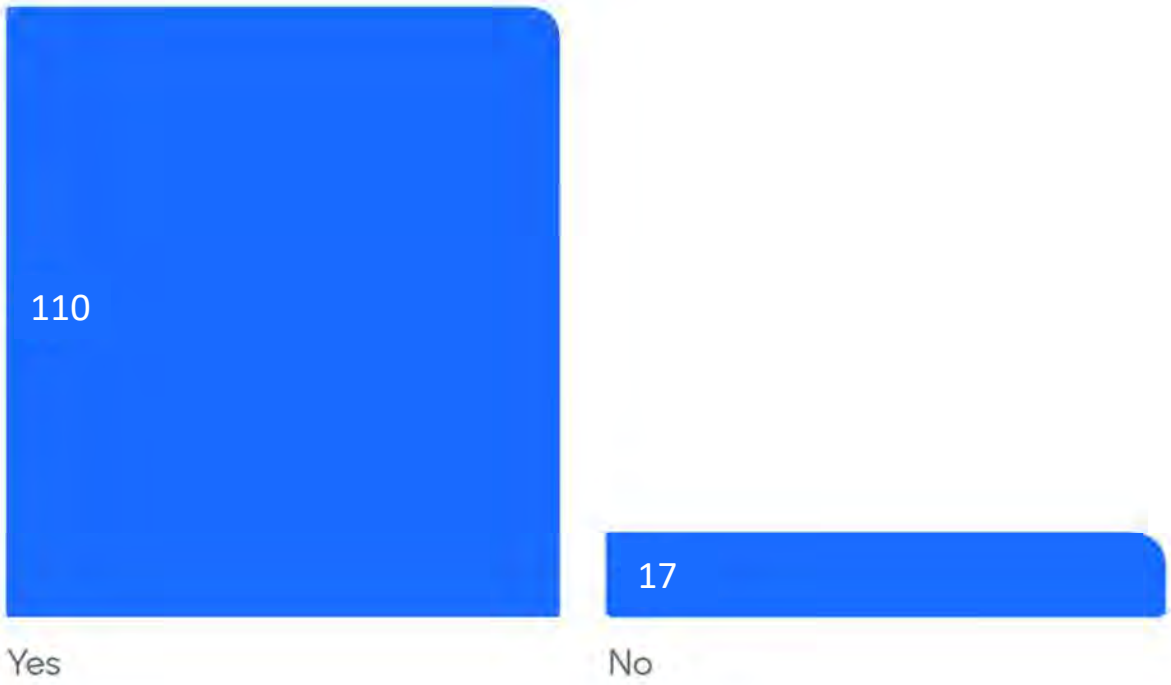
Mentimeter

Do you currently have any school-aged children/relatives in the school system?



Mentimeter

Are you in favor of school consolidation?





Mentimeter

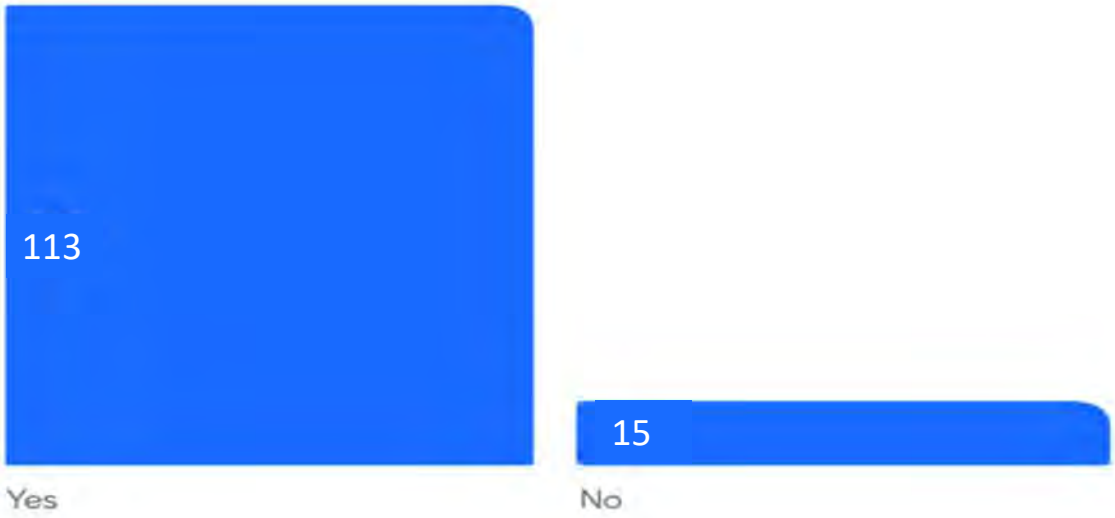
Please rank the following options in order of preference.



Mentimeter

(THE TOWN WILL NEED TO COVER THE PORTION NOT ELIGIBLE FOR REIMBURSEMENT)

Are you in favor of a larger gymnasium in the project to support community activities even if MSBA reimbursement will only cover half the cost?



WILDWOOD BUILDING PROJECT

- Meeting Dates & Documents
- Frequently Asked Questions
- Archived Presentations
- Committee Members
- Town of Wilmington Facilities Master Plan
- Documents Submitted to MSBA
- Archived Meeting Agendas & Minutes

Wilmington Public Schools / Our District / Facilities / School Building Projects / Wildwood Building Project / Frequently Asked Questions

Frequently Asked Questions

WHAT

1. **What are the options? What are the current options? Who will go to this new school?**
   - The enrollment options which we were allowed to study are PreK-K, PreK-3 and PreK-5.
   - Options other than just rebuilding the Wildwood will merge 2 or 3 current school populations into a single school. Those schools include Wildwood, Woburn Street, and North Intermediate School.
   - The selected option to move forward must include the Wildwood population.
2. **How many options have been studied so far?**
   - The Design Team presented 18 options which included renovation, addition, and new construction of the Wildwood, Woburn Street, North Intermediate and Town Hall sites
   - The committee created a rating matrix which reviewed education, site, restrictions, community, sustainability, logistics, consolidation, time to complete, and cost.
3. **High school sized gym?**
   - Currently two schools have operational gyms: Woburn Street and the North Intermediate. Consolidation of 3 schools to 2 or 1 will potentially reduce Town gymnasium spaces.
   - A high school sized gym is being explored for the consolidation of the 3 schools. As this gym would be larger than the MSBA will participate in, the districts share will be more.
   - This one gym would be larger and allow for 2 courts to be used simultaneously.
4. **Will there be access to the Gym, Cafeteria, and/or Auditorium for use by others? What other benefits are there for the community from this project?**
   - The School will be defined by Administrative, Academic, and Public spaces. As part of the design, the intent is to separate PUBLIC spaces with locking doors to prevent people from accessing ACADEMIC spaces during off-hours.
   - The gym would be available off-hours for indoor athletics.
   - The stage, which would be located in the Cafeteria, could be used as an Auditorium during off-hours.
5. **Is parking and traffic being studied?**
   - Yes, traffic planning and parking are being studied as part of this project.
6. **What is the environmental impact of this project?**
   - The MSBA has a minimum requirement we must meet for the environment.
   - The Committee would like environmental input on this and other aspects of the project. There is a Working Group that will be collaborating with the Design Team to determine the sustainability goals of the project.

WHY

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	8/20/2024
Re:	School Building Committee	Meeting No:	19
Location:	Hybrid Meeting with In Person Attendance at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom		Hybrid
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*
Present	Gregory B. Bendel, *Board of Selectmen*
Present	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
A	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
A	Christine Murray, *Interim Director of Student Support Services*
A	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Present	Eric Slagel, *Town Manager*
Present	Judith O'Connell, Assistant Town Manager
Present	Nicholas Golden, *School Committee*
Present	Stephen Turner, *School Committee*
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*
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

A	Donald Walter, Principal-In-Charge
Present	Lee P. Dore, Principal, Designer

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Present Rani Philip, Project Manager

SMMA

Present Julie Leduc, *Director of OPM Services and Project Manager*
Remote Sarah Traniello, *Assistant Project Manager*

Item #	Action	Discussion
19.1	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.*
19.2	Record	**Approval of Minutes** C. Prendergast motioned to approve the meeting minutes from the July 23, 2024, School Building Committee meeting, with a second motion by M. Camoscio. Roll call vote. The motion was carried by unanimous vote.
19.3	Record	**Approval of Invoices** J. Leduc presented Warrant No. 14 with SMMA's monthly invoice for OPM Basic Services in the amount of $7,500 and Dore+Whittier Architect's monthly invoice for Feasibility Study Design Services in the amount of $31,500. The total for Warrant No. 14 is $39,000.00. P. Ruggiero made a motion to approve Warrant No. 14 consisting of SMMA's invoice in the amount of $7,500 and Dore+Whittier Architect's invoice in the amount of $31,500 for a total of $39,000. Motion seconded by D. Ragsdale. Roll Call vote of the School Building Committee was performed, motion passed with 4 abstentions from K. Caira, M. Gallezzo, P. Melaragni and C. Murray.
19.4	Record	**Survey Results from Community Forum No. 4** R. Philip of Dore+Whittier reviewed the results of the Mentimeter Survey with the data cut off the morning of August 20, 2024. There were 176 participants in the survey and more than half of them identified as parents. C. Prendergast asked if the survey was from the Fun on the Fourth and carried forward or only Community Forum No. 4? *R. Philip advised that the Mentimeter Survey is from the Community Forum No. 4 participation only.* P. Melaragni asked how many people were present for the Community Forum No. 4 on the day of the Community Forum? *R. Philip advised that 109 people logged into the Zoom webinar to participate in the Community Forum but that does not mean they all accessed the Mentimeter that day. Dr. Brand also advised that the SBC was also live streaming as well for the Community Forum No. 4 and there is no data available on how many people the live stream reached on that day.* P. Melaragni asked if people are able to log onto the Mentimeter more than once from the same IP address? *M. Camoscio advised that when he logged in to test the survey, he found that it would not allow him to take the survey more than once if he answered the survey previously. R. Philip advised then Mentimeter does restrict the ability to log on multiple times.* R. Philip advised the next set of questions was asking the respondents about their preference in the options after learning the project costs and after learning the local cost impact. Both times, the New PreK-5 option at North Intermediate ranked the highest. When providing the local cost impact, the PreK-5 Add/Reno and the New PreK-3 came in close in numbers. With the project costs it could be seen that there was a slight advantage to the PreK-3 and when the local cost impact came into play, the numbers increased in the PreK-5 Add/Reno Option as it started to take the lead over the PreK-3 New Option.

Item #	Action	Discussion
		1. M. Gallezzo asked if it is known why the Add/Reno PreK-5 is scoring higher than the New PreK-3? *R. Philip advised that in previous surveys there was preference to PreK-5 over PreK-3 school buildings with those in favor of consolidation. Many felt it would be better done as PreK-5 Add/Reno instead of a New PreK-3 because of their preferential leaning towards PreK-5 even if it had to be an Addition/Renovation construction.* a. *M. Camoscio advised that he did have family members who did take the survey and there was some confusion around the Add/Reno vs. New Construction where there was no confusion relating to the preferred grade configuration that would be chosen.* b. *M. Gallezzo advised it is important to understand where that confusion derived from.* c. *R. Philip advised that for the next Community Forum No. 5 that it would be amended on the presentation to distinctly spell out the acronyms like AR to state Addition/Renovation, N1 to be New Construction, etc.* d. *M. Gallezzo advised that many are not familiar with the acronyms that are used and they should be spelled out for clarity not just on the Community Forum presentations but on all presentations.* For the Gymnasium question, there were 87 responses in support of the 12,000 sf gymnasium and only 17 did not support the larger gymnasium. During this question, the respondents did not have the cost of the gymnasium. C. Prendergast advised that it is important as a point of reference to be able to share with the respondents what the use of the 12,000 sf gymnasium would be solely be for school usage but also for the community as a resource. • *M. Gallezzo advised as well that it is important not only to have the costs be known and communicated but also get the usage of the gymnasium at the Woburn Street provided.* • *J. O'Connell advised that D. Kelley has provided this data and the school department does have it. It just needs to be extrapolated into a user-friendly manner so it can be more easily digestible and understood. D. Kelley is currently on vacation and when he returns questions will be asked where there may be any relating to any appearances of duplications to confirm.* • *K. Bissell advised that a reporting of the gymnasium usage across the entire town for all of the elementary schools would provide insight that should be looked at so that it is able to be viewed with the same lense.* • *D. Ragsdale advised that meeting with people at the Fun on the Fourth events, many stated that it was necessary to provide some background in advance of the survey question so respondents can provide a thoroughly considered response as it is issue has many facets and viewpoints.* G. Brand advised that supporting the idea of a 12,000 sf gymnasium collectively as a benefit to the schools and the Town in a school consolidation if a new PreK-5 option is selected. L. Dore of Dore+Whittier Architects emphasized that the estimating has been performed to date has included and accounted for the 6,000 square feet of gymnasium space that the MSBA will consider to be ineligible for reimbursement. M. Gallezzo advised that as a Committee, if the PreK-5 were to be the selected option to choose, Dore+Whittier would need to know that very soon as it would determine what size gymnasium they need to build the school around. • *J. O'Connell advised that having multiple schools with sports games going on in gymnasiums after hours and needing custodial staffing to keep those spaces opened and maintained during those hours of operation, there could be a cost savings to the Town with the school consolidation by building a larger gymnasium. This will not necessarily be the entire return on the investment but it is a potential area of savings to the Town without having to have additional costs of maintaining the same in multiple buildings with it consolidated to one site.*

Item #	Action	Discussion
		C. Prendergast articulated an idea proposed by V. Varbedian (not present for this meeting) spoke of with the idea that there could potentially be 12,000 sf of gymnasium but it is not something that a decision is hinged on because there would be 6,000 sf gymnasium that would be within the design concept proposed and then there could be an additional 6,000 sf of gymnasium that could be added if it were approved. • *L. Dore advised that he did have a conversation with V. Varbedian regarding this idea. L. Dore advised that it would be something that could have complexities because it is a lot of square footage to be able to achieve given that it is a 3-story building with levels stacked on top of one another and the gymnasium centrally located. However, the most important decision that needs to be made is the One Preferred Option with the site that is in mind to move forward with so that Schematic Design can proceed with the sized gym that is chosen whether it is the 6,000 sf or the 12,000 sf.*
19.5	Record	**Extend Vote of One Preferred Option to October 1, 2024** G. Brand moved item 8 up in the agenda relating to the Memo submitted to the School Building Committee on behalf of himself and the Town Manager, Eric Slagle, proposing a delay of one month before voting on the One Preferred Option which would happen on or about October 1, 2024. In support of this delay, it would be to provide additional community outreach to a more extensive populus within the Town of Wilmington and allow for informational meetings to be held in person at the Senior Center and in person hybrid Community Forum No. 5 at the Wilmington High School Auditorium, town-wide mailing, poster board creation and flyer distribution throughout Town buildings, additional FAQs to be responded to and updated on the website and meet and greets with flyers distributed during Open Houses at the schools, etc. • The information being provided over the course of the month before the proposed early October decision is the same information that has been provided to date. The concerted efforts of this outreach is to inform the constituents of the due diligence that has been done on this project to date and including but not limited to the survey efforts on multiple occasions through various opportunities to garner the feedback of the community including meetings and conversations of open dialogue with the community directly, answering their questions and providing the data being sought about what this project can be for the Town of Wilmington. With this feedback, it will allow the members of the School Building Committee provide the most educated view of what the constituents of Wilmington would like to see for their community for this next school project as it serves the students and staff of the Town. • Town Manager and OPM have met with the MSBA to review the options of adjusting the timeline and the impacts of this delay in the timeline applied and how it addresses the schedule adjustments. The decision for the one month delay lies in the hands of this Committee. R. Philip and L. Dore provided timeline schedule adjustments with the green showing the 2 month delay impact. On this schedule, shown are the effects of the one-month postponement of the decision leading August 29, 2024 to an October 24, 2024 submission of the Preferred Schematic Report to the MSBA which will be reviewed for appearing before the Board of Directors in December 2024. It will result in effect on a 2-month slide in the schedule because the MSBA meets every 2 months and this will change some of the future scheduled milestones with the MSBA and when they will fall effectively by 2 months and will effect when the Special Town Meeting and the Local Appropriation occur. See Dore+Whittier's slide for more detail. **Project Cost Impact**

Item #	Action	Discussion
		R. Philip and L. Dore reviewed the cost impacts of delaying the project by a month and providing the cost data based on the estimates provided and the cost escalations. Consensus of the SBC was to move the decision date out one month to the first week of October 2024 for the Preferred Schematic Report to allow for the additional community outreach to be performed. This is valuable for feedback to what the Committee is learning from how the people are leaning relating to the project expectations. • J. Bryson advised that the School Committee approved the PreK-5 consolidation at its most recent meeting and it is even clearer that it makes sense. • L. Maselli advised that she supports the PreK-5 option for new construction as the PreK-5 is going to be saving money and the best decision for the Town.
19.6	Record	**Schedule Update** **September Meetings and Milestones:** • **September 17, 2024:** **School Building Committee Meeting at 6:30pm** - Hybrid - Wilmington High School Large Group Instruction Room and Zoom Webinar • **September 18, 2024:** **Community Forum #5 at 7:00 PM** – In Person at Wilmington High School Auditorium • **September 19, 2024:** **Senior Center Meeting at 2:00 PM** – Wilmington Senior Center **October Meetings and Milestones:** • **October 8, 2024:** **School Building Committee Meeting at 6:30pm** - Hybrid - Wilmington High School Large Group Instruction Room and Zoom Webinar • **October 24, 2024:** Preferred Schematic Report Submission to the MSBA
19.7	Record	**Public Relations Working Group** C. Prendergast advised that there has been an ongoing concerted effort of community outreach on this project from what would be considered a “grassroots” campaign to get the word out about this project. There needs to be additional support from more within the SBC to assist with the lift especially with the upcoming and coming months as this project moves closer to approval. • P. Melaragni suggested that the Working Group pursue Press Releases to the newspaper media to get the word out with updates on the project in addition to those that are pursued on social media outlets like Twitter/X or Facebook. • There will be a boost in putting the information out there to rally content to put on the social media with flyers about the upcoming events for the meetings at the Senior Center and Community Forum, etc. • Prepared mailers will be sent out to households in Wilmington.
19.8	Record	**Discussion/Correspondence/New Items** • None.
19.9	Record	**Committee Questions** • None
19.10	Record	**Public Comments** o None

Item #	Action	Discussion
19.11	Record	**Next Meeting:** **September 17, 2024, from 6:30 PM to 9:30 PM** ***Virtual via Zoom for Remote Participation***
19.12		**Adjourn** G. Brand invited a motion to adjourn. N. Golden motioned to adjourn. P. Melaragni 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.

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:	8/20/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room Remote Participation via Zoom https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1	Meeting No.	18

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 14
4. Review Feedback Provided in Community Forum No.4
5. Review of Preferred Schematic Design Options and Cost
6. Schedule Discussions/Next Steps
7. Public Relations Working Group
8. Discussion/Correspondence/New Items
9. Committee Questions
10. Public Comments
11. Next Meeting: September 17, 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.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #16

August 20, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority



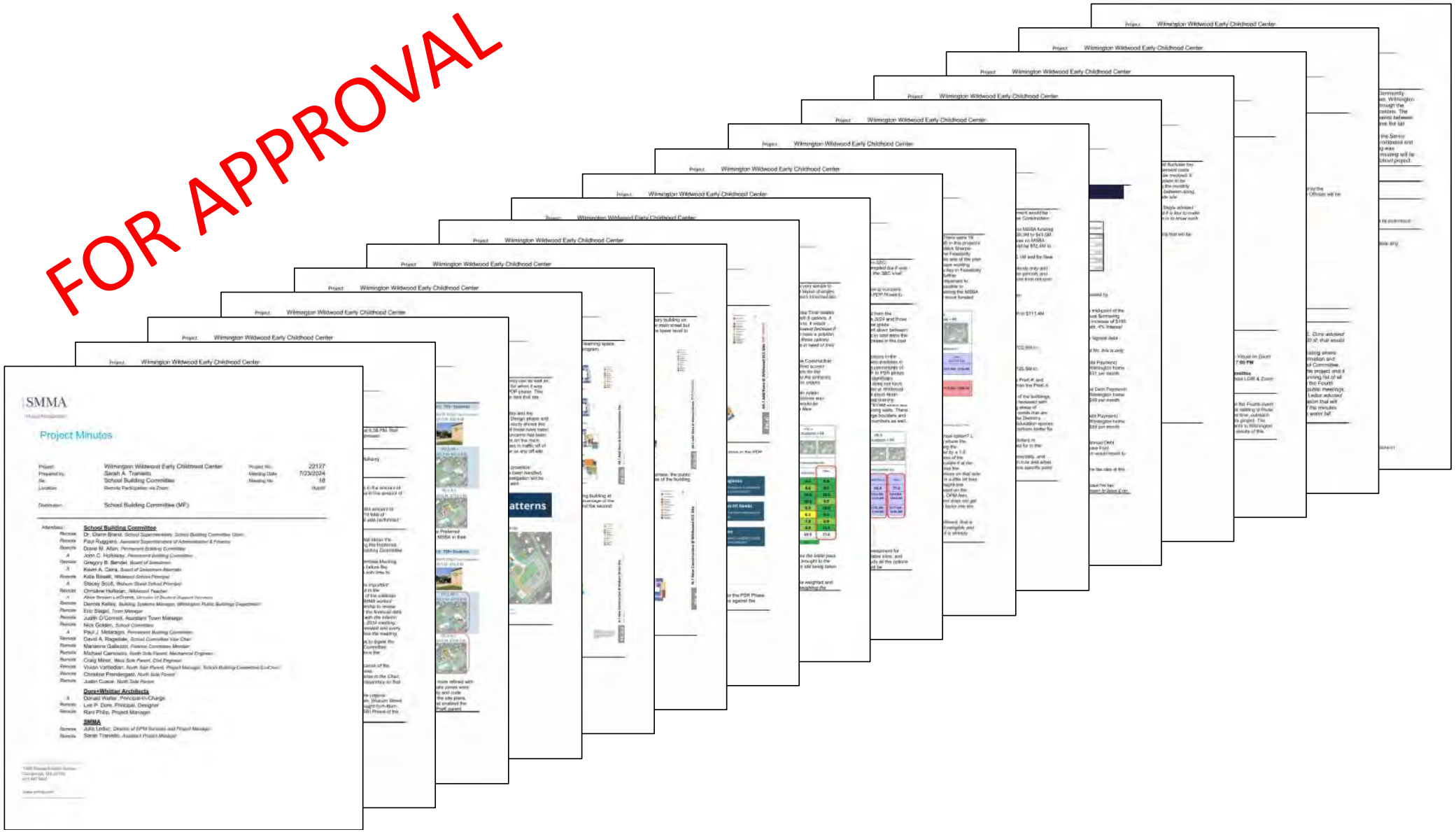
Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Review Feedback Provided in Community Forum No. 4
- Review of Preferred Schematic Design Options + Cost
- Schedule Discussion/Next Steps
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Adjourn

Approval of Minutes



FOR APPROVAL



SMMA

Project Minutes

Project: Wilmington Wildwood Early Childhood Center
Prepared by: Sarah A. Tramiello
Re: School Building Committee
Location: Remote Participation via Zoom

Project No.: 22127
Meeting Date: 7/23/2024
Meeting No.: 18
Time: 6:00PM

Distribution: School Building Committee (MF)

Attendees:

School Building Committee

Remote Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Remote Paul Ruggieri, *Assistant Superintendent of Administration & Finance*
Remote Diane M. Allan, *Permanent Building Committee*
A John C. Hofmeister, *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*
Remote Christine Hurlburt, *Wildwood Teacher*
A Alice Brown-LaDonna, *Director of Student Support Services*
Remote Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Remote Eric Slagel, *Town Manager*
Remote Judith O'Connell, *Assistant Town Manager*
Remote Nick Golden, *School Committee*
A Paul J. Metaxas, *Permanent Building Committee*
Remote David A. Ragsdale, *School Committee Vice Chair*
Remote Marianne Gallezzo, *Finance Committee Member*
Remote Michael Caniscito, *North Side Parent, Mechanical Engineer*
Remote Craig Miner, *West Side Parent, Civil Engineer*
Remote Vivian Vartbedian, *North Side Parent, Project Manager, Tolkoff Building Committee Co-Chair*
Remote Christine Prendergast, *North Side Parent*
Remote Justin Cuoco, *North Side Parent*

Dore+Whittier Architects

A Donald Waller, *Principal-In-Charge*
Remote Lee P. Dore, *Principal, Designer*
Remote Ravi Philip, *Project Manager*

SMMA

Remote Julia Ledoc, *Director of DPM Services and Project Manager*
Remote Sarah Tramiello, *Assistant Project Manager*

Approval of Invoices



FOR APPROVAL

Project Management | SMMA

Warrant No. 14

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	8/12/2024

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*	61769	8/16/2024	$ 7,500.00	0001-0000	$ 30,000.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00014	7/31/2024	$ 31,500.00	0002-0000	$ 9,000.00
		Total	**$ 39,000.00**		

Approved on _____

Activities for the Month of July 2024:

1. Finalize PSR cost estimating package, including updated site and floor plans, architectural and engineering narratives and updated sustainability goals
2. Leadership working group meetings to review progress
3. PSR evaluation matrix
4. PSR cost estimates
5. Prepare presentation and participate in School Building Committee Meeting on July 23rd
6. Draft Community Forum 4 Presentation
7. Draft PSR Submission

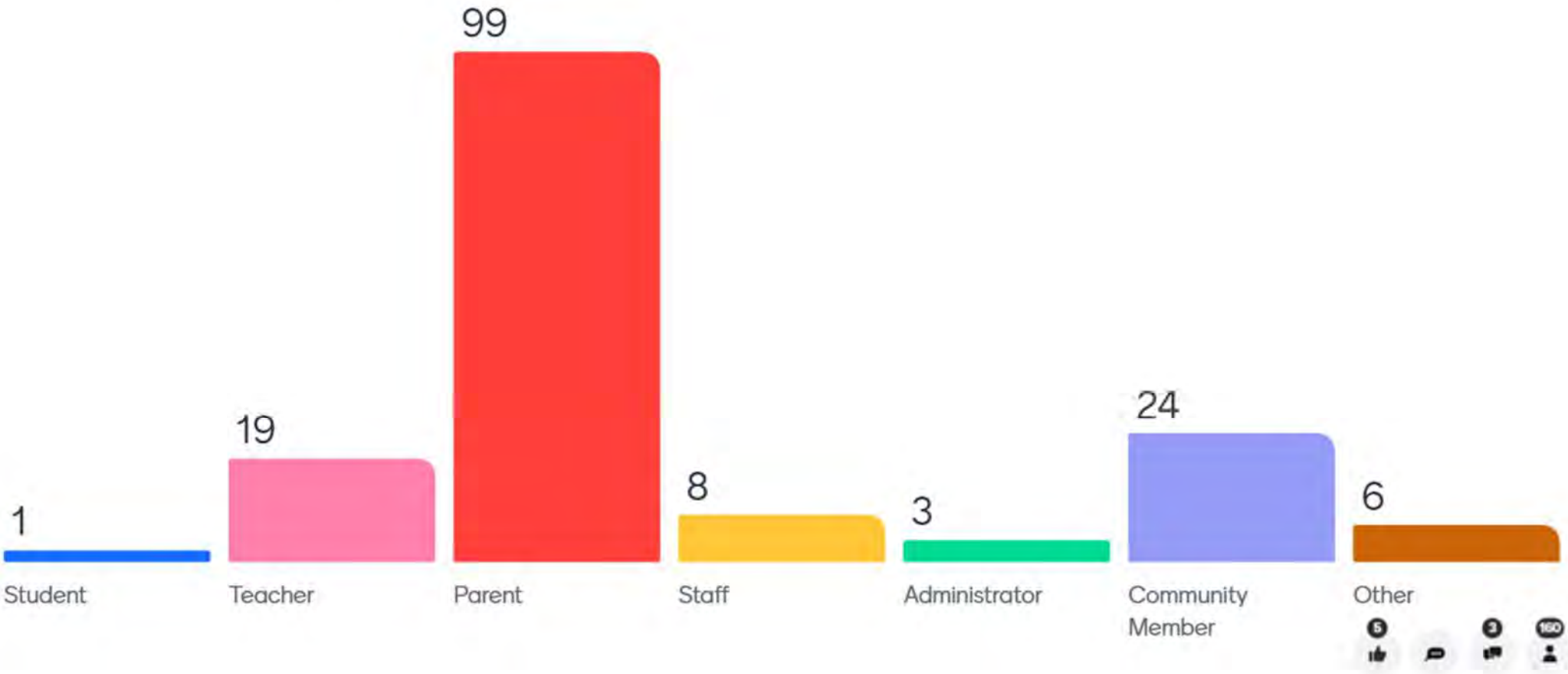
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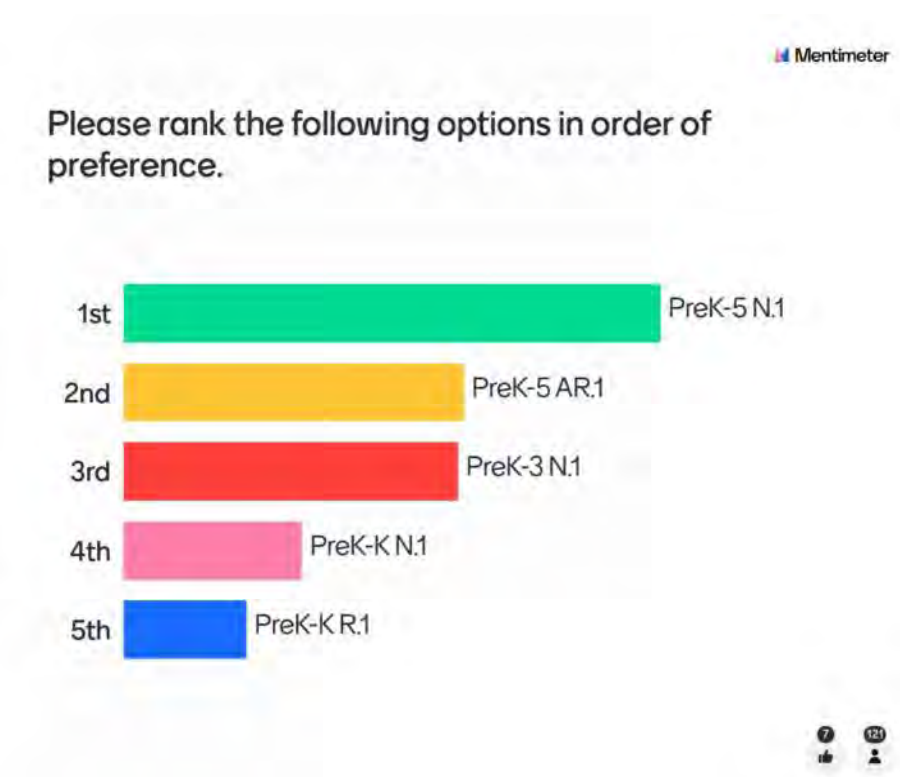
Preliminary Results from Community Forum #4

Mentimeter

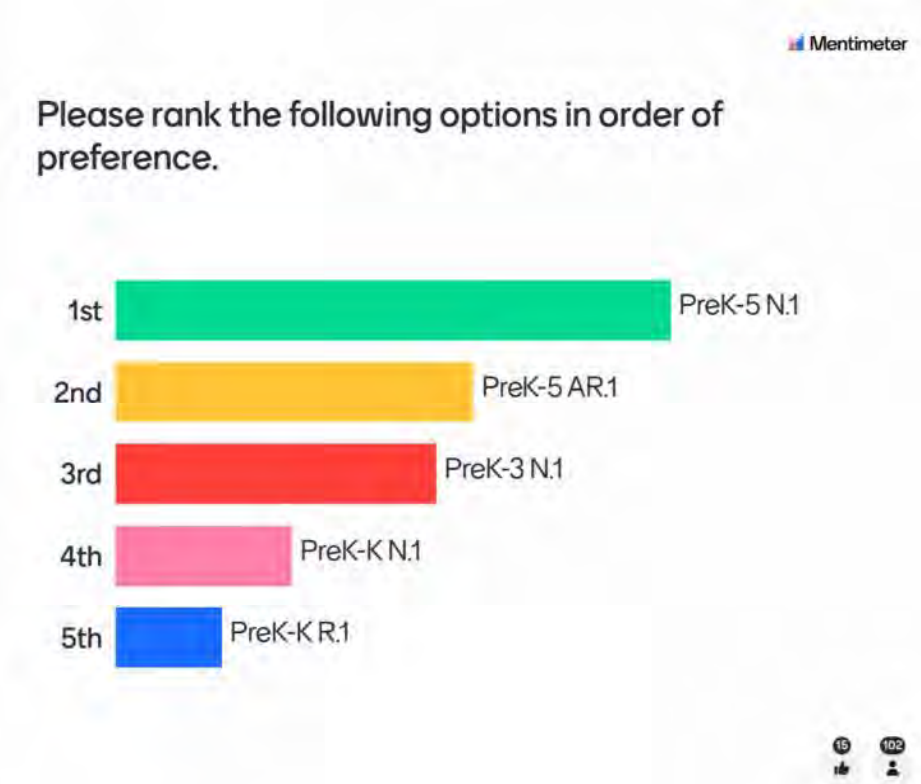
I'm responding as:



After Updated Project Costs:



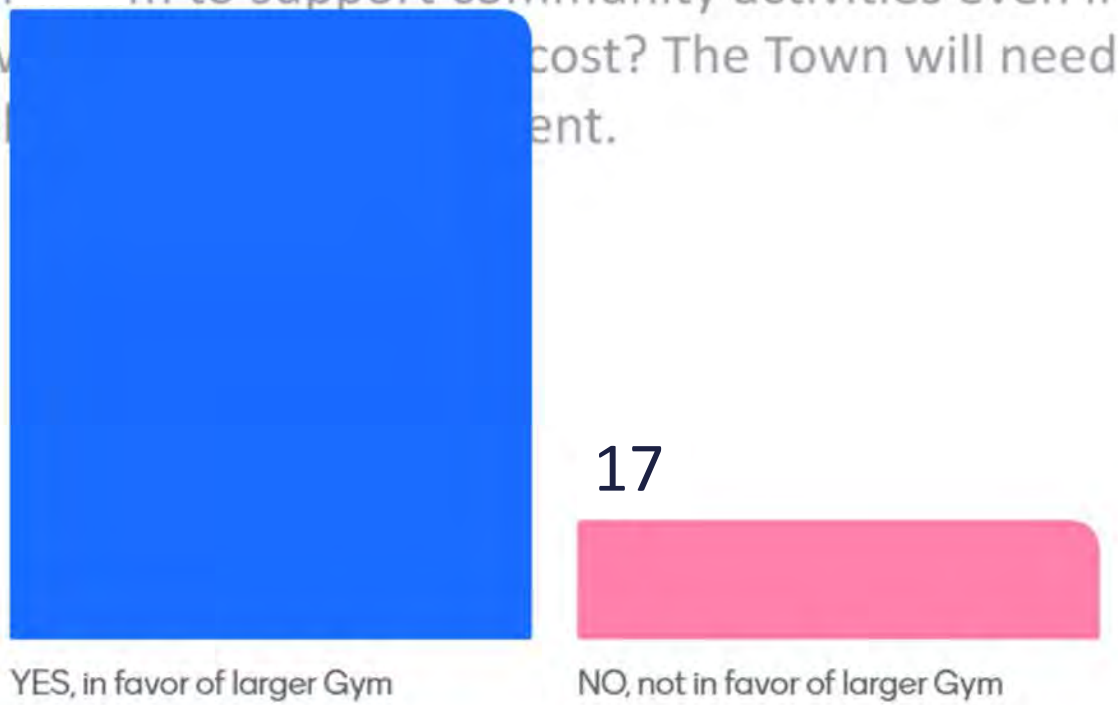
After Local Share Impact:



Mentimeter

The PreK-5 alternatives currently include a 12,000 SF gymnasium.

If a PreK-5 alterna is selected as the preferred option, are you in favor of the larger gymn m to support community activities even if MSBA reimbursement w cost? The Town will need to cover the portion not el ent.



Discussion



Extend vote of preferred option to Oct. 1, 2024?

TOWN OF WILMINGTON
121 Glen Road Street | Wilmington, MA 01887
Tel: (978)-658-3311 Fax: (978) 978-658-3334

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

To: **Wildwood School Building Committee**

Cc: **Select Board; School Committee**

From: **Eric Slagle, Town Manager; Glenn Brand, Superintendent of Schools**

Date: **August 16, 2024**

Re: **Upcoming Preferred Schematic Design Decision**

Over the course of the last few weeks, we have been contacted by various members of both the building committee as well as other elected officials who have shared concerns about the degree to which the project has had limited opportunity to gather feedback and opinions from all segments of the community regarding the project.

As a result of these concerns, advocacy has increased for a delay in the forthcoming decision on the preferred project option that is currently scheduled for August 20, 2024.

Upon receipt of this information both of us agree that we should rightfully explore the possibility of delaying this vote and what the ramifications would be for our project. As a reminder, the current timeline of which we are operating under was given to us directly by the Massachusetts School Building Authority (MSBA) and, therefore, any deviation from this is something that we clearly understood had to be explored with their agency.

Earlier this week we had the opportunity to meet with representatives of the MSBA, along with our design team, Dore and Whittier, and our Owner's Project Manager, SMMA, to better understand the options before our community regarding this possibility. From our discussion two things became clear: 1) these types of requests are not infrequent and the MSBA ultimately wants to work with those communities in their program to ensure a successful outcome and; 2) a delay would certainly be an option for our project if the building Committee is supportive of this.

Based upon the information that we gathered, we would like to recommend to the Committee consideration be given to delay the vote of the preferred schematic design for the project by a little over a month with a new vote date proposed for Tuesday, October 1, 2024.

As this is a matter that rests with the authority of the Committee, we would like the opportunity to discuss this possibility with you at your August 20, 2024, meeting. During the meeting there will be further information shared around the overall implications for the current schedule and project.

We believe that the rationale for such a delay for those that may be interested in this is based upon a desire to try to gather additional feedback. While we believe that there has been considerable outreach efforts and input gathered by many members of the community to-date, there is a desire to try and gather more. So, it is recognized that if this is the basis for a delay, we need to have a strategic plan upon which to provide such opportunities.

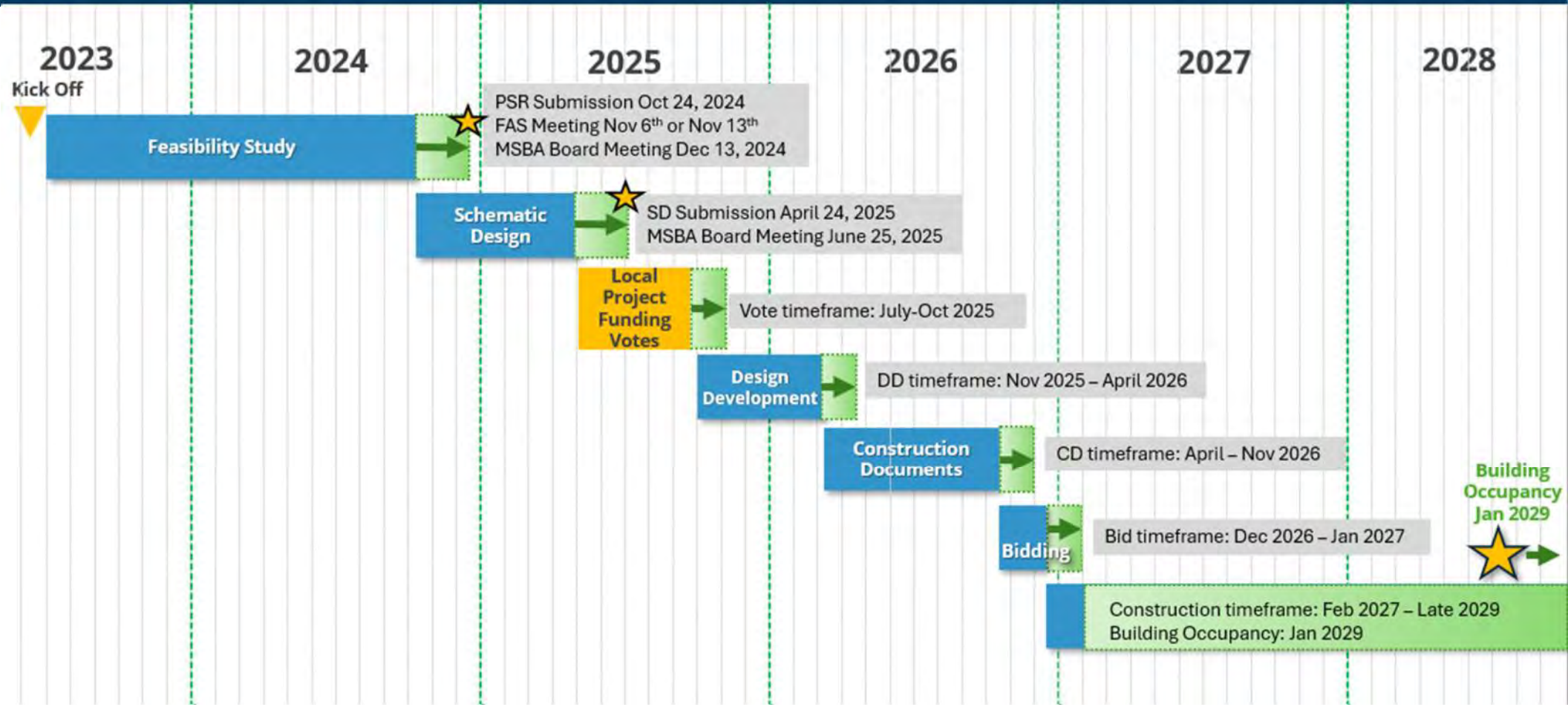
Current plans in which we would like to discuss further with the Committee on August 20th include:

- *Scheduling a meeting at the Wilmington Senior Center*
- *Holding an in-person community forum*
- *Direct mailing to households*

Schedule Impact



Project Schedule Impact

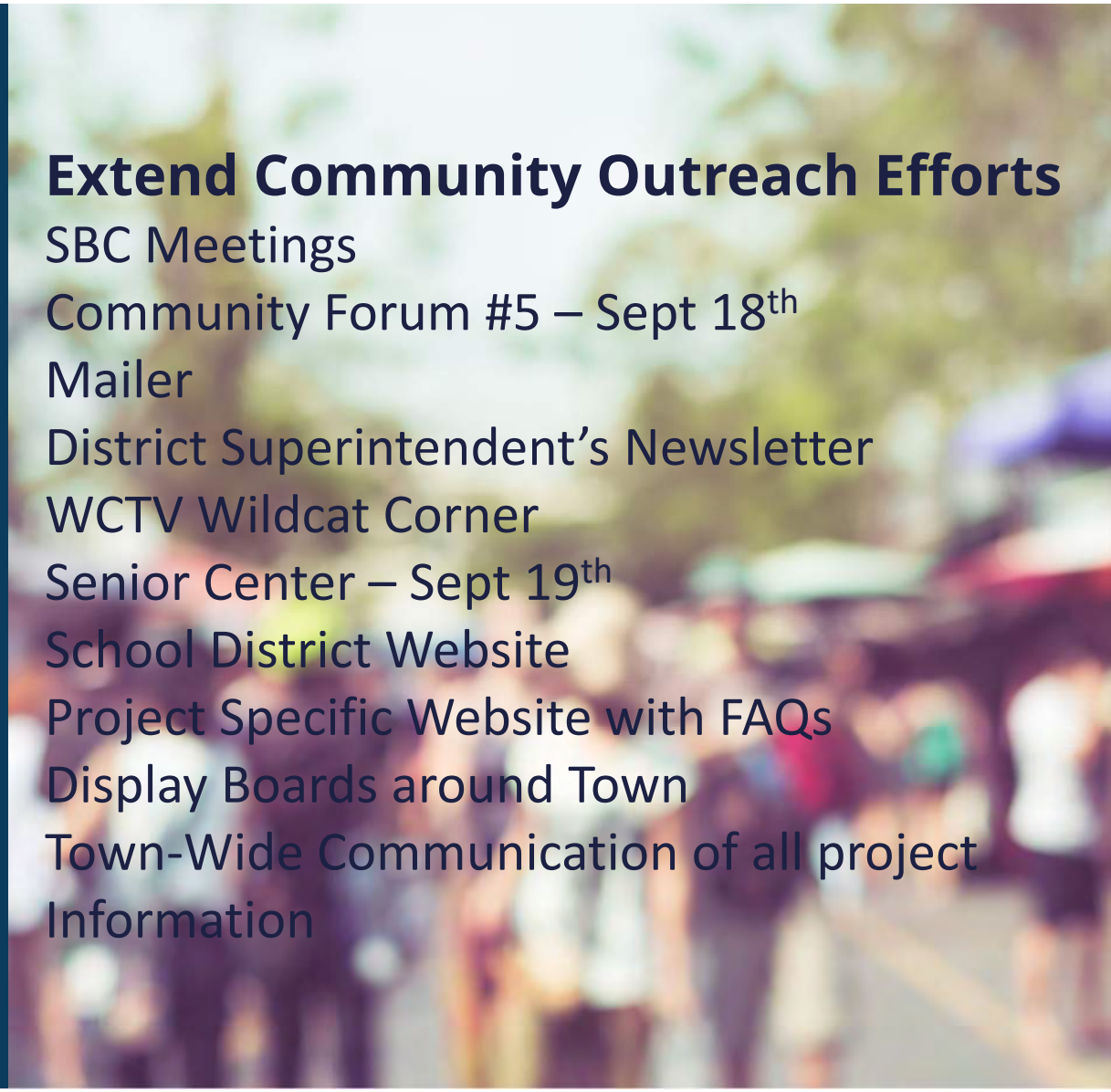


Project Cost Impact

	PK-K (new)	PK-3 (new)	PK-5 (new)	Comments
Est. Project Cost (mid point PSR est.)	$88,600,000	$146,700,000	$187,000,000	Mid point of PSR Estimate
LOW target of 1% escalation	$886,000	$1,467,000	$1,870,000	yearly cost of escalation at 1%
HIGH target of 5% escalation	$4,430,000	$7,335,000	$9,350,000	yearly cost of escalation at 5%
1% Escalation per month cost	$73,833	$122,250	$155,833	Potential project cost increase per month due to 1% escalation
5% Escalation per month cost	$369,167	$611,250	$779,167	Potential project cost increase per month due to 5% escalation
Potential Delay in Funding Vote at Town Mtg.				
June, 2025 vote moved to October, 2025	5 months	5 months	5 months	Potential delay in Town Meeting Funding Vote
Potential Delay Cost Impact on Project*				
Five months of low (1%) escalation	$369,167	$611,250	$779,167	escalation cost estimate over 5 months
Five months of high (5%) escalation	$1,845,833	$3,056,250	$3,895,833	escalation cost estimate over 5 months

* any costs incurred by delay will be included in cost estimate presented at conclusion of Schematic Design and prior to a Town Funding Vote

Discussion



Extend Community Outreach Efforts

SBC Meetings

Community Forum #5 – Sept 18th

Mailer

District Superintendent's Newsletter

WCTV Wildcat Corner

Senior Center – Sept 19th

School District Website

Project Specific Website with FAQs

Display Boards around Town

Town-Wide Communication of all project Information

Communications for Single Option Vote

Date of vote – October 1, 2024 *(as Proposed)*

WHAT		WHO		HOW	WHEN
Communication Type	Cost?	Initiator	Audience	Method/Channel	Time/Frequency
Community Mailer	Yes	Town Manager Office	Town Citizens	Direct Mail	Once – TBD
Community Facebook Page	No	Christine Prendergast	Town Citizens	Email	Weekly
PAWS	No	Jenn Binnelli	Parents	Email, Facebook	Before Open Houses
Town Org List	No	Vivian Varbedian	Townwide Orgs	Email	3rd week Sept.
Senior Center	No	Michael Camoscio	Seniors	Presentation	Mid-September
Town Websites X-Ref	No	Justin Cusce	Town Citizens	Digital Reference	As needed
Town Crier	No	Justin Cusce	Town Citizens	Newspaper	2nd week of Sept.
Wilmington Apple	No	Christine Prendergast	Town Citizens	Facebook	Weekly
School Dept. Website	No	Michael Camoscio	Students	Via WPSK-12	2nd week of Sept.
Poster Boards + Posters	Yes	SMMA / Michael	Town Citizens	Town Buildings; Schools; Retail	September 6th
Project Site FAQ	No	PR & Leadership	Town Citizens	Website	Bi-weekly update



Information About the Wilmington MSBA School Project

Background

The Town of Wilmington has entered into the Massachusetts School Building Authority's grant program based on the needs of the PreK and Kindergarten students of the Wildwood School. As a result of prioritizing improvements for the Wildwood School based upon its age and current condition, the project to-date has been formally identified as the *Wildwood School Building Project*.

While the focus is on the Wildwood School community, both the Select Board and the School Committee supported in their initial application to the MSBA exploring school consolidation. This intent could bring together the **Woburn Street** and **North Intermediate School** communities in one facility along with the **Wildwood** students and staff.

Project Partners

The Massachusetts School Building Authority (MSBA). This is the primary funding program in the state of MA to help communities with the costs of school construction projects.

Owner's Project Manager (OPM), **SMMA** is the firm that serves to represent the interests of the Town in overseeing all aspects of the project.

Project Design Team, **Dore + Whittier** represents the firm hired by the Town to assist in developing the project design and development.

Key Milestones

2020

- (May) Statements of Interest Submitted to the MSBA (for 6 elementary schools)

2021

- (April) MSBA Board of Directors invite the Wildwood Elementary School into the MSBA Eligibility Period

2022

- (4/30/2022) Wildwood/MSBA Project Presentation @ Town Meeting

2023

- (3/8/2023) Special Town Meeting to Authorize Feasibility Study
- (4/29/2023) Wildwood/MSBA Project Presentation @ Town Meeting
- (11/8/2023) Community Forum #1

2024

- (2/1/2024) Community Forum #2
- (3/28/2024) Community Forum #3
- (5/4/2024) Wildwood/MSBA Project Presentation @ Town Meeting
- (8/7/2024) Community Forum #4

Wildwood School Building Committee

The Wildwood School Building Committee (WSBC) is made-up of a wide number of stakeholders that include community members, elected representatives, and Town and school department leaders. The WSBC serves as the public body that holds decision making authority around aspects of the project. All meetings are open to the community, recorded for viewing, and all of the meeting materials are available on the project's website.

Project Website https://tinyurl.com/Wildwood-Project-Page

DRAFT

Current Options Being Considered

Potential Local Share	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

*The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.
**Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars are subject to change.

Potential Impact

Wilmington Elementary School Project

ESTIMATED Debt and Tax Implications

Option	Estimated Total Project Cost - midpoint	Estimated Local Share - midpoint	Annual Debt Payment	Annual Tax Increase on Average SF Home	Monthly Impact
PK-K - Repair Only	$ 29,346,000.00	$ 29,346,000.00	$ 2,152,000.00	$ 160.00	$ 13.00
PK-K - New @ Wildwood Site	$ 88,647,000.00	$ [illegible],000.00	$ 4,[illegible],000.00	$ 370.00	$ 31.00
PK-3 - New @ Woburn Site	$ 146,660,000.00	$ 106,099,000.00	$ 7,781,000.00	$ 590.00	$ 49.00
PK-5 - Add/Reno @ North Site	$ 185,609,000.00	$ 129,059,000.00	$ 9,464,000.00	$ 710.00	$ 59.00
PK-5 - New @ North Site	$ 186,[illegible],000.00	$ 132,128,000.00	$ 8,689,000.00	$ 730.00	$ 61.00

*Assumptions: All Costs are Estimates; All Values are FY24 Values; 30 Year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790

DRAFT

Next Steps

Upcoming WSBC meetings & other key dates:

Typically, the WSBC meetings are scheduled monthly.

- 8/19/2024 at 5:00pm, School Committee Meeting (held via Zoom), and 7:00pm, Select Board Meeting (@ Town Hall)
- 8/20/2024 at 6:30pm, WSBC meeting with project review & preferred option vote
- 9/17/2024 at 6:30pm , WSBC meeting
- 10/18/2024 at 6:30pm , WSBC meeting

Contact Us wildwoodprojectquestions@wpsk12.com

Review of Preferred Schematic Design Options + Costs



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M 	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M 
RENO/ADD	PK-K AR.1 **Cost Comparison* $81.1M - $89.7M 	PK-3 AR.1 **Cost Comparison* $127.8M - $141.3M 	PK-5 AR.1 $176.3M - $194.9M 
NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M 

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6
Estimated Project Cost – Preferred Schematic Report (July 2024)	$27.9M - $30.8M	$81.1M - $89.7M	$84.2M - $93.1M	$39.3M - $43.5M	$127.8M - $141.3M	$139.3M - $154.0M	$32.4M - $35.8M	$176.3M - $194.9M	$177.6M - $196.3M

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.

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M

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.

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.*

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.*

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Project Metrix

Grade Configuration/ (type of project)	PK-K (new)	PK-3 (new)	PK-5 (new)	Comments
# students	130	510	755	MSBA/Town agreed enrollments w/o PK
#PK students	100	100	100	Est. #PK students
Total Est. Enrollment	230	610	855	
Program SF	64,935	115,294	163,573	PSR Program Totals
Est. Project Cost (mid point PSR est.)	$ 88,600,000	$ 146,700,000	$ 187,000,000	Mid point of PSR Estimate
Est. Local Share (mid point PSR est.)	$ 66,300,000	$ 106,100,000	$ 132,100,000	Mid point of PSR Estimates for Local Share Estimate
Est. Local Share % Cost	74.83%	72.32%	70.64%	based upon estimates of eligible/ineligible MSBA costs
Anticipated Bond duration	30	30	30	
Min. Bldg Design life	50	50	50	
Est. Total Project Cost/SF	$ 1,364	$ 1,272	$ 1,143	Based on Total Project Costs
Est. Local Share Project Cost/SF	$ 1,021	$ 920	$ 808	Based on local share portion of project costs
Est. Local Project Cost/Student	$ 288,261	$ 173,934	$ 154,503	Based on total estimated enrollment
Est. # students over 30 yrs	6,900	18,300	25,650	Enrollment x 30 yr bond duration
Est. Local Share Project Cost/Student over 30 yrs	$ 9,609	$ 5,798	$ 5,150	Based on local share portion of project costs

Tax Impact on Avg. Home Value	$ 370	$ 590	$ 730	estimated tax impacts based on avg assessed value of $683,790
Tax Impact per month on avg. home value	$ 31	$ 49	$ 61	

Next Steps





August:

- ❑ PSR Submission to MSBA – Aug 29th
  or delayed to Oct 24th

September:

- ❑ Community Forum #5 - Sept 18th
- ❑ Senior Center - Sept 19th
- ❑ SBC Meetings:
  - ➢ September 17th
  - ➢ October 1st

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	9/17/2024
Re:	School Building Committee	Meeting No:	20
Location:	Hybrid Meeting with In Person Attendance at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom		Hybrid
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*
A	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
Present	Kevin A. Caira, *Board of Selectmen Alternate*
A	Kate Bissell, *Wildwood School Principal*
Present	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Present	Christine Murray, *Interim Director of Student Support Services*
Present	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Present	Eric Slagel, *Town Manager*
Present	Judith O'Connell, Assistant Town Manager
Present	Nicholas Golden, *School Committee*
Present	Stephen Turner, *School Committee*
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*
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

Present	Donald Walter, Principal-In-Charge
Present	Lee P. Dore, Principal, Designer
Present	Rani Philip, Project Manager

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
Remote	Sarah Traniello, *Assistant Project Manager*

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www.smma.com

Item #	Action	Discussion
20.1	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.*
20.2	Record	**Approval of Minutes** C. Prendergast motioned to approve the meeting minutes from the August 20, 2024, School Building Committee meeting, with a second motion by V. Varbedian. Roll call vote. D. Allan and V. Varbedian abstained. The motion was carried by unanimous vote.
20.3	Record	**Approval of Invoices** J. Leduc presented Warrant No. 15 with Christine Prendergast's receipt for the banner produced for the project for the Fun on the Fourth event in the amount of $79.98. SMMA's monthly invoice for OPM Basic Services for the month of August in the amount of $7,500 and Dore+Whittier Architects' monthly invoice for August's Feasibility Study Design Services in the amount of $3,000. The total for Warrant No. 14 is $10,579.98. D. Kelley made a motion to approve Warrant No. 15 for a total of $10,579.98. Motion seconded by D. Ragsdale. Roll Call vote of the School Building Committee was performed and the motion carried by unanimous vote.
20.4	Record	**Design Update** R. Philip reviewed the 9 shortlisted options with the scoring and the estimated project cost with the potential local share while partnering with the Massachusetts School Building Authority. E. Slagle reviewed the local share and monthly impact to the taxpayer on an annual basis and monthly basis based on each of the shortlisted options. Additional Project Metrics were provided by R. Philip regarding: • local project cost per student over the 30-year Bond; • total project cost per square foot of each grade configuration, PreK-K New, PreK-3 New or PreK-5 New: and • local project cost per year based on the anticipated life of 30 years on the Bond.
20.5	Record	**Community Outreach Update** M. Camoscio provided update to the SBC regarding the community outreach that has been performed since the last SBC meeting, namely, flyer distribution, townwide mailing, town-wide email and school department distributions of communications regarding the project for the survey; Community Forum No. 5 scheduled for September 18th , Senior Center meeting schedule for Thursday, September 19, 2024 at 2pm, survey distribution through social media and updates to the District website, flyers distributed around town with information about the survey and the upcoming events.
20.5	Record	**Results from Community Forum No. 4** R. Philip provided the results of the Community Forum No. 4 survey with more than 99 identifying themselves as parents at the time of taking the survey. • In their ranking of the options after updated project costs were shared the following was listed in the order of preference the PreK-5 New came in first, PreK-5 AR came in second, PreK-3 New came in third with PreK-K New in fourth and PreK-K Reno last. • The following were listed after the Local Share Impacts were presented with the PreK-5 New coming in first, PreK-5 AR second, PreK-3 New third and PreK-K New fourth and PreK-K Reno in fifth. • The question asked about the PreK-5 alternative with the 12,000 sf gymnasium without providing information about cost, there were 87 who stated that Yes, they were in favor of the larger gymnasium and there were 17 of those who took the survey who stated that they were not in favor of the gymnasium.

Item #	Action	Discussion
20.6	Record	**Preliminary Survey Results as of September 17, 2024** R. Philip advised that a full report of this survey will be taken on October 1, 2024. This is simply an early cut of the data that has been gathered of the results so far. The results of October 1, 2024 will be provided at the meeting on October 8, 2024 and all of the feedback from the survey will be distributed to the SBC as soon as the information can be extracted from Mentimeter for presenting. There are a considerable number of comments that are provided in the survey and they need to be synthesized to provide streamlined results. • D. Ragsdale asked if the results will incorporate all of the prior survey results taken or will it be completely standalone with the results provided today? *Each survey has been conducted separately for each and every event and the results have not been combined or strung together to tally the results as one larger entity. If the survey was distributed for Community Forum No. 3, those results were closed and stay with that meeting and those initiated for Community Forum No. 4 is a separate survey with different respondents. This is done so that each can be viewed as its own entity and can be looked at differently later in the effort of canvassing the Town.* • D. Ragsale advised it will be interesting to see the issues that are addressed within each survey repetitively and which are new responses. • P. Melaragni advised that it would be interesting to get the results of the survey on October 1, 2024 but was wondering why it is being closed down on October 1, 2024. *R. Philip advised that it would be done on October 1, 2024 to compile the responses in time to produce the meeting material for the SBC for its upcoming meeting on October 8, 2024 and it would give 1 week to extrapolate the information and put it into a format that it will be easily used for the meeting on October 8, 2024. It will also allow Dore+Whittier to run different metrics on the data as well and be able to state that a specific number of parents responded to the survey, this was their preference, this was community members and this was their preference.* • P. Melaragni asked if there is any way of anticipating what some of the comments are going to be? R. Philip advised Dore+Whittier will try and provide general themes that appear to be showing up based on the comment. Right now there are over 400 to 600 comments. Dore+Whittier will have 2 days to process the information and send the information to you so that you are updated timely. • J. O'Connell advised that many of the comments will run the gamut and it can be a lot of work to synthesize the results. You may choose to provide the data responses in their organized way for our sense of what the community is leaning its preferences. • J. Cusce asked about there being a way of asking why they specific selections were made? *R. Philip advised there is no way to determine why they made their selection or not because it is a ranked question but there is a way to link their choice to whether or not they are a community member or a parent. Once the survey closes, it will be possible to download the spreadsheet to link their comment with their selection so that they are linked together.* • M. Gallezzo asked if R. Philip will be able to provide an exact number for each choice, instead of a bar? *R. Philip advised that when the data is exported to Excel, it can be noted how many chose a specific option as their #1 option, compared to others.* • D. Ragsdale asked if it was rated by ranking so a first place is like 5 points, second place 4 point, third place 3 points, etc. How are the higher ranks determined if some people did not rank? *R. Philip advised that she needs to get back on that as that information would be able to be extracted once the survey closes on October 1, 2024. It would be known if a respondent only voted for one or two of the options but did not rank the others once the data was extracted into Excel as it would show those that a response was indicated and those that there was no more chosen. All of the surveys are anonymous so there is no way of knowing how any of the surveys did but it is simply knowledge of the viewpoint of the respondent through their answers. As far as the weighting, it is just a part of how Mentimeter runs their survey.* Dr. Glenn Brand advised that he hopes that the Committee finds it encouraging to see the uptick in the participation in this survey and the responses that are being gathered to date with the outreach efforts that have been performed. Dr. Brand advised that he went back to look at the Study that was performed on the schools back in 2018 where the subject of consolidation was discussed and in that survey there were about 60 or so responses that were utilized. It is hoped that there is a good feeling about the amount of effort for community engagement on behalf of this Wildwood project. As a Leadership Team, E. Slagle

Item #	Action	Discussion
		and G. Brand, SMMA and Dore +Whittier meet together and these are not the usual number of results of community members that are respondents as there has been far more engagement and input from the Wilmington community is valuable. P. Melaragni advised that it is hopeful that there is a while lot more that can be obtained in the last 2 weeks before the survey closes. R. Philip advised that it will be able to be determined by the date stamp of the responses when responses came in what periods of time there was more responses than others and that can be provided. • At this time, there have been over 900 people who have responded to this survey. At the time of the data being cut, 8 were students, 21 were teachers, 487 were parents, 11 were administrators, 401 were community members and 15 were other. In prior Mentimeter surveys, this question was one that it was allowed to have people be able to signify they were one or more of these criteria. In this specific Mentimeter survey, this was turned off so respondents could only choose one form of criteria i.e. parent, community member, administrator not parent and community member, parent and teacher and community member. • Preferred Option: PreK-5 New at North Intermediate was 1st choice, PreK-3 at Woburn Street was 2nd choice. o M. Gallezzo asked if the PreK-5 New at North Intermediate is chosen, would the drop off and pickup times at the school be all the same? *Dr. Brand advised that it was something that had not been explored yet. It would be likely for the exception of the youngest students PreK and/or Kindergarten as there would need to be an offset in time and the length of days being a little different. There would be an ability to see K-5 aligned times as a lot of school communities operate these types of facilities with the unification of grade level start times. The times for PreK would be slightly different but otherwise alignment across the board.* • Larger Size Gymnasium was surveyed asked if the respondent is in favor of a 12,000sf gymnasium with partial reimbursement from MSBA for 6,000sf only and the Town would need to cover the cost for the remaining 6,000sf. 171 said No, not in favor of larger 12,000 sf gymnasium and 473 said Yes, in favor of larger 12,000 sf gymnasium with partial reimbursement. This equates to 70% of those responding that have stated Yes. L. Dore advised that the responses continue to remain consistent. • K. Caira asked how many times can one take the survey? *R. Philip advised that it can only be taken once. If she were to try and take the survey a second time, it would tell her that she has already taken the survey. If they went to their phone they could go to their laptop and take it a second time possibly but this is working with the honor system as much as we can do. The only way around that would be to gather email addresses and it would void the anonymity that the Town has tried to maintain.* • K. Caira asked if this ability to use your phone and use your laptop to take the survey is what accounts for the uptick in the survey usage in responses? *C. Prendergast advised that if you look at the numbers for the parents and community members between the different surveys that were released and their audiences and then look at the amount of additional outreach that was performed, you would see that there has been a great number of changes in the results increasing as a result of the more extensive outreach efforts that has been performed with the social media, email blasts, mailings, posters distribution district-wide, flyers strategically placed throughout the community, website updates, etc. and all of these contribute to that spike in interest and response from the community.* • K. Caira stated that he thought it could be taken multiple times. *M. Camoscio advised that at the Fun on the Fourth event the survey was either taken in paper copy or it was taken as it appeared on the QR code to which the survey was linked. Those who staffed the table assisted people in scanning and showed them how it worked and then the Wilmington respondent went ahead and made their choices accordingly. No device was used multiple times and if one used their device it was because they preferred it over doing paper and vice versa.* • C. Prendergast advised that the results of the survey questions continue to follow the same pattern no matter how few or greater are responding. *R. Philip advised that with the mailer going to every household the respondents were not limited to being one from every meeting but one from a household in the Wilmington community. Dr. Brand advised of the Open House with thousands of parents and guardians of families within the Wilmington schools were welcomed and this was an excellent way to reach out and get the participation of those attending in our*

Item #	Action	Discussion
		survey. Thank you to the Town for providing copies of the flyers to be passed out at the Open Houses including the mailer to put it out in front of a lot of people this past month. • G. Bendel asked if R. Philip has a spreadsheet or CSV file that shows the IP addresses of all respondents to the surveys. In full disclosure, G. Bendel filled in his survey the first day it came out and he has been able to go into his cell phone and also respond to the survey again without being turned away. Advising that it is possible that changing location whether it is work, home, coffee shop, etc. the IP address may change allowing one respondent to submit multiple times. *N. Golden advised that the conversation is moving away from the subjects and moving into the area of political noise. These surveys and the community responses are merely a means of presenting information of how the community is thinking about the shortlisted option choice and the issues surrounding them whether it be gymnasium and we need to dial down the noise that is being presented.* M. Camoscio advised that he went to his cell phone and scanned the QR code and tried to do the survey from this location and the Mentimeter advised him that he could not because he has already taken the survey and advised that he does not know what is or is not allowing access to take the survey again but this is indicating to me that it is doing what it is supposed to be doing with not allowing multiple submissions. • G. Bendel advised that the flyer was outstanding and has been well received by many and many thanks to all that worked together to make it possible to get it done and distributed.
20.7	Record	**Current Usage of Elementary Gym Space** G. Brand advised of the Visioning feedback that has led to the SBC to look at the possibility of a 12,000 sf gymnasium space in lieu of a 6,000 sf gymnasium space should a PreK-5 New school be selected as it would potentially result in the closing of one or more of the existing elementary schools. 6,000 sf of the gym space would be eligible for reimbursement by the MSBA and 6,000 sf would be ineligible and the Town would need to pay for it. However, the benefits of a 12,000 sf gymnasium space being that it is a high school gymnasium, would provide services not only to the PreK-5 school that it supports but also to the Wilmington community that often used the gymnasium space for sports activities after school hours and on weekends. It will be sufficient to support parks and recreation programming as well as elementary programming. Dennis Ingram of Wilmington Public Schools Director of Athletics, Brett Swain, Recreation Director and Peter Otovic, Youth Programs • Use of all the gyms in town • Of the gyms the North Intermediate and Woburn Street are used the most of the 3 elementary schools that are being discussed for this project. • Woburn Street is used a lot for pickleball and they are not the only ones who use this for this sport. • Woburn Street is also used by many other entities in town i.e. basketball. • There is a pecking order right now for the spaces with preferences at the existing schools. More space is always good. If gym space is lost in the future, then it will result in the cutting of programs because there will not be enough space to go around. Dennis Ingram further added that the gym space is tight. • As it is, it is a struggle to fit everyone in there. • Pretty much until November, most of the gyms are occupied from dismissal until 7, 8, 9 o'clock at night. • If the 12,000 sf gymnasium were to move forward it will definitely benefit athletics as there are some sports that are doubling up in gyms and getting creative by using cafeteria space for practices. • The schools would definitely benefit by a 12,000 sf gymnasium. Peter Otovic mentioned that there are times that games have to be rescheduled and it impacts the Youth Programs. • As Dennis (Ingram) said there is a pecking order to who gets what space. • The scheduling is online and they work together to work around their schedules and be respectful of one another and give everyone the time that they need. • Peter Otovic has a list of travel basketball on a list that are looking for Monday through Friday and not just in the gyms at North Intermediate and Woburn Street but all across Wilmington and it is tight right now.

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		• They may be working right now but taking away a gym (or gym space), it will hurt Wilmington's programs a lot. C. Prendergast asked if there was any of the Wildwood activities that were taken over by the middle school and West Elementary when the Wildwood was closed. *Wildwood was not used in the last 5 years so to the best of knowledge there was no transfer of activities to the other schools that were related to sports, etc. It was just after school care that transferred with Wildwood.* M. Gallezzo advised that even with 12,000 sf gymnasium it could be a lot of space. *It was advised that the 12,000 sf would be split up by dividers into 3 separate gym spaces to accommodate schedules and space needs. L. Dore confirmed that this would be the traditional way it would be used in most schools.* • D. Kelley advised that he has worked with the programs to move gym equipment and mats around between the buildings to accommodate the sports and athletics needs. With CARES taking over the gym for a specific period of time ongoing, how will this allow the rest of the programs needs to be met as well? *G. Brand advised that CARES is not always using gymnasium space as they use classroom space, cafeteria space, etc. in the buildings which they will be. In a PreK-5 building the cafeteria will be pretty extensive and there are a multitude of spaces that could be chosen to be used for that after school program and gym space could still be available.* • D. Kelley asked about 7 grades of gym classes into one building. How will that be achieved? *G. Brand advised that the 12,000 sf gymnasium is not necessary for educational programming and the calculations have been done to support.* The mock schedules for scheduling have been done so G. Brand is confident that 12,000 sf gymnasium is not needed for educational programming as it can be made to work in a more traditional sized elementary school gymnasium. It is really a Wilmington community decision. A 12,000 sf gymnasium in a PreK-5 elementary school would come down to perceived benefits for the community. • Peter Rodovich, resident of the Town for 37 years and coached basketball and baseball for 20 years, running clinics, referee and supervise and adult over 35 program. In support of 12,000 sf gymnasium because of experiences where there have been needs for gym space when the spring season is upon the sports teams, yet the ground is still covered in snow and not thawed and the fields are not ready yet for being able to be played on. The gym space allows for the work that would be done outside to be done inside until the fields are ready. Cannot have enough gym space. L. Dore advised that Dore+Whittier would be looking to have a decision made on the size of the gymnasium before starting the Schematic Design (SD) phase for the project. It is an integral part of the layout of the building so it will be a decision that will be necessary before getting into Schematic Design.
20.8	Record	**Discussion of the Options** G. Brand advised there will be an open discussion of the shortlisted options for voting for the Preferred Option on October 8, 2024. The Leadership Team wants to make sure that the SBC has all that is needed in order to make the decisions ahead for the Preferred Option. • N. Golden asked about what lead to the definition of the public and private spaces within the school and how they were defined and their adjacencies? *L. Dore advised that in each of the options, these were considerations with great amounts of depth and definition starting with the renovations and additions and with each of the iterations it was worked through and continued to do so throughout the design process.* • M. Camoscio asked if there are any changes in the enrollment numbers over the past year that would affect the project? *G. Brand advised that in effect the numbers have already been locked down and there is no changing that number that is forecasted for enrollment. The profile has not changed since the inception as the enrollment numbers were resulting from back and forth between the District and the MSBA regarding their calculus of enrollment projections. Once that has been established, it does not change. Even if it did change, the project would move forward and it would be remedied in another means down the road with a future project.* • L. Dore advised that there was further analysis of the spaces within the school while doing the mock scheduling of educational programs and there was a savings of space to be at 80% utilization rate. In addition, when selecting a site to place the building on there is an important consideration of where future additions can be added to the building if growth is needed. This is a consideration with respect to the gymnasium being asked if it can be moved to an outside

Item #	Action	Discussion
		wall as it is where a future addition would likely be placed. In this next phase, there will be a need to think ahead of where and how would the building be expanded if needed and where would you do it. • P. Melaragni asked if the MSBA has looked at the thousands of housing units that are being placed near the MBTA in Wilmington and what the impact may be on the enrollment in Wilmington's schools and/or considered in their formulary for this project? *L.Dore advised it is not known at this time.* o P. Melaragni advised that he understands that they are small units for couples but he cannot help but be concerned that over time the enrollment may increase. *P. Ruggiero advised that WPS went back and forth with them a couple of times to arrive at the enrollment numbers. The enrollment numbers were adjusted by the MSBA for the housing units.* • D. Ragsdale asked E. Slagle to define the difference between declining debt payments and other forms of fixed bond payments. o *E. Slagle advised that for a project of this size historically the most frequently used is declining debt payments where the largest principal payment amount is the first year and reduces over 30 years and the least is the last year.* o *Others communities have considered as costs have gotten higher over time, to do a flat payment profile where it is the same payment every month for 30 years, much like a mortgage. The pro is that the increase is mitigated but the con is that you have more interest because you are not paying off your principal as fast.* • C. Prendergast asked if there will be any liabilities that will be going off? *E. Slagle advised that the high school project is due to come off around 2037 and it is $2.3Million a year and on a declining payment schedule and will be slightly reduced over the next 10 years.*
20.9	Record	**Procedure to Vote for a Preferred Option on October 8, 2024** V. Varbedian outlined the presentation of the shortlisted options and elimination each of the options until narrowed down to the final One Preferred Option by consensus or majority. Upon reaching the One Preferred Option, one member will make a motion to accept the One Preferred Option that will be seconded by another and a Roll Call Vote will start with those in the room and those who are remote. • C. Prendergast asked if when you arrive at the One Preferred Option and there is Roll Call Vote it is a Yes or No answer not a proposal for another option that has already been eliminated? *V. Varbedian advised yes, that is correct, it would be Yes or No.* • D. Ragsdale asked if eliminating and not voting how is it eliminated? *V. Varbedian advised that it starts with one option being proposed to be eliminated and gaining a consensus through discussion that the option is eliminated and then moving on to the next for discussion of that option to be eliminated and so forth until down to the One Preferred Option left for discussion.* • K. Caira asked if eliminating down to the last option and then it gets voted down, do you then go back to another preferred option? *V. Varbedian advised that through the spirit of conversation and discussion that the SBC is not putting a motion on the table that will not get majority support and if majority support is not garnered, then further discussion still needs to be had.* • If you are voting you must be in attendance or on Zoom for the hybrid portion of the meeting, Town Counsel has confirmed that vote cannot be performed by proxy. • A majority of the School Building Committee vote needs to be defined. E. Slagle will provide further advisement on the determination of voting status relating to voting member and alternates. *V. Varbedian advised that typically it is attendees half plus one is the majority.* • G. Bendel recommended that after the first option is eliminated that a motion is presented for a specific option and it gets seconded and then there is a Roll Call Vote and it is decided. *V. Varbedian advised that it is important the SBC discuss the options together before deciding the One Preferred Option. The options have been presented to the SBC as well as the costs but the SBC has not openly discussed them amongst ourselves and it is part of getting a consensus.* • J. *Leduc a*dvised that no matter what the motions and the elimination of the options will happen organically.

Item #	Action	Discussion
20.10	Record	**Schedule Update** **September Meetings and Milestones:** • **September 18, 2024: Community Forum #5 at 7:00 PM** – In Person at Wilmington High School Auditorium • **September 19, 2024: Senior Center Meeting at 2:00 PM** – Wilmington Senior Center **October Meetings and Milestones:** • **October 1, 2024 Survey Closes** • **October 8, 2024: School Building Committee Meeting at 6:30pm** - Hybrid - Wilmington High School Large Group Instruction Room and Zoom Webinar • **October 24, 2024: Preferred Schematic Report Submission to the MSBA**
20.11	Record	**Discussion/Correspondence/New Items** • None.
20.12	Record	**Committee Questions** • None
20.13	Record	**Public Comments** o None
20.14	Record	**Next Meeting: October 8, 2024, from 6:30 PM** ***In Person at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom***
20.15		**Adjourn** G. Brand invited a motion to adjourn. G. Bendel 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 SEP 11 PM 4:20
TOWN OF WILMINGTON, MA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	9/17/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room	Meeting No.	19

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 16
4. Project Update Presentation
5. Community Outreach Update
    - Survey Results to Date
    - Community Correspondence
6. Current Usage of Elementary Gym Space
7. Open Discussion of Options
8. Committee Questions
9. Voting Logistics for the October 8, 2024 Meeting
10. New Items
11. Public Comments
12. Next Meeting: October 8, 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 #17

September 17, 2024

SMMA DORE + WHITTIER

Massachusetts School Building Authority



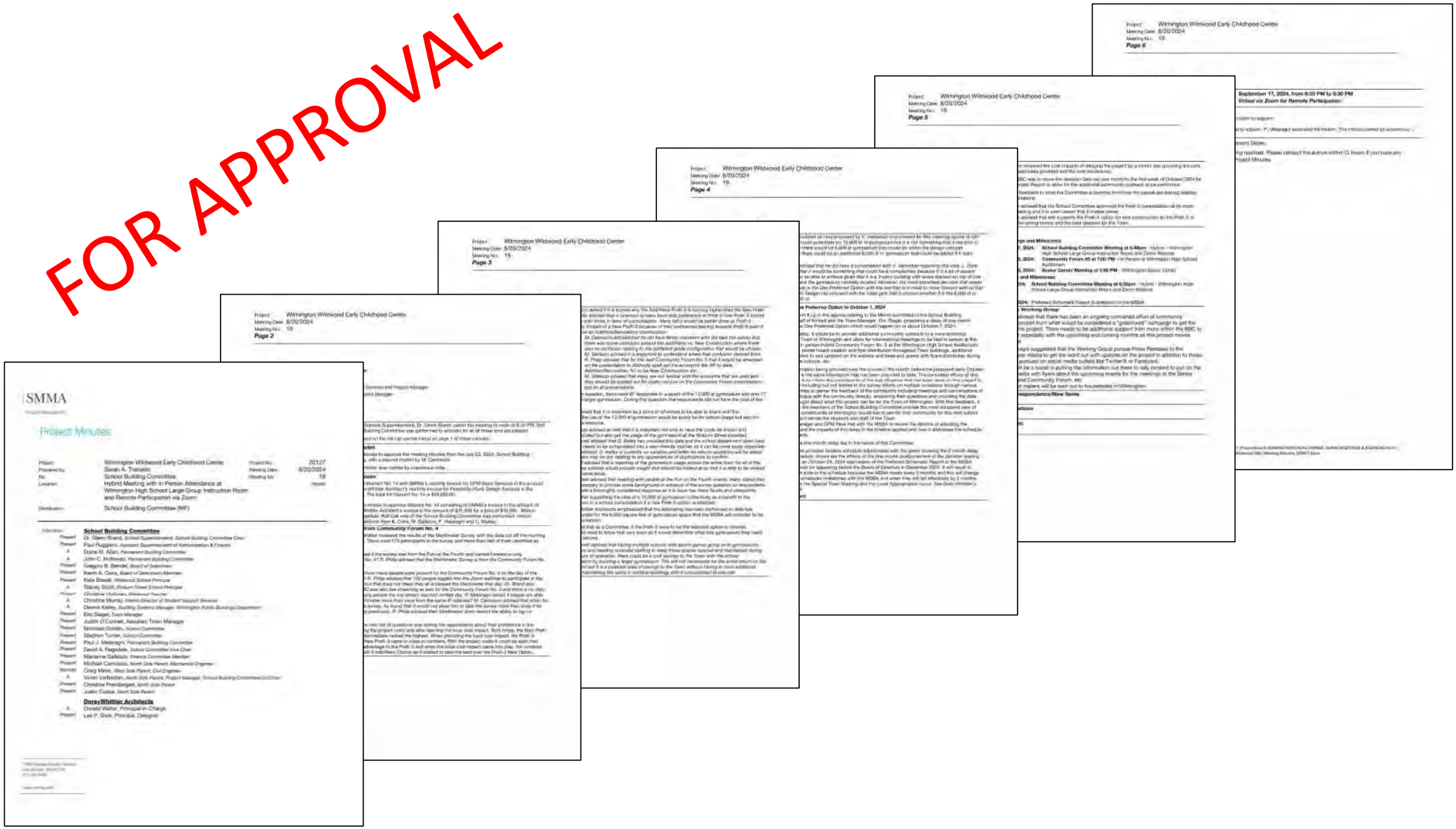
Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Project Update
- Community Outreach Update
- Current Usage of Elementary Gym Space
- Open Discussion of Options
- Committee Questions
- Voting Logistics
- New Items
- Public Comments
- Adjourn

Approval of Minutes



FOR APPROVAL



SMMA

Project Minutes

Project: Wilmington Wildwood Early Childhood Centre
Prepared by: Sarah A. Trainello
Re: School Building Committee
Location: Hybrid Meeting with In Person Attendance at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom
Distribution: School Building Committee (MP)

Project No.: 20127
Meeting Date: 8/20/2024
Meeting No.: 19

School Building Committee

Present — Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present — Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
A — Diane M. Allen, *Permanent Building Committee*
A — John C. Holloway, *Permanent Building Committee*
Present — Gregory S. Bendel, *Board of Selectmen*
Present — Kevin A. Caira, *Board of Selectmen Alternate*
Present — Kate Bissell, *Wildwood School Principal*
A — Stacey Scott, *Woburn Street School Principal*
Present — Christine Verbonkur, *Wildwood Teacher*
A — Christine Murray, *Interim Director of Student Support Services*
A — Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Present — Eric Siegel, *Town Manager*
Present — Judith O'Connell, *Assistant Town Manager*
Present — Nicholas Golden, *School Committee*
Present — Stephen Turner, *School Committee*
Present — Paul J. Mastrangni, *Permanent Building Committee*
Present — David A. Flagiello, *School Committee Vice Chair*
Present — Marianne Galluzzo, *Finance Committee Member*
Present — Michaël Camilucci, *North Side Parent, Mechanical Engineer*
Remote — Craig Mintz, *West Side Parent, Civil Engineer*
A — Vivian Verbeiden, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Present — Christine Prendergast, *North Side Parent*
Present — Justin Colbie, *North Side Parent*

Dore+Whittier Architects

A — Donald Walter, *Principal-in-Charge*
Present — Lee P. Stark, *Principal, Delegate*

Project: Wilmington Wildwood Early Childhood Centre
Meeting Date: 8/20/2024
Meeting No.: 19
Page 2

Project: Wilmington Wildwood Early Childhood Centre
Meeting Date: 8/20/2024
Meeting No.: 19
Page 3

Project: Wilmington Wildwood Early Childhood Centre
Meeting Date: 8/20/2024
Meeting No.: 19
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Project: Wilmington Wildwood Early Childhood Centre
Meeting Date: 8/20/2024
Meeting No.: 19
Page 5

Project: Wilmington Wildwood Early Childhood Centre
Meeting Date: 8/20/2024
Meeting No.: 19
Page 6

September 17, 2024, from 6:30 PM to 9:00 PM
Virtual via Zoom for Remote Participation

Approval of Invoices



FOR APPROVAL

Project Management | SMMA

Warrant No. 15

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	9/17/2024

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
Christine Prendergast *Fun on the Fourth* Wildwood School Project Table/Booth Banner from VistaPrint	Order #VP-24JH826P	06/04/2024	$ 79.98	0004-0000	$ 96,161.02
SMMA OPM Basic Services – Feasibility Study	61913	09/10/2024	$ 7,500.00	0001-0000	$ 22,500.00
Dore+Whittier Architects Design Basic Services – Feasibility Study	00015	08/31/2024	$ 3,000.00	0002-0000	$ 6,000.00
		Total	**$ 10,579.98**		

Approved on _____

Activities for the Month of August 2024:

1. Weekly leadership working group meetings to review progress
2. Prepare presentation and participate in Community Forum #4 on August 7, 2024
3. Prepare presentation and participate in School Committee Meeting on August 19, 2024
4. Prepare presentation and participate in Select Board Meeting on August 19, 2024
5. Prepare presentation and participate in School Building Committee Meeting on August 20, 2024
6. Develop Mentimeter Survey for Town-wide flyer
7. Assist with printing of informational boards for display
8. Draft PSR Submission

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Project Update



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M 	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M 
RENO/ADD	PK-K AR.1 **Cost Comparison* $81.1M - $89.7M 	PK-3 AR.1 **Cost Comparison* $127.8M - $141.3M 	PK-5 AR.1 $176.3M - $194.9M 
NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M 

Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6
Estimated Project Cost – Preferred Schematic Report (July 2024)	$27.9M - $30.8M	$81.1M - $89.7M	$84.2M - $93.1M	$39.3M - $43.5M	$127.8M - $141.3M	$139.3M - $154.0M	$32.4M - $35.8M	$176.3M - $194.9M	$177.6M - $196.3M

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.

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.*

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Project Metrics

Grade Configuration/ (type of project)	PK-K (new)	PK-3 (new)	PK-5 (new)	Comments
# students	130	510	755	MSBA/Town agreed enrollments w/o PK
#PK students	100	100	100	Est. #PK students
Total Est. Enrollment	230	610	855	
Program SF	64,935	115,294	163,573	PSR Program Totals
Est. Project Cost (mid point PSR est.)	$ 88,600,000	$ 146,700,000	$ 187,000,000	Mid point of PSR Estimate
Est. Local Share (mid point PSR est.)	$ 66,300,000	$ 106,100,000	$ 132,100,000	Mid point of PSR Estimates for Local Share Estimate
Est. Local Share % Cost	74.83%	72.32%	70.64%	based upon estimates of eligible/ineligible MSBA costs
Anticipated Bond duration	30	30	30	
Min. Bldg Design life	50	50	50	
Est. Total Project Cost/SF	$ 1,364	$ 1,272	$ 1,143	Based on Total Project Costs
Est. Local Share Project Cost/SF	$ 1,021	$ 920	$ 808	Based on local share portion of project costs
Est. Local Project Cost/Student	$ 288,261	$ 173,934	$ 154,503	Based on total estimated enrollment
Est. # students over 30 yrs	6,900	18,300	25,650	Enrollment x 30 yr bond duration
Est. Local Share Project Cost/Student over 30 yrs	$ 9,609	$ 5,798	$ 5,150	Based on local share portion of project costs

Tax Impact on Avg. Home Value	$ 370	$ 590	$ 730	estimated tax impacts based on avg assessed value of $683,790
Tax Impact per month on avg. home value	$ 31	$ 49	$ 61	

Community Outreach Update

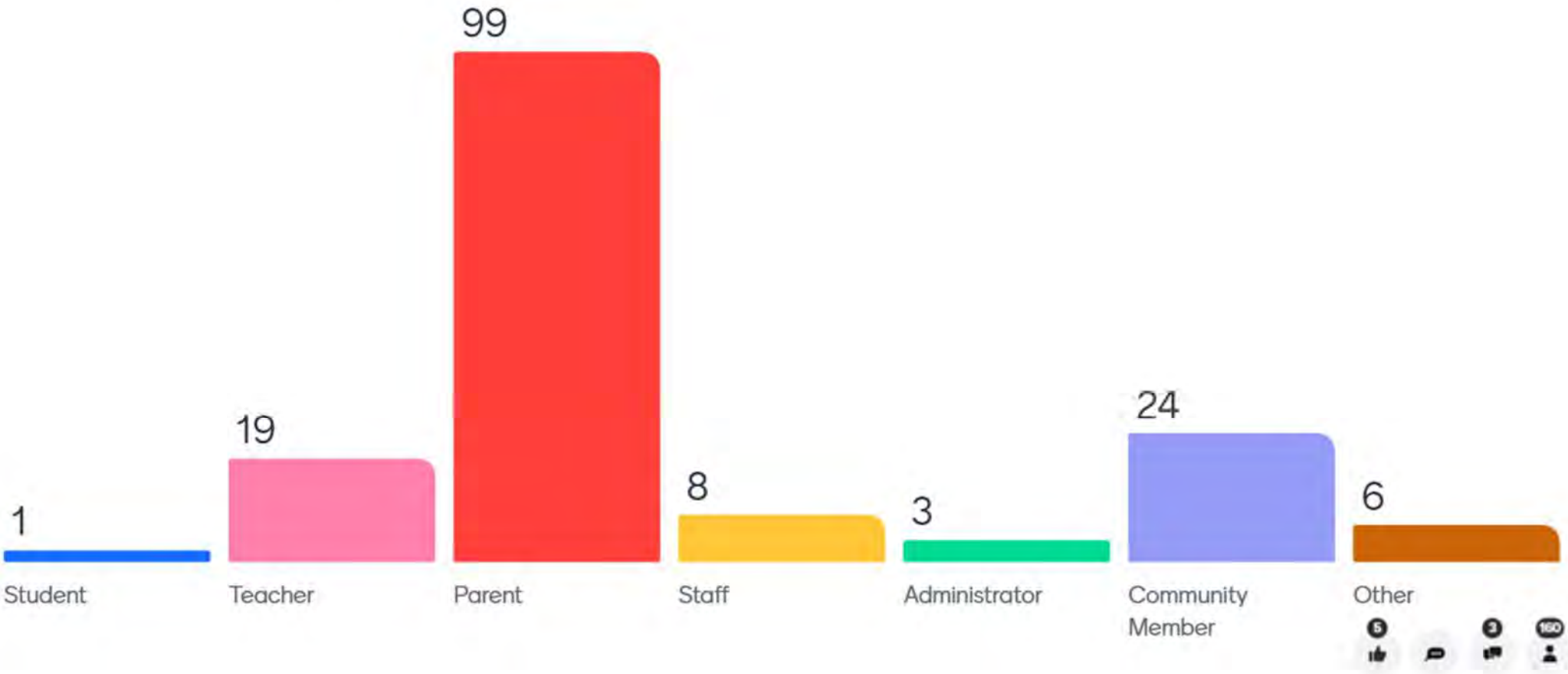


SBC Meetings
Community Forum #5 – Sept 18th
Flyer with Mentimeter Survey link
District Superintendent's Newsletter
WCTV Wildcat Corner
Senior Center – Sept 19th
School District Website
Project Specific Website with FAQs
Display Boards around Town
Town-Wide Communication of all project Information

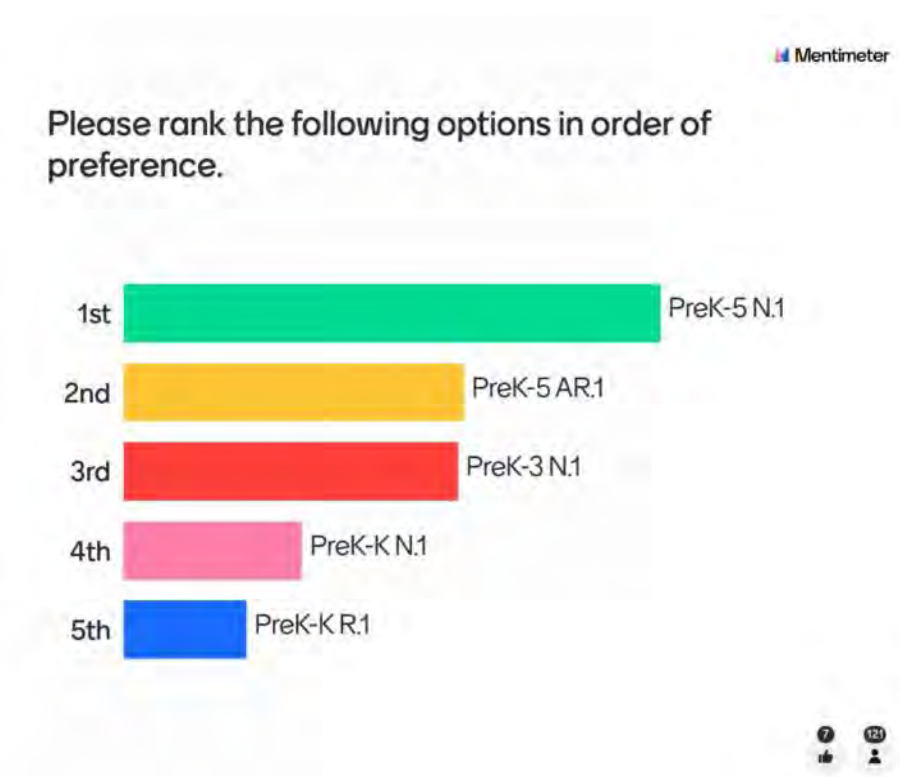
Results from Community Forum #4

Mentimeter

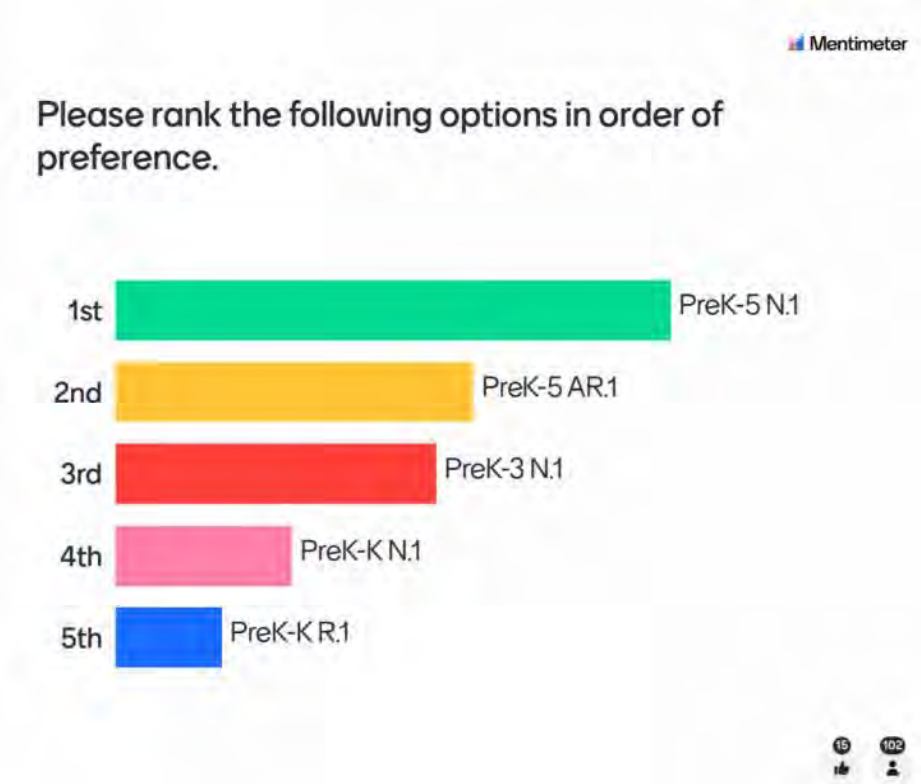
I'm responding as:



After Updated Project Costs:



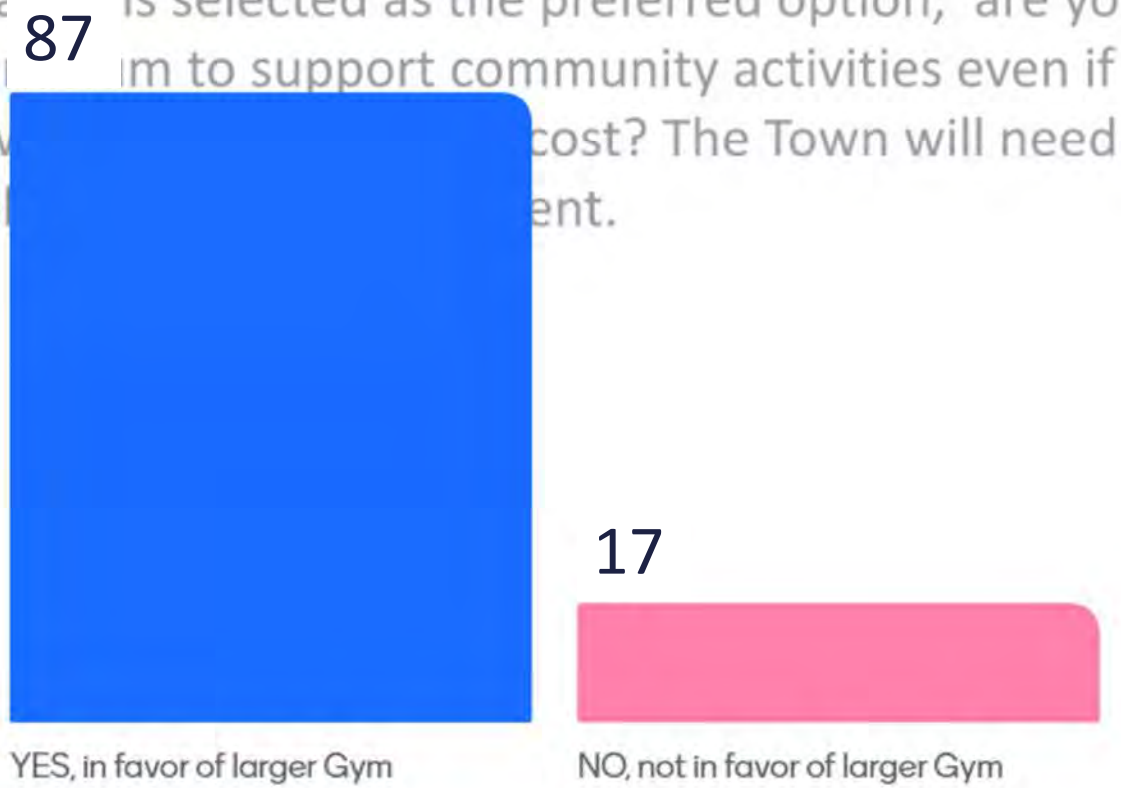
After Local Share Impact:



Mentimeter

The PreK-5 alternatives currently include a 12,000 SF gymnasium.

If a PreK-5 alterna is selected as the preferred option, are you in favor of the larger gym m to support community activities even if MSBA reimbursement w cost? The Town will need to cover the portion not e ent.

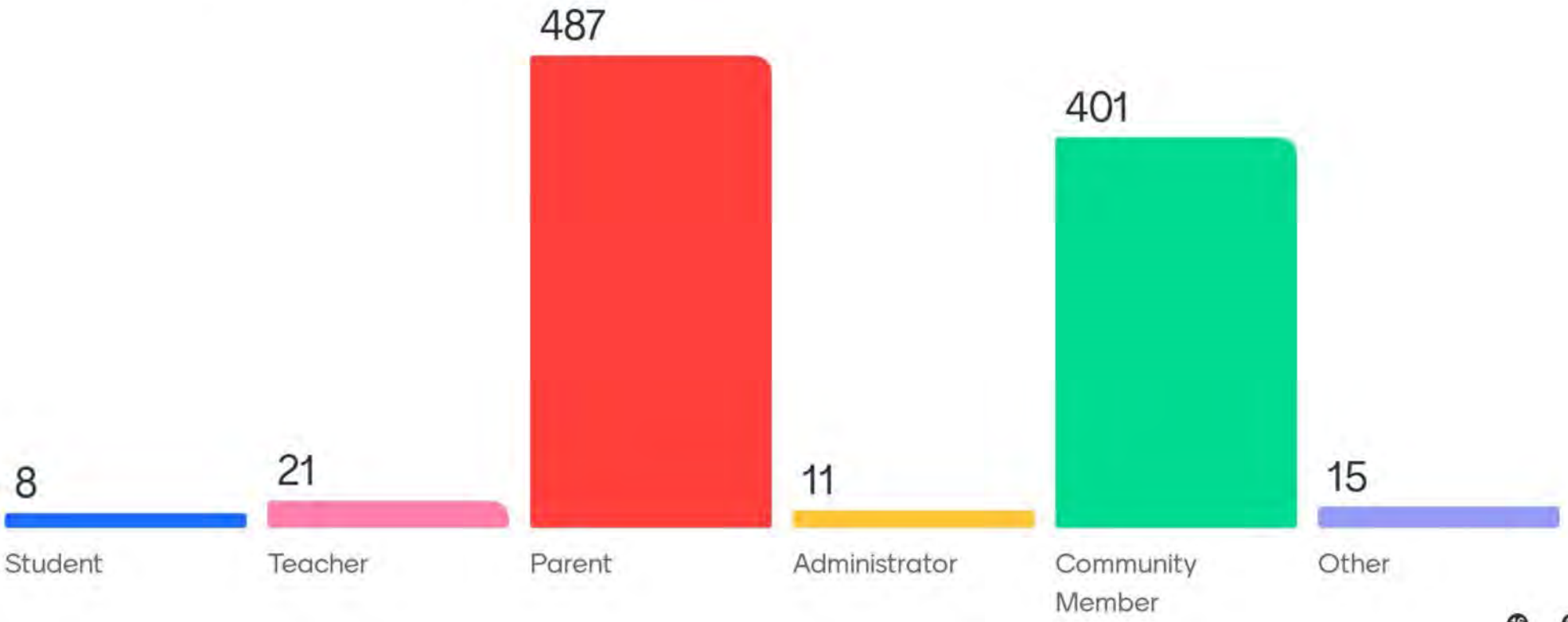


5 3 104

Preliminary Survey Results as of 9/17/24

Mentimeter

I'm responding as:



16 943

Mentimeter

Please select your preferred option.



5 765

Mentimeter

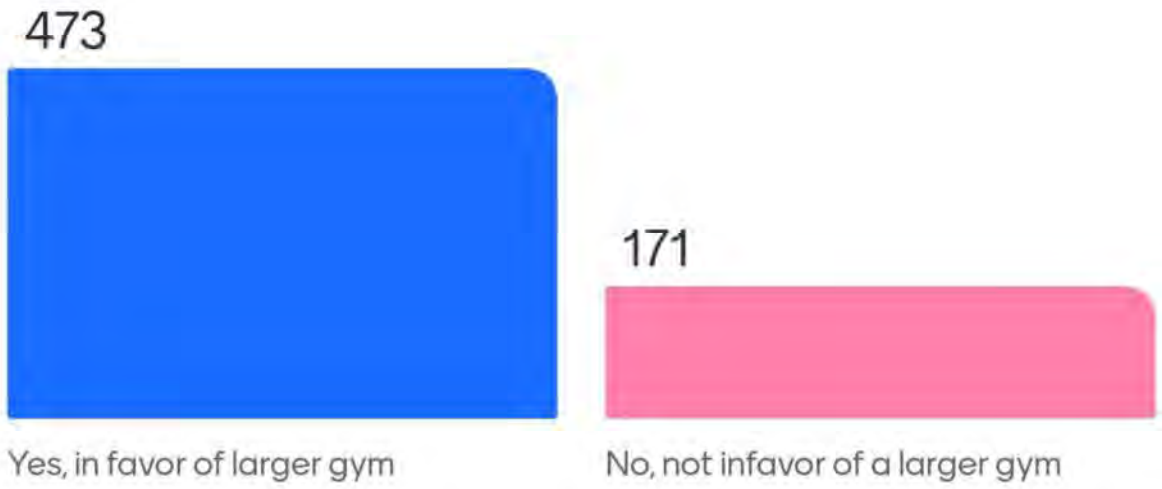
Please tell us why you selected your preferred option.

Refer to attachment in Packet

10 383

Mentimeter

Are you in favor of a 12,000SF gymnasium with partial reimbursement from MSBA for 6,000SF? The Town would cover the cost for the remaining 6,000SF.



1 644

Community Correspondence

Current Usage of Elementary Gym Space



Procedure to Vote for a Preferred Option on Oct. 8, 2024



Discussion

Next Steps



September:

- ❑ Community Forum #5 - Sept 18th
- ❑ Senior Center - Sept 19th

October:

- ❑ Survey Closes – October 1st
- ❑ SBC Meeting - October 8th
- ❑ PSR Submission to MSBA – Oct 24th



Thank You

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Wilmington Wildwood Early Childhood Center	Project Number:	22127
RE:	School Building Committee	Meeting Date:	10/8/2024
Prepared by:	Sarah A. Traniello	Meeting No:	21
Location:	Hybrid Meeting: In Person at Wilmington High School, 159 Church Street, Wilmington, MA 01887 in the Large Group Instruction Room and Remote Participation via Zoom (recording posted on Wildwood Building Project website, WCTV and YouTube)		
Distribution:	School Building Committee		

Attendees

Wildwood School Building Committee

Diane M. Allan
Gregory B. Bendel
Kate Bissell
Dr. Glenn Brand, *Chair* **Remote**
Kevin A. Caira
Michael Camoscio
Justin Cusce
Marianne Gallezzo
Nicholas Golden
Christine Holloran
John C. Holloway **Absent**
Dennis Kelley
Craig Miner
Christine Murray
Judith O'Connell
Christine Prendergast
Paul J. Melaragni
David A. Ragsdale
Paul Ruggiero
Stacey Scott **Remote**
R. Eric Slagel
Stephen Turner
Vivian Varbedian, *Vice Chair*

SMMA

Julie Leduc, Director, OPM Services and Project Manager
Sarah Traniello, Assistant Project Manager

Dore+Whittier Architects

Donald Walter, Principal-In-Charge
Lee P. Dore, Principal, Designer
Rani Philip, Project Manager

Town Counsel, KP Law

Michael D'Ortenzio, Esquire

Item No.	Action	Discussion
21.01	Record	Vice Chair, Vivian Varbedian, 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 in the

Item No.	Action	Discussion
		Large Group Instruction Room and through remote participation on Zoom. Wilmington Public Schools Superintendent, Dr. Glenn Brand, is out of town and joined the meeting a few minutes after it had started once access was provided. The attendance based on the roll call can be found on page 1 of these minutes. All were present in the Large Group Instruction Room for the exception of John Holloway who was not in attendance. Stacey Scott and Dr. Glenn Brand accessed the meeting through the Zoom webinar and were present.
21.2	Record	**Approval of Minutes** G. Bendel motioned to approve the meeting minutes from the September 17, 2024, School Building Committee meeting, with a second motion by M. Gallezzo. Roll Call Vote: Affirmatively responded unanimously.
21.3	Record	**Approval of Invoices and Commitments** – **Warrant No. 16:** J. Leduc presented Warrant No. 16 with SMMA's monthly invoice for OPM Basic Services for the month of September in the amount of $3,750 and Dore+Whittier Architects' monthly invoice for September's Feasibility Study Design Services in the amount of $3,000. The total for Warrant No. 16 is $6,750. o D. Kelley made a motion to approve Warrant No. 16 for a total of $6,750. Motion seconded by C. Prendergast. ▪ Roll Call vote of the School Building Committee was performed and the motion carried by unanimous vote. – **Designer Amendment No. 3 – Investigatory Services *[Site Survey, Geotechnical, Geoenvironmental and Traffic]:*** Commitment Discussion was held until after the One Preferred Option Vote is taken as the Proposal provided was subject to the decision. o Nicholas Golden moved to table the approval of the Designer Amendment No. 3 for Investigatory Site Services until later in the meeting. The motion to table carried unanimously. – Designer Amendment No. 3 for the Investigatory Site Services for the PreK-5 at the North

Item No.	Action	Discussion
		Intermediate site was chosen with the 12,000 sf Gymnasium in the amount of $145,075.70 is being moved forward for approval by the School Building Committee. o C. Prendergast made a motion to approve Designer Amendment No. 3 with the caveat of potentially $5,000 in savings from work to be performed in conjunction with the Wilmington Department of Public Works (DPW). The motion was seconded by N. Golden. o The motion passed unanimously by Roll Call vote.
21.4	Record	**Design Update** – **Mentimeter Survey Results Performed to Date:** R. Philip presented the results of the Mentimeter survey which saw participation from 293 staff members across 8 schools in the Wilmington School District. R. Philip explained how the responses from participants were cumulated into the survey ranking for the preferred options. – There is a typo in the survey which saw the New PreK-K at the Wildwood site not included correctly in the survey. Co-Chair Brand noted that the primary intent of the survey was to understand the grade consolidation preferences of the staff and as a PreK-K option was included in the survey, it was felt the survey still served to provide understanding of the preferences of the Wilmington staff. o The PreK-5 option at the North Intermediate Site was the top selected option amongst the 293 respondents. o The responses favoring the PreK-5 option cited fewer transitions providing stability, modernized safe and accessible facilities, improved collaboration. Health and safety, cost efficiency, and community building as the basis for their selection of the preferred option. – R. Philip added that the survey was also sent to the community (including handwritten surveys to the Senior Center) which saw over 1,300 respondents participate. The overwhelming majority were parents and community members. Almost 60% of respondents selected the New PreK-5 option at the North Intermediate site as their Preferred Option.

Item No.	Action	Discussion
		o The responses favoring the PreK-5 option cited consolidation, long term solutions, alignment with goals, tax/financial considerations, and support for new structures as the basis for their selection of the Preferred Option. – **Discussion of Gymnasium Size:** Over 900 respondents answered the question in the Mentimeter survey regarding Gymnasium size. 680 of those respondents favored a larger gymnasium. R. Philip presented a cost impact graphic comparing the 6,000 sf gym option to the 12,000 sf gym option. The difference in annual tax increase between the smaller and larger gymnasium to the average home was $40.
21.5	Record	**Working Group Updates** – **Public Relations Working Group** o M. Camascio informed the Committee that since the last meeting there was a Community Forum, a meeting at the Senior Center, and a table at Fall Fest. He noted there had also been postings in the local newspapers. He added the FAQs on the project website had not yet been updated but hoped updates would occur soon.
21.6	Record	**Review of Shortlist Options** – R. Philip recapped that there were 9 options entering the PSR phase, of which 5 were selected to be on the shortlist for the preferred option. The 4 options that were not shortlisted were added for cost comparison. R. Philip showed the cost impact of each option (costs assuming a 12,000 sf gymnasium): o PreK-K Wildwood Site Repair: $29.3M o PreK-K Wildwood Site New: $88.6M o PreK-3 New Woburn Street Site: $146.7M o PreK-5 North Intermediate Site Add/Reno: $185.6M o PreK-5 North Intermediate Site Add/Reno: $187.0M – Repair at Wildwood site would not be supported by the MSBA.
21.7	Record	**Public Comments** – Community members A. Iasconi and J. Reynolds, educators at the North Intermediate School

Item No.	Action	Discussion
		representing the staff of the North Intermediate School, read a letter collectively written by the North Intermediate staff expressing support for a New PreK-5 school at the North Intermediate. Site. They cited school safety and security concerns as the basis for their advocacy of a new school on the North Intermediate Site. – Community member L. Jones, a student in the Wilmington School District and G. Jones, parent and alumnus in the Wilmington School District advocated for a PreK-5 new construction, citing that if grant funding is available, they should improve as many schools as possible for the future generation of students and teachers. – Finance Committee member S. Neville, speaking on his own behalf as a community member and parents in the Wilmington School District noted his son's classroom was an uncomfortable temperature at an open house, and that reading evaluations were taking place in the hallways due to a lack of space. He noted that math and reading specialists are working out of closets to help students in need of extra support. – School Committee member M. Mercaldi speaking on his own behalf as a community member discussed his thought process when he was charged with deciding a Preferred Option at the School Committee meeting a month ago. He expressed he put the considerations of the students above the tax impacts, and urged the Committee to explore solutions to reduce the financial implications as the project rolls out. He added that modern education requires modern facilities to best prepare students for the modern workforce. – Community member G. Allan thanked the Committee for their hard work, walked the Committee through the history of the project's inception, stemming from an oil spill at one of the school sites. He noted the students were moved to the Middle School because there is room in the Middle School, and they have adapted to the increased students comfortably. – Community member S. Sheehan told the Committee that her son was at the Wildwood School when it closed and noted it was a very disruptive move, and that the students deserve a space for themselves. She stated that a new space was needed in the

Item No.	Action	Discussion
		event of another incident at a school and noted that the responses are overwhelmingly in favor of a new PreK-5 School and that it would not benefit her children. – School Committee member J. Fennelly speaking on his own behalf as a community member and parent thanked the Committee for their work and dedication and advocated for the Committee to select the New PreK-5 at the North Intermediate Site as the preferred option. He cited the efficiencies in operating one school as opposed to 3 separate schools, improvements to security, and increased accessibility to students in need. He urged the Committee to trust the experts the Town hired and hear the feedback from the parents and staff members who have provided feedback supporting the PreK-5 option. – S. Krull, community member educator in the Wilmington School District, asked the committee to consider the feedback of the school staff who know the needs of the children, and added challenges facing educators in the current school conditions. – S. Benoit, community member and educator at the Woburn Street. School told the Committee that the educators need support and access to the best technology to best help the students. She added the New PreK-5 at North Intermediate Site was the best option to achieve those goals.
21.8	Record	**Discussion and Committee Questions** – V. Varbedian led the School Building Committee in an open dialogue of their perspectives and opinions relating to the options before the committee for the One Preferred Option. Asking the members of the Committee to share the reasons supporting their leaning towards or away from any specific option that is on the table. The community members expressed their personal opinions regarding the best options and their reasoning for their position. These opinions can be heard in detail in the meeting recording (time stamp 58:30-2:05:00)
21.9	Record	**Correspondence** – J. Leduc notified the Committee that they received a packet of correspondence that had been received and an email not included in the packet had been forwarded to the Committee members.

Item No.	Action	Discussion
21.10	Record	**Vote One Preferred Option** N. Golden made a motion to select the PreK-5 on the North Intermediate Site with the 12,000 sf Gymnasium. Motion was seconded by C. Prendergast. – Roll Call vote was taken and passed 16:6. o Kate Bissell, Dr. Glenn Brand, Michael Camoscio, Justin Cusce, Nicholas Golden, Christine Holloran, Craig Miner, Christine Murray, Judith O'Connell, Christine Prendergast, David Ragsdale, Paul Ruggiero, Stacey Scott, Eric Slagle, Stephen Turner, Vivian Varbedian voted **Yes = 16** o Diane M. Allan, Gregory B. Bendel, Kevin A. Caira, Marianne Gallezzo, Dennis Kelley, Paul Melaragni voted **No = 6**. o **With a majority vote the Preferred Option of the New PreK-5 at the North Intermediate Site passed.** **Vote Gymnasium Size** – V. Varbedian started discussion regarding the selection of a gymnasium size. – M. Gallezzo asked if the gymnasium could be placed on an external wall as opposed to the middle of the building in the event later in design the committee feels it necessary to reduce the gymnasium size. o L. Dore noted that moving the gymnasium to an external wall was a feasible design option if the design team were directed by the committee. He added that the impact of a change in design becomes more significant as the design progresses. – L. Dore clarified that the eligible square footage for MSBA reimbursement for a gymnasium in an elementary school is 6,000 sf, meaning 12,000 sf gym would have 6,000 sf (approximately 9,000 sf in multiplied gross square footage) non-reimbursable to the MSBA. – Multiple committee members noted that the Superintendent has stated 6,000 sf would be sufficient to accommodate the educational curriculum entirely. Other committee members added that the Community would have access to the gymnasium and a larger gymnasium would better service the community at large beyond the student populus of the new school.

Item No.	Action	Discussion
		o J. O'Connell made a motion to approve the 12,000 sf gymnasium but have the Designer place the gymnasium on the outside wall of the building. K. Caira seconded the motion. ▪ J. O'Connell commented, if in the event that value engineering is needed, she feels more comfortable designing the gym in a location where it can be more easily modified. o **Roll Call vote was taken and passed unanimously.**
21.11	Record	**Budget and Schedule Update** – J. Leduc and R. Philip provided updates regarding the budget and schedule with upcoming meetings and actions needed to occur over the next 2-months. o Draft versions of the PSR for Review o Upcoming meeting on October 21, 2024 or October 22, 2024 needed to approve the submission of the Preferred Schematic Report. ▪ That meeting will also include a presentation for the Construction Manager at Risk or Design Bid Build construction delivery method. ▪ J. Leduc added that CM-At-Risk delivery method is a qualifications and fee based procurement as opposed to strictly fee based procurement with Design Bid Build. o MSBA FAS Meeting(s) in November and changes to dates for November meetings o December SBC Meetings to be 2 per month moving forward and meetings. – R. Philip shared the Schematic Design Phase Overview: o November: MSBA FAS Meeting(s), User Group meetings, Site Investigation, Design Updates o December: Monthly Design and Sustainability Updates o January: Monthly Design and Sustainability Updates o February: DESE Submission and finalizing cost estimating package

Item No.	Action	Discussion
		o March: Cost estimating and reconciliation o April: Submit Final Project Scope and Budget to MSBA; Submit Schematic Design Package to MSBA.
21.12	Record	**Next Meeting:** October 21, 2024 at 6:30pm Remote Participation via Zoom
21.13	Record	**Adjourn** V. Varbedian thanked the committee for their efforts and invited a motion to adjourn. N. Golden motioned to adjourn. M. Camoscio seconded the motion. The motion carried by unanimous vote.

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.

Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	10/8/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Hybrid, Wilmington High School Large Group Instruction Room Remote Participation via Zoom Webinar: https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1	Meeting No.	20

Distribution: School Building Committee (MF)

- Call to Order
- Approval of Minutes
- Approval of Invoices & Commitments
  - Warrant No. 16
  - Designer Amendment No. 3 – Investigatory Services [Site Survey, Geotechnical, GeoEnvironmental and Traffic]
- Design Update
  - Mentimeter Survey Results Performed to Date
  - Discussion of Gymnasium Size
- Working Group Updates
  - Public Relations Working Group
- Review of Shortlist Options
- Public Comments
- Discussion/Committee Questions
- Correspondence
- Vote One Preferred Option
  - Vote Gymnasium Size (if needed)
- Budget and Schedule Update
- New Items
- Next Meeting: November 12, 2024
- 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

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #18

October 8, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority

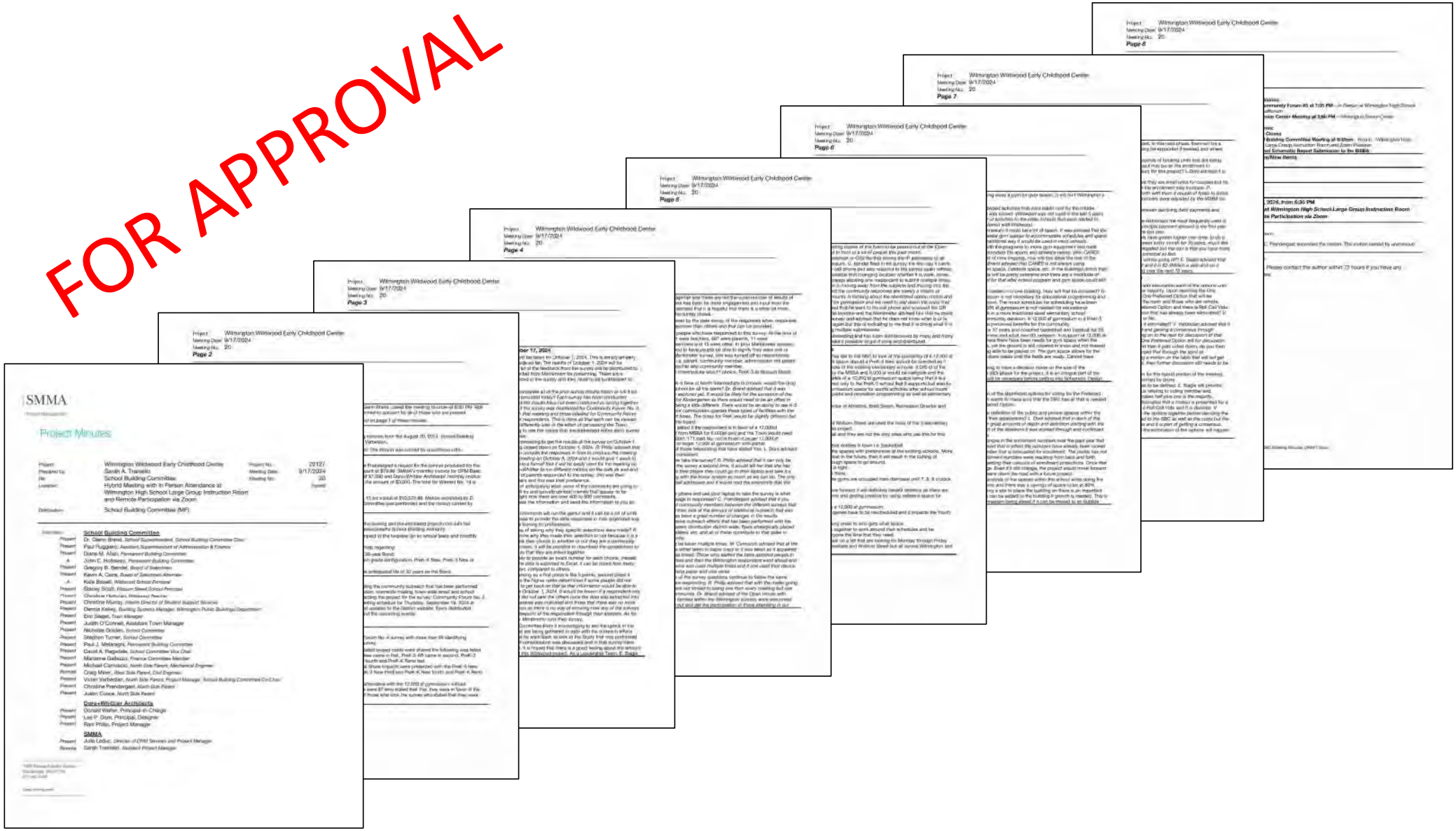


Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Approval of Designer Amendment
- Design Update
  - Survey Results
  - Discussion of Gymnasium Size
- Public Relations Working Group Update
- Review Shortlist of Options
- Public Comments
- Discussion/Committee Questions
- Correspondence
- Vote for Preferred Option
  - Vote for Gymnasium Size (If Needed)
- Next Steps/Schedule Update
- New Items
- Adjourn

Approval of Minutes




FOR APPROVAL
SMMA
Project Minutes

Approval of Invoices



FOR APPROVAL

Project Management | SMMA

Warrant No. 16

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	10/8/2024

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*	62042	10/3/2024	$ 3,750.00	0001-0000	$ 18,750.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00016	09/30/2024	$ 3,000.00	0002-0000	$ 3,000.00
		Total	**$ 6,750.00**		

Approved on _____

Activities for the Month of September 2024:

1. Weekly Leadership Working Group meetings to review progress
2. Monitor Mentimeter townwide flyer survey and provide updates
3. Prepare presentation and participate in School Building Committee Meeting on September 17, 2024
4. Prepare presentation and participate in Community Forum #5 on September 18, 2024
5. Prepare presentation and participate in Meeting at Senior Center on September 19, 2024
6. Continue edits for draft PSR Submission

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Approval of Amendment 3 Site Investigation for Preferred Site



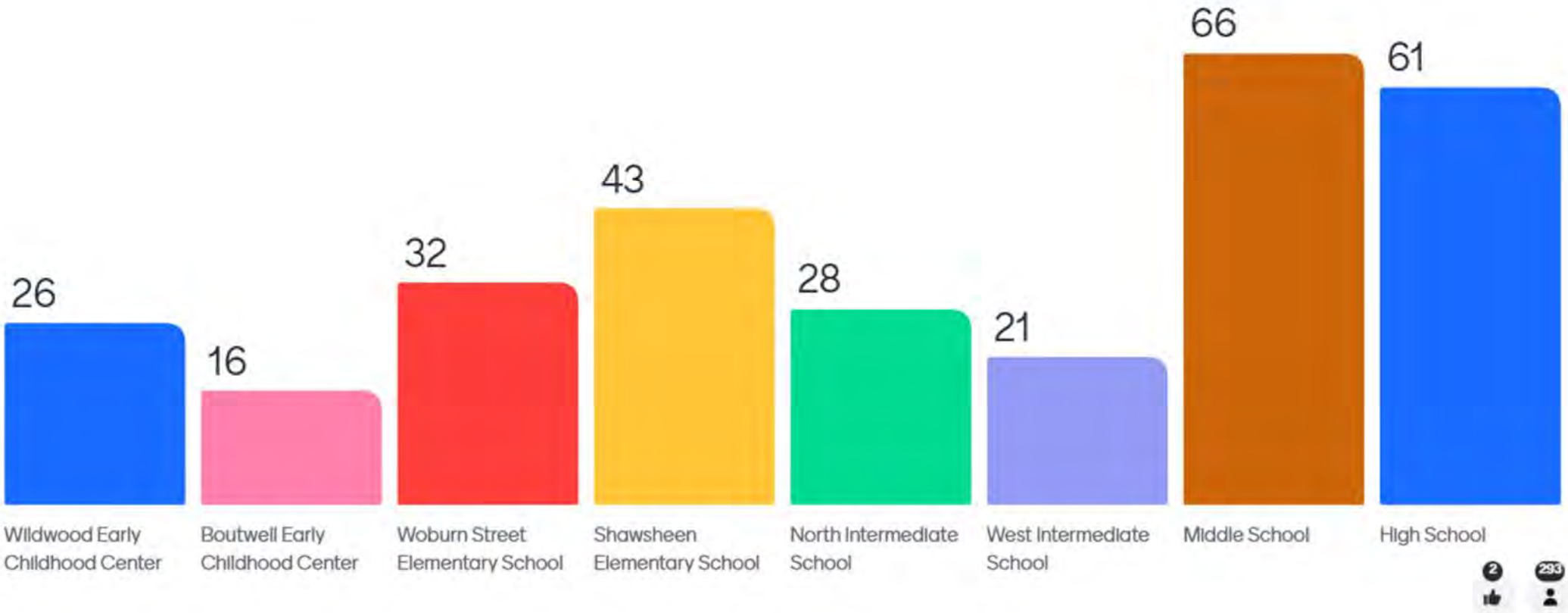
Project Update



Results from Staff Survey

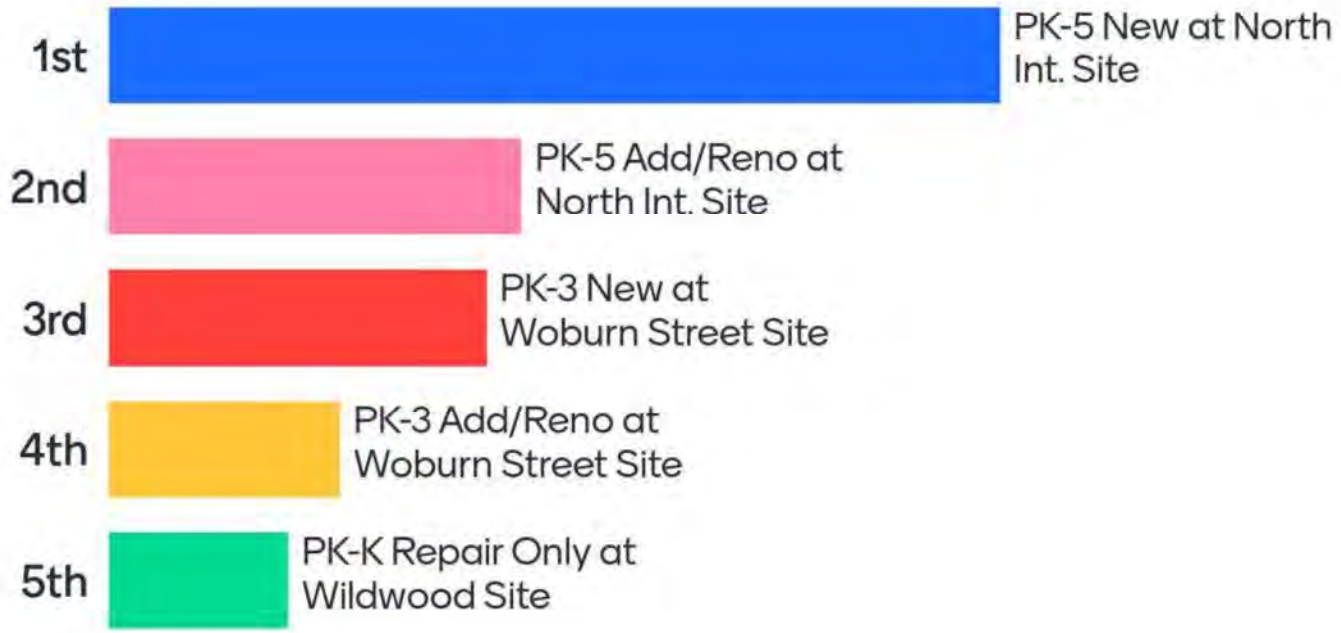
Mentimeter

I'm responding as a representative of (select all that apply):



Mentimeter

Please select your preferred option.



2 269

Staff Survey Key Themes

The general consensus from staff is that building a new Pre-K to 5 school would significantly benefit students, staff, and the overall community in multiple ways:

1. Fewer Transitions: A key theme is that fewer transitions between different schools would benefit students by providing consistency, continuity, and **stability** throughout their elementary years. This would help create a smoother learning experience and enable better collaboration among staff members who would work together for longer periods of time.

2. Modern Facilities: The current school buildings are described as outdated, with issues such as poor climate control and inadequate spaces for students, particularly those with special needs. New facilities would offer modern, **safe**, and more efficient spaces, which could foster better learning environments, integrate modern technology, and meet **accessibility** needs.

Staff Survey Key Themes

3. Improved Collaboration: Staff collaboration across grade levels is highlighted as a significant benefit. Having everyone in one building would make it easier for educators to communicate, share resources, and support students more effectively, especially when it comes to social-emotional learning and special education needs.

4.Health and Safety: The comments emphasize concerns over health and safety in the current buildings, with some citing outdated infrastructure and a lack of handicapped accessibility. A new building would address these issues and create a healthier learning environment.

5.Cost Efficiency and Future Planning: There is support for consolidating resources and avoiding the costs of maintaining or renovating multiple old buildings. The comments suggest that building a new, modern facility would not only address current issues but also serve the community's needs in the future.

Staff Survey Key Themes

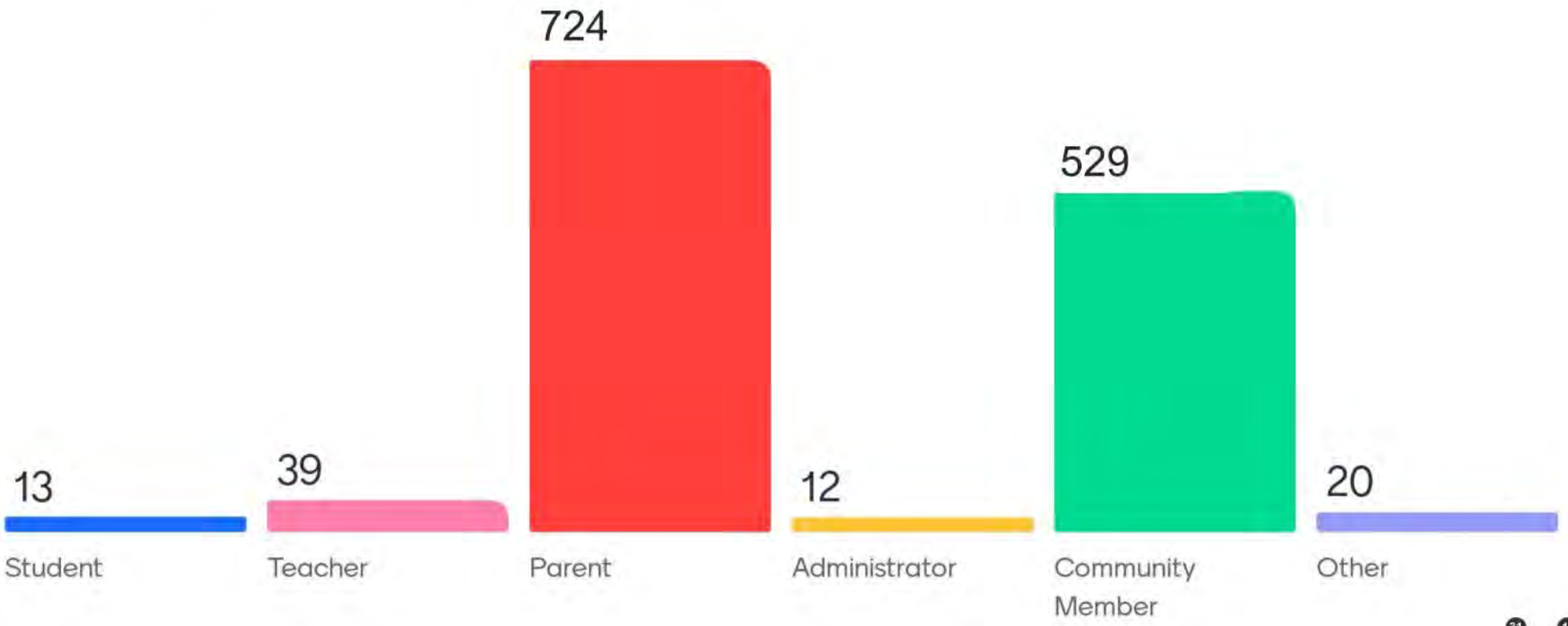
6. Community Building: Having students stay in one school from Pre-K through 5th grade is seen as beneficial for fostering a strong sense of community, both among students and between families. It also reduces disruptions and helps students build longer-term relationships with teachers and peers.

In summary, the overwhelming sentiment is that a new, modern Pre-K to 5 school would be a valuable investment that offers educational, social, and economic benefits through fewer transitions, better collaboration, and improved facilities for both students and staff.

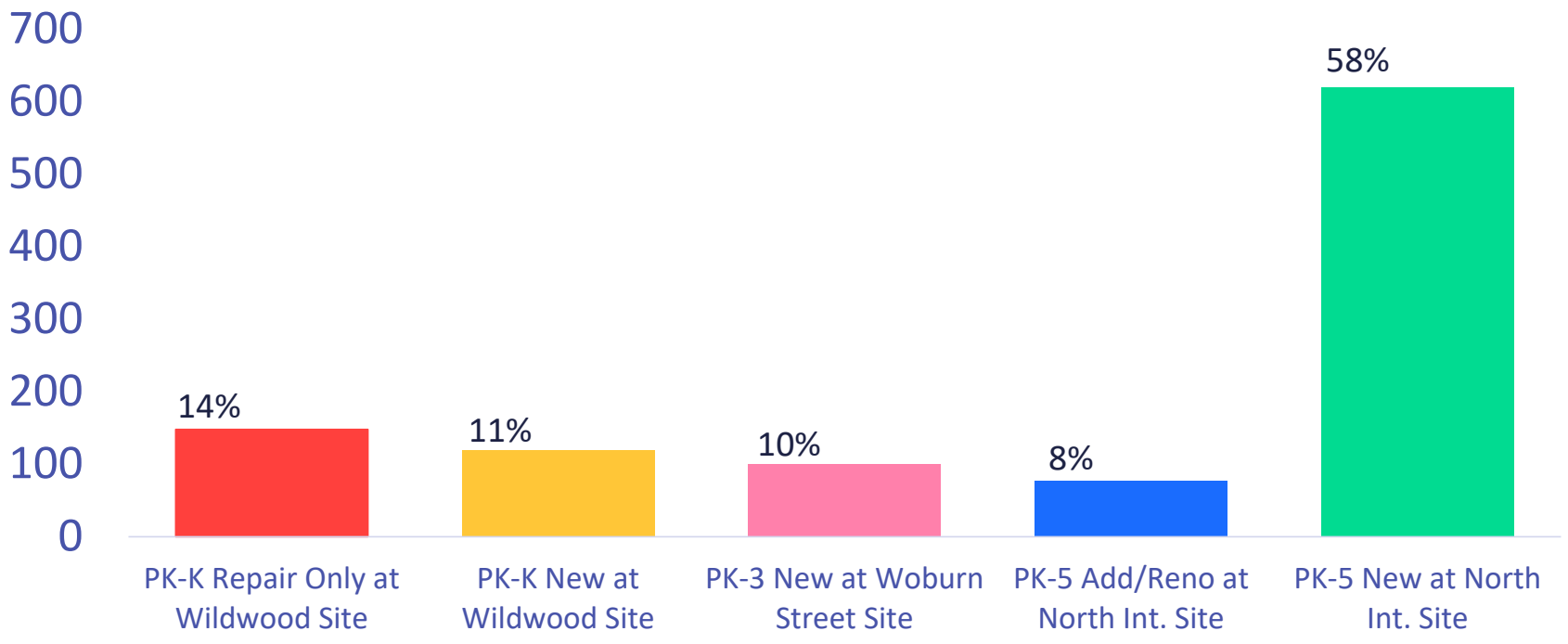
Results from Community Flyer Survey

Mentimeter

I'm responding as:



Please select your preferred option.



5 1099

Community Survey Key Themes

1. Consolidation Importance

Several responses mention that consolidation is **essential** or crucial. This suggests that a number of participants believe that merging or consolidating services, resources, or initiatives is important for the future, possibly to increase **efficiency** or improve outcomes.

2. Long-term Solutions

Responses mention the need for solutions that are sustainable in the long run. This indicates a preference for approaches that may require more cost or effort now but are seen as providing more stable or **lasting benefits**.

3. Alignment with Goals

A notable theme is the idea that certain solutions, particularly consolidation, are seen as aligning well with the overall goals for education and the community. These goals might include efficiency, cost savings, or better service delivery.

Community Survey Key Themes

4. Tax and Financial Considerations

There are several mentions of **tax implications** and the impact on **taxpayers**. Participants seem concerned about how changes will affect the financial burden on the public or organization. Some respondents express support for new projects or structures, but only if the costs are manageable.

5. Support for New Structures

While there is some caution around tax and costs, there is also support for new structures or initiatives that could improve long-term prospects, provided they are well-aligned with the broader goals and come with an acceptable financial impact.

Community Survey Key Themes

In Summary:

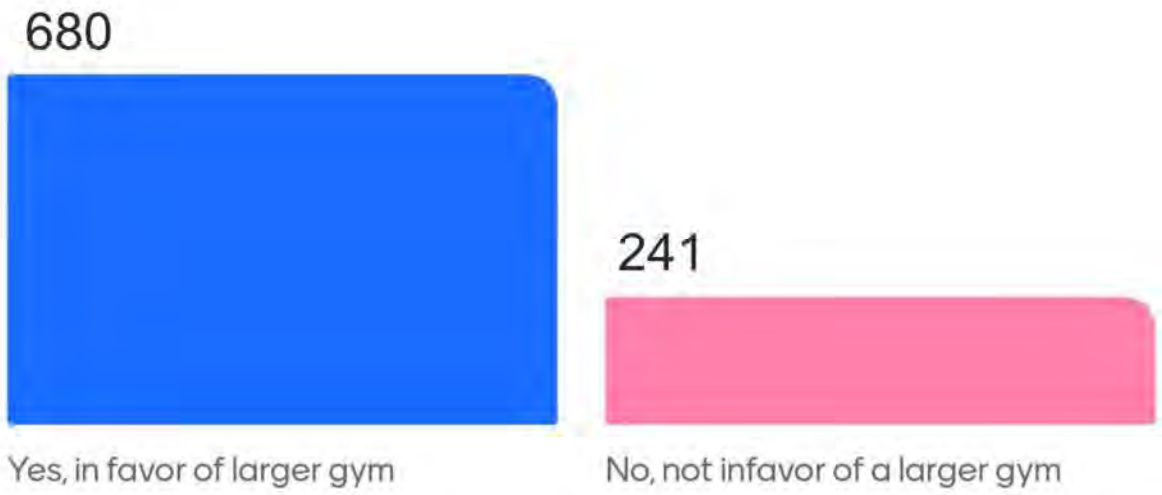
Consolidation is viewed positively by many, seen as necessary for future success.

Long-term thinking is emphasized, with respondents looking for sustainable, goal-aligned solutions.

Financial and tax implications are significant concerns, and there is a general willingness to support new projects if they lead to greater efficiency or stability.

Mentimeter

Are you in favor of a 12,000SF gymnasium with partial reimbursement from MSBA for 6,000SF? The Town would cover the cost for the remaining 6,000SF.



4 921

Potential Local Share

	PK-5 755 students + PK		
			PK-5 New with 6,000 SF Gymnasium
	North Intermediate Site		
	Add/Reno 163,573 GSF	New 163,573 GSF	New 154,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$185.6M	$187.0M	$180.2M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$129.1M	$132.1M	$125.7M
Annual Debt Payment	$9.5M	$9.7M	$9.2M
Annual Tax Increase on Average SF Home	$710	$730	$690
Monthly Impact	$59	$61	$58

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790

Public Relations Working Group Update



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M 	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M 
RENO/ADD	PK-K AR.1 **Cost Comparison* $81.1M - $89.7M 	PK-3 AR.1 **Cost Comparison* $127.8M - $141.3M 	PK-5 AR.1 $176.3M - $194.9M 
NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M 

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Public Comment



Discussion/ Committee Questions



Correspondence



Vote for Preferred Option



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M 	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M 
RENO/ADD	PK-K AR.1 **Cost Comparison* $81.1M - $89.7M 	PK-3 AR.1 **Cost Comparison* $127.8M - $141.3M 	PK-5 AR.1 $176.3M - $194.9M 
NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M 

Next Steps





October:

- Authorize site investigation:
  - Site Survey
  - Traffic Study
  - Geotechnical
  - Geo-environmental
- SBC Meeting – Oct 21st or 22nd (proposed - virtual only)
- PSR Submission to MSBA – Oct 24th

November:

- MSBA FAS Meeting – Nov 6th or 13th
- SBC Meeting – Nov 12th (scheduled)
- SBC Meeting – Nov 19th (proposed)
- User Group Meetings - TBD

Schematic Design Phase Overview

NOVEMBER:

MSBA FAS Meeting; User Group Meetings; Site investigation; Design updates (massing, elevations, sections, room data, interior design)

DECEMBER

Monthly Design and Sustainability updates
12/13/24 – MSBA Board Meeting to approve PSR

JANUARY

Monthly Design and Sustainability updates

FEBRUARY

DESE Submission

Finalizing Cost Estimating Package

MARCH

Cost Estimating and Reconciliation

APRIL

Submit Final Project Scope and Budget to MSBA

Schematic Design Package to MSBA

Thank You

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Wilmington Wildwood Early Childhood Center	Project Number:	22127
RE:	School Building Committee	Meeting Date:	10/8/2024
Prepared by:	Sarah A. Traniello	Meeting No:	21
Location:	Hybrid Meeting: In Person at Wilmington High School, 159 Church Street, Wilmington, MA 01887 in the Large Group Instruction Room and Remote Participation via Zoom (recording posted on Wildwood Building Project website, WCTV and YouTube)		
Distribution:	School Building Committee		

Attendees

Wildwood School Building Committee

Diane M. Allan
Gregory B. Bendel
Kate Bissell
Dr. Glenn Brand, *Chair* **Remote**
Kevin A. Caira
Michael Camoscio
Justin Cusce
Marianne Gallezzo
Nicholas Golden
Christine Holloran
John C. Holloway **Absent**
Dennis Kelley
Craig Miner
Christine Murray
Judith O'Connell
Christine Prendergast
Paul J. Melaragni
David A. Ragsdale
Paul Ruggiero
Stacey Scott **Remote**
R. Eric Slagel
Stephen Turner
Vivian Varbedian, *Vice Chair*

SMMA

Julie Leduc, Director, OPM Services and Project Manager
Sarah Traniello, Assistant Project Manager

Dore+Whittier Architects

Donald Walter, Principal-In-Charge
Lee P. Dore, Principal, Designer
Rani Philip, Project Manager

Town Counsel, KP Law

Michael D'Ortenzio, Esquire

Item No.	Action	Discussion
21.01	Record	Vice Chair, Vivian Varbedian, 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 in the

Item No.	Action	Discussion
		Large Group Instruction Room and through remote participation on Zoom. Wilmington Public Schools Superintendent, Dr. Glenn Brand, is out of town and joined the meeting a few minutes after it had started once access was provided. The attendance based on the roll call can be found on page 1 of these minutes. All were present in the Large Group Instruction Room for the exception of John Holloway who was not in attendance. Stacey Scott and Dr. Glenn Brand accessed the meeting through the Zoom webinar and were present.
21.2	Record	**Approval of Minutes** G. Bendel motioned to approve the meeting minutes from the September 17, 2024, School Building Committee meeting, with a second motion by M. Gallezzo. Roll Call Vote: Affirmatively responded unanimously.
21.3	Record	**Approval of Invoices and Commitments** – **Warrant No. 16:** J. Leduc presented Warrant No. 16 with SMMA's monthly invoice for OPM Basic Services for the month of September in the amount of $3,750 and Dore+Whittier Architects' monthly invoice for September's Feasibility Study Design Services in the amount of $3,000. The total for Warrant No. 16 is $6,750. o D. Kelley made a motion to approve Warrant No. 16 for a total of $6,750. Motion seconded by C. Prendergast. ▪ Roll Call vote of the School Building Committee was performed and the motion carried by unanimous vote. – **Designer Amendment No. 3 – Investigatory Services *[Site Survey, Geotechnical, Geoenvironmental and Traffic]:*** Commitment Discussion was held until after the One Preferred Option Vote is taken as the Proposal provided was subject to the decision. o Nicholas Golden moved to table the approval of the Designer Amendment No. 3 for Investigatory Site Services until later in the meeting. The motion to table carried unanimously. – Designer Amendment No. 3 for the Investigatory Site Services for the PreK-5 at the North

Item No.	Action	Discussion
		Intermediate site was chosen with the 12,000 sf Gymnasium in the amount of $145,075.70 is being moved forward for approval by the School Building Committee. o C. Prendergast made a motion to approve Designer Amendment No. 3 with the caveat of potentially $5,000 in savings from work to be performed in conjunction with the Wilmington Department of Public Works (DPW). The motion was seconded by N. Golden. o The motion passed unanimously by Roll Call vote.
21.4	Record	**Design Update** – **Mentimeter Survey Results Performed to Date:** R. Philip presented the results of the Mentimeter survey which saw participation from 293 staff members across 8 schools in the Wilmington School District. R. Philip explained how the responses from participants were cumulated into the survey ranking for the preferred options. – There is a typo in the survey which saw the New PreK-K at the Wildwood site not included correctly in the survey. Co-Chair Brand noted that the primary intent of the survey was to understand the grade consolidation preferences of the staff and as a PreK-K option was included in the survey, it was felt the survey still served to provide understanding of the preferences of the Wilmington staff. o The PreK-5 option at the North Intermediate Site was the top selected option amongst the 293 respondents. o The responses favoring the PreK-5 option cited fewer transitions providing stability, modernized safe and accessible facilities, improved collaboration. Health and safety, cost efficiency, and community building as the basis for their selection of the preferred option. – R. Philip added that the survey was also sent to the community (including handwritten surveys to the Senior Center) which saw over 1,300 respondents participate. The overwhelming majority were parents and community members. Almost 60% of respondents selected the New PreK-5 option at the North Intermediate site as their Preferred Option.

Item No.	Action	Discussion
		o The responses favoring the PreK-5 option cited consolidation, long term solutions, alignment with goals, tax/financial considerations, and support for new structures as the basis for their selection of the Preferred Option. – **Discussion of Gymnasium Size:** Over 900 respondents answered the question in the Mentimeter survey regarding Gymnasium size. 680 of those respondents favored a larger gymnasium. R. Philip presented a cost impact graphic comparing the 6,000 sf gym option to the 12,000 sf gym option. The difference in annual tax increase between the smaller and larger gymnasium to the average home was $40.
21.5	Record	**Working Group Updates** – **Public Relations Working Group** o M. Camascio informed the Committee that since the last meeting there was a Community Forum, a meeting at the Senior Center, and a table at Fall Fest. He noted there had also been postings in the local newspapers. He added the FAQs on the project website had not yet been updated but hoped updates would occur soon.
21.6	Record	**Review of Shortlist Options** – R. Philip recapped that there were 9 options entering the PSR phase, of which 5 were selected to be on the shortlist for the preferred option. The 4 options that were not shortlisted were added for cost comparison. R. Philip showed the cost impact of each option (costs assuming a 12,000 sf gymnasium): o PreK-K Wildwood Site Repair: $29.3M o PreK-K Wildwood Site New: $88.6M o PreK-3 New Woburn Street Site: $146.7M o PreK-5 North Intermediate Site Add/Reno: $185.6M o PreK-5 North Intermediate Site Add/Reno: $187.0M – Repair at Wildwood site would not be supported by the MSBA.
21.7	Record	**Public Comments** – Community members A. Iasconi and J. Reynolds, educators at the North Intermediate School

Item No.	Action	Discussion
		representing the staff of the North Intermediate School, read a letter collectively written by the North Intermediate staff expressing support for a New PreK-5 school at the North Intermediate. Site. They cited school safety and security concerns as the basis for their advocacy of a new school on the North Intermediate Site. – Community member L. Jones, a student in the Wilmington School District and G. Jones, parent and alumnus in the Wilmington School District advocated for a PreK-5 new construction, citing that if grant funding is available, they should improve as many schools as possible for the future generation of students and teachers. – Finance Committee member S. Neville, speaking on his own behalf as a community member and parents in the Wilmington School District noted his son's classroom was an uncomfortable temperature at an open house, and that reading evaluations were taking place in the hallways due to a lack of space. He noted that math and reading specialists are working out of closets to help students in need of extra support. – School Committee member M. Mercaldi speaking on his own behalf as a community member discussed his thought process when he was charged with deciding a Preferred Option at the School Committee meeting a month ago. He expressed he put the considerations of the students above the tax impacts, and urged the Committee to explore solutions to reduce the financial implications as the project rolls out. He added that modern education requires modern facilities to best prepare students for the modern workforce. – Community member G. Allan thanked the Committee for their hard work, walked the Committee through the history of the project's inception, stemming from an oil spill at one of the school sites. He noted the students were moved to the Middle School because there is room in the Middle School, and they have adapted to the increased students comfortably. – Community member S. Sheehan told the Committee that her son was at the Wildwood School when it closed and noted it was a very disruptive move, and that the students deserve a space for themselves. She stated that a new space was needed in the

Item No.	Action	Discussion
		event of another incident at a school and noted that the responses are overwhelmingly in favor of a new PreK-5 School and that it would not benefit her children. – School Committee member J. Fennelly speaking on his own behalf as a community member and parent thanked the Committee for their work and dedication and advocated for the Committee to select the New PreK-5 at the North Intermediate Site as the preferred option. He cited the efficiencies in operating one school as opposed to 3 separate schools, improvements to security, and increased accessibility to students in need. He urged the Committee to trust the experts the Town hired and hear the feedback from the parents and staff members who have provided feedback supporting the PreK-5 option. – S. Krull, community member educator in the Wilmington School District, asked the committee to consider the feedback of the school staff who know the needs of the children, and added challenges facing educators in the current school conditions. – S. Benoit, community member and educator at the Woburn Street. School told the Committee that the educators need support and access to the best technology to best help the students. She added the New PreK-5 at North Intermediate Site was the best option to achieve those goals.
21.8	Record	**Discussion and Committee Questions** – V. Varbedian led the School Building Committee in an open dialogue of their perspectives and opinions relating to the options before the committee for the One Preferred Option. Asking the members of the Committee to share the reasons supporting their leaning towards or away from any specific option that is on the table. The community members expressed their personal opinions regarding the best options and their reasoning for their position. These opinions can be heard in detail in the meeting recording (time stamp 58:30-2:05:00)
21.9	Record	**Correspondence** – J. Leduc notified the Committee that they received a packet of correspondence that had been received and an email not included in the packet had been forwarded to the Committee members.

Item No.	Action	Discussion
21.10	Record	**Vote One Preferred Option** N. Golden made a motion to select the PreK-5 on the North Intermediate Site with the 12,000 sf Gymnasium. Motion was seconded by C. Prendergast. – Roll Call vote was taken and passed 16:6. o Kate Bissell, Dr. Glenn Brand, Michael Camoscio, Justin Cusce, Nicholas Golden, Christine Holloran, Craig Miner, Christine Murray, Judith O'Connell, Christine Prendergast, David Ragsdale, Paul Ruggiero, Stacey Scott, Eric Slagle, Stephen Turner, Vivian Varbedian voted **Yes = 16** o Diane M. Allan, Gregory B. Bendel, Kevin A. Caira, Marianne Gallezzo, Dennis Kelley, Paul Melaragni voted **No = 6**. o **With a majority vote the Preferred Option of the New PreK-5 at the North Intermediate Site passed.** **Vote Gymnasium Size** – V. Varbedian started discussion regarding the selection of a gymnasium size. – M. Gallezzo asked if the gymnasium could be placed on an external wall as opposed to the middle of the building in the event later in design the committee feels it necessary to reduce the gymnasium size. o L. Dore noted that moving the gymnasium to an external wall was a feasible design option if the design team were directed by the committee. He added that the impact of a change in design becomes more significant as the design progresses. – L. Dore clarified that the eligible square footage for MSBA reimbursement for a gymnasium in an elementary school is 6,000 sf, meaning 12,000 sf gym would have 6,000 sf (approximately 9,000 sf in multiplied gross square footage) non-reimbursable to the MSBA. – Multiple committee members noted that the Superintendent has stated 6,000 sf would be sufficient to accommodate the educational curriculum entirely. Other committee members added that the Community would have access to the gymnasium and a larger gymnasium would better service the community at large beyond the student populus of the new school.

Item No.	Action	Discussion
		o J. O'Connell made a motion to approve the 12,000 sf gymnasium but have the Designer place the gymnasium on the outside wall of the building. K. Caira seconded the motion. ▪ J. O'Connell commented, if in the event that value engineering is needed, she feels more comfortable designing the gym in a location where it can be more easily modified. o **Roll Call vote was taken and passed unanimously.**
21.11	Record	**Budget and Schedule Update** – J. Leduc and R. Philip provided updates regarding the budget and schedule with upcoming meetings and actions needed to occur over the next 2-months. o Draft versions of the PSR for Review o Upcoming meeting on October 21, 2024 or October 22, 2024 needed to approve the submission of the Preferred Schematic Report. ▪ That meeting will also include a presentation for the Construction Manager at Risk or Design Bid Build construction delivery method. ▪ J. Leduc added that CM-At-Risk delivery method is a qualifications and fee based procurement as opposed to strictly fee based procurement with Design Bid Build. o MSBA FAS Meeting(s) in November and changes to dates for November meetings o December SBC Meetings to be 2 per month moving forward and meetings. – R. Philip shared the Schematic Design Phase Overview: o November: MSBA FAS Meeting(s), User Group meetings, Site Investigation, Design Updates o December: Monthly Design and Sustainability Updates o January: Monthly Design and Sustainability Updates o February: DESE Submission and finalizing cost estimating package

Item No.	Action	Discussion
		o March: Cost estimating and reconciliation o April: Submit Final Project Scope and Budget to MSBA; Submit Schematic Design Package to MSBA.
21.12	Record	**Next Meeting:** October 21, 2024 at 6:30pm Remote Participation via Zoom
21.13	Record	**Adjourn** V. Varbedian thanked the committee for their efforts and invited a motion to adjourn. N. Golden motioned to adjourn. M. Camoscio seconded the motion. The motion carried by unanimous vote.

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.

Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	10/8/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Hybrid, Wilmington High School Large Group Instruction Room Remote Participation via Zoom Webinar: https://wpsk12.zoom.us/j/83577025187?pwd=cAMl4Rs4iYaPdh4DoHQTNSnWq5XMom.1	Meeting No.	20

Distribution: School Building Committee (MF)

- Call to Order
- Approval of Minutes
- Approval of Invoices & Commitments
  - Warrant No. 16
  - Designer Amendment No. 3 – Investigatory Services [Site Survey, Geotechnical, GeoEnvironmental and Traffic]
- Design Update
  - Mentimeter Survey Results Performed to Date
  - Discussion of Gymnasium Size
- Working Group Updates
  - Public Relations Working Group
- Review of Shortlist Options
- Public Comments
- Discussion/Committee Questions
- Correspondence
- Vote One Preferred Option
  - Vote Gymnasium Size (if needed)
- Budget and Schedule Update
- New Items
- Next Meeting: November 12, 2024
- 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

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #18

October 8, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority

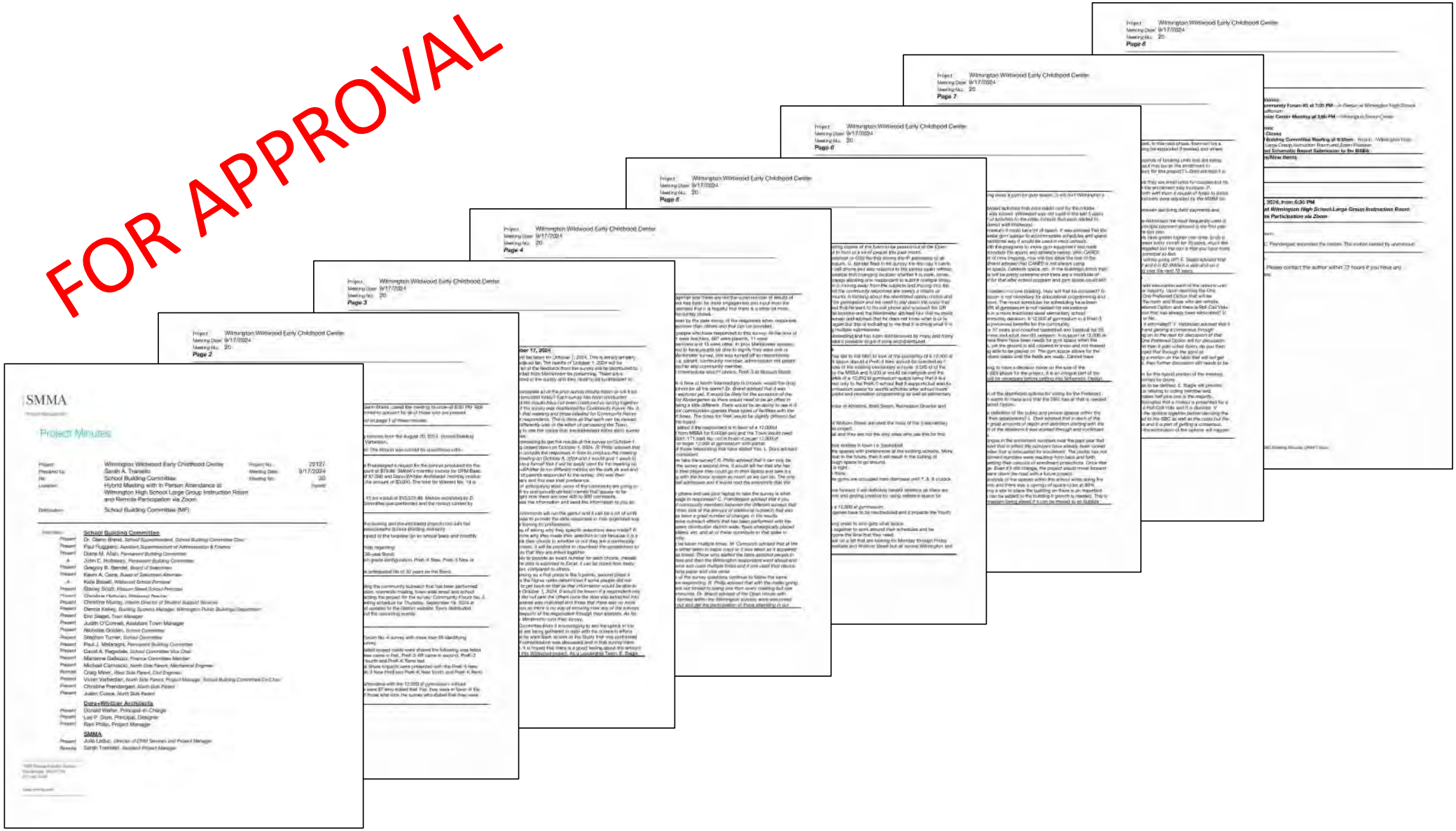


Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Approval of Designer Amendment
- Design Update
  - Survey Results
  - Discussion of Gymnasium Size
- Public Relations Working Group Update
- Review Shortlist of Options
- Public Comments
- Discussion/Committee Questions
- Correspondence
- Vote for Preferred Option
  - Vote for Gymnasium Size (If Needed)
- Next Steps/Schedule Update
- New Items
- Adjourn

Approval of Minutes




FOR APPROVAL
SMMA
Project Minutes

Approval of Invoices



FOR APPROVAL

Project Management | SMMA

Warrant No. 16

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	10/8/2024

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*	62042	10/3/2024	$ 3,750.00	0001-0000	$ 18,750.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00016	09/30/2024	$ 3,000.00	0002-0000	$ 3,000.00
		Total	**$ 6,750.00**		

Approved on _____

Activities for the Month of September 2024:

1. Weekly Leadership Working Group meetings to review progress
2. Monitor Mentimeter townwide flyer survey and provide updates
3. Prepare presentation and participate in School Building Committee Meeting on September 17, 2024
4. Prepare presentation and participate in Community Forum #5 on September 18, 2024
5. Prepare presentation and participate in Meeting at Senior Center on September 19, 2024
6. Continue edits for draft PSR Submission

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Approval of Amendment 3 Site Investigation for Preferred Site



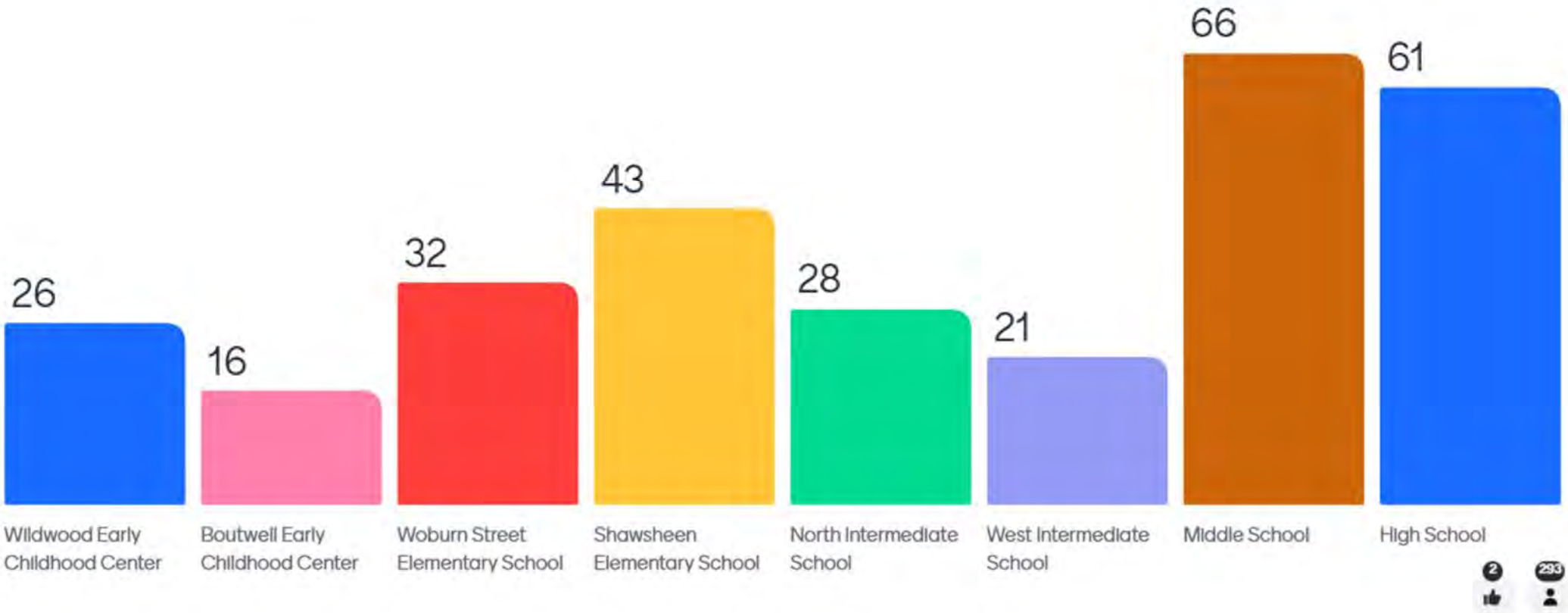
Project Update



Results from Staff Survey

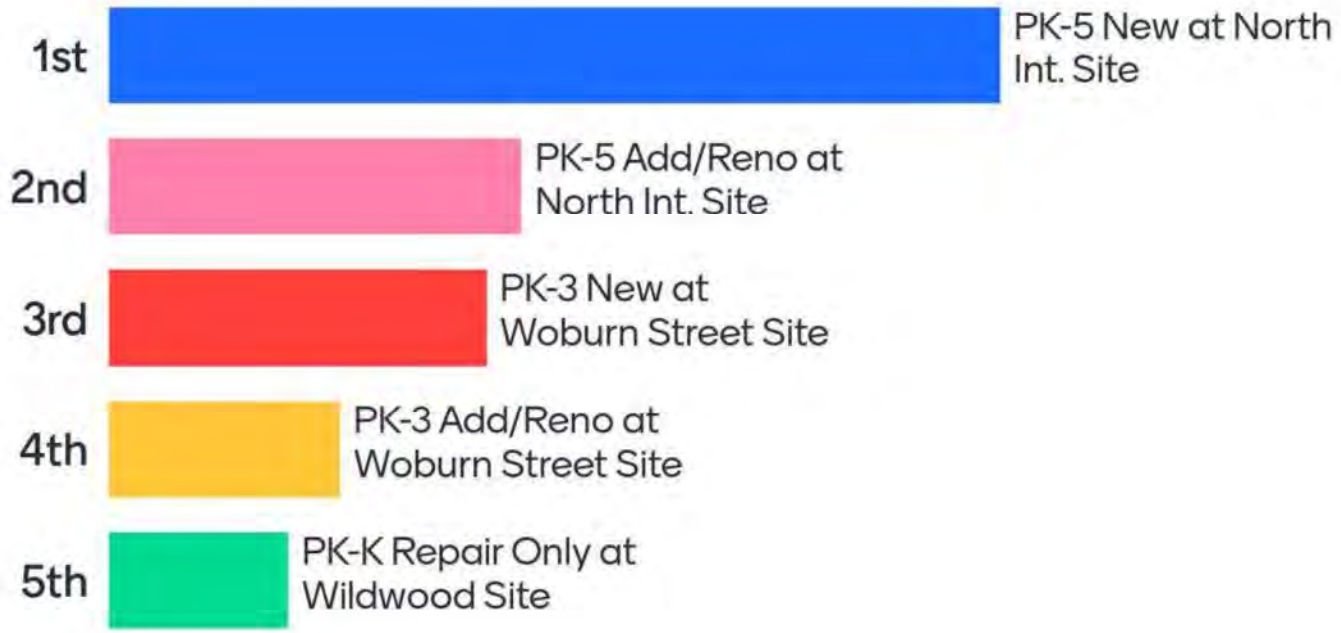
Mentimeter

I'm responding as a representative of (select all that apply):



Mentimeter

Please select your preferred option.



2 269

Staff Survey Key Themes

The general consensus from staff is that building a new Pre-K to 5 school would significantly benefit students, staff, and the overall community in multiple ways:

1. Fewer Transitions: A key theme is that fewer transitions between different schools would benefit students by providing consistency, continuity, and **stability** throughout their elementary years. This would help create a smoother learning experience and enable better collaboration among staff members who would work together for longer periods of time.

2. Modern Facilities: The current school buildings are described as outdated, with issues such as poor climate control and inadequate spaces for students, particularly those with special needs. New facilities would offer modern, **safe**, and more efficient spaces, which could foster better learning environments, integrate modern technology, and meet **accessibility** needs.

Staff Survey Key Themes

3. Improved Collaboration: Staff collaboration across grade levels is highlighted as a significant benefit. Having everyone in one building would make it easier for educators to communicate, share resources, and support students more effectively, especially when it comes to social-emotional learning and special education needs.

4.Health and Safety: The comments emphasize concerns over health and safety in the current buildings, with some citing outdated infrastructure and a lack of handicapped accessibility. A new building would address these issues and create a healthier learning environment.

5.Cost Efficiency and Future Planning: There is support for consolidating resources and avoiding the costs of maintaining or renovating multiple old buildings. The comments suggest that building a new, modern facility would not only address current issues but also serve the community's needs in the future.

Staff Survey Key Themes

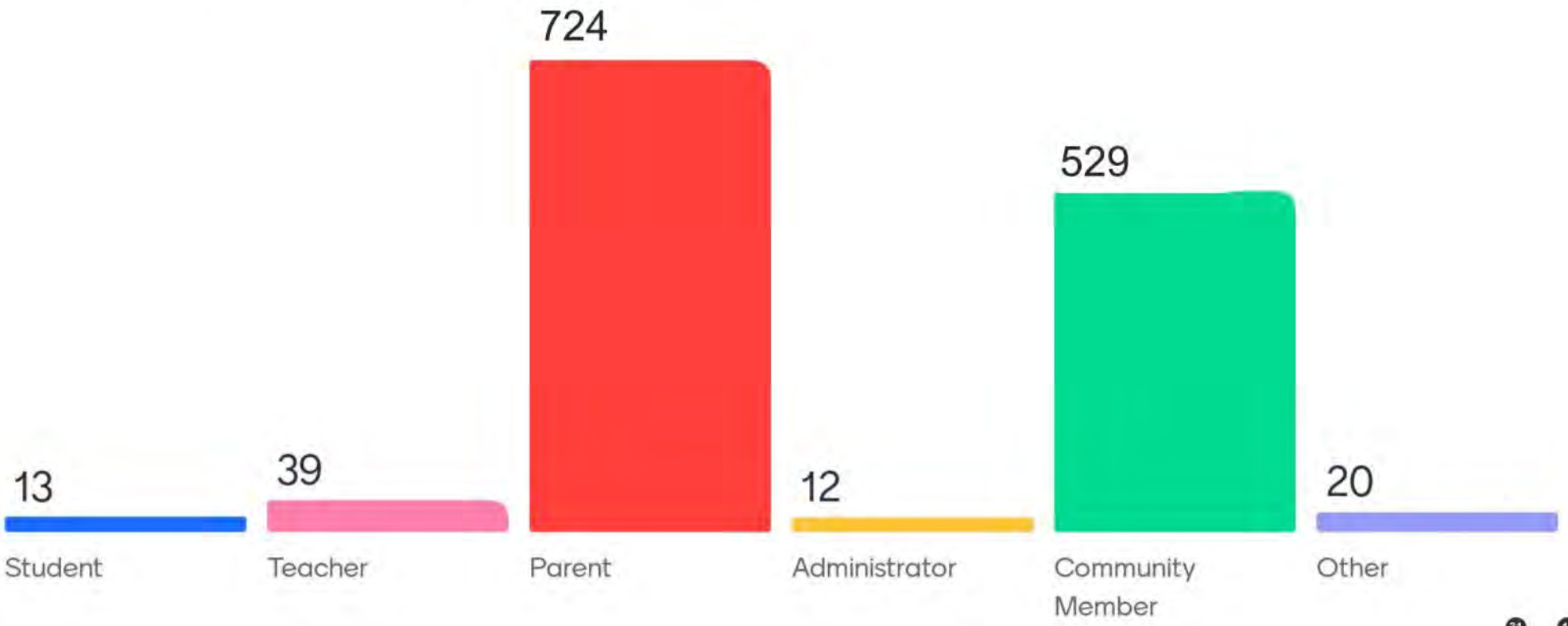
6. Community Building: Having students stay in one school from Pre-K through 5th grade is seen as beneficial for fostering a strong sense of community, both among students and between families. It also reduces disruptions and helps students build longer-term relationships with teachers and peers.

In summary, the overwhelming sentiment is that a new, modern Pre-K to 5 school would be a valuable investment that offers educational, social, and economic benefits through fewer transitions, better collaboration, and improved facilities for both students and staff.

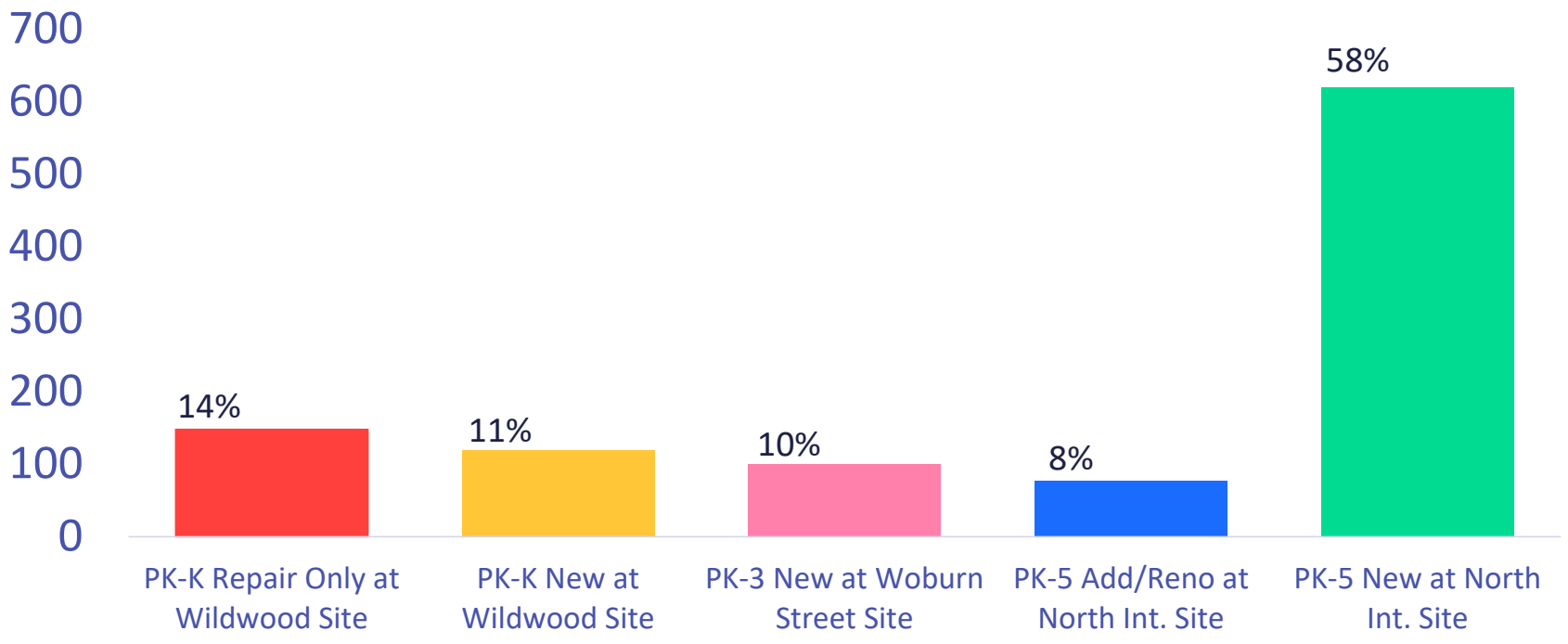
Results from Community Flyer Survey

Mentimeter

I'm responding as:



Please select your preferred option.



5 1099

Community Survey Key Themes

1. Consolidation Importance

Several responses mention that consolidation is **essential** or crucial. This suggests that a number of participants believe that merging or consolidating services, resources, or initiatives is important for the future, possibly to increase **efficiency** or improve outcomes.

2. Long-term Solutions

Responses mention the need for solutions that are sustainable in the long run. This indicates a preference for approaches that may require more cost or effort now but are seen as providing more stable or **lasting benefits**.

3. Alignment with Goals

A notable theme is the idea that certain solutions, particularly consolidation, are seen as aligning well with the overall goals for education and the community. These goals might include efficiency, cost savings, or better service delivery.

Community Survey Key Themes

4. Tax and Financial Considerations

There are several mentions of **tax implications** and the impact on **taxpayers**. Participants seem concerned about how changes will affect the financial burden on the public or organization. Some respondents express support for new projects or structures, but only if the costs are manageable.

5. Support for New Structures

While there is some caution around tax and costs, there is also support for new structures or initiatives that could improve long-term prospects, provided they are well-aligned with the broader goals and come with an acceptable financial impact.

Community Survey Key Themes

In Summary:

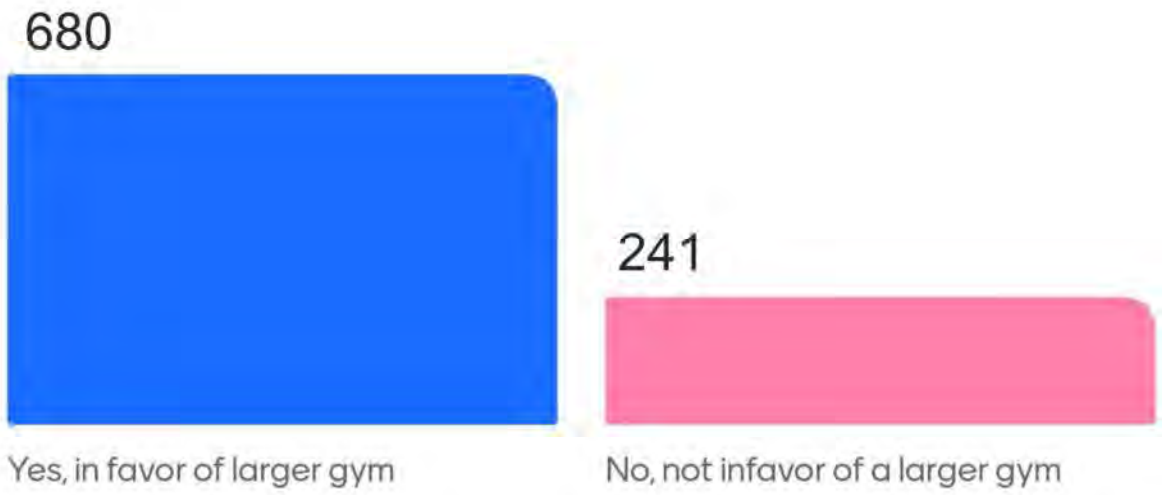
Consolidation is viewed positively by many, seen as necessary for future success.

Long-term thinking is emphasized, with respondents looking for sustainable, goal-aligned solutions.

Financial and tax implications are significant concerns, and there is a general willingness to support new projects if they lead to greater efficiency or stability.

Mentimeter

Are you in favor of a 12,000SF gymnasium with partial reimbursement from MSBA for 6,000SF? The Town would cover the cost for the remaining 6,000SF.



4 921

Potential Local Share

	PK-5 755 students + PK		
			PK-5 New with 6,000 SF Gymnasium
	North Intermediate Site		
	Add/Reno 163,573 GSF	New 163,573 GSF	New 154,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$185.6M	$187.0M	$180.2M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$129.1M	$132.1M	$125.7M
Annual Debt Payment	$9.5M	$9.7M	$9.2M
Annual Tax Increase on Average SF Home	$710	$730	$690
Monthly Impact	$59	$61	$58

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790

Public Relations Working Group Update



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M 	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M 
RENO/ADD	PK-K AR.1 **Cost Comparison* $81.1M - $89.7M 	PK-3 AR.1 **Cost Comparison* $127.8M - $141.3M 	PK-5 AR.1 $176.3M - $194.9M 
NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M 

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Public Comment



Discussion/ Committee Questions



Correspondence



Vote for Preferred Option



	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $27.9M - $30.8M 	PK-3 R.1 (Woburn only) **Cost Comparison* $39.3M - $43.5M 	PK-5 R.1 (North only) **Cost Comparison* $32.4M - $35.8M 
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NEW	PK-K N.1 $84.2M - $93.1M 	PK-3 N.1 $139.3M - $154.0M 	PK-5 N.1 $177.6M - $196.3M 

Next Steps





October:

- Authorize site investigation:
  - Site Survey
  - Traffic Study
  - Geotechnical
  - Geo-environmental
- SBC Meeting – Oct 21st or 22nd (proposed - virtual only)
- PSR Submission to MSBA – Oct 24th

November:

- MSBA FAS Meeting – Nov 6th or 13th
- SBC Meeting – Nov 12th (scheduled)
- SBC Meeting – Nov 19th (proposed)
- User Group Meetings - TBD

Schematic Design Phase Overview

NOVEMBER:

MSBA FAS Meeting; User Group Meetings; Site investigation; Design updates (massing, elevations, sections, room data, interior design)

DECEMBER

Monthly Design and Sustainability updates
12/13/24 – MSBA Board Meeting to approve PSR

JANUARY

Monthly Design and Sustainability updates

FEBRUARY

DESE Submission

Finalizing Cost Estimating Package

MARCH

Cost Estimating and Reconciliation

APRIL

Submit Final Project Scope and Budget to MSBA

Schematic Design Package to MSBA

Thank You

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #4

August 7, 2024

SMMA dw DORE + WHITTIER

Massachusetts School Building Authority



Mentimeter

Agenda

Introductions

What is and What Can Be

Participation Tools and Instructions

MSBA Process and Schedule

PDP Summary

PSR Update

Community Outreach

Stay Connected

Questions



Introductions



Mentimeter

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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?

Mentimeter

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

Dennis Kelley, Public Buildings

R. Eric Slagle, Town Manager

Judith L. O'Connell, Assistant Town Manager

Nicholas Golden, School Committee

David A. Ragsdale, School Committee

Stephen Turner, School Committee Alternate

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



Mentimeter

Use the QR code to watch the video



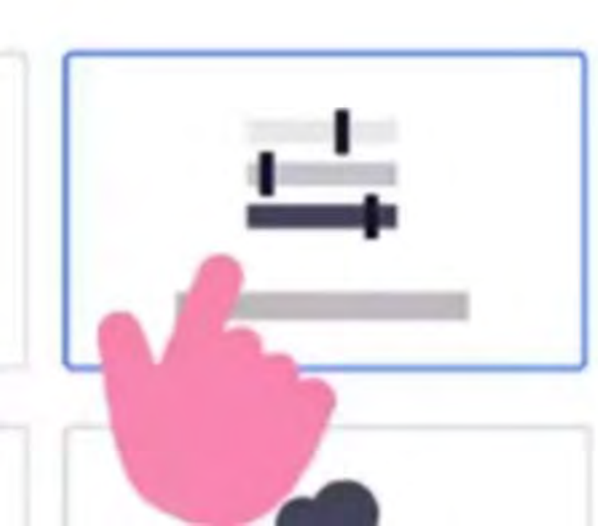
Participation Tools and Instructions



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Menti Norms

- All Responses Are Anonymous
- Comments, Reactions, and Responses are Recorded and Tallied
- Polling for information gathering, not decision-making

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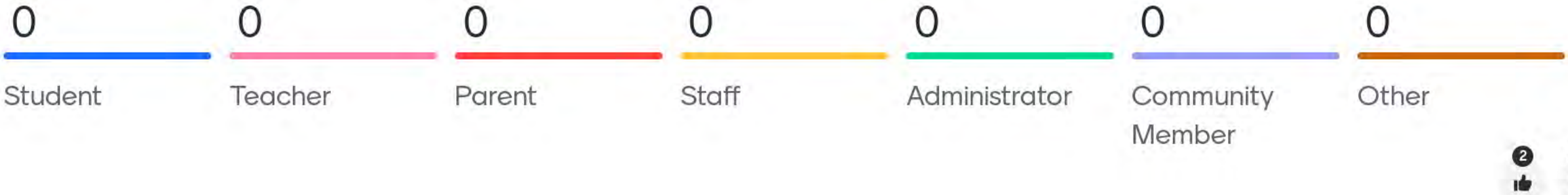
Instructions



27

Mentimeter

I'm responding as:



2
38

Other Participation Opportunities

Mentimeter



ZOOM



Q&A

and

Open Q&A

Mentimeter

Synchronous **or** Asynchronous (7days)

4

MSBA Process and Schedule



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1

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**)

Enrollments & Grade Configurations

Mentimeter

PreK-K

Wildwood Only

130+

PreK-3rd

Wildwood & Woburn St.

510+

PreK-5th

Wildwood, Woburn St., & North

755+

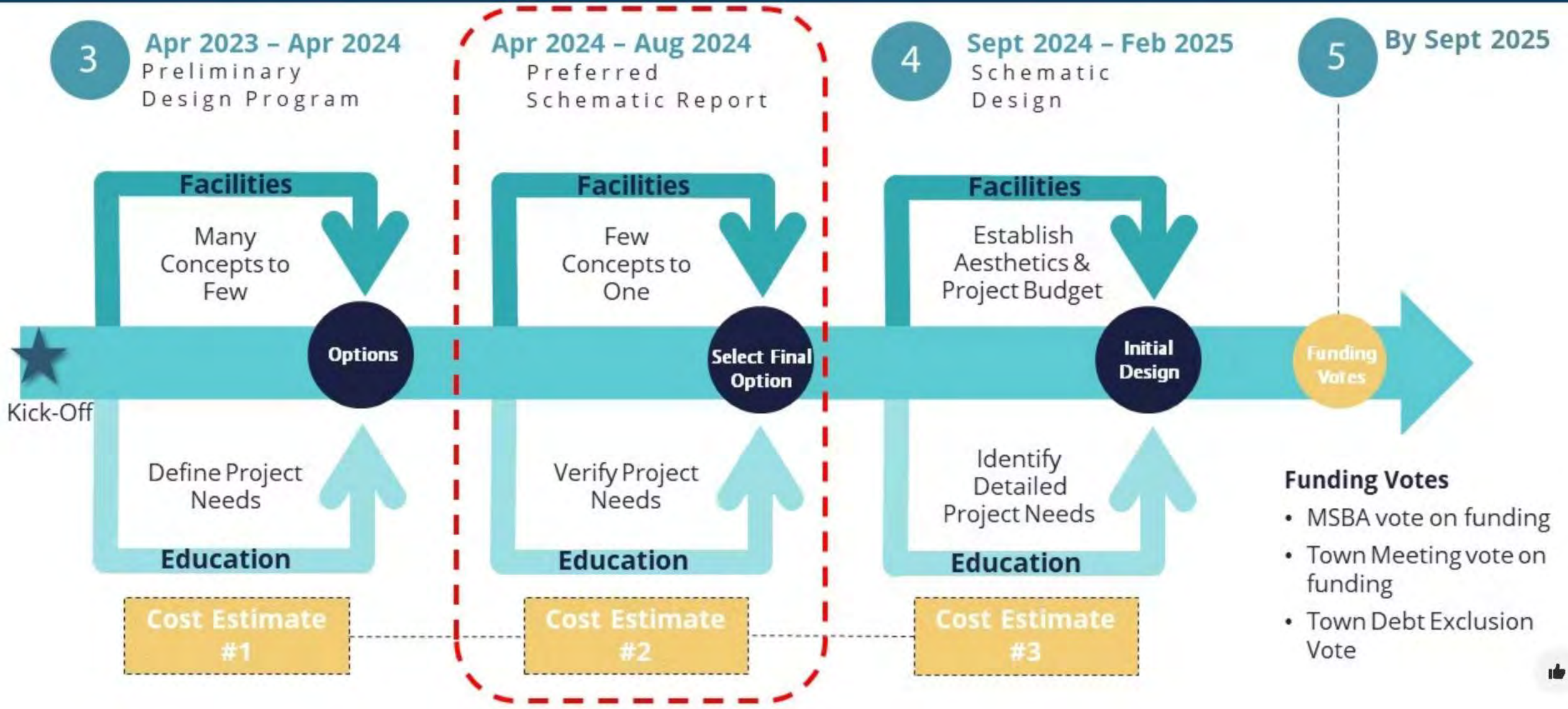
MSBA Process

Step-by-Step



MSBA Process

Where We're Going: Preferred Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Preliminary Design Program Phase Summary





Wildwood ECC
7.5-acre site
1955 building



Woburn Street
10-acre site
1963/68 building



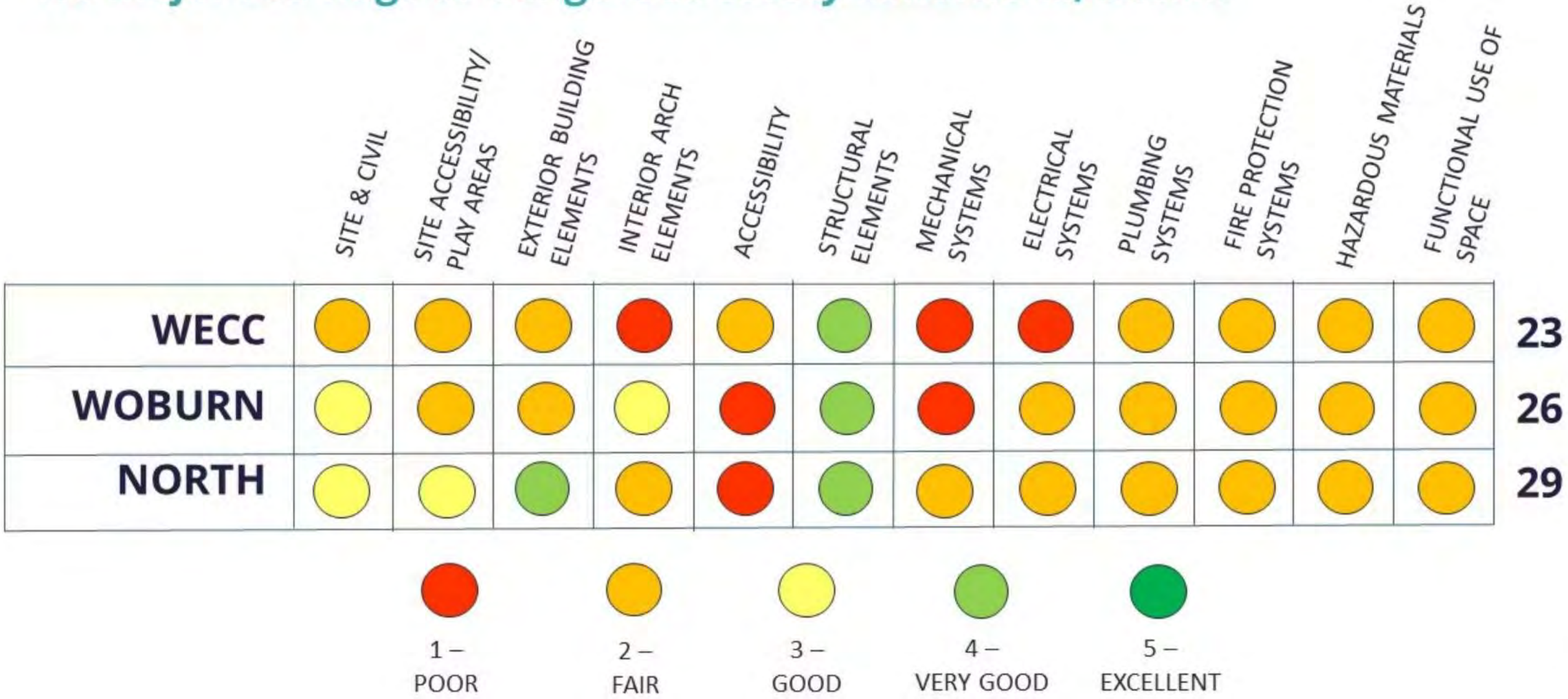
North Intermediate
14-acre site
1962 building

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Existing Conditions Assessment

Mentimeter

No major red flags or dangerous safety conditions, but.....



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

Bottom Line: All buildings have fundamental deficiencies and facility 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

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

Repair Only Alternatives

Mentimeter

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

PDP Phase 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

Mentimeter

Preliminary Design Program Project Costs

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $26.6 M- $29.4 M	PK-3 R.1 (Woburn only) *Cost Comparison $36.3 M- $40.1 M	PK-5 R.1 (North only) *Cost Comparison $29.5 M- $32.6 M
			
RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M	PK-5 AR.1 $193.3 M- $213.6 M
			
NEW	PK-K N.1 $79.3 M- $87.6 M	PK-3 N.1 $135.7 M- $150.0 M	PK-5 N.1 $194.0 M- $214.5 M
			

Mentimeter

Mentimeter

Can we accomplish our goals?

Does it fit?

How could it be better?



Preferred Schematic Design Options Update

Space Summary Comparisons (GSF)

Mentimeter

	Existing	PDP Proposed	PSR Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	64,935	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	115,293	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	163,573	109,475*	196

* As a result of MSBA net-to-gross multiplier other than 1.50.







Third Floor



Second Floor



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th

Option PK-5 N.1 – Circulation Patterns

Drop-Off



Alternate Pick-Up



Bus

Vehicles

Pre-K Vehicles

5





Third Floor



Second Floor



First Floor



Lower Level

Mentimeter

AR.1 Add/ Reno @ North Intermediate Site

Site Plan

PK-5th





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

1" = 40'

Site Plan

PK-3rd

Mentimeter







Second Floor



First Floor



Lower Level

AR.1 Add/ Reno @ Woburn Street *PDP Iteration*

Site Plan

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

Mentimeter

N.1 New Construction @ Wildwood ECC Site

Site Plan

PK-K



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



First Floor

Mentimeter

AR.1 Add/Reno @ Wildwood ECC Site *PDP Iteration*

Site Plan

PK-K

Evaluation Process



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?

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?

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

Mentimeter

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

Mentimeter


Mentimeter
Cost Overview
1

Review of Preferred Schematic Report (PSR) Cost Estimates

Mentimeter

THINGS TO KEEP IN MIND:

- These are estimates to compare the relative cost between options.
- These are order-of-magnitude costs, not exact cost analyses or determinations of final cost.
- **Since the first estimate, some costs went up while others went down…but ultimately, they are in a similar range.**

1

Review PSR Cost Estimates

Mentimeter

What Changed?

- Overall Program Square footage reduced
- Site costs adjusted due to more detailed site plans and preliminary grading information
- Construction soft costs are a % function of cost of the work, so they adjust accordingly.

1

Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	**50.0**	**58.4**	**61.6**	**45.0**	**59.8**	**69.4**	**47.6**	**69.9**	**77.6**
Estimated Project Cost – Preliminary Design Program (March 2024)	$26.6M - $29.4M	$78.0M - $86.2M	$79.3M - $87.6M	$36.3M - $40.1M	$135.0M - $149.2M	135.7M - $150.0M	$29.5M - $32.6M	$193.3M - $213.6M	$194.0M - $214.5M
Estimated Project Cost – Preferred Schematic Report (July 2024)	**$27.9M - $30.8M**	**$81.1M - $89.7M**	**$84.2M - $93.1M**	**$39.3M - $43.5M**	**$127.8M - $141.3M**	**$139.3M - $154.0M**	**$32.4M - $35.8M**	**$176.3M - $194.9M**	**$177.6M - $196.3M**

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.

Mentimeter

Wilmington High School Construction Cost/SF: $352

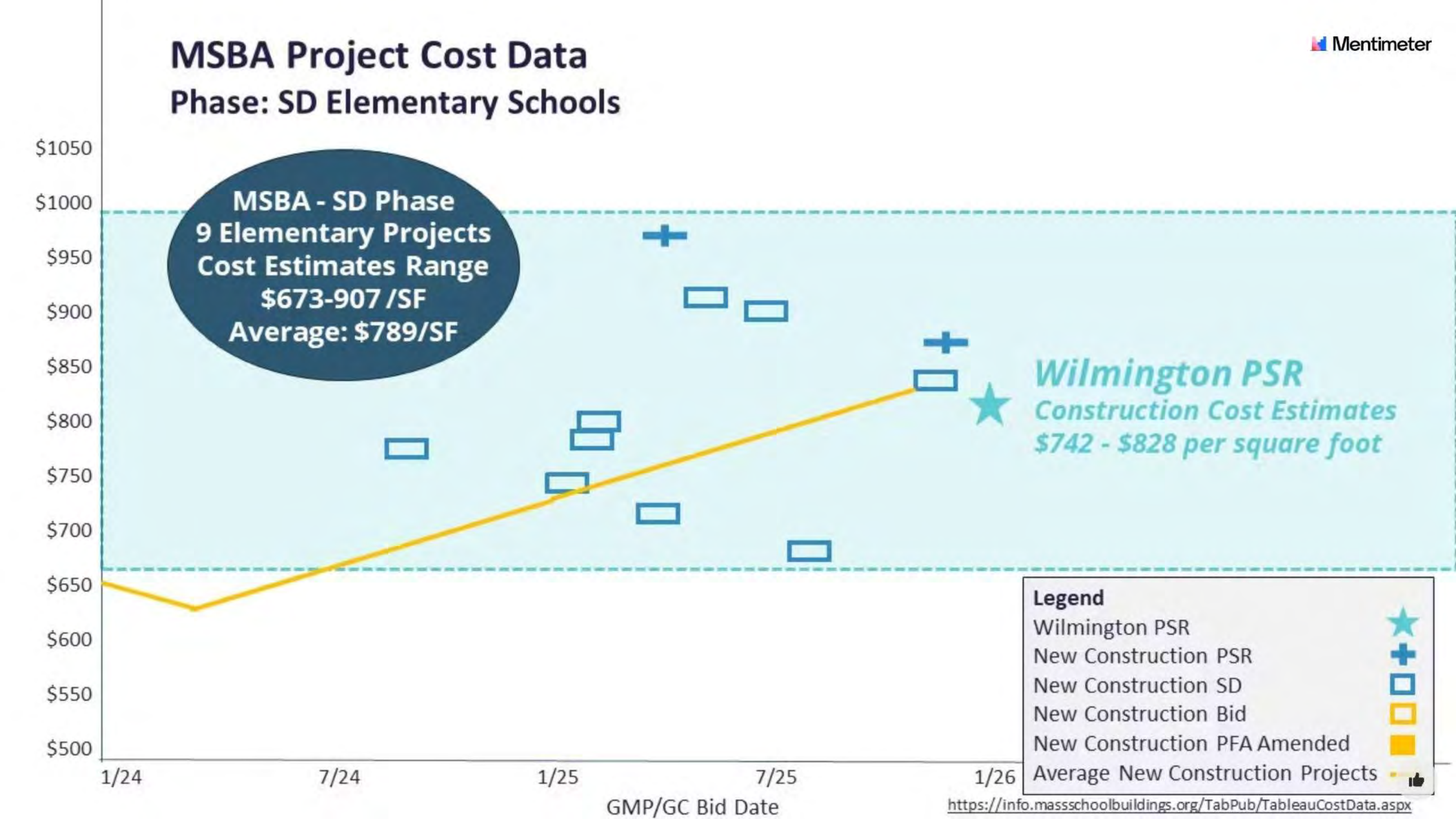
GMP/GC Date: June 2013

Mentimeter

Project and Assumed Start Date of Construction/Date of GMP	Construction Cost/SF
Agawam HS (June 2025)	$803
Revere HS (March 2025)	$700
East Longmeadow HS (July 2024)	$769
Tri County Reg Voc Tech (April 2025)	$829
Nashoba Regional (August 2024)	$950
Wakefield Memorial HS (April 2024)	$848
David Prouty HS (June 2023)	$719
Bartlett Jr Sr HS (Nov 2023)	$484
Watertown HS (July 2023)	$536
Diman Regional Voc Tech HS (Oct 2023)	$614
Bristol Plymouth Reg Voc Tech (Apr 2023)	$574
Stoneham HS (Jan 2023)	$850
Doherty Memorial HS (June 2022)	$633
Nauset Regional HS (Oct 2022)	$627

MSBA Project Cost Data

Phase: SD Elementary Schools



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

Mentimeter

Please rank the following options in order of preference.



1st | PreK-K R.1

2nd | PreK-K N.1

3rd | PreK-3 N.1

4th | PreK-5 AR.1

5th | PreK-5 N.1

7

46

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M

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.

*The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.
**Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.

Mentimeter

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.*

Mentimeter
7

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Mentimeter
5

Mentimeter

Please rank the following options in order of preference.



1st | PreK-K R.1

2nd | PreK-K N.1

3rd | PreK-3 N.1

4th | PreK-5 AR.1

5th | PreK-5 N.1

15

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PK-5 consolidation options include a 12,000 SF gymnasium.

Mentimeter

A PK-5 project would reduce from 3 Gymnasiums to 1 gymnasium space for the following programs:

CARES
Travel Basketball
Youth Soccer
Basketball
WHS Baseball

Rec Department:
Tennis
Kinder Soccer
Pickleball
35+ Basketball League
Adult Open Gym
Badminton

9

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PK-5 consolidation options include a 12,000 SF gymnasium.

The MSBA program typically allocates and reimburses for a 6,000 SF gymnasium in PK-5 enrollments.

Mentimeter

The PreK-5 alternatives currently include a 12,000 SF gymnasium.

If a PreK-5 alternative is selected as the preferred option, are you in favor of the larger gymnasium to support community activities even if MSBA reimbursement will only cover half the cost? The Town will need to cover the portion not eligible for reimbursement.



5
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Community Outreach



Community Outreach Efforts

Mentimeter

SBC Meetings
Community Forums
Water Bill Inserts
District Superintendent's Newsletter
WCTV Wildcat Corner
Senior Center
Fun on the Fourth
School District Website
Project Specific Website with FAQs
Display Boards around Town
Town-Wide Communication of all project Information

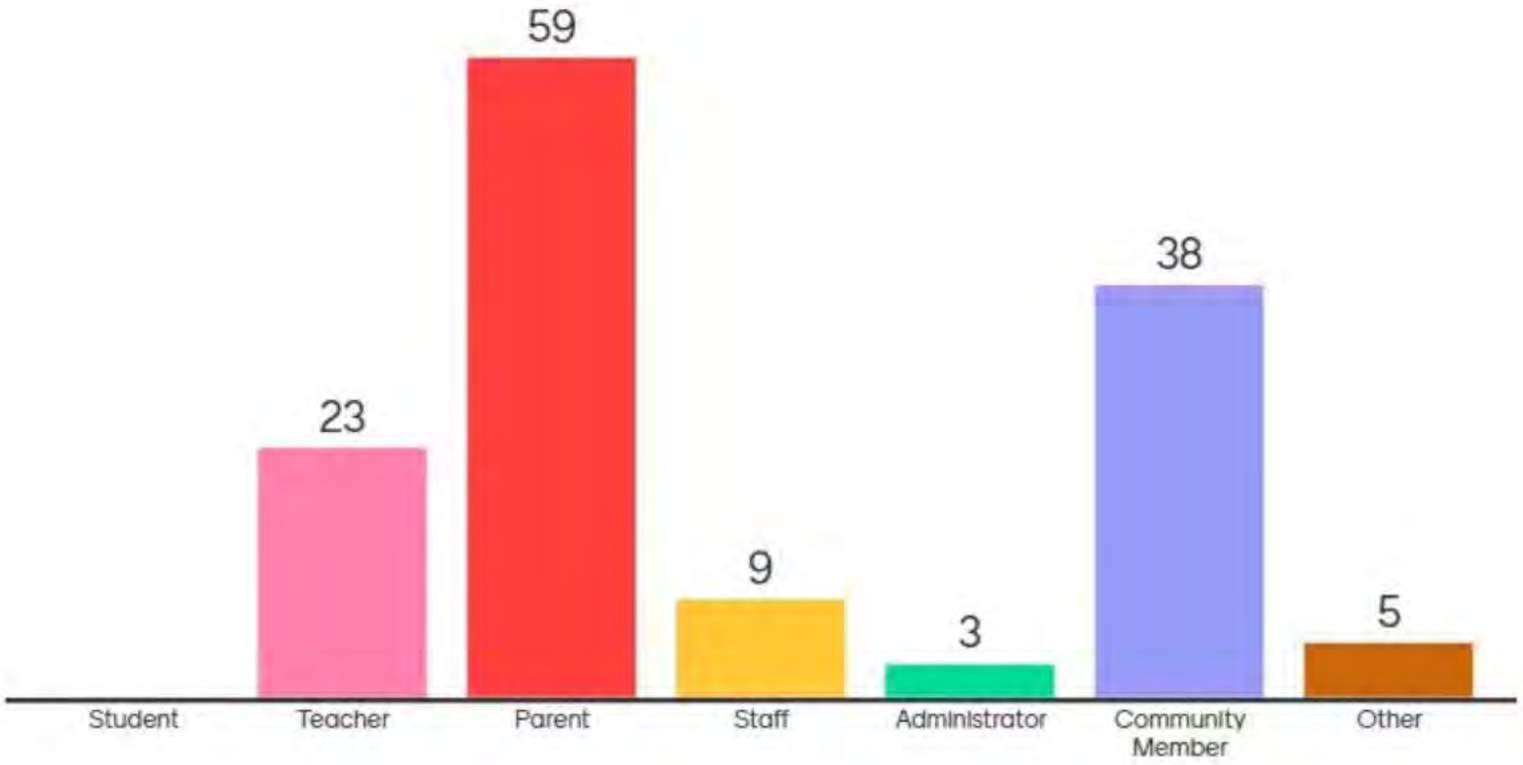
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Mentimeter

Results from Community Forum #3

Mentimeter

I'm responding as:

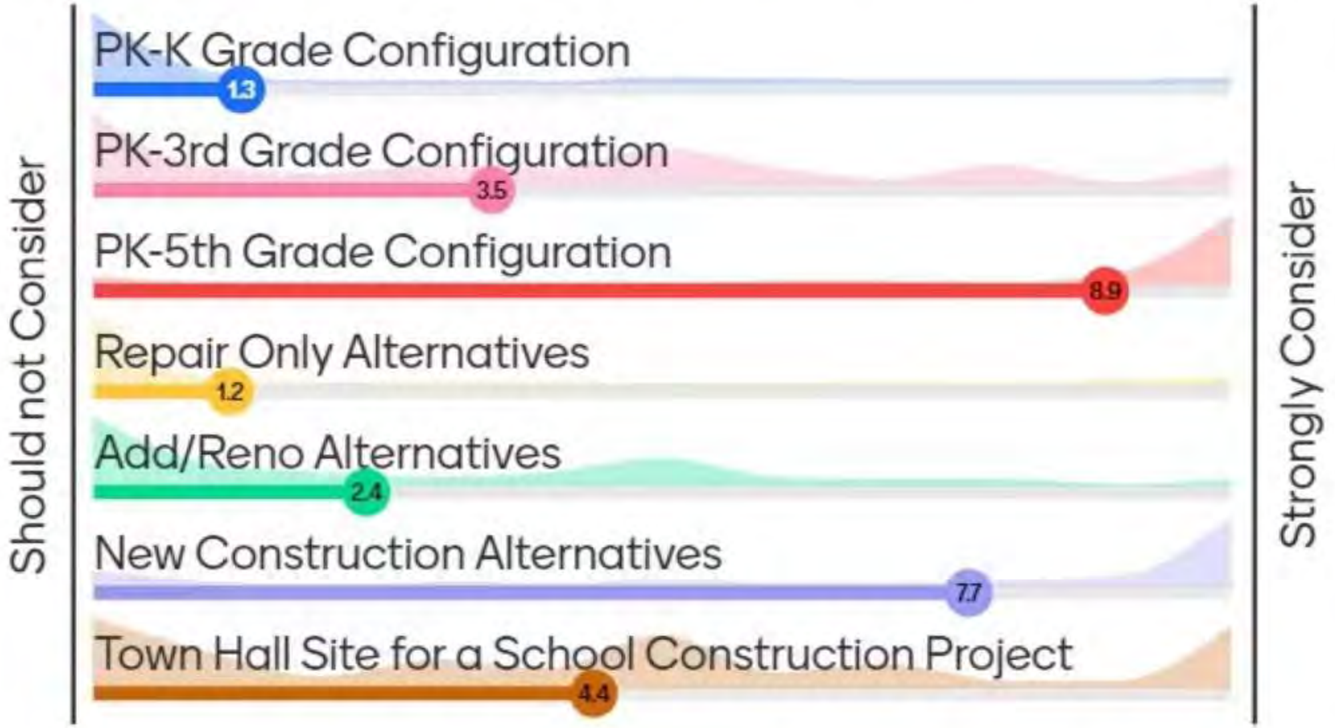


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Mentimeter
Mentimeter

Now that the first round of conceptual estimates haven been prepared, how strongly should the Town and the District consider each of the following?

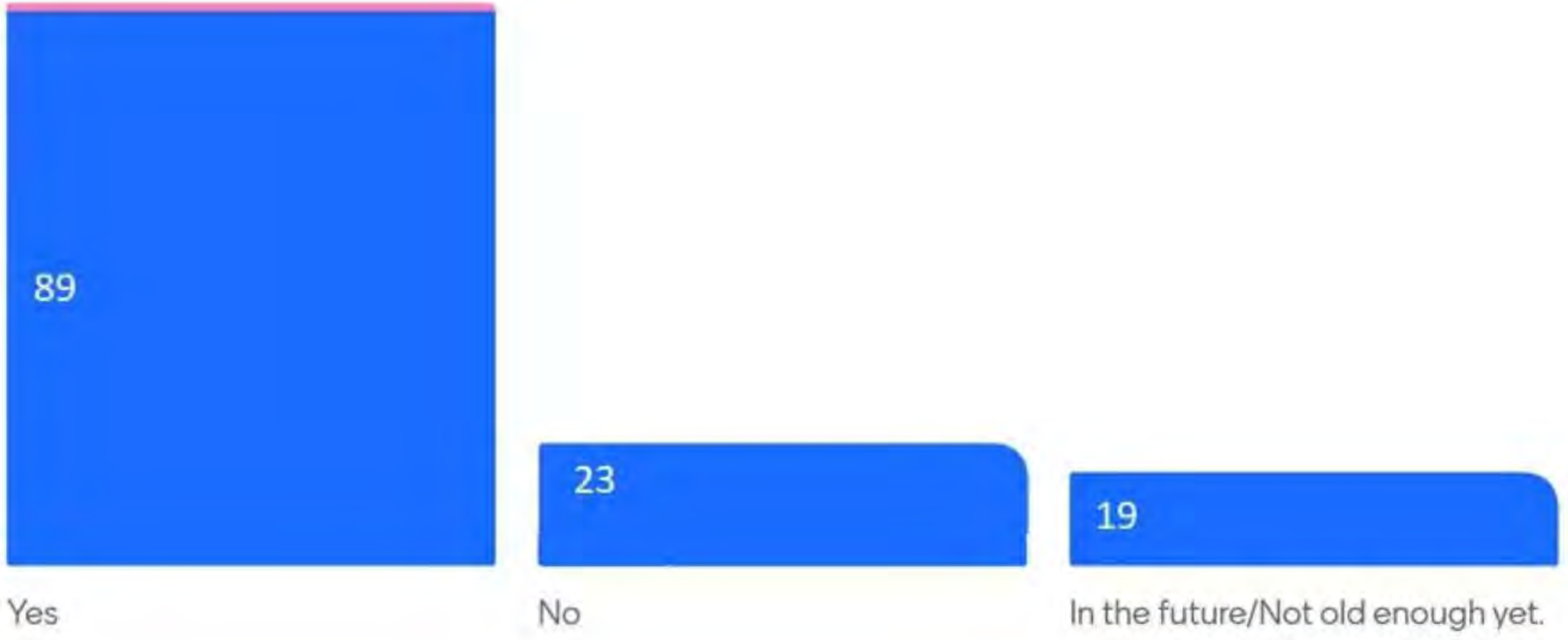




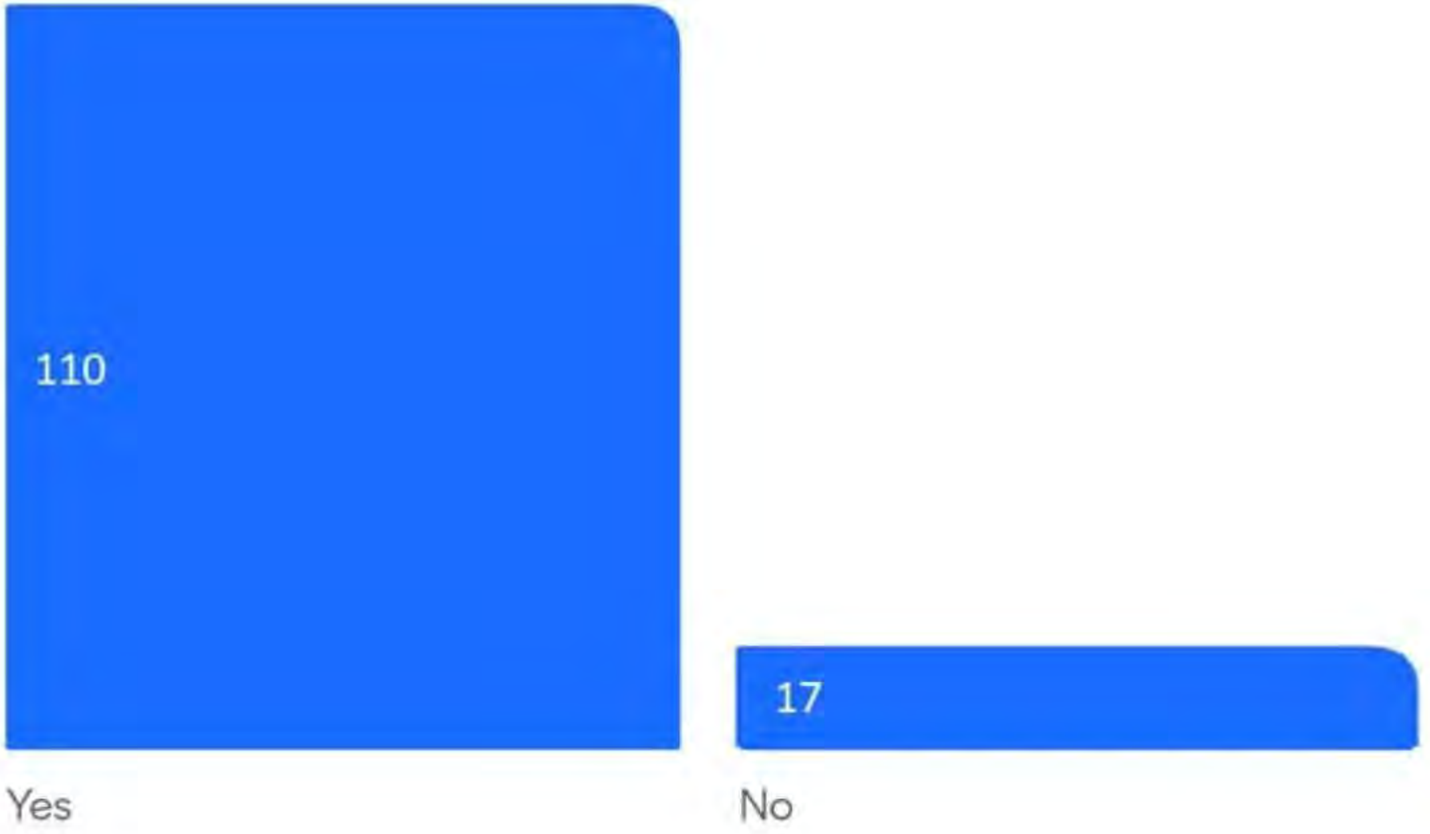
Mentimeter

Results from Fun on the Fourth Survey

Do you currently have any school-aged children/relatives in the school system?



Are you in favor of school consolidation?



Please rank the following options in order of preference.

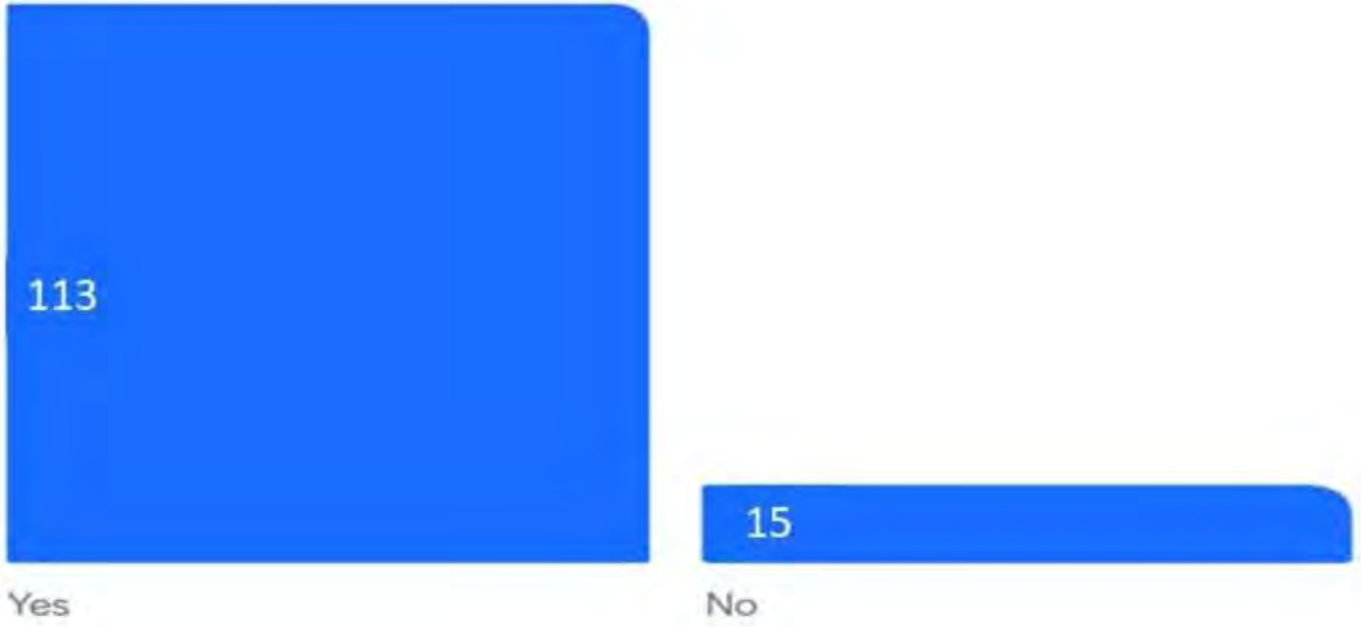




8

(THE TOWN WILL NEED TO COVER THE PORTION NOT ELIGIBLE FOR REIMBURSEMENT.)

Are you in favor of a larger gymnasium in the project to support community activities even if MSBA reimbursement will only cover half the cost?



Stay Connected



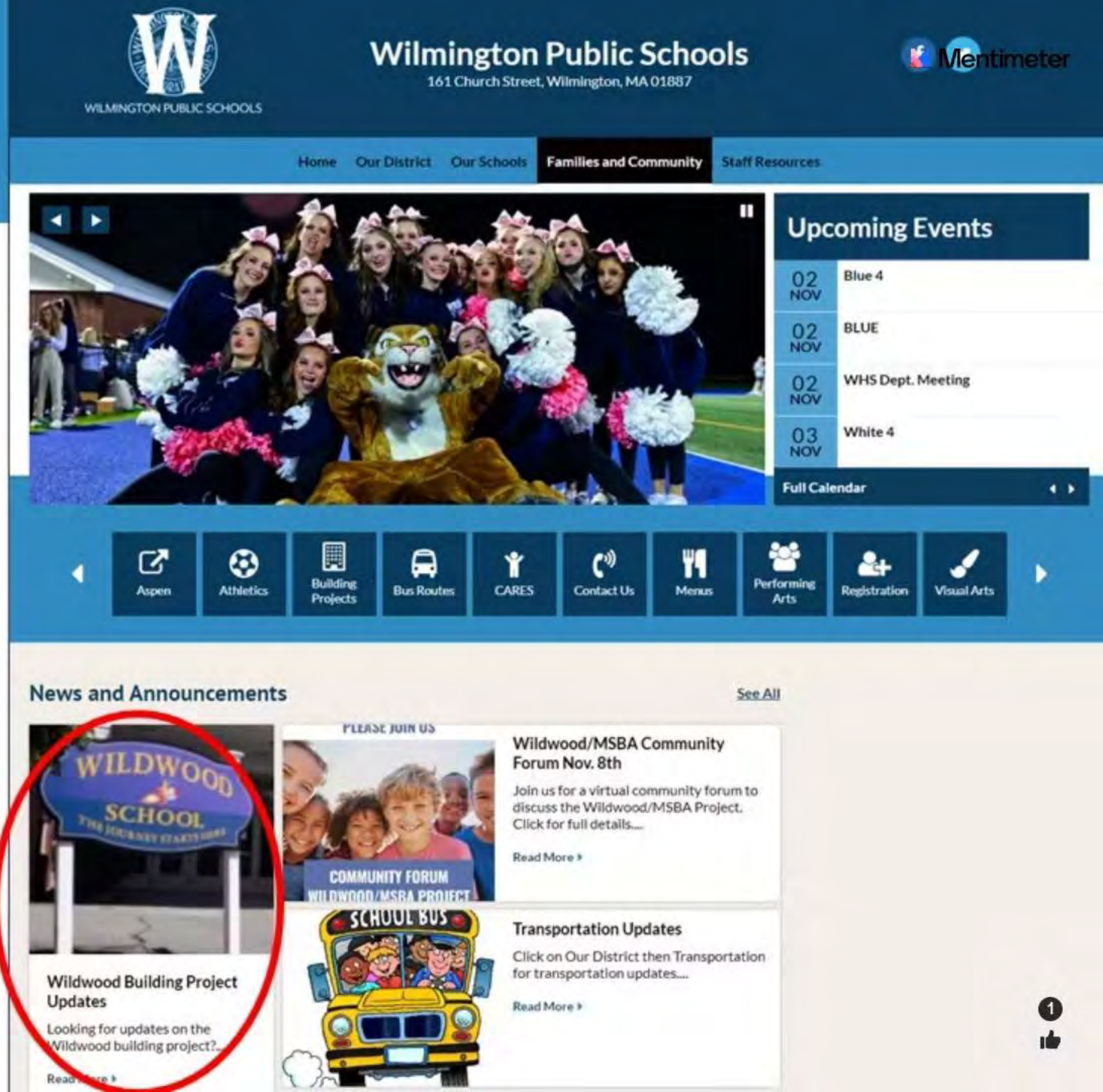
Mentimeter

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

Upcoming Meetings

August 19th at 5pm – School Committee

- Remote meeting via Zoom

August 19th at 7pm – Select Board

- In-person at Wilmington Town Hall

August 20th at 6:30 PM – School Building Committee

- Hybrid and In-person at Wilmington HS Large Group Instruction Room
- Final Selection of Preferred Option and Authorization to Submit Preferred Schematic Report to MSBA

3

Mentimeter

Questions & Answers

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Mentimeter

Thank You

1

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #5

September 18, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

What is and What Can Be

MSBA Process and Schedule

Preliminary Design Program Summary

Preferred Schematic Report Update

Community Outreach

Stay Connected

Questions



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
Christine Murray, Dir. of Student Support Services
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
Dennis Kelley, Public Buildings

R. Eric Slagle, Town Manager
Judith L. O'Connell, Assistant Town Manager
Nicholas Golden, School Committee
David A. Ragsdale, School Committee
Stephen Turner, School Committee Alternate
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



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+

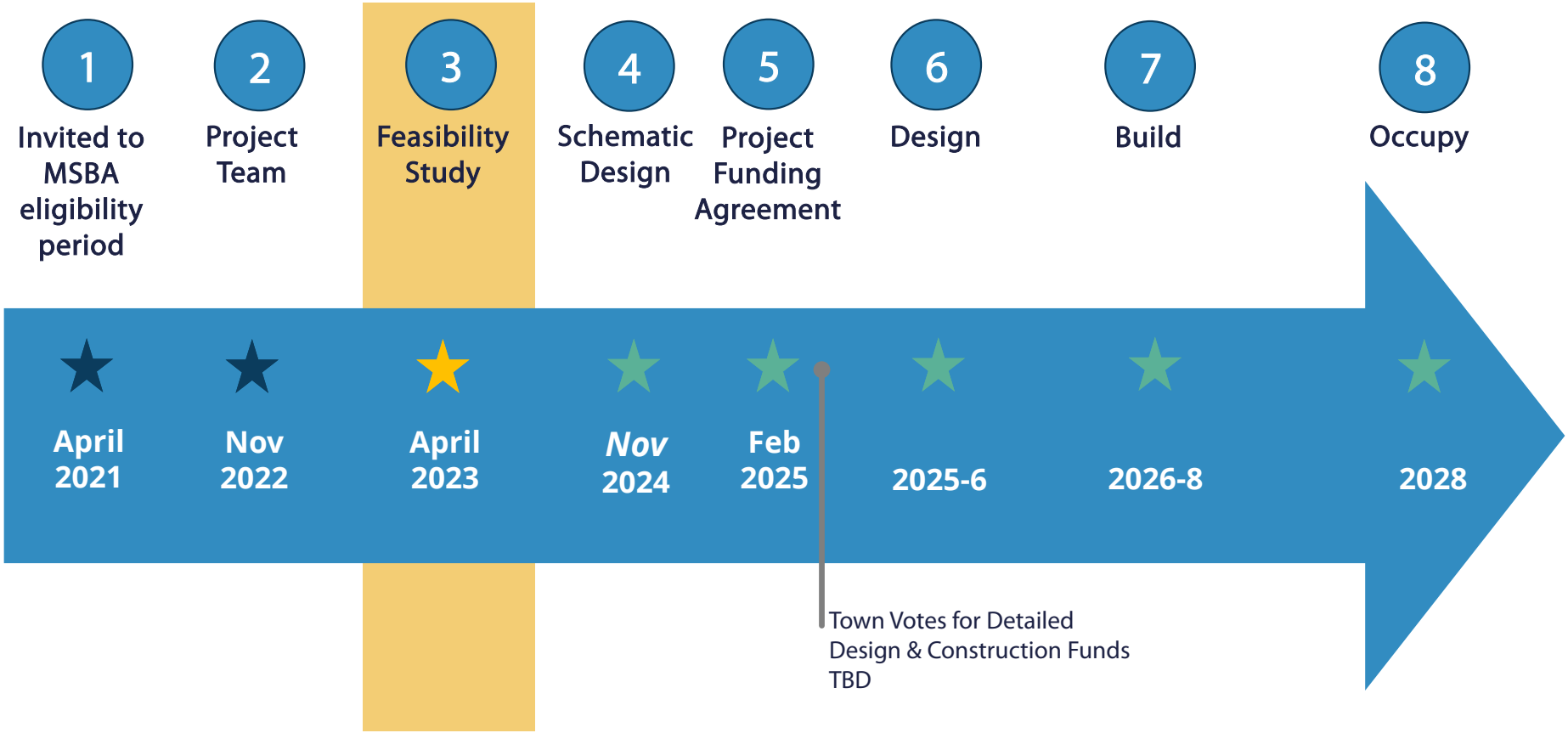
PreK-5th

Wildwood, Woburn St., & North

755+

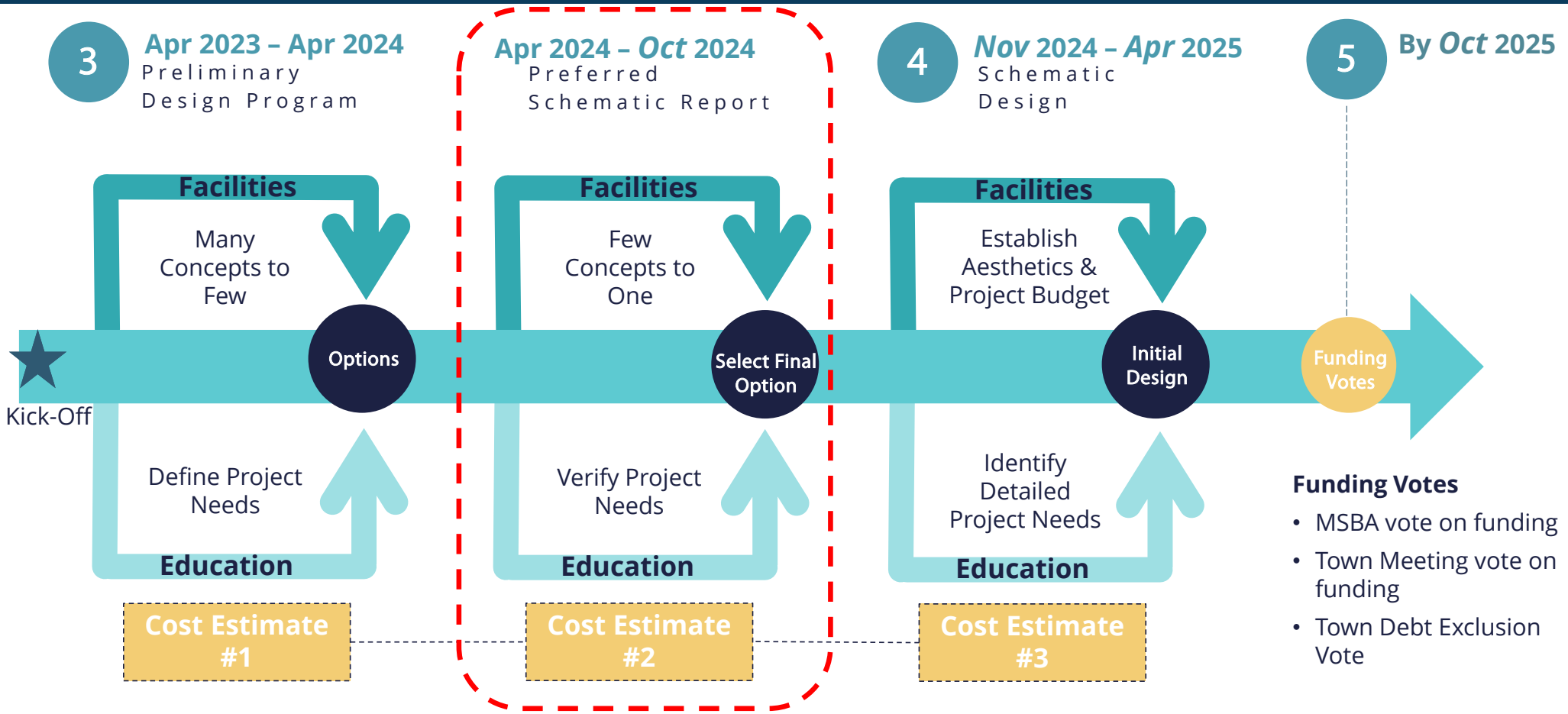
MSBA Process

Step-by-Step



MSBA Process

Where We're Going: Preferred Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Preliminary Design Program Phase Summary





Wildwood ECC
7.5-acre site
1955 building



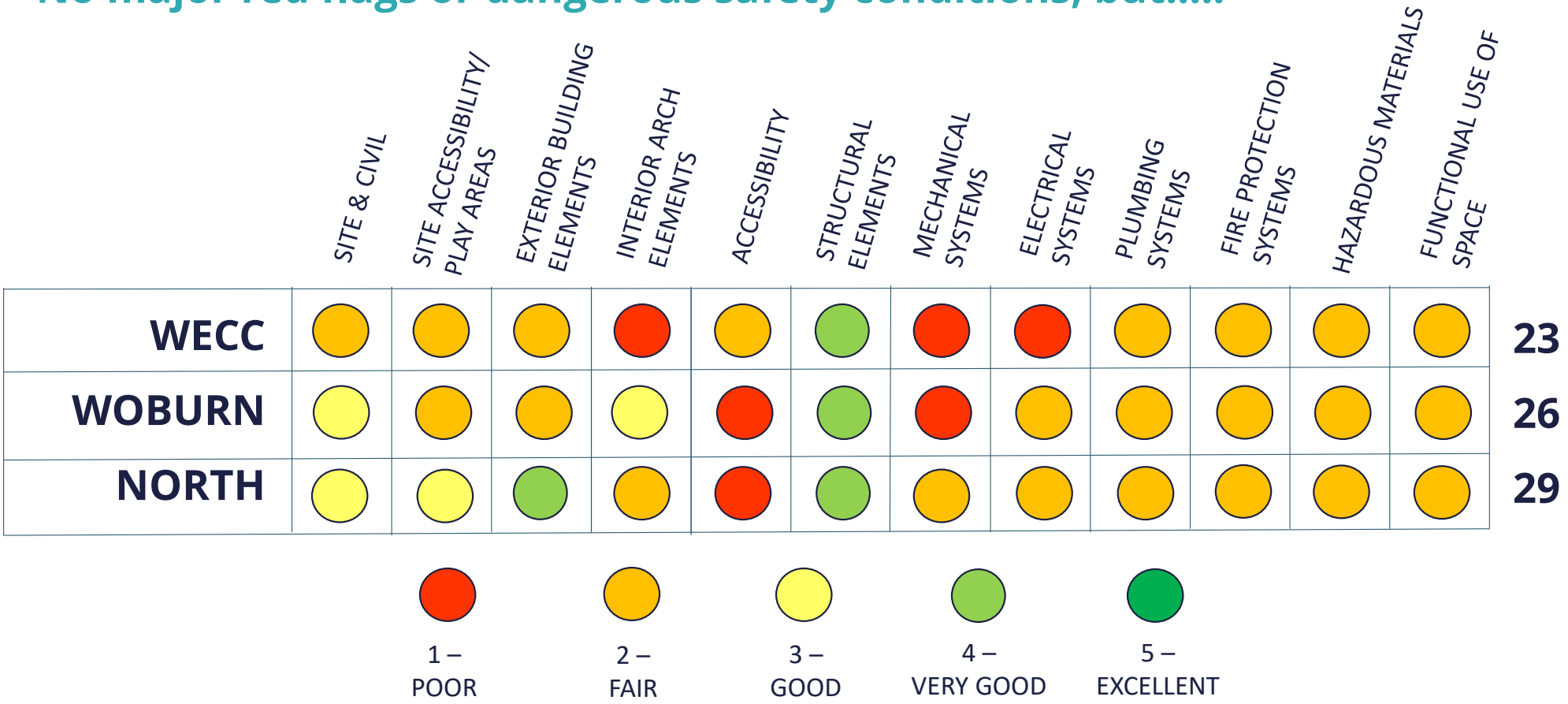
Woburn Street
10-acre site
1963/68 building



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.



8 sessions

50+ participants

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

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

PDP Phase 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 Cost Comparison
  - +2 Renovation/Addition (Wildwood, Woburn) for Cost Comparison
- **Total Project Costs Range for Short List**
  - $26.6 M - $214.5 M

Preliminary Design Program Project Costs

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $26.6 M- $29.4 M 	PK-3 R.1 (Woburn only) *Cost Comparison $36.3 M- $40.1 M 	PK-5 R.1 (North only) *Cost Comparison $29.5 M- $32.6 M 
RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M 	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M 	PK-5 AR.1 $193.3 M- $213.6 M 
NEW	PK-K N.1 $79.3 M- $87.6 M 	PK-3 N.1 $135.7 M- $150.0 M 	PK-5 N.1 $194.0 M- $214.5 M 

Preferred Schematic Design Options Update



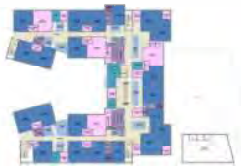
Space Summary Comparisons (GSF)

	Existing	PDP Proposed	PSR Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	64,935	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	115,293	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	163,573	109,475*	196

*** As a result of MSBA net-to-gross multiplier other than 1.50.**







Third Floor



Second Floor



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th

Option PK-5 N.1 – Circulation Patterns

Drop-Off



Bus

Alternate Pick-Up



Vehicles

Pre-K Vehicles





Third Floor





Second Floor



First Floor



Lower Level

AR.1 Add/ Reno @ North Intermediate Site

PK-5th

Site Plan





Main Level



Lower Level



Special Note: This illustration 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

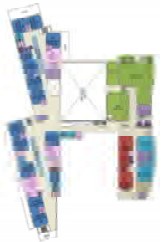
1" = 40'

PK-3rd





Second Floor



First Floor



Lower Level



AR.1 Add/ Reno @ Woburn Street *PDP Iteration*

PK-3rd

Site Plan



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



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

AR.1 Add/Reno @ Wildwood ECC Site *PDP Iteration*

Site Plan

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?

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

PSR Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
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Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

Cost Overview



Review of Preferred Schematic Report (PSR) Cost Estimates

THINGS TO KEEP IN MIND:

- These are estimates to compare the relative cost between options.
- These are order-of-magnitude costs, not exact cost analyses or determinations of final cost.
- **Since the first estimate, some costs went up while others went down…but ultimately, they are in a similar range.**

Review PSR Cost Estimates

What Changed?

- Overall Program Square footage reduced
- Site costs adjusted due to more detailed site plans and preliminary grading information
- Construction soft costs are a % function of cost of the work, so they adjust accordingly.

Estimated Project Cost Update

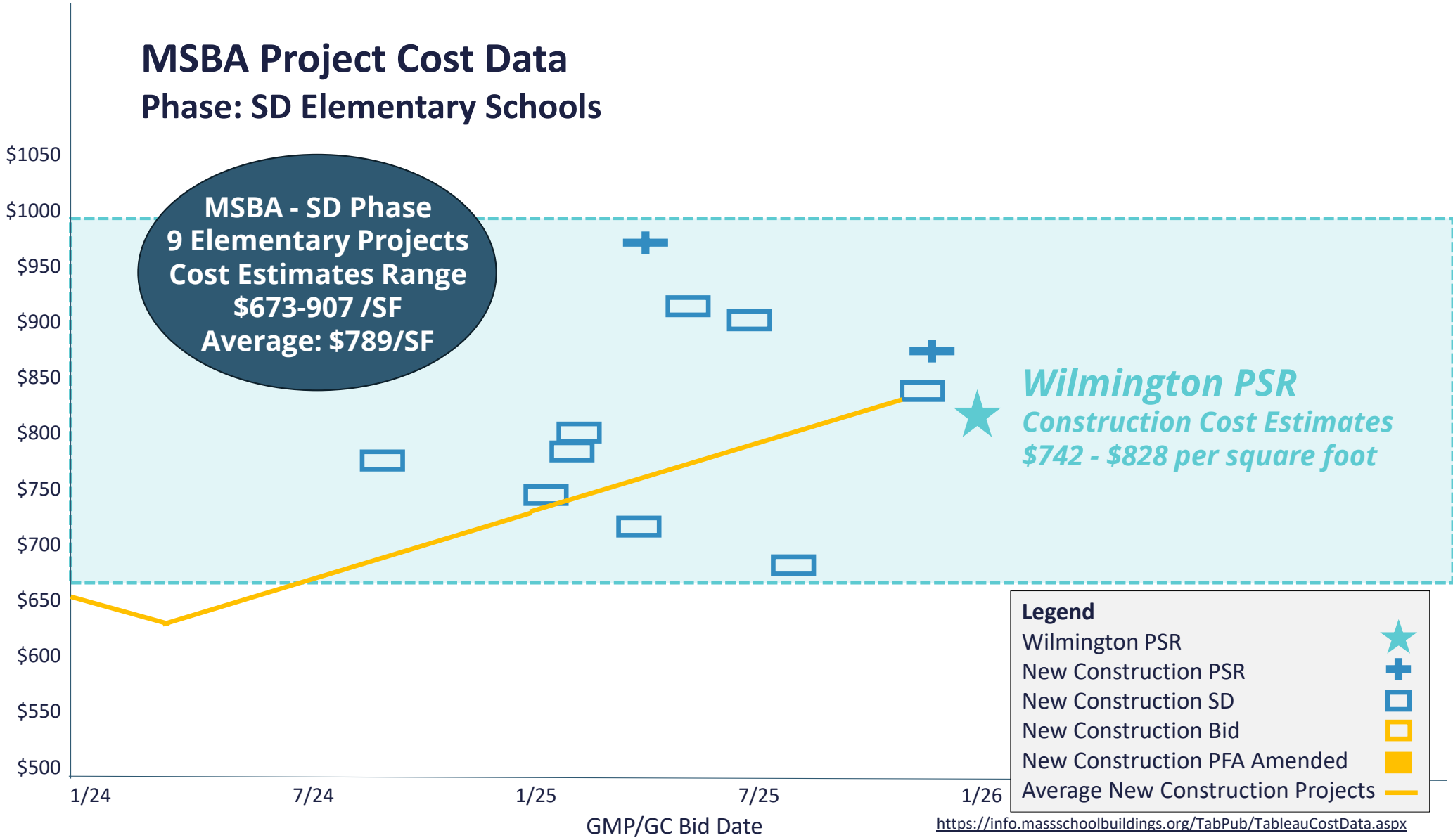
	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6
Estimated Project Cost – Preferred Schematic Report (July 2024)	$27.9M - $30.8M	$81.1M - $89.7M	$84.2M - $93.1M	$39.3M - $43.5M	$127.8M - $141.3M	$139.3M - $154.0M	$32.4M - $35.8M	$176.3M - $194.9M	$177.6M - $196.3M

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.

Wilmington High School Construction Cost/SF: $352

GMP/GC Date: June 2013

Project and Assumed Start Date of Construction/Date of GMP	Construction Cost/SF
Agawam HS (June 2025)	$803
Revere HS (March 2025)	$700
East Longmeadow HS (July 2024)	$769
Tri County Reg Voc Tech (April 2025)	$829
Nashoba Regional (August 2024)	$950
Wakefield Memorial HS (April 2024)	$848
David Prouty HS (June 2023)	$719
Bartlett Jr Sr HS (Nov 2023)	$484
Watertown HS (July 2023)	$536
Diman Regional Voc Tech HS (Oct 2023)	$614
Bristol Plymouth Reg Voc Tech (Apr 2023)	$574
Stoneham HS (Jan 2023)	$850
Doherty Memorial HS (June 2022)	$633
Nauset Regional HS (Oct 2022)	$627


MSBA Project Cost Data
Phase: SD Elementary Schools
$1050
$1000
$950
$900
$850
$800
$750
$700
$650
$600
$550
$500
MSBA - SD Phase
9 Elementary Projects
Cost Estimates Range
$673-907 /SF
Average: $789/SF
Wilmington PSR
Construction Cost Estimates
$742 - $828 per square foot
Legend
Wilmington PSR
New Construction PSR
New Construction SD
New Construction Bid
New Construction PFA Amended
Average New Construction Projects
1/24
7/24
1/25
7/25
1/26
GMP/GC Bid Date
https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.*

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Project Metrics

Grade Configuration/ (type of project)	PK-K (new)	PK-3 (new)	PK-5 (new)	Comments
# students	130	510	755	MSBA/Town agreed enrollments w/o PK
#PK students	100	100	100	Est. #PK students
Total Est. Enrollment	230	610	855	
Program SF	64,935	115,294	163,573	PSR Program Totals
Est. Project Cost (mid point PSR est.)	$ 88,600,000	$ 146,700,000	$ 187,000,000	Mid point of PSR Estimate
Est. Local Share (mid point PSR est.)	$ 66,300,000	$ 106,100,000	$ 132,100,000	Mid point of PSR Estimates for Local Share Estimate
Est. Local Share % Cost	74.83%	72.32%	70.64%	based upon estimates of eligible/ineligible MSBA costs
Anticipated Bond duration	30	30	30	
Min. Bldg Design life	50	50	50	
Est. Total Project Cost/SF	$ 1,364	$ 1,272	$ 1,143	Based on Total Project Costs
Est. Local Share Project Cost/SF	$ 1,021	$ 920	$ 808	Based on local share portion of project costs
Est. Local Project Cost/Student	$ 288,261	$ 173,934	$ 154,503	Based on total estimated enrollment
Est. # students over 30 yrs	6,900	18,300	25,650	Enrollment x 30 yr bond duration
Est. Local Share Project Cost/Student over 30 yrs	$ 9,609	$ 5,798	$ 5,150	Based on local share portion of project costs

Tax Impact on Avg. Home Value	$ 370	$ 590	$ 730	estimated tax impacts based on avg assessed value of $683,790
Tax Impact per month on avg. home value	$ 31	$ 49	$ 61	

PK-5 consolidation options include a 12,000 SF gymnasium.

The MSBA program typically allocates and reimburses for a 6,000 SF gymnasium in PK-5 enrollments.

PK-5 consolidation options include a 12,000 SF gymnasium.

A PK-5 project would reduce from 3 Gymnasiums to 1 gymnasium space for the following programs:

CARES
Travel Basketball
Youth Soccer
Basketball
WHS Baseball

Rec Department:
Tennis
Kinder Soccer
Pickleball
35+ Basketball League
Adult Open Gym
Badminton

PK-5 consolidation options include a 12,000 SF gymnasium.

The additional 6,000 SF of gym space has an estimated construction cost of $5M - $6M.

A 12,000 SF gym equates to approx. $8M of ineligible project costs.

This ineligible cost is included in the estimated local share for PK-5 options.

Community Outreach



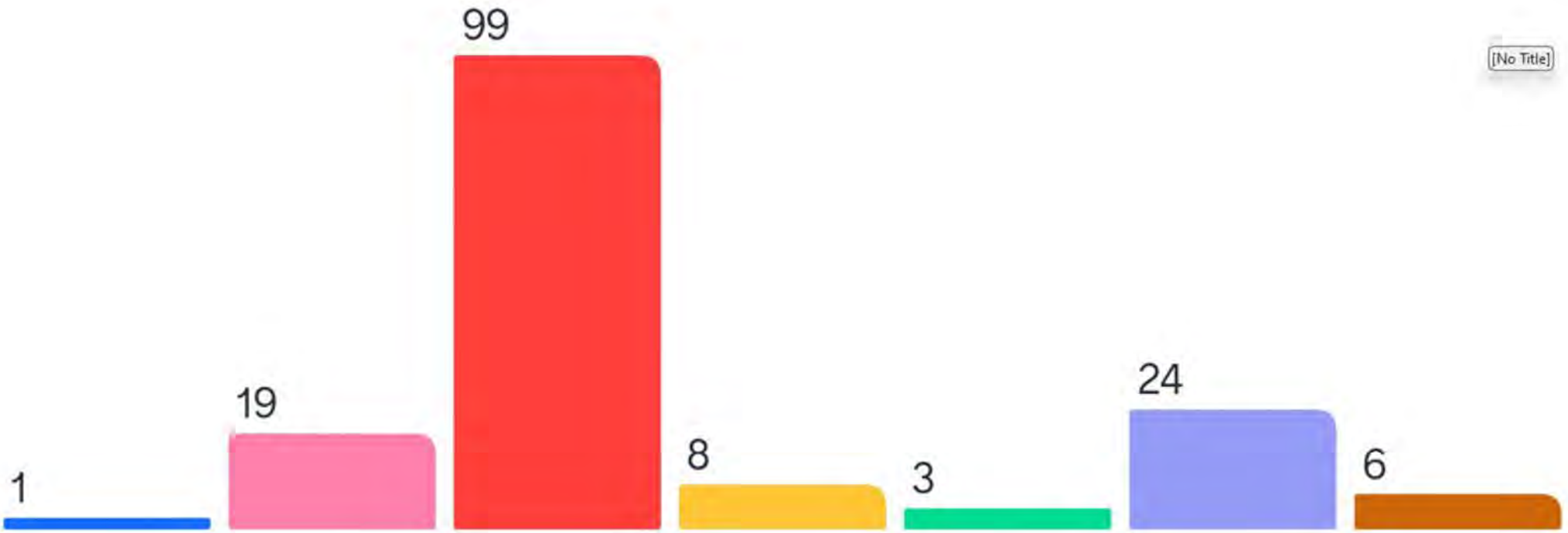
Community Outreach Efforts

SBC Meetings
Community Forums
Water Bill Inserts
District Superintendent's Newsletter
WCTV Wildcat Corner
Senior Center
Fun on the Fourth
School District Website
Project Specific Website with FAQs
Display Boards around Town
Town-Wide Communication of all project Information

Results from Community Forum #4

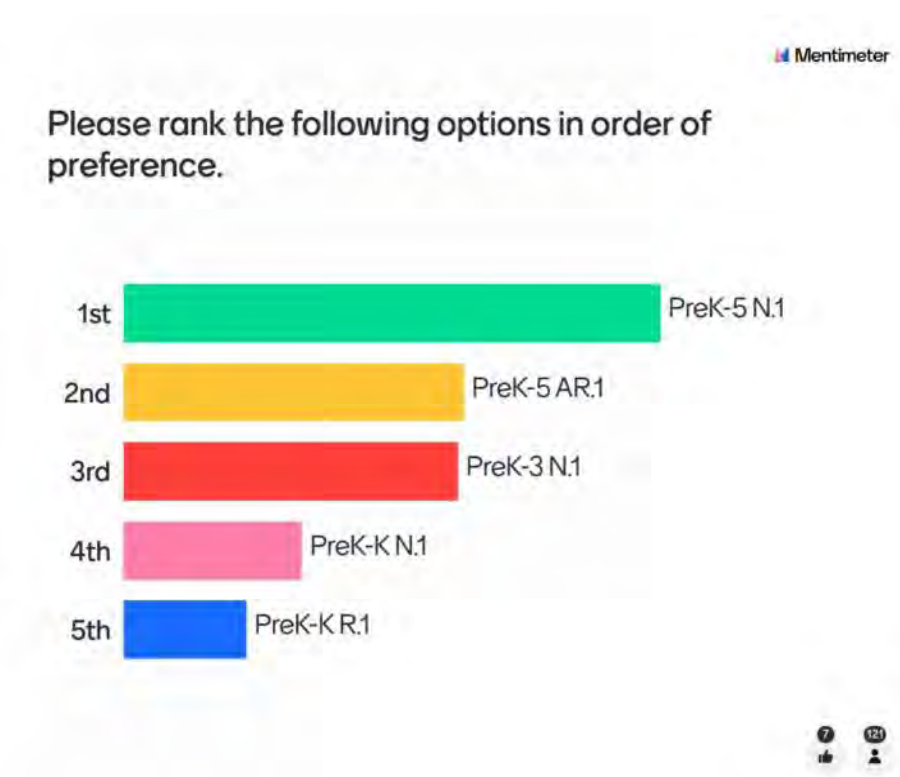
Mentimeter

I'm responding as:

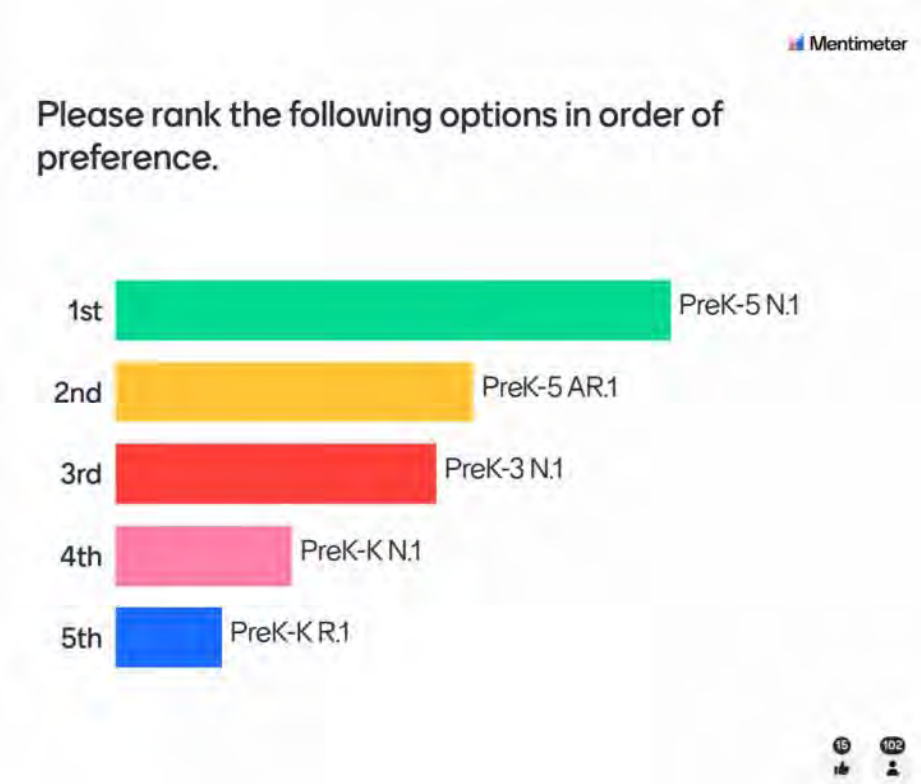


5 160

After Updated Project Costs:



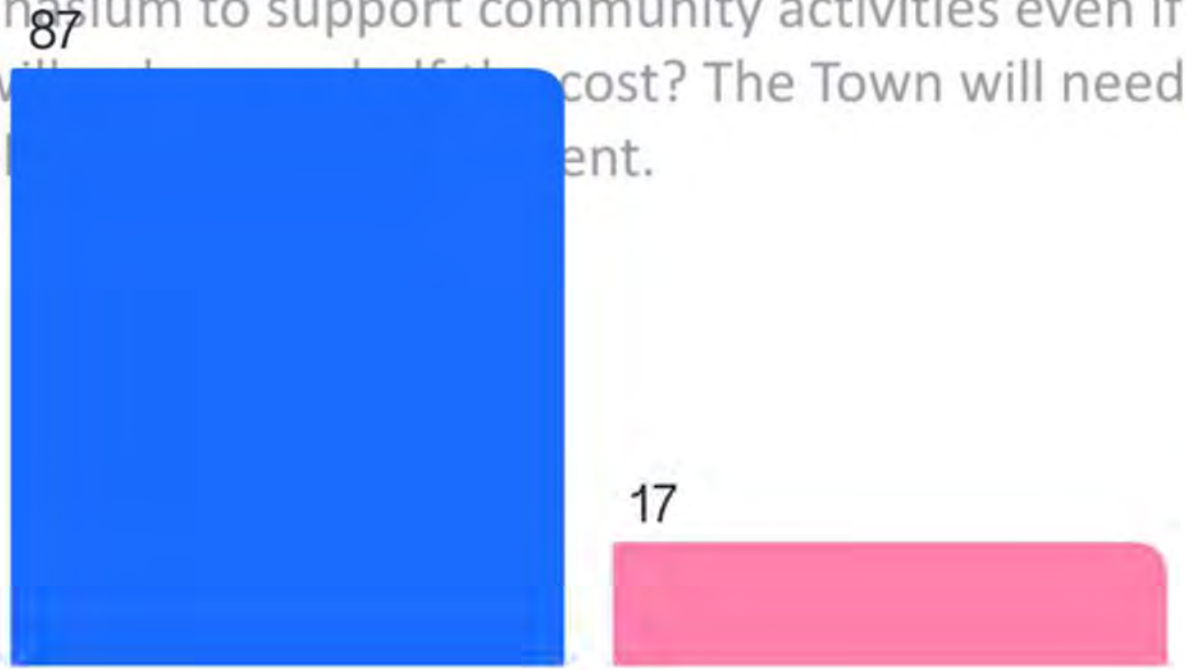
After Local Share Impact:



Mentimeter

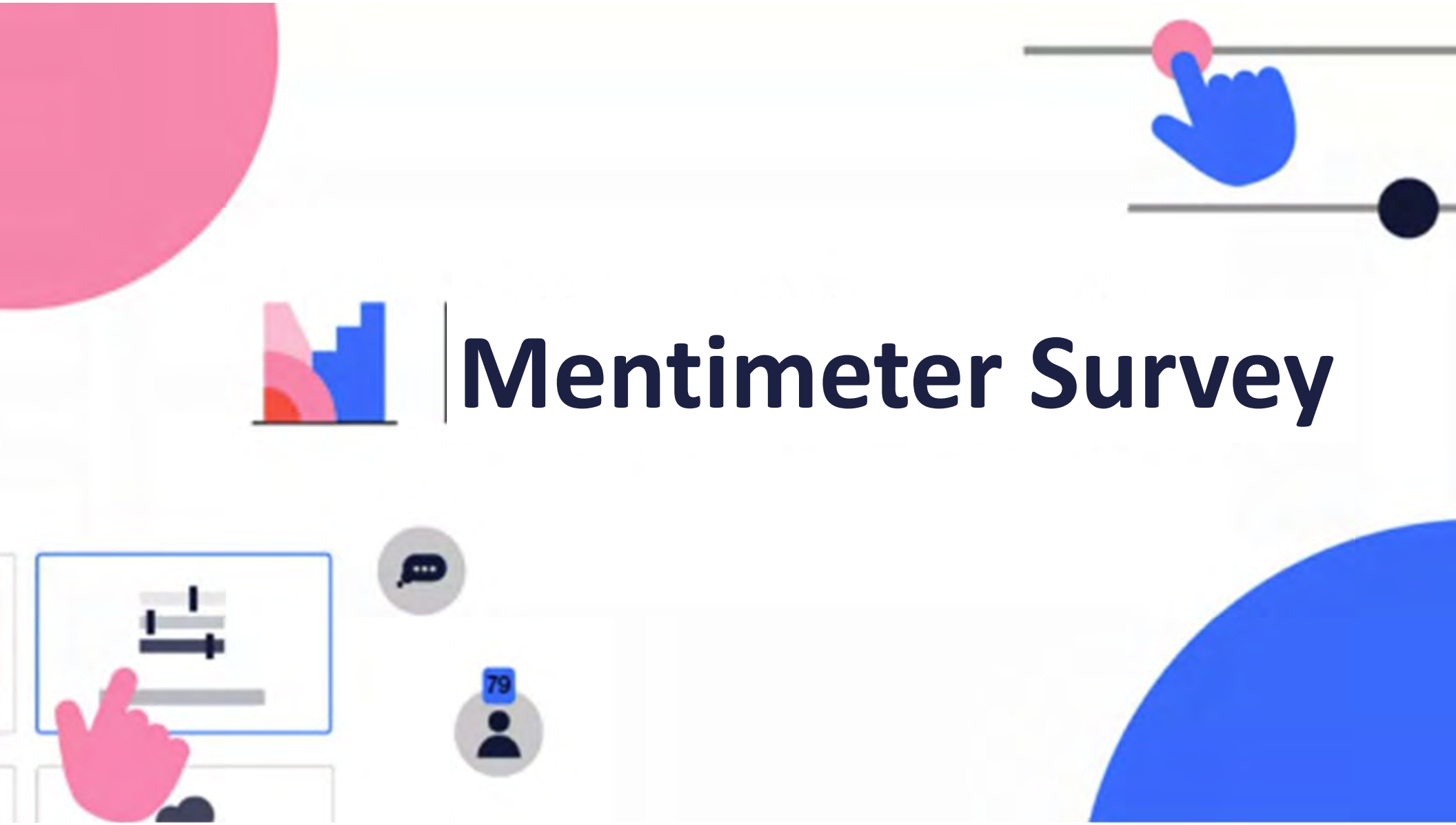
The PreK-5 alternatives currently include a 12,000 SF gymnasium.

If a PreK-5 alternative is selected as the preferred option, are you in favor of the larger gymnasium to support community activities even if MSBA reimbursement w cost? The Town will need to cover the portion not el ent.



5 104

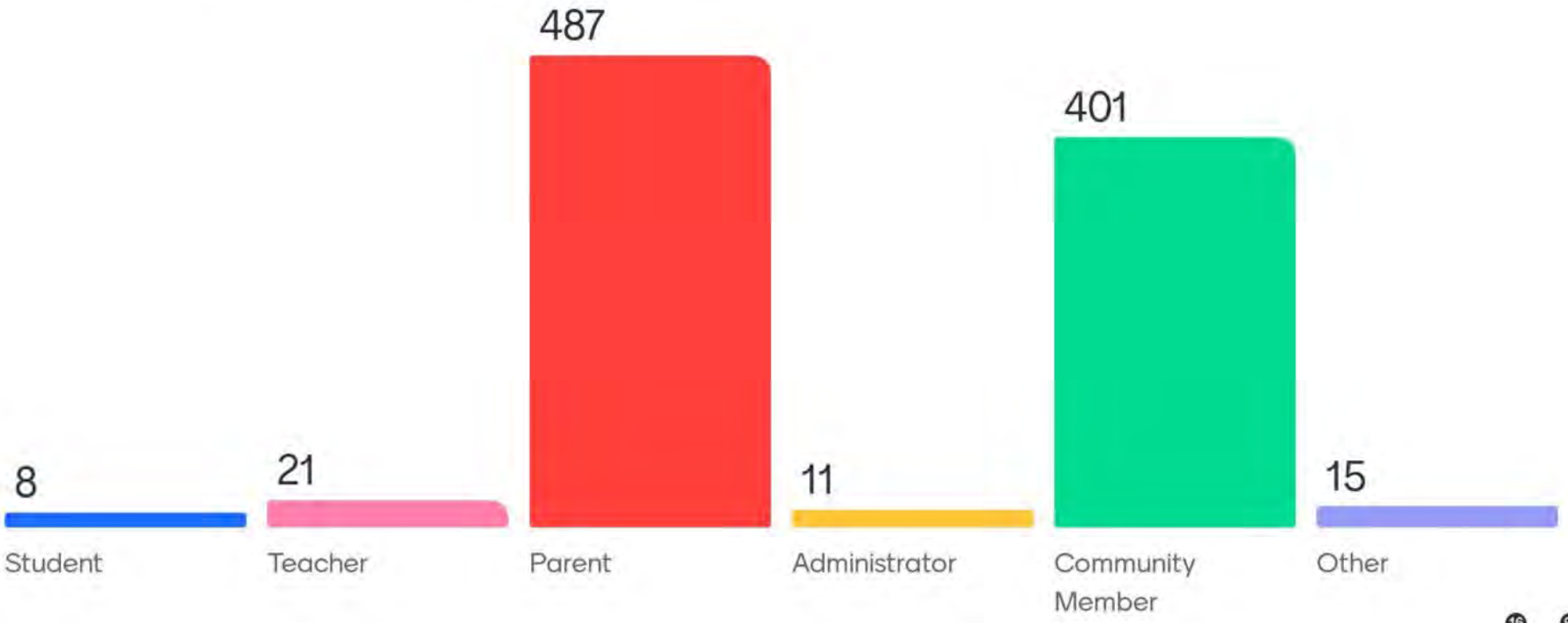
Community Flyer and Survey


Mentimeter Survey
79

Preliminary Survey Results as of 9/17/24

Mentimeter

I'm responding as: (Select all that apply)



Mentimeter

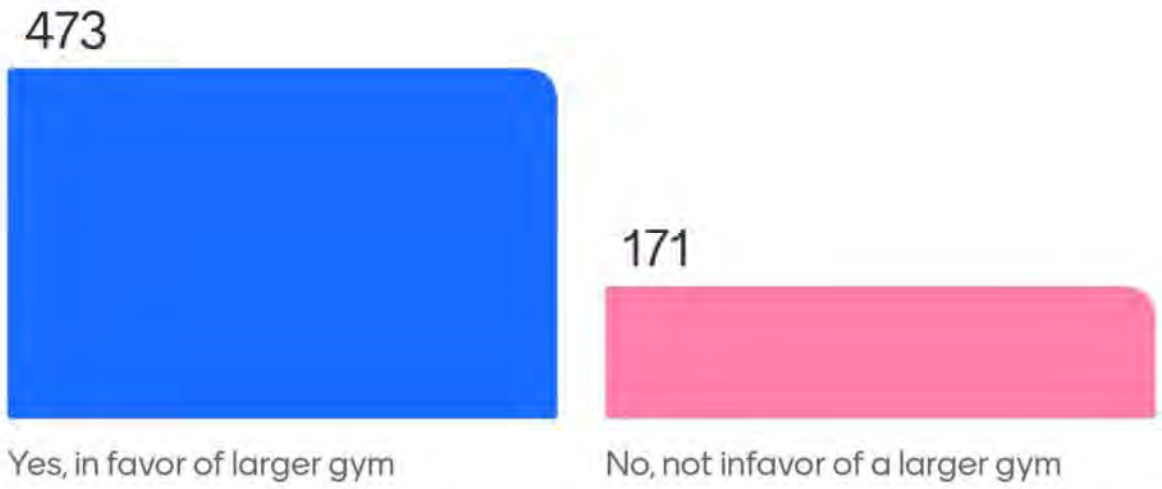
Please select your preferred option.



5 765

Mentimeter

Are you in favor of a 12,000SF gymnasium with partial reimbursement from MSBA for 6,000SF? The Town would cover the cost for the remaining 6,000SF.



1 644

Mentimeter

Instructions

Go to

https://www.menti.com/alz4e7zfmj6r

Or use QR code

Stay Connected

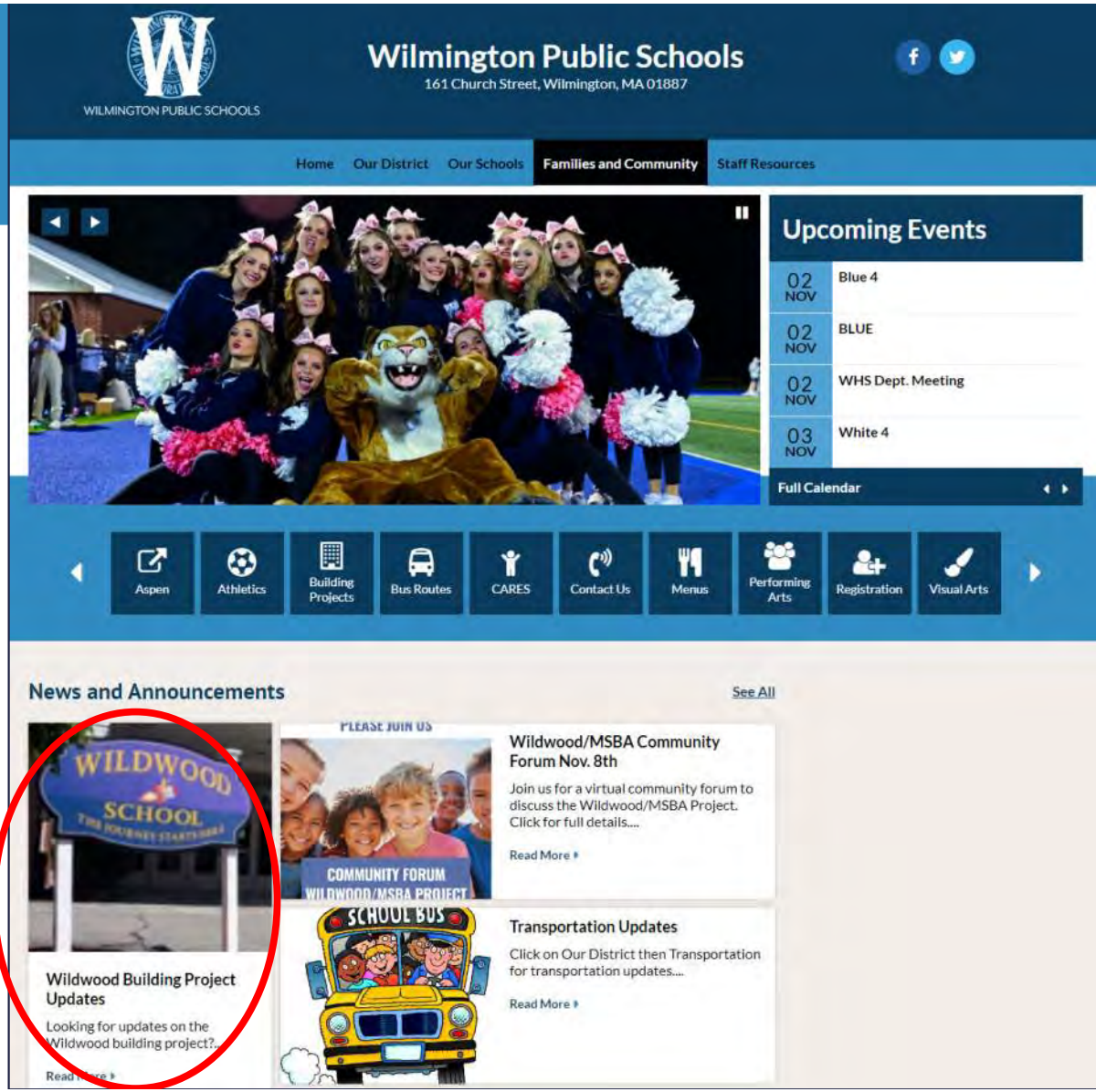


Stay
Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Stay
Connected

Upcoming Meetings

September 19th at 2 PM – Senior Center
- In-person at Senior Center

October 8th at 6:30 PM – School Building Committee
- Hybrid and In-person at Wilmington HS Large Group Instruction Room
- Final Selection of Preferred Option and Authorization to Submit Preferred Schematic Report to MSBA

Questions & Answers

Thank You

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Senior Center

September 19, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

What is and What Can Be

MSBA Process and Schedule

Preliminary Design Program Summary

Preferred Schematic Report Update

Community Outreach

Stay Connected

Questions



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)

What is and What Can Be



Wildwood School Building Project

Exemplar Site Visits

WILMINGTON PUBLIC SCHOOLS

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+

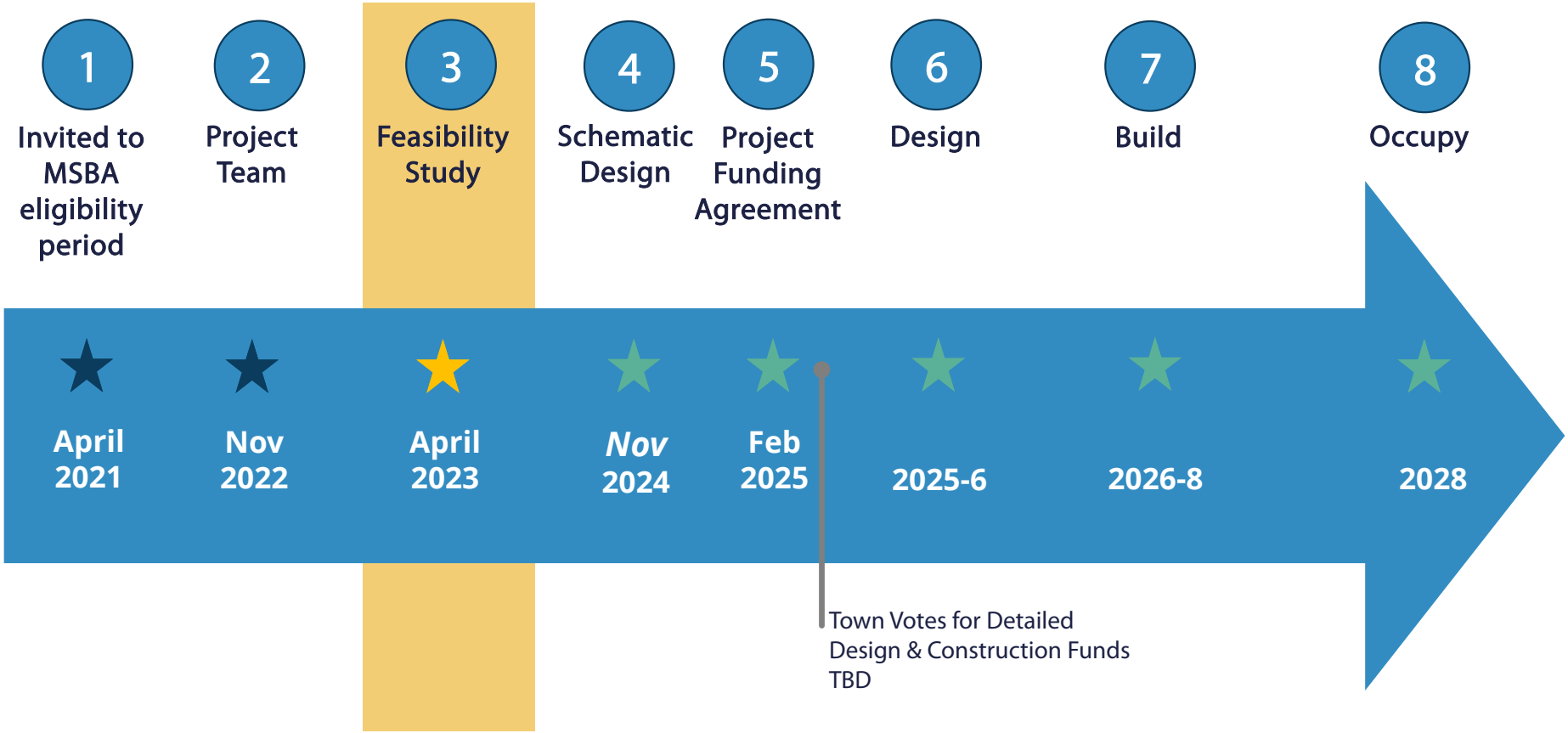
PreK-5th

Wildwood, Woburn St., & North

755+

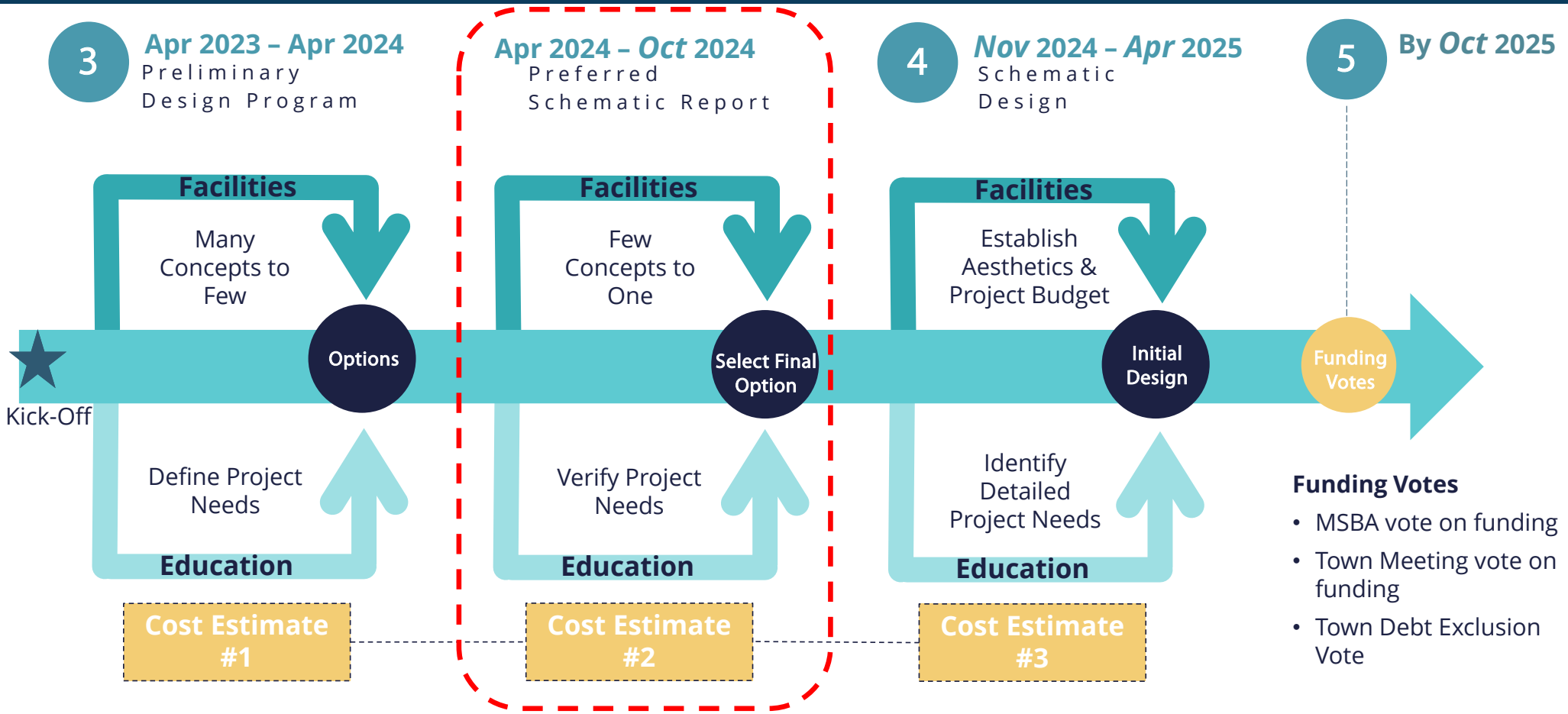
MSBA Process

Step-by-Step



MSBA Process

Where We're Going: Preferred Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Preliminary Design Program Phase Summary





Wildwood ECC
7.5-acre site
1955 building



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

Bottom Line: All buildings have fundamental deficiencies and facility needs.



8 sessions

50+ participants

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

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

Preliminary Design Program Phase 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 Cost Comparison
  - +2 Renovation/Addition (Wildwood, Woburn) for Cost Comparison
- **Total Project Costs Range for Short List**
  - $26.6 M - $214.5 M

Preliminary Design Program Project Costs

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 $26.6 M- $29.4 M 	PK-3 R.1 (Woburn only) *Cost Comparison $36.3 M- $40.1 M 	PK-5 R.1 (North only) *Cost Comparison $29.5 M- $32.6 M 
RENO/ADD	PK-K AR.1 *Cost Comparison $78.0 M- $86.2 M 	PK-3 AR.1 *Cost Comparison $135.0 M- $149.2 M 	PK-5 AR.1 $193.3 M- $213.6 M 
NEW	PK-K N.1 $79.3 M- $87.6 M 	PK-3 N.1 $135.7 M- $150.0 M 	PK-5 N.1 $194.0 M- $214.5 M 

Preferred Schematic Design Options Update



Space Summary Comparisons (GSF)

	Existing	PDP Proposed	PSR Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	64,935	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	115,293	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	163,573	109,475*	196

*** As a result of MSBA net-to-gross multiplier other than 1.50.**

	Pre-K-K: 130+ Students	Pre-K-3: 510+ Students	Pre-K-5: 755+ Students
REPAIR	PK-K R.1 	PK-3 R.1 (Woburn only) **Cost Comparison* 	PK-5 R.1 (North only) **Cost Comparison* 
RENO/ADD	PK-K AR.1 **Cost Comparison* 	PK-3 AR.1 **Cost Comparison* 	PK-5 AR.1 
NEW	PK-K N.1 	PK-3 N.1 	PK-5 N.1 

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?

Preferred Schematic Report Evaluation Matrix

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Education	5.4	9.3	9.4	4.8	9.8	9.8	5.0	9.6	9.8
Site	6.8	8.0	8.3	7.4	8.3	9.0	7.6	8.6	9.5
Restrictions	8.9	8.9	8.9	10.0	8.9	8.9	11.1	10.0	10.0
Community	4.4	6.7	8.9	5.6	8.9	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	6.7	5.6	6.7	10.0	6.7	8.9	10.0
Logistics	10.0	10.0	10.6	2.8	6.1	8.3	2.8	6.1	9.4
Consolidation	6.7	6.7	6.7	6.7	6.7	7.8	6.7	7.8	8.9
Total Time	2.2	2.2	2.2	2.2	4.4	6.7	2.2	8.9	11.1
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6

Poor | Fair | Good | Better | Best

Cost Overview



Review of Preferred Schematic Report (PSR) Cost Estimates

THINGS TO KEEP IN MIND:

- These are estimates to compare the relative cost between options.
- These are order-of-magnitude costs, not exact cost analyses or determinations of final cost.
- **Since the first estimate, some costs went up while others went down…but ultimately, they are in a similar range.**

Review PSR Cost Estimates

What Changed?

- Overall program square footage reduced
- Site costs adjusted due to more detailed site plans and preliminary grading information
- Construction soft costs are a % function of cost of the work, so they adjust accordingly.

Estimated Project Cost Update

	PK-K 130 students + PK			PK-3 510 students + PK			PK-5 755 students + PK		
				*For Comparison Only			*For Comparison Only		
	Wildwood Site			Woburn Street Site			North Intermediate Site		
	Repair	Add/Reno	New	Repair	Add/Reno	New	Repair	Add/Reno	New
Total Score	50.0	58.4	61.6	45.0	59.8	69.4	47.6	69.9	77.6
Estimated Project Cost – Preferred Schematic Report (July 2024)	$27.9M - $30.8M	$81.1M - $89.7M	$84.2M - $93.1M	$39.3M - $43.5M	$127.8M - $141.3M	$139.3M - $154.0M	$32.4M - $35.8M	$176.3M - $194.9M	$177.6M - $196.3M

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.

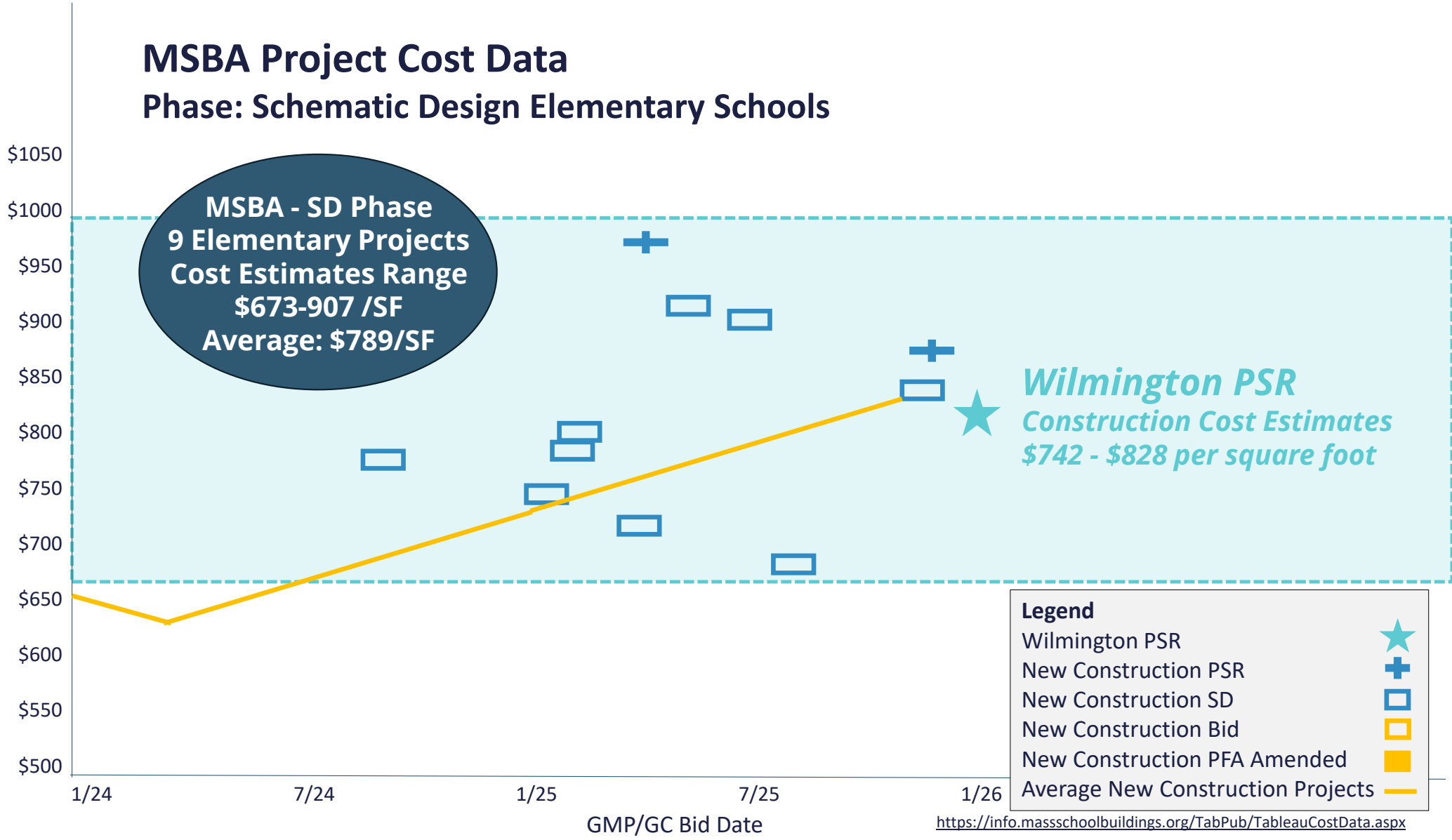
Wilmington High School Construction Cost/SF: $352

GMP/GC Date: June 2013

Project and Assumed Start Date of Construction/Date of GMP	Construction Cost/SF
Agawam HS (June 2025)	$803
Revere HS (March 2025)	$700
East Longmeadow HS (July 2024)	$769
Tri County Reg Voc Tech (April 2025)	$829
Nashoba Regional (August 2024)	$950
Wakefield Memorial HS (April 2024)	$848
David Prouty HS (June 2023)	$719
Bartlett Jr Sr HS (Nov 2023)	$484
Watertown HS (July 2023)	$536
Diman Regional Voc Tech HS (Oct 2023)	$614
Bristol Plymouth Reg Voc Tech (Apr 2023)	$574
Stoneham HS (Jan 2023)	$850
Doherty Memorial HS (June 2022)	$633
Nauset Regional HS (Oct 2022)	$627

MSBA Project Cost Data

Phase: Schematic Design Elementary Schools



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
	 			 	
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR) *full price before eligible MSBA reimbursement	$27.9M - $30.8M	$84.2M - $93.1M	$139.3M - $154.0M	$176.3M - $194.9M	$177.6M - $196.3M
Potential Local Share *Cost to Town after eligible MSBA reimbursement	$27.9M - $30.8M	$63.0M - $69.7M	$100.8M - $111.4M	$122.5M - $135.4M	$125.5M - $138.7M
Local Share **Cost to Town for Repair Only:					
Woburn St.	$39.3M - $43.5M	$39.3M - $43.5M	N/A	N/A	N/A
North Int.	$32.4M - $35.8M	$32.4M - $35.8M	$32.4M - $35.8M	N/A	N/A
POTENTIAL TOTAL LOCAL SHARE	$99.6M - $110.1M	$134.7M - $149.0M	$133.2M - $147.2M	$122.5M - $135.4M	$125.5M - $138.7M

**The MSBA updates district reimbursement rates annually and applies the reimbursement in effect at the time the MSBA Board of Directors approves a district's proposed project scope and budget after SD Phase.*
***Repair Only options assume no MSBA funding. This is an estimate based on today's market conditions and dollars and subject to change.*

Potential Local Share

	PK-K 130 students + PK		PK-3 510 students + PK	PK-5 755 students + PK	
					
	Wildwood Site		Woburn Street Site	North Intermediate Site	
	Repair 29,302 GSF	New 64,935 GSF	New 115,294 GSF	Add/Reno 163,573 GSF	New 163,573 GSF
Estimated Project Cost (PSR midpoint) *full price before eligible MSBA reimbursement	$29.3M	$88.6M	$146.7M	$185.6M	$187.0M
Estimated Local Share *Cost to Town after eligible MSBA reimbursement	$29.3M	$66.3M	$106.1M	$129.1M	$132.1M
Annual Debt Payment	$2.2M	$4.9M	$7.8M	$9.5M	$9.7M
Annual Tax Increase on Average SF Home	$160	$370	$590	$710	$730
Monthly Impact	$13	$31	$49	$59	$61

Notes and Assumptions:
All Costs are estimates; All Values are FY24 Values; 30 year Fixed Principal Debt; 4.00% Interest Rate; Av. SF Value = $683,790
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. Refer to previous slide.

Project Metrics

Grade Configuration/ (type of project)	PK-K (new)	PK-3 (new)	PK-5 (new)	Comments
# students	130	510	755	MSBA/Town agreed enrollments w/o PK
#PK students	100	100	100	Est. #PK students
Total Est. Enrollment	230	610	855	
Program SF	64,935	115,294	163,573	PSR Program Totals
Est. Project Cost (mid point PSR est.)	$ 88,600,000	$ 146,700,000	$ 187,000,000	Mid point of PSR Estimate
Est. Local Share (mid point PSR est.)	$ 66,300,000	$ 106,100,000	$ 132,100,000	Mid point of PSR Estimates for Local Share Estimate
Est. Local Share % Cost	74.83%	72.32%	70.64%	based upon estimates of eligible/ineligible MSBA costs
Anticipated Bond duration	30	30	30	
Min. Bldg Design life	50	50	50	
Est. Total Project Cost/SF	$ 1,364	$ 1,272	$ 1,143	Based on Total Project Costs
Est. Local Share Project Cost/SF	$ 1,021	$ 920	$ 808	Based on local share portion of project costs
Est. Local Project Cost/Student	$ 288,261	$ 173,934	$ 154,503	Based on total estimated enrollment
Est. # students over 30 yrs	6,900	18,300	25,650	Enrollment x 30 yr bond duration
Est. Local Share Project Cost/Student over 30 yrs	$ 9,609	$ 5,798	$ 5,150	Based on local share portion of project costs

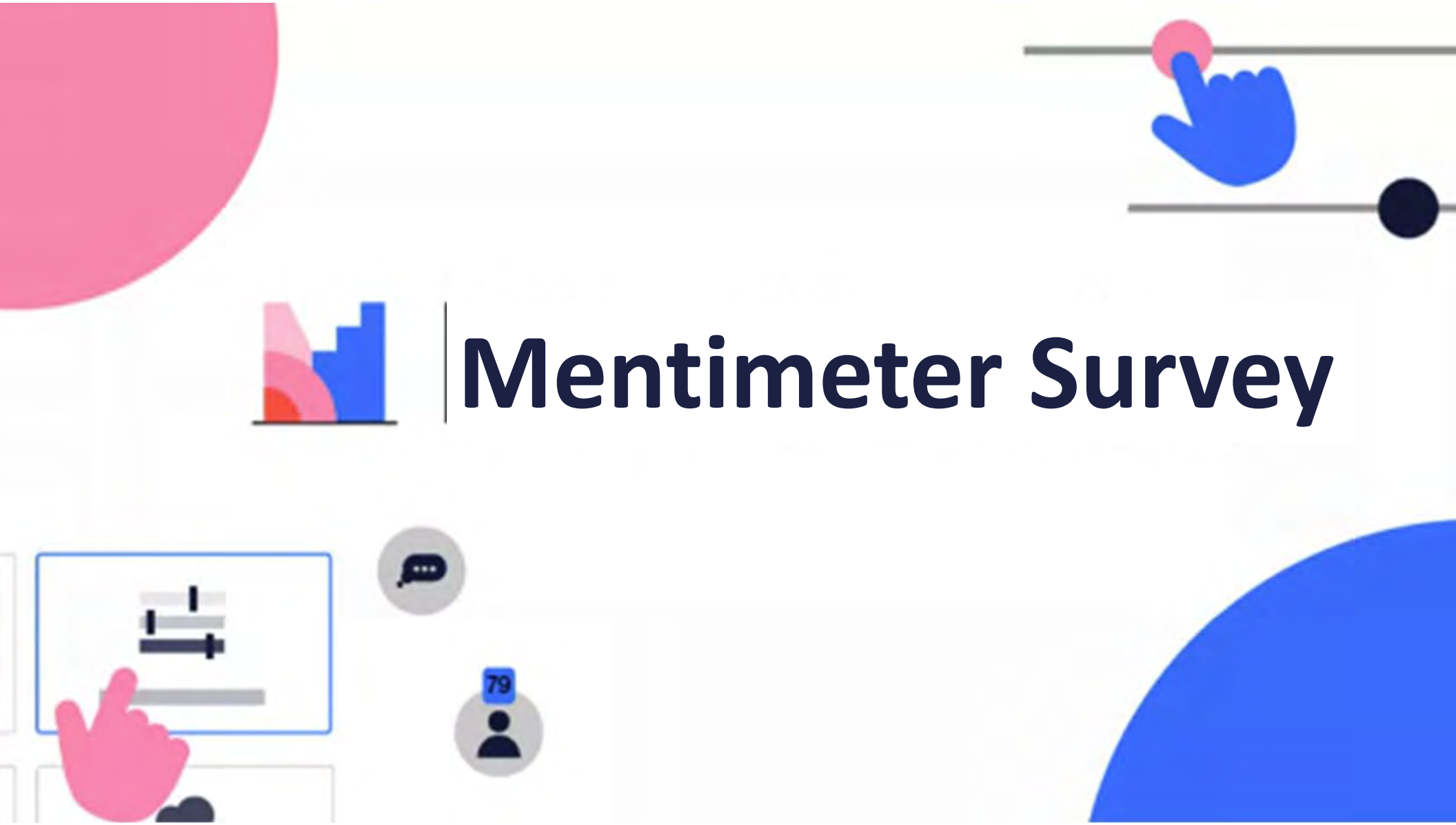
Tax Impact on Avg. Home Value	$ 370	$ 590	$ 730	estimated tax impacts based on avg assessed value of $683,790
Tax Impact per month on avg. home value	$ 31	$ 49	$ 61	

Community Outreach



Community Outreach Efforts

SBC Meetings
Community Forums
Water Bill Inserts
District Superintendent's Newsletter
WCTV Wildcat Corner
Senior Center
Fun on the Fourth
School District Website
Project Specific Website with FAQs
Display Boards around Town
Town-Wide Communication of all project Information


Mentimeter Survey
79

Mentimeter

Instructions

Go to

https://www.menti.com/alz4e7zfmj6r

Or use QR code

Stay Connected

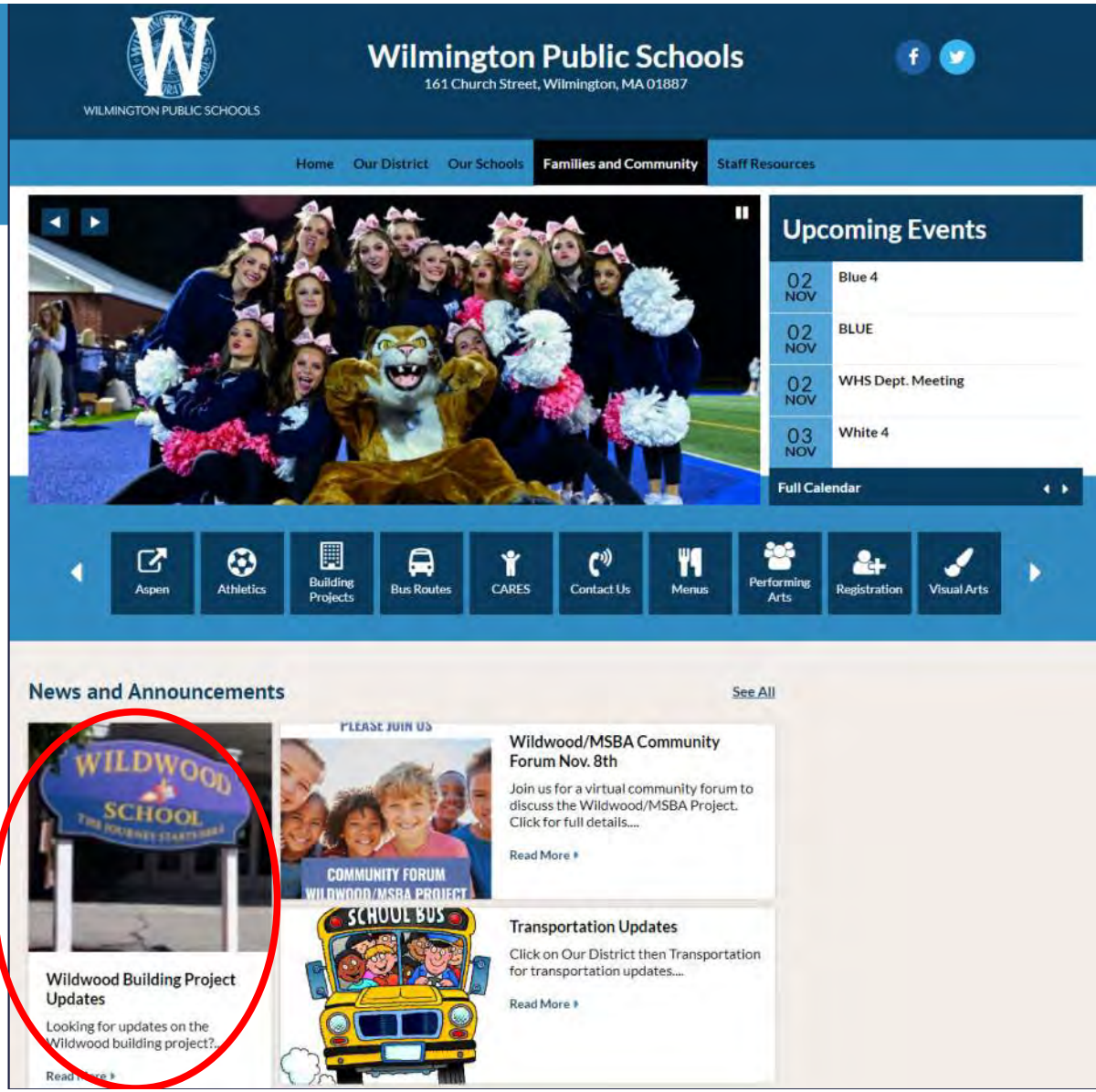


Stay
Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Stay
Connected

Upcoming Meetings

October 8th at 6:30 PM – School Building Committee

- Hybrid and In-person at Wilmington HS Large Group Instruction Room
- Final Selection of Preferred Option and Authorization to Submit Preferred Schematic Report to MSBA

Questions & Answers

Thank You

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

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WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

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Wilmington Public Schools Educational Program Narrative

Overview

The following educational program narrative is the result of collaborative efforts between Wilmington Public Schools and their designer, Dore + Whittier. It communicates the district's existing and future educational program offerings, defines expected educational activities, and provides an in-depth description of the district's position on key curriculum goals, objectives, and policies, specifically at the elementary level.

The District has provided extensive opportunities for community engagement and involvement in the project to date. This began with the planning and design of an educational visioning exercise in the fall, where we invited students, staff, and parents/guardians to meet with our design team over a number of meetings to help articulate a vision for the future of education at the elementary level in the District. We welcomed over 50 individuals to these sessions. Over the course of the last few months, we have offered four (4) in-person/virtual community forums where we have provided an update on the development of the project to the community and solicited extensive feedback on the facets of the project being considered. Additionally, all of our Wildwood School Building Committee meetings are widely publicized and always accessible for community members to join either in person or remotely. The district has also worked hard to compile and make all of the materials and presentations used in the school building committee meetings widely accessible.

Information contained in this section is organized to align with the expectations identified in the MSBA Module 3, Section 3.1.2, and the MSBA's updated Educational Program Requirements published in December of 2023. The educational program applies to a new or renovated facility serving one of three agreed-upon enrollments:

- Enrollment 1
    - Wildwood Early Childhood Center
        - 130 Kindergarten Students (Plus Pre-K students)
- Enrollment 2
    - Wildwood Early Childhood Center + Woburn Street School
        - 510 K-3 Students (Plus Pre-K students)
- Enrollment 3

Wilmington Public Schools Educational Program Narrative

- Wildwood Early Childhood Center + Woburn Street School + North Intermediate
  - 755 K-5 Students (Plus Pre-K students)

Ultimately, the intent of this section of the Preliminary Design Program document is to establish a clear roadmap for the development of three space summaries (one for each agreed-upon enrollment), conceptual design alternatives, and a basis for evaluation to identify a preferred alternative. Much of what's described in the following document applies to all three design enrollments; therefore, the district has structured this as a single narrative with subsections documenting any programs, services, teaching methodologies, and preferred instructional practices that differ within the existing facilities and/or may change based on the agreed-upon enrollments.

Any new or renovated school building will require a modernized school facility that is fully accessible, with climate-controlled spaces,-natural light, modern security features, outdoor play area/spaces and accommodates traffic flow and adequate parking for both staff and visitors.

Educational Program Requirements

There are a number of central guiding principles that align with the vision that our community has for educational delivery in a new school facility. As such, these also serve as part of the overall guiding principles for design in the new facility (regardless of the grade/enrollment span):

- As a result of the fact that education methodologies will change over the life span of the new school, we believe that the facility should be flexible to accommodate the evolution of programming that is necessary to meet student needs.
- We intentionally seek to create grade-level learning communities for students and staff.
- We want to shape the educational program that intentionally integrates special education services throughout the school to ensure that we can support the integration of all children into the learning environment.

Wilmington Public Schools Educational Program Narrative

The educational program described in this document represents the school district's current vision of an ideal teaching and learning environment for a new school. However, it is challenging to predict educational requirements beyond the immediate future due to the ever-changing nature of student populations and needs, teaching approaches, and technology. Despite this challenge, the district has made every effort to present its best projection of the future educational program for a new school in Wilmington.

District Mission

The mission of the Wilmington Public Schools is to educate and develop students academically, socially, and emotionally to be active, civic-minded contributors to our global society.

District Vision

The vision of the Wilmington Public Schools is to provide an inclusive, respectful, and collaborative learning environment where all stakeholders are engaged in the development of the whole child.

Strategic Plan

To achieve this vision, the district has developed a plan for Strategic Improvement, organized into five main objectives:

Objective 1:

All Students Reach Their Fullest Potential: Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.

Initiatives:

- [1.1] Use data to assess student achievement and inform instruction to best meet the academic needs of students through a multi-tiered system of support that provides both remediation and extension as needed for students. Ensure curricula and intervention materials are evidence-based and relevant.
- [1.2] Enhance the integration of social-emotional learning competencies into daily instruction across all curricular areas and measure student growth in the competencies through Panorama screening data.

- [1.3] Establish district-wide practices and protocols to monitor discipline and attendance to determine the social, emotional, and behavioral needs of students.
- [1.4] Implement a district-wide multi-tiered system of support to ensure that students receive appropriate social, emotional, and behavioral interventions to support their well-being and enable them to fully access learning.
- [1.5] Engage educators in data-based and relevant ongoing professional development. Increase opportunities for coaching support and feedback to support the implementation of new instructional practices.

Objective 2:

Caring and Safe for All: Foster school communities where all students and staff experience a sense of belonging and safety.

Initiatives:

- 2.1] Utilize ongoing feedback cycles (e.g., surveys, focus groups, forums) from students, parents/guardians, community partners, and staff to make data-driven improvements and refine strategies to build inclusive, positive school communities.
- [2.2] Increase the availability and accessibility of student support services for mental health, such as counseling, mentoring, and peer support programs.
- [2.3] Create opportunities for student involvement and leadership within the schools and community as active and engaged members of the WPS.
- [2.4] Ensure programming for Positive Behavior Instructional Supports (PBIS), Bullying Prevention, and SEL integration is implemented consistently across all grade levels.
- [2.5] Develop a multi-year school safety improvement plan for all schools. Regularly assess and update safety protocols to ensure a physically safe environment for students and staff.

Objective 3:

Equitable and Inclusive Schools: Create a vision for equitable and inclusive schools with students, staff, families, and community members

Initiatives:

- [3.1] Provide professional development on culturally responsive instructional practices that value and respect diverse backgrounds, experiences, and perspectives of students.
- [3.2] Implement a comprehensive data collection and analysis system to track key diversity, equity, and inclusion metrics and regularly disseminate information and resources to all stakeholders, including students, parents/guardians, and the wider community.
- [3.3] Establish ongoing processes for recruiting, hiring, retaining, and advancing highly qualified and diverse staff with strong equity commitments, understanding, and skills.
- [3.4] Enhance culturally responsive communication with families by ensuring communication is accessible in parents'/guardians' home language.

Objective 4:

Enhanced and Updated School Facilities: Improve school facilities and design learning spaces to promote student success and support family and community involvement.

Initiatives:

- [4.1] Partner with the Massachusetts School Building Authority and Wilmington town government to establish long-term plans for the development of school facilities and grade-level configurations that best support the needs of the Wilmington Community.
- [4.2] Establish a new 5-year Technology Plan to ensure that infrastructure, hardware, and software meet the needs of students and staff.
- [4.3] Create flexible and adaptable learning spaces to accommodate various instructional methods, individual learning needs, and collaboration among students and staff.
- [4.4] Create welcoming spaces within schools for parents/guardians, staff, and community members to participate in school activities and community events.

Objective 5:

We are One Community: Strengthen partnerships amongst students, families, staff, and the community that promote a sense of pride, connectedness, and inclusiveness.
Initiatives:

- [5.1] Assess current communication practices to identify areas in need of improvement and develop district-wide communication guidelines.
- [5.2] Develop enrichment opportunities, programs, and initiatives that actively involve families and community members in school activities, including opportunities to contribute their skills, expertise, and resources to enrich the educational experience of students.
- [5.3] Develop opportunities, programs, and partnerships with external institutions, organizations, corporations, etc., that serve to enhance the educational experiences of Wilmington students.
- [5.4] Create structured transition support programs that provide targeted assistance for students moving between schools (i.e., orientation sessions, transition workshops, peer mentoring, personalized support plans, etc.) and develop a monitoring and evaluation framework to assess the effectiveness of transition initiatives.

Contributors to the Program Narrative

This document was developed through a collaborative effort from the following staff members:

Name	Role
Glenn Brand	Superintendent
Christine Elliott	Assistant Superintendent for Curriculum and Staff Development
Paul Ruggiero	Assistant Superintendent of Administration and Finance
Ken Lord	Director of Technology and Digital Learning
Alice Brown LeGrand	Former Director of Student Support Services
Andrea Stern Armstrong	Director of Human Resources
Christine Murray	Coordinator of Behavioral Health and Social Emotional Support, Interim Director of Student Support Services
Maura Kilbride	Coordinator of Special Education
Rebecca Brown	Coordinator of Nursing Services

Wilmington Public Schools Educational Program Narrative

Kate Bissell	Wildwood Principal
Kristen Walsh	Boutwell Principal
Heather Peachey	K-12 Library Coordinator
Colleen Billings	ESL Curriculum Team Leader
Melissa Bettencourt	Elementary Literacy Coordinator and Title I Director
Amy Iascone	Elementary Science Lead Teacher
Michelle LeVesque	Elementary STEM Coordinator
Robert Mauriello	Elementary Social Studies Lead Teacher
Michael Ferrara	Performing Arts Liaison
Lena Philips	Visual Arts Liaison
Laura Stinson	Health/Physical Education Liaison
Mary Palen	Administrator of Food Services
Lisa Faretra	Director of Transportation
Patty Boggia	CARES Program Coordinator

Grade And School Configuration Policies

Current Grade Configuration

The Wilmington Public Schools currently operates six (6) elementary schools, supporting grades K-5. The district's current (2023-2024) enrollments per building are as follows:

- Boutwell Early Childhood Center (Pre-K-K): 144
- Wildwood Early Childhood Center (Pre-K-K): 144
- Shawsheen Elementary (1-3): 342
- Woburn Street Elementary (1-3): 358
- North Intermediate (4-5): 249
- West Intermediate (4-5): 208

Wilmington Public Schools Educational Program Narrative

Wilmington's elementary schools are currently organized into two catchment areas: one comprising the Wildwood Early Learning Center, Woburn Street Elementary School, and the North Intermediate School, which are the focus of this study, and one comprising the Boutwell Early Childhood Center, the Shawsheen Elementary School, and the West Intermediate School.

The district operates a stand-alone middle school and a high school with 2023-2024 enrollment as follows:

- Wilmington Middle School (6-8): 702
- Wilmington High School (9-12+): 619

Proposed Grade Configuration

The district's future educational program includes the possibility of consolidation of the schools on the north side of town. Under consideration is the consolidation of Wildwood Early Childhood Center, Woburn Street Elementary School, and North Intermediate School in a new Pre-K-5 facility or the consolidation of Wildwood Early Childhood Center and Woburn Street Elementary School in a Pre-K-3 building. A third option would be to keep the current grade configuration as is, with Wildwood Early Childhood Center continuing to serve just Pre-K and Kindergarten.

After extensive analysis and discussion, we believe a consolidated school will address the students' academic and social-emotional needs. The consolidation of schools will minimize the number of transitions students make throughout their time in the Wilmington Public Schools, which has proven to be a significant challenge for many students. Currently, our students transition from Wildwood Early Childhood Center (Pre-K-K) to Woburn Street School (Grades 1-3), to North Intermediate School (Grades 4-5), to Wilmington Middle School (Grades 6-8), and finally to Wilmington High School (Grades 9-12). These transitions can be disruptive for our students socially, emotionally, and academically.

Consolidation will also naturally enhance collaboration among staff through proximity as well as the ability to plan and organize cohesive professional development. It is much easier for staff to collaborate and plan together when in the same building. In our current configuration, multiple schools have different start and end times, limiting collaboration

time and the opportunity for combined professional development sessions. We also anticipate that consolidation will lead to many efficiencies in both cost and time, such as staffing, ease of programming, facility maintenance, transportation, etc.

Class Size Policies

Currently, all three elementary schools considered as part of this project (Wildwood, Woburn Street, and North) maintain approximately five (5) to seven (7) sections per grade level (K-5), which fluctuates year to year as students matriculate through the grades.

The Wilmington School Committee and the Wilmington Teachers' Association recognize that class size is an important factor in good education and will, whenever possible, subject to space availability and all other educational considerations, ensure that class size is of the most effective nature for both teacher and pupils. Therefore, as stated in the current contract agreement, the ideal maximum class size should be as follows:

- Pre-Kindergarten/Kindergarten - a ratio of one teacher per 20 students
- Grades 1 - 3 - a ratio of one teacher per 20 students
- Grades 4 & 5 - a ratio of one teacher per 25 students

These guidelines are followed whenever possible. Enrollment fluctuations have resulted in years when the guidelines were exceeded, and at other times, class sizes have been smaller than the guideline. Because the MSBA guidelines for class size differ from the District's, we have directed the Design Team to use the following assumptions and algorithms to determine the needed number of classrooms for this project.

- Pre-Kindergarten and Kindergarten = 18 students per classroom
    - Some Sections of Pre-Kindergarten are half-day, some are full-day, and some are self-contained special education programs
- Grades 1st - 3rd = 20 students per classroom
- Grades 4th - 5th = 23 students per classroom

The District and Design Team have noted and acknowledge that the MSBA guidelines are based on 18 students per classroom for kindergarten and 23 students per classroom for

grades 1-5. The grade-level ratios listed above are the District's contractual guidelines. The building design was developed based on the MSBA guidelines of 18 students per classroom for kindergarten and 23 students per classroom for grades 1-5.

Pre-K-K Grade Configuration (130 Students + Pre-K)

- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 130 Kindergarten Students ÷ 18 Students per Classroom = 7.2 Sections or 7 Classrooms

Pre-K-3rd Grade Configuration (510 Students + Pre-K)

- 510 Students ÷ 4 Grade Levels = 127.5 Students per Grade Level
- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 128 Kindergarten Students ÷ 18 Students per Classroom = 7.1 Sections or 7 Classrooms
- 1st Grade = 128 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms
- 2nd Grade = 127 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms
- 3rd Grade = 127 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms

Pre-K-5th Grade Configuration (755 Students + Pre-K)

- 755 Students ÷ 6 Grade Levels = 126 Students per Grade Level
- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 130 Kindergarten Students ÷ 18 Students per Classroom = 7.2 Sections or 7 Classrooms
- 1st Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 2nd Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms

- 3rd Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 4th Grade = 126 Students ÷ 23 Students per Classroom = 5.5 Sections or 6 Classrooms
- 5th Grade = 125 Students ÷ 23 Students per Classroom = 5.5 Sections or 6 Classrooms

Proposed Class Size

No changes to class size are proposed at this time as class size guidelines are contractual as determined by the Wilmington School Committee and the Wilmington Teachers' Association.

School Scheduling Method

Current Scheduling Methodology

The building schedule is created under the direction of the building principal in each school with input from general education teachers, special education teachers, and instructional specialists. The principals follow the district schedule guidelines to ensure consistency across the schools within the district. When principals work to develop building schedules, many variables must be considered, such as special education service delivery schedules, lunch schedules, shared staffing, etc.... Whenever possible, principals try to provide uninterrupted blocks of instructional time, but that is not always the reality due to the aforementioned variables. Therefore, some subjects may be split at times, but the goal is to meet the recommended minutes per subject.

Below you will find the Elementary Scheduling Guidelines.

Elementary Scheduling Guidelines

Kindergarten	Minutes		Grade 1	Minutes
Morning Work	10		Reading	60
Morning Meeting	25		Writing	40

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Fundations	30		Fundations	30
Heggerty	10		Math	60
Snack	15		Science/Social Studies	30
Reading	45		Specialists	45
Specialist	30		Lunch	30
Lunch	30		Recess	20
Recess	20		Morning Meeting	15
Writing	20		Intervention	20
Science/Social Studies	30		Read Aloud/Working Snack	10
Math	45		Arrival/Dismissal/Transitions	20
Free Play	20			
Arrival/Dismissal/Transitions	20			

Grade 2	**Minutes**		**Grade 3**	**Minutes**
Reading	60		Reading	55
Writing	40		Writing (includes Grammar)	50
Fundations	30		Fundations	30
Math	60		Math	60
Science/Social Studies	30		Science/Social Studies	30
Specialists	45		Specialists	45
Lunch	30		Lunch	30
Recess	20		Recess	20
Morning Meeting	15		Morning Meeting	15
Intervention	20		Intervention	20
Read Aloud/Working Snack	10		Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20		Arrival/Dismissal/Transitions	20

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Grade 4	Minutes		Grade 5	Minutes
Reading	60		Reading	55
Writing (includes Grammar)	55		Writing (includes Grammar)	45
Language Word Study	20		Language Word Study	20
Math	60		Math	60
Science/Social Studies (2/3)	45		Science/Social Studies 2Xs wk.	60
Specialists	45		Specialists (Art, Music, PE, Library, Chorus) 1X/wk	45
Lunch	30		Health 1x/wk.	30
Recess	20		Lunch	30
Morning Meeting	15		Recess	20
Intervention	20		Home Rm./Morning Meeting	15
Read Aloud/Working Snack	10		Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20		Arrival/Dismissal/Transitions	20

Specialist subjects provide contractual preparation time for classroom teachers each day, with specific schedules varying by grade level, as detailed below. Unfortunately, due to our current configuration, smaller schools such as Wildwood Early Childhood Center and North Intermediate School have shared specialists who travel to 2 or 3 buildings weekly. Their varied schedules inhibit providing common planning time for classroom teachers in schools with shared specialists. Woburn Street School and Shawsheen Elementary (grades 1-3) for the most part, have full-time specialists in their buildings and, therefore, can schedule more opportunities for teams of teachers to plan and collaborate.

The current time allotments for core academic subjects at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School are as follows:

Core Academic Subjects

ELA:	105-135 minutes daily
Math:	45-60 minutes daily
Science	30-60 minutes every other day*

Social Studies: 30-60 minutes every other day*
*Throughout the school year, most teachers alternate between social studies and science daily or by unit.

Specialized Subjects

As a result of extensive analysis and discussion, the district has decided to adjust the proposed changes to the specialist schedule for the Pre-K-5 configuration, enrollment 3, should that be the project selected to advance. Should the Pre-K-3 or Pre-K-K enrollment be selected, we would maintain the current 5-day schedule.

As the building design phase progressed, it became apparent that some spaces designated for specialist subjects would require two rooms to accommodate the projected number of sections for enrollment 3, the Pre-K-5 configuration. For example, we would need two art rooms, but the second art room would only need to be used for a couple of classes each day, leaving it unused for its intended purpose for a good part of the instructional day. The same was true for general music instruction.

We also recognized that the 6-day cycle would allow us to add a STEM class, which was a primary goal. However, it did not completely address our concern of creating the opportunity for teachers to have a common planning time. A 6-day cycle would allow that for many grade levels, but not all. Historically, we have some grade levels with seven sections, and grade five has the addition of chorus as a special subject for all students.

We explored the idea of implementing a 7-day cycle to address both the classroom space issue as well as the inequity in common planning time. Our initial hesitation was the reduction of instructional time and teacher contact time with students if we added a seventh unique subject. Therefore, we developed a plan to allow for a particular grade level to have a “double specialist” during that year as their seventh specialist subject. For example, students in Kindergarten might have Physical Education twice in a 7-day cycle, and students in grade 1 might have art twice. Each grade level will have a different subject twice, with the exception of 5th grade, because they will already have chorus, and STEM will be the seventh subject. Over the course of a student's time in grades K-5, this schedule allows for equity in how much time students are exposed to the specialist subjects, which addresses our initial concern about the reduction of time. An additional benefit of this

model is that it allows kindergarten to add health, which doesn't exist now, and it allows the health block in grade five to be forty-five minutes long rather than thirty minutes. Although we are not doubling health in any grade level, we are increasing exposure for students in K-5.

Below, you will find a chart with the new proposed schedule depicting a sample of the seven-day rotation. The subjects that are doubled at each grade level are highlighted in yellow. This is a sample of how the doubled classes COULD be scheduled, but it is not the final proposal of which classes will be doubled at each grade. Making this type of change would require extensive planning and curriculum revisions to restructure the content covered, ensuring vertical alignment and coverage of all standards. However, it should be noted that the 7-day cycle would not require an increase in staffing with the exception of STEM because we don't currently have STEM as a specialist subject.

Proposed Specialist Subject by Grade Level, Minutes Per Week (Pre-K-5 Configuration)

Subject	*Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Art	45	45	45 45	45	45	45
Chorus	NA	NA	NA	NA	NA	45
Health	45	45	45	45	45	45
Library	45	45	45	45	45 45	45
Music	45	45 45	45	45	45	45
Physical Education	45 45	45	45	45	45	45
STEM	45	45	45	45 45	45	45

*This schedule for Kindergarten is based on the implementation of Enrollment 3, which is the consolidated Pre-K-5 building.

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Current School Schedule

School	Staff Start & End Time	Length of Student Day	Student Start and End Time
Wildwood K	7:30-2:05	5 hrs. 30 mins.	7:45-1:15
Wildwood Integrated Pre-K	7:30-2:05	2.5 hrs. per session	7:45-10:15 AM 10:50-1:20 PM
Woburn Street	8:55-3:30	6 hrs. 20 mins.	9:05-3:25
North Int.	8:55-3:30	6 hrs. 20 mins.	9:05-3:25

Proposed Changes to Future Scheduling Methodology

The district proposes to increase the length of the Kindergarten school day by 50 minutes to align with the schedules of grades 1-5. This would allow students a longer school day, providing additional time for academic content and more time for play and exploration. Specialist subjects for Kindergarten would increase from thirty (30) minutes to forty-five (45) minutes as is scheduled for grades 1-5. The additional thirty-five (35) minutes would be allocated throughout the school day with input from teachers and administration. In all three grade configurations (Pre-K-K, Pre-K-3, and Pre-K-5), the core academic programming and specialized subjects for grades 1-5 will remain the same in terms of instructional minutes for grades 1-5. Kindergarten specialist subjects would increase from 30-45 minutes to align with grades 1-5. Increasing the length of the school day for Kindergarten students will not only provide a more comprehensive educational program for the students but will also improve scheduling and efficiencies overall. If a consolidation project is selected, it will allow Kindergarten students to follow the same schedule as students in grades 1-3 or 1-5, including arrival and dismissal. Currently, Kindergarten students have a shorter day due to the need for buses to transport them home and then return to transport grades 1-5 home. In addition, Kindergarten students would participate in 45-minute specialist classes in a consolidated grade Pre-K-3 building or Pre-K-5 building, allowing for consistency in scheduling. Currently, 30-minute classes are scheduled, making scheduling difficult and inefficient. Providing dedicated space for Art, Music, Physical Education, Health, and Library will be a priority.

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Science, Technology Engineering & Mathematics (STEM)

We would like to introduce a new specialist subject, STEM. A STEM specialist class would provide opportunities for practical application of science and math concepts incorporating technology, engineering, and design elements. STEM education creates an opportunity for all students to explore and create by promoting innovative thinking and problem-solving, fostering collaboration and communication, and building social-emotional competencies. As a district, we have begun implementing district-wide STEM challenges a few times a year for K-5 students. Students find these STEM challenges to be exciting and engaging activities that offer challenging problem-solving and cooperative learning opportunities. In addition to practicing academic skills during these challenges, we have observed the growth of fine motor skills, student resilience, perseverance, creativity, communication, and teamwork. The district feels that adding STEM as a specialist subject would be an excellent addition to the current curriculum. Students would continue to receive direct instruction in Math and Science as a part of their core programming, but this new specialist subject would add more technology and engineering instruction and provide the opportunity for more hands-on practical application of the curriculum taught. Therefore, we want to ensure an appropriate space is included in the plan.

The district envisions this type of project-based, investigative learning taking place in a dedicated STEM space. The STEM classroom would be staffed by a full-time STEM teacher providing forty-five (45)--minute classes to students within the overall specialist rotation. The curriculum would incorporate elements and experiences such as (but not limited to):

- Digital Communication
- Robotics
- Circuitry
- Mechanics and Structures
- Design Thinking
- 3-D Printing
- Scientific Data and Analysis
- Makerspace Exploration
- STEM Challenges

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The proposed STEM specialist subject will allow students to go well beyond the current science and math instruction taught as part of our core instruction. Students will be able to apply their math and science knowledge in novel situations and learn about a variety of other topics such as digital communications, robotics and control technology, circuitry, mechanics and structures, STEM careers, etc.

Students will work in teams to solve real-world, authentic problems that foster student collaboration, communication, creativity, and critical thinking. During these units, students learn how to identify which tools will best meet their needs for the task at hand, how to use tools safely and with purpose, and how to care for tools. Students will learn about the Engineering Design Process and explore the Design Thinking Process, which includes five steps or phases: empathize, define, ideate, prototype, and test.

Our K-5 STEM Coordinator has provided professional development to all K-5 classroom teachers to support the implementation of district-wide STEM challenges that we recently began implementing 3-4 times a year. It will be necessary to provide additional professional development if the addition of a STEM specialist class comes to fruition to ensure that all staff understand this type of instruction, which focuses on solving authentic, real-world problems through a hands-on approach. Staff will need to deeply understand this pedagogy and how they can support and carry this mindset into other content and specialist areas. It is also important to note that the addition of extended learning space will allow opportunities for STEM challenges and other hands-on projects to take place in a more collaborative environment where students can spread out, observe each others' work, and collaborate.

A dedicated STEM space should include the following:

- Ample teacher-accessible storage space for equipment, tools, kits, and new and recycled materials, both durable and consumable
- Student-accessible storage (at a child's scale) to support student ownership in the gathering and manipulating of materials
- Abundant and appropriate shelving/organization to safely store or display student work
- Water available with a sink deep enough to facilitate cleaning specimens and glassware equipment and the filling of large basins of water for experiments

- Access to and storage/organization of robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities (i.e., adjustable height tables, stools, white-board tables, castors on furniture, etc.)
- Adequate horizontal work surfaces that allow for the creation of various-sized projects and/or for set-up purposes between classes
- A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings

The STEM room will have lab-style tables and chairs and ample storage to house durable items, such as robotics equipment, building tools, science equipment, tools, etc. and consumable materials, such as cardboard, tape, string, wire, etc.... There would be space for a 3-D printer and supplies. Specific technology, such as an iPad cart, would also be dedicated to the STEM room. The STEM room would have multiple sinks and would be larger than a typical classroom to allow for collaborative work and storage of projects in progress. This room will need to be outfitted with additional strategically placed electrical outlets as well. Although we acknowledge that STEM activities can certainly happen in a typical classroom, it is very difficult and inefficient to share equipment among many classrooms and to have to break down projects after a short period of time because it is time for another subject. A dedicated STEM space would be designed explicitly to meet our needs, maximizing instructional time and efficiency.

The STEM lab in a Pre-K-5 building (Enrollment 3) will be scheduled all day with 45-minute instructional blocks for grades K through 5. The district intends to hire full-time, licensed STEM teachers to provide this instruction in the STEM lab. See the *Proposed Specialist Subject by Grade Level, Minutes Per Week chart* in the *School Scheduling Method* section of this document for the projected schedule.

Teaching Methodology And Structure

This section of the program narrative documents current and proposed administrative structures, academic structures, and teaching methods for each existing school and design enrollment.

Wilmington Public Schools Educational Program Narrative

Administrative and Academic Organization/Structure

Current Organization

Wildwood Early Childhood Center, Woburn Street Elementary School, and North Intermediate School are all currently led by a full-time building principal, each of whom oversees teaching and academic support staff for students in their school. The Woburn Street School also has a full-time assistant principal. Below is a chart depicting the 2023-2024 school year staffing.

Current Staffing

Personnel	Wildwood Grades: Pre-K-K 144 Students	Woburn Street Grades: 1-3 358 Students	North Intermediate Grades: 4-5 249 Students
Principal	1.0 FTE	1.0 FTE	1.0 FTE
Assistant Principal	0	1.0 FTE	0
Secretary/Administrative Assistant	1.0 FTE	1.0 FTE	1.0 FTE
Nurse	1.0 FTE	1.0 FTE	1.0 FTE
Classroom Teachers Pre-K-5	7.0 FTE K 2.0 Pre-K (2 Inclusion & 2 Strides)	19.0 FTE	11.0 FTE
Special Education Teachers	2.0 FTE	5.0 FTE	5.0 FTE
School Counselors	1.0 FTE	1.0 FTE	1.0 FTE
School Psychologists	0.3 FTE	0.5 FTE	0.5 FTE
Family Engagement Specialists	0.25 FTE	0.25 FTE	0.25 FTE
Occupational Therapists/OTA^	0.3 FTE	0.3 FTE	0.3 FTE
Physical Therapist^	0.3 FTE	0.2 FTE	0.1 FTE
Speech and Language Therapists^	1.6 FTE	1.0 FTE	0.6 FTE
English Learner Teachers	0.1 FTE	0.5 FTE	0.4 FTE

Art Teachers	0.2 FTE	1.0 FTE	0.6 FTE
Music Teachers	0.2 FTE	1.0 FTE	0.8 FTE
Physical Education Teachers	0.4 FTE	1.0 FTE	0.4 FTE
Health Teachers	0	1.0 FTE	0.4 FTE
Library/Media Specialists	0.2 FTE	0.8 FTE	0.8 FTE
Technology Integration Specialists*	0.09 FTE	0.25 FTE	0.17 FTE
Reading Specialists	1.0 FTE	3.0 FTE	1.5 FTE
Math Tutors	0.5 FTE	1.5 FTE	1.5 FTE
Educational Assistants	18.0 FTE	4.0 FTE	4.0 FTE
Literacy Coordinator/Coach*	0.09 FTE	0.25 FTE	0.17 FTE
STEM Coordinator/Coach*	0.09 FTE	0.25 FTE	0.17 FTE

**This FTE was determined by dividing the total enrollment of 1443 (Pre-K-5) by the number of students in each school to determine the approximate FTE per school for the full-time staff members we currently have supporting six schools.*

^ This FTE is determined by student service delivery of IEPs and can change from year to year.

To date, the district has directed the design team to plan for the following personnel, depending on the selected consolidation plan.

Proposed Staffing

Personnel	Renovated/ New School: Kindergarten 130 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-3 Projected Enrollment: 510 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-5 Projected Enrollment: 755 Students (Plus Pre-K)
Principal	1.0 FTE	1.0 FTE	1.0 FTE

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Assistant Principal	0	1.0 FTE	2.0 FTE
Secretary/ Administrative Assistant	1.0 FTE	2.0 FTE	3.0 FTE
Nurse	1.0 FTE	2.0 FTE	2.0 FTE
Classroom Teachers	7.0 FTE K 3.0 Pre-K	26.0 FTE K 3.0 Pre-K	37.0 FTE 3.0 Pre-K
Special Education Teachers	4.0 FTE	9.0 FTE	14.0 FTE
School Counselors	1.0 FTE	2.0 FTE	3.0 FTE
School Psychologists	.3 FTE	.8 FTE	1.3 FTE
Family Engagement Specialists (Historically budgeted in Student Support Services budget)	0.2 FTE	.4 FTE	.5 FTE
Occupational Therapists/OTA^ (Historically budgeted in Student Support Services budget)	.2 FTE	.5 FTE	1.0 FTE
Physical Therapist^ (Historically budgeted in Student Support Services budget)	.3 FTE	.5 FTE	.75 FTE
Speech and Language Therapists (Historically budgeted in Student Support Services budget)	1.6 FTE	2.6 FTE	3.2 FTE
English Learner Teachers (Historically budgeted in Central Office budget)	0.1 FTE	0.6 FTE	1.2 FTE
Art Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Music Teachers	0.2 FTE	1.0 FTE	1.5 FTE (plus 27 sections of instrumental music- approx. 0.9 FTE)
Physical Education Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Health Teachers	0.2 FTE	1.0 FTE	1.5 FTE

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Library/Media Specialists	0.2 FTE	1.0 FTE	1.5 FTE
STEM Teacher (New positions)	0	0	1.5 FTE
Technology Integration Specialists* (Increased position to support new technology needs if enrollment 2 or 3 are selected. Historically budgeted in Central Office budget)	.09 FTE	.5 FTE	1.0 FTE
Reading Specialists	1.0 FTE	4.0 FTE	6.0 FTE
Math Tutors	0.5 FTE	2.0 FTE	4.0 FTE
Educational Assistants	18.0 FTE	26 FTE	28.0 FTE
Literacy Coordinator/Coach* (Historically budgeted in Central Office budget)	.09 FTE	.25 FTE	.5 FTE
STEM Coordinator/Coach* (Historically budgeted in Central Office budget)	.09 FTE	.25 FTE	.5 FTE

**This FTE was determined by dividing the total enrollment of 1443 (Pre-K-5) by the number of students in each school to determine the approximate FTE per school for the full-time staff members we employ.*

^ This FTE is determined by student service delivery of IEPs and can change from year to year.

Currently, our three (3) elementary schools being considered as part of this building project include a total of four (4) school building leaders. If enrollment 3 (Pre-K-5) is the selected consolidated model, the plan would be to have a total of three (3) school building leaders with one (1) principal and two (2) assistant principals. In this scenario, the plan would be to have one (1) assistant principal responsible for Pre-K-Grade 2 programs and services and one (1) assistant principal responsible for Grades 3-5.

Should enrollment two (Pre-K-3) be selected, the model would include one (1) principal and one (1) assistant principal.

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Curriculum Delivery Methods & Practices

Current Practices

Guided by a shared commitment to meet the needs of a wide range of student learners, classroom teachers at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School plan and provide developmentally appropriate, student-centered, rigorous, and engaging instruction. Teachers employ a combination of whole-class and small-group instruction during all academic subjects. The curricula in grades K-5 are aligned and consistent across grade levels and within all elementary schools in the district. Our math program, Envisions by Savvas, has been in place the longest, but this year, we are providing professional development on implementing a math workshop model in grades K-5 to create structures and routines that allow for more opportunities for differentiation and individualized, small-group instruction. A few years ago, we adopted a new science program that prioritizes hands-on experiments and exploration. Two years ago, we adopted a new social studies program that is now fully implemented. This year, we piloted two different literacy programs and selected Into Reading for a full K-5 implementation in the fall. The district has worked hard to choose programs and implement an updated curriculum that is relevant, rigorous, and evidence-based with pedagogically sound instructional practices.

Most classrooms lack dedicated space to have the whole class together in one area of the room in front of the display board for a group lesson separate from the desks. There is limited room for tables for small group work. To increase classroom differentiation, teachers create centers for students to rotate through while the teacher works with a small group. The current classroom sizes and outdated furniture often inhibit the ability to be flexible with instructional approaches such as this. Due to size limitations, the current configuration is often reminiscent of a classroom from long ago, with rows of desks all facing in the same direction.

Additionally, the district employs a formalized Multi-Tiered System of Support (MTSS) model for academics, which includes intervention support for reading and mathematics. Universal screening and data meetings occur several times yearly for each grade level to identify students needing intervention. Students who have not participated in school before arriving in Wilmington will be screened to assess their skills when they arrive. Based

on screening results, intervention plans will be developed as needed to ensure the student's successful transition. Reading and math interventionists provide small group sessions typically 3-5 times a week with students in grades K-5. Reading intervention is provided by reading specialists, and math tutors provide math intervention. Currently, these sessions take place in various locations because space is limited. Some services are push-in services in the general classroom. Given the classroom size, this service does not always have room or a dedicated space. Therefore, intervention often happens in the hallway. Some services are pull-out services; in this case, students often have to walk to another part of the building for this intervention, and the distance often impedes instructional time.

Data meetings occur three times per year, and progress meetings occur a minimum of twice a year for each grade level, K-5. The district elementary literacy coordinator and elementary STEM coordinator lead these meetings. The data meetings are full-day meetings where the grade-level team, administrators, and interventionists collaborate to analyze data and develop instructional plans for students needing reading and math intervention. There are typically about 12-15 participants in the meeting, and finding a location for these meetings is extremely difficult. Conference rooms are typically booked for special education meetings and, even if available, are usually too small to accommodate the group. In addition, the team needs the ability to project during the meetings, and currently, not all conference rooms are equipped with projectors. Often, the meeting ends up being scheduled in a specialist classroom if there is no class scheduled that day, and sometimes, the meeting has to change locations mid-way through because the space is not available all day. This MTSS process is a critical part of the district's work to provide targeted instruction to our students. Not having a dedicated space for this teacher collaboration is quite challenging.

Proposed Changes

The Wilmington Public Schools has invested significantly in programs, materials, and professional development to ensure the curricula at the elementary level are updated and aligned. Our current classrooms inhibit our teachers' ability to fully maximize the curricular resources provided. Ideally, new classroom spaces should allow for multiple zones where whole-group and small-group instruction can fluidly transition without stopping and moving furniture. There should be room for whole-class demonstrations, small-group instruction, student collaboration, and independent work. There should be

space for stations or center activities where students can explore and practice skills in math workshops and ample room for science demonstrations and hands-on experiments. In addition, having an extended learning area shared by a couple of classrooms or an entire grade would allow for more grade-level collaboration and opportunities for enrichment activities. The current configuration inhibits classrooms from coming together for activities or grade-level events. An extended learning area would create opportunities for grade-level community meetings, cultural enrichment activities, student work showcases, group instructional demonstrations, reader's theater presentations, etc.

Given the amount of intervention and progress monitoring provided for both academics in reading and math and related services such as speech, OT, or SEL supports, additional small group rooms accessible by both the classroom and hallway would allow greater flexibility for student screening, administering assessments to students who need a small group setting, and differentiated instruction in the classroom with students working in small groups.

As noted above, the MTSS process is integral to how we operate in all of our K-5 school buildings. Teacher Collaboration spaces will be critical to the work we do as a part of our MTSS Process. Having a space that can fit this team of educators, typically 12-15 people, is critical to support the District's Multi-Tiered System of Support. This collaboration space should be designed so all participants can see what is projected and have space to work and develop intervention plans. These spaces will allow us to effectively run data meetings and progress meetings throughout the year. Student services will not be delivered in these teacher collaboration spaces. MTSS instructional activities will be delivered in the environment most appropriate for student needs (i.e., general classrooms, small group rooms, extended learning spaces, and specialist offices).

English Language Arts/Literacy

Current Practices

Wilmington Public Schools just recently made the recommendation to adopt Into Reading from Houghton-Mifflin-Harcourt. A Literacy Committee selected this new program following a rigorous selection process and pilot experience. The program will be fully

implemented in the fall of 2024. As a district, we are committed to providing an evidence-based and comprehensive core literacy program. This program provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a research-based scope and sequence that gives students a foundation to become confident, independent readers and writers.

A typical literacy block will include:

- Explicit instruction and practice on foundational reading skills
    - Phonemic awareness
    - Phonics
    - Decoding
    - Encoding
- Targeted, whole-class reading or writing instruction in a teacher-led lesson
    - Mini-lesson with prior connection and explicit instruction
    - Modeling and explanation of teaching point
    - Student partners practice the teaching point
    - Restate teaching point and send off for independent practice and small-group work
- Small-group instruction
    - Targeted instruction for students with similar needs in small groups using a variety of resources to target grade-level skills and strategies
- Interactive and independent reading and writing activities
    - Read alouds with modeling
    - Vocabulary instruction
    - Writing independently or with a partner
    - Independent reading

Proposed Changes

Given that the district is currently poised to implement this new program, there are no other anticipated changes in the area of English Language Arts.

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Mathematics

Current Practices

Wilmington Public Schools has used the Envision Math program as our primary tool to deliver math instruction that is aligned with the MA Frameworks. This program is used in grades K-8, ensuring vertical alignment, a shared vocabulary, and easy transitions for students moving from grade to grade. Envisions helps students develop a deep conceptual understanding of grade-level math concepts. Lessons include problem-based, interactive learning activities that build critical thinking skills and develop a concrete understanding of math concepts. Visual instruction then deepens students' understanding of the concept. The program also provides additional activities and resources to reinforce learning through videos, practice activities, and games.

After implementing the MTSS model, we used a universal screener to assess students' math skills. The data we collected from the screener helped us identify students' mathematical abilities, allowing us insight into the diverse math needs of all students. However, teachers struggled to find the time to address these needs during the math block. We realized we needed to re-think how math was being taught, so we provided professional development on implementing a math workshop model for grades K-5. The math workshop model enabled us to create routines and a structure, allowing more opportunities for differentiation and individualized, and small-group instruction. Teachers continue to use the Envisions program but have restructured how it is delivered to create more opportunities to meet with small groups of students for reteaching or extending a lesson. This workshop model also maximizes student collaboration through partner work and incorporates math centers for practice and reinforcement of skills.

Proposed Changes

The district has recently focused on shifting the instructional model for the math block to provide opportunities and time for classroom teachers to differentiate instruction for all learners. In every elementary classroom, there is a wide range of math skills; some students need extra support, and some extend their thinking to mathematical concepts

beyond grade-level expectations. Restructuring the model has helped teachers and support staff differentiate instruction more consistently and offer more intervention opportunities for students in class. These changes have resulted in more student movement throughout the classroom. Students may work collaboratively in small groups, independently or with a partner, and/or at a table receiving teacher support. In addition, the district has been assisting teachers in developing a more nuanced understanding of mathematics instruction to incorporate procedural fluency, conceptual understanding, and problem-solving. As part of that effort, classroom teachers are utilizing more games and activities that promote student engagement during the math workshop time.

The availability of flexible seating and furniture, breakout spaces within and near classrooms, and the clustering of grade-level classrooms will enhance the district's ability to continue implementing this model. Finally, the district is interested in collaborating with the design team to explore ways that the building itself might be used to support math learning. We envision interactive architectural features that support the development of critical mathematical skills like early numeracy, pattern recognition, spatial reasoning, and problem-solving.

Science

Current Practices

Wilmington public schools adopted the Elevate Science program as our core instructional tool for grades K-5. The phenomena-based science curriculum immerses students in the inquiry process and hands-on learning experiences. The program organizes science learning around phenomena-based, real-world storylines called Quests. The storyline of the Quests leads to hands-on labs. Students then synthesize lab experiences and present their explanations. The program uses text, inquiry notebooks, and digital learning. The district adopted this program just before the pandemic, and therefore, the hands-on components of the program were minimally used. Since then, we have prioritized the hands-on lab experiences for our students because we recognize the value of learning by doing.

The MA Science and Technology/Engineering (STE) Curriculum Frameworks are an adaptation of the NGSS standards based on the Framework for K-12 Science Education. The

Wilmington Public Schools Educational Program Narrative

Frameworks put forth a vision for all students to have access to quality science experiences. To support learning experiences with phenomena, classrooms must provide opportunities for students to collaborate, investigate, design, observe, react, inquire, formulate questions, gather data, gather, collect, and use evidence, and make connections to their prior experiences.

Phenomena-based science instruction is hands-on, inquiry-based, and exploratory, with the goal of developing in students the knowledge, skills, and habits of scientists and engineers. At the elementary level, formal science instruction typically occurs during 30-60-minute blocks two or three times a week. While teachers have been very resourceful in using the existing classrooms and common spaces for science instruction, the limitations of those current spaces pose significant challenges. Due to a lack of a designated science space, teaching models and manipulatives must be dismantled and rebuilt between science lessons, which often means a loss of continuity, time on learning, and teacher prep time.

Proposed Changes

Wilmington's science curriculum assumes a teacher's ability to set up differentiated, inquiry-based, material-intensive science experiments that children can implement and observe in the classroom. It also assumes the ability to teach in cooperative, small-group learning teams. Currently, classroom space limitations and a lack of break-out space often necessitate using the hallway, gym, or cafeteria for science instruction. A goal for the district is to have educational facilities that allow staff and students to fully realize this kind of science learning.

The district envisions this type of project-based, investigative learning taking place in classrooms and extended learning spaces, both equipped with the following.

- Storage space for science kits being used for a particular unit, including both durable materials and consumables
- Water available with a sink deep enough to facilitate cleaning equipment and filling large basins of water for activities like buoyancy experiments
- Access to robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities

- Ample counter space to display student work, place ongoing works in progress, and/or for set-up purposes

Social Studies

Current Practices

The district recently completed a review of elementary (K-5) social studies curriculum and instruction in June 2022. The goal was to ensure more consistent practices and to align with the recently revised *Massachusetts History and Social Science Frameworks* (2018).

At the elementary level, social studies instruction typically takes place during 30-60-minute blocks of daily time. Most teachers alternate between science units and social studies units during the school year. Grades K-2 and 4-5 implement McGraw-Hill's *Impact Social Studies (2020)*, and Grade 3 uses Gibbs-Smith's *Massachusetts, Our Home (2020)* as the basis for Social Studies instruction.

The current social studies units are aligned with the grade-level content prescribed in the Massachusetts curriculum frameworks. While engaging with the content, the curriculum focuses on developing the students' critical skills necessary to become engaged, informed, responsible citizens.

IMPACT Social Studies teaches the art and strategy of inquiry as teachers model how to ask questions and do research. Students learn how to analyze sources and consider multiple perspectives as they think critically about problems, events, places, and people. Each chapter inquiry project is designed to engage students by encouraging them to ask questions and look for answers while providing opportunities for students to work together collaboratively.

Both programs, Impact, and Massachusetts Our Home, require students to work in various instructional settings: whole class, small group, and with partners. It will be important to ensure classrooms are designed to accommodate all settings.

Proposed Changes

We do not anticipate any changes to the social studies programming in the next five years that would impact the planning of the design phase of this building project.

World Languages

There are currently no world languages offered as part of the Wilmington Public School elementary curriculum. If a world language program were to be added in the future, instruction would take place within the general education classroom, so designated space would not be required.

Even though the district does not offer elementary World Language as a specialist subject at this time, Wilmington encourages Multi-lingual Learners (MLs) to share expressions, customs, and stories from their native language with their native-English classmates. Our district's strategic plan emphasizes the importance of creating equitable and inclusive schools and strengthening partnerships amongst students, families, staff, and the community to promote a sense of pride, connectedness, and inclusiveness. We are committed to enhancing culturally responsive teaching by providing professional development on culturally responsive instructional practices that value and respect diverse backgrounds, experiences, and perspectives of students. During a recent Multilingual Family night, a group of parents asked if the district would offer a conversational English social group for families to engage socially, learn about different cultures, and practice their English language skills. Our Coordinator of ESL was thrilled to facilitate this group. We welcome and encourage families to share their cultural and linguistic experiences in our schools. Many families share holiday traditions in our elementary schools throughout the year.

Academic Support Programming Spaces

English Language Education (ELE)

Current Practices

Wilmington is committed to equity for all learners and provides instruction that honors and draws upon students' and families' cultural and linguistic assets. We are proud to be a multilingual community of learners who speak over thirty-five home languages. The

Wilmington Public Schools Educational Program Narrative

English Language Education (ELE) program model is Sheltered English Immersion (SEI), which includes direct English language instruction with licensed English as a Second Language (ESL) teachers and content area instruction in the general education classroom with teachers who have earned the SEI endorsement.

Educators use grade-level Massachusetts Curriculum and World-class Instructional Design and Assessment (WIDA) Standards frameworks to provide English language instruction and assessment for multilingual students. WIDA Prime has reviewed ESL Curriculum resources (Reach, Inside, and The Edge) for correlation to WIDA Standards. ESL instruction in Wilmington also uses supplemental texts and materials aligned to grade-level content themes and curricula. Through shared responsibility and collaboration, educators in grades Pre-K -12 provide rigorous instruction for multilingual learners at all levels of English language proficiency to meet the program's primary goal: *to provide quality, research-based English language instruction that ensures multilingual learners develop the advanced social and academic language skills necessary to succeed in school and become active, involved members and leaders in the community.*

Wilmington Public Schools envision maintaining the ELE program at all locations and providing appropriate resources and staffing for the enrolled English learners. Two full-time teachers currently support four elementary and two early childhood schools. The ESL Curriculum Team leader teaches English learners in grades 6-12 at the middle and high schools. English learner rosters at each school may fluctuate according to English language proficiency assessment results on the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), Measure of Developing English Language (MODEL), or WIDA Screener. ESL teachers adapt their schedules and time at each school to accommodate the number of students who enter and exit the program.

ESL is its own content area and requires a designated instructional environment conducive to language acquisition and sociolinguistic growth. The current ESL program at each building consists of multi-age pull-out instruction in small, often shared, spaces, such as offices, storage areas, and sectioned-off areas of classrooms. With limited space and background noise, ESL teachers cannot provide the range of instructional activities

necessary for active language practice, such as multisensory experiences, kinesthetic activities, and tasks that involve choral language production.

In addition to limited instructional space, there is currently no designated area for one-on-one screening for students new to the district. There is also no area for parent-teacher meetings with interpreters present nor a specific space to assist multilingual families with the registration process.

Proposed Changes

Regardless of the configuration of a new building, Pre-K-K, Pre-K-3, or Pre-K-5, staffing and scheduling will continue to be determined based on the number of English learners at each school and grade level. If the school configuration is Pre-K-K or Pre-K-3, it will be essential to have one dedicated ESL classroom where students can receive small-group instruction. The space would also serve as an office and storage space for the ESL teacher.

Although we are still considered a relatively low-incidence district, our EL population has doubled in the last three years. We have also seen an increase in the number of students who are considered newcomers enrolling, requiring two 45-minute instructional blocks per day. Enrollment fluctuates and is difficult to project, but based on the past few years, we anticipate the population will continue to increase. We are seeing the majority of our multi-lingual families moving to the Northside (Wildwood ECC, Woburn Street School, and North Intermediate) so it is projected that this new school building will need to accommodate a large percentage of our English learners.

The three possible configurations are described below.

> Enrollment 1: The ELL classroom will serve as the office and instructional space for the ESL teacher and Kindergarten English Learners. This room is anticipated to be utilized most of the day with ELE instruction, assessment, and support; however, we cannot anticipate our enrollment of Kindergarten students who are ELs in four years.
>
> Enrollment 2: The ELL classroom will serve as the office and instructional space for the ESL teacher and English Learners in grades K-3. Based on our projected

enrollment in four years, this room is anticipated to be fully utilized all day with EL instruction, assessment, and support.

Enrollment 3: Two ELL classrooms will serve as the offices and instructional spaces for the 2 ESL teachers and English Learners in grades K-5. One room will be located in the Pre-K-2 wing and the other in the Grades 3-5 wing. Based on our projected enrollment in four years, these rooms are anticipated to be fully utilized all day with EL instruction, assessment, and support.

Each space dedicated to ESL instruction would accommodate small group instruction for 1-15 students. A flexible learning environment will allow the ESL teacher to provide English language instruction activities that may include groups of multi-age learners and heterogeneous groups of English learners and peer models. English language instruction often involves observations, discussions, and reports on the outside atmosphere. An appropriate space would include one with plenty of natural light and windows to facilitate language practice related to temperature, wind speed, weather, and changing seasons. A sink, projector/Smart Board, plenty of electrical outlets, and movable furniture would also support learning and flexible instructional groups.

In addition, Wilmington Public Schools strives to provide engaging academic and social-emotional learning for all learners. Many multilingual learners may require additional social-emotional considerations, such as those new to English who have recently moved or have experienced cultural dissonance or trauma. An instructional space that allows some anonymity and considers the mental well-being of multilingual learners would be located in an area of the building with less foot traffic but convenience to other classrooms, the health office, counselors, and restrooms. The learning space could also be an alternative meeting place for social activities, student lunch, and after-school activities. English learners require a quiet space for English proficiency assessments (WIDA Screener, MODEL, and ACCESS) but also room to make noise and take risks with social and academic language. Proximity to other classrooms and offices should be a consideration as they should be a part of the learning community.

Wilmington's ELE parent/family collaboration and professional learning opportunities are evolving and ongoing. Therefore, the ESL space would also serve as a meeting place for

small groups of parents to meet as a school-based English learner parent advisory council (ELPAC) or for educators to conduct data reviews and professional learning groups.

Student Counseling and Support Services

Current Practices

The Counseling staff at the Wilmington Public Schools are integral to a student's educational experience across all domains. Specifically, the counseling staff at the elementary level promotes the academic achievement and social/emotional development of all students through the use of data-informed tiered interventions, which include large group, classroom, small group, and individual interventions. The clinical staff at the elementary level consists of school counselors, school psychologists, and social-emotional learning (SEL)/family engagement specialists.

Each student has access to the School Counselor in each elementary building who provides counseling to students (individual, small group, whole group). The School Counselors also consult and collaborate with parents, staff, and outside care providers, providing crisis response services and family outreach. Currently, there are six School Counselors at the elementary level, one per building, three being on the Northside of town as follows:

- 1.0 School Counselor at the Wildwood ECC
- 1.0 School Counselor at the Woburn Street
- 1.0 School Counselor at the North Intermediate

We currently have three district School Psychologists, shared among the six elementary schools, who are available to assist with educational and psychological evaluations and provide individual counseling to students on Individualized Education Programs (IEP) and crisis intervention at each elementary school. Therefore, the North side of town has the equivalent of 1.5 FTE School Psychologists.

The district has 2.0 Social Emotional Learning (SEL)/Family Engagement Specialists who provide wellness support, case management services, and resources to students and

families, including assisting families navigating the medical, mental health & social service systems with district-wide alignment, providing acute mental health intervention for students & short-term crisis counseling with high-need students, supporting district-wide SEL programming and coaching to staff and Intensive/high-need student & family case management district-wide.
Currently, there are:

- 1.0 allocated to 6 elementary schools (.5 at Wildwood, North, and Woburn Street)
- 1.0 allocated to the middle school and high school

Proposed Changes

The clinical staff are key members of a multidisciplinary team that is able to work with students in the office setting, in classrooms, and in small groups throughout the building. Creating welcoming and confidential spaces with designated areas for students to have sensitive discussions with clinical staff members is imperative at the elementary level. Having specific counseling offices and areas to provide small peer social groups allows designated safe spaces for students to go to for social, emotional, or behavioral support. These areas would allow for staff consults and parent/outside provider phone calls and meetings.

The following options below provide for the recommended spaces needed for clinical staff based on FTEs, as each individual would need their own space:

Pre-K - Grade 5 (755 students + Pre-K):
School Counselor: 3.0 FTE
School Psychologist: 1.3 FTE
SEL/ Family Engagement Specialist: 0 .5 FTE

Pre-K- Grade 3 (510 students plus Pre-K):
School Counselor: 2.0 . FTE
School Psychologist: 0.8 FTE
SEL/Family Engagement Specialist: 0 .4 FTE

Pre-K- Kindergarten (130 students + Pre-K):
School Counselor: 1.0 FTE

School Psychologist: 0.3 FTE
SEL/Family Engagement Specialist: 0 .2 FTE

Social Emotional Learning

The Wilmington Public Schools is committed to providing a comprehensive, inclusive, evidence-based social-emotional learning model to incorporate the five (5) core competencies from the Collaborative for Academic, Social, Emotional, and Learning (CASEL) framework. The social and emotional environments of the classroom at the elementary level profoundly impact a student's ability to learn. Creating affirming and safe environments for students to develop the essential competencies is vital for all students to feel successful. A supportive classroom environment includes:

- Community-building
- Creating a sense of belonging and emotional safety
- Student-centered discipline

Resource: CASEL SEL in the Classroom

Below is a sample of some of the evidence-based practices that are integrated into most of the elementary classrooms and/or small group settings:

Positive Behavioral Interventions and Supports (PBIS): PBIS is a prevention framework for establishing and sustaining effective school-wide and individual behavior supports needed to enhance academic, social, and behavioral outcomes for all students. The district supports capacity building, implementation, and sustainment of PBIS across a multi-tiered support system (MTSS).

Tier 1: Tier 1, or Universal Level, refers to environmental, social-emotional, behavioral, and academic supports provided schoolwide to all students. These supports are delivered by all staff in the building to all students and include:

- Use of a common language and clear positive expectations of a behavior such as responsibility, respect, safety, and kindness
- Defined expectations for specific locations and routines, such as arrival, recess, classrooms, hallways, and cafeteria that are explicitly taught using lesson plans and student activities

- A common academic curriculum and additional social, emotional, and problem-solving skills taught throughout the year
- A common acknowledgment system to reinforce the expected behaviors and celebrate as a community
- The use of a consistent response system with a clear flow chart for responding to unexpected behaviors with distinctions and definitions for staff-managed vs. administrative-managed behaviors and a system for staff to collect data on behavioral incidents
- Data (behavior, surveys, attendance, academics, etc.) is collected, reviewed, and used to action plan throughout the school year to improve the environment and supports for students, staff, and families
- A representative building-level team reviews data, creates student practices, and builds systems to train, coach, and support staff with implementing PBIS in the building

Tier 2: Tier 2 or Targeted Level refers to extra targeted support for struggling students. These include:

- Specialized groups or "check-ins" that provide students with increased structure, frequent feedback, acknowledgment, and enhanced teaching of self-management, organizational, relationship, and decision-making skills.
- Students receiving Tier 2 support continue to receive all of the support and interventions at the Tier 1 level as well.

Tier 3: Tier 3, or Intensive Level, is focused on individual students who need individualized support and services due to ongoing academic, behavioral, or social-emotional concerns.

- Students receiving Tier 3 support receive all of the support and interventions at the Tier 1 and 2 levels as well.

Resource: Step 1.1 Design a Safe Environment (Pg. 11): **Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators**

The Center on Positive Behavioral Interventions and Supports (PBIS)

Wilmington Public Schools Educational Program Narrative

Panorama Education: The district has partnered with Panorama Education, a universal SEL assessment tool and data system to help educators understand student's SEL competencies and provide the appropriate tiered interventions. Universal screening occurs at the elementary level two times a year to monitor district, school, and student SEL data in an ongoing way to target trends and themes. Staff utilizes a professional learning library "playbook" with targeted classroom strategies/lessons to enhance the classroom environment. The following domains are available in the playbook to support students across all the tiers to improve student outcomes:

- Attendance
- Behavior
- Climate
- ELA
- Mathematics
- Social Emotional Learning

Resource: **Panorama Education**

The Massachusetts Aggression Reduction Center (**MARC):** MARC, out of Bridgewater State University, provides prevention programs, services, research, and resources to schools and families. Preventative lesson plans are used to create a school climate that promotes safety, civil communication, and respect for differences and for others. This curriculum also builds on the skills of staff members to prevent, identify, and respond to bullying. The focus of the MARC program is on:

- Supporting social and emotional adjustment in children, including ways to eliminate bullying and cyberbullying
- Fighting
- Bias and diversity
- Peer relationships
- Screen and social media use

Resource: **Massachusetts Aggression Reduction Center Bridgewater State University**

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Responsive Classroom (RC) Morning Meeting: RC is an evidence-based approach to teaching and student-centered discipline that fosters social-emotional development and focuses on four key domains:

- Engaging academics
- Positive community
- Effective management
- Developmental awareness

Explicit teaching practices and lessons are developmentally interactive, use common language, provide students with choices, establish routines, and build a sense of community within the classroom setting. These practices foster cooperation, responsibility, self-control, empathy, and independence to increase learning. Starting the day with a structured morning meeting is essential to create a safe learning environment and to practice appropriate social skills. The following four (4) components are incorporated into the morning meeting:

- Greeting
- Sharing (around the circle, partner, or dialogue)
- Group activity (song, chant, poem game, or other)
- Morning message

Resource: Responsive Classroom

Zones of Regulation: A curriculum to foster self-regulation and emotional control to help students think and talk about their feelings. Students learn to identify how they are feeling and use strategies to regulate their emotions to help meet their goals and task demands. The curriculum, including supplementary resources and visuals use the four (4) Zones of Regulations to sort feelings, states of alertness, and energy levels:

- **Blue** Zone: Sad, Bored, Tired, Sick
- **Green** Zone: Happy, Focused, Calm Proud
- **Yellow** Zone: Worried, Frustrated, Silly, Excited
- **Red** Zone: Overjoyed/Elated, Panicked, Angry, Terrified

Resource: Zones of Regulation

Wilmington Public Schools Educational Program Narrative

Health Services

Current Practices

School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals to develop their full potential. Care is provided during regular school hours following the guidelines for policy and practice outlined in the MA DPH Comprehensive School Health Manual. Each elementary school has a full-time nurse. Nurses address the three main components of school health: health services, health education, and a healthy school environment. Through these critical components, school nurses support the school's academic mission while promoting and improving students' health. Nurses provide skilled care based on assessment of student and staff complaints of illness and injury. Nurses create healthcare plans for students with identified medical issues to address their specific needs. Nurses serve as key support for families seeking resources for concerns such as food insecurity, mental health issues, and substance use. Throughout the course of a day, nurses distribute medications, perform diabetic testing, perform vision and other medical screenings, and address immediate health needs. There is limited or no space to allow for needed resting areas in the current nurses' offices. In addition, space is lacking for confidential health discussions or phone calls.

Proposed Changes

The provision of larger, purposefully designed health office space with identified storage, student rest areas, and nurse work areas that are both calming and confidential will allow the nurses in the building to provide efficient and student-centered nursing care. Nurses will have increased visibility of students of all ages while resting. Wilmington envisions integrating school-based health services, along with collaboration with staff, families, and outside care providers, to maximize student health and learning. In addition to space for traditional nursing tasks, students with medical conditions such as type 1 diabetes will have an allocated space specifically designed for their care needs. The newly designed building will allow for greater communication, space for family outreach, and student health education. Consideration will be given to the ever-increasing role of technology in the delivery of care and will include space for data entry into student medical records.

Wilmington Public Schools Educational Program Narrative

Staffing Levels	FTE
Pre-K-K	**1.0 FTE**
Pre-K-3	**1.0. FTE**
Pre-K-5	**2.0 FTE**

Extended Day Learning

Extended Day Program: CARES

The Wilmington Public Schools provides a tuition-based before and after-school Extended Day Program (CARES) for children enrolled in the Wilmington Public Schools. The program is open five (5) days a week when school is in session. The Before School program begins at 6:45 a.m., and the After-School program is open from school dismissal to 5:30 p.m.

The CARES Program also offers February and April programs during school vacations at the Woburn Street School and a seven (7)-week Summer Program at the North Intermediate School. Historically, the school vacation weeks have averaged 120 students per day. The 2023 Summer Program had 226 students enrolled, with an average of 130 students per day.

The Before School program exists at five of the six elementary school sites. It serves a relatively smaller number of children (ranging from thirteen (13) students at Boutwell to seventy (70) students at Woburn Street) in their home school. Currently, Wildwood has no students enrolled in the before-school program since this school day starts at 7:45 a.m.

Before School Extended Day Site	# of students enrolled
Boutwell	13
Wildwood-pre closure/time change	42

Shawsheen	46
Woburn Street	70
North Intermediate	33
West Intermediate	24

The After-School program serves approximately 403 students and is housed at (five) 5 sites:

After-School Extended Day Site	School Population Served	# of students enrolled
Boutwell	Boutwell	44
Wildwood @ North	Wildwood	43
Shawsheen	Shawsheen	119
Woburn Street	Woburn Street	118
North Intermediate	North Intermediate	34
West Intermediate	West Intermediate	45

The after-school program is offered at each school location except for the Wildwood school; those students are transported to the North Intermediate School by a yellow school bus.

The extended day program provides opportunities for children to participate in various activities such as arts and crafts, dramatic play, group games, gross motor play, and sensory and science activities. The program also provides quiet spaces for reading and completing homework. The program uses a combination of dedicated spaces, such as

classrooms, the gym, the cafeteria, the art room, the music room, the library, athletic fields, and playgrounds.

The extended day program is overseen by the Program Coordinator, Assistant Program Coordinator, five (5) Site Coordinators, and two (2) Site Apprentices. The Program Coordinator and Assistant Program Coordinator have dedicated office space at the North Intermediate School on the lower level of the building and an adequate size storage room.

Site Coordinators/Apprentices currently use shared space on the stage of each building that is used as office and storage space. Since it is a shared space, CARES personnel are often required to relocate staff equipment to accommodate school meetings, assemblies, and programs. The program employs approximately 54 part-time staff members, including Group Leaders and Leaders in Training.

Currently on the North Side of Wilmington:

The Before School program is held at the Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School. The before-school program at Wildwood Early Childhood Center currently has no student enrollment due to its early start time.

The CARES Program service ranges from thirty-three (33) students at the North Intermediate School to seventy (70) students at Woburn Street School in their home schools. The program employs two (2) full-time Site Coordinators, three (3) full-time Site Coordinator Apprentices, and eleven (11) part-time staff that consist of Group Leaders.

Current Daily Staffing:

North Intermediate and Wildwood CARES programs share personnel and rotate staffing throughout the day.

Wildwood School, Grade K- One (1) full-time Site Coordinator that oversees the one (1) full-time Site Coordinator Apprentice, three (3) part-time Group Leaders, and two (2) part-time Leaders in Training , for seven (7) total staff.

Woburn Street School Grades 1- 3- One (1) full-time Site Coordinator that oversees, two (2) full-time Site Coordinator Apprentices, six (6) part-time Group Leaders, ten (10) part-time Leaders in Training, for 19 total staff.

North Intermediate School, Grades 4 - 5- One (1) Site Coordinator, four (4) part-time Group Leaders, and two (2) part-time Leaders in Training for seven (7) total staff.

Proposed Changes

Wilmington Public Schools Educational Program Narrative

The ideal configuration would be the Pre-K-5 configuration, but the following information applies to all possible building configurations.

Building Access:

In consideration of safety, monitoring, and access, in the new building, the CARES Program would ideally be in a dedicated area. The location would require a parent pin pad entry in the program wing for parents dropping off and picking up their children.

Secure Office and Meeting Spaces:

Office space is needed that is large enough for the Program Coordinator and Assistant Coordinator. Shared office/workspace is needed for Site Coordinators and Apprentices,to allow for storage of supplies and equipment as well as private meeting space.

The program also requires a large storage area (8x8) to accommodate CARES-specific program equipment and supplies for vacation programs:

- Nursing/first aid supplies
- Water play equipment
- Sports/recreation equipment
- Arts and crafts materials

Program Space Requirements:

The program will continue to use shared spaces such as the art room, library, gym, and cafeteria. The continual use of classroom spaces are needed for students to do homework, read, and participate in quiet/calm activities.

CARES is a year-round program that requires seasonal HVAC support, including air conditioning, a designated area for CARES students during check-in at dismissal with access to the outdoors away from buses and car riders, and outdoor space that includes a canopied area for shade and picnic tables, a playground, ball field and field space for free play.

Pre-K–5 Building Student and Staff Population:

The North side extended day program currently serves approximately 103 students before school and 195 students after school. To operate the program successfully, the program requires:

Program Coordinator, Assistant Program Coordinator, two (2) Site Coordinators, two (2) Site Coordinator Apprentices, approximately 13 Group Leaders, and 14 Leaders in Training for

33 total staff.

Pre-K–3 Building

The North side extended day program for Pre-K-3 would serve approximately 70 students before school and 161 students after school. To operate the program successfully, the program requires:

- 1 (one) Site Coordinator, 2 (two) Site Coordinator Apprentices, 7 (seven) Group Leaders, and 7 (seven) Leaders in Training for 17 total staff.

The Program Coordinator and Assistant Program Coordinator will continue to reside in the North Intermediate School.

Pre-K-K Building

The North side extended day program for a Pre-K-K building would serve approximately 40 students before and after school. To operate the program successfully, the program requires:

- One (1) Site Coordinator, three (3) Group Leaders, and two (2) Leaders in Training six (6) total staff.

The Program Coordinator and Assistant Program Coordinator will continue to reside in the North Intermediate School.

Summer Enrichment Programs

Current Practices

Wilmington Public Schools currently offers a summer enrichment program primarily for intermediate and secondary-level students. The summer enrichment program is housed in the high school and middle school.

The Wilmington Recreation Department provides program offerings housed within many schools in the district throughout different times in the summer. Offerings and locations vary from year to year.

While the CARES program typically runs at several schools in the mornings and afternoons during the school year, the program moves to the North Intermediate School for all Wilmington students who are enrolled in the summer program.

Wilmington Public Schools Educational Program Narrative

Proposed Changes

A new building will likely be the facility that houses the summer CARES program, particularly if the configuration is either Pre-K-3 or Pre-K-5. As identified in the section above, a consolidated building would provide an ideal space to house the CARES program throughout the year and during the summer as well. The facility would ideally be climate-controlled since it will house students throughout the summer months.

The Wilmington Public School CARES Program provides Financial Assistance for families in need, up to 50% off monthly tuition and will continue to offer financial assistance to families who will attend any of our current or new school locations in the future.

Teacher Planning

Teacher Planning Spaces and Planning Times

Current Practices

Each elementary teacher, by contract, receives five (5) unassigned periods of 45 minutes per week. The unassigned preparation time is typically provided when the elementary specialists meet with students.

Ideally, specialist subjects are scheduled to provide common planning time for grade-level teachers and the opportunity for teachers to collaborate with colleagues. Currently, this is only successful in buildings that maintain full-time specialist teachers. Woburn Street School and Shawsheen Elementary (on the West side of town) are the two buildings with enrollment that support the assignment of full-time specialists. The other schools, Wildwood and North Intermediate, share specialists, which significantly limits the scheduling flexibility and does not allow for common planning time.

When considering teacher planning, several activities must be considered. These include, but are not limited to:

- Extensive and frequent data meetings throughout the year
- Special Education Team meetings

- Consultation with curriculum coordinators and special education team chairs
- Professional Learning Community (PLC) work
- Spaces to facilitate teacher collaboration

Teacher collaboration and preparation spaces are severely limited in all three schools at the current time. The Wildwood Early Childhood Center is currently housed in two locations, the Middle School and West Intermediate School. Given the relocation of Wildwood after the school closure, space for teacher planning and collaboration is minimal, and staff are physically located in two separate buildings. There is one conference room primarily utilized for special education team meetings. Teacher lunch and work spaces are shared with the host schools. Collaboration space is non-existent.

Woburn Street School has a small conference room that is also used for special education meetings. The teachers' lunchroom doubles as a workspace. There is no dedicated space for teacher collaboration. When data meetings are held, the multiple teachers rearrange furniture within their shared classroom to accommodate the dozen-plus adults who sit in primary student-sized chairs and tables.

North Intermediate School has a conference room, but there are offices off of the space, so students and staff need to walk through the space where the conference table is during meetings. Additionally, North Intermediate School has a classroom space that was formerly a computer lab and is now used as a space for data meetings. The space also houses the district K-5 STEM Coordinator and K-5 Literacy Coordinator. In addition, the laminator, die-cut machine, paper cutters, etc., reside in the space. Even though it is multi-purpose, the space is well-suited for holding data meetings at North Intermediate School. Overall, the district has limited space for meetings, collaboration, and preparation.

Proposed Changes

In the future, we hope to increase the opportunity for teacher collaboration time through increased specialist offerings and dedicated space. If we move forward with a consolidated building project, reducing specialists' travel time will also allow for more flexibility in scheduling, increasing opportunities for grade-level common planning time. Having dedicated space for teams to plan and collaborate will be important. In addition,

there is a need for a private, professional space where teachers can make a phone call or participate in a virtual meeting. Teacher collaboration space should be in the general area of their grade-level classrooms. Well-equipped teacher workrooms will also be necessary to allow for efficient planning and material preparation.
Teacher collaboration spaces will be positioned in each grade-level cluster.

- Enrollment 1 will have a space for each grade-level team: Pre-K and Kindergarten; (2) spaces total.
- Enrollment 2 will have a shared space for Pre-K and Kindergarten; and spaces for each grade-level team: Grade 1, Grade 2, and Grade 3; (4) spaces total.
- Enrollment 3 will have a shared space for Pre-K and Kindergarten; and spaces for each grade-level team: Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5; (6) spaces total.

Teacher Collaboration spaces will be used for a multitude of purposes. The rooms will be used for grade-level data meetings and progress meetings. The space will also be used for PLCs and grade-level common planning time. In addition, consultations with other staff, such as special education staff, related service providers, and ESL teachers, will take place in teacher collaboration rooms. This space will also be used for professional development before and after school, as well as during the day when reserved. Teachers will also use these spaces for their lunch period.

We anticipate a calendar will be used to track the use of these spaces and manage room reservations.

Professional Development Practices

Current Practices

Professional Development (PD) in the Wilmington Public Schools is designed to support all staff's continuous professional growth and development. A Professional Development Committee (PDC) is formed each year. This committee is a representative group of Wilmington Educators that meets monthly to plan and monitor professional development activities and serve as a conduit between educators and the district's curriculum leadership team relative to professional development needs. In addition to planning the full-day professional development program, the PDC gathers feedback and approves professional

development requests. A Wilmington educator and the Assistant Superintendent for Curriculum and Staff Development co-chair the PDC.

The district typically has two full professional days prior to the arrival of students at the beginning of the school year. The first day is related to the opening of schools and the kick-off of the school year. The second day is dedicated to PD, which is planned by the PDC. Four early release days throughout the year are referred to as Curriculum Improvement Time (CIT) Days. Staff are required to stay for an additional hour on these days. Because of the eight schools' varied start and end times, there are approximately two hours of common time shared by all schools that can be used for district-wide professional development. In addition to the four (4) CIT days, one (1) additional early release day each year is dedicated to professional development. However, unlike the CIT days, this day is not extended by an hour, so there is minimal time when all district staff is available at the same time. Therefore, this early release day is typically for building-based professional development.

Professional development is sometimes embedded in the school day to support implementing new initiatives and/or curriculum programming. This type of professional development requires significant substitute coverage, but given our limited time for PD, it is the most effective way to ensure the teachers receive the required training. Given our limited substitute pool, this is especially challenging to support within the district. Additional challenges include finding a spot for the trainer and the team because classrooms are full when school is in session. We sometimes reserve a large instructional space at the high school, but that often displaces students, and time is wasted traveling to and from the site.

The district also provides a great deal of optional professional development sessions after school. Teachers who participate earn inservice credit. These sessions are both in-person and virtual, and many are now asynchronous. The district also runs a comprehensive induction and mentoring program that supports teachers new to Wilmington during their first three years. Finally, the district supports teachers' growth by sending individual educators and teams to high-quality workshops and courses offered by outside organizations.

Wilmington Public Schools Educational Program Narrative

Proposed Changes

A consolidated school would reduce the number of schools with different start and end times, allowing for early release time to be used far more efficiently. Ideally, a new school building would have a space dedicated to professional development that could accommodate approximately forty (40) people. If it had the option of a retractable wall that could divide the space into two sections, each seating twenty (20), it would allow the space to be used simultaneously for more than one purpose. A data meeting and a special education meeting could happen concurrently during the day, or the partition could be opened to accommodate a professional development training or staff meeting. Space for professional development should also be well-equipped with appropriate technology for adult learning.

As we open a new school building, there will be the opportunity for educators to propose professional development offerings related to the skills and goals of the educational program. The District encourages teacher leadership and capacity building through teacher-led professional development offerings. The Professional Development committee works each year to develop a “Pick-Your-Own PD” catalog where sessions are offered on our professional development day. For example, in August, we will offer approximately 70 different workshops, of which about 65 will be led by teachers. Our professional development management system enables a staff member to submit an Activity Proposal at any time to propose offering a workshop or course to their colleagues. The district budget includes stipends to pay for teachers to provide professional development related to the goals of our educational program.

The district plans to provide professional development to staff on a variety of topics to prepare for the opening of a new building. A committee will be formed to visit other schools and interview staff regarding the use of spaces such as small group rooms and extended learning spaces. We would like to learn from other districts about how they are using the space, what has worked well, and what struggles, if any, they encountered as they opened the new school. Those who attend these site visits will develop a PD implementation plan based on what they learn to provide training to all staff. This will take place during the school year and summer prior to the opening of the new building.

Wilmington Public Schools Educational Program Narrative

In addition to touring other schools and learning from them, we recognize that professional development will be needed to help prepare teachers for types of instruction that will be able to take place in a new building but do not regularly take place in our current configuration due to space limitations. We envision different types of activities that can take place in the extended learning spaces, such as reader's theater, mentoring programs with older and younger students paired for reading or other activities, project-based learning activities, presentation of student work, grade-level assemblies, multi-grade student activities, etc. The flexible learning space will be scheduled by the grade-level teams to ensure all have access and that the space is used to its full extent; however, teachers are encouraged to use the space for small groups, quiet spaces, and as they see fit informally which will be possible due to the proximity of the spaces to the core classroom. Extended learning areas are considered an extension of classrooms. Classroom teachers and educational assistants will both passively and actively supervise these spaces because they are directly outside the classroom.

Members of the professional development committee will determine the type of professional development needed. They will seek out in-house and external presenters if needed, to facilitate the identified sessions. These sessions will be offered during the district-wide PD day and during our early release days.

Another important aspect of preparing for a new facility is training staff to rethink their pedagogical approach because space and furniture can significantly impact instruction. The furniture design and layout in both classrooms and extended learning spaces can have a strong impact on how the spaces are used. For example, rows of desks, all facing forward, lend themselves to the traditional lecture teaching model from long ago. On the contrary, whiteboard desks on wheels that flip up to display student work are a great way to encourage groups of students to collaborate and problem-solve. This is just one example of how the type of furniture can create opportunities for teachers to change their pedagogy and think differently about instruction. As decisions are made around the design of the space, we will plan professional development for staff accordingly to ensure that the spaces in the new building are used to their full capacity and ensure we reap the maximum benefit from the new space.

Wilmington Public Schools Educational Program Narrative

Pre-Kindergarten

Wilmington Public Schools' plan for preschool programming is to have two half-day preschool classrooms with one full-day preschool classroom, ensuring a continuum of services for the students of Wilmington.

Current Practices

Wilmington Public Schools currently offers half-day integrated preschool programming for students aged three to five. The program is designed to expose students to school readiness, pre-academic skills, opportunities for language development, and social interactions with peers. As with other district elementary and early childhood programming, students are assigned to a school based on their home address. The two schools currently offering preschool are the Boutwell Early Childhood Center and the Wildwood Early Childhood Center. The program utilizes a district-wide academic curriculum aligned with state standards. Related services staff, such as speech-language pathologists, occupational therapists, BCBAs, and physical therapists, can consult with classroom teachers and provide services.

Each of these schools currently has two integrated preschool classrooms running two sessions each. The classes are taught by special education teachers, each supported by an educational assistant. Sessions run 2.5 hours daily, Monday through Thursday, with sessions offered in the morning or afternoon. Classroom composition includes both students with identified disabilities who receive special education services as well as typical peer models. These community peers are selected for the program through a lottery system and pay monthly tuition. Class sizes ranges do not exceed fifteen students.

Proposed Changes

Before the pandemic, the Wilmington Public Schools offered families half-day and full-day Integrated Preschool options. The full-day program was designed primarily for those students aged four turning five in their pre-kindergarten year who might require more exposure to school readiness and/or oral language skills and additional peer

interaction. These classes ran for five and one-half hours, four days per week, with one class at each Early Childhood center.

The district proposes reinstating this model as one component of the Integrated Preschool Program. This would involve the addition of one full-day classroom with a teacher and an educational assistant serving students with disabilities as well as typical peers from the community. Adding this program would ensure that Wilmington provides various options to best meet the student population's needs.

Kindergarten

Current Practices

Wilmington Public Schools offers free, full-day kindergarten for all students in the district who will be five years of age before September 1st of that school year. Students are assigned to one of the district's two Early Childhood Centers (ECC) based on their address. At the Wildwood ECC, there are currently seven kindergarten classrooms. Each classroom has a full-time teacher and educational assistant.

Within the school day, in addition to academic instruction, students participate in various play-based learning activities with their peers. Some of these are within the classroom setting, requiring additional furniture and materials, including but not limited to dramatic play, blocks/building, STEM, and sensory spaces. Outdoor play is an important component of the program, with students accessing outdoor play space each day, weather permitting. At times, students also utilize outdoor spaces for learning, participating in lessons with classroom and/or specialist teachers.

All students receive their core instruction within their assigned homeroom class, including English language arts, mathematics, science, social studies, and social-emotional curriculum. Content is provided through a mix of whole and small-group instruction and station-based activities. Station-based activities include activities that reinforce concepts taught in various subjects, providing time for practice and application of skills. Early literacy and early numeracy data collected throughout the year help teachers determine what types of stations would be most beneficial for students. These stations occur at tables where small groups of students can rotate through. These stations typically change weekly.

Intervention supports are available for all students, with a full-time reading specialist and half-time math interventionist providing services for kindergartners at each ECC. These services are provided through a mix of push-in and pull-out sessions based on student needs. Tier II support for students is also available through the school counselor in the areas of social-emotional learning and behavioral support.

Special education services are available to those students who qualify and require assistance in areas such as speech and language, occupational therapy, or academic support. Each ECC has one special education teacher who supports students through an inclusion-based model. Additionally, there are sub-separate programs for those students with disabilities who require intensive programming to make effective progress, which is described in more detail in the Special Education sub-section below. Currently, there are three of these classrooms at the Wildwood ECC.

Kindergarten students participate in instruction within the unified arts, including Physical Education, Music, Art, and Library. Students access each program once weekly, with Physical Education programming offered to kindergarten students twice weekly. Unified Arts instruction takes place within specialist-specific classrooms, including the gymnasium and library.

Proposed Changes

The Wilmington Public Schools plans to lengthen the school day for kindergarten students should the district move to a consolidated elementary school model, bringing the school day in line with the time for students in grades 1-5. This would add fifty (50) minutes to the current kindergarten schedule, resulting in a school day totaling six hours and twenty minutes. This would allow students a longer school day, providing additional time for academic content and more time for play and exploration. Kindergarten specialist subjects would increase from 30-45 minutes to align with grades 1-5. The additional 25 minutes would be allocated throughout the school day with input from teachers and administration. Not only would this increase the time on learning for students, but it would most efficiently utilize the bussing system, running the elementary school route only once for all students enrolled on the North side. This change would impact only the Pre-K-3 and Pre-K-5 school models, with the five-hour thirty-minute day remaining in place should the district decide to maintain a Pre-K-only building. Providing

dedicated space for Art, Music, Physical Education, Health, and Library will be a priority in a new building.

Lunch Programs

Current Practices

The Wilmington Public Schools food services department is dedicated to advancing children's health and physical well-being by providing nutritious meals and encouraging a lifetime of healthy nutritional choices and habits. The elementary cafeterias offer a grab-and-go breakfast that is eaten in the child's classroom. During lunchtime, all meals are consumed in the cafeteria, and there are various healthy lunch options, typically including an entrée, alternate choices, such as whole grain pizza, a vegetarian lunch option, and assorted fresh fruits and vegetables. Gluten-free meals are available upon request.

As a participant in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), the Wilmington Public Schools must serve meals that meet federal meal requirements. Currently, all meals are free for all children. However, we still maintain records if a child qualifies for free or reduced-priced meals. Cashiers utilize the Point of Sale (POS) system to maintain the record of meal counting in the correct category.

Students access their meal account by either using a student ID card or inputting their student ID on the pin pad. Wilmington Public Schools must offer lunch meal components, including a meat/meat alternative, whole grain products, low fat milk, fruits/juice, and vegetables. A reimbursable meal must contain three of the five components, and one component must be a fruit/juice or vegetable.

Current Meals Served Daily by School

School	Breakfast	Lunch	% Before Universal Free Lunch
Wildwood ECC	60 meals (55%)	80 meals (72%)	43%
Woburn Street	132 meals (39%)	256 meals (75%)	48%
North Intermediate	112 meals (47%)	200 meals (84%)	60%

Wilmington Public Schools Educational Program Narrative

The current staffing for each school consists of Wildwood- two (2) staff totaling seven (7) hours of labor, North Intermediate- four (4) staff totaling 18.5 hours of labor and Woburn Street- five (5) staff members and a total of 27.5 hours of labor.

Wildwood utilizes one serving line and one POS system for two lunch periods. North Intermediate School uses two serving lines and one POS system for two lunches. The Woburn Street School uses two serving lines and two POS systems for three lunch periods. Additionally, they are the only school with a dish machine. In addition, during lunch, all three (3) schools sell a la carte items for purchase.

All three (3) locations use the cafeteria for lunch. Outside of lunchtime, the cafeteria space is utilized for bus arrival, dismissal, or as an auditorium as needed. It is also used for the CARES program before and after school activities.

Proposed Changes

The future educational program prioritizes a cafeteria that can accommodate all students for lunch service in two (2) seatings (per MSBA guidelines, serving 50% of the student population at one time). The District plans to deliver lunch in three seatings for a PK-5 configuration, accommodating 300 students at a time in the cafetorium. For a PK-3 configuration, the District plans to deliver lunch with at least two seatings, accommodating 250 students at a time. In both configurations, more NSF is allocated to the full-service kitchen and serving lines from the dining room to accommodate the significant increase in the number of students participating in lunch and going through the serving lines.

The district could benefit from a cafeteria sized according to this methodology in order to allow it to be multi-functional. Still, the district proposes a lunch model that differs slightly from this one, depending on the selected grade configuration. The cafeteria should allow for the rapid flow of student traffic through the point of sale, as well as consider the recycling bins, bottle fillers that students can access, and sinks for hand washing before and after eating. It is extremely important that the new or renovated project provide a dining experience that is inclusive of an acoustically separate yet visually connected dining space adjacent to the cafeteria to support all students' emotional needs.

Wilmington Public Schools Educational Program Narrative

Pre-K-Grade 5

A school that accommodates children from Pre-K to Grade 5 will have a population of approximately 755 students plus Pre-K students. The recommendation would be to have at least three lunch periods, and the cafetorium would need to be able to accommodate seating for 300 students. Serving this number of students would require at least three separate serving lines with at least three POS stations to adequately service the children. The number of serving lines and POS stations would ultimately be determined by the amount of time allotted for each lunch period.

Staffing hours always reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K- 5 school would need to have approximately 48.5 hours of labor each day and an estimated 12 staff members.

Serving Pre-K in a different location rather than the serving area adjacent to the kitchen would create challenges for staffing and proper meal-serving practices. If this is a consideration, a portable serving line and POS station would be needed in that location. Also, hot portable water would be needed for the board of health requirements.

Pre-K-Grade 3

A school that accommodates children from Pre-K to Grade two (2) will have a population of approximately 510 plus Pre-K students. The recommendation would be to have at least two (2) lunch periods, and the cafetorium would need to be able to accommodate seating for 250 students. Serving this number of students would require three separate serving lines with three POS stations to adequately service the children. The number of serving lines and POS stations would ultimately be determined by the amount of time allotted for each lunch period.

Staffing hours always reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K- 3 school would need to have approximately 33.5 hours of labor each day and an estimated 6-7 staff members.

Serving Pre-K in a different location rather than the serving area adjacent to the kitchen would create challenges for staffing and proper meal-serving practices. If this is a

consideration, a portable serving line and POS station would be needed in that location. Also, hot portable water would be needed for the board of health requirements.

Pre-K–Kindergarten

A school that accommodates Pre-K and Kindergarten students will have a population of approximately 130 kindergarten students and Pre-K students. The recommendation would be to have two (2) lunch periods, and the cafetorium would need to be able to accommodate seating for 130 kindergarten students and Pre-K students. Serving this number of students would require one (1) serving line and one (1) POS station.

Staffing hours reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K and Kindergarten school would need to have approximately seven (7) hours of labor each day and an estimated 2-3 staff members.

All scenarios should have a commercial dishwasher in the kitchen to reduce waste. All configurations would also include a full-service kitchen. All scenarios should have sufficient seating for all children in an area where they can feel comfortable and sufficient staffing, serving lines, and POS stations to expedite serving all children in a timely manner.

In all the scenarios, students will continue to eat lunch in the cafeteria as they currently do, with the exception of Pre-K, which will eat in an extended learning space. The configuration traffic for the serving area should stay as lanes as they currently have, having all options available in each lane to not confuse young students. The population of the building determines the number of staff members, serving lines, and POS stations.

Technology Instruction Policies And Program Requirements

Current Practices

Hardware

Carts of Chromebooks are supplied to each elementary school. The North Intermediate School has a cart of twenty-five (25) for each classroom. The Woburn Street School has ten (10) shared Chromebook carts. The Wildwood Early Childhood Center has

approximately fifty (50) Chromebooks, some set up as centers in classrooms while others are in carts. Chromebooks do not go home with the students. In grades 6-12 students participate in a BYOD Chromebook program, but in grades Pre-K-5, students use devices in school only. Through our guidance staff and family engagement specialists, families are provided information on free and reduced-cost internet solutions.

A pilot program of a cart of touchscreen Chromebooks was deployed this year at the Woburn Street 1st grade. Special Education Program classrooms have their own Chromebooks and iPads. Some students in program classrooms have iPads specifically assigned to them.

Faculty and administration are assigned a PC laptop with a docking station, external monitor, keyboard, and mouse. Administrative assistants have a desktop PC. Classrooms are equipped with interactive projectors and document cameras. Shared access to some robotic hardware is coordinated through the Instructional Technology Specialist. Educational Assistants are assigned a Chromebook.

Black and white networked Multifunction Printers (copiers) are located in each school, providing duplication and scanning. Additional black and white laser printers are scattered in various locations. Each building has one color laser printer, and some have a poster printer.

The Director of Technology and Digital Learning is tasked with ensuring proper license levels are maintained. In most cases, district or school-based license models are used to ensure proper licensing.

Classrooms requiring assisted listening access are provided portable units with a teacher-worn microphone and speaker.

Larger display Chromebooks are provided to students with vision issues. In some cases, Google Meet or Zoom has been used to display information on a projector on the vision-impaired student's Chromebook.

Wilmington Public Schools Educational Program Narrative

Staffing

The district employs three desktop technicians, one network administrator, one system administrator, one data assistant, and one director of technology. These staff members support all the schools across the district. The desktop technicians rotate between the buildings, supporting staff directly on a help desk ticket basis. We also employ three instructional technology specialists (ITS) as curriculum technology coaches to support the use of technology in the classroom. One ITS staff member covers the HS, one covers the MS, and the 3rd covers the elementary schools. This staff member collaborates with teachers to support technology integration through co-teaching, model teaching, and lesson planning support. The Instructional Technology Specialist brings coding, robotics, STEM, and Internet safety lessons into the classroom through the classroom teacher. The faculty schedules time with the Instructional Technology Specialists on an as-needed basis.

We currently have one dedicated Instructional Technology Specialist who supports the six elementary schools. Technical support is handled by shared district staff with Desktop Technicians (3), a System Administrator, a Network Administrator, and a Director of Technology & Digital Learning managing their needs.

Networking

The Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School have a fully wired and wireless network. Wireless access points are installed in each classroom and common areas. A limited number of wired network drops are located in classrooms, offices, and other locations. The buildings connect to the town fiber optic network via a 10 GB connection. Internet access is shared with other schools in the district via multiple load-shared 1 GB connections. Internet filtering is managed at the firewall level and through Google Management controls.

Proposed Changes

The design of the new building should provide for the following additional features:

- One cart of Chromebooks per classroom at all grades K-5 with a designed location for the cart with electrical power
- Additional Chromebooks and iPads for special education classrooms and programs with dedicated charging/storage stations

- Built-in classroom amplification systems and sound field systems with wireless teacher microphones (assistive listening technology)
- Each classroom and learning space should have an interactive display panel like ClearTouch Panels. The district would like to explore mobile display options and maximize vertical display options to allow for flexible learning environments
- Sufficient space and equipment for STEM learning
- Large spaces such as the extended learning areas, cafe, and gymnasium should have built-in sound systems with support for hearing impairment and available connection to technology and projectors
- The district would like to explore emerging technologies to incorporate into the classroom environment such as interactive/immersive learning experiences
- The district is currently in the process of creating a new 5-year technology plan. We have surveyed staff, students, and families and will use this information and the new technology plan to help guide us in technology planning for a new building

The Designer has planned to include assistive listening technology in each classroom, teaching station, and presentation/ assembly area throughout the building. This is already accounted for in the cost estimate. Our new 5-year technology plan calls for an additional ITS staff member to be added for a PK-5 school project to support the technology in a new or renovated building.

Media Center/Library

Current Practices

Wilmington has six (6) very busy elementary school libraries. Over the 2022-2023 school year, students borrowed over 70,000 books. Highly qualified and certified librarians staff all libraries. The only library that is staffed five days a week is the Woburn Street School. The Shawsheen Elementary School has a librarian Monday through Thursday. The North Intermediate School is staffed Monday through Wednesday. The West Intermediate School is staffed Tuesday through Thursday. The Wildwood Early Childhood Center is staffed Thursday through Friday. The Boutwell is staffed on Fridays only.

Wilmington Public Schools Educational Program Narrative

Wildwood students are currently housed in the Middle School and the West Intermediate School (across the street) and receive library instruction in what was the Middle School library. Wildwood students housed at the West Intermediate use the West library in inclement weather. The old Middle School library was relocated to another part of the building. The old space was converted into a multi-use space for library, art, music, special education, and other purposes. The space is often shared while library classes are taught, which causes some privacy issues for those receiving special education services. Parent volunteers are no longer allowed to assist in the library due to this issue. The space is not flexible, as the shelving is too heavy to move around. There is a teaching area with a ClearTouch panel and bookshelves surround it.

The Woburn Street School library is undersized and not conducive to interactive teaching. Their room is surrounded by bookshelves, leaving no space for a whiteboard. The room has a large-screen TV, but it is not interactive. The floor-to-ceiling shelves are too high for students to use. The library is regularly used for recess clubs, staff meetings, the after-school CARES program, MCAS testing, and occasional small group support. There is no defined teaching space due to the shelving arrangement and the room size.

The North Intermediate School library is also undersized and lacks sufficient shelving. There is not enough room for STEM activities, and the shelves are too high for the students' size. Due to the size of the room, there is little space for activities outside of the small student desks. The room is equipped with an interactive projector. The library is regularly used for small group support, special education services, MCAS testing, meetings, and health classes.

The libraries are open during school hours. The mission of the Wilmington Public School libraries is to provide students with access to a collection of skillfully selected and organized curriculum-supportive resources in all formats; promote a love of reading and encourage the appreciation of fine literature; teach research and presentation skills utilizing multiple technologies and resources; foster critical inquiry and create life-long learners.

The librarians' roles are multifaceted, encompassing teaching, administrative duties, and support for classroom activities. All the elementary librarians teach each class once a

week. Grades 1-5 have 45-minute classes. Kindergarten has 30-minute classes. The Wildwood Pre-K has a 30-minute class once a month. Boutwell has no Pre-K library class at this time. In addition to these teaching duties, all the elementary librarians support regular classrooms by providing some related services such as Response to Intervention (RTI) blocks, assisting with classroom coverage, and normal building duties such as assisting with arrival and dismissal activities.

When the librarians are not teaching, providing classroom support and interventions, or on duty, they are engaged in the following tasks:

- Collection Development: Librarians continuously assess, acquire, and curate materials that align with the curriculum, cater to students' interests and support diverse populations, learning styles, and abilities.
- Cataloging and Organization: Librarians ensure the library's resources are properly cataloged, shelved, and accessible, employing a slightly modified Dewey Decimal Classification System.
- Collaboration with Teachers: Librarians collaborate with classroom teachers to integrate library resources into lesson plans, provide guidance on research projects, and support literacy development and information literacy skills.
- Technology Integration: Librarians explore and incorporate new technologies into the library setting, offering guidance on their use to students and faculty.
- Promotion of Reading: Librarians organize and host events like book fairs and reading challenges to foster a love for reading and literature among students.
- Administrative Tasks: Librarians manage budgets, coordinate volunteers, maintain records, and ensure the smooth operation of the library.
- Professional Development: Librarians often engage in continuous learning themselves, attend workshops and conferences, or pursue further education to stay updated with evolving teaching methods, technologies, and literature.
- Student Support: Librarians provide individualized assistance to students seeking help with research, book recommendations, or utilizing library resources effectively.
- The library collection differs from the classroom libraries and reading resource libraries. Although the librarian assists and advises classroom teachers with their classroom libraries, the collections are not cataloged or managed by the librarian.

Wilmington Public Schools Educational Program Narrative

Proposed New Library Plan:

A new library should include:

- A large, open space with natural lighting and flexible furniture that is appropriately sized
- Space large enough to accommodate two (2) classes simultaneously. When two classes are in the library, there will still be enough room for the students to spread out into different areas: quiet reading nooks, tables for Chromebook work, flexible seating areas, a circulation area, and a rug area
- Two (2) teaching zones, one for the Pre-K-2 and one for grades 3-5. The book collection will be housed in the perimeter of each area. For example, the picture books will surround the Pre-K-2 area, the chapter books will be in the grades 3-5 area, and the nonfiction will be the middle section between the two areas
- A large workroom with two desks, a sink, ample storage, a long countertop, and windows into the library
- A display case in the hallway
- Sufficient outlets with storage for Chromebook carts
- The district would like to explore options for connecting the classroom libraries with the library collection

Library will continue to be offered as a special subject. Grades 1 through 5 will continue to have library time 45 minutes per cycle, with kindergarten moving to 45 minutes per cycle. Pre-K library sessions will remain 30 minutes. A 1.5 FTE librarian would staff the library in a Pre-K-5 building. A 1.0 FTE would staff a PK-3 library, and a 0.2 FTE Librarian would staff a Pre-K-K library.

Should enrollment 1 (Pre-K-K) or enrollment 2 (Pre-K-3) be selected, the media center will serve as a location where STEM instruction may take place delivered by the library/media center teacher.

Visual Arts Program

Current Practices

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

In accordance with the MA Curriculum Framework for the Visual Arts, the elementary art program aims to foster artistic literacy in students by actively involving them in the arts. The goal is to enable students to express creative ideas with confidence, skill, and artistic intent. High-quality arts education encourages students to take artistic risks and address their social, emotional, and learning needs. By engaging in creating, presenting, performing, responding, and connecting activities, students gain insights into the role of the arts in their lives and interests. While acknowledging the inherent value of the arts, students also discover meaningful connections between the arts and other disciplines, understanding how the arts contribute to communities and cultures globally. An effective arts education makes connections with other disciplines and bodies of knowledge.

Curriculum maps are thoroughly developed for our Visual Arts programs, ensuring students are exposed to the visual arts frameworks and that instruction is aligned both horizontally and vertically through the grade progression. Units are developed to incorporate craftsmanship, creativity, concept development, and critical response.

Various mediums are used throughout the curriculum, including but not limited to paper, pencil, crayon, chalk, ink, paint, clay, and various textiles.

A district-wide art show is held each spring to showcase student work created throughout the year.

Before our Wildwood students were relocated, Wildwood kindergarten students participated in art class in the library space, which served as a multi-purpose room for all specialist subject lessons. Wildwood students are split between West Intermediate School and Wilmington Middle School, and they are sharing space in each of those buildings for art class. Wildwood students located in the middle school participate in art in a multi-purpose space. Woburn Street School and North Intermediate School both have dedicated Art classrooms. Current classroom setups in existing buildings lack storage, prep space, and space to store artwork that is in progress. In addition, the sinks and surrounding counter areas are small, making clean-up very difficult.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Current Schedule

Grade	Frequency	Duration
K	1x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	45 min

Proposed Changes

A new school should include dedicated space to support the level of robust visual arts instruction desired in the district. In addition, ample space would be required to store supplies. Art classrooms would also need to have spaces to house student work while in progress and display areas to showcase finished projects. Large sinks and counter areas would also be needed for appropriate setup and clean-up.

Proposed Schedule

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	45 min

If the school is consolidated into a Pre-K-3 or Pre-K-5 building, the length of the kindergarten art class may vary. Regardless of configuration, sufficient art room space would be needed to house the corresponding number of sections and students accordingly.

The following algorithm describes the calculations to determine the appropriate number of art rooms, assuming all grade levels except Pre-K will receive art once per cycle, assuming a six-day cycle, and assuming each room can accommodate six sections per day.

- (7) K Sections
- (6) 1st Grade Sections
- (6) 2nd Grade Sections
- (6) 3rd Grade Sections
- (6) 4th Grade Sections
- (6) 5th Grade Sections
- (37) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and one additional Section = 2 Rooms

Performing Arts Program/Music Programs

Current Practices

The goal of the performing arts program is to provide opportunities for students to explore the various areas of the performing arts, while at the same time developing skills related to the life-long learning and appreciation of the arts. The elementary performing arts experience should provide a comprehensive foundation of both skills and concepts of music in which every child can achieve measurable attainment of personal success and develop the intellectual and emotional basis to foster a lifetime of musical participation and enjoyment. The current PA curriculum is aligned with the MA Curriculum Framework.

The cycle of all specials is currently organized around a 5-day cycle. All students in grades 1-5 have one 45-minute general music class per cycle. Kindergarten students have a 30-minute music class. All students in 5th grade have one chorus class per week in addition to one general music class per week. Once students enter 4th grade, they can elect to take

a band or string instrument. Band and strings students are pulled out of class for lessons, while general music and chorus occur within their class schedule. Electing to be in band or strings adds a second music class per week to 4th grade and a third music class per week to 5th grade.

Elementary Music Goals:

- Sing and play instruments, learn a repertoire of traditional, folk, patriotic, and other songs and pieces
- Move to music, explore creative and structured movement
- Read music and write music using music skills learned in music classes and lessons
- Listen to music, explore the purpose and expression and composers of a variety of musical styles
- Create original music in small and large groups (both composition and improvisation)
- Think about, evaluate, and write about music performance, style and expression
- Make connections between music and other arts and/or other curriculum subjects
- Participate in "informances," (in-class performances) or in other school and public venues

Grade	Frequency	Duration
K	1x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1-2x per week (general + opt. instrumental music – *band or strings*)	45 min each
5	2-3x per week (general music + chorus + opt. instrumental music)	45 min each

In addition, with performance at the center of the national and state arts standards, the many concerts and performance opportunities throughout the year are an integral part of the elementary program.

Elementary students across all the schools in Wilmington have multiple opportunities for performance.

- In the late winter/spring, Kindergarten students perform a chorus/music concert for parents/staff.
- In the spring, grades 1-4 perform “informances'' for the class/parents. At these “informances” only the students and parents from that one general music class are present – this is in an attempt to prepare students for more formal performances in the future. This takes place during the school day at the school (inside the general music classroom).
- In the fall & spring, the grade 5 chorus performs for their parents and school community. This takes place during the school day at the school.
- Band & Strings: 4th-grade students perform once yearly in the spring (outside of school). 5th grade students perform three times per year (fall & spring concerts outside of school) and a school concert (during the school day) at their school.

In addition, students participate in school plays, talent shows, and ceremonies. Each of these performances typically involves between 50 and 100 performers. Audience sizes range from 100 to 350 audience members.

Proposed Changes

Currently, at the North Intermediate School and Woburn Street School, one general music classroom per school accommodates the music classes taught throughout the day (not including performance-based instrumental classes and band and string lessons). To meet the current schedule for general music, music & chorus, if a new building were Pre-K-5, two classes would need to be taught concurrently, necessitating two general music/chorus classrooms. The instrumental classes are taught in a separate instrumental music room. This room will not be able to double as a general music/chorus teaching space, as it is used for 45 classes per week.

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Wilmington Public Schools Educational Program Narrative

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1-2x per cycle (general + opt. instrumental music – *band or strings*)	45 min each
5	2-3x per cycle (general music + chorus + opt. instrumental music)	45 min each

(7) K Sections
(6) 1st Grade Sections - general music
(6) 2nd Grade Sections - general music
(6) 3rd Grade Sections - general music
(6) 4th Grade Sections - general music
(6) 5th Grade Sections - general music
(6) 5th Grade Sections - chorus
(43) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and seven (7) additional Sections = 2 Rooms

In addition to these sections, instrumental lessons require additional space. Twenty-nine sections would be available in one of the full-sized music classrooms per cycle. Two practice rooms of varying sizes that could accommodate approximately 17 and 9 musicians, respectively, at any one time.

This ensemble room should be able to seat 50-60 students for full/combined rehearsals. As a result of this, we would need a minimum of three music rooms/spaces – two (2) general music and one (1) instrumental music classroom.

These rooms should be ground floor if possible for the following reasons:

- To make transporting equipment (both students & staff) easier – instrument cases, risers, percussion equipment, classroom instruments, etc..
- To eliminate the need for an elevator to transport equipment/instruments.
- To create easier accessibility for inviting parents from the community into the general music classes. These rooms being on the ground floor would make it easier for the public to have handicapped access to these spaces and would better enable us to follow visitor safety protocols.
- It is to be on the same floor as the main performance space (auditorium), ideally adjacent to the main performance space.

The space should also provide:

- Adequate instrument storage in the general music classrooms (2) and ensemble room (1).
- Enough space to store classroom instruments (percussion, keyboards/mallets, recorders, etc.) and sheet music/lesson books.
- Choral risers for the chorus classroom (grade 5 only)
- Audio/visual capabilities - built-in speakers
- Whiteboards (both with music staff and plain)
- A sink for cleaning wind instruments *(in the ensemble room)*

In all concepts, the district seeks to maintain its level of performing arts program, supported by dedicated music rooms, music storage, and a performance space capable of accommodating current performances.

The new consolidated school should include dedicated spaces to support the robust performing arts instruction in the district. Students would continue receiving the same amount of music instruction as currently allotted in a dedicated classroom that supports singing, movement, vocal and instrumental performance, and reading and writing traditional music notation. The band, chorus, and orchestra programs would also continue.

As is the case currently, families of students enrolled in the band program are required to pay for the rental of a musical instrument. This arrangement is anticipated to continue in a

new school facility. However, no student will be denied the ability to rent a musical instrument due to financial hardship. A policy will be developed to ensure that students receive financial support to offset the costs of rental equipment.

Physical Education and Health

The Wilmington elementary physical education and health programs are working to align with the newly released MA Comprehensive Frameworks for Health and Physical Education. According to the MA Curriculum Frameworks for Health and Physical Education, the guiding principles for effective comprehensive health and physical education programs are as follows:

Guiding Principle 1:
Students come from racially, culturally, and socially diverse backgrounds. Partnering with educators, families, and community stakeholders representing students' backgrounds provides essential support for implementing a successful Comprehensive Health and Physical Education program, in which all are invested in supporting students' personal health and the overall health of their community.

Guiding Principle 2:
Effective Comprehensive Health and Physical Education programs are developmentally and age-appropriate, inclusive, trauma-sensitive, and culturally sustaining, and provide a safe and supportive learning environment so that all students, without exception to ability or circumstance, are supported as individuals, and can achieve the learning goals.

Guiding Principle 3:
Effective Comprehensive Health and Physical Education programs incorporate diverse perspectives and acknowledge that attainment of equity and optimal health are individualized, contextual, and affected by intersections of race, ethnicity, culture, religion, education, economic condition, gender identity, sexual orientation, dis/ability, personal experience, and many other factors.

Guiding Principle 4:

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Every student deserves equitable access to effective Comprehensive Health and Physical Education programming, including dedicated courses for physical education and health education every year from Pre-Kindergarten (Pre-K) through grade 12, facilitated by qualified educators (e.g., licensed and/or trained in this health and/or physical education).

Guiding Principle 5:

Effective Comprehensive Health and Physical Education programs foster equity-focused and trauma-informed approaches through school-wide collaboration to support and promote a sense of belonging, mental health and well-being, and the development of social and emotional skills, including self-awareness, self-management, self-care, social awareness, responsible decision-making, and relationship skills in a wide variety of contexts and situations.

Guiding Principle 6:

Comprehensive Health and Physical Education programs use a variety of effective implementation and assessment strategies such as scaffolding, collaboration, application, relevance and authenticity, differentiation and adaptation, and authentic performance-based assessment, and provide multiple opportunities for learning and demonstrating competency.

Guiding Principle 7:

Effective Comprehensive Health and Physical Education programs develop students' skills for research, reasoning, decision-making, critical thinking, problem-solving, and the habits of mind needed to be healthy across their lifespan. This includes being able to differentiate among a variety of factors affecting behavior, such as culture, community, peers, and group dynamics.

Guiding Principle 8:

Effective Comprehensive Health and Physical Education programs require a school-wide culture that promotes equity, health and well-being, integration and collaboration among education leaders and health professionals, and coherent district-wide support for implementation to improve each student's cognitive, physical, social, and emotional development.

Wilmington Public Schools Educational Program Narrative

Physical Education

Current Practices

Currently, students in grades one to five (1-5) participate in a physical education class for 45 minutes once in a five-day cycle. Kindergarten students participate in a 30-minute class twice in a five-day cycle. At Wildwood, we have the equivalent of a .4 FTE PE teacher who then travels to another school in the district the other four (4) days. We have a 1.0 FTE PE teacher at Woburn Street School, and North Intermediate has a .4 FTE PE teacher. Currently, North Intermediate School and Woburn Street School have gymnasiums. Wildwood students share the gymnasiums at West Intermediate and Wilmington Middle School.

Wilmington Public Schools provides adaptive physical education (APE) for students with disabilities who have it as part of their IEP. Many of these students are placed in our specialized special education programming and will also be part of this new school community. This involves utilizing licensed APE specialists who collaborate with general physical education teachers to develop inclusive curricula.

Current Physical Education Schedule

Grade	Frequency	Duration
K	2x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	45 min

Proposed Changes

Should the plan be to build a consolidated school, either Pre-K-3 or Pre-K-5, a dedicated gymnasium to support physical education instruction will be required. Students in

grades K-5 would receive physical education instruction 45 minutes per week in a cycle. This would be an increase from 30 to 45 minutes for Kindergarten students, which would better align with their peers and would be manageable due to the lengthened school day.

If the decision is made to build a new Wildwood School housing Pre-K and Kindergarten students only, students would receive physical education classes twice weekly for 30 minutes unless the district decides to lengthen the Kindergarten school day regardless of the building project.

Throughout the design process the district ensured the new school's facilities will be equipped with accessible equipment and spaces conducive to various physical abilities, so students with APE have equipment and space that allow the access and appropriate services to be delivered. Additionally, professional development is provided to staff to foster an understanding of adaptive strategies and promote an inclusive environment. Regular assessments and individualized education programs (IEPs) are used to track progress and adjust activities as necessary, ensuring ongoing support and engagement for students with disabilities.

The project proposes a physical therapy space that is large enough to serve APE. For Enrollment #3, a 12,000 NSF gymnasium is located directly across the hall from the PT room. At 12,000 NSF, the proposed gymnasium is large enough to incorporate the simultaneous engagement of students with disabilities among their regularly developing peers.

Proposed Physical Education Schedule

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min

4	1x per cycle	45 min
5	1x per cycle	45 min

(7) K Sections
(6) 1st Grade Sections
(6) 2nd Grade Sections
(6) 3rd Grade Sections
(6) 4th Grade Sections
(6) 5th Grade Sections
(37) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and 1 additional Section = 2 Teaching Stations*

*A typical elementary school-sized gymnasium can serve as two teaching stations.

Given the amount of educational and community use envisioned for a new gymnasium, the district seeks a larger gymnasium capable of including a competition-sized court with two (2) middle school cross courts plus telescoping bleachers on the long side. A gym of this size would support the idea of schools as an educational and community-wide investment, with a gym appropriately sized to serve as a community resource for youth athletics, large public meetings, voting, etc. Regardless of the reconfiguration plan, all versions should have a dedicated gymnasium space large enough to accommodate the enrollment size of the students to participate in physical education classes for forty-five (45) minutes once in a cycle.

Health Education

Current Practices

Health is considered a specialist subject in grades 1-5 in Wilmington. Students in grades 1-4 have a forty-five 45-minute health class once a week. In grade 5, Health class is thirty (30) minutes once a week due to schedule conflicts incorporating chorus into the schedule. Health is taught by a licensed health teacher in a dedicated classroom space when available. In some years, the health teacher travels and delivers instruction in the general classroom due to space limitations. Health instruction is aligned with the MA Health and Physical Education Frameworks. In addition, we strategically incorporate

units on Social Emotional Learning competencies (SEL) from CASEL within the health units of study to ensure students receive explicit instruction in the areas of self-management, self-awareness, social awareness, decision-making, and relationship skills.

Currently, students are taught health by a full-time Health teacher at Woburn Street School and by a .4FTE health teacher at North Intermediate School.

Current Health Schedule

Grade	Frequency	Duration
K	Not currently offered	N/A
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	30 min

Proposed Changes:
The district intends to continue providing a health class to grades 1-5 students in a dedicated health classroom. With the recent adoption of newly updated frameworks in MA, we anticipate aligning our instruction with the new frameworks. If the Kindergarten school day is extended in a consolidated model, Pre-K-5 or Pre-K-3, we will incorporate a health class for Kindergarten students. As required by the Department of Elementary and Secondary Education's recent adoption of the new Comprehensive Health and Physical Education frameworks for Grades Pre-K to 12, districts are responsible for covering the following topics related to Health by the end of grade 2.

- Nutrition and Balanced Eating
- Mental and Emotional Health

- Physical Health and Hygiene
- Personal Safety
- Healthy Relationships
- Mental and Emotional Health

Health lessons will be aligned with the frameworks and will be developmentally appropriate for Kindergarten students. Instruction will be provided by a health teacher consistent with how it is delivered to grades 1-5. Physical Activity and Fitness and Movement Skills, as required by the frameworks, will continue to be addressed through physical education classes. Ideally, a new school building should have a dedicated classroom for health instruction regardless of grade configuration. Staffing should reflect the necessary FTEs to allow for students in grades K-5 to participate in Health for 45 minutes once in a cycle.

Proposed Health Schedule (re-K-5 Configuration)

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	45 min

Special Education Programming

Wilmington Public Schools adheres to federal and state laws that guarantee the rights of all students to access the general education curriculum. The philosophy of the Wilmington

Wilmington Public Schools Educational Program Narrative

Public Schools is to embrace the inclusion of students with disabilities in all aspects of the community and school life, including the general education environment, to the fullest extent possible. Special education services are provided to eligible students. They are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing available at all schools are allocated annually based on the service delivery needs identified by the Individualized Education Programs (IEPs) of the special education population being served. Currently, the Wildwood Elementary School serves 58 students with documented special needs. Woburn Street School serves 49 students, and North Intermediate Elementary serves 52 students with an IEP. This approach is actualized via significant investment over many years in the development of a broad spectrum of in-district programming, represented by the schematic below:

Special Education Programming by School for the 2023-2024 School Year

Boutwell ECC Pre-K & K	**Wildwood ECC Pre-K & K**	**Shawsheen Grades 1-3**	**Woburn grades 1-3**	**West Intermediate grades 4&5**	**North Intermediate grades 4 & 5**	**Middle School grades 6-8**	**High School grades 9-12**
Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center
		Language-Based	Language-Based	Language-Based	Language-Based	Language-Based (4)	Language-Based (3)
		Stepping stones	STAGES	Stepping Stones	STAGES	Student Support (1) & Transitions (1)	Evolution (2)
Strides	Strides (3)	Strides (2)		Strides		Strides	Strides
Drive in services	Drive In services						

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Wilmington Public Schools Educational Program Narrative

						Lifeskills	Lifeskills
							Postgrad
Integrated Preschool	Integrated Preschool						

This range of programming and services has enabled the district to educate 98.1 % of students in the district. The small number (1.9 % of the student population) of students who are educated in out-of-district placements is indicative of the success of this approach. It reflects our commitment to creating an inclusive educational environment that, to the maximum extent feasible, educates students in their home community with access to typical peers. The specialized district programming that exists for students with disabilities in the current Wildwood, Woburn Street, and North Intermediate Schools includes the following:

- STAGES, a social-emotional program strand,
- Language-based program for learning-disabled students, and
- STRIDES, a program for students with Autism that requires Applied Behavioral Analysis (ABA).

All schools also provide services to students in the inclusive classroom environment (inclusion and learning center) and pull-out support for those that require such. Additionally, most students with an Individualized Education Program receive services via an inclusion/learning center model. This includes receiving special education services in the general education classroom, with or without some degree of service delivery in a small setting for some pull-out services.

In order for these programs to be successful and for students to be educated in the least restrictive environment, flexible, dedicated spaces are essential to meet the ever-evolving student needs. Examples of these spaces include extended learning spaces adjacent to the general education classrooms, close proximity to related service providers, and small calming spaces in our therapeutic social, emotional, and STRIDES classrooms. Additionally, as the STRIDES program will continue to begin in pre-k on the Northside of town, as it has historically been, the opening of a new building will present the opportunity for these

students to remain with their peers in the new building and not have to move across town due to lack of accessibility. In order for this program to be housed on the Northside of town, dedicated spaces will be required for the numerous service providers that support these students. A dedicated Occupational Therapy and Physical Therapy space will be required to meet our program students' sensory and motor needs. Additionally, a number of speech and language pathologists and BCBAs also work with programs, teachers, and students.

The services offered at each specific school are outlined below.

Current Programs & Services as of January 2024

Wildwood School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	1	Up to 8	17	1.0 Special Education Teacher
Integrated preschool (2 half-day programs)	3	Up to 15	15 per session	4.0 Educational Assistants 2.0 Special Education Teachers
STRIDES	3	Up to 8	14	3.0 Special Education Teachers 7.0 Educational Assistants
Occupational Therapy	1	1-3	19	0.5
Physical Therapy	Shared space	1:1	9	0.2
Speech	1.6	1-3	42	1.6
BCBA	Shared office space	n/a		0.6

Current Programs & Services as of January 2024

Woburn Street School

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Wilmington Public Schools Educational Program Narrative

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	3	3-5	41	3.0 Special Education Teachers
Occupational Therapy	1	1-3	10	0.5
Physical Therapy	Shared space	1:1	3	0.1 (district)
Speech	1	1-3	20	1.0
BCBA	Shared office space	n/a	n/a	0.3
Language-Based	1	Up to 8	4	1.0 Special Education TEacher 1.0 Educational Assistant
STAGES	1	Up to 8	4	1.0 Special Education Teacher 2.0 Educational Assistant

Current Programs & Services as of January 2024

North Intermediate School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	2	3-5	43	3.0 Special Education Teacher
STAGES	1	Up to 8	5	1.0 Special Education Teacher 2.0 Educational Assistant
Language-Based	1	Up to 8	5	1.0 Special Education Teacher 1.0 Educational Assistant

Occupational Therapy	1	1-3	3	.5
Physical Therapy	Shared space	1:1	4	.1
Speech	1	1-3	24	.6 SLP
BCBA	Shared office space	n/a	n/a	.3

Special Education Program Descriptions

Pre-K- DRIVE-in Services--Wildwood School and Boutwell School

Both the Boutwell and Wildwood Early Childhood centers provide services for preschool children who do not attend preschool in the district but who are eligible for related services under their IEP. These services are provided by related service providers such as physical therapists, occupational therapists, and speech and language therapists. These students are brought to the building by their parents for their services on a weekly basis throughout the school day.

Integrated Preschool-Wildwood School and Boutwell School

Our Boutwell and Wildwood Early Childhood centers support children who are typically developing and children with delays across the developmental spectrum through the use of an integrated approach. Each early childhood class has one Lead Teacher (who is a special educator) and a program educational assistant. The early childhood curriculum is aligned with the Massachusetts Early Childhood Learning Guidelines and Curriculum frameworks. Our integrated preschool provides a range of related services based on identified individualized student IEP needs, and related services are also provided for many of these students. Currently, each school has two half-day integrated preschool classrooms. The district is proposing to add a full-day classroom as the full-day classroom was removed following COVID-19. This would include one additional teacher and one educational assistant. Spaces serving our integrated preschool program should meet the MBSA

guidelines for pre-kindergarten classrooms, contain the same basic features and functions as kindergarten classrooms, and be customized to preschool students' developmental and physical characteristics. Ideally, they would be located in a Preschool-level learning community with classrooms serving the Strides program.

Learning Center Program - All schools

Students receiving support through the Learning Center model have mild to moderate learning needs, including but not limited to specific learning disabilities, developmental delays, and/or health impairments. Learning Center teachers may support students in the general education classroom and/or through direct service or a consultation model. Learning Center teachers provide specialized instruction in a wide range of areas, including reading, language arts, mathematics, academic support in curriculum areas (science and social studies), and study and organizational skills. Teachers collaborate closely with classroom teachers and related service providers to develop comprehensive, integrated services for children. There is a special education teacher at each grade level fulfilling this role at each elementary school with the assistance of one additional educational assistant per school. Students may require related services and learning center/inclusion support based on service delivery on their IEP. At the Middle School, there is one special education teacher per grade level per house. In WHS, three inclusion teachers also support learning centers. Spaces serving Learning Center Teachers should be outfitted to serve as the professional home base of the educator and as a small group instructional environment. Ideally, they would be located within grade-level learning communities.

Language-Based Learning Disability Program – Woburn and North Intermediate

Students in grades 1-5 receiving support through the language-based program are primarily identified with Specific Learning Disabilities and/or Communication disorders, including Dyslexia. The Language-Based Program is for students in an Individualized Education Program whose team has determined that they have been identified with a Specific Learning disability in Reading, Written Language, or a Communication disability that requires support to access the general education curriculum. The Language-Based Learning Disabilities program provides multi-modal and explicit instruction with a multi-sensory approach to support students reading, writing, listening, speaking, and organizational skills in reading and written language. In all content areas, students are provided with a consistent instructional methodology, which is highly structured and

focuses on verbal and visual modalities to support language processing and production. Study and executive functioning skills are emphasized throughout all classes. The mission of the Language Based Program is to provide students with literacy instruction in all areas impacted by their language-based disability. The goal is explicitly teaching strategies to empower students to become more independent learners. Additionally, the goal is to move students into the least restrictive environment as deemed by data support and progress monitoring. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, the skills they need to develop to progress in school, and the needed skills to succeed academically. Intensive literacy and written language practice are part of this programming. Currently, Wilmington Public Schools Language-Based programs for grades 6-12 are receiving multi-year training and coaching through the Landmark Outreach PD program, which will expand to the Intermediate schools in the coming year. Spaces serving our Language-based program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

STRIDES - Wildwood, Shawsheen, West, Middle School, and High School

The STRIDES Applied Behavioral Analysis (ABA) programs provide intensive structure and support for students whose IEP teams have determined that an intensive level of programming and structure based on ABA methodology is necessary for the student to make effective progress. This program uses various instructional methods guided by the principles of ABA with a focus on reinforcement systems, consistent behavior management, and skill generalization. The methodology and/or supports may include Applied Behavior Analysis (ABA), discrete trial, direct teaching, small group functional academics, communication skills, daily living skills, orientation and mobility, functional vision use, and highly specialized assistive technology. Inclusive opportunities, through inclusion and purposeful participation within general education environments, allow students to be a part of the school community. Data collection and careful progress monitoring determine the method of instructional practice. Skills are approached in a variety of settings in order to promote the generalization of skills. These students typically have severe needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio and BCBA consultation with ABA programming. Staffing

includes a licensed special education teacher and two or more educational assistants based on student needs and program numbers. A number of related service providers also support programming for the students in this program, including OT, PT, SLP, and BCBAs.

Priority goals and focus areas for students in this program include communication, functional academics, and independence. Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry-level skills. All students have highly individualized educational programs, and all of the curriculum content is specialized and/or modified. Assessments are highly individualized, and many students participate in the MCAS Alternative portfolio for statewide testing. The program also uses the ACE curriculum, which was developed by the New England Center for Children, for programming, data collection, and ongoing assessment.

Currently, this program begins in Pre-K at the Wildwood Early Childhood Center, and students then transition in first grade to the Shawsheen School on the West side of town. This is the result of a lack of accessibility at the North Side elementary schools. The district will be including this program strand in the new building to reduce the need to transition students across town to a new grade-level peer group. This will enable our students who are enrolled in the program to have minimal transitions, access to a building that is fully accessible, and access to play structures that are accessible and developmentally appropriate. Currently, there are three STRIDES classrooms at the Wildwood, two at the Shawsheen, one at the West, one at the Middle School, and one at the High School level. Spaces serving our STRIDES program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room, a calming space, and a single-user toilet room from within the classroom environment. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

STAGES (Woburn and North)

The STAGES (Students Accessing Guidance for Emotional Support) Program is for students with identified emotional disabilities who, as a result of their disability, do not have well-developed coping mechanisms or emotional regulation strategies to appropriately interact with other students and meet the academic demands of the general education classroom. Program services can range from pull-out services providing direct instruction in the core curriculum to a supported full-inclusion program. The STAGES program staff are

involved with all teachers and educational assistants working with the students across settings to monitor progress and academic performance. Staff connected with this program receive ongoing professional development and training from McLean's Hospital Anxiety Mastery Program. Students typically transition to the Transitions program at Wilmington Middle School. Students work towards grade-level curriculum using Massachusetts Curriculum Frameworks, including accommodations and modifications as needed. Staffing includes one special education teacher and two educational assistants. Spaces serving our STAGES program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room, a calming space, and a single-user toilet room from within the classroom environment. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

Stepping Stones- Shawsheen and West Intermediate

The Stepping Stone program is at the Shawsheen and West Elementary Schools. Stepping Stones services students with multiple social, emotional, and behavioral needs, and a team has determined that they require smaller, intensive special education services with a high staff-to-student ratio, a therapeutic component, and a highly structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. BCBA support and consultation are provided as part of this program. Staff connected with this program receive ongoing professional development and training from McLean's Hospital Anxiety Mastery Program. Related Services may be provided in this setting or a separate setting in groups or one-to-one: Cognitive Behavioral Therapy, Dialectical Behavioral Therapy Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Students typically transition to the Student Support Program at Wilmington Middle School. Students work towards grade-level curriculum using Massachusetts Curriculum Frameworks, including accommodations and modifications as needed. Staffing includes one special education teacher and two educational assistants.

Student Support Program at Wilmington Middle School

Wilmington Public Schools Educational Program Narrative

The Student Support program provides instruction in a smaller setting with additional therapeutic support for student's emotional needs and maladaptive behaviors. This program includes varied amounts of time in the inclusive setting based on the student's ability to access the curriculum. This program is targeted to provide services to students with multiple social-emotional needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio, therapeutic component, and a structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. The curriculum is based on the Massachusetts Standards and the curriculum of Wilmington Public Schools. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, and the skills they need to develop and make progress in school. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one: CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Staffing includes one Special education Teacher and one to two educational assistants based on student enrollment.

Transitions- Wilmington Middle School

Transitions is a program for students at Wilmington Middle School. The Transitions Program is for students on an individualized education plan whose Team has determined that they require intensive support with transitions, large groups, and sensory and emotional regulation. These students present with weaknesses in social thinking, self-awareness, executive functioning, and emotional and sensory regulation. Academic skills are typically average for these students, and they are able to access the inclusive classroom environment for academics. The Transitions program allows students to be fully integrated into the general education setting with support across curriculum areas and a safe place to go for support as needed. The special education program staff are available to the students as needed to help them progress in the general education setting. The special education teacher in the program consults extensively with the student's general education teachers and may attend classes with the students as needed. The mission of The

Wilmington Public Schools Educational Program Narrative

Transitions Program is to provide students with intensive instruction and support as needed for academics, organization, self-regulation, and social-emotional skills and to help students access the curriculum and the life of the middle school.

The curriculum is based on the Massachusetts Standards and the curriculum of Wilmington Public Schools. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, and the skills they need to develop and make progress in school. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one: CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Staffing includes one special education teacher and two educational assistants.

Evolution- Wilmington High School

The Evolution program provides instruction in a smaller setting with additional support for student's emotional needs and maladaptive behaviors. The program includes varied amounts of time in the inclusive setting based on the student's ability to access the curriculum. This program is targeted to provide services to students with multiple social-emotional needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio, therapeutic component, and a structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. This program has two classrooms, with a Special Education teacher and one educational assistant in each.

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Wilmington Public Schools Educational Program Narrative

Life Skills- Wilmington Middle and High Schools

The Life Skills Program teaches academics at the student's level, functional skills, transition skills, pre-vocational, and vocational skills. A licensed nurse may support this program if needed for a student's medical needs. A typical student profile is a student with intellectual, neurological, or medical needs that require significant modification to the grade level curriculum and a focus on functional life skills. Staffing includes one special education teacher and two educational assistants. Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry-level skills. All students have highly individualized educational programs, and all of the curriculum content is specialized and/or modified. Assessments are highly individualized, and many students participate in the MCAS Alternative portfolio for statewide testing.

Post Grad- Wilmington High School

Provides experiential and educational opportunities in daily living, employment, community inclusion, recreation, leisure, and real-world academic skills to promote a successful transition to adulthood. The program's main goal is for young adults to gain the necessary skills to become confident, independent, and integrated members of our community. This program has a full-time job coach to support students' work experience. This program includes off-site job training and job placements for students within the community. Staffing consists of one Special education teacher, one job coach, and an educational assistant (based on student enrollment).

Current Program Challenges

All three schools identified in the potential project require significant improvement in the physical space to provide all related services. Currently, many related service providers do not have dedicated workspaces or shared spaces for servicing students, including our school psychologists, occupational therapists, physical therapists, and speech and language providers. While services are being provided in compliance with student IEPs in all settings, significant improvements in the amount and quality of space for staff offices, student services, and staff/parent consultation are needed. Additionally, in all three buildings, there is limited space for facilitating in-person IEP meetings and virtual and phone conferences to meet with parents and caregivers. Currently, service providers at all three schools share one classroom for both their office and service delivery space.

Making confidentiality of student services, collaboration, and case management an ongoing challenge.

As the Wildwood Early Childhood Center is currently split among two schools, the special education teacher that supports these enrolled students is now providing inclusion and pull-out services in two schools. Given the age of all three elementary schools, there are no extended learning spaces, no small rooms or spaces to provide services near student classrooms, and in most cases, services are not provided in the same space every time due to demands on open spaces by multiple staff. While the Wildwood houses three specialized classrooms for students with Autism, there is no sensory room and no motor space for students who receive such services, causing OT and PT to occur in classrooms and hallways. Additionally, there are currently no dedicated calming spaces for students who may be dysregulated.

Specialized Programs and Collaborative Spaces

Current specialized programs

Wildwood:
- 2 integrated preschool classes
- 3 STRIDES classrooms

Woburn Street:
- 1 Language-Based Classroom
- 1 STAGES classroom

North Intermediate:
- 1 Language Based
- 1 STAGES classroom

The Wilmington Public Schools is a member of the SEEM Collaborative and also participates in other collaboratives as a non-member, including Valley and CREST. While the district is a member and participates in collaboratives, the District does not plan to house any collaborative programs nor provide dedicated space to collaboratives as part of the project for any of the agreed-upon enrollments.

Wilmington Public Schools Educational Program Narrative

Proposed Programs/Services Needed

The new consolidated school will support the district's goal of an inclusive learning environment for all. Additionally, designing spaces for student services that are adjacent to classrooms and integrating related service provider offices and spaces near the students they service would improve service delivery, collaboration, and services for students. Specific space requirements of a new facility include the development of a motor room as well as dedicated PT/OT space. In addition, a new facility will provide specially designed spaces that are ADA compliant and employ Universal Design features to be accessed by the students who most require these supports. As such, the District proposes changes in the location of one specialized district-wide special education program as follows:

Programs/Services to Continue in a New Project

Current Configuration

	Wildwood	**Shawsheen**	**West**
STRIDES	Pre-k & K (3 classrooms)	Grades 1-3 (2 classrooms)	Grade 4 & 5 (1 classroom)

Proposed Configuration

Pre-K-K, Pre-K-3, and Pre-K-5 Consolidation

	Shawsheen if a Pre-K-3 or Pre-K-5 option	**West if a Pre-K-3 or Pre-K-5 option**	**Wildwood Only**	**Wildwood and Woburn Configuration**	**Wildwood, Woburn and North Configuration**
STRIDES	none	Pre-K-3:one Pre-K-5: none	Pre-K & K (3 classrooms)	Pre-K-grade 3 (5 classrooms)	Pre-K-grade 5 (6 classrooms)

The STRIDES program currently has three programs at the Wildwood School. Upon entering first grade, these students then transition to Shawsheen Elementary on the other side of town, as a result of the lack of accessibility in the current elementary schools on the north

side of town. This requires these students and families who have established social relationships within their community to start over with an entirely new group of peers after kindergarten. This is the only group of students in the Wilmington Public Schools required to do such. The proposed new consolidated school move will ensure that these students experience continuity of school location for Kindergarten - grade 5, consistent with grade level peers. This will also allow for the significant ADA investments and Universal Design features of a newly built or fully renovated building to be accessed by the students who most require these supports. The district also proposes including a purposefully built space with sufficient equipment storage adjacent to physical therapy (PT) space. Occupational therapy space should be housed in its own dedicated space but adjacent to the motor space.

Finally, the consolidated school will increase the re-designed school's capacity to host Extended School Year (ESY) programming in an accessible, climate-controlled, and less restrictive setting. The district will likely move all K-5 ESY programming to the newly designed school location to maximize access for all students and maintain continuity of schooling for students with the most significant disabilities.

In 2019, the district had Walker Consulting review Wilmington Public Schools' special education services and supports. One of the recommendations emerging from this report was to move towards a co-teaching model of special education service delivery. Over the last few years, the district has made a number of steps towards this work, including but not limited to hiring a shared inclusion coach together with SEEM collaborative, utilizing district staff to serve as in-district Inclusion coaches, providing Administrator professional development in Universal Design for Learning, and creating a focus on inclusion in the district Strategic Plan. This work will continue over the coming years, including further piloting of co-teaching throughout the district. Using Student Opportunity Act funds, the district will be providing high-quality professional development and piloting co-teaching in classrooms throughout the district. Furthermore, the proposed building design includes collaborative workspaces and extended learning spaces that would allow for seamless co-teaching and collaboration.

The Language-Based program and STAGES program will continue to be offered on the Northside of town schools, with a continuum of Special Education services ranging from full

inclusion to substantially separate being offered. Hence, students are able to remain with community peers.

Programs/Services Removed in a New Project

No programs on the North side of town schools will be removed.

Program Additions/Enhancements with a New Project

As noted above, the STRIDES program will remain on the North side of town with this proposal. Additionally, the extended school year program through grade 5 will be offered at the new building in order to provide consistency in student programming, limit transitions, and give accessibility to all students.

Program/Services Eliminated with a New Project

Currently, students in our STRIDES strand begin at the Wildwood school (currently three classrooms) due to a lack of accessibility in the North side schools; these students then transition to first grade at the Shawsheen School. These students then continue at the West Intermediate. Given a new building will have accessibility throughout the school, this program strand will remain at the new building. It will allow students to continue with their peers, negating the need to move the cohort across town after kindergarten. Please see the chart provided above.

Tiered Focus Monitoring/Coordinated Program Review

Previously, every six (6) years, the District participated in a Coordinated Program Review (CPR) from the Massachusetts Department of Elementary and Secondary Education (MADESE). Currently, this audit process has been split into an every three-year Tiered Focus Monitoring (TFM) process. The last Coordinated Program Review (CPR) that included special education facilities was held in the 2017 - 2018 school year, and the findings under Special Education Indicator #55 “Facilities” were found to be partially implemented.

The DESE requires that District buildings meet the following regulatory requirements:

Special Education Facilities and Classrooms

The school district provides facilities and classrooms for eligible students that:

- Maximize the inclusion of such students into the life of the school;
- Provide accessibility in order to implement fully each student's IEP;
- Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
- Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students and are not identified by signs or other means that stigmatize such students.

Wilmington Special Education CPR findings in 2018 included:

- SE 3 Special requirements for determination of specific learning disability- Partially Implemented
- SE 6 Determination of transition services -Partially Implemented
- SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority- Partially Implemented
- SE 47 Procedural requirements applied to students not yet determined to be eligible for special education- Partially Implemented
- SE 54 Professional development- Partially Implemented
- SE 55 Special education facilities and classrooms- Partially Implemented
- SE 56 Special education programs and services are evaluated-Partially Implemented

During this review, SE 55 Special Education facilities and classrooms were identified for corrective action. Noted was that the Middle School STRIDES classroom needed to be relocated to be more in the life of the school environment. Additionally noted was, "At the Boutwell Early Childhood Center, observations indicated that two speech and language therapists, one school adjustment counselor, and one occupational therapist share an office. A review of schedules indicated that four to six students simultaneously receive services from three to four different staff, which creates auditory and visual distractions." These were remedied during the corrective action stage of the process.

This year, the District is participating in the Tiered Focus Monitoring (TFM), and the onsite component of this process will be completed on February 6, 2024. The District anticipates receiving the report by the summer of 2024. All proposed design elements would allow the District to meet the current MADESE regulatory requirements and provide for full compliance with the ADA and other requirements of the law.

Wilmington Public Schools Educational Program Narrative

Updates to Collaborative Spaces/Programs

Wilmington Public Schools does not have collaborative programs in the district, and the plan does not include such in the future.

Special Education Day School Programs

Wilmington Public Schools does not currently have any in-district Special Education day schools and does not plan to include such in the future.

Special Education Rubric and Regulations

The table below indicates the District's responses to DESE and MSBA's questions when reviewing existing facilities for students on IEPs.

Question	**Y or N Comment**
Ensuring Access	**Response**
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	Yes
2. Do all eligible students have access to school facilities, including, but not limited to, those areas necessary to implement the students' IEP?	Yes, for students that attend, however, we are unable to house specific programs at the North side schools due to lack of accessibility
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other spaces in public schools?	Yes
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting	Yes

Vocations and Technology Programs

STEM

Wilmington Public Schools does not have an existing Chapter 74 Program.

Please see the Scheduling section of this document regarding the addition of a STEM specialist class.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Transportation Policies

Current Practices

Wilmington Public Schools transports over 1,800 regular education students daily, utilizing 17 buses, to provide our families with a free, safe, and consistent means of transportation to and from school. Wilmington also provides transportation for over 50 in-town special education students, students on hardships, some out-of-district students, and McKinney-Vento students on our minibus routes that are owned and operated by the district. Aside from home to school, transportation is also provided for academic field trips to support the curriculum and co-curricular programs such as athletics. Wilmington Public Schools has a unique time structure servicing eight (8) schools, some sharing start and end times. Uncommon to many districts of this size, Wilmington has five (5) different start and end times, and our elementary students are split amongst several smaller buildings (currently, our high and middle are closely aligned and riding together, so it is considered as a single start/ end time).

Eligibility for the school bus is based on the distance between a student's residence and school. Wilmington School Committee Policy states transportation for students will be provided as follows:

- Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent
- Grades 1 – 3: Students living more than one mile from the school.
- Grades 4 – 6: Students living more than one and one-half miles from the school.
- Grades 7 – 12: Students living more than two miles from school.
- Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

It has been the District's practice to transport all kindergarten students, all students in grades 1-8 with the exception of those within immediate proximity to their school, and high school students typically outside of a mile. Bus stops are designed to be centralized whenever it is safe to do so and are reviewed by the Traffic & Safety Division of the

Wilmington Public Schools Educational Program Narrative

Wilmington Police Department. All families that wish to utilize the school bus must register for transportation, but there is no cost for this service.

School	School Hours	Approximate # of Bus Riders Compared to Total Enrollment	Approximate # of Designated Walkers	# of Buses Utilized in the Morning	# of Buses Utilized in the Afternoon	# of Minibusses
Wildwood	7:45 – 1:15	81 of 100	0	4	4	4
Boutwell	8:35 – 2:05	57 of 97	0	4	4	3
Middle School	8:05 – 2:30	564 of 703	15	16	17	2
High School	8:05 – 2:35	258 of 620	80	16	17	6
Shawsheen	8:40 – 3:00	260 of 342	0	10	9	4
West Intermediate	8:40 – 3:00	149 of 206	1	10	9	4
Woburn Street	9:05 – 3:25	275 of 358	0	13	10	3
North Intermediate	9:05 – 3:25	196 of 249	2	13	10	3

Our two Pre-K- K schools, Wildwood & Boutwell, have their own separate start and end times, and four (4) buses are used for each school to transport students to and from home. Currently, the Wildwood School is housed on the opposite side of town from where the students reside at the Wilmington Middle School and the West Intermediate School, both buildings located across from each other on Carter Ln. Kindergarten routes for both schools have very minimal riders. While only two vehicles are needed to service each of these school populations, four (4) vehicles are used to cover the large area they serve to reduce the amount of time students are aboard the bus so the buses have adequate time to get students to/from school and make it to their next route. These four (4) buses, used for two (2) of our five (5) start and end times, cover the same amount of area our elementary buses cover but for a small fraction of the student population. With most of

these buses running at or under 25% capacity, transportation for these schools is extremely inefficient.

We have two (2) separate elementary tiers or start and end times, one (1) for each side of town, with a combined total of four (4) elementary buildings. There are two (2) buildings for grades 1-3 on each side and an additional two (2) intermediate buildings for grades 4-5. The Shawsheen School & West Intermediate share start and end times, and the Woburn Street School and the North Intermediate share start and end times on the other side. The elementary & intermediate buses will pick up and drop off at one school before heading to the corresponding school to load and unload. With our elementary campuses being 1.2-1.5 miles apart, imposing walk zones has no real impact on transportation because what is within a walk zone for some students isn't for others at the corresponding school. Therefore, a bus must travel to the area anyway. This also makes it challenging for many car rider families, with students at each school having to be in multiple locations at once.

For our secondary schools, we began this school year with start time adjustments to improve the start time for our secondary students based on recommendations made by the American Academy of Pediatrics. To be able to change the start times without drastically increasing our fleet size, it was necessary to reduce our current tiers, or the number of start and end times, from 6 to 5 by combining our secondary students on buses together and having them share similar start and end times so buses would pick/ drop at one school before proceeding to the other.

We utilize seven (7) minibusses to service all in-town special education students, some regular education students whose residence cannot be accessed with a large bus, and some Pre-K students who have no other means of transportation. Whenever possible, we also transport some of our McKinney-Vento students residing in other districts and some of our out-of-district students who attend a school in or within close proximity to Wilmington. Most of our in-town special education students in grades K-5 attend the Wildwood for Pre-K- K, then the Shawsheen for grades 1-3, and the West for grades 4-5 before entering Middle & High School. While there is only a small fraction of students utilizing minibusses at the Boutwell, Woburn Street & North Intermediate schools, several minibusses are still needed to cover the distance between these students. Our minibusses are running home-to-school and school-to-home trips consistently throughout the day, with half-day Pre-K students coming and going in the midday. Aside from home-to-school

transportation, the minibusses also support the outings for our post-grad program, Life Skills & Strides at the Middle & High School, and academic field trips directly supporting the curriculum and for co-curricular programs such as clubs.

The average length of each bus route is approximately 20 minutes once all students are loaded; however, an additional 5-12 minutes are spent on each tier driving in between the many schools, which raises the average route time to about 32 minutes. One of the longest routes is 43 minutes, but if the bus did not have to travel between 2 schools to pick up students, the time to load and complete the route would be reduced to 33 minutes. Approximately 35 minutes every morning and another 35 minutes every afternoon are spent traveling between our many small buildings to load and unload students. It can take anywhere between 7-17 minutes to load and travel to the corresponding school before a bus can even begin to start dropping students at their bus stop. All schools keep bus and car rider traffic separate to assist the buses in moving as quickly as possible on and off campus, but some of our schools are unable to support all the buses at once. Currently, 17 buses are used to service our many buildings, but only 12 are needed to service the population of bus riders. The reason for the additional vehicles is to accommodate the many start and end times and the travel time amongst each of the small buildings. Even with the additional vehicles, some of our vehicles continue to struggle to get to school at the scheduled end time.

Proposed Changes

It is important to note that the design team consulted with Wilmington first responder emergency representatives early in this design process to ensure associated requirements be incorporated into the preferred schematic.

Outlined are some different scenarios and the impact they will have on transportation. From a transportation standpoint, reducing the number of elementary buildings and the number of start and end times will allow the district to provide better service as more time will be available between routes. It will reduce the number of late vehicles in the afternoon, and additional time will no longer be needed for loading and transporting between our multiple buildings. Reducing the number of start and end times could also allow us to improve our current start times and impose reasonable walk zones. Currently, our elementary schools are 1.2 to 1.5 miles apart. Therefore, the buses must service every street because what may be a walk zone for a student in grades 1-3 isn't for students in

grades 4-5, so service is provided in every area, even the ones close to a school. To optimize school bus efficiency, buses should be filled to capacity whenever possible, the number of campuses in which they need to load and unload needs to be reduced, and also the number of times they need to enter into the same neighborhoods throughout the day with each school having different start and end times.

New School for Wildwood Only (PreK-K) w/ Separated Times from North Intermediate & Woburn Street

A new school to replace the current Wildwood School will have no impact on transportation for the District; it would not drastically reduce the number of buildings, as Wildwood is currently utilizing two (2) buildings that are directly across from each other, nor would it reduce the amount of start and end times. The new building for Wildwood students would bring a slight positive change in transportation for Wildwood families only. A new building would reduce the number of places the current Wildwood vehicles would have to load and unload at and make it more centrally located to where the students are residing. This would minimally reduce the amount of time some students would be on the bus and allow for slightly later pickup times in the morning. The overall impact would only be a couple of minutes gained for Wildwood families.

The new building would require a driveway or lot that could accommodate at least four (4) buses but ideally five (5) if an additional vehicle needs to be added to assist in timing, along with space for up to 4 minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
Wildwood	81	4	4
North/ Woburn	471	12	3

New School for PreK – 3 (Combining Wildwood and Woburn St with an aligned start & end time)

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A new school to replace the current Wildwood and Woburn St Schools and aligning the kindergarten start and end times with elementary will have a positive impact on the community. Due to a reduction in the number of buildings and bringing our total number of start and end times down from 5 tiers to 3, the current four (4) buses that are being used to service kindergarten can be used to assist on other elementary routes for faster service.

The new building would require a driveway or lot that could accommodate twelve (12) buses and five (5) minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined up in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
New Wildwood/ Woburn PreK- 3	356	12	5

New School for PreK – 5 (Combining Wildwood, Woburn Street, and North Intermediate with aligned start & end times)

A new school to replace the Woburn Street School, North Intermediate School, and Wildwood School would have the greatest impact on transportation for the District by reducing the number of buildings and start and end times. The four (4) buses used solely to transport kindergarten students, which are at minimal capacity, could be used to assist on the elementary routes for faster service. Most routes would save 5-8 minutes every morning and an additional 5-8 minutes every afternoon by not having to travel between campuses and load & unload twice. It will also allow families who wish to drive their own students the ability to do so without running the risk of being late by having to travel to multiple campuses and through multiple car rider lines. The greatest impact on the District occurs with a combined Pre-K-5.

The only impact for Wildwood Families, specifically, would be a more centralized building where the students reside and no longer a need to load and unload at two buildings, slightly reducing the amount of time these kindergarten students are currently on the bus.

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The new building would require a driveway or lot to accommodate 13 buses and up to 6 minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined up in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
New PreK- 5	552	13	5

In closing, to optimize the transportation system's efficiency, we need a reduction in the number of buildings and start/ end times. This would allow us to fill the vehicles and travel fewer times to the same neighborhoods on multiple trips. In doing so, the number of vehicles needed to service the community could be reduced, which would have a positive impact on the annual operating budget. Students would have faster service both to and from school, and the ability to further adjust school start and end times would be available.

Functional And Spatial Relationships And Adjacencies

Visioning session #3 focused on the functional and spatial relationships desired for this project. In small groups, participants prepared an overall building diagram for one of the three grade configurations under consideration. Those overall planning illustrations are depicted and described below. Each illustration communicates both the desired overall conceptual organization and information about how individual spaces relate to one another. Finally, visioning participants articulated their preferred functional and spatial relationships as statements to be included in a set of guiding principles for design. While the illustrations for each grade configuration vary slightly, all three have several commonalities.

<u>Building Features and Adjacencies</u>

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Overall, the District desires to organize the building into two major zones. One zone is the “public” zone, which accommodates spaces that may be accessed by students, staff, and/or the community during and/or after school hours. These spaces include the cafeteria, gymnasium, music rooms, art rooms, library, nurse, and administrative offices. The second "private" zone includes all the remaining spaces.

Within the public zone, any design alternative should express the following:

- Administrative suite immediately adjacent to the main entry of the facility with direct visual access to the building approach and the main entry
- Medical Suite in proximity to the main office administrative suite
- Cafeteria/ stage near music such that the equipment from the music room can be easily moved into the cafeteria for performances
- Kitchen located immediately adjacent to the cafeteria and in close proximity to site service entry
- Programmed custodial/maintenance spaces located near kitchen and service entry
- Possess the ability to be secured from the remainder of the building during off-school hours, special events, or lockdown.

Within the private zone, any design alternatives should express the following:

- Academic areas organized into seven grade-level neighborhoods, each with:
    - Extended learning space
    - Small Group Rooms located between pairs of classrooms
    - Special education-related rooms as required by District Program
    - Pre-Kindergarten and Kindergarten located on the ground floor in proximity to outdoor learning environments
- Special education spaces distributed throughout all grade level teams to maximize inclusive practices, allow for effective delivery of related services
- Possess the ability to be secured from the remainder of the building during off-school hours, special events, or lockdown.
- 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
- Organize building into lower elementary and upper elementary grade level groupings 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

<u>Site Features and Adjacencies</u>

Dedicated site circulation for each of the following:

  - Parent vehicles
  - Buses/Vans
  - Pedestrians
  - Specialized transportation (requires a dedicated and separate loading/unloading zone, but may not require complete separation from bus circulation)
- Any proposed project should include the installation of age-appropriate fully accessible playgrounds located near the cafeteria to best facilitate the daily recess/lunch sequence. Additionally, the district would like to provide the following types of outdoor educational-based activities in either enrollment option:
  - Collection, examination, and analysis of soil, water, and plant samples
  - Offering of artistic and/or informational presentations in an amphitheater setting
  - Planting, maintenance, and harvesting of vegetable gardens

Design alternatives should express the following:

- All playgrounds in proximity to grade level classrooms and the cafeteria. This close geographic relationship will help to easily manage the transition from classroom to recess, from recess to the cafeteria, and from the cafeteria back to the classroom. Additionally, this relationship will support the capability of outdoor learning opportunities.
- A hardscape play area adjacent to playgrounds
- Emergency vehicle access to be coordinated with public safety requirements and positioned at the outermost edge of site planning to allow access to playgrounds and outdoor learning areas without the need to crossover the emergency vehicle pavement
- A paved service yard capable of supporting deliveries in a wide variety of vehicles
- Appropriate number of faculty and staff parking near the academic areas of the building and capable of doubling as event parking near public areas of the building (gym & cafeteria).
    - 140 spaces minimum (180 spaces preferred) for PreK-5th enrollment
    - 120 spaces minimum (150 spaces preferred) for PreK-3rd enrollment
    - 60 spaces minimum (100 spaces preferred) for PreK-K enrollment
- Physical education exercise, games, dance, and general movement activities
- Exploration of the wetlands on the property via paths and boardwalks

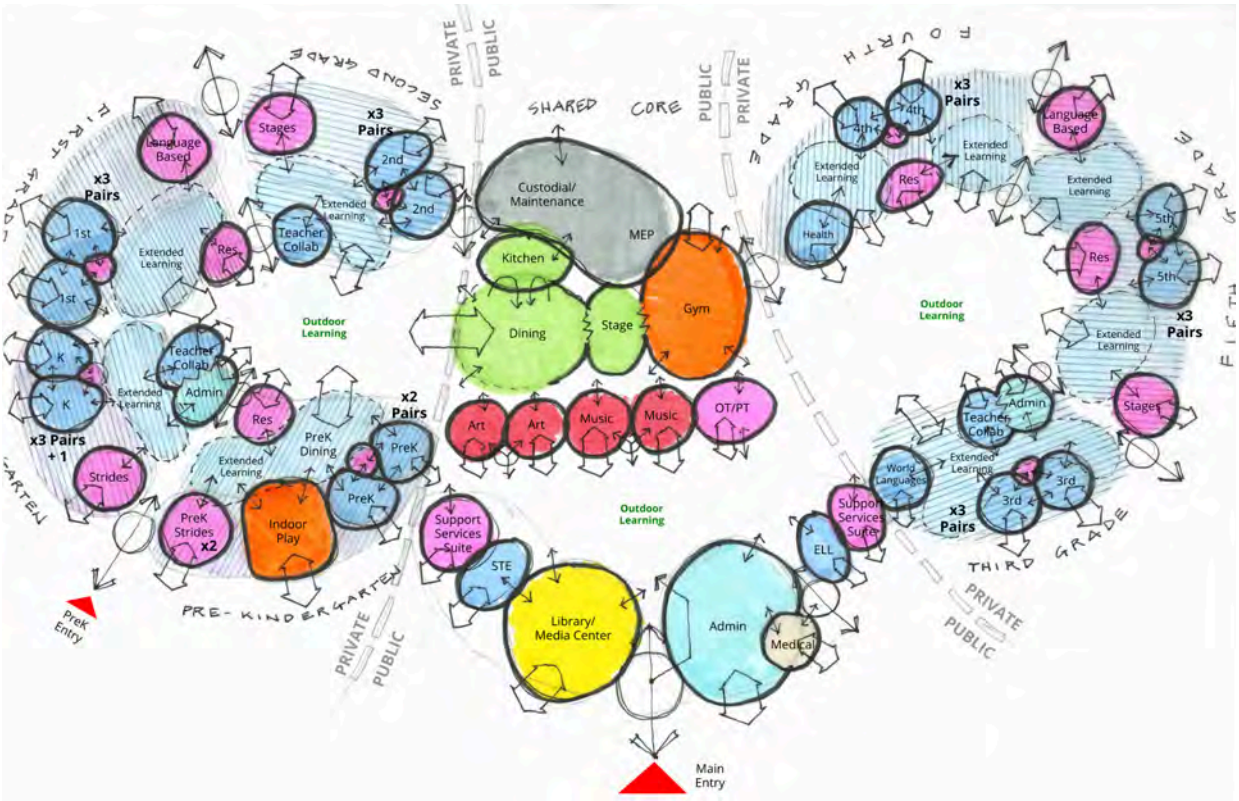
<u>Conceptual Overall Building Diagram</u>

The overall building diagrams below express the District's idealized building layout and programmatic adjacencies. Although expressed as a single story in the diagram, an understanding exists that site characteristics and constraints may dictate a multi-story building design. Also expressed in the diagram is a need to separate parent vehicles and buses in the site circulation pattern, to allow access to playing fields and playgrounds without the need to cross parking or roadways, and an overall orientation of the building along a general East/West axis to maximize opportunities for natural daylight and other sustainability strategies.

<u>Pre-K 5th</u>

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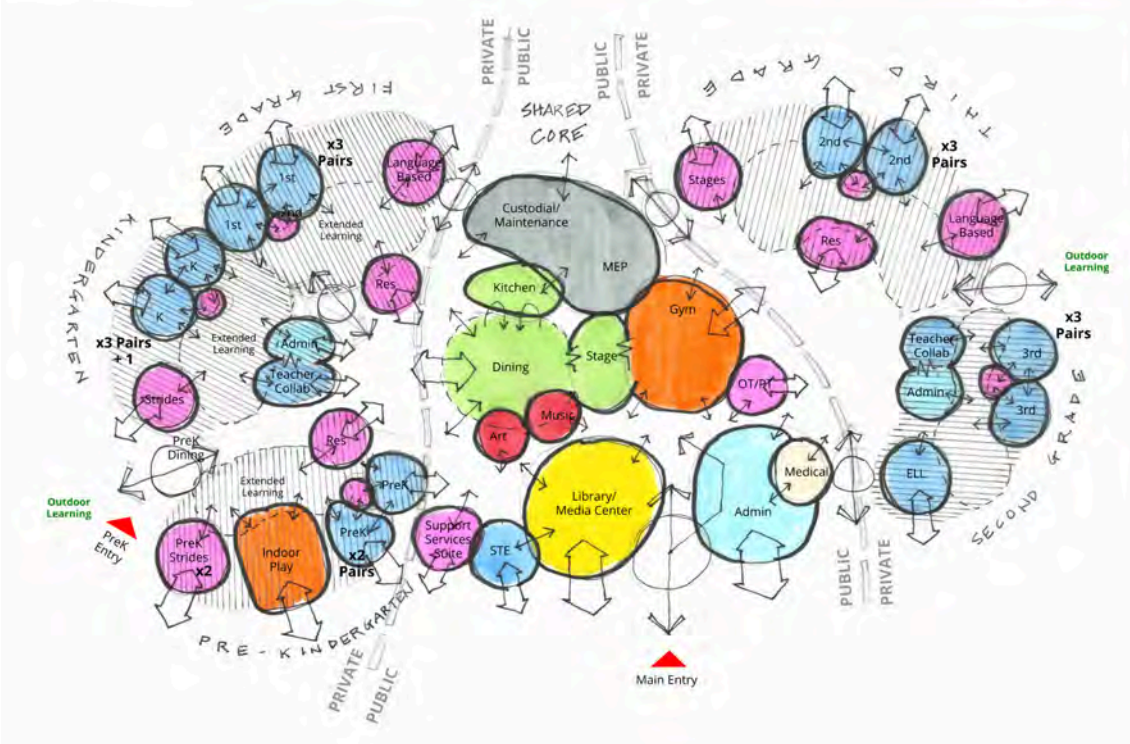
Wilmington Public Schools Educational Program Narrative



- Organize building into Pre-K to 2nd grade and 3rd grade to 5th grade with shared core spaces in between

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Pre-K-3rd

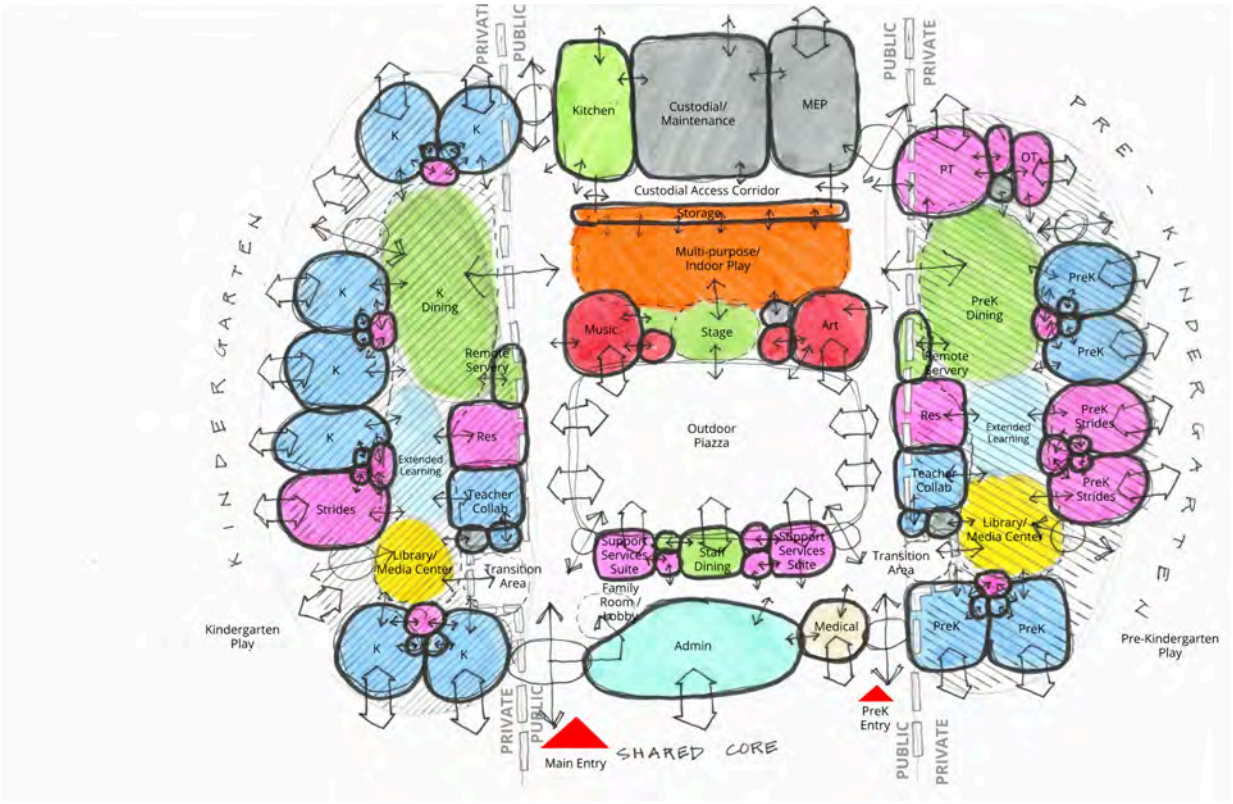


- Organize building into Pre-K to 1st grade and 2nd grade to 3rd grade with shared core spaces in between

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Wilmington Public Schools Educational Program Narrative

Pre-K-K



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Wilmington Public Schools Educational Program Narrative

Security And Visual Access Requirements

Current Practices

Each school building is equipped with an access control system and one security camera at the front door. The front door is also equipped with an AiPhone doorbell intercom system to speak with visitors and control door access. Staff members all have a proximity swipe card/ID to access the building. Doors are manually unlocked or propped open at the time of student arrival. A panic button was recently installed in the main office of each school that contacts the police through the alarm company in case of an emergency.

Faculty are provided classroom keys. The keys are required to lock the door handle from the outside and cannot be locked from the inside of the room in an emergency. Interior communicating doors between classrooms often only lock from one side if they are equipped with a lock and need to be barricaded in an emergency. Window shades or blinds are not all present or operational to shield the view in an emergency situation.

Recent improvements to the VoIP system now allow intercom access from any classroom phone.

A district Safety Committee meets several times yearly to discuss and collaborate on safety procedures. Membership in the committee includes district Leadership, Police, Fire, School Resource Officers, Faculty and Staff. Operational requirements for fire drills, ALICE Lockdown drills/procedures, and reunification procedures. The most recent Medical Emergency Response Plan was submitted to DESE on November 30, 2023.

Proposed Changes

The design of the new building should provide for the following additional features

- Access control system on all exterior doors
- A sufficient number of security cameras to maintain operational views of the building, playgrounds, interior hallways, bathroom entrances, and public spaces such as the library, gymnasium, and cafeteria
- Interior doors should be equipped with locking systems that allow doors to be secured from the inside of the room. All communicating doors must be able to lock from both sides
- Additional panic buttons in the principal's office and nurse's office

- A card reader that can activate a shutdown and lock of all access control system doors
- Ability to separate and secure public and private areas of the school

Typical Day and Week in the Life of a Student

Teachers at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School plan their lessons with a focus on the students, utilizing a hands-on and inquiry-based approach in the general education classroom setting. Students work in small groups, collaboratively, independently, and as a whole class. Movement around the classroom is expected to accommodate the various instructional settings and approaches.

Current class sizes and configurations limit the ability of students to move fluidly within the classroom setting.

For science and mathematics instruction, flexible classroom layouts and tables for experiments and lab work are necessary while allowing for ample storage for teaching materials, consumables, and ongoing project work. Due to limited space, experiments and projects often need to be broken down to make room for other types of learning, and students cannot add to or display their projects. Unfortunately, classrooms do not have enough storage for science materials, limiting spontaneous science instruction. Teachers must travel to a central storage area to gather equipment and supplies.

General education teachers, special education teachers, and interventionists share students across classrooms, pulling students to shared intervention spaces and pushing them into classrooms throughout the day. Students may sometimes leave the classroom to receive occupational therapy, physical therapy, speech and language therapy, and social-emotional learning services. Special education staff may also push into the classroom to provide their services when required.

The active and authentic learning described above requires a flexible teaching environment that can accommodate a variety of scales, paired classroom adjacency, attached small group rooms, and extended learning space immediately outside classrooms. Unfortunately, the current buildings lack this kind of accessibility.

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Wilmington Public Schools Educational Program Narrative

As indicated in the School Scheduling Method of this document, the allocated minutes for subjects/activities at each grade level are clearly identified. The student day is structured to provide lessons and activities aligned with the MA frameworks utilizing evidence-based approaches and materials. Below is a sample of a typical 2nd-grade schedule.

Typical Life in the Day of a Student (Grade 2)	Program Details and Educational Benefit
Arrival and Morning Meeting	Some students participate in the CARES before-school program in the cafeteria. When other students arrive by bus or car, they enter the building and proceed directly to class. Morning meetings are an important part of the day as they set the tone and help the teacher and students build and nurture relationships with each other. SEL and PBIS lessons can be reinforced during this time.
Foundational Literacy Skills	Literacy subjects are scheduled in a connected block whenever possible. Our district has shifted to evidence-based literacy programs; Universal screening and progress monitoring are critical components of our literacy program.
Reading	
Read Aloud/Working Snack	
Writing	
Specialist Subject (Art, Music, P.E., Health, and Library)	The district is proud of the variety of specialist subjects we can offer. We have wonderful performing arts and visual arts programs at our secondary level and believe that our younger students acquire great foundational skills during their elementary experience to prepare them. We are also proud to offer Health as a specialist subject for our elementary students. Many districts struggle to include that subject matter, which often gets folded into other curricula. We are excited about the potential opportunity to add a STEM specialist subject going forward. This would round out and nicely complement the course offerings at the elementary level. We know how important STEM education is in preparing students for the

Wilmington Public Schools Educational Program Narrative

	secondary level and, more importantly, in preparing them for their world outside of school.
Lunch/Recess	
Intervention Block	Although we struggle to build an intervention block into daily instruction in all grade levels, we aim to create this dedicated time for students to get the services they need, such as reading or math intervention. Some grade levels are able to dedicate time for this type of intervention. Those who don't get creative with scheduling to ensure that students aren't missing core instruction. Our reading and math interventionists provide both pull-out and push-in services for students based on their level of need, schedules, and space availability.
Math	Our math program has been in place for several years, and our teachers are well-versed in the content. To better differentiate for our students, we have implemented a math workshop model allowing students to rotate through stations. In a typical lesson, they experience explicit instruction, guided practice, and independent practice.
Science or Social Studies (alternates daily)	Students typically alternate between Science or Social Studies each day. Both our science and social studies programs were purchased within the last few years, and teachers received a great deal of training in these two programs. Both programs require significant technology to fully utilize the available resources. Our Science program promotes hands-on learning through lab experiments.
Dismissal	At dismissal, students are gathered in different locations and are dismissed by groups (walkers, pick-up, or specific busses)

In addition to daily scheduled activities. students might experience grade-level community meetings or enrichment experiences at different times throughout the year.

Wilmington Public Schools Educational Program Narrative

Students go outside for recess, weather permitting. Although recess is not academic instruction per se, it is a critical part of our students' day. During recess, students can increase physical activity, burn off energy, get exercise, and develop SEL skills through collaborative play and problem-solving. It is important to have outdoor play space and developmentally appropriate play structures easily accessible from each grade-level cluster in the building.

Teachers take students outside for lessons as well when the weather cooperates. Ideally, a new school would have an outdoor classroom or picnic tables for students to use for lessons.

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Wilmington Public Schools Educational Program Narrative

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Wilmington Public Schools Educational Program Narrative

Overview

The following educational program narrative is the result of collaborative efforts between Wilmington Public Schools and their designer, Dore + Whittier. It communicates the district's existing and future educational program offerings, defines expected educational activities, and provides an in-depth description of the district's position on key curriculum goals, objectives, and policies, specifically at the elementary level.

The District has provided extensive opportunities for community engagement and involvement in the project to date. This began with the planning and design of an educational visioning exercise in the fall, where we invited students, staff, and parents/guardians to meet with our design team over a number of meetings to help articulate a vision for the future of education at the elementary level in the District. We welcomed over 50 individuals to these sessions. Over the course of the last few months, we have offered four (4) in-person/virtual community forums where we have provided an update on the development of the project to the community and solicited extensive feedback on the facets of the project being considered. Additionally, all of our Wildwood School Building Committee meetings are widely publicized and always accessible for community members to join either in person or remotely. The district has also worked hard to compile and make all of the materials and presentations used in the school building committee meetings widely accessible.

Information contained in this section is organized to align with the expectations identified in the MSBA Module 3, Section 3.1.2, and the MSBA's updated Educational Program Requirements published in December of 2023. The educational program applies to a new or renovated facility serving one of three agreed-upon enrollments:

- Enrollment 1
    - Wildwood Early Childhood Center
        - 130 Kindergarten Students (Plus Pre-K students)
- Enrollment 2
    - Wildwood Early Childhood Center + Woburn Street School
        - 510 K-3 Students (Plus Pre-K students)
- Enrollment 3

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- Wildwood Early Childhood Center + Woburn Street School + North Intermediate
  - 755 K-5 Students (Plus Pre-K students)

Ultimately, the intent of this section of the Preliminary Design Program document is to establish a clear roadmap for the development of three space summaries (one for each agreed-upon enrollment), conceptual design alternatives, and a basis for evaluation to identify a preferred alternative. Much of what's described in the following document applies to all three design enrollments; therefore, the district has structured this as a single narrative with subsections documenting any programs, services, teaching methodologies, and preferred instructional practices that differ within the existing facilities and/or may change based on the agreed-upon enrollments.

Any new or renovated school building will require a modernized school facility that is fully accessible, with climate-controlled spaces,-natural light, modern security features, outdoor play area/spaces and accommodates traffic flow and adequate parking for both staff and visitors.

Educational Program Requirements

There are a number of central guiding principles that align with the vision that our community has for educational delivery in a new school facility. As such, these also serve as part of the overall guiding principles for design in the new facility (regardless of the grade/enrollment span):

- As a result of the fact that education methodologies will change over the life span of the new school, we believe that the facility should be flexible to accommodate the evolution of programming that is necessary to meet student needs.
- We intentionally seek to create grade-level learning communities for students and staff.
- We want to shape the educational program that intentionally integrates special education services throughout the school to ensure that we can support the integration of all children into the learning environment.

Wilmington Public Schools Educational Program Narrative

The educational program described in this document represents the school district's current vision of an ideal teaching and learning environment for a new school. However, it is challenging to predict educational requirements beyond the immediate future due to the ever-changing nature of student populations and needs, teaching approaches, and technology. Despite this challenge, the district has made every effort to present its best projection of the future educational program for a new school in Wilmington.

District Mission

The mission of the Wilmington Public Schools is to educate and develop students academically, socially, and emotionally to be active, civic-minded contributors to our global society.

District Vision

The vision of the Wilmington Public Schools is to provide an inclusive, respectful, and collaborative learning environment where all stakeholders are engaged in the development of the whole child.

Strategic Plan

To achieve this vision, the district has developed a plan for Strategic Improvement, organized into five main objectives:

Objective 1:

All Students Reach Their Fullest Potential: Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.

Initiatives:

- [1.1] Use data to assess student achievement and inform instruction to best meet the academic needs of students through a multi-tiered system of support that provides both remediation and extension as needed for students. Ensure curricula and intervention materials are evidence-based and relevant.
- [1.2] Enhance the integration of social-emotional learning competencies into daily instruction across all curricular areas and measure student growth in the competencies through Panorama screening data.

- [1.3] Establish district-wide practices and protocols to monitor discipline and attendance to determine the social, emotional, and behavioral needs of students.
- [1.4] Implement a district-wide multi-tiered system of support to ensure that students receive appropriate social, emotional, and behavioral interventions to support their well-being and enable them to fully access learning.
- [1.5] Engage educators in data-based and relevant ongoing professional development. Increase opportunities for coaching support and feedback to support the implementation of new instructional practices.

Objective 2:

Caring and Safe for All: Foster school communities where all students and staff experience a sense of belonging and safety.

Initiatives:

- 2.1] Utilize ongoing feedback cycles (e.g., surveys, focus groups, forums) from students, parents/guardians, community partners, and staff to make data-driven improvements and refine strategies to build inclusive, positive school communities.
- [2.2] Increase the availability and accessibility of student support services for mental health, such as counseling, mentoring, and peer support programs.
- [2.3] Create opportunities for student involvement and leadership within the schools and community as active and engaged members of the WPS.
- [2.4] Ensure programming for Positive Behavior Instructional Supports (PBIS), Bullying Prevention, and SEL integration is implemented consistently across all grade levels.
- [2.5] Develop a multi-year school safety improvement plan for all schools. Regularly assess and update safety protocols to ensure a physically safe environment for students and staff.

Objective 3:

Equitable and Inclusive Schools: Create a vision for equitable and inclusive schools with students, staff, families, and community members

Initiatives:

- [3.1] Provide professional development on culturally responsive instructional practices that value and respect diverse backgrounds, experiences, and perspectives of students.
- [3.2] Implement a comprehensive data collection and analysis system to track key diversity, equity, and inclusion metrics and regularly disseminate information and resources to all stakeholders, including students, parents/guardians, and the wider community.
- [3.3] Establish ongoing processes for recruiting, hiring, retaining, and advancing highly qualified and diverse staff with strong equity commitments, understanding, and skills.
- [3.4] Enhance culturally responsive communication with families by ensuring communication is accessible in parents'/guardians' home language.

Objective 4:

Enhanced and Updated School Facilities: Improve school facilities and design learning spaces to promote student success and support family and community involvement.

Initiatives:

- [4.1] Partner with the Massachusetts School Building Authority and Wilmington town government to establish long-term plans for the development of school facilities and grade-level configurations that best support the needs of the Wilmington Community.
- [4.2] Establish a new 5-year Technology Plan to ensure that infrastructure, hardware, and software meet the needs of students and staff.
- [4.3] Create flexible and adaptable learning spaces to accommodate various instructional methods, individual learning needs, and collaboration among students and staff.
- [4.4] Create welcoming spaces within schools for parents/guardians, staff, and community members to participate in school activities and community events.

Objective 5:

We are One Community: Strengthen partnerships amongst students, families, staff, and the community that promote a sense of pride, connectedness, and inclusiveness.
Initiatives:

- [5.1] Assess current communication practices to identify areas in need of improvement and develop district-wide communication guidelines.
- [5.2] Develop enrichment opportunities, programs, and initiatives that actively involve families and community members in school activities, including opportunities to contribute their skills, expertise, and resources to enrich the educational experience of students.
- [5.3] Develop opportunities, programs, and partnerships with external institutions, organizations, corporations, etc., that serve to enhance the educational experiences of Wilmington students.
- [5.4] Create structured transition support programs that provide targeted assistance for students moving between schools (i.e., orientation sessions, transition workshops, peer mentoring, personalized support plans, etc.) and develop a monitoring and evaluation framework to assess the effectiveness of transition initiatives.

Contributors to the Program Narrative

This document was developed through a collaborative effort from the following staff members:

Name	Role
Glenn Brand	Superintendent
Christine Elliott	Assistant Superintendent for Curriculum and Staff Development
Paul Ruggiero	Assistant Superintendent of Administration and Finance
Ken Lord	Director of Technology and Digital Learning
Alice Brown LeGrand	Former Director of Student Support Services
Andrea Stern Armstrong	Director of Human Resources
Christine Murray	Coordinator of Behavioral Health and Social Emotional Support, Interim Director of Student Support Services
Maura Kilbride	Coordinator of Special Education
Rebecca Brown	Coordinator of Nursing Services

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Kate Bissell	Wildwood Principal
Kristen Walsh	Boutwell Principal
Heather Peachey	K-12 Library Coordinator
Colleen Billings	ESL Curriculum Team Leader
Melissa Bettencourt	Elementary Literacy Coordinator and Title I Director
Amy Iascone	Elementary Science Lead Teacher
Michelle LeVesque	Elementary STEM Coordinator
Robert Mauriello	Elementary Social Studies Lead Teacher
Michael Ferrara	Performing Arts Liaison
Lena Philips	Visual Arts Liaison
Laura Stinson	Health/Physical Education Liaison
Mary Palen	Administrator of Food Services
Lisa Faretra	Director of Transportation
Patty Boggia	CARES Program Coordinator

Grade And School Configuration Policies

Current Grade Configuration

The Wilmington Public Schools currently operates six (6) elementary schools, supporting grades K-5. The district's current (2023-2024) enrollments per building are as follows:

- Boutwell Early Childhood Center (Pre-K-K): 144
- Wildwood Early Childhood Center (Pre-K-K): 144
- Shawsheen Elementary (1-3): 342
- Woburn Street Elementary (1-3): 358
- North Intermediate (4-5): 249
- West Intermediate (4-5): 208

Wilmington Public Schools Educational Program Narrative

Wilmington's elementary schools are currently organized into two catchment areas: one comprising the Wildwood Early Learning Center, Woburn Street Elementary School, and the North Intermediate School, which are the focus of this study, and one comprising the Boutwell Early Childhood Center, the Shawsheen Elementary School, and the West Intermediate School.

The district operates a stand-alone middle school and a high school with 2023-2024 enrollment as follows:

- Wilmington Middle School (6-8): 702
- Wilmington High School (9-12+): 619

Proposed Grade Configuration

The district's future educational program includes the possibility of consolidation of the schools on the north side of town. Under consideration is the consolidation of Wildwood Early Childhood Center, Woburn Street Elementary School, and North Intermediate School in a new Pre-K-5 facility or the consolidation of Wildwood Early Childhood Center and Woburn Street Elementary School in a Pre-K-3 building. A third option would be to keep the current grade configuration as is, with Wildwood Early Childhood Center continuing to serve just Pre-K and Kindergarten.

After extensive analysis and discussion, we believe a consolidated ~~Pre-K-5~~ school will ~~provide the best solution to~~ address the students' academic and social-emotional needs. The consolidation of schools will minimize the number of transitions students make throughout their time in the Wilmington Public Schools, which has proven to be a significant challenge for many students. Currently, our students transition from Wildwood Early Childhood Center (Pre-K-K) to Woburn Street School (Grades 1-3), to North Intermediate School (Grades 4-5), to Wilmington Middle School (Grades 6-8), and finally to Wilmington High School (Grades 9-12). These transitions can be disruptive for our students socially, emotionally, and academically.

Consolidation will also naturally enhance collaboration among staff through proximity as well as the ability to plan and organize cohesive professional development. It is much easier for staff to collaborate and plan together when in the same building. In our current

configuration, multiple schools have different start and end times, limiting collaboration time and the opportunity for combined professional development sessions. We also anticipate that consolidation will lead to many efficiencies in both cost and time, such as staffing, ease of programming, facility maintenance, transportation, etc.

Class Size Policies

Currently, all three elementary schools considered as part of this project (Wildwood, Woburn Street, and North) maintain approximately five (5) to seven (7) sections per grade level (K-5), which fluctuates year to year as students matriculate through the grades.

The Wilmington School Committee and the Wilmington Teachers' Association recognize that class size is an important factor in good education and will, whenever possible, subject to space availability and all other educational considerations, ensure that class size is of the most effective nature for both teacher and pupils. Therefore, as stated in the current contract agreement, the ideal maximum class size should be as follows:

- Pre-Kindergarten/Kindergarten - a ratio of one teacher per 20 students
- Grades 1 - 3 - a ratio of one teacher per 20 students
- Grades 4 & 5 - a ratio of one teacher per 25 students

These guidelines are followed whenever possible. Enrollment fluctuations have resulted in years when the guidelines were exceeded, and at other times, class sizes have been smaller than the guideline. Because the MSBA guidelines for class size differ from the District's, we have directed the Design Team to use the following assumptions and algorithms to determine the needed number of classrooms for this project.

- Pre-Kindergarten and Kindergarten = 18 students per classroom
    - Some Sections of Pre-Kindergarten are half-day, some are full-day, and some are self-contained special education programs
- Grades 1st - 3rd = 20 students per classroom
- Grades 4th - 5th = 23 students per classroom

Wilmington Public Schools Educational Program Narrative

The District and Design Team have noted and acknowledge that the MSBA guidelines are based on 18 students per classroom for kindergarten and 23 students per classroom for grades 1-5. The grade-level ratios listed above are the District's contractual guidelines. The building design was developed based on the MSBA guidelines of 18 students per classroom for kindergarten and 23 students per classroom for grades 1-5.

Pre-K-K Grade Configuration (130 Students + Pre-K)

- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 130 Kindergarten Students ÷ 18 Students per Classroom = 7.2 Sections or 7 Classrooms

Pre-K-3rd Grade Configuration (510 Students + Pre-K)

- 510 Students ÷ 4 Grade Levels = 127.5 Students per Grade Level
- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 128 Kindergarten Students ÷ 18 Students per Classroom = 7.1 Sections or 7 Classrooms
- 1st Grade = 128 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms
- 2nd Grade = 127 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms
- 3rd Grade = 127 Students ÷ 20 Students per Classroom = 6.4 Sections or 6 Classrooms

Pre-K-5th Grade Configuration (755 Students + Pre-K)

- 755 Students ÷ 6 Grade Levels = 126 Students per Grade Level
- 100 Pre-Kindergarten Students ÷ 18 Students per Classroom = 5.6 Sections or 6 Classrooms
- 130 Kindergarten Students ÷ 18 Students per Classroom = 7.2 Sections or 7 Classrooms
- 1st Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms

- 2nd Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 3rd Grade = 126 Students ÷ 20 Students per Classroom = 6.3 Sections or 6 Classrooms
- 4th Grade = 126 Students ÷ 23 Students per Classroom = 5.5 Sections or 6 Classrooms
- 5th Grade = 125 Students ÷ 23 Students per Classroom = 5.5 Sections or 6 Classrooms

Proposed Class Size

No changes to class size are proposed at this time as class size guidelines are contractual as determined by the Wilmington School Committee and the Wilmington Teachers' Association.

School Scheduling Method

Current Scheduling Methodology

The building schedule is created under the direction of the building principal in each school with input from general education teachers, special education teachers, and instructional specialists. The principals follow the district schedule guidelines to ensure consistency across the schools within the district. When principals work to develop building schedules, many variables must be considered, such as special education service delivery schedules, lunch schedules, shared staffing, etc.... Whenever possible, principals try to provide uninterrupted blocks of instructional time, but that is not always the reality due to the aforementioned variables. Therefore, some subjects may be split at times, but the goal is to meet the recommended minutes per subject.

Below you will find the Elementary Scheduling Guidelines.

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Elementary Scheduling Guidelines

Kindergarten	Minutes
Morning Work	10
Morning Meeting	25
Fundations	30
Heggerty	10
Snack	15
Reading	45
Specialist	30
Lunch	30
Recess	20
Writing	20
Science/Social Studies	30
Math	45
Free Play	20
Arrival/Dismissal/Transitions	20

Grade 1	Minutes
Reading	60
Writing	40
Fundations	30
Math	60
Science/Social Studies	30
Specialists	45
Lunch	30
Recess	20
Morning Meeting	15
Intervention	20
Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20

Grade 2	Minutes
Reading	60
Writing	40
Fundations	30
Math	60
Science/Social Studies	30
Specialists	45
Lunch	30

Grade 3	Minutes
Reading	55
Writing (includes Grammar)	50
Fundations	30
Math	60
Science/Social Studies	30
Specialists	45
Lunch	30

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Recess	20		Recess	20
Morning Meeting	15		Morning Meeting	15
Intervention	20		Intervention	20
Read Aloud/Working Snack	10		Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20		Arrival/Dismissal/Transitions	20

Grade 4	**Minutes**		**Grade 5**	**Minutes**
Reading	60		Reading	55
Writing (includes Grammar)	55		Writing (includes Grammar)	45
Language Word Study	20		Language Word Study	20
Math	60		Math	60
Science/Social Studies (2/3)	45		Science/Social Studies 2Xs wk.	60
Specialists	45		Specialists (Art, Music, PE, Library, Chorus) 1X/wk	45
Lunch	30		Health 1x/wk.	30
Recess	20		Lunch	30
Morning Meeting	15		Recess	20
Intervention	20		Home Rm./Morning Meeting	15
Read Aloud/Working Snack	10		Read Aloud/Working Snack	10
Arrival/Dismissal/Transitions	20		Arrival/Dismissal/Transitions	20

Specialist subjects provide contractual preparation time for classroom teachers each day, with specific schedules varying by grade level, as detailed below. Unfortunately, due to our current configuration, smaller schools such as Wildwood Early Childhood Center and North Intermediate School have shared specialists who travel to 2 or 3 buildings weekly. Their varied schedules inhibit providing common planning time for classroom teachers in schools with shared specialists. Woburn Street School and Shawsheen Elementary (grades 1-3) for the most part, have full-time specialists in their buildings and, therefore, can schedule more opportunities for teams of teachers to plan and collaborate.

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The current time allotments for core academic subjects at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School are as follows:

Core Academic Subjects

ELA:	105-135 minutes daily
Math:	45-60 minutes daily
Science	30-60 minutes every other day*
Social Studies:	30-60 minutes every other day*

*Throughout the school year, most teachers alternate between social studies and science daily or by unit.

Specialized Subjects

As a result of extensive analysis and discussion, the district has decided to adjust the proposed changes to the specialist schedule for the Pre-K-5 configuration, enrollment 3, should that be the project selected to advance. Should the Pre-K-3 or Pre-K-K enrollment be selected, we would maintain the current 5-day schedule.

As the building design phase progressed, it became apparent that some spaces designated for specialist subjects would require two rooms to accommodate the projected number of sections for enrollment 3, the Pre-K-5 configuration. For example, we would need two art rooms, but the second art room would only need to be used for a couple of classes each day, leaving it unused for its intended purpose for a good part of the instructional day. The same was true for general music instruction.

We also recognized that the 6-day cycle would allow us to add a STEM class, which was a primary goal. However, it did not completely address our concern of creating the opportunity for teachers to have a common planning time. A 6-day cycle would allow that for many grade levels, but not all. Historically, we have some grade levels with seven sections, and grade five has the addition of chorus as a special subject for all students.

We explored the idea of implementing a 7-day cycle to address both the classroom space issue as well as the inequity in common planning time. Our initial hesitation was the reduction of instructional time and teacher contact time with students if we added a seventh unique subject. Therefore, we developed a plan to allow for a particular grade level

to have a "double specialist" during that year as their seventh specialist subject. For example, students in Kindergarten might have Physical Education twice in a 7-day cycle, and students in grade 1 might have art twice. Each grade level will have a different subject twice, with the exception of 5th grade, because they will already have chorus, and STEM will be the seventh subject. Over the course of a student's time in grades K-5, this schedule allows for equity in how much time students are exposed to the specialist subjects, which addresses our initial concern about the reduction of time. An additional benefit of this model is that it allows kindergarten to add health, which doesn't exist now, and it allows the health block in grade five to be forty-five minutes long rather than thirty minutes. Although we are not doubling health in any grade level, we are increasing exposure for students in K-5.

Below, you will find a chart with the new proposed schedule depicting a sample of the seven-day rotation. The subjects that are doubled at each grade level are highlighted in yellow. This is a sample of how the doubled classes COULD be scheduled, but it is not the final proposal of which classes will be doubled at each grade. Making this type of change would require extensive planning and curriculum revisions to restructure the content covered, ensuring vertical alignment and coverage of all standards. However, it should be noted that the 7-day cycle would not require an increase in staffing with the exception of STEM because we don't currently have STEM as a specialist subject.

Proposed Specialist Subject by Grade Level, Minutes Per Week (Pre-K-5 Configuration)

Subject	*Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Art	45	45	45 45	45	45	45
Chorus	NA	NA	NA	NA	NA	45
Health	45	45	45	45	45	45
Library	45	45	45	45	45 45	45
Music	45	45	45	45	45	45

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		45				
Physical Education	45 45	45	45	45	45	45
STEM	45	45	45	45 45	45	45

*This schedule for Kindergarten is based on the implementation of Enrollment 3, which is the consolidated Pre-K-5 building.

	~~Kindergarten~~	~~Grade 1~~	~~Grade 2~~	~~Grade 3~~	~~Grade 4~~	~~Grade 5~~
~~**Art**~~	~~30~~	~~45~~	~~45~~	~~45~~	~~45~~	~~45~~
~~**Chorus**~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~45~~
~~**Health**~~	~~NA~~	~~45~~	~~45~~	~~45~~	~~45~~	~~30~~
~~**Library**~~	~~30~~	~~45~~	~~45~~	~~45~~	~~45~~	~~45~~
~~**Music**~~	~~30~~	~~45~~	~~45~~	~~45~~	~~45~~	~~45~~
~~**Physical Education**~~	~~60 (two 30 minute sessions)~~	~~45~~	~~45~~	~~45~~	~~45~~	~~45~~

Current School Schedule

School	Staff Start & End Time	Length of Student Day	Student Start and End Time
Wildwood K	7:30-2:05	5 hrs. 30 mins.	7:45-1:15
Wildwood Integrated Pre-K	7:30-2:05	2.5 hrs. per session	7:45-10:15 AM 10:50-1:20 PM
Woburn Street	8:55-3:30	6 hrs. 20 mins.	9:05-3:25
North Int.	8:55-3:30	6 hrs. 20 mins.	9:05-3:25

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Proposed Changes to Future Scheduling Methodology

The district proposes to increase the length of the Kindergarten school day by 50 minutes to align with the schedules of grades 1-5. This would allow students a longer school day, providing additional time for academic content and more time for play and exploration. Specialist subjects for Kindergarten would increase from thirty (30) minutes to forty-five (45) minutes as is scheduled for grades 1-5. The additional thirty-five (35) minutes would be allocated throughout the school day with input from teachers and administration. ~~The district will explore adding a Health block for Kindergarten instead of offering Physical Education twice a week.~~ In all three grade configurations (Pre-K-K, Pre-K-3, and Pre-K-5), the core academic programming and specialized subjects for grades 1-5 will remain the same in terms of instructional minutes for grades 1-5. Kindergarten specialist subjects would increase from 30-45 minutes to align with grades 1-5. Increasing the length of the school day for Kindergarten students will not only provide a more comprehensive educational program for the students but will also improve scheduling and efficiencies overall. If a consolidation project is selected, it will allow Kindergarten students to follow the same schedule as students in grades 1-3 or 1-5, including arrival and dismissal. Currently, Kindergarten students have a shorter day due to the need for buses to transport them home and then return to transport grades 1-5 home. In addition, Kindergarten students would participate in 45-minute specialist classes in a consolidated grade Pre-K-3 building or Pre-K-5 building, allowing for consistency in scheduling. Currently, 30-minute classes are scheduled, making scheduling difficult and inefficient. Providing dedicated space for Art, Music, Physical Education, Health, and Library will be a priority.

Science, Technology Engineering & Mathematics (STEM)

~~In addition,~~ We would like to introduce a new specialist subject, STEM. A STEM specialist class would provide opportunities for practical application of science and math concepts incorporating technology, engineering, and design elements. STEM education creates an opportunity for all students to explore and create by promoting innovative thinking and problem-solving, fostering collaboration and communication, and building social-emotional competencies. As a district, we have begun implementing district-wide STEM challenges a few times a year for K-5 students. Students find these STEM challenges to be exciting and engaging activities that offer challenging problem-solving and cooperative learning opportunities. In addition to practicing academic skills during these challenges, we have

observed the growth of fine motor skills, student resilience, perseverance, creativity, communication, and teamwork. The district feels that adding STEM as a specialist subject would be an excellent addition to the current curriculum. Students would continue to receive direct instruction in Math and Science as a part of their core programming, but this new specialist subject would add more technology and engineering instruction and provide the opportunity for more hands-on practical application of the curriculum taught. Therefore, we want to ensure an appropriate space is included in the plan.

The district envisions this type of project-based, investigative learning taking place in a dedicated STEM space. The STEM classroom would be staffed by a full-time STEM teacher providing forty-five (45)--minute classes to students within the overall specialist rotation. The curriculum would incorporate elements and experiences such as (but not limited to):

- Digital Communication
- Robotics
- Circuitry
- Mechanics and Structures
- Design Thinking
- 3-D Printing
- Scientific Data and Analysis
- Makerspace Exploration
- STEM Challenges

The proposed STEM specialist subject will allow students to go well beyond the current science and math instruction taught as part of our core instruction. Students will be able to apply their math and science knowledge in novel situations and learn about a variety of other topics such as digital communications, robotics and control technology, circuitry, mechanics and structures, STEM careers, etc.

Students will work in teams to solve real-world, authentic problems that foster student collaboration, communication, creativity, and critical thinking. During these units, students learn how to identify which tools will best meet their needs for the task at hand, how to use tools safely and with purpose, and how to care for tools. Students will learn about the Engineering Design Process and explore the Design Thinking Process, which includes five steps or phases: empathize, define, ideate, prototype, and test.

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Our K-5 STEM Coordinator has provided professional development to all K-5 classroom teachers to support the implementation of district-wide STEM challenges that we recently began implementing 3-4 times a year. It will be necessary to provide additional professional development if the addition of a STEM specialist class comes to fruition to ensure that all staff understand this type of instruction, which focuses on solving authentic, real-world problems through a hands-on approach. Staff will need to deeply understand this pedagogy and how they can support and carry this mindset into other content and specialist areas. It is also important to note that the addition of extended learning space will allow opportunities for STEM challenges and other hands-on projects to take place in a more collaborative environment where students can spread out, observe each others' work, and collaborate.

A dedicated STEM space should include the following:

- Ample teacher-accessible storage space for equipment, tools, kits, and new and recycled materials, both durable and consumable
- Student-accessible storage (at a child's scale) to support student ownership in the gathering and manipulating of materials
- Abundant and appropriate shelving/organization to safely store or display student work
- Water available with a sink deep enough to facilitate cleaning specimens and glassware equipment and the filling of large basins of water for experiments
- Access to and storage/organization of robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities (i.e., adjustable height tables, stools, white-board tables, castors on furniture, etc.)
- Adequate horizontal work surfaces that allow for the creation of various-sized projects and/or for set-up purposes between classes
- A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings

The STEM room will have lab-style tables and chairs and ample storage to house durable items, such as robotics equipment, building tools, science equipment, tools, etc. and consumable materials, such as cardboard, tape, string, wire, etc.... There would be space

for a 3-D printer and supplies. Specific technology, such as an iPad cart, would also be dedicated to the STEM room. The STEM room would have multiple sinks and would be larger than a typical classroom to allow for collaborative work and storage of projects in progress. This room will need to be outfitted with additional strategically placed electrical outlets as well. Although we acknowledge that STEM activities can certainly happen in a typical classroom, it is very difficult and inefficient to share equipment among many classrooms and to have to break down projects after a short period of time because it is time for another subject. A dedicated STEM space would be designed explicitly to meet our needs, maximizing instructional time and efficiency.

The STEM lab in a Pre-K-5 building (Enrollment 3) will be scheduled all day with 45-minute instructional blocks for grades K through 5. The district intends to hire a full-time, licensed STEM teachers to provide this instruction in the STEM lab. See the *Proposed Specialist Subject by Grade Level, Minutes Per Week chart* in the *School Scheduling Method* section of this document for the projected schedule.

~~To add another specialist subject for grades K-5, we will need to adapt our current specialist schedule. Currently, we follow a 5-day cycle (Monday-Friday), and students have one of the five current special subjects each day. Given that we typically have more than five classroom sections per grade level, we cannot schedule special subjects to allow all classroom teachers to have their planning period simultaneously. Shifting to a longer specialist cycle (more than five days) would enable us to add the STEM special and create the opportunity for increased common planning time for grade-level teams.~~

~~Specialized Subjects with the Addition of STEM~~

~~The table below depicts the specialist schedule by grade level if we add a STEM specialist class. This is based on the projection of the new school being a Pre-K-Grade 5 building. If a Pre-K-3 or Pre-K-K configuration is selected, this chart will be adjusted, and the schedule must be reconsidered. Given that this projection is based on a Pre-K-5 configuration, we would also extend the Kindergarten school day; therefore, the weekly minutes for specialist classes will increase from thirty (30) to forty-five (45) to align with the other grade levels.~~

~~Subject~~	~~Kindergarten~~	~~Grade 1~~	~~Grade 2~~	~~Grade 3~~	~~Grade 4~~	~~Grade 5~~

Art	45	45	45	45	45	45
Chorus	NA	NA	NA	NA	NA	45
Health	* 45 TBD	45	45	45	45	30
Library	45	45	45	45	45	45
Music	45	45	45	45	45	45
Physical Education	45	45	45	45	45	45
STEM	45	45	45	45	45	45

**Currently, Kindergarten students have physical education twice per week but the district is considering adjusting that to provide one health class and one physical education class when a new building is opened, should staffing allow.*

Teaching Methodology And Structure

This section of the program narrative documents current and proposed administrative structures, academic structures, and teaching methods for each existing school and design enrollment.

Administrative and Academic Organization/Structure

Current Organization

Wildwood Early Childhood Center, Woburn Street Elementary School, and North Intermediate School are all currently led by a full-time building principal, each of whom oversees teaching and academic support staff for students in their school. The Woburn Street School also has a full-time assistant principal. Below is a chart depicting the 2023-2024 school year staffing.

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Current Staffing

Personnel	Wildwood Grades: Pre-K-K 144 Students	Woburn Street Grades: 1-3 358 Students	North Intermediate Grades: 4-5 249 Students
Principal	1.0 FTE	1.0 FTE	1.0 FTE
Assistant Principal	0	1.0 FTE	0
Secretary/Administrative Assistant	1.0 FTE	1.0 FTE	1.0 FTE
Nurse	1.0 FTE	1.0 FTE	1.0 FTE
Classroom Teachers Pre-K-5	7.0 FTE K 2.0 Pre-K (2 Inclusion & 2 Strides)	19.0 FTE	11.0 FTE
Special Education Teachers	2.0 FTE	5.0 FTE	5.0 FTE
School Counselors	1.0 FTE	1.0 FTE	1.0 FTE
School Psychologists	0.3 FTE	0.5 FTE	0.5 FTE
Family Engagement Specialists	0.25 FTE	0.25 FTE	0.25 FTE
Occupational Therapists/OTA^	0.3 FTE	0.3 FTE	0.3 FTE
Physical Therapist^	0.3 FTE	0.2 FTE	0.1 FTE
Speech and Language Therapists^	1.6 FTE	1.0 FTE	0.6 FTE
English Learner Teachers	0.1 FTE	0.5 FTE	0.4 FTE
Art Teachers	0.2 FTE	1.0 FTE	0.6 FTE
Music Teachers	0.2 FTE	1.0 FTE	0.8 FTE
Physical Education Teachers	0.4 FTE	1.0 FTE	0.4 FTE
Health Teachers	0	1.0 FTE	0.4 FTE
Library/Media Specialists	0.2 FTE	0.8 FTE	0.8 FTE
Technology Integration Specialists*	0.09 FTE	0.25 FTE	0.17 FTE

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Reading Specialists	1.0 FTE	3.0 FTE	1.5 FTE
Math Tutors	0.5 FTE	1.5 FTE	1.5 FTE
Educational Assistants	18.0 FTE	4.0 FTE	4.0 FTE
Literacy Coordinator/Coach*	0.09 FTE	0.25 FTE	0.17 FTE
STEM Coordinator/Coach*	0.09 FTE	0.25 FTE	0.17 FTE

**This FTE was determined by dividing the total enrollment of 1443 (Pre-K-5) by the number of students in each school to determine the approximate FTE per school for the full-time staff members we currently have supporting six schools.*

^ This FTE is determined by student service delivery of IEPs and can change from year to year.

To date, the district has directed the design team to plan for the following personnel, depending on the selected consolidation plan.

Proposed Staffing

Personnel	Renovated/ New School: Kindergarten 130 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-3 Projected Enrollment: 510 Students (Plus Pre-K)	Potential Consolidated School: Pre-K-5 Projected Enrollment: 755 Students (Plus Pre-K)
Principal	1.0 FTE	1.0 FTE	1.0 FTE
Assistant Principal	0	1.0 FTE	2.0 FTE
Secretary/ Administrative Assistant	1.0 FTE	2.0 FTE	3.0 FTE
Nurse	1.0 FTE	2.0 FTE	2.0 FTE
Classroom Teachers	7.0 FTE K 3.0 Pre-K	26.0 FTE K 3.0 Pre-K	37.0 FTE 3.0 Pre-K
Special Education Teachers	4.0 FTE	9.0 FTE	14.0 FTE
School Counselors	1.0 FTE	2.0 FTE	3.0 FTE

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School Psychologists	.3 FTE	.8 FTE	1.3 FTE
Family Engagement Specialists (Historically budgeted in Student Support Services budget)	0.2 FTE	.4 FTE	.5 FTE
Occupational Therapists/OTA^ (Historically budgeted in Student Support Services budget)	.2 FTE	.5 FTE	1.0 FTE
Physical Therapist^ (Historically budgeted in Student Support Services budget)	.3 FTE	.5 FTE	.75 FTE
Speech and Language Therapists (Historically budgeted in Student Support Services budget)	1.6 FTE	2.6 FTE	3.2 FTE
English Learner Teachers (Historically budgeted in Central Office budget)	0.1 FTE	0.6 FTE	1.2 FTE
Art Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Music Teachers	0.2 FTE	1.0 FTE	1.5 FTE (plus 27 sections of instrumental music- approx. 0.9 FTE)
Physical Education Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Health Teachers	0.2 FTE	1.0 FTE	1.5 FTE
Library/Media Specialists	0.2 FTE	1.0 FTE	1.5 FTE
STEM Teacher (New positions)	0	0	1.5 FTE
Technology Integration Specialists* (Increased position to support new technology needs if enrollment 2 or 3 are selected. Historically budgeted in Central Office budget)	.09 FTE	.5 FTE ~~.34 FTE~~	1.0 FTE ~~5 FTE~~
Reading Specialists	1.0 FTE	4.0 FTE	6.0 FTE

Math Tutors	0.5 FTE	2.0 FTE	4.0 FTE
Educational Assistants	18.0 FTE	26 FTE	28.0 FTE
Literacy Coordinator/Coach* (Historically budgeted in Central Office budget)	.09 FTE	.25 FTE	.5 FTE
STEM Coordinator/Coach* (Historically budgeted in Central Office budget)	.09 FTE	.25 FTE	.5 FTE

**This FTE was determined by dividing the total enrollment of 1443 (Pre-K-5) by the number of students in each school to determine the approximate FTE per school for the full-time staff members we employ.*

^ This FTE is determined by student service delivery of IEPs and can change from year to year.

Currently, our three (3) elementary schools being considered as part of this building project include a total of four (4) school building leaders. If enrollment 3 (Pre-K-5) is the selected consolidated model, the plan would be to have a total of three (3) school building leaders with one (1) principal and two (2) assistant principals. In this scenario, the plan would be to have one (1) assistant principal responsible for Pre-K-Grade 2 programs and services and one (1) assistant principal responsible for Grades 3-5.

Should enrollment two (Pre-K-3) be selected, the model would include one (1) principal and one (1) assistant principal.

Curriculum Delivery Methods & Practices

Current Practices

Guided by a shared commitment to meet the needs of a wide range of student learners, classroom teachers at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School plan and provide developmentally appropriate, student-centered, rigorous, and engaging instruction. Teachers employ a combination of whole-class and small-group instruction during all academic subjects. The curricula in grades K-5 are aligned and consistent across grade levels and within all elementary schools in the district. Our math program, Envisions by Savvas, has been in place the

longest, but this year, we are providing professional development on implementing a math workshop model in grades K-5 to create structures and routines that allow for more opportunities for differentiation and individualized, small-group instruction. A few years ago, we adopted a new science program that prioritizes hands-on experiments and exploration. Two years ago, we adopted a new social studies program that is now fully implemented. This year, we piloted two different literacy programs and selected Into Reading for a full K-5 implementation in the fall. The district has worked hard to choose programs and implement an updated curriculum that is relevant, rigorous, and evidence-based with pedagogically sound instructional practices.

Most classrooms lack dedicated space to have the whole class together in one area of the room in front of the display board for a group lesson separate from the desks. There is limited room for tables for small group work. To increase classroom differentiation, teachers create centers for students to rotate through while the teacher works with a small group. The current classroom sizes and outdated furniture often inhibit the ability to be flexible with instructional approaches such as this. Due to size limitations, the current configuration is often reminiscent of a classroom from long ago, with rows of desks all facing in the same direction.

Additionally, the district employs a formalized Multi-Tiered System of Support (MTSS) model for academics, which includes intervention support for reading and mathematics. Universal screening and data meetings occur several times yearly for each grade level to identify students needing intervention. Students who have not participated in school before arriving in Wilmington will be screened to assess their skills when they arrive. Based on screening results, intervention plans will be developed as needed to ensure the student's successful transition. Reading and math interventionists provide small group sessions typically 3-5 times a week with students in grades K-5. Reading intervention is provided by reading specialists, and math tutors provide math intervention. Currently, these sessions take place in various locations because space is limited. Some services are push-in services in the general classroom. Given the classroom size, this service does not always have room or a dedicated space. Therefore, intervention often happens in the hallway. Some services are pull-out services; in this case, students often have to walk to another part of the building for this intervention, and the distance often impedes instructional time.

Data meetings occur three times per year, and progress meetings occur a minimum of twice a year for each grade level, K-5. The district elementary literacy coordinator and elementary STEM coordinator lead these meetings. The data meetings are full-day meetings where the grade-level team, administrators, and interventionists collaborate to analyze data and develop instructional plans for students needing reading and math intervention. There are typically about 12-15 participants in the meeting, and finding a location for these meetings is extremely difficult. Conference rooms are typically booked for special education meetings and, even if available, are usually too small to accommodate the group. In addition, the team needs the ability to project during the meetings, and currently, not all conference rooms are equipped with projectors. Often, the meeting ends up being scheduled in a specialist classroom if there is no class scheduled that day, and sometimes, the meeting has to change locations mid-way through because the space is not available all day. This MTSS process is a critical part of the district's work to provide targeted instruction to our students. Not having a dedicated space for this teacher collaboration is quite challenging.

Proposed Changes

The Wilmington Public Schools has invested significantly in programs, materials, and professional development to ensure the curricula at the elementary level are updated and aligned. Our current classrooms inhibit our teachers' ability to fully maximize the curricular resources provided. Ideally, new classroom spaces should allow for multiple zones where whole-group and small-group instruction can fluidly transition without stopping and moving furniture. There should be room for whole-class demonstrations, small-group instruction, student collaboration, and independent work. There should be space for stations or center activities where students can explore and practice skills in math workshops and ample room for science demonstrations and hands-on experiments. In addition, having an extended learning area shared by a couple of classrooms or an entire grade would allow for more grade-level collaboration and opportunities for enrichment activities. The current configuration inhibits classrooms from coming together for activities or grade-level events. An extended learning area would create opportunities for grade-level community meetings, cultural enrichment activities, student work showcases, group instructional demonstrations, reader’s theater presentations, etc.

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Given the amount of intervention and progress monitoring provided for both academics in reading and math and related services such as speech, OT, or SEL supports, additional small group rooms accessible by both the classroom and hallway would allow greater flexibility for student screening, administering assessments to students who need a small group setting, and differentiated instruction in the classroom with students working in small groups.

As noted above, the MTSS process is integral to how we operate in all of our K-5 school buildings. Teacher Collaboration spaces will be critical to the work we do as a part of our MTSS Process. Having a space that can fit this team of educators, typically 12-15 people, is critical to support the District's Multi-Tiered System of Support.~~Therefore, a dedicated space to accommodate 15 adults for data meetings is needed.~~This collaboration space should be designed so all participants can see what is projected and have space to work and develop intervention plans. These spaces will allow us to effectively run data meetings and progress meetings throughout the year. Student services will not be delivered in these teacher collaboration spaces. MTSS instructional activities will be delivered in the environment most appropriate for student needs (i.e., general classrooms, small group rooms, extended learning spaces, and specialist offices).

English Language Arts/Literacy

Current Practices

Wilmington Public Schools just recently made the recommendation to adopt Into Reading from Houghton-Mifflin-Harcourt. A Literacy Committee selected this new program following a rigorous selection process and pilot experience. The program will be fully implemented in the fall of 2024. As a district, we are committed to providing an evidence-based and comprehensive core literacy program. This program provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a research-based scope and sequence that gives students a foundation to become confident, independent readers and writers.

A typical literacy block will include:

- Explicit instruction and practice on foundational reading skills

    - Phonemic awareness
    - Phonics
    - Decoding
    - Encoding
- Targeted, whole-class reading or writing instruction in a teacher-led lesson
    - Mini-lesson with prior connection and explicit instruction
    - Modeling and explanation of teaching point
    - Student partners practice the teaching point
    - Restate teaching point and send off for independent practice and small-group work
- Small-group instruction
    - Targeted instruction for students with similar needs in small groups using a variety of resources to target grade-level skills and strategies
- Interactive and independent reading and writing activities
    - Read alouds with modeling
    - Vocabulary instruction
    - Writing independently or with a partner
    - Independent reading

Proposed Changes

Given that the district is currently poised to implement this new program, there are no other anticipated changes in the area of English Language Arts.

Mathematics

Current Practices

Wilmington Public Schools has used the Envision Math program as our primary tool to deliver math instruction that is aligned with the MA Frameworks. This program is used in grades K-8, ensuring vertical alignment, a shared vocabulary, and easy transitions for students moving from grade to grade. Envisions helps students develop a deep conceptual understanding of grade-level math concepts. Lessons include problem-based, interactive learning activities that build critical thinking skills and develop a concrete understanding of math concepts. Visual instruction then deepens

students' understanding of the concept. The program also provides additional activities and resources to reinforce learning through videos, practice activities, and games.

After implementing the MTSS model, we used a universal screener to assess students' math skills. The data we collected from the screener helped us identify students' mathematical abilities, allowing us insight into the diverse math needs of all students. However, teachers struggled to find the time to address these needs during the math block. We realized we needed to re-think how math was being taught, so we provided professional development on implementing a math workshop model for grades K-5. The math workshop model enabled us to create routines and a structure, allowing more opportunities for differentiation and individualized, and small-group instruction. Teachers continue to use the Envisions program but have restructured how it is delivered to create more opportunities to meet with small groups of students for reteaching or extending a lesson. This workshop model also maximizes student collaboration through partner work and incorporates math centers for practice and reinforcement of skills.

Proposed Changes

The district has recently focused on shifting the instructional model for the math block to provide opportunities and time for classroom teachers to differentiate instruction for all learners. In every elementary classroom, there is a wide range of math skills; some students need extra support, and some extend their thinking to mathematical concepts beyond grade-level expectations. Restructuring the model has helped teachers and support staff differentiate instruction more consistently and offer more intervention opportunities for students in class. These changes have resulted in more student movement throughout the classroom. Students may work collaboratively in small groups, independently or with a partner, and/or at a table receiving teacher support. In addition, the district has been assisting teachers in developing a more nuanced understanding of mathematics instruction to incorporate procedural fluency, conceptual understanding, and problem-solving. As part of that effort, classroom teachers are utilizing more games and activities that promote student engagement during the math workshop time.

The availability of flexible seating and furniture, breakout spaces within and near classrooms, and the clustering of grade-level classrooms will enhance the district's ability to continue implementing this model. Finally, the district is interested in collaborating with the design team to explore ways that the building itself might be used to support math learning. We envision interactive architectural features that support the development of critical mathematical skills like early numeracy, pattern recognition, spatial reasoning, and problem-solving.

Science

Current Practices

Wilmington public schools adopted the Elevate Science program as our core instructional tool for grades K-5. The phenomena-based science curriculum immerses students in the inquiry process and hands-on learning experiences. The program organizes science learning around phenomena-based, real-world storylines called Quests. The storyline of the Quests leads to hands-on labs. Students then synthesize lab experiences and present their explanations. The program uses text, inquiry notebooks, and digital learning. The district adopted this program just before the pandemic, and therefore, the hands-on components of the program were minimally used. Since then, we have prioritized the hands-on lab experiences for our students because we recognize the value of learning by doing.

The MA Science and Technology/Engineering (STE) Curriculum Frameworks are an adaptation of the NGSS standards based on the Framework for K-12 Science Education. The Frameworks put forth a vision for all students to have access to quality science experiences. To support learning experiences with phenomena, classrooms must provide opportunities for students to collaborate, investigate, design, observe, react, inquire, formulate questions, gather data, gather, collect, and use evidence, and make connections to their prior experiences.

Phenomena-based science instruction is hands-on, inquiry-based, and exploratory, with the goal of developing in students the knowledge, skills, and habits of scientists and engineers. At the elementary level, formal science instruction typically occurs during 30-60-minute blocks two or three times a week. While teachers have been very resourceful in using the existing classrooms and common spaces for science instruction, the limitations of those current spaces pose significant challenges. Due to a lack of a designated science space,

teaching models and manipulatives must be dismantled and rebuilt between science lessons, which often means a loss of continuity, time on learning, and teacher prep time.

Proposed Changes

Wilmington's science curriculum assumes a teacher's ability to set up differentiated, inquiry-based, material-intensive science experiments that children can implement and observe in the classroom. It also assumes the ability to teach in cooperative, small-group learning teams. Currently, classroom space limitations and a lack of break-out space often necessitate using the hallway, gym, or cafeteria for science instruction. A goal for the district is to have educational facilities that allow staff and students to fully realize this kind of science learning.

The district envisions this type of project-based, investigative learning taking place in classrooms and extended learning spaces, both equipped with the following.

- Storage space for science kits being used for a particular unit, including both durable materials and consumables
- Water available with a sink deep enough to facilitate cleaning equipment and filling large basins of water for activities like buoyancy experiments
- Access to robust, interactive technology with applications and software used to support curricular access and application
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities
- Ample counter space to display student work, place ongoing works in progress, and/or for set-up purposes

Social Studies

Current Practices

The district recently completed a review of elementary (K-5) social studies curriculum and instruction in June 2022. The goal was to ensure more consistent practices and to align with the recently revised *Massachusetts History and Social Science Frameworks* (2018).

At the elementary level, social studies instruction typically takes place during 30-60-minute blocks of daily time. Most teachers alternate between science units and social studies units

during the school year. Grades K-2 and 4-5 implement McGraw-Hill's *Impact Social Studies (2020)*, and Grade 3 uses Gibbs-Smith's *Massachusetts, Our Home (2020)* as the basis for Social Studies instruction.

The current social studies units are aligned with the grade-level content prescribed in the Massachusetts curriculum frameworks. While engaging with the content, the curriculum focuses on developing the students' critical skills necessary to become engaged, informed, responsible citizens.

IMPACT Social Studies teaches the art and strategy of inquiry as teachers model how to ask questions and do research. Students learn how to analyze sources and consider multiple perspectives as they think critically about problems, events, places, and people. Each chapter inquiry project is designed to engage students by encouraging them to ask questions and look for answers while providing opportunities for students to work together collaboratively.

Both programs, Impact, and Massachusetts Our Home, require students to work in various instructional settings: whole class, small group, and with partners. It will be important to ensure classrooms are designed to accommodate all settings.

Proposed Changes

We do not anticipate any changes to the social studies programming in the next five years that would impact the planning of the design phase of this building project.

World Languages

There are currently no world languages offered as part of the Wilmington Public School elementary curriculum. If a world language program were to be added in the future, instruction would take place within the general education classroom, so designated space would not be required.

Even though the district does not offer elementary World Language as a specialist subject at this time, Wilmington encourages Multi-lingual Learners (MLs) to share expressions, customs, and stories from their native language with their native-English classmates. Our district's strategic

plan emphasizes the importance of creating equitable and inclusive schools and strengthening partnerships amongst students, families, staff, and the community to promote a sense of pride, connectedness, and inclusiveness. We are committed to enhancing culturally responsive teaching by providing professional development on culturally responsive instructional practices that value and respect diverse backgrounds, experiences, and perspectives of students. During a recent Multilingual Family night, a group of parents asked if the district would offer a conversational English social group for families to engage socially, learn about different cultures, and practice their English language skills. Our Coordinator of ESL was thrilled to facilitate this group. We welcome and encourage families to share their cultural and linguistic experiences in our schools. Many families share holiday traditions in our elementary schools throughout the year.

Academic Support Programming Spaces

English Language Education (ELE)

Current Practices

Wilmington is committed to equity for all learners and provides instruction that honors and draws upon students' and families' cultural and linguistic assets. We are proud to be a multilingual community of learners who speak over thirty-five home languages. The English Language Education (ELE) program model is Sheltered English Immersion (SEI), which includes direct English language instruction with licensed English as a Second Language (ESL) teachers and content area instruction in the general education classroom with teachers who have earned the SEI endorsement.

Educators use grade-level Massachusetts Curriculum and World-class Instructional Design and Assessment (WIDA ~~ELD~~) Standards frameworks to provide English language instruction and assessment for multilingual students. WIDA Prime has reviewed ESL Curriculum resources (Reach, Inside, and The Edge) for correlation to WIDA Standards. ESL instruction in Wilmington also uses supplemental texts and materials aligned to grade-level content themes and curricula. Through shared responsibility and collaboration, educators in grades Pre-K -12 provide rigorous instruction for multilingual learners at all levels of English language proficiency to meet the program's primary goal: *to provide quality, research-based English language instruction that ensures multilingual*

learners develop the advanced social and academic language skills necessary to succeed in school and become active, involved members and leaders in the community.

Wilmington Public Schools envision maintaining the ELE program at all locations and providing appropriate resources and staffing for the enrolled English learners. Two full-time teachers currently support four elementary and two early childhood schools. The ESL Curriculum Team leader teaches English learners in grades 6-12 at the middle and high schools. English learner rosters at each school may fluctuate according to English language proficiency assessment results on the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), Measure of Developing English Language (MODEL), or WIDA Screener. ESL teachers adapt their schedules and time at each school to accommodate the number of students who enter and exit the program.

ESL is its own content area and requires a designated instructional environment conducive to language acquisition and sociolinguistic growth. The current ESL program at each building consists of multi-age pull-out instruction in small, often shared, spaces, such as offices, storage areas, and sectioned-off areas of classrooms. With limited space and background noise, ESL teachers cannot provide the range of instructional activities necessary for active language practice, such as multisensory experiences, kinesthetic activities, and tasks that involve choral language production.

In addition to limited instructional space, there is currently no designated area for one-on-one screening for students new to the district. There is also no area for parent-teacher meetings with interpreters present nor a specific space to assist multilingual families with the registration process.

Proposed Changes

Regardless of the configuration of a new building, Pre-K-K, Pre-K-3, or Pre-K-5, staffing and scheduling will continue to be determined based on the number of English learners at each school and grade level. If the school configuration is Pre-K-K or Pre-K-3, it will be essential to have one dedicated ESL classroom where students can receive small-group instruction. The space would also serve as an office and storage space for the ESL

teacher. ~~If the configuration is a Pre-K-5 school, two dedicated ESL classroom spaces will be necessary: one in the Pre-K-2 area and one in the grade 3-5 area.~~

Although we are still considered a relatively low-incidence district, our EL population has doubled in the last three years. We have also seen an increase in the number of students who are considered newcomers enrolling, requiring two 45-minute instructional blocks per day. Enrollment fluctuates and is difficult to project, but based on the past few years, we anticipate the population will continue to increase. We are seeing the majority of our multi-lingual families moving to the Northside (Wildwood ECC, Woburn Street School, and North Intermediate) so it is projected that this new school building will need to accommodate a large percentage of our English learners.

The three possible configurations are described below.

> Enrollment 1: The ELL classroom will serve as the office and instructional space for the ESL teacher and Kindergarten English Learners. This room is anticipated to be utilized most of the day with ELE instruction, assessment, and support; however, we cannot anticipate our enrollment of Kindergarten students who are ELs in four years.
>
> Enrollment 2: The ELL classroom will serve as the office and instructional space for the ESL teacher and English Learners in grades K-3. Based on our projected enrollment in four years, this room is anticipated to be fully utilized all day with EL instruction, assessment, and support.
>
> Enrollment 3: Two ELL classrooms will serve as the offices and instructional spaces for the 2 ESL teachers and English Learners in grades K-5. One room will be located in the Pre-K-2 wing and the other in the Grades 3-5 wing. Based on our projected enrollment in four years, these rooms are anticipated to be fully utilized all day with EL instruction, assessment, and support.

Each space dedicated to ESL instruction would accommodate small group instruction for 1-15 students. A flexible learning environment will allow the ESL teacher to provide English language instruction activities that may include groups of multi-age learners and heterogeneous groups of English learners and peer models. English language instruction

often involves observations, discussions, and reports on the outside atmosphere. An appropriate space would include one with plenty of natural light and windows to facilitate language practice related to temperature, wind speed, weather, and changing seasons. A sink, projector/Smart Board, plenty of electrical outlets, and movable furniture would also support learning and flexible instructional groups.

In addition, Wilmington Public Schools strives to provide engaging academic and social-emotional learning for all learners. Many multilingual learners may require additional social-emotional considerations, such as those new to English who have recently moved or have experienced cultural dissonance or trauma. An instructional space that allows some anonymity and considers the mental well-being of multilingual learners would be located in an area of the building with less foot traffic but convenience to other classrooms, the health office, counselors, and restrooms. The learning space could also be an alternative meeting place for social activities, student lunch, and after-school activities. English learners require a quiet space for English proficiency assessments (WIDA Screener, MODEL, and ACCESS) but also room to make noise and take risks with social and academic language. Proximity to other classrooms and offices should be a consideration as they should be a part of the learning community.

Wilmington's ELE parent/family collaboration and professional learning opportunities are evolving and ongoing. Therefore, the ESL space would also serve as a meeting place for small groups of parents to meet as a school-based English learner parent advisory council (ELPAC) or for educators to conduct data reviews and professional learning groups.

Student Counseling and Support Services

Current Practices

The Counseling staff at the Wilmington Public Schools are integral to a student's educational experience across all domains. Specifically, the counseling staff at the elementary level promotes the academic achievement and social/emotional development of all students through the use of data-informed tiered interventions, which include large group, classroom, small group, and individual interventions. The clinical staff at the

elementary level consists of school counselors, school psychologists, and social-emotional learning (SEL)/family engagement specialists.

Each student has access to the School Counselor in each elementary building who provides counseling to students (individual, small group, whole group). The School Counselors also consult and collaborate with parents, staff, and outside care providers, providing crisis response services and family outreach. Currently, there are six School Counselors at the elementary level, one per building, three being on the Northside of town as follows:

- 1.0 School Counselor at the Wildwood ECC
- 1.0 School Counselor at the Woburn Street
- 1.0 School Counselor at the North Intermediate

We currently have three district School Psychologists, shared among the six elementary schools, who are available to assist with educational and psychological evaluations and provide individual counseling to students on Individualized Education Programs (IEP) and crisis intervention at each elementary school. Therefore, the North side of town has the equivalent of 1.5 FTE School Psychologists.

The district has 2.0 Social Emotional Learning (SEL)/Family Engagement Specialists who provide wellness support, case management services, and resources to students and families, including assisting families navigating the medical, mental health & social service systems with district-wide alignment, providing acute mental health intervention for students & short-term crisis counseling with high-need students, supporting district-wide SEL programming and coaching to staff and Intensive/high-need student & family case management district-wide.
Currently, there are:

- 1.0 allocated to 6 elementary schools (.5 at Wildwood, North, and Woburn Street)
- 1.0 allocated to the middle school and high school

Proposed Changes

The clinical staff are key members of a multidisciplinary team that is able to work with students in the office setting, in classrooms, and in small groups throughout the building. Creating welcoming and confidential spaces with designated areas for students

to have sensitive discussions with clinical staff members is imperative at the elementary level. Having specific counseling offices and areas to provide small peer social groups allows designated safe spaces for students to go to for social, emotional, or behavioral support. These areas would allow for staff consults and parent/outside provider phone calls and meetings.

The following options below provide for the recommended spaces needed for clinical staff based on FTEs, as each individual would need their own space:

Pre-K - Grade 5 (755 students + Pre-K):
School Counselor: 3.0 FTE
School Psychologist: 1.3 FTE
SEL/ Family Engagement Specialist: 0 .5 FTE

Pre-K- Grade 3 (510 students plus Pre-K):
School Counselor: 2.0 . FTE
School Psychologist: 0.8 FTE
SEL/Family Engagement Specialist: 0 .4 FTE

Pre-K- Kindergarten (130 students + Pre-K):
School Counselor: 1.0 FTE
School Psychologist: 0.3 FTE
SEL/Family Engagement Specialist: 0 .2 FTE

Social Emotional Learning

The Wilmington Public Schools is committed to providing a comprehensive, inclusive, evidence-based social-emotional learning model to incorporate the five (5) core competencies from the Collaborative for Academic, Social, Emotional, and Learning (CASEL) framework. The social and emotional environments of the classroom at the elementary level profoundly impact a student's ability to learn. Creating affirming and safe environments for students to develop the essential competencies is vital for all students to feel successful. A supportive classroom environment includes:

- Community-building
- Creating a sense of belonging and emotional safety

- Student-centered discipline

Resource: CASEL SEL in the Classroom

Below is a sample of some of the evidence-based practices that are integrated into most of the elementary classrooms and/or small group settings:

Positive Behavioral Interventions and Supports (PBIS): PBIS is a prevention framework for establishing and sustaining effective school-wide and individual behavior supports needed to enhance academic, social, and behavioral outcomes for all students. The district supports capacity building, implementation, and sustainment of PBIS across a multi-tiered support system (MTSS).

Tier 1: Tier 1, or Universal Level, refers to environmental, social-emotional, behavioral, and academic supports provided schoolwide to all students. These supports are delivered by all staff in the building to all students and include:

- Use of a common language and clear positive expectations of a behavior such as responsibility, respect, safety, and kindness
- Defined expectations for specific locations and routines, such as arrival, recess, classrooms, hallways, and cafeteria that are explicitly taught using lesson plans and student activities
- A common academic curriculum and additional social, emotional, and problem-solving skills taught throughout the year
- A common acknowledgment system to reinforce the expected behaviors and celebrate as a community
- The use of a consistent response system with a clear flow chart for responding to unexpected behaviors with distinctions and definitions for staff-managed vs. administrative-managed behaviors and a system for staff to collect data on behavioral incidents
- Data (behavior, surveys, attendance, academics, etc.) is collected, reviewed, and used to action plan throughout the school year to improve the environment and supports for students, staff, and families
- A representative building-level team reviews data, creates student practices, and builds systems to train, coach, and support staff with implementing PBIS in the building

Tier 2: Tier 2 or Targeted Level refers to extra targeted support for struggling students. These include:

- Specialized groups or "check-ins" that provide students with increased structure, frequent feedback, acknowledgment, and enhanced teaching of self-management, organizational, relationship, and decision-making skills.
- Students receiving Tier 2 support continue to receive all of the support and interventions at the Tier 1 level as well.

Tier 3: Tier 3, or Intensive Level, is focused on individual students who need individualized support and services due to ongoing academic, behavioral, or social-emotional concerns.

- Students receiving Tier 3 support receive all of the support and interventions at the Tier 1 and 2 levels as well.

Resource: Step 1.1 Design a Safe Environment (Pg. 11): **Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators**

The Center on Positive Behavioral Interventions and Supports (PBIS)

Panorama Education: The district has partnered with Panorama Education, a universal SEL assessment tool and data system to help educators understand student's SEL competencies and provide the appropriate tiered interventions. Universal screening occurs at the elementary level two times a year to monitor district, school, and student SEL data in an ongoing way to target trends and themes. Staff utilizes a professional learning library "playbook" with targeted classroom strategies/lessons to enhance the classroom environment. The following domains are available in the playbook to support students across all the tiers to improve student outcomes:

- Attendance
- Behavior
- Climate
- ELA
- Mathematics
- Social Emotional Learning

Resource: Panorama Education

Wilmington Public Schools Educational Program Narrative

The Massachusetts Aggression Reduction Center (**MARC):** MARC, out of Bridgewater State University, provides prevention programs, services, research, and resources to schools and families. Preventative lesson plans are used to create a school climate that promotes safety, civil communication, and respect for differences and for others. This curriculum also builds on the skills of staff members to prevent, identify, and respond to bullying. The focus of the MARC program is on:

- Supporting social and emotional adjustment in children, including ways to eliminate bullying and cyberbullying
- Fighting
- Bias and diversity
- Peer relationships
- Screen and social media use

Resource: **Massachusetts Aggression Reduction Center Bridgewater State University**

Responsive Classroom (RC) Morning Meeting: RC is an evidence-based approach to teaching and student-centered discipline that fosters social-emotional development and focuses on four key domains:

- Engaging academics
- Positive community
- Effective management
- Developmental awareness

Explicit teaching practices and lessons are developmentally interactive, use common language, provide students with choices, establish routines, and build a sense of community within the classroom setting. These practices foster cooperation, responsibility, self-control, empathy, and independence to increase learning. Starting the day with a structured morning meeting is essential to create a safe learning environment and to practice appropriate social skills. The following four (4) components are incorporated into the morning meeting:

- Greeting
- Sharing (around the circle, partner, or dialogue)
- Group activity (song, chant, poem game, or other)
- Morning message

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Wilmington Public Schools Educational Program Narrative

Resource: Responsive Classroom

Zones of Regulation: A curriculum to foster self-regulation and emotional control to help students think and talk about their feelings. Students learn to identify how they are feeling and use strategies to regulate their emotions to help meet their goals and task demands. The curriculum, including supplementary resources and visuals use the four (4) Zones of Regulations to sort feelings, states of alertness, and energy levels:

- **Blue** Zone: Sad, Bored, Tired, Sick
- **Green** Zone: Happy, Focused, Calm Proud
- **Yellow** Zone: Worried, Frustrated, Silly, Excited
- **Red** Zone: Overjoyed/Elated, Panicked, Angry, Terrified

Resource: Zones of Regulation

Health Services

Current Practices

School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals to develop their full potential. Care is provided during regular school hours following the guidelines for policy and practice outlined in the MA DPH Comprehensive School Health Manual. Each elementary school has a full-time nurse. Nurses address the three main components of school health: health services, health education, and a healthy school environment. Through these critical components, school nurses support the school's academic mission while promoting and improving students' health. Nurses provide skilled care based on assessment of student and staff complaints of illness and injury. Nurses create healthcare plans for students with identified medical issues to address their specific needs. Nurses serve as key support for families seeking resources for concerns such as food insecurity, mental health issues, and substance use. Throughout the course of a day, nurses distribute medications, perform diabetic testing, perform vision and other medical screenings, and address immediate health needs. There is limited or no space to allow for needed resting

areas in the current nurses' offices. In addition, space is lacking for confidential health discussions or phone calls.

Proposed Changes

The provision of larger, purposefully designed health office space with identified storage, student rest areas, and nurse work areas that are both calming and confidential will allow the nurses in the building to provide efficient and student-centered nursing care. Nurses will have increased visibility of students of all ages while resting. Wilmington envisions integrating school-based health services, along with collaboration with staff, families, and outside care providers, to maximize student health and learning. In addition to space for traditional nursing tasks, students with medical conditions such as type 1 diabetes will have an allocated space specifically designed for their care needs. The newly designed building will allow for greater communication, space for family outreach, and student health education. Consideration will be given to the ever-increasing role of technology in the delivery of care and will include space for data entry into student medical records.

Staffing Levels	**FTE**
Pre-K-K	**1.0 FTE**
Pre-K-3	**1.0. FTE**
Pre-K-5	**2.0 FTE**

Extended Day Learning

Extended Day Program: CARES

The Wilmington Public Schools provides a tuition-based before and after-school Extended Day Program (CARES) for children enrolled in the Wilmington Public Schools. The program is open five (5) days a week when school is in session. The Before School program begins at 6:45 a.m., and the After-School program is open from school dismissal to 5:30 p.m.

The CARES Program also offers February and April programs during school vacations at the Woburn Street School and a seven (7)-week Summer Program at the North Intermediate School. Historically, the school vacation weeks have averaged 120 students per day. The

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

2023 Summer Program had 226 students enrolled, with an average of 130 students per day.

The Before School program exists at five of the six elementary school sites. It serves a relatively smaller number of children (ranging from thirteen (13) students at Boutwell to seventy (70) students at Woburn Street) in their home school. Currently, Wildwood has no students enrolled in the before-school program since this school day starts at 7:45 a.m.

Before School Extended Day Site	# of students enrolled
Boutwell	13
Wildwood-pre closure/time change	42
Shawsheen	46
Woburn Street	70
North Intermediate	33
West Intermediate	24

The After-School program serves approximately 403 students and is housed at (five) 5 sites:

After-School Extended Day Site	School Population Served	# of students enrolled
Boutwell	Boutwell	44
Wildwood @ North	Wildwood	43

Wilmington Public Schools Educational Program Narrative

Shawsheen	Shawsheen	119
Woburn Street	Woburn Street	118
North Intermediate	North Intermediate	34
West Intermediate	West Intermediate	45

The after-school program is offered at each school location except for the Wildwood school; those students are transported to the North Intermediate School by a yellow school bus.

The extended day program provides opportunities for children to participate in various activities such as arts and crafts, dramatic play, group games, gross motor play, and sensory and science activities. The program also provides quiet spaces for reading and completing homework. The program uses a combination of dedicated spaces, such as classrooms, the gym, the cafeteria, the art room, the music room, the library, athletic fields, and playgrounds.

The extended day program is overseen by the Program Coordinator, Assistant Program Coordinator, five (5) Site Coordinators, and two (2) Site Apprentices. The Program Coordinator and Assistant Program Coordinator have dedicated office space at the North Intermediate School on the lower level of the building and an adequate size storage room.

Site Coordinators/Apprentices currently use shared space on the stage of each building that is used as office and storage space. Since it is a shared space, CARES personnel are often required to relocate staff equipment to accommodate school meetings, assemblies, and programs. The program employs approximately 54 part-time staff members, including Group Leaders and Leaders in Training.

Currently on the North Side of Wilmington:

The Before School program is held at the Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School. The before-school program at Wildwood Early Childhood Center currently has no student enrollment due to its early start time.

Wilmington Public Schools Educational Program Narrative

The CARES Program service ranges from thirty-three (33) students at the North Intermediate School to seventy (70) students at Woburn Street School in their home schools. The program employs two (2) full-time Site Coordinators, three (3) full-time Site Coordinator Apprentices, and eleven (11) part-time staff that consist of Group Leaders.

Current Daily Staffing:

North Intermediate and Wildwood CARES programs share personnel and rotate staffing throughout the day.

Wildwood School, Grade K- One (1) full-time Site Coordinator that oversees the one (1) full-time Site Coordinator Apprentice, three (3) part-time Group Leaders, and two (2) part-time Leaders in Training , for seven (7) total staff.

Woburn Street School Grades 1- 3- One (1) full-time Site Coordinator that oversees, two (2) full-time Site Coordinator Apprentices, six (6) part-time Group Leaders, ten (10) part-time Leaders in Training, for 19 total staff.

North Intermediate School, Grades 4 - 5- One (1) Site Coordinator, four (4) part-time Group Leaders, and two (2) part-time Leaders in Training for seven (7) total staff.

Proposed Changes

The ideal configuration would be the Pre-K-5 configuration, but the following information applies to all possible building configurations.

Building Access:

In consideration of safety, monitoring, and access, in the new building, the CARES Program would ideally be in a dedicated area. The location would require a parent pin pad entry in the program wing for parents dropping off and picking up their children.

Secure Office and Meeting Spaces:

Office space is needed that is large enough for the Program Coordinator and Assistant Coordinator. Shared office/workspace is needed for Site Coordinators and Apprentices,to allow for storage of supplies and equipment as well as private meeting space.

The program also requires a large storage area (8x8) to accommodate CARES-specific program equipment and supplies for vacation programs:

- Nursing/first aid supplies
- Water play equipment
- Sports/recreation equipment
- Arts and crafts materials

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Program Space Requirements:

The program will continue to use shared spaces such as the art room, library, gym, and cafeteria. The continual use of classroom spaces are needed for students to do homework, read, and participate in quiet/calm activities.

CARES is a year-round program that requires seasonal HVAC support, including air conditioning, a designated area for CARES students during check-in at dismissal with access to the outdoors away from buses and car riders, and outdoor space that includes a canopied area for shade and picnic tables, a playground, ball field and field space for free play.

Pre-K–5 Building Student and Staff Population:

The North side extended day program currently serves approximately 103 students before school and 195 students after school. To operate the program successfully, the program requires:

Program Coordinator, Assistant Program Coordinator, two (2) Site Coordinators, two (2) Site Coordinator Apprentices, approximately 13 Group Leaders, and 14 Leaders in Training for 33 total staff.

Pre-K–3 Building

The North side extended day program for Pre-K-3 would serve approximately 70 students before school and 161 students after school. To operate the program successfully, the program requires:

- 1 (one) Site Coordinator, 2 (two) Site Coordinator Apprentices, 7 (seven) Group Leaders, and 7 (seven) Leaders in Training for 17 total staff.

The Program Coordinator and Assistant Program Coordinator will continue to reside in the North Intermediate School.

Pre-K-K Building

The North side extended day program for a Pre-K-K building would serve approximately 40 students before and after school. To operate the program successfully, the program requires:

- One (1) Site Coordinator, three (3) Group Leaders, and two (2) Leaders in Training six (6) total staff.

Wilmington Public Schools Educational Program Narrative

The Program Coordinator and Assistant Program Coordinator will continue to reside in the North Intermediate School.

Summer Enrichment Programs

Current Practices

Wilmington Public Schools currently offers a summer enrichment program primarily for intermediate and secondary-level students. The summer enrichment program is housed in the high school and middle school.

The Wilmington Recreation Department provides program offerings housed within many schools in the district throughout different times in the summer. Offerings and locations vary from year to year.

While the CARES program typically runs at several schools in the mornings and afternoons during the school year, the program moves to the North Intermediate School for all Wilmington students who are enrolled in the summer program.

Proposed Changes

A new building will likely be the facility that houses the summer CARES program, particularly if the configuration is either Pre-K-3 or Pre-K-5. As identified in the section above, a consolidated building would provide an ideal space to house the CARES program throughout the year and during the summer as well. The facility would ideally be climate-controlled since it will house students throughout the summer months.

The Wilmington Public School CARES Program provides Financial Assistance for families in need, up to 50% off monthly tuition and will continue to offer financial assistance to families who will attend any of our current or new school locations in the future.

Teacher Planning

Teacher Planning Spaces and Planning Times

Current Practices

Wilmington Public Schools Educational Program Narrative

Each elementary teacher, by contract, receives five (5) unassigned periods of 45 minutes per week. The unassigned preparation time is typically provided when the elementary specialists meet with students.

Ideally, specialist subjects are scheduled to provide common planning time for grade-level teachers and the opportunity for teachers to collaborate with colleagues. Currently, this is only successful in buildings that maintain full-time specialist teachers. Woburn Street School and Shawsheen Elementary (on the West side of town) are the two buildings with enrollment that support the assignment of full-time specialists. The other schools, Wildwood and North Intermediate, share specialists, which significantly limits the scheduling flexibility and does not allow for common planning time.

When considering teacher planning, several activities must be considered. These include, but are not limited to:

- Extensive and frequent data meetings throughout the year
- Special Education Team meetings
- Consultation with curriculum coordinators and special education team chairs
- Professional Learning Community (PLC) work
- Spaces to facilitate teacher collaboration

Teacher collaboration and preparation spaces are severely limited in all three schools at the current time. The Wildwood Early Childhood Center is currently housed in two locations, the Middle School and West Intermediate School. Given the relocation of Wildwood after the school closure, space for teacher planning and collaboration is minimal, and staff are physically located in two separate buildings. There is one conference room primarily utilized for special education team meetings. Teacher lunch and work spaces are shared with the host schools. Collaboration space is non-existent.

Woburn Street School has a small conference room that is also used for special education meetings. The teachers' lunchroom doubles as a workspace. There is no dedicated space for teacher collaboration. When data meetings are held, the multiple teachers rearrange furniture within their shared classroom to accommodate the dozen-plus adults who sit in primary student-sized chairs and tables.

North Intermediate School has a conference room, but there are offices off of the space, so students and staff need to walk through the space where the conference table is during meetings. Additionally, North Intermediate School has a classroom space that was formerly a computer lab and is now used as a space for data meetings. The space also houses the district K-5 STEM Coordinator and K-5 Literacy Coordinator. In addition, the laminator, die-cut machine, paper cutters, etc., reside in the space. Even though it is multi-purpose, the space is well-suited for holding data meetings at North Intermediate School. Overall, the district has limited space for meetings, collaboration, and preparation.

Proposed Changes

In the future, we hope to increase the opportunity for teacher collaboration time through increased specialist offerings and dedicated space. If we move forward with a consolidated building project, reducing specialists' travel time will also allow for more flexibility in scheduling, increasing opportunities for grade-level common planning time. Having dedicated space for teams to plan and collaborate will be important. In addition, there is a need for a private, professional space where teachers can make a phone call or participate in a virtual meeting. Teacher collaboration space should be in the general area of their grade-level classrooms. Well-equipped teacher workrooms will also be necessary to allow for efficient planning and material preparation.

Teacher collaboration spaces will be positioned in each grade-level cluster.

- Enrollment 1 will have a space for each grade-level team: Pre-K and Kindergarten; (2) spaces total.
- Enrollment 2 will have a shared space for Pre-K and Kindergarten; and spaces for each grade-level team: Grade 1, Grade 2, and Grade 3; (4) spaces total.
- Enrollment 3 will have a shared space for Pre-K and Kindergarten; and spaces for each grade-level team: Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5; (6) spaces total.

Teacher Collaboration spaces will be used for a multitude of purposes. The rooms will be used for grade-level data meetings and progress meetings. The space will also be used for PLCs and grade-level common planning time. In addition, consultations with other staff, such as special education staff, related service providers, and ESL teachers, will take place in teacher collaboration rooms. This space will also be used for professional

development before and after school, as well as during the day when reserved. Teachers will also use these spaces for their lunch period.

We anticipate a calendar will be used to track the use of these spaces and manage room reservations.

Professional Development Practices

Current Practices

Professional Development (PD) in the Wilmington Public Schools is designed to support all staff's continuous professional growth and development. A Professional Development Committee (PDC) is formed each year. This committee is a representative group of Wilmington Educators that meets monthly to plan and monitor professional development activities and serve as a conduit between educators and the district's curriculum leadership team relative to professional development needs. In addition to planning the full-day professional development program, the PDC gathers feedback and approves professional development requests. A Wilmington educator and the Assistant Superintendent for Curriculum and Staff Development co-chair the PDC.

The district typically has two full professional days prior to the arrival of students at the beginning of the school year. The first day is related to the opening of schools and the kick-off of the school year. The second day is dedicated to PD, which is planned by the PDC. Four early release days throughout the year are referred to as Curriculum Improvement Time (CIT) Days. Staff are required to stay for an additional hour on these days. Because of the eight schools' varied start and end times, there are approximately two hours of common time shared by all schools that can be used for district-wide professional development. In addition to the four (4) CIT days, one (1) additional early release day each year is dedicated to professional development. However, unlike the CIT days, this day is not extended by an hour, so there is minimal time when all district staff is available at the same time. Therefore, this early release day is typically for building-based professional development.

Professional development is sometimes embedded in the school day to support implementing new initiatives and/or curriculum programming. This type of professional

development requires significant substitute coverage, but given our limited time for PD, it is the most effective way to ensure the teachers receive the required training. Given our limited substitute pool, this is especially challenging to support within the district. Additional challenges include finding a spot for the trainer and the team because classrooms are full when school is in session. We sometimes reserve a large instructional space at the high school, but that often displaces students, and time is wasted traveling to and from the site.

The district also provides a great deal of optional professional development sessions after school. Teachers who participate earn inservice credit. These sessions are both in-person and virtual, and many are now asynchronous. The district also runs a comprehensive induction and mentoring program that supports teachers new to Wilmington during their first three years. Finally, the district supports teachers' growth by sending individual educators and teams to high-quality workshops and courses offered by outside organizations.

Proposed Changes

A consolidated school would reduce the number of schools with different start and end times, allowing for early release time to be used far more efficiently. Ideally, a new school building would have a space dedicated to professional development that could accommodate approximately forty (40) people. If it had the option of a retractable wall that could divide the space into two sections, each seating twenty (20), it would allow the space to be used simultaneously for more than one purpose. A data meeting and a special education meeting could happen concurrently during the day, or the partition could be opened to accommodate a professional development training or staff meeting. Space for professional development should also be well-equipped with appropriate technology for adult learning.

~~In addition, it will be important that professional development be provided to ensure staff know how to fully access and utilize the features of a new building. We are currently providing professional development related to math workshops, incorporating stations and small group rotations. The new classroom sizes, configuration, break-out spaces between classrooms, and extended learning spaces will allow this to happen more readily, but teachers will need coaching on how to best utilize the new space. They will need support in~~

~~reenvisioning curriculum delivery in other subjects as well. Discussions are ongoing about this topic, and more information will be provided in the PSR submission.~~

As we open a new school building, there will be the opportunity for educators to propose professional development offerings related to the skills and goals of the educational program. The District encourages teacher leadership and capacity building through teacher-led professional development offerings. The Professional Development committee works each year to develop a "Pick-Your-Own PD" catalog where sessions are offered on our professional development day. For example, in August, we will offer approximately 70 different workshops, of which about 65 will be led by teachers. Our professional development management system enables a staff member to submit an Activity Proposal at any time to propose offering a workshop or course to their colleagues. The district budget includes stipends to pay for teachers to provide professional development related to the goals of our educational program.

The district plans to provide professional development to staff on a variety of topics to prepare for the opening of a new building. A committee will be formed to visit other schools and interview staff regarding the use of spaces such as small group rooms and extended learning spaces. We would like to learn from other districts about how they are using the space, what has worked well, and what struggles, if any, they encountered as they opened the new school. Those who attend these site visits will develop a PD implementation plan based on what they learn to provide training to all staff. This will take place during the school year and summer prior to the opening of the new building.

In addition to touring other schools and learning from them, we recognize that professional development will be needed to help prepare teachers for types of instruction that will be able to take place in a new building but do not regularly take place in our current configuration due to space limitations. We envision different types of activities that can take place in the extended learning spaces, such as reader's theater, mentoring programs with older and younger students paired for reading or other activities, project-based learning activities, presentation of student work, grade-level assemblies, multi-grade student activities, etc. The flexible learning space will be scheduled by the grade-level teams to ensure all have access and that the space is used to its full extent; however, teachers are encouraged to use the space for small groups, quiet spaces, and as they see fit informally which will be possible due to the proximity of the spaces to the core

classroom. Extended learning areas are considered an extension of classrooms. Classroom teachers and educational assistants will both passively and actively supervise these spaces because they are directly outside the classroom.

Members of the professional development committee will determine the type of professional development needed. They will seek out in-house and external presenters if needed, to facilitate the identified sessions. These sessions will be offered during the district-wide PD day and during our early release days.

Another important aspect of preparing for a new facility is training staff to rethink their pedagogical approach because space and furniture can significantly impact instruction. The furniture design and layout in both classrooms and extended learning spaces can have a strong impact on how the spaces are used. For example, rows of desks, all facing forward, lend themselves to the traditional lecture teaching model from long ago. On the contrary, whiteboard desks on wheels that flip up to display student work are a great way to encourage groups of students to collaborate and problem-solve. This is just one example of how the type of furniture can create opportunities for teachers to change their pedagogy and think differently about instruction. As decisions are made around the design of the space, we will plan professional development for staff accordingly to ensure that the spaces in the new building are used to their full capacity and ensure we reap the maximum benefit from the new space.

Pre-Kindergarten

Wilmington Public Schools' plan for preschool programming is to have two half-day preschool classrooms with one full-day preschool classroom, ensuring a continuum of services for the students of Wilmington.

Current Practices

Wilmington Public Schools currently offers half-day integrated preschool programming for students aged three to five. The program is designed to expose students to school readiness, pre-academic skills, opportunities for language development, and social interactions with peers. As with other district elementary and early childhood programming, students are assigned to a school based on their home address. The two

schools currently offering preschool are the Boutwell Early Childhood Center and the Wildwood Early Childhood Center. The program utilizes a district-wide academic curriculum aligned with state standards. Related services staff, such as speech-language pathologists, occupational therapists, BCBAs, and physical therapists, can consult with classroom teachers and provide services.

Each of these schools currently has two integrated preschool classrooms running two sessions each. The classes are taught by special education teachers, each supported by an educational assistant. Sessions run 2.5 hours daily, Monday through Thursday, with sessions offered in the morning or afternoon. Classroom composition includes both students with identified disabilities who receive special education services as well as typical peer models. These community peers are selected for the program through a lottery system and pay monthly tuition. Class sizes ranges do not exceed fifteen students.

Proposed Changes

Before the pandemic, the Wilmington Public Schools offered families half-day and full-day Integrated Preschool options. The full-day program was designed primarily for those students aged four turning five in their pre-kindergarten year who might require more exposure to school readiness and/or oral language skills and additional peer interaction. These classes ran for five and one-half hours, four days per week, with one class at each Early Childhood center.

The district proposes reinstating this model as one component of the Integrated Preschool Program. This would involve the addition of one full-day classroom with a teacher and an educational assistant serving students with disabilities as well as typical peers from the community. Adding this program would ensure that Wilmington provides various options to best meet the student population's needs.

Kindergarten

Current Practices

Wilmington Public Schools offers free, full-day kindergarten for all students in the district who will be five years of age before September 1st of that school year. Students are

assigned to one of the district's two Early Childhood Centers (ECC) based on their address. At the Wildwood ECC, there are currently seven kindergarten classrooms. Each classroom has a full-time teacher and educational assistant.

Within the school day, in addition to academic instruction, students participate in various play-based learning activities with their peers. Some of these are within the classroom setting, requiring additional furniture and materials, including but not limited to dramatic play, blocks/building, STEM, and sensory spaces. Outdoor play is an important component of the program, with students accessing outdoor play space each day, weather permitting. At times, students also utilize outdoor spaces for learning, participating in lessons with classroom and/or specialist teachers.

All students receive their core instruction within their assigned homeroom class, including English language arts, mathematics, science, social studies, and social-emotional curriculum. Content is provided through a mix of whole and small-group instruction and station-based activities. Station-based activities include activities that reinforce concepts taught in various subjects, providing time for practice and application of skills. Early literacy and early numeracy data collected throughout the year help teachers determine what types of stations would be most beneficial for students. These stations occur at tables where small groups of students can rotate through. These stations typically change weekly. Intervention supports are available for all students, with a full-time reading specialist and half-time math interventionist providing services for kindergartners at each ECC. These services are provided through a mix of push-in and pull-out sessions based on student needs. Tier II support for students is also available through the school counselor in the areas of social-emotional learning and behavioral support.

Special education services are available to those students who qualify and require assistance in areas such as speech and language, occupational therapy, or academic support. Each ECC has one special education teacher who supports students through an inclusion-based model. Additionally, there are sub-separate programs for those students with disabilities who require intensive programming to make effective progress, which is described in more detail in the Special Education sub-section below. Currently, there are three of these classrooms at the Wildwood ECC.

Kindergarten students participate in instruction within the unified arts, including Physical Education, Music, Art, and Library. Students access each program once weekly, with Physical Education programming offered to kindergarten students twice weekly. Unified Arts instruction takes place within specialist-specific classrooms, including the gymnasium and library.

Proposed Changes

The Wilmington Public Schools plans to lengthen the school day for kindergarten students should the district move to a consolidated elementary school model, bringing the school day in line with the time for students in grades 1-5. This would add fifty (50) minutes to the current kindergarten schedule, resulting in a school day totaling six hours and twenty minutes. This would allow students a longer school day, providing additional time for academic content and more time for play and exploration. Kindergarten specialist subjects would increase from 30-45 minutes to align with grades 1-5. The additional 25 minutes would be allocated throughout the school day with input from teachers and administration. Not only would this increase the time on learning for students, but it would most efficiently utilize the bussing system, running the elementary school route only once for all students enrolled on the North side. This change would impact only the Pre-K-3 and Pre-K-5 school models, with the five-hour thirty-minute day remaining in place should the district decide to maintain a Pre-K-only building. Providing dedicated space for Art, Music, Physical Education, Health, and Library will be a priority in a new building.

Lunch Programs

Current Practices

The Wilmington Public Schools food services department is dedicated to advancing children's health and physical well-being by providing nutritious meals and encouraging a lifetime of healthy nutritional choices and habits. The elementary cafeterias offer a grab-and-go breakfast that is eaten in the child's classroom. During lunchtime, all meals are consumed in the cafeteria, and there are various healthy lunch options, typically including an entrée, alternate choices, such as whole grain pizza, a vegetarian lunch option, and assorted fresh fruits and vegetables. Gluten-free meals are available upon request.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

As a participant in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), the Wilmington Public Schools must serve meals that meet federal meal requirements. Currently, all meals are free for all children. However, we still maintain records if a child qualifies for free or reduced-priced meals. Cashiers utilize the Point of Sale (POS) system to maintain the record of meal counting in the correct category.

Students access their meal account by either using a student ID card or inputting their student ID on the pin pad. Wilmington Public Schools must offer lunch meal components, including a meat/meat alternative, whole grain products, low fat milk, fruits/juice, and vegetables. A reimbursable meal must contain three of the five components, and one component must be a fruit/juice or vegetable.

Current Meals Served Daily by School

School	Breakfast	Lunch	% Before Universal Free Lunch
Wildwood ECC	60 meals (55%)	80 meals (72%)	43%
Woburn Street	132 meals (39%)	256 meals (75%)	48%
North Intermediate	112 meals (47%)	200 meals (84%)	60%

The current staffing for each school consists of Wildwood- two (2) staff totaling seven (7) hours of labor, North Intermediate- four (4) staff totaling 18.5 hours of labor and Woburn Street- five (5) staff members and a total of 27.5 hours of labor.

Wildwood utilizes one serving line and one POS system for two lunch periods. North Intermediate School uses two serving lines and one POS system for two lunches. The Woburn Street School uses two serving lines and two POS systems for three lunch periods. Additionally, they are the only school with a dish machine. In addition, during lunch, all three (3) schools sell a la carte items for purchase.

All three (3) locations use the cafeteria for lunch. Outside of lunchtime, the cafeteria space is utilized for bus arrival, dismissal, or as an auditorium as needed. It is also used for the CARES program before and after school activities.

Proposed Changes

The future educational program prioritizes a cafeteria that can accommodate all students for lunch service in two (2) seatings (per MSBA guidelines, serving 50% of the student population at one time). The District plans to deliver lunch in three seatings for a PK-5 configuration, accommodating 300 students at a time in the cafetorium. For a PK-3 configuration, the District plans to deliver lunch with at least two seatings, accommodating 250 students at a time. In both configurations, more NSF is allocated to the full-service kitchen and serving lines from the dining room to accommodate the significant increase in the number of students participating in lunch and going through the serving lines.

The district could benefit from a cafeteria sized according to this methodology in order to allow it to be multi-functional. Still, the district proposes a lunch model that differs slightly from this one, depending on the selected grade configuration. The cafeteria should allow for the rapid flow of student traffic through the point of sale, as well as consider the recycling bins, bottle fillers that students can access, and sinks for hand washing before and after eating. It is extremely important that the new or renovated project provide a dining experience that is inclusive of an acoustically separate yet visually connected dining space adjacent to the cafeteria to support all students' emotional needs.

Pre-K-Grade 5

A school that accommodates children from Pre-K to Grade 5 will have a population of approximately 755 students plus Pre-K students. The recommendation would be to have at least three lunch periods, and the cafetorium would need to be able to accommodate seating for 300 students. Serving this number of students would require at least three separate serving lines with at least three POS stations to adequately service the children. The number of serving lines and POS stations would ultimately be determined by the amount of time allotted for each lunch period.

Staffing hours always reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K- 5 school would need to have approximately 48.5 hours of labor each day and an estimated 12 staff members.

Serving Pre-K in a different location rather than the serving area adjacent to the kitchen would create challenges for staffing and proper meal-serving practices. If this is a consideration, a portable serving line and POS station would be needed in that location. Also, hot portable water would be needed for the board of health requirements.

Pre-K-3

A school that accommodates children from Pre-K to Grade two (2) will have a population of approximately 510 plus Pre-K students. The recommendation would be to have at least two (2) lunch periods, and the cafetorium would need to be able to accommodate seating for 250 students. Serving this number of students would require three separate serving lines with three POS stations to adequately service the children. The number of serving lines and POS stations would ultimately be determined by the amount of time allotted for each lunch period.

Staffing hours always reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K- 3 school would need to have approximately 33.5 hours of labor each day and an estimated 6-7 staff members.

Serving Pre-K in a different location rather than the serving area adjacent to the kitchen would create challenges for staffing and proper meal-serving practices. If this is a consideration, a portable serving line and POS station would be needed in that location. Also, hot portable water would be needed for the board of health requirements.

Pre-K – Kindergarten

A school that accommodates Pre-K and Kindergarten students will have a population of approximately 130 kindergarten students and Pre-K students. The recommendation would be to have two (2) lunch periods, and the cafetorium would need to be able to accommodate seating for 130 kindergarten students and Pre-K students. Serving this number of students would require one (1) serving line and one (1) POS station.

Wilmington Public Schools Educational Program Narrative

Staffing hours reflect the number of meals served during the school day, including equivalent ala carte purchases. Based on current staffing, a Pre-K and Kindergarten school would need to have approximately seven (7) hours of labor each day and an estimated 2-3 staff members.

All scenarios should have a commercial dishwasher in the kitchen to reduce waste. All configurations would also include a full-service kitchen. All scenarios should have sufficient seating for all children in an area where they can feel comfortable and sufficient staffing, serving lines, and POS stations to expedite serving all children in a timely manner.

In all the scenarios, students will continue to eat lunch in the cafeteria as they currently do, with the exception of Pre-K, which will eat in an extended learning space. The configuration traffic for the serving area should stay as lanes as they currently have, having all options available in each lane to not confuse young students. The population of the building determines the number of staff members, serving lines, and POS stations.

Technology Instruction Policies And Program Requirements

Current Practices

Hardware

Carts of Chromebooks are supplied to each elementary school. The North Intermediate School has a cart of twenty-five (25) for each classroom. The Woburn Street School has ten (10) shared Chromebook carts. The Wildwood Early Childhood Center has approximately fifty (50) Chromebooks, some set up as centers in classrooms while others are in carts. Chromebooks do not go home with the students. In grades 6-12 students participate in a BYOD Chromebook program, but in grades Pre-K-5, students use devices in school only. Through our guidance staff and family engagement specialists, families are provided information on free and reduced-cost internet solutions.

A pilot program of a cart of touchscreen Chromebooks was deployed this year at the Woburn Street 1st grade. Special Education Program classrooms have their own

Chromebooks and iPads. Some students in program classrooms have iPads specifically assigned to them.

Faculty and administration are assigned a PC laptop with a docking station, external monitor, keyboard, and mouse. Administrative assistants have a desktop PC. Classrooms are equipped with interactive projectors and document cameras. Shared access to some robotic hardware is coordinated through the Instructional Technology Specialist. Educational Assistants are assigned a Chromebook.

Black and white networked Multifunction Printers (copiers) are located in each school, providing duplication and scanning. Additional black and white laser printers are scattered in various locations. Each building has one color laser printer, and some have a poster printer.

The Director of Technology and Digital Learning is tasked with ensuring proper license levels are maintained. In most cases, district or school-based license models are used to ensure proper licensing.

Classrooms requiring assisted listening access are provided portable units with a teacher-worn microphone and speaker.

Larger display Chromebooks are provided to students with vision issues. In some cases, Google Meet or Zoom has been used to display information on a projector on the vision-impaired student's Chromebook.

Staffing

The district employs three desktop technicians, one network administrator, one system administrator, one data assistant, and one director of technology. These staff members support all the schools across the district. The desktop technicians rotate between the buildings, supporting staff directly on a help desk ticket basis. We also employ three instructional technology specialists (ITS) as curriculum technology coaches to support the use of technology in the classroom. One ITS staff member covers the HS, one covers the MS, and the 3rd covers the elementary schools. This staff member collaborates with teachers to support technology integration through co-teaching, model teaching, and

lesson planning support. The Instructional Technology Specialist brings coding, robotics, STEM, and Internet safety lessons into the classroom through the classroom teacher. The faculty schedules time with the Instructional Technology Specialists on an as-needed basis.

We currently have one dedicated Instructional Technology Specialist who supports the six elementary schools. Technical support is handled by shared district staff with Desktop Technicians (3), a System Administrator, a Network Administrator, and a Director of Technology & Digital Learning managing their needs.

Networking

The Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School have a fully wired and wireless network. Wireless access points are installed in each classroom and common areas. A limited number of wired network drops are located in classrooms, offices, and other locations. The buildings connect to the town fiber optic network via a 10 GB connection. Internet access is shared with other schools in the district via multiple load-shared 1 GB connections. Internet filtering is managed at the firewall level and through Google Management controls.

Proposed Changes

The design of the new building should provide for the following additional features:

- One cart of Chromebooks per classroom at all grades K-5 with a designed location for the cart with electrical power
- Additional Chromebooks and iPads for special education classrooms and programs with dedicated charging/storage stations
- Built-in classroom amplification systems and sound field systems with wireless teacher microphones (assistive listening technology)
- Each classroom and learning space should have an interactive display panel like ClearTouch Panels. The district would like to explore mobile display options and maximize vertical display options to allow for flexible learning environments
- Sufficient space and equipment for STEM learning
- Large spaces such as the extended learning areas, cafe, and gymnasium should have built-in sound systems with support for hearing impairment and available connection to technology and projectors

- The district would like to explore emerging technologies to incorporate into the classroom environment such as interactive/immersive learning experiences
- The district is currently in the process of creating a new 5-year technology plan. We have surveyed staff, students, and families and will use this information and the new technology plan to help guide us in technology planning for a new building

The Designer has planned to include assistive listening technology in each classroom, teaching station, and presentation/ assembly area throughout the building. This is already accounted for in the cost estimate. Our new 5-year technology plan calls for an additional ITS staff member to be added for a PK-5 school project to support the technology in a new or renovated building.

Media Center/Library

Current Practices

Wilmington has six (6) very busy elementary school libraries. Over the 2022-2023 school year, students borrowed over 70,000 books. Highly qualified and certified librarians staff all libraries. The only library that is staffed five days a week is the Woburn Street School. The Shawsheen Elementary School has a librarian Monday through Thursday. The North Intermediate School is staffed Monday through Wednesday. The West Intermediate School is staffed Tuesday through Thursday. The Wildwood Early Childhood Center is staffed Thursday through Friday. The Boutwell is staffed on Fridays only.

Wildwood students are currently housed in the Middle School and the West Intermediate School (across the street) and receive library instruction in what was the Middle School library. Wildwood students housed at the West Intermediate use the West library in inclement weather. The old Middle School library was relocated to another part of the building. The old space was converted into a multi-use space for library, art, music, special education, and other purposes. The space is often shared while library classes are taught, which causes some privacy issues for those receiving special education services. Parent volunteers are no longer allowed to assist in the library due to this issue. The space is not flexible, as the shelving is too heavy to move around. There is a teaching area with a ClearTouch panel and bookshelves surround it.

Wilmington Public Schools Educational Program Narrative

The Woburn Street School library is undersized and not conducive to interactive teaching. Their room is surrounded by bookshelves, leaving no space for a whiteboard. The room has a large-screen TV, but it is not interactive. The floor-to-ceiling shelves are too high for students to use. The library is regularly used for recess clubs, staff meetings, the after-school CARES program, MCAS testing, and occasional small group support. There is no defined teaching space due to the shelving arrangement and the room size.

The North Intermediate School library is also undersized and lacks sufficient shelving. There is not enough room for STEM activities, and the shelves are too high for the students' size. Due to the size of the room, there is little space for activities outside of the small student desks. The room is equipped with an interactive projector. The library is regularly used for small group support, special education services, MCAS testing, meetings, and health classes.

The libraries are open during school hours. The mission of the Wilmington Public School libraries is to provide students with access to a collection of skillfully selected and organized curriculum-supportive resources in all formats; promote a love of reading and encourage the appreciation of fine literature; teach research and presentation skills utilizing multiple technologies and resources; foster critical inquiry and create life-long learners.

The librarians' roles are multifaceted, encompassing teaching, administrative duties, and support for classroom activities. All the elementary librarians teach each class once a week. Grades 1-5 have 45-minute classes. Kindergarten has 30-minute classes. The Wildwood Pre-K has a 30-minute class once a month. Boutwell has no Pre-K library class at this time. In addition to these teaching duties, all the elementary librarians support regular classrooms by providing some related services such as Response to Intervention (RTI) blocks, assisting with classroom coverage, and normal building duties such as assisting with arrival and dismissal activities.

When the librarians are not teaching, providing classroom support and interventions, or on duty, they are engaged in the following tasks:

- Collection Development: Librarians continuously assess, acquire, and curate materials that align with the curriculum, cater to students' interests and support diverse populations, learning styles, and abilities.
- Cataloging and Organization: Librarians ensure the library's resources are properly cataloged, shelved, and accessible, employing a slightly modified Dewey Decimal Classification System.
- Collaboration with Teachers: Librarians collaborate with classroom teachers to integrate library resources into lesson plans, provide guidance on research projects, and support literacy development and information literacy skills.
- Technology Integration: Librarians explore and incorporate new technologies into the library setting, offering guidance on their use to students and faculty.
- Promotion of Reading: Librarians organize and host events like book fairs and reading challenges to foster a love for reading and literature among students.
- Administrative Tasks: Librarians manage budgets, coordinate volunteers, maintain records, and ensure the smooth operation of the library.
- Professional Development: Librarians often engage in continuous learning themselves, attend workshops and conferences, or pursue further education to stay updated with evolving teaching methods, technologies, and literature.
- Student Support: Librarians provide individualized assistance to students seeking help with research, book recommendations, or utilizing library resources effectively.
- The library collection differs from the classroom libraries and reading resource libraries. Although the librarian assists and advises classroom teachers with their classroom libraries, the collections are not cataloged or managed by the librarian.

Proposed New Library Plan:

A new library should include:

- A large, open space with natural lighting and flexible furniture that is appropriately sized
- Space large enough to accommodate two (2) classes simultaneously. When two classes are in the library, there will still be enough room for the students to spread out into different areas: quiet reading nooks, tables for Chromebook work, flexible seating areas, a circulation area, and a rug area

- Two (2) teaching zones, one for the Pre-K-2 and one for grades 3-5. The book collection will be housed in the perimeter of each area. For example, the picture books will surround the Pre-K-2 area, the chapter books will be in the grades 3-5 area, and the nonfiction will be the middle section between the two areas
- A large workroom with two desks, a sink, ample storage, a long countertop, and windows into the library
- A display case in the hallway
- Sufficient outlets with storage for Chromebook carts
- The district would like to explore options for connecting the classroom libraries with the library collection

Library will continue to be offered as a special subject ~~in the new 6-day cycle~~. Grades 1 through 5 will continue to have library time 45 minutes per cycle, with kindergarten moving to 45 minutes per cycle. Pre-K library sessions will remain 30 minutes. A 1.5 FTE librarian would staff the library in a Pre-K-5 building. A 1.0 FTE would staff a PK-3 library, and a 0.2 FTE Librarian would staff a Pre-K-K library.

Should enrollment 1 (Pre-K-K) or enrollment 2 (Pre-K-3) be selected, the media center will serve as a location where STEM instruction may take place delivered by the library/media center teacher.

Visual Arts Program

Current Practices

In accordance with the MA Curriculum Framework for the Visual Arts, the elementary art program aims to foster artistic literacy in students by actively involving them in the arts. The goal is to enable students to express creative ideas with confidence, skill, and artistic intent. High-quality arts education encourages students to take artistic risks and address their social, emotional, and learning needs. By engaging in creating, presenting, performing, responding, and connecting activities, students gain insights into the role of the arts in their lives and interests. While acknowledging the inherent value of the arts, students also discover meaningful connections between the arts and other disciplines, understanding how the arts contribute to communities and cultures globally. An effective arts education makes connections with other disciplines and bodies of knowledge.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Curriculum maps are thoroughly developed for our Visual Arts programs, ensuring students are exposed to the visual arts frameworks and that instruction is aligned both horizontally and vertically through the grade progression. Units are developed to incorporate craftsmanship, creativity, concept development, and critical response.

Various mediums are used throughout the curriculum, including but not limited to paper, pencil, crayon, chalk, ink, paint, clay, and various textiles.

A district-wide art show is held each spring to showcase student work created throughout the year.

Before our Wildwood students were relocated, Wildwood kindergarten students participated in art class in the library space, which served as a multi-purpose room for all specialist subject lessons. Wildwood students are split between West Intermediate School and Wilmington Middle School, and they are sharing space in each of those buildings for art class. Wildwood students located in the middle school participate in art in a multi-purpose space. Woburn Street School and North Intermediate School both have dedicated Art classrooms. Current classroom setups in existing buildings lack storage, prep space, and space to store artwork that is in progress. In addition, the sinks and surrounding counter areas are small, making clean-up very difficult.

Current Schedule

Grade	Frequency	Duration
K	1x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	45 min

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Proposed Changes

A new school should include dedicated space to support the level of robust visual arts instruction desired in the district. In addition, ample space would be required to store supplies. Art classrooms would also need to have spaces to house student work while in progress and display areas to showcase finished projects. Large sinks and counter areas would also be needed for appropriate setup and clean-up.

Proposed Schedule

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	45 min

If the school is consolidated into a Pre-K-3 or Pre-K-5 building, the length of the kindergarten art class may vary. Regardless of configuration, sufficient art room space would be needed to house the corresponding number of sections and students accordingly.

The following algorithm describes the calculations to determine the appropriate number of art rooms, assuming all grade levels except Pre-K will receive art once per cycle, assuming a six-day cycle, and assuming each room can accommodate six sections per day.

- (7) K Sections
- (6) 1st Grade Sections
- (6) 2nd Grade Sections
- (6) 3rd Grade Sections
- (6) 4th Grade Sections

- (6) 5th Grade Sections
- (37) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and one additional Section = 2 Rooms

Performing Arts Program/Music Programs

Current Practices

The goal of the performing arts program is to provide opportunities for students to explore the various areas of the performing arts, while at the same time developing skills related to the life-long learning and appreciation of the arts. The elementary performing arts experience should provide a comprehensive foundation of both skills and concepts of music in which every child can achieve measurable attainment of personal success and develop the intellectual and emotional basis to foster a lifetime of musical participation and enjoyment. The current PA curriculum is aligned with the MA Curriculum Framework.

The cycle of all specials is currently organized around a 5-day cycle. All students in grades 1-5 have one 45-minute general music class per cycle. Kindergarten students have a 30-minute music class. All students in 5th grade have one chorus class per week in addition to one general music class per week. Once students enter 4th grade, they can elect to take a band or string instrument. Band and strings students are pulled out of class for lessons, while general music and chorus occur within their class schedule. Electing to be in band or strings adds a second music class per week to 4th grade and a third music class per week to 5th grade.

Elementary Music Goals:

- Sing and play instruments, learn a repertoire of traditional, folk, patriotic, and other songs and pieces
- Move to music, explore creative and structured movement
- Read music and write music using music skills learned in music classes and lessons
- Listen to music, explore the purpose and expression and composers of a variety of musical styles
- Create original music in small and large groups (both composition and improvisation)
- Think about, evaluate, and write about music performance, style and expression

Wilmington Public Schools Educational Program Narrative

- Make connections between music and other arts and/or other curriculum subjects
- Participate in "informances," (in-class performances) or in other school and public venues

Grade	Frequency	Duration
K	1x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1-2x per week (general + opt. instrumental music – *band or strings*)	45 min each
5	2-3x per week (general music + chorus + opt. instrumental music)	45 min each

In addition, with performance at the center of the national and state arts standards, the many concerts and performance opportunities throughout the year are an integral part of the elementary program.

Elementary students across all the schools in Wilmington have multiple opportunities for performance.

- In the late winter/spring, Kindergarten students perform a chorus/music concert for parents/staff.
- In the spring, grades 1-4 perform “informances'' for the class/parents. At these “informances” only the students and parents from that one general music class are present – this is in an attempt to prepare students for more formal performances in the future. This takes place during the school day at the school (inside the general music classroom).
- In the fall & spring, the grade 5 chorus performs for their parents and school community. This takes place during the school day at the school.

- Band & Strings: 4th-grade students perform once yearly in the spring (outside of school). 5th grade students perform three times per year (fall & spring concerts outside of school) and a school concert (during the school day) at their school.

In addition, students participate in school plays, talent shows, and ceremonies. Each of these performances typically involves between 50 and 100 performers. Audience sizes range from 100 to 350 audience members.

Proposed Changes

Currently, at the North Intermediate School and Woburn Street School, one general music classroom per school accommodates the music classes taught throughout the day (not including performance-based instrumental classes and band and string lessons). To meet the current schedule for general music, music & chorus, if a new building were Pre-K-5, two classes would need to be taught concurrently, necessitating two general music/chorus classrooms. The instrumental classes are taught in a separate instrumental music room. This room will not be able to double as a general music/chorus teaching space, as it is used for 45 classes per week.

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1-2x per cycle (general + opt. instrumental music – *band or strings*)	45 min each
5	2-3x per cycle (general music + chorus + opt. instrumental music)	45 min each

(7) K Sections
(6) 1st Grade Sections - general music
(6) 2nd Grade Sections - general music
(6) 3rd Grade Sections - general music
(6) 4th Grade Sections - general music
(6) 5th Grade Sections - general music
(6) 5th Grade Sections - chorus
(43) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and seven (7) additional Sections = 2 Rooms

In addition to these sections, instrumental lessons require additional space. Twenty-nine sections would be available in one of the full-sized music classrooms per cycle. Two practice rooms of varying sizes that could accommodate approximately 17 and 9 musicians, respectively, at any one time.

This ensemble room should be able to seat 50-60 students for full/combined rehearsals. As a result of this, we would need a minimum of three music rooms/spaces – two (2) general music and one (1) instrumental music classroom.

These rooms should be ground floor if possible for the following reasons:

- To make transporting equipment (both students & staff) easier – instrument cases, risers, percussion equipment, classroom instruments, etc..
- To eliminate the need for an elevator to transport equipment/instruments.
- To create easier accessibility for inviting parents from the community into the general music classes. These rooms being on the ground floor would make it easier for the public to have handicapped access to these spaces and would better enable us to follow visitor safety protocols.
- It is to be on the same floor as the main performance space (auditorium), ideally adjacent to the main performance space.

The space should also provide:

- Adequate instrument storage in the general music classrooms (2) and ensemble room (1).

- Enough space to store classroom instruments (percussion, keyboards/mallets, recorders, etc.) and sheet music/lesson books.
- Choral risers for the chorus classroom (grade 5 only)
- Audio/visual capabilities - built-in speakers
- Whiteboards (both with music staff and plain)
- A sink for cleaning wind instruments *(in the ensemble room)*

In all concepts, the district seeks to maintain its level of performing arts program, supported by dedicated music rooms, music storage, and a performance space capable of accommodating current performances.

The new consolidated school should include dedicated spaces to support the robust performing arts instruction in the district. Students would continue receiving the same amount of music instruction as currently allotted in a dedicated classroom that supports singing, movement, vocal and instrumental performance, and reading and writing traditional music notation. The band, chorus, and orchestra programs would also continue.

As is the case currently, families of students enrolled in the band program are required to pay for the rental of a musical instrument. This arrangement is anticipated to continue in a new school facility. However, no student will be denied the ability to rent a musical instrument due to financial hardship. A policy will be developed to ensure that students receive financial support to offset the costs of rental equipment.

Physical Education and Health

The Wilmington elementary physical education and health programs are working to align with the newly released MA Comprehensive Frameworks for Health and Physical Education. According to the MA Curriculum Frameworks for Health and Physical Education, the guiding principles for effective comprehensive health and physical education programs are as follows:

Guiding Principle 1:

Students come from racially, culturally, and socially diverse backgrounds. Partnering with educators, families, and community stakeholders representing students' backgrounds provides essential support for implementing a successful Comprehensive Health and Physical Education program, in which all are invested in supporting students' personal health and the overall health of their community.

Guiding Principle 2:

Effective Comprehensive Health and Physical Education programs are developmentally and age-appropriate, inclusive, trauma-sensitive, and culturally sustaining, and provide a safe and supportive learning environment so that all students, without exception to ability or circumstance, are supported as individuals, and can achieve the learning goals.

Guiding Principle 3:

Effective Comprehensive Health and Physical Education programs incorporate diverse perspectives and acknowledge that attainment of equity and optimal health are individualized, contextual, and affected by intersections of race, ethnicity, culture, religion, education, economic condition, gender identity, sexual orientation, dis/ability, personal experience, and many other factors.

Guiding Principle 4:

Every student deserves equitable access to effective Comprehensive Health and Physical Education programming, including dedicated courses for physical education and health education every year from Pre-Kindergarten (Pre-K) through grade 12, facilitated by qualified educators (e.g., licensed and/or trained in this health and/or physical education).

Guiding Principle 5:

Effective Comprehensive Health and Physical Education programs foster equity-focused and trauma-informed approaches through school-wide collaboration to support and promote a sense of belonging, mental health and well-being, and the development of social and emotional skills, including self-awareness, self-management, self-care, social awareness, responsible decision-making, and relationship skills in a wide variety of contexts and situations.

Wilmington Public Schools Educational Program Narrative

Guiding Principle 6:

Comprehensive Health and Physical Education programs use a variety of effective implementation and assessment strategies such as scaffolding, collaboration, application, relevance and authenticity, differentiation and adaptation, and authentic performance-based assessment, and provide multiple opportunities for learning and demonstrating competency.

Guiding Principle 7:

Effective Comprehensive Health and Physical Education programs develop students' skills for research, reasoning, decision-making, critical thinking, problem-solving, and the habits of mind needed to be healthy across their lifespan. This includes being able to differentiate among a variety of factors affecting behavior, such as culture, community, peers, and group dynamics.

Guiding Principle 8:

Effective Comprehensive Health and Physical Education programs require a school-wide culture that promotes equity, health and well-being, integration and collaboration among education leaders and health professionals, and coherent district-wide support for implementation to improve each student's cognitive, physical, social, and emotional development.

Physical Education

Current Practices

Currently, students in grades one to five (1-5) participate in a physical education class for 45 minutes once in a five-day cycle. Kindergarten students participate in a 30-minute class twice in a five-day cycle. At Wildwood, we have the equivalent of a .4 FTE PE teacher who then travels to another school in the district the other four (4) days. We have a 1.0 FTE PE teacher at Woburn Street School, and North Intermediate has a .4 FTE PE teacher. Currently, North Intermediate School and Woburn Street School have gymnasiums. Wildwood students share the gymnasiums at West Intermediate and Wilmington Middle School.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Wilmington Public Schools provides adaptive physical education (APE) for students with disabilities who have it as part of their IEP. Many of these students are placed in our specialized special education programming and will also be part of this new school community. This involves utilizing licensed APE specialists who collaborate with general physical education teachers to develop inclusive curricula.

Current Physical Education Schedule

Grade	Frequency	Duration
K	2x per week	30 min
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	45 min

Proposed Changes

Should the plan be to build a consolidated school, either Pre-K-3 or Pre-K-5, a dedicated gymnasium to support physical education instruction will be required. Students in grades K-5 would receive physical education instruction 45 minutes per week in a ~~six-day~~ cycle. This would be an increase from 30 to 45 minutes for Kindergarten students, which would better align with their peers and would be manageable due to the lengthened school day. ~~The district would investigate adding a health session for kindergarten in lieu of the extra physical education class each week.~~

If the decision is made to build a new Wildwood School housing Pre-K and Kindergarten students only, students would receive physical education classes twice weekly for 30 minutes unless the district decides to lengthen the Kindergarten school day regardless of the building project.

Throughout the design process the district ensured the new school's facilities will be equipped with accessible equipment and spaces conducive to various physical abilities, so

students with APE have equipment and space that allow the access and appropriate services to be delivered. Additionally, professional development is provided to staff to foster an understanding of adaptive strategies and promote an inclusive environment. Regular assessments and individualized education programs (IEPs) are used to track progress and adjust activities as necessary, ensuring ongoing support and engagement for students with disabilities.

The project proposes a physical therapy space that is large enough to serve APE. For Enrollment #3, a 12,000 NSF gymnasium is located directly across the hall from the PT room. At 12,000 NSF, the proposed gymnasium is large enough to incorporate the simultaneous engagement of students with disabilities among their regularly developing peers.

Proposed Physical Education Schedule

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	45 min

(7) K Sections
(6) 1st Grade Sections
(6) 2nd Grade Sections
(6) 3rd Grade Sections
(6) 4th Grade Sections
(6) 5th Grade Sections
(37) Total Sections Needed ÷ 6 Sections per Day per Room ÷ 6 Days per Cycle = 1 Room and 1 additional Section = 2 Teaching Stations*

Wilmington Public Schools Educational Program Narrative

*A typical elementary school-sized gymnasium can serve as two teaching stations.

Given the amount of educational and community use envisioned for a new gymnasium, the district seeks a larger gymnasium capable of including a competition-sized court with two (2) middle school cross courts plus telescoping bleachers on the long side. A gym of this size would support the idea of schools as an educational and community-wide investment, with a gym appropriately sized to serve as a community resource for youth athletics, large public meetings, voting, etc. Regardless of the reconfiguration plan, all versions should have a dedicated gymnasium space large enough to accommodate the enrollment size of the students to participate in physical education classes for forty-five (45) minutes once in a ~~six-day~~ cycle.

Health Education

Current Practices

Health is considered a specialist subject in grades 1-5 in Wilmington. Students in grades 1-4 have a forty-five 45-minute health class once a week. In grade 5, Health class is thirty (30) minutes once a week due to schedule conflicts incorporating chorus into the schedule. Health is taught by a licensed health teacher in a dedicated classroom space when available. In some years, the health teacher travels and delivers instruction in the general classroom due to space limitations. Health instruction is aligned with the MA Health and Physical Education Frameworks. In addition, we strategically incorporate units on Social Emotional Learning competencies (SEL) from CASEL within the health units of study to ensure students receive explicit instruction in the areas of self-management, self-awareness, social awareness, decision-making, and relationship skills.
Currently, students are taught health by a full-time Health teacher at Woburn Street School and by a .4FTE health teacher at North Intermediate School.

Current Health Schedule

Grade	Frequency	Duration

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

K	Not currently offered	N/A
1	1x per week	45 min
2	1x per week	45 min
3	1x per week	45 min
4	1x per week	45 min
5	1x per week	30 min

Proposed Changes:

The district intends to continue providing a health class to grades 1-5 students in a dedicated health classroom. With the recent adoption of newly updated frameworks in MA, we anticipate aligning our instruction with the new frameworks. If the Kindergarten school day is extended in a consolidated model, Pre-K-5 or Pre-K-3, we will incorporate a health class for Kindergarten students. As required by the Department of Elementary and Secondary Education's recent adoption of the new Comprehensive Health and Physical Education frameworks for Grades Pre-K to 12, districts are responsible for covering the following topics related to Health by the end of grade 2.

- Nutrition and Balanced Eating
- Mental and Emotional Health
- Physical Health and Hygiene
- Personal Safety
- Healthy Relationships
- Mental and Emotional Health

Health lessons will be aligned with the frameworks and will be developmentally appropriate for Kindergarten students. Instruction will be provided by a health teacher consistent with how it is delivered to grades 1-5. Physical Activity and Fitness and Movement Skills, as required by the frameworks, will continue to be addressed through physical education classes.~~evaluate whether a health specialist subject class is warranted or whether we will continue incorporating the Kindergarten health frameworks into other curriculum areas. As previously noted, the district is considering whether to reduce~~

~~PE to once a week and add a health class.~~ Ideally, a new school building should have a dedicated classroom for health instruction regardless of grade configuration. Staffing should reflect the necessary FTEs to allow for students in grades K-~~4~~5 to participate in Health for 45 minutes once in a ~~6-day~~ cycle. ~~and for students in Grade 5 to participate for 30 minutes once in a 6-day cycle.~~

Proposed Health Schedule (re-K-5 Configuration)

Grade	Frequency	Duration
K	1x per cycle	45 min
1	1x per cycle	45 min
2	1x per cycle	45 min
3	1x per cycle	45 min
4	1x per cycle	45 min
5	1x per cycle	~~30~~ 45 min

~~*If a different configuration is selected, the schedule might vary.~~

Special Education Programming

Wilmington Public Schools adheres to federal and state laws that guarantee the rights of all students to access the general education curriculum. The philosophy of the Wilmington Public Schools is to embrace the inclusion of students with disabilities in all aspects of the community and school life, including the general education environment, to the fullest extent possible. Special education services are provided to eligible students. They are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing available at all schools are allocated annually based on the service delivery needs identified by the Individualized Education Programs (IEPs) of the special education population being served. Currently, the Wildwood Elementary School serves 58 students with documented special needs. Woburn Street School serves 49 students, and North Intermediate Elementary serves 52 students

with an IEP. This approach is actualized via significant investment over many years in the development of a broad spectrum of in-district programming, represented by the schematic below:

Special Education Programming by School for the 2023-2024 School Year

Boutwell ECC Pre-K & K	**Wildwood ECC Pre-K & K**	**Shawsheen Grades 1-3**	**Woburn grades 1-3**	**West Intermediate grades 4&5**	**North Intermediate grades 4 & 5**	**Middle School grades 6-8**	**High School grades 9-12**
Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center	Inclusion & Learning Center
		Language-Based	Language-Based	Language-Based	Language-Based	Language-Based (4)	Language-Based (3)
		Stepping stones	STAGES	Stepping Stones	STAGES	Student Support (1) & Transitions (1)	Evolution (2)
Strides	Strides (3)	Strides (2)		Strides		Strides	Strides
Drive in services	Drive In services						
						Lifeskills	Lifeskills
							Postgrad
Integrated Preschool	Integrated Preschool						

This range of programming and services has enabled the district to educate 98.1 % of students in the district. The small number (1.9 % of the student population) of students who are educated in out-of-district placements is indicative of the success of this approach. It reflects our commitment to creating an inclusive educational environment that, to the maximum extent feasible, educates students in their home community with access to

typical peers. The specialized district programming that exists for students with disabilities in the current Wildwood, Woburn Street, and North Intermediate Schools includes the following:

- STAGES, a social-emotional program strand,
- Language-based program for learning-disabled students, and
- STRIDES, a program for students with Autism that requires Applied Behavioral Analysis (ABA).

All schools also provide services to students in the inclusive classroom environment (inclusion and learning center) and pull-out support for those that require such. Additionally, most students with an Individualized Education Program receive services via an inclusion/learning center model. This includes receiving special education services in the general education classroom, with or without some degree of service delivery in a small setting for some pull-out services.

In order for these programs to be successful and for students to be educated in the least restrictive environment, flexible, dedicated spaces are essential to meet the ever-evolving student needs. Examples of these spaces include extended learning spaces adjacent to the general education classrooms, close proximity to related service providers, and small calming spaces in our therapeutic social, emotional, and STRIDES classrooms. Additionally, as the STRIDES program will continue to begin in pre-k on the Northside of town, as it has historically been, the opening of a new building will present the opportunity for these students to remain with their peers in the new building and not have to move across town due to lack of accessibility. In order for this program to be housed on the Northside of town, dedicated spaces will be required for the numerous service providers that support these students. A dedicated Occupational Therapy and Physical Therapy space will be required to meet our program students' sensory and motor needs. Additionally, a number of speech and language pathologists and BCBAs also work with programs, teachers, and students.

The services offered at each specific school are outlined below.

Current Programs & Services as of January 2024

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Wildwood School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	1	Up to 8	17	1.0 Special Education Teacher
Integrated preschool (2 half-day programs)	3	Up to 15	15 per session	4.0 Educational Assistants 2.0 Special Education Teachers
STRIDES	3	Up to 8	14	3.0 Special Education Teachers 7.0 Educational Assistants
Occupational Therapy	1	1-3	19	0.5
Physical Therapy	Shared space	1:1	9	0.2
Speech	1.6	1-3	42	1.6
BCBA	Shared office space	n/a		0.6

Current Programs & Services as of January 2024

Woburn Street School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	3	3-5	41	3.0 Special Education Teachers
Occupational Therapy	1	1-3	10	0.5
Physical Therapy	Shared space	1:1	3	0.1 (district)
Speech	1	1-3	20	1.0
BCBA	Shared office space	n/a	n/a	0.3
Language-Based	1	Up to 8	4	1.0 Special Education TEacher

				1.0 Educational Assistant
STAGES	1	Up to 8	4	1.0 Special Education Teacher 2.0 Educational Assistant

Current Programs & Services as of January 2024

North Intermediate School

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center/Inclusion	2	3-5	43	3.0 Special Education Teacher
STAGES	1	Up to 8	5	1.0 Special Education Teacher 2.0 Educational Assistant
Language-Based	1	Up to 8	5	1.0 Special Education Teacher 1.0 Educational Assistant
Occupational Therapy	1	1-3	3	.5
Physical Therapy	Shared space	1:1	4	.1
Speech	1	1-3	24	.6 SLP
BCBA	Shared office space	n/a	n/a	.3

Wilmington Public Schools Educational Program Narrative

Special Education Program Descriptions

Pre-K- DRIVE-in Services--Wildwood School and Boutwell School

Both the Boutwell and Wildwood Early Childhood centers provide services for preschool children who do not attend preschool in the district but who are eligible for related services under their IEP. These services are provided by related service providers such as physical therapists, occupational therapists, and speech and language therapists. These students are brought to the building by their parents for their services on a weekly basis throughout the school day.

Integrated Preschool-Wildwood School and Boutwell School

Our Boutwell and Wildwood Early Childhood centers support children who are typically developing and children with delays across the developmental spectrum through the use of an integrated approach. Each early childhood class has one Lead Teacher (who is a special educator) and a program educational assistant. The early childhood curriculum is aligned with the Massachusetts Early Childhood Learning Guidelines and Curriculum frameworks. Our integrated preschool provides a range of related services based on identified individualized student IEP needs, and related services are also provided for many of these students. Currently, each school has two half-day integrated preschool classrooms. The district is proposing to add a full-day classroom as the full-day classroom was removed following COVID-19. This would include one additional teacher and one educational assistant. Spaces serving our integrated preschool program should meet the MBSA guidelines for pre-kindergarten classrooms, contain the same basic features and functions as kindergarten classrooms, and be customized to preschool students' developmental and physical characteristics. Ideally, they would be located in a Preschool-level learning community with classrooms serving the Strides program.

Learning Center Program - All schools

Students receiving support through the Learning Center model have mild to moderate learning needs, including but not limited to specific learning disabilities, developmental delays, and/or health impairments. Learning Center teachers may support students in the

general education classroom and/or through direct service or a consultation model. Learning Center teachers provide specialized instruction in a wide range of areas, including reading, language arts, mathematics, academic support in curriculum areas (science and social studies), and study and organizational skills. Teachers collaborate closely with classroom teachers and related service providers to develop comprehensive, integrated services for children. There is a special education teacher at each grade level fulfilling this role at each elementary school with the assistance of one additional educational assistant per school. Students may require related services and learning center/inclusion support based on service delivery on their IEP. At the Middle School, there is one special education teacher per grade level per house. In WHS, three inclusion teachers also support learning centers. Spaces serving Learning Center Teachers should be outfitted to serve as the professional home base of the educator and as a small group instructional environment. Ideally, they would be located within grade-level learning communities.

Language-Based Learning Disability Program – Woburn and North Intermediate

Students in grades 1-5 receiving support through the language-based program are primarily identified with Specific Learning Disabilities and/or Communication disorders, including Dyslexia. The Language-Based Program is for students in an Individualized Education Program whose team has determined that they have been identified with a Specific Learning disability in Reading, Written Language, or a Communication disability that requires support to access the general education curriculum. The Language-Based Learning Disabilities program provides multi-modal and explicit instruction with a multi-sensory approach to support students reading, writing, listening, speaking, and organizational skills in reading and written language. In all content areas, students are provided with a consistent instructional methodology, which is highly structured and focuses on verbal and visual modalities to support language processing and production. Study and executive functioning skills are emphasized throughout all classes. The mission of the Language Based Program is to provide students with literacy instruction in all areas impacted by their language-based disability. The goal is explicitly teaching strategies to empower students to become more independent learners. Additionally, the goal is to move students into the least restrictive environment as deemed by data support and progress monitoring. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, the skills they need to develop to progress in school, and the needed skills to succeed academically. Intensive literacy and

written language practice are part of this programming. Currently, Wilmington Public Schools Language-Based programs for grades 6-12 are receiving multi-year training and coaching through the Landmark Outreach PD program, which will expand to the Intermediate schools in the coming year. Spaces serving our Language-based program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

STRIDES - Wildwood, Shawsheen, West, Middle School, and High School

The STRIDES Applied Behavioral Analysis (ABA) programs provide intensive structure and support for students whose IEP teams have determined that an intensive level of programming and structure based on ABA methodology is necessary for the student to make effective progress. This program uses various instructional methods guided by the principles of ABA with a focus on reinforcement systems, consistent behavior management, and skill generalization. The methodology and/or supports may include Applied Behavior Analysis (ABA), discrete trial, direct teaching, small group functional academics, communication skills, daily living skills, orientation and mobility, functional vision use, and highly specialized assistive technology. Inclusive opportunities, through inclusion and purposeful participation within general education environments, allow students to be a part of the school community. Data collection and careful progress monitoring determine the method of instructional practice. Skills are approached in a variety of settings in order to promote the generalization of skills. These students typically have severe needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio and BCBA consultation with ABA programming. Staffing includes a licensed special education teacher and two or more educational assistants based on student needs and program numbers. A number of related service providers also support programming for the students in this program, including OT, PT, SLP, and BCBAs.

Priority goals and focus areas for students in this program include communication, functional academics, and independence. Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry-level skills. All students have highly individualized educational programs, and all of the curriculum content is specialized and/or modified. Assessments are highly individualized, and many students

participate in the MCAS Alternative portfolio for statewide testing. The program also uses the ACE curriculum, which was developed by the New England Center for Children, for programming, data collection, and ongoing assessment.

Currently, this program begins in Pre-K at the Wildwood Early Childhood Center, and students then transition in first grade to the Shawsheen School on the West side of town. This is the result of a lack of accessibility at the North Side elementary schools. The district will be including this program strand in the new building to reduce the need to transition students across town to a new grade-level peer group. This will enable our students who are enrolled in the program to have minimal transitions, access to a building that is fully accessible, and access to play structures that are accessible and developmentally appropriate. Currently, there are three STRIDES classrooms at the Wildwood, two at the Shawsheen, one at the West, one at the Middle School, and one at the High School level. Spaces serving our STRIDES program should meet the MBSA guidelines for general classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room, a calming space, and a single-user toilet room from within the classroom environment. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

STAGES (Woburn and North)

The STAGES (Students Accessing Guidance for Emotional Support) Program is for students with identified emotional disabilities who, as a result of their disability, do not have well-developed coping mechanisms or emotional regulation strategies to appropriately interact with other students and meet the academic demands of the general education classroom. Program services can range from pull-out services providing direct instruction in the core curriculum to a supported full-inclusion program. The STAGES program staff are involved with all teachers and educational assistants working with the students across settings to monitor progress and academic performance. Staff connected with this program receive ongoing professional development and training from McLean's Hospital Anxiety Mastery Program. Students typically transition to the Transitions program at Wilmington Middle School. Students work towards grade-level curriculum using Massachusetts Curriculum Frameworks, including accommodations and modifications as needed. Staffing includes one special education teacher and two educational assistants. Spaces serving our STAGES program should meet the MBSA guidelines for general

classrooms, contain the same basic features and functions as general classrooms, and include access to a small group room, a calming space, and a single-user toilet room from within the classroom environment. Ideally, they would be located in a grade-level learning community with classrooms serving their grade-level peers.

Stepping Stones- Shawsheen and West Intermediate

The Stepping Stone program is at the Shawsheen and West Elementary Schools. Stepping Stones services students with multiple social, emotional, and behavioral needs, and a team has determined that they require smaller, intensive special education services with a high staff-to-student ratio, a therapeutic component, and a highly structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. BCBA support and consultation are provided as part of this program. Staff connected with this program receive ongoing professional development and training from McLean's Hospital Anxiety Mastery Program. Related Services may be provided in this setting or a separate setting in groups or one-to-one: Cognitive Behavioral Therapy, Dialectical Behavioral Therapy Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Students typically transition to the Student Support Program at Wilmington Middle School. Students work towards grade-level curriculum using Massachusetts Curriculum Frameworks, including accommodations and modifications as needed. Staffing includes one special education teacher and two educational assistants.

Student Support Program at Wilmington Middle School

The Student Support program provides instruction in a smaller setting with additional therapeutic support for student's emotional needs and maladaptive behaviors. This program includes varied amounts of time in the inclusive setting based on the student's ability to access the curriculum. This program is targeted to provide services to students with multiple social-emotional needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio, therapeutic component, and a structured day. In accordance with education in the least restrictive environment, students'

access to inclusive opportunities in this program depends on individual student progress toward IEP goals. The curriculum is based on the Massachusetts Standards and the curriculum of Wilmington Public Schools. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, and the skills they need to develop and make progress in school. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one: CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Staffing includes one Special education Teacher and one to two educational assistants based on student enrollment.

Transitions- Wilmington Middle School

Transitions is a program for students at Wilmington Middle School. The Transitions Program is for students on an individualized education plan whose Team has determined that they require intensive support with transitions, large groups, and sensory and emotional regulation. These students present with weaknesses in social thinking, self-awareness, executive functioning, and emotional and sensory regulation. Academic skills are typically average for these students, and they are able to access the inclusive classroom environment for academics. The Transitions program allows students to be fully integrated into the general education setting with support across curriculum areas and a safe place to go for support as needed. The special education program staff are available to the students as needed to help them progress in the general education setting. The special education teacher in the program consults extensively with the student's general education teachers and may attend classes with the students as needed. The mission of The Transitions Program is to provide students with intensive instruction and support as needed for academics, organization, self-regulation, and social-emotional skills and to help students access the curriculum and the life of the middle school.

The curriculum is based on the Massachusetts Standards and the curriculum of Wilmington Public Schools. The students in this program have Individualized Education Programs that guide the individualization of their curriculum, their services, and the skills they need to develop and make progress in school. A Social Worker consults with the program and

provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one: CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. Staffing includes one special education teacher and two educational assistants.

Evolution- Wilmington High School

The Evolution program provides instruction in a smaller setting with additional support for student's emotional needs and maladaptive behaviors. The program includes varied amounts of time in the inclusive setting based on the student's ability to access the curriculum. This program is targeted to provide services to students with multiple social-emotional needs, and a team has determined that they require this intensive setting with a high staff-to-student ratio, therapeutic component, and a structured day. In accordance with education in the least restrictive environment, students' access to inclusive opportunities in this program depends on individual student progress toward IEP goals. A Social Worker consults with the program and provides services to students as needed. The teaching and clinical staff receive ongoing consultations in CBT through McLean's Hospital Anxiety Mastery Program. Related Services may include and may be provided in this setting or a separate setting in groups or one-to-one CBT/DBT Training, Social Skills Training, Speech and Language Therapy, Physical Therapy, Occupational Therapy, Vision Services, Counseling/School Psychologist, Applied Behavior Analysis, Orientation and Mobility, Adapted Physical Education, and Deaf/Hard of Hearing Services. This program has two classrooms, with a Special Education teacher and one educational assistant in each.

Life Skills- Wilmington Middle and High Schools

The Life Skills Program teaches academics at the student's level, functional skills, transition skills, pre-vocational, and vocational skills. A licensed nurse may support this program if needed for a student's medical needs. A typical student profile is a student with intellectual, neurological, or medical needs that require significant modification to the grade level curriculum and a focus on functional life skills. Staffing includes one special education

teacher and two educational assistants. Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry-level skills. All students have highly individualized educational programs, and all of the curriculum content is specialized and/or modified. Assessments are highly individualized, and many students participate in the MCAS Alternative portfolio for statewide testing.

Post Grad- Wilmington High School

Provides experiential and educational opportunities in daily living, employment, community inclusion, recreation, leisure, and real-world academic skills to promote a successful transition to adulthood. The program's main goal is for young adults to gain the necessary skills to become confident, independent, and integrated members of our community. This program has a full-time job coach to support students' work experience. This program includes off-site job training and job placements for students within the community. Staffing consists of one Special education teacher, one job coach, and an educational assistant (based on student enrollment).

Current Program Challenges

All three schools identified in the potential project require significant improvement in the physical space to provide all related services. Currently, many related service providers do not have dedicated workspaces or shared spaces for servicing students, including our school psychologists, occupational therapists, physical therapists, and speech and language providers. While services are being provided in compliance with student IEPs in all settings, significant improvements in the amount and quality of space for staff offices, student services, and staff/parent consultation are needed. Additionally, in all three buildings, there is limited space for facilitating in-person IEP meetings and virtual and phone conferences to meet with parents and caregivers. Currently, service providers at all three schools share one classroom for both their office and service delivery space. Making confidentiality of student services, collaboration, and case management an ongoing challenge.

As the Wildwood Early Childhood Center is currently split among two schools, the special education teacher that supports these enrolled students is now providing inclusion and pull-out services in two schools. Given the age of all three elementary schools, there are no extended learning spaces, no small rooms or spaces to provide services near student

classrooms, and in most cases, services are not provided in the same space every time due to demands on open spaces by multiple staff. While the Wildwood houses three specialized classrooms for students with Autism, there is no sensory room and no motor space for students who receive such services, causing OT and PT to occur in classrooms and hallways. Additionally, there are currently no dedicated calming spaces for students who may be dysregulated.

Specialized Programs and Collaborative Spaces

Current specialized programs

Wildwood:
- 2 integrated preschool classes
- 3 STRIDES classrooms

Woburn Street:
- 1 Language-Based Classroom
- 1 STAGES classroom

North Intermediate:
- 1 Language Based
- 1 STAGES classroom

The Wilmington Public Schools is a member of the SEEM Collaborative and also participates in other collaboratives as a non-member, including Valley and CREST. While the district is a member and participates in collaboratives, the District does not plan to house any collaborative programs nor provide dedicated space to collaboratives as part of the project for any of the agreed-upon enrollments.

Proposed Programs/Services Needed

The new consolidated school will support the district's goal of an inclusive learning environment for all. Additionally, designing spaces for student services that are adjacent to classrooms and integrating related service provider offices and spaces near the students they service would improve service delivery, collaboration, and services for students. Specific space requirements of a new facility include the development of a motor room as well as dedicated PT/OT space. In addition, a new facility will provide specially designed

spaces that are ADA compliant and employ Universal Design features to be accessed by the students who most require these supports. As such, the District proposes changes in the location of one specialized district-wide special education program as follows:

Programs/Services to Continue in a New Project

Current Configuration

	Wildwood	**Shawsheen**	**West**
STRIDES	Pre-k & K (3 classrooms)	Grades 1-3 (2 classrooms)	Grade 4 & 5 (1 classroom)

Proposed Configuration

Pre-K-K, Pre-K-3, and Pre-K-5 Consolidation

	Shawsheen if a Pre-K-3 or Pre-K-5 option	**West if a Pre-K-3 or Pre-K-5 option**	**Wildwood Only**	**Wildwood and Woburn Configuration**	**Wildwood, Woburn and North Configuration**
STRIDES	none	Pre-K-3:one Pre-K-5: none	Pre-K & K (3 classrooms)	Pre-K-grade 3 (5 classrooms)	Pre-K-grade 5 (6 classrooms)

The STRIDES program currently has three programs at the Wildwood School. Upon entering first grade, these students then transition to Shawsheen Elementary on the other side of town, as a result of the lack of accessibility in the current elementary schools on the north side of town. This requires these students and families who have established social relationships within their community to start over with an entirely new group of peers after kindergarten. This is the only group of students in the Wilmington Public Schools required to do such. The proposed new consolidated school move will ensure that these students experience continuity of school location for Kindergarten - grade 5, consistent with grade level peers. This will also allow for the significant ADA investments and Universal Design features of a newly built or fully renovated building to be accessed by the students who most require these supports. The district also proposes including a purposefully built space

with sufficient equipment storage adjacent to physical therapy (PT) space. Occupational therapy space should be housed in its own dedicated space but adjacent to the motor space.

Finally, the consolidated school will increase the re-designed school's capacity to host Extended School Year (ESY) programming in an accessible, climate-controlled, and less restrictive setting. The district will likely move all K-5 ESY programming to the newly designed school location to maximize access for all students and maintain continuity of schooling for students with the most significant disabilities.

In 2019, the district had Walker Consulting review Wilmington Public Schools' special education services and supports. One of the recommendations emerging from this report was to move towards a co-teaching model of special education service delivery. Over the last few years, the district has made a number of steps towards this work, including but not limited to hiring a shared inclusion coach together with SEEM collaborative, utilizing district staff to serve as in-district Inclusion coaches, providing Administrator professional development in Universal Design for Learning, and creating a focus on inclusion in the district Strategic Plan. This work will continue over the coming years, including further piloting of co-teaching throughout the district. Using Student Opportunity Act funds, the district will be providing high-quality professional development and piloting co-teaching in classrooms throughout the district. Furthermore, the proposed building design includes collaborative workspaces and extended learning spaces that would allow for seamless co-teaching and collaboration.

The Language-Based program and STAGES program will continue to be offered on the Northside of town schools, with a continuum of Special Education services ranging from full inclusion to substantially separate being offered. Hence, students are able to remain with community peers.

Programs/Services Removed in a New Project

No programs on the North side of town schools will be removed.

Program Additions/Enhancements with a New Project

As noted above, the STRIDES program will remain on the North side of town with this

proposal. Additionally, the extended school year program through grade 5 will be offered at the new building in order to provide consistency in student programming, limit transitions, and give accessibility to all students.

Program/Services Eliminated with a New Project

Currently, students in our STRIDES strand begin at the Wildwood school (currently three classrooms) due to a lack of accessibility in the North side schools; these students then transition to first grade at the Shawsheen School. These students then continue at the West Intermediate. Given a new building will have accessibility throughout the school, this program strand will remain at the new building. It will allow students to continue with their peers, negating the need to move the cohort across town after kindergarten. Please see the chart provided above.

Tiered Focus Monitoring/Coordinated Program Review

Previously, every six (6) years, the District participated in a Coordinated Program Review (CPR) from the Massachusetts Department of Elementary and Secondary Education (MADESE). Currently, this audit process has been split into an every three-year Tiered Focus Monitoring (TFM) process. The last Coordinated Program Review (CPR) that included special education facilities was held in the 2017 - 2018 school year, and the findings under Special Education Indicator #55 “Facilities” were found to be partially implemented.

The DESE requires that District buildings meet the following regulatory requirements:

Special Education Facilities and Classrooms

The school district provides facilities and classrooms for eligible students that:

- Maximize the inclusion of such students into the life of the school;
- Provide accessibility in order to implement fully each student’s IEP;
- Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
- Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students and are not identified by signs or other means that stigmatize such students.

Wilmington Public Schools Educational Program Narrative

Wilmington Special Education CPR findings in 2018 included:

- SE 3 Special requirements for determination of specific learning disability- Partially Implemented
- SE 6 Determination of transition services -Partially Implemented
- SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority- Partially Implemented
- SE 47 Procedural requirements applied to students not yet determined to be eligible for special education- Partially Implemented
- SE 54 Professional development- Partially Implemented
- SE 55 Special education facilities and classrooms- Partially Implemented
- SE 56 Special education programs and services are evaluated-Partially Implemented

During this review, SE 55 Special Education facilities and classrooms were identified for corrective action. Noted was that the Middle School STRIDES classroom needed to be relocated to be more in the life of the school environment. Additionally noted was, “At the Boutwell Early Childhood Center, observations indicated that two speech and language therapists, one school adjustment counselor, and one occupational therapist share an office. A review of schedules indicated that four to six students simultaneously receive services from three to four different staff, which creates auditory and visual distractions.” These were remedied during the corrective action stage of the process.

This year, the District is participating in the Tiered Focus Monitoring (TFM), and the onsite component of this process will be completed on February 6, 2024. The District anticipates receiving the report by the summer of 2024. All proposed design elements would allow the District to meet the current MADESE regulatory requirements and provide for full compliance with the ADA and other requirements of the law.

Updates to Collaborative Spaces/Programs

Wilmington Public Schools does not have collaborative programs in the district, and the plan does not include such in the future.

Special Education Day School Programs

Wilmington Public Schools does not currently have any in-district Special Education day

schools and does not plan to include such in the future.

Special Education Rubric and Regulations

The table below indicates the District's responses to DESE and MSBA's questions when reviewing existing facilities for students on IEPs.

Question	**Y or N Comment**
Ensuring Access	**Response**
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	Yes
2. Do all eligible students have access to school facilities, including, but not limited to, those areas necessary to implement the students' IEP?	Yes, for students that attend, however, we are unable to house specific programs at the North side schools due to lack of accessibility
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other spaces in public schools?	Yes
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	Yes
Minimizing Stigmatization	

6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

Vocations and Technology Programs

STEM

Wilmington Public Schools does not have an existing Chapter 74 Program.

Please see the Scheduling section of this document regarding the addition of a STEM specialist class.

~~As noted in the Scheduling Section of this document, the district would like to introduce a new specialist subject, STEM. A STEM special would provide opportunities for practical application of science and math concepts taught in class and incorporate technology, engineering, and design elements. STEM education creates a level playing field in which all students have access to explore and create something new by promoting innovative thinking and problem solving, fostering collaboration and communication, and building social-emotional competencies. As a district, we have begun implementing district-wide STEM challenges a few times a year for K-5 students. On the days these challenges take place, students are excited and engaged. In addition to practicing academic skills during these challenges, we have observed the growth of fine motor skills, student resilience, perseverance, creativity, communication, and teamwork. The district feels that adding~~

Wilmington Public Schools Educational Program Narrative

~~STEM as a special would be an excellent addition to the current curriculum, and therefore, we would like to ensure an appropriate space is included in the plan.~~

~~The district envisions this type of project-based, investigative learning taking place in a dedicated STEM room. The STEM room would be staffed by a full-time STEM Teacher who would provide 45-minute classes to students on a 6-day cycle. The curriculum would incorporate elements and experiences such as (but not limited to):~~

- ~~Digital Communication~~
- ~~Robotics~~
- ~~Circuitry~~
- ~~Mechanics and Structures~~
- ~~Design Thinking~~
- ~~3-D Printing~~
- ~~Scientific Data and Analysis~~
- ~~Makerspace Exploration~~
- ~~STEM Challenges~~

~~A dedicated STEM space should include the following:~~

- ~~Ample teacher-accessible storage space for equipment, tools, kits, and new and recycled materials, both durable and consumable~~
- ~~Student-accessible storage (at a child's scale) to support student ownership in the gathering and manipulating of materials~~
- ~~Abundant and appropriate shelving/organization to safely store or display student work~~
- ~~Water available with a sink deep enough to facilitate cleaning specimens and glassware equipment and the filling of large basins of water for experiments~~
- ~~Access to and storage/organization of robust, interactive technology with applications and software used to support curricular access and application~~
- ~~Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities (i.e., adjustable height tables, stools, white-board tables, castors on furniture, etc.)~~
- ~~Adequate horizontal work surfaces that allow for the creation of various-sized projects and/or for set-up purposes between classes~~

- ~~A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings~~

~~To add another specialist subject for grades K-5, we will need to employ a schedule with a 6-day cycle. Currently, we follow a 5-day cycle (Monday-Friday), and students have one of the five current special subjects each day. Given that we typically have six classroom sections per grade level, we cannot schedule special subjects to allow all six classroom teachers to have their planning period simultaneously. A 6-day cycle would enable us to add the STEM special and create the opportunity for increased common planning time for most grade-level teams.~~

Transportation Policies

Current Practices

Wilmington Public Schools transports over 1,800 regular education students daily, utilizing 17 buses, to provide our families with a free, safe, and consistent means of transportation to and from school. Wilmington also provides transportation for over 50 in-town special education students, students on hardships, some out-of-district students, and McKinney-Vento students on our minibus routes that are owned and operated by the district. Aside from home to school, transportation is also provided for academic field trips to support the curriculum and co-curricular programs such as athletics. Wilmington Public Schools has a unique time structure servicing eight (8) schools, some sharing start and end times. Uncommon to many districts of this size, Wilmington has five (5) different start and end times, and our elementary students are split amongst several smaller buildings (currently, our high and middle are closely aligned and riding together, so it is considered as a single start/ end time).

Eligibility for the school bus is based on the distance between a student's residence and school. Wilmington School Committee Policy states transportation for students will be provided as follows:

- Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent
- Grades 1 – 3: Students living more than one mile from the school.

Wilmington Public Schools Educational Program Narrative

- Grades 4 – 6: Students living more than one and one-half miles from the school.
- Grades 7 – 12: Students living more than two miles from school.
- Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

It has been the District's practice to transport all kindergarten students, all students in grades 1-8 with the exception of those within immediate proximity to their school, and high school students typically outside of a mile. Bus stops are designed to be centralized whenever it is safe to do so and are reviewed by the Traffic & Safety Division of the Wilmington Police Department. All families that wish to utilize the school bus must register for transportation, but there is no cost for this service.

School	School Hours	Approximate # of Bus Riders Compared to Total Enrollment	Approximate # of Designated Walkers	# of Buses Utilized in the Morning	# of Buses Utilized in the Afternoon	# of Minibusses
Wildwood	7:45 – 1:15	81 of 100	0	4	4	4
Boutwell	8:35 – 2:05	57 of 97	0	4	4	3
Middle School	8:05 – 2:30	564 of 703	15	16	17	2
High School	8:05 – 2:35	258 of 620	80	16	17	6
Shawsheen	8:40 – 3:00	260 of 342	0	10	9	4
West Intermediate	8:40 – 3:00	149 of 206	1	10	9	4
Woburn Street	9:05 – 3:25	275 of 358	0	13	10	3
North Intermediate	9:05 – 3:25	196 of 249	2	13	10	3

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Our two Pre-K- K schools, Wildwood & Boutwell, have their own separate start and end times, and four (4) buses are used for each school to transport students to and from home. Currently, the Wildwood School is housed on the opposite side of town from where the students reside at the Wilmington Middle School and the West Intermediate School, both buildings located across from each other on Carter Ln. Kindergarten routes for both schools have very minimal riders. While only two vehicles are needed to service each of these school populations, four (4) vehicles are used to cover the large area they serve to reduce the amount of time students are aboard the bus so the buses have adequate time to get students to/from school and make it to their next route. These four (4) buses, used for two (2) of our five (5) start and end times, cover the same amount of area our elementary buses cover but for a small fraction of the student population. With most of these buses running at or under 25% capacity, transportation for these schools is extremely inefficient.

We have two (2) separate elementary tiers or start and end times, one (1) for each side of town, with a combined total of four (4) elementary buildings. There are two (2) buildings for grades 1-3 on each side and an additional two (2) intermediate buildings for grades 4-5. The Shawsheen School & West Intermediate share start and end times, and the Woburn Street School and the North Intermediate share start and end times on the other side. The elementary & intermediate buses will pick up and drop off at one school before heading to the corresponding school to load and unload. With our elementary campuses being 1.2-1.5 miles apart, imposing walk zones has no real impact on transportation because what is within a walk zone for some students isn't for others at the corresponding school. Therefore, a bus must travel to the area anyway. This also makes it challenging for many car rider families, with students at each school having to be in multiple locations at once.

For our secondary schools, we began this school year with start time adjustments to improve the start time for our secondary students based on recommendations made by the American Academy of Pediatrics. To be able to change the start times without drastically increasing our fleet size, it was necessary to reduce our current tiers, or the number of start and end times, from 6 to 5 by combining our secondary students on buses together and having them share similar start and end times so buses would pick/ drop at one school before proceeding to the other.

Wilmington Public Schools Educational Program Narrative

We utilize seven (7) minibusses to service all in-town special education students, some regular education students whose residence cannot be accessed with a large bus, and some Pre-K students who have no other means of transportation. Whenever possible, we also transport some of our McKinney-Vento students residing in other districts and some of our out-of-district students who attend a school in or within close proximity to Wilmington. Most of our in-town special education students in grades K-5 attend the Wildwood for Pre-K- K, then the Shawsheen for grades 1-3, and the West for grades 4-5 before entering Middle & High School. While there is only a small fraction of students utilizing minibusses at the Boutwell, Woburn Street & North Intermediate schools, several minibusses are still needed to cover the distance between these students. Our minibusses are running home-to-school and school-to-home trips consistently throughout the day, with half-day Pre-K students coming and going in the midday. Aside from home-to-school transportation, the minibusses also support the outings for our post-grad program, Life Skills & Strides at the Middle & High School, and academic field trips directly supporting the curriculum and for co-curricular programs such as clubs.

The average length of each bus route is approximately 20 minutes once all students are loaded; however, an additional 5-12 minutes are spent on each tier driving in between the many schools, which raises the average route time to about 32 minutes. One of the longest routes is 43 minutes, but if the bus did not have to travel between 2 schools to pick up students, the time to load and complete the route would be reduced to 33 minutes. Approximately 35 minutes every morning and another 35 minutes every afternoon are spent traveling between our many small buildings to load and unload students. It can take anywhere between 7-17 minutes to load and travel to the corresponding school before a bus can even begin to start dropping students at their bus stop. All schools keep bus and car rider traffic separate to assist the buses in moving as quickly as possible on and off campus, but some of our schools are unable to support all the buses at once. Currently, 17 buses are used to service our many buildings, but only 12 are needed to service the population of bus riders. The reason for the additional vehicles is to accommodate the many start and end times and the travel time amongst each of the small buildings. Even with the additional vehicles, some of our vehicles continue to struggle to get to school at the scheduled end time.

Proposed Changes

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

It is important to note that the design team consulted with Wilmington first responder emergency representatives early in this design process to ensure associated requirements be incorporated into the preferred schematic.

Outlined are some different scenarios and the impact they will have on transportation. From a transportation standpoint, reducing the number of elementary buildings and the number of start and end times will allow the district to provide better service as more time will be available between routes. It will reduce the number of late vehicles in the afternoon, and additional time will no longer be needed for loading and transporting between our multiple buildings. Reducing the number of start and end times could also allow us to improve our current start times and impose reasonable walk zones. Currently, our elementary schools are 1.2 to 1.5 miles apart. Therefore, the buses must service every street because what may be a walk zone for a student in grades 1-3 isn't for students in grades 4-5, so service is provided in every area, even the ones close to a school. To optimize school bus efficiency, buses should be filled to capacity whenever possible, the number of campuses in which they need to load and unload needs to be reduced, and also the number of times they need to enter into the same neighborhoods throughout the day with each school having different start and end times.

New School for Wildwood Only (PreK-K) w/ Separated Times from North Intermediate & Woburn Street

A new school to replace the current Wildwood School will have no impact on transportation for the District; it would not drastically reduce the number of buildings, as Wildwood is currently utilizing two (2) buildings that are directly across from each other, nor would it reduce the amount of start and end times. The new building for Wildwood students would bring a slight positive change in transportation for Wildwood families only. A new building would reduce the number of places the current Wildwood vehicles would have to load and unload at and make it more centrally located to where the students are residing. This would minimally reduce the amount of time some students would be on the bus and allow for slightly later pickup times in the morning. The overall impact would only be a couple of minutes gained for Wildwood families.

The new building would require a driveway or lot that could accommodate at least four (4) buses but ideally five (5) if an additional vehicle needs to be added to assist in timing, along with space for up to 4 minibusses. Ideally, the bus area would be separated from the car

rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
Wildwood	81	4	4
North/ Woburn	471	12	3

New School for PreK – 3 (Combining Wildwood and Woburn St with an aligned start & end time)

A new school to replace the current Wildwood and Woburn St Schools and aligning the kindergarten start and end times with elementary will have a positive impact on the community. Due to a reduction in the number of buildings and bringing our total number of start and end times down from 5 tiers to 3, the current four (4) buses that are being used to service kindergarten can be used to assist on other elementary routes for faster service.

The new building would require a driveway or lot that could accommodate twelve (12) buses and five (5) minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined up in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
New Wildwood/ Woburn PreK- 3	356	12	5

New School for PreK – 5 (Combining Wildwood, Woburn Street, and North Intermediate with aligned start & end times)

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

A new school to replace the Woburn Street School, North Intermediate School, and Wildwood School would have the greatest impact on transportation for the District by reducing the number of buildings and start and end times. The four (4) buses used solely to transport kindergarten students, which are at minimal capacity, could be used to assist on the elementary routes for faster service. Most routes would save 5-8 minutes every morning and an additional 5-8 minutes every afternoon by not having to travel between campuses and load & unload twice. It will also allow families who wish to drive their own students the ability to do so without running the risk of being late by having to travel to multiple campuses and through multiple car rider lines. The greatest impact on the District occurs with a combined Pre-K-5.

The only impact for Wildwood Families, specifically, would be a more centralized building where the students reside and no longer a need to load and unload at two buildings, slightly reducing the amount of time these kindergarten students are currently on the bus.

The new building would require a driveway or lot to accommodate 13 buses and up to 6 minibusses. Ideally, the bus area would be separated from the car rider traffic to ensure the vehicles can move in and out quickly and have closer access to the main road. Each big bus measures 40 feet long and can be parked side by side or lined up in a single row. Minibusses measure approximately 18 feet in length, and it would be preferred that they are lined up in a single row next to the curb to avoid students having to walk in between vehicles or in their own separate areas.

School	Approximate # of Bus Riders	Approximate # of Buses Needed	Approximate # of Minibusses Needed
New PreK- 5	552	13	5

In closing, to optimize the transportation system's efficiency, we need a reduction in the number of buildings and start/ end times. This would allow us to fill the vehicles and travel fewer times to the same neighborhoods on multiple trips. In doing so, the number of vehicles needed to service the community could be reduced, which would have a positive impact on the annual operating budget. Students would have faster service both to and from school, and the ability to further adjust school start and end times would be available.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Functional And Spatial Relationships And Adjacencies

Visioning session #3 focused on the functional and spatial relationships desired for this project. In small groups, participants prepared an overall building diagram for one of the three grade configurations under consideration. Those overall planning illustrations are depicted and described below. Each illustration communicates both the desired overall conceptual organization and information about how individual spaces relate to one another. Finally, visioning participants articulated their preferred functional and spatial relationships as statements to be included in a set of guiding principles for design. While the illustrations for each grade configuration vary slightly, all three have several commonalities.

Building Features and Adjacencies

Overall, the District desires to organize the building into two major zones. One zone is the “public” zone, which accommodates spaces that may be accessed by students, staff, and/or the community during and/or after school hours. These spaces include the cafeteria, gymnasium, music rooms, art rooms, library, nurse, and administrative offices. The second "private" zone includes all the remaining spaces.

Within the public zone, any design alternative should express the following:

- Administrative suite immediately adjacent to the main entry of the facility with direct visual access to the building approach and the main entry
- Medical Suite in proximity to the main office administrative suite
- Cafeteria/ stage near music such that the equipment from the music room can be easily moved into the cafeteria for performances
- Kitchen located immediately adjacent to the cafeteria and in close proximity to site service entry
- Programmed custodial/maintenance spaces located near kitchen and service entry
- Possess the ability to be secured from the remainder of the building during off-school hours, special events, or lockdown.

Within the private zone, any design alternatives should express the following:

- Academic areas organized into seven grade-level neighborhoods, each with:
    - Extended learning space

    - Small Group Rooms located between pairs of classrooms
    - Special education-related rooms as required by District Program
    - Pre-Kindergarten and Kindergarten located on the ground floor in proximity to outdoor learning environments
- Special education spaces distributed throughout all grade level teams to maximize inclusive practices, allow for effective delivery of related services
- Possess the ability to be secured from the remainder of the building during off-school hours, special events, or lockdown.
- 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
- Organize building into lower elementary and upper elementary grade level groupings 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

<u>Site Features and Adjacencies</u>

Dedicated site circulation for each of the following:

- Parent vehicles
- Buses/Vans
- Pedestrians

    - Specialized transportation (requires a dedicated and separate loading/unloading zone, but may not require complete separation from bus circulation)
- Any proposed project should include the installation of age-appropriate fully accessible playgrounds located near the cafeteria to best facilitate the daily recess/lunch sequence. Additionally, the district would like to provide the following types of outdoor educational-based activities in either enrollment option:
    - Collection, examination, and analysis of soil, water, and plant samples
    - Offering of artistic and/or informational presentations in an amphitheater setting
    - Planting, maintenance, and harvesting of vegetable gardens

Design alternatives should express the following:

- All playgrounds in proximity to grade level classrooms and the cafeteria. This close geographic relationship will help to easily manage the transition from classroom to recess, from recess to the cafeteria, and from the cafeteria back to the classroom. Additionally, this relationship will support the capability of outdoor learning opportunities.
- A hardscape play area adjacent to playgrounds
- Emergency vehicle access to be coordinated with public safety requirements and positioned at the outermost edge of site planning to allow access to playgrounds and outdoor learning areas without the need to crossover the emergency vehicle pavement
- A paved service yard capable of supporting deliveries in a wide variety of vehicles
- Appropriate number of faculty and staff parking near the academic areas of the building and capable of doubling as event parking near public areas of the building (gym & cafeteria).
    - 140 spaces minimum (180 spaces preferred) for PreK-5th enrollment
    - 120 spaces minimum (150 spaces preferred) for PreK-3rd enrollment
    - 60 spaces minimum (100 spaces preferred) for PreK-K enrollment
- Physical education exercise, games, dance, and general movement activities
- Exploration of the wetlands on the property via paths and boardwalks

<u>Conceptual Overall Building Diagram</u>

WILMINGTON PUBLIC SCHOOLS

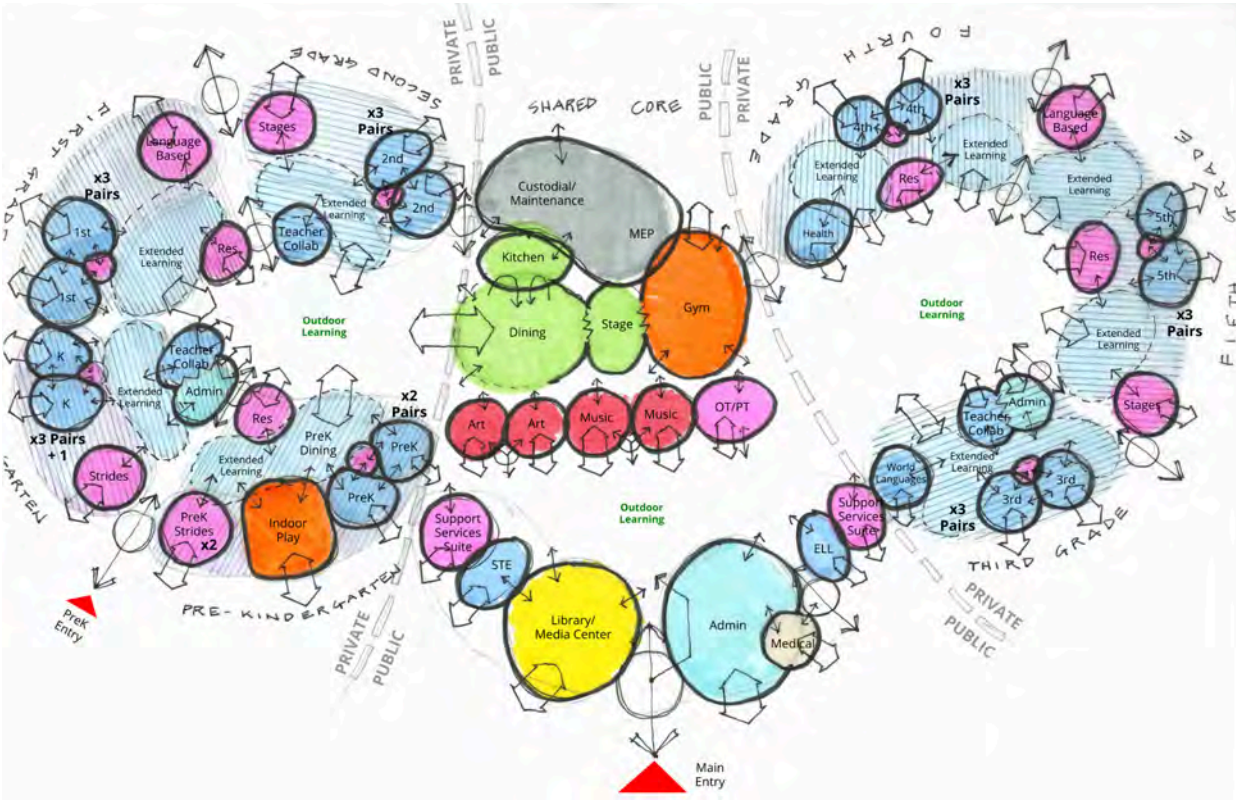
Wilmington Public Schools Educational Program Narrative

The overall building diagrams below express the District's idealized building layout and programmatic adjacencies. Although expressed as a single story in the diagram, an understanding exists that site characteristics and constraints may dictate a multi-story building design. Also expressed in the diagram is a need to separate parent vehicles and buses in the site circulation pattern, to allow access to playing fields and playgrounds without the need to cross parking or roadways, and an overall orientation of the building along a general East/West axis to maximize opportunities for natural daylight and other sustainability strategies.

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Pre-K 5th

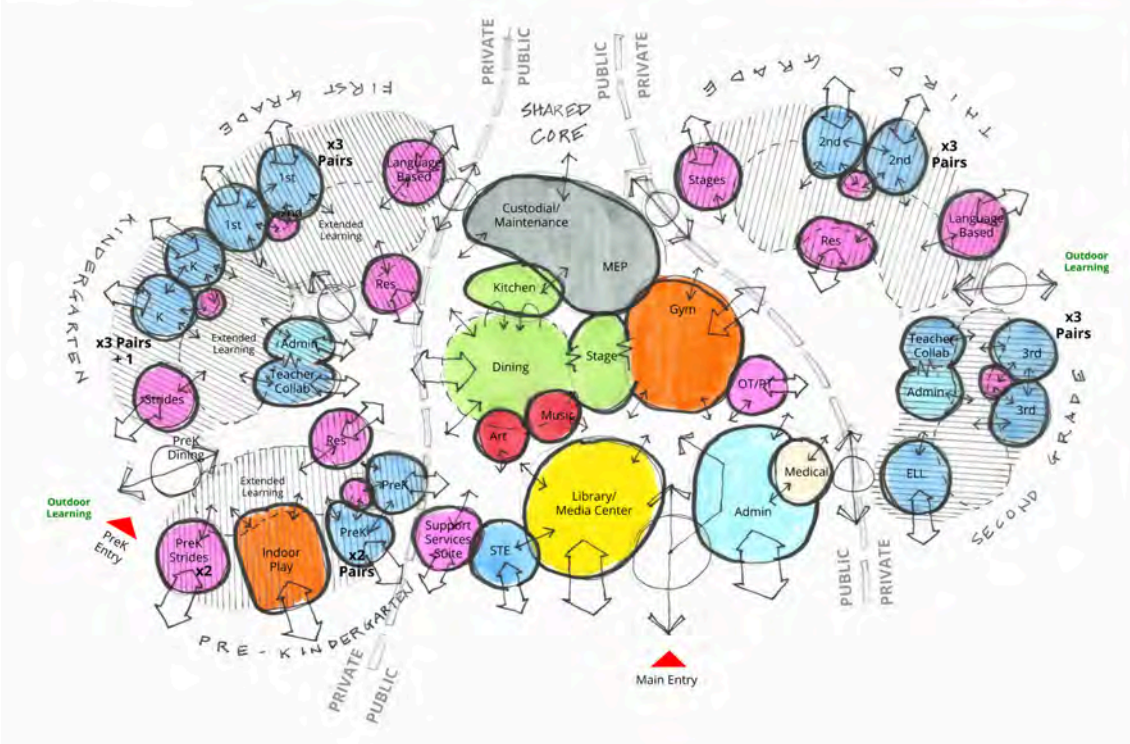


- Organize building into Pre-K to 2nd grade and 3rd grade to 5th grade with shared core spaces in between

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Pre-K-3rd

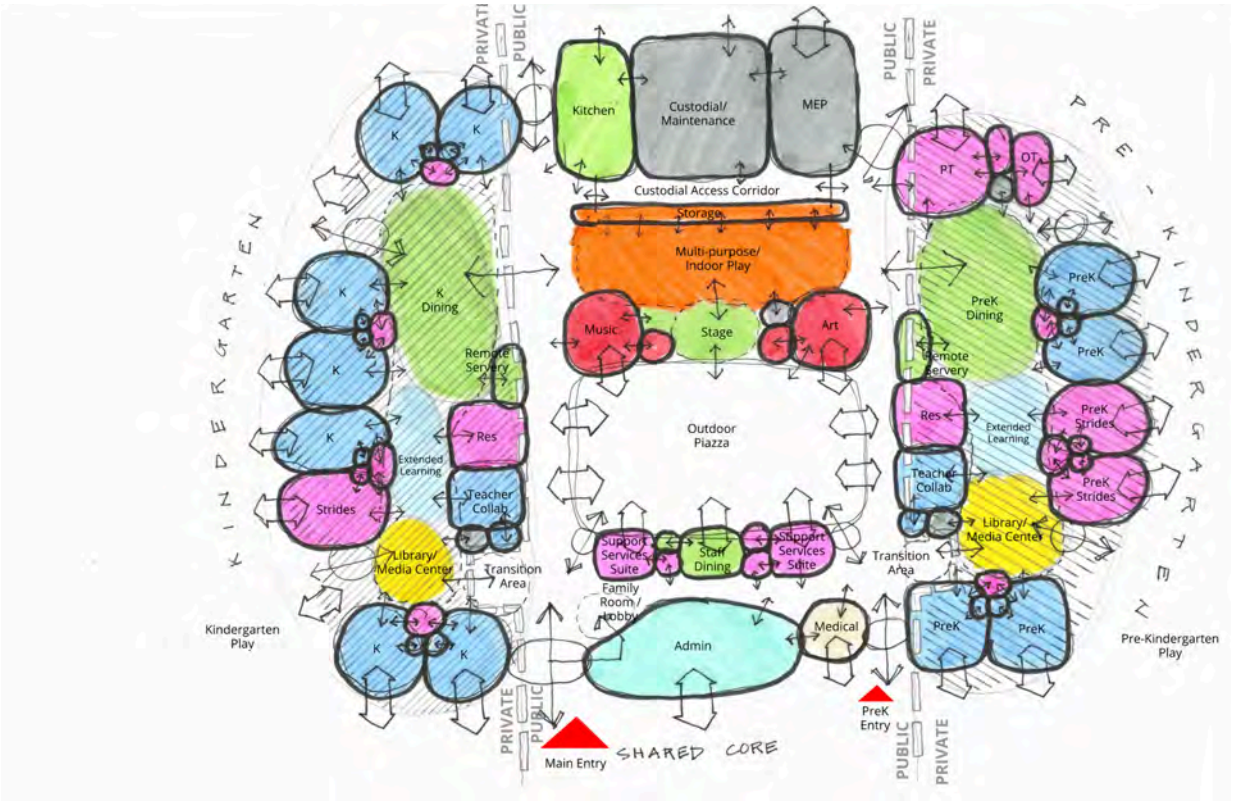


- Organize building into Pre-K to 1st grade and 2nd grade to 3rd grade with shared core spaces in between

WILMINGTON PUBLIC SCHOOLS

Wilmington Public Schools Educational Program Narrative

Pre-K-K



Security And Visual Access Requirements

Current Practices

Each school building is equipped with an access control system and one security camera at the front door. The front door is also equipped with an AiPhone doorbell intercom system to speak with visitors and control door access. Staff members all have a proximity swipe card/ID to access the building. Doors are manually unlocked or propped open at the time of student arrival. A panic button was recently installed in the main office of each school that contacts the police through the alarm company in case of an emergency.

Faculty are provided classroom keys. The keys are required to lock the door handle from the outside and cannot be locked from the inside of the room in an emergency. Interior communicating doors between classrooms often only lock from one side if they are

equipped with a lock and need to be barricaded in an emergency. Window shades or blinds are not all present or operational to shield the view in an emergency situation.

Recent improvements to the VoIP system now allow intercom access from any classroom phone.

A district Safety Committee meets several times yearly to discuss and collaborate on safety procedures. Membership in the committee includes district Leadership, Police, Fire, School Resource Officers, Faculty and Staff. Operational requirements for fire drills, ALICE Lockdown drills/procedures, and reunification procedures. The most recent Medical Emergency Response Plan was submitted to DESE on November 30, 2023.

Proposed Changes

The design of the new building should provide for the following additional features

- Access control system on all exterior doors
- A sufficient number of security cameras to maintain operational views of the building, playgrounds, interior hallways, bathroom entrances, and public spaces such as the library, gymnasium, and cafeteria
- Interior doors should be equipped with locking systems that allow doors to be secured from the inside of the room. All communicating doors must be able to lock from both sides
- Additional panic buttons in the principal's office and nurse's office
- A card reader that can activate a shutdown and lock of all access control system doors
- Ability to separate and secure public and private areas of the school

Typical Day and Week in the Life of a Student

Teachers at Wildwood Early Childhood Center, Woburn Street School, and North Intermediate School plan their lessons with a focus on the students, utilizing a hands-on and inquiry-based approach in the general education classroom setting. Students work in small groups, collaboratively, independently, and as a whole class. Movement around the classroom is expected to accommodate the various instructional settings and approaches.

Wilmington Public Schools Educational Program Narrative

Current class sizes and configurations limit the ability of students to move fluidly within the classroom setting.

For science and mathematics instruction, flexible classroom layouts and tables for experiments and lab work are necessary while allowing for ample storage for teaching materials, consumables, and ongoing project work. Due to limited space, experiments and projects often need to be broken down to make room for other types of learning, and students cannot add to or display their projects. Unfortunately, classrooms do not have enough storage for science materials, limiting spontaneous science instruction. Teachers must travel to a central storage area to gather equipment and supplies.

General education teachers, special education teachers, and interventionists share students across classrooms, pulling students to shared intervention spaces and pushing them into classrooms throughout the day. Students may sometimes leave the classroom to receive occupational therapy, physical therapy, speech and language therapy, and social-emotional learning services. Special education staff may also push into the classroom to provide their services when required.

The active and authentic learning described above requires a flexible teaching environment that can accommodate a variety of scales, paired classroom adjacency, attached small group rooms, and extended learning space immediately outside classrooms. Unfortunately, the current buildings lack this kind of accessibility.

As indicated in the School Scheduling Method of this document, the allocated minutes for subjects/activities at each grade level are clearly identified. The student day is structured to provide lessons and activities aligned with the MA frameworks utilizing evidence-based approaches and materials. Below is a sample of a typical 2nd-grade schedule.

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Wilmington Public Schools Educational Program Narrative

Typical Life in the Day of a Student (Grade 2)	Program Details and Educational Benefit
Arrival and Morning Meeting	Some students participate in the CARES before-school program in the cafeteria. When other students arrive by bus or car, they enter the building and proceed directly to class. Morning meetings are an important part of the day as they set the tone and help the teacher and students build and nurture relationships with each other. SEL and PBIS lessons can be reinforced during this time.
Foundational Literacy Skills	Literacy subjects are scheduled in a connected block whenever possible. Our district has shifted to evidence-based literacy programs; Universal screening and progress monitoring are critical components of our literacy program.
Reading	
Read Aloud/Working Snack	
Writing	
Specialist Subject (Art, Music, P.E., Health, and Library)	The district is proud of the variety of specialist subjects we can offer. We have wonderful performing arts and visual arts programs at our secondary level and believe that our younger students acquire great foundational skills during their elementary experience to prepare them. We are also proud to offer Health as a specialist subject for our elementary students. Many districts struggle to include that subject matter, which often gets folded into other curricula. We are excited about the potential opportunity to add a STEM specialist subject going forward. This would round out and nicely complement the course offerings at the elementary level. We know how important STEM education is in preparing students for the secondary level and, more importantly, in preparing them for their world outside of school.
Lunch/Recess	
Intervention Block	Although we struggle to build an intervention block into daily instruction in all grade levels, we aim to create this dedicated

	time for students to get the services they need, such as reading or math intervention. Some grade levels are able to dedicate time for this type of intervention. Those who don't get creative with scheduling to ensure that students aren't missing core instruction. Our reading and math interventionists provide both pull-out and push-in services for students based on their level of need, schedules, and space availability.
Math	Our math program has been in place for several years, and our teachers are well-versed in the content. To better differentiate for our students, we have implemented a math workshop model allowing students to rotate through stations. In a typical lesson, they experience explicit instruction, guided practice, and independent practice.
Science or Social Studies (alternates daily)	Students typically alternate between Science or Social Studies each day. Both our science and social studies programs were purchased within the last few years, and teachers received a great deal of training in these two programs. Both programs require significant technology to fully utilize the available resources. Our Science program promotes hands-on learning through lab experiments.
Dismissal	At dismissal, students are gathered in different locations and are dismissed by groups (walkers, pick-up, or specific busses)

In addition to daily scheduled activities. students might experience grade-level community meetings or enrichment experiences at different times throughout the year.

Students go outside for recess, weather permitting. Although recess is not academic instruction per se, it is a critical part of our students' day. During recess, students can increase physical activity, burn off energy, get exercise, and develop SEL skills through collaborative play and problem-solving. It is important to have outdoor play space and developmentally appropriate play structures easily accessible from each grade-level cluster in the building.

Teachers take students outside for lessons as well when the weather cooperates. Ideally, a new school would have an outdoor classroom or picnic tables for students to use for lessons.

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**6,182**			**0**			**10,275**			**10,275**			**1,875**			**8,400**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0	1,100	7	7,700	1,100	7	7,700	-100	0	-700	1,200	7	8,400	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom	873	1	873																
Kindergarten Classroom	877	1	877																
Kindergarten Classroom	874	1	874																
Kindergarten Classroom	886	1	886																
Kindergarten Classroom	884	1	884																
Kindergarten Classroom	893	1	893																
Kindergarten Classroom	895	1	895																
General Classroom (Grades 1-6)			0			0	0	0	0	0	0	0	-950	0	0	950	0	-	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	0	0	0	0	0	0	-1,080	0	0	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	0	0	0	0	0	0	-120	0	0	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
ELL Classroom			0			0	475	1	475	475	1	475	475	1	475				
Teacher Collaboration			0			0	450	2	900	450	2	900	450	2	900				
Extended Learning K							300	4	1,200	300	4	1,200	300	4	1,200				
SPECIAL EDUCATION			**3,769**			**0**			**7,330**			**7,330**			**5,320**			**2,010**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,100	3	3,300	1,100	3	3,300	150	2	2,350	950	1	950	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Strides ProgramPK-K	860	1	860			0	1,100	3		1,100	3	0	1,100	3	0				
Strides ProgramPK-K	852	1	852			0													
Strides ProgramPK-K	895	1	895			0													
Self-Contained Special Education Toilet Room			0			0			0	0	0	0	-60	-1	-60	60	1	60	
Strides Program PK-K Toilet			0			0	120	3	360	120	3	360	120	3	360				
Learning Center			0			0	200	1	200	200	1	200	-300	0	-300	500	1	500	1/2 size of a General Classroom
Small Group Room			0			0	150	7	1,050	150	7	1,050	-350	6	550	500	1	500	1/2 size of a General Classroom
Calming			0			0	100	3	300	100	3	300	100	3	300				
OT Classroom/Office	318	1	318			0	250	1	250	250	1	250	250	1	250				
PT Classroom			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
School Psychologists			0			0	150	1	150	150	1	150	150	1	150				
BCBA Office/Team Chairs			0			0	320	1	320	320	1	320	320	1	320				
Speech & Language	844	1	844			0	200	2	400	200	2	400	200	2	400				

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
				EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**660**			**0**			**2,575**			**2,575**			**2,500**			**75**	
Art Classroom (25 seats)			0			0	1,000	1	1,000	1,000	1	1,000	0	1	1,000	1,000	0	-	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	200	1	200	200	1	200	50	1	200	150	0	-	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	1	1,200	1,200	1	1,200	0	1	1,200	1,200	0	-	Assumed schedule: 2 times per week per student
Music Practice / Ensemble (Storage)			0			0	175	1	175	175	1	175	100	0	100	75	1	75	
Music Practice / Ensemble			0			0	0	0	0	0	0	0	0	0	0				
Multipurpose Library/Music/Art	660	1	660			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
HEALTH & PHYSICAL EDUCATION			**779**			**0**			**5,620**			**5,620**			**-680**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0			0	5,000	1	5,000	5,000	1	5,000	-1,000	0	-1,000	6,000	1	6,000	
Gym Storeroom / Cares Storage	779	1	779			0	500	1	500	500	1	500	350	0	350	150	1	150	
PE Office ~~with Shower and Toilet~~			0			0	120	1	120	120	1	120	-30	0	-30	150	1	150	
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
MEDIA CENTER			**0**			**0**			**2,020**			**2,020**			**0**			**2,020**	
Media Center / Reading Room			0			0	1,570	1	1,570	1,570	1	1,570	-450	0	-450	2,020	1	2,020	
Library Classroom			0			0	450	1	450	450	1	450	450	1	450				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
				EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
DINING & FOOD SERVICE			**3,476**			**0**			**5,250**			**5,250**			**1,275**			**3,975**	
Cafeteria / Dining	2,647	1	2,647			0	1,950	1	1,950	1,950	1	1,950	975	0	975	975	1	975	Based on 2 lunch seatings - 15 NSF per seat
Stage			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	183	1	183			0	200	1	200	200	1	200	0	0	0	200	1	200	
Kitchen	646	1	646			0	1,600	1	1,600	1,600	1	1,600	0	0	0	1,600	1	1,600	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	20 NSF per student
Quiet café area			0			0	150	2	300	150	2	300	4	600	300				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
MEDICAL			**187**			**0**			**510**			**510**			**100**			**410**	
Medical Suite Toilet			0			0	130	1	130	130	1	130	70	0	70	60	1	60	
Nurses' Office / ~~Waiting Room~~			0			0	120	1	120	120	1	120	-130	0	-130	250	1	250	
Examination Room / ~~Resting~~			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Waiting Area			0			0	60	1	60	60	1	60	60	1	60				
Resting Area			0			0	100	1	100	100	1	100	100	1	100				
Multipurpose Medical	187	1	187			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**1,876**			**0**			**2,290**			**2,290**			**425**			**1,865**	
General Office / Waiting Room with Toilet			0			0	300	1	300	300	1	300	0	0	0	300	1	300	
Teachers' Mail and Time Room			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room	58	1	58			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area	238	1	238			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting	181	1	181			0	0	0	0	0	0	0	-125	-1	-125	125	1	125	
Assistant Principal's Office			0			0	0	0	0	0	0	0	-120	0	0	120	0	-	
Supervisory / Spare Office			0			0	0	0	0	0	0	0	-120	-1	-120	120	1	120	
Conference Room	359	1	359			0	250	1	250	250	1	250	0	0	0	250	1	250	
School / Adjustment Counselors	171	1	171			0	150	1	150	150	1	150	0	1	150	150	0	-	
Guidance Storeroom			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room	251	1	251			0	300	1	300	300	1	300	0	0	0	300	1	300	
Reading Specialists	181	1	181			0	200	1	200	200	1	200	200	1	200				
Math Tutors	437	1	437			0	200	1	200	200	1	200	200	1	200				
IT Technician Office			0			0	120	1	120	120	1	120	120	1	120				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
				EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
CUSTODIAL & MAINTENANCE			**215**			**0**			**1,900**			**1,900**			**0**			**1,900**	
Custodian's Office			0			0	175	1	175	175	1	175	25	0	25	150	1	150	
Custodian's Workshop			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian's Storage			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Storage	46	1	46																
Storage	29	1	29																
Storage	34	1	34																
Storage	106	1	106																
Recycling Room / Trash			0			0	0	0	0	0	0	0	-400	-1	-400	400	1	400	
Receiving and General Supply			0			0	1,525	1	1,525	1,525	1	1,525	1,325	0	1,325	200	1	200	
Storeroom			0			0	0	0	0	0	0	0	-200	-1	-200	200	1	200	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0	0	0	0	0	0	0				
OTHER			**1,742**			**0**			**5,520**			**5,520**			**5,520**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)	834	1	834			0	1,100	3	3,300	1,100	3	3,300	-100	3	3,300	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Pre-Kindergarten Classroom with Toilet (if applicable)	908	1	908																
Teacher Wellness Room			0			0	100	2	200	100	2	200	100	2	200				
CARES Site Coordinator Office							120	1	120	120	1	120	120	1	120				
Health Classroom			0			0	900	1	900	900	1	900	900	1	900				
Extended Learning PK			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
Total Building Net Floor Area (NFA)			**18,886**			**0**			**43,290**			**43,290**			**16,335**			**26,955**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	1	**130**	**Total Enrollment (Enter Design Enrollment)**
																K	1	**130**	Kindergarten Enrollment
																Grade 1	0	**0**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	0	**0**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	0		
																Grade 4	0		
																Grade 5	0		
																Grade 6	0		

Proposed Space Summary - Elementary School

PreK-K Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
NON-PROGRAMMED SPACES					% of GFA	0		% of GFA	21,645		% of GFA	21,645							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
PT Storage				-	#DIV/0!		-	0.2%	150	-	0.2%	150							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	0	-	33.1%	21,495	-	33.1%	21,495							
Total Building Gross Floor Area (GFA)[2]			29,302			0			64,935			64,935			41,535			23,400	Total Building Gross Floor Area (GFA)[2]
Grossing Factor (GFA / NFA)			1.55			#DIV/0!			1.50			1.50			0.63			0.87	Grossing Factor (GFA / NFA)

	PDP	PSR	Difference
	66,810	64,935	1,875

40,433

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guide les, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: Dore + Whittier

Name of Principal Architect: Donald M Walter

Signature of Principal Architect: Donald M Walter

Digitally signed by Donald M Walter
DN: C=US, E=dwalter@doreandwhittier.com, O="Dore + Whittier", CN=Donald M Walter
Date: 2024.10.15 14:26:02-04'00'

Date: 10/15/24

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS (Wildwood ECC)			EXISTING CONDITIONS (Woburn Street ES)			PROPOSED PROGRAM EXISTING TO REMAIN / RENOVATED			PROPOSED PROGRAM NEW CONSTRUCTION			PROPOSED PROGRAM TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			6,182			18,924			0			30,575			30,575			6,025			24,550	STE Guidelines Policy
(List rooms of different sizes separately)																						
Kindergarten Classroom with Toilet	varies	7	6,182			0			0	1,100	7	7,700	1,100	7	7,700	-100	0	-700	1,200	7	8,400	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)	873	1				0			0	900	18	16,200	900	18	16,200	-50	1	50	950	17	16,150	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom	877	1		509	1	509																
General Classroom	874	1		911	1	911																
General Classroom	886	1		906	1	906																
General Classroom	884	1		904	1	904																
General Classroom	893	1		917	1	917																
General Classroom	895	1		904	1	904																
General Classroom			0	904	1	904																
General Classroom			0	905	1	905																
General Classroom			0	904	1	904																
General Classroom			0	999	1	999																
General Classroom			0	905	1	905																
General Classroom			0	904	1	904																
General Classroom			0	902	1	902																
General Classroom			0	905	1	905																
General Classroom			0	905	1	905																
General Classroom			0	905	1	905																
General Classroom			0	907	1	907																
General Classroom			0	907	1	907																
General Classroom			0	884	1	884																
General Classroom			0	908	1	908																
General Classroom			0	907	1	907																
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0	222	1	222			0	0	0	0	0	0	0	-1,080	0	0	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0			0	0	0	0	0	0	0	-120	0	0	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
ELL Classroom			0			0			0	475	1	475	475	1	475	475	1	475				
Teacher Collaboration			0			0			0	500	4	2,000	500	4	2,000	500	4	2,000				
Extended Learning K										300	4	1,200	300	4	1,200	300	4	1,200				
Extended Learning 1st-3rd			0			0			0	1,000	3	3,000	1,000	3	3,000	1,000	3	3,000				

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS (Wildwood ECC)**			**EXISTING CONDITIONS (Woburn Street ES)**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
							EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
SPECIAL EDUCATION			**3,769**			**3,058**			**0**			**14,190**			**14,190**			**8,150**			**6,040**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																						
Self-Contained Special Education Classroom	Varies	3	2,607			0			0			0	0	0	0	-950	-4	-3,800	950	4	3,800	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Strides ProgramPK-K	860	1				0			0	1,100	3	3,300	1,100	3	3,300	1,100	3	3,300				
Strides Program 1st-3rd	852	1				0			0	900	2	1,800	900	2	1,800	900	2	1,800				
Stages Program 1st-3rd	895	1		907	1	907			0	900	1	900	900	1	900	900	1	900				
Language-Based Program 1st-3rd			0	908	1	908			0	900	1	900	900	1	900	900	1	900				
Self-Contained Special Education Toilet Room			0			0			0			0	0	0	0	-60	-4	-240	60	4	240	
Strides Program PK-K Toilet			0			0			0	120	3	360	120	3	360	120	3	360				
Strides Program 1st-3rd Toilet			0			0			0	120	2	240	120	2	240	120	2	240				
Stages Program 1st-3rd Toilet			0			0			0	120	1	120	120	1	120	120	1	120				
Learning Center			0	915	1	915			0	200	4	800	200	4	800	-300	1	-700	500	3	1,500	1/2 size of a General Classroom
Small Group Room			0			0			0	150	18	2,700	150	18	2,700	-350	17	2,200	500	1	500	1/2 size of a General Classroom
Calming			0			0			0	100	6	600	100	6	600	100	6	600				
OT Classroom/Office	318	1	318	132	1	132			0	250	1	250	250	1	250	250	1	250				
PT Classroom			0	196	1	196			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
School Psychologists			0			0			0	150	2	300	150	2	300	150	2	300				
BCBA Office/Team Chairs			0			0			0	320	1	320	320	1	320	320	1	320				
Speech & Language	844	1	844			0			0	200	3	600	200	3	600	200	3	600				
Public Day Education Spaces (List rooms separately below)																						
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																						
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**660**			**1,860**			**0**			**2,575**			**2,575**			**0**			**2,575**	
Art Classroom (25 seats)			0	903	1	903			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0			0	200	1	200	200	1	200	50	0	50	150	1	150	
Music Classroom / Large Group (25-50 seats)			0	957	1	957			0	1,200	1	1,200	1,200	1	1,200	0	0	0	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble (Storage)			0			0			0	175	1	175	175	1	175	100	-2	-50	75	3	225	
Music Practice / Ensemble			0			0			0	0	0	0	0	0	0	0	0	0				
Multipurpose Library/Art/Music	660	1	660			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
HEALTH & PHYSICAL EDUCATION			**779**			**3,928**			**0**			**6,300**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0	3,751	1	3,751			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom	779	1	779	177	1	177			0	180	1	180	180	1	180	30	0	30	150	1	150	
PE Office ~~with Shower and Toilet~~			0			0			0	120	1	120	120	1	120	-30	0	-30	150	1	150	
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS (Wildwood ECC)**			**EXISTING CONDITIONS (Woburn Street ES)**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
							EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
MEDIA CENTER			**0**			**1,248**			**0**			**2,965**			**2,965**			**0**			**2,965**	
Media Center / Reading Room			0	1,248	1	1,248			0	1,965	1	1,965	1,965	1	1,965	-1,000	0	-1,000	2,965	1	2,965	
Library Classroom			0			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
DINING & FOOD SERVICE			**3,476**			**3,871**			**0**			**7,232**			**7,232**			**0**			**7,232**	
Cafeteria / Dining	2,647	1	2,647	2,545	1	2,545			0	2,875	1	2,875	2,875	1	2,875	-950	0	-950	3,825	1	3,825	Based on 2 lunch seatings - 15 NSF per seat
Stage			0	337	1	337			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	183	1	183	108	1	108			0	370	1	370	370	1	370	0	0	0	370	1	370	
Kitchen	646	1	646	881	1	881			0	2,310	1	2,310	2,310	1	2,310	500	0	500	1,810	1	1,810	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0			0	227	1	227	227	1	227	-1	0	-1	228	1	228	20 NSF per student
Quiet café area			0			0			0	150	3	450	150	3	450	6	900	450				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
MEDICAL			**187**			**238**			**0**			**610**			**610**			**0**			**610**	
Medical Suite Toilet			0	42	1	42			0	130	1	130	130	1	130	70	0	70	60	1	60	
Nurses' Office / ~~Waiting Room~~			0	196	1	196			0	120	1	120	120	1	120	-130	0	-130	250	1	250	
Examination Room / ~~Resting~~			0			0			0	100	1	100	100	1	100	0	-2	-200	100	3	300	
Waiting Area			0			0			0	60	1	60	60	1	60	60	1	60				
Resting Area			0			0			0	200	1	200	200	1	200	200	1	200				
Multipurpose Medical	187	1	187			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**1,876**			**1,738**			**0**			**4,085**			**4,085**			**1,710**			**2,375**	
General Office / Waiting Room with Toilet			0	234	1	234			0	405	1	405	405	1	405	0	0	0	405	1	405	
Teachers' Mail and Time Room			0			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room	58	1	58			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area	238	1	238	158	1	158			0	200	1	200	200	1	200	-175	0	-175	375	1	375	
Principal's Secretary / Waiting	181	1	181			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0	290	1	290			0	200	2	400	200	2	400	80	2	400	120	0	-	
Supervisory / Spare Office			0			0			0	120	2	240	120	2	240	0	1	120	120	1	120	
Staff Office				289	1	289																
Staff Office			0	269	1	269																
Conference Room	359	1	359			0			0	200	2	400	200	2	400	-50	1	150	250	1	250	
School / Adjustment Counselors	171	1	171	130	1	130			0	200	2	400	200	2	400	50	0	100	150	2	300	
Guidance Storeroom			0			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room	251	1	251			0			0	200	1	200	200	1	200	-205	0	-205	405	1	405	
Reading Specialists	181	1	181	129	1	129			0	200	4	800	200	4	800	200	4	800				
Math Tutors	437	1	437	239	1	239			0	200	2	400	200	2	400	200	2	400				
IT Technician Office			0			0			0	120	1	120	120	1	120	120	1	120				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools **Wildwood Early Childhood Center**	**EXISTING CONDITIONS (Wildwood ECC)**			**EXISTING CONDITIONS (Woburn Street ES)**			**PROPOSED PROGRAM**									**VARIATION TO MSBA GUIDELINES**			**MSBA GUIDELINES (DO NOT MODIFY)** **(Refer to Educational Facility Planning for additional information)**			
							EXISTING TO REMAIN / RENOVATED			**NEW CONSTRUCTION**			**TOTAL**									
ROOM TYPE	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**ROOM NFA[1]**	**# OF ROOMS**	**AREA TOTALS**	**COMMENTS**
CUSTODIAL & MAINTENANCE			215			1,066			0			2,110			2,110			0			2,110	
Custodian's Office			0			0			0	175	1	175	175	1	175	25	0	25	150	1	150	
Custodian's Workshop			0			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodian's Storage	Varies	4	215			0			0	0	0	0	0	0	0	-375	-1	-375	375	1	375	
Custodial Storage	46	1		98	1	98																
Custodial Storage	29	1		58	1	58																
Custodial Storage	34	1		479	1	479																
Custodial Storage	106	1		52	1	52																
Custodial Storage			0	49	1	49																
Recycling Room / Trash			0			0			0	1,735	1	1,735	1,735	1	1,735	1,335	0	1,335	400	1	400	
Receiving and General Supply			0			0			0	0	0	0	0	0	0	-270	-1	-270	270	1	270	
Storeroom			0			0			0	0	0	0	0	0	0	-340	-1	-340	340	1	340	
Network / Telecom Room			0			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
External Storage			0	330	1	330			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
[insert room type here]			0			0			0			0	0	0	0	0	0	0				
OTHER			1,742			1,023			0			6,220			6,220			6,220			0	
(List rooms separately below)																						
Pre-Kindergarten Classroom with Toilet (if applicable)	834	1	834			0			0	1,100	3	3,300	1,100	3	3,300	-100	3	3,300	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Teacher Wellness Room	908	1	908	115	1	115			0	100	4	400	100	4	400	100	4	400				
CARES Site Coordinator Office			0							120	1	120	120	1	120	120	1	120				
CARES program Storage			0			0			0	500	1	500	500	1	500	500	1	500				
Health Classroom			0	908	1	908			0	900	1	900	900	1	900	900	1	900				
Extended Learning PK			0			0			0	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000				
						0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			18,886			36,954			0			76,862			76,862			22,105			54,757	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																			# of Grades	4	510	**Total Enrollment (Enter Design Enrollment)**
																			K	1	128	Kindergarten Enrollment
																			Grade 1	1	255	Lower Elementary School Enrollment (Grades 1-2)
																			Grade 2	1	128	Upper Elementary School Enrollment (Grades 3-6)
																			Grade 3	1		
																			Grade 4	0		
																			Grade 5	0		
																			Grade 6	0		
NON-PROGRAMMED SPACES								% of GFA	0		% of GFA	38,431		% of GFA	38,431							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																						
PT Storage							-	#DIV/0!		-	0.2%	250	-	0.2%	250							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]							-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces							-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms							-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms							-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)							-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]							-	#DIV/0!	0	-	33.1%	38,181	-	33.1%	38,181							
Total Building Gross Floor Area (GFA)[2]			29,302			53,771			0			115,293			115,293			35,988			79,305	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			1.55			1.46			#DIV/0!			1.50			1.50			0.05			1.45	**Grossing Factor (GFA / NFA)**
												PDP		PSR	Difference							

Proposed Space Summary - Elementary School

PreK-3rd Configuration - Revised 6/5/24

Date: 4/18/2024 Preliminary Design Program

Wilmington Public Schools Wildwood Early Childhood Center	EXISTING CONDITIONS (Wildwood ECC)			EXISTING CONDITIONS (Woburn Street ES)			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
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ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
												117,318		115,293	2,025							

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured fr Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square foo Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, ch Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architecture Firm: Dore + Whittier

Name of Principal Architect: Donald M Walter

Signature of Principal Architect: Donald M Walter

Digitally signed by Donald M Walter
DN: C=US, E=dwalter@doreandwhittier.com, O="Dore + Whittier", CN=Donald M Walter
Date: 2024.10.15 14:22:47-04'00'

Date: 10/15/24

MEETING MINUTES

Meeting Date:	**May 2, 2024**
Project Name:	**Wilmington - Wildwood School Project**
Project Number:	**23-0847**
Subject:	**Initial Public Safety Review**
Attendees:	

Glenn Brand, WPS-SBC
Paul Ruggerio, WPS-SBC
Joseph Desmond, Police Chief
Brian Pupa, Deputy Police Chief
Christopher Pozzi, Deputy Fire Chief
Scott Sencabaugh, Wilmington Police Lt.
Rani Philip, D+W
Jason Boone, D+W
Bryce Taft, D+W

1. The purpose of today's meeting was to provide an introduction of the project to the Town's public safety officials for review and feedback. D+W provided an overview of the project, the schedule and presented the site plans. D+W noted that this is a conceptual review and that the design team will plan to meet again with this same group once an option is selected and the project proceeds into Schematic Design (SD) Phase. All four Add/Reno and New Construction options being considered by the School Building Committee were reviewed.

2. The PK-5 N.1 at North was reviewed as it has the largest student population and is the largest site under consideration. All notes will be applied to other options studied. A review of discussion points is summarized below:
    a. Access drive around building is appreciated. 25' width for an access drive provides enough space is sufficient for a vehicle to bypass a parked vehicle id needed.
    b. Aerial access (meaning fire apparatus truck equipped with an aerial) to the 2nd and 3rd story roof is needed. Tower truck is 47' long. D+W to reach out to Paul Alunni (Wilmington's Engineering Dept) for turn analysis.
    c. Don't necessarily need to extend the access drive into courtyard, but access to building corners is needed. Access drive was pulled further away from the building at the request of administration so students can access playgrounds without crossing any drives. This will be reviewed in this next design iteration.
    d. Gates managed with radio frequency operation can be used for access to fire access roads to prohibit traffic during the school day while allowing access during an emergency.
    e. At the North site, Arlene Street can be utilized as emergency egress/access for emergency vehicle; provide 20' wide drive. In a crisis, parent pickup can happen in the front parking lots and along Ballardvale and Salem Streets and emergency vehicles can bypass the traffic via Arlene Street access.
    f. A hydrant shall be located on same side as building so hose does not block access drive. Fire department connections should be close to main entries. D+W discussed the possibility of locating on the east side of the building near the cafeteria entrance.

g. Limit curb near main entry to permit emergency vehicles to pull up as close as possible to the building as well as cross the pedestrian walkway located at southeast corner of building.
h. All fire connections shall be in a separate trench from other utilities for safety.
i. No landscaping around emergency boxes/equipment on site
j. Front field can be used as an evacuation point, consider maintaining a flat grade or a gentle slope for fall prevention.
k. Three-sided courtyard and hardscape area can be used as emergency command center in an emergency.
l. The queue length for parent loop does not appear long enough (approximately 30 cars). Consider forcing them to travel in a different direction to limit back-up on the street.
m. Crossover of parent vehicles and bus is not preferred. D+W can look at a parallel drive just for bus/emergency vehicles.
n. Consider maintaining a 100'x100' clear light zone for medical landing zone.
o. BDA (bi-directional amplifier system) communications room to be located on top floor, with an exterior wall and 2-hour fire-rating; consider antenna height.
p. Provide standpipes in stairwell as hose length is 100'.
q. CPTED (crime prevention through environmental design) design considerations will be taken into consideration in the design.
r. Windows/Glass: D+W considers intrusion resistant glazing at secure vestibule/entry area. Electronic access will be strategically integrated to exterior doors to manage building security.

The above notes reflect the summary of our meeting. Please contact me with any comments or corrections. After 10 days, we will accept these minutes as an accurate record of our discussion.

Sincerely,

DORE + WHITTIER

Rani Philip, Assoc. AIA, LEED AP
Project Manager

Copy: File
Attendees

Town of Wilmington
Office of the Town Manager
121 Glen Road
Wilmington, MA 01887-3597

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

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July 24, 2024
Updated September 12, 2024

Sarah Przybylowicz, MSBA Project Coordinator
Sarah.Przybylowicz@massschoolbuildings.org
Massachusetts School Building Authority
40 Broad Street, Fifth Floor
Boston, MA 02109

Dear Ms. Przybylowicz:

In accordance with 963 CMR 2.00, attached for your review and approval is the membership of the School Building Committee for the Wildwood Elementary School located in the Town of Wilmington. The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the Town of Wilmington. Committee Members include the following:

Designation	Name and Title	Address	Email Address and Phone Number	Voting Member?
SBC member who is MCPPO certified*	Dennis Kelley, Superintendent Public Buildings Department	30 Church Street, Wilmington	dkelley@wilmingtonma.gov 978-658-3017	Yes
Local Chief Executive Officer	Gregory B. Bendel, Chair Select Board	121 Glen Road, Wilmington	gbendel@wilmingtonma.gov 781-953-4780	Yes
Administrator or Manager**	R. Eric Slagle, Town Manager	121 Glen Road, Wilmington	eslagle@wilmingtonma.gov 978-658-3311	Yes
School Committee Member (minimum of one)	David A. Ragsdale, School Committee Member	161 Church Street, Wilmington	david.ragsdale@wpsk12.com	Yes
	Nicholas Golden, School Committee Member	161 Church Street, Wilmington	nicholas.golden@wpsk12.com	Yes
	Stephen Turner, School Committee Member	59 Washington Avenue, Wilmington	stephen.turner@wpsk12.com	Yes
Superintendent of Schools	**Dr. Glenn Brand Chair, School Building Committee**	**161 Church Street, Wilmington**	**glenn.brand@wpsk12.com 978-694-6000, Option 4**	**Yes**
Local Official responsible for Building Maintenance	Dennis Kelley, Superintendent, Public Buildings Department	30 Church Street, Wilmington	dkelley@wilmingtonma.gov 978-658-3017	Yes
Representative of Office authorized by law to construct school buildings	R. Eric Slagle, Town Manager	121 Glen Road, Wilmington	eslagle@wilmingtonma.gov (978) 658-3311	Yes
	Judith L. O'Connell Assistant Town Manager	121 Glen Road, Wilmington	joconnell@wilmingtonma.gov (978) 658-3311	Yes

Designation	Name and Title	Address	Email Address and Phone Number	Voting Member?
School Principal	Kate Bissell, Principal Wildwood School	25 Carter Lane, Wilmington	kate.bissell@wpsk12.com	Yes
	Stacey Scott, Principal Woburn Street School	227 Woburn Street, Wilmington	stacey.scott@wpsk12.com	Yes
Member knowledgeable in educational mission and function of facility	Paul Ruggiero, Assistant Superintendent of Administration and Finance	161 Church Street, Wilmington	paul.ruggiero@wpsk12.com	Yes
Local budget official or member of local finance Committee	Marianne Gallezzo Finance Committee	30 Roosevelt Road, Wilmington	mgallezzo@wilmingtonma.gov 978-658-7405	Yes
Members of community with architecture, engineering and/or construction experience	Michael Camoscio, *Mechanical Engineer*	19 Dorothy Avenue, Wilmington	michael.camoscio@stvinc.com	Yes
	Craig P. Miner *Civil Engineer*	215 Burlington Avenue, Wilmington	cminer76@hotmail.com	Yes
	Vivian Varbedian, *Project Management*	39 Marion Street, Wilmington	v.varbedian@gmail.com	Yes
Other: Please provide brief background info/expertise				
Permanent Building Committee:	Dennis Kelley	30 Church Street Wilmington	dkelley@wilmingtonma.gov 978-658-3017	Yes
	Diane M. Allan	7 Stonehedge Drive Wilmington	gdallan@comcast.net 978-658-8576	Yes
	John C. Holloway	2 Winston Avenue Wilmington	j.hollowayjr@verizon.net 978-657-8685	Yes
	Paul J. Melaragni	176 Middlesex Avenue Wilmington	paul.melaragni@state.ma.us 978-658-0264	Yes
Select Board:	Kevin A. Caira	251 Woburn Street, Wilmington	kcaira@wilmingtonma.gov kevincaira57@gmail.com 978-657-7734	Yes
School Principal:	Stacey Scott Woburn Street School	227 Woburn Street, Wilmington	stacey.scott@wpsk12.com	Yes
Wildwood School Teacher:	Christine Holleran	25 Carter Lane, Wilmington	christine.holleran@wpsk12.com	Yes
Community Members / Parents:	Justin Cusce, *North Side Parent*	12 Senaca Lane, Wilmington	jcusce17@gmail.com	Yes
	Christine Prendergast, *North Side Parent*	7 Pinewood Road, Wilmington	chrissy521@gmail.com	Yes
	Craig Miner, *West Side Parent & Civil Engineer*	215 Burlington Avenue, Wilmington	cminer76@hotmail.com	Yes
	Michael Camoscio, *North Side Parent & Mechanical Engineer*	19 Dorothy Avenue, Wilmington	michael.camoscio@stvinc.com	Yes
	Vivian Varbedian, *Parent & Vice Chair of the School Building Committee*	39 Marion Street, Wilmington	v.varbedian@gmail.com	Yes

Listed below is the past performance of the school building committee, the building committee (temporary or permanent), or any other committee responsible for oversight, management, or administration of the construction of public buildings and its individual members:

Following approval at the May 1, 2010 Annual Town Meeting to appropriate $1,125,000 to conduct a feasibility study for the Wilmington High School, the School Building Committee guided the completion of that study which led to a December 10, 2011 Special Town Meeting approval of $81,563,115 for construction of a new high school on the existing location. Through the efforts of the School Building Committee to monitor design and construction progress and with financial and technical assistance from the Massachusetts School Building Authority (MSBA) the new high school opened on February 16, 2015.

In 2015, the Facilities Master Plan Committee began work with Harriman Architects (formerly the Cecil Group) to evaluate the condition of school and municipal buildings. The report, issued in January 2018, noted the multiple undersized elementary school buildings, the age and condition of those buildings and advised the Town to consider consolidation of elementary schools and replacement or upgrades.

After approval of this committee by the Authority, the Town will notify the Authority, in writing, within twenty (20) calendar days of any changes to the membership or the duties of said committee.

Sincerely,

R. Eric Slagle
Town Manager

_____
Approved by MSBA Date

* Please attach the certification from the Office of the Inspector General demonstrating completion of the MCPPO Program.

** "Administrator or Manager" refers to a Town Administrator, Town Manager, or to an equivalent position.

Date:	9-Oct-24
District:	Wilmington School District
Project Name:	Wildwood School Project
MSBA Project ID:	

SITE PERMIT	REQUIREMENTS	FILING DATE	EXPECTED RESPONSE DATE	TRIGGER - YES/NO	AGENCY COMMENTS/SUGGESTED ACTIONS	DESIGNER RESPONSES
CONCOM	NOI	MM/DD/YYYY	MM/DD/YYYY			Any work in the southwest area of the site will require a NOI. Local Conservation Commission will be consulted during the town permitting process.
MHC	PNF	MM/DD/YYYY	MM/DD/YYYY			The exisitng building does not fall on any historic register and therefore does not require any MHC permitting.
MA-DOT	PNF with MHC	MM/DD/YYYY	MM/DD/YYYY			This project will provide work on local Town managed roadways.
MA-DEP	NOI	MM/DD/YYYY	MM/DD/YYYY			Any work in the southwest area of the site will require a NOI to MA-DEP.
NHESP	NOI	MM/DD/YYYY	MM/DD/YYYY			This project does not require a NHESP permit.
MEPA	PNF with MHC	MM/DD/YYYY	MM/DD/YYYY			This project does not trigger any MEPA thresholds and does not require a MEPA permit.

Instructions to complete the permit tracking table:

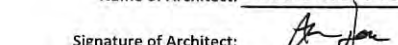
1. Enter the date the PNF/NOI was filed.
2. Enter the date when the response is expected.
3. If a response is received from CONCOM/MHC/MA-DOT/MA-DEP/NHESP/MEPA, mention 'YES' in the 'trigger' column. Summarize the proposed/requested/mandated action by the agencies in a few words and corresponding Designer responses in the appropriate column. Please include the full response as an attachment with this submittal for MSBA's reference.
4. If there is no response by the expected response date, mention 'NO' in the 'trigger' column.
5. Indicate "Not Applicable" (where appropriate) in the "trigger" column and describe why each item is not applicable.
6. Describe the status of the following approvals. Any status updates/concerns/notes can be mentioned in the 'Designer Responses' column.
7. Make sure to attach the sheet with every submittal for the project to track any changes.
8. Provide the status of any other state or federal approval not listed above (the following list is not a comprehensive itemization of required state approvals; other requirements may apply, and some items listed below may not be applicable to this project).
9. Provide a copy of the PNF, NOI, appropriate application forms and/or approval letters where applicable.

Architect and Engineer Certification

By signing this certification, I hereby certify that all of the information provided in this "Permit Tracking Table" is true, complete and accurate to the best of my knowledge and belief.

Name of Architecture Firm: Dore and Whittier Architects, Inc.

Name of Architect: Lee Dore, President

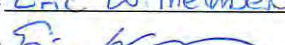
Signature of Architect: 

Date: 10/22/24

By signing this certification, I hereby certify that all of the information provided in this "Permit Tracking Table" is true, complete and accurate to the best of my knowledge and belief.

Name of Engineering Firm: CDM Consultants

Name of Engineer: Eric Wilhelmsen

Signature of Engineer: 

Date: 10-28-24

Use this MEPA guideline checklist to check any aspects that apply to the project, to understand if an ENF/EIR, or any additional review from MEPA may be required.

MEPA Trigger	**(a) ENF and Mandatory EIR.** (Triggered by any of the items in this column)		**(b) ENF and Other MEPA Review if the Secretary So Requires.** (Triggered by any of the items in this column)	
DGA/ ENVIRONMENTAL JUSTICE PROTOCOLS	1. If your site has an Environmental Justice population within a 1-mile DGA (Designated Geographical Area) while the project DOES NOT (a) exceed any Air threshold at 301 CMR 11.03(8) OR; (b) generate 150 or more New ADT(Average Daily Traffic) of diesel vehicle traffic over a duration of 1 year (excluding public transit trips) 2. If your site has an Environmental Justice population within a 5-mile DGA (Designated Geographical Area) while the project (a) exceeds any Air threshold at 301 CMR 11.03(8) OR; (b) generates 150 or more New ADT(Average Daily Traffic) of diesel vehicle traffic over a duration of 1 year (excluding public transit trips)	☐ ☐ ☐ ☐	None	
LAND	1. Direct alteration of 50 or more acres of land, unless the Project is consistent with an approved conservation farm plan or forest cutting plan or other similar generally accepted agricultural or forestry practices. 2. Creation of ten or more acres of impervious area.	☐ ☐	1. Direct alteration of 25 or more acres of land, unless the Project is consistent with an approved conservation farm plan or forest cutting plan or other similar generally accepted agricultural or forestry practices. 2. Creation of five or more acres of impervious area. 3. Disposition or change in use of land or an interest in land subject to Article 97 of the Amendments to the Constitution of the Commonwealth, unless the Secretary waives or 4. Conversion of land in active agricultural use to nonagricultural use, provided the land includes soils classified as prime, state-important or unique by the United States 5. Release of an interest in land held for conservation, preservation or agricultural or watershed preservation purposes, unless the Secretary waives or modifies the replacement 6. Approval in accordance with M.G.L. c. 121A of a New urban redevelopment project or a fundamental change in an approved urban redevelopment project, provided that the 7. Approval in accordance with M.G.L. c. 121B of a New urban renewal plan or a major modification of an existing urban renewal plan.	☐ ☐ ☐ ☐ ☐ ☐ ☐
STATE-LISTED SPECIES UNDER M.G.L. c. 131A (Massachusetts Endangered Species Act).	None		1. Alteration of designated significant habitat. 2. Greater than two acres of disturbance of designated priority habitat, as defined in 321 CMR 10.02, that results in a take of a state-listed endangered or threatened species or species of special concern.	☐ ☐
WETLANDS, WATERWAYS AND TIDELANDS.	1. Provided that a Permit is required: (a) alteration of one or more acres of salt marsh or bordering vegetating wetlands; or (b) alteration of ten or more acres of any other wetlands. 2. Alteration requiring a variance in accordance with the Wetlands Protection Act. 3. Construction of a New dam. 4. Structural alteration of an existing dam that causes an Expansion of 20% or any decrease in impoundment Capacity. 5. Provided that a Chapter 91 License is required, New non-water dependent use or Expansion of an existing non-water dependent structure, provided the use or structure occupies one or more acres of waterways or tidelands.	☐ ☐ ☐ ☐ ☐ ☐	1. Provided that a Permit is required: (a) alteration of coastal dune, barrier beach or coastal bank; (b) alteration of 500 or more linear feet of bank along a fish run or inland bank; (c) alteration of 1,000 or more sf of salt marsh or outstanding resource waters; (d) alteration of 5,000 or more sf of bordering or isolated vegetated wetlands; (e) New fill or structure or Expansion of existing fill or structure, except a pile- supported structure, in a velocity zone or regulatory floodway; or (f) alteration of ½ or more acres of any other wetlands. 2. Construction of a New roadway or bridge providing access to a barrier beach or a New utility line providing service to a structure on a barrier beach. 3. Dredging of 10,000 or more cy of material. 4. Disposal of 10,000 or more cy of dredged material, unless at a designated in-water disposal site. 5. Provided that a Chapter 91 License is required, New or existing unlicensed non-water dependent use of waterways or tidelands, unless the Project is an overhead utility line, a	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

			6. Construction, reconstruction or Expansion of an existing solid fill structure of 1,000 or more sf base area or of a pile-supported or bottom-anchored structure of 2,000 or more sf base area, except a seasonal, pile-held or bottom-anchored float, provided the structure occupies flowed tidelands or other waterways.	☐
WATER	1. New withdrawal or Expansion in withdrawal of: (a) 2,500,000 or more gpd from a surface water source; or (b) 1,500,000 or more gpd from a groundwater source. 2. New interbasin transfer of water of 1,000,000 or more gpd or any amount determined significant by the Water Resources Commission. 3. Construction of one or more New water mains ten or more miles in length. 4. Provided that the Project is undertaken by an Agency, New water service to a municipality or water district across a municipal boundary through New or existing	☐ ☐ ☐ ☐ ☐	1. New withdrawal or Expansion in withdrawal of 100,000 or more gpd from a water source that requires New construction for the withdrawal. 2. New withdrawal or Expansion in withdrawal of 500,000 or more gpd from a water supply system above the lesser of current system-wide authorized withdrawal volume or three- 3. Construction of one or more New water mains five or more miles in length. 4. Construction of a New drinking water treatment plant with a Capacity of 1,000,000 or more gpd. 5. Expansion of an existing drinking water treatment plant by the greater of 1,000,000 gpd or 10% of existing Capacity. 6. Alteration requiring a variance in accordance with the Watershed Protection Act, unless the Project consists solely of one single family dwelling. 7. Non-bridged stream crossing 1,000 or less feet upstream of a public surface drinking water supply for purpose of forest harvesting activities.	☐ ☐ ☐ ☐ ☐ ☐ ☐
WASTEWATER	1. Construction of a New wastewater treatment and/or disposal facility with a Capacity of 2,500,000 or more gpd. 2. New interbasin transfer of wastewater of 1,000,000 or more gpd or any amount determined significant by the Water Resource Commission. 3. Construction of one or more New sewer mains ten or more miles in length. 4. Provided that the Project is undertaken by an Agency, New sewer service to a municipality or sewer district across a municipal boundary through New or existing 5. New discharge or Expansion in discharge of any amount of sewage, industrial waste water or untreated stormwater directly to an outstanding resource water. 6. New Capacity or Expansion in Capacity for storage, treatment, processing, combustion or disposal of 150 or more wet tpd of sewage sludge, sludge ash, grit, screenings, or other	☐ ☐ ☐ ☐ ☐ ☐	1. Construction of a New wastewater treatment and/or disposal facility with a Capacity of 100,000 or more gpd. 2. Expansion of an existing wastewater treatment and/or disposal facility by the greater of 100,000 gpd or 10% of existing Capacity. 3. Construction of one or more New sewer mains: (a) that will result in an Expansion in the flow to a wastewater treatment and/or disposal facility by 10% of existing Capacity; or (b) five or more miles in length. 4. New discharge or Expansion in discharge: (a) to a sewer system of 100,000 or more gpd of sewage, industrial waste water or untreated stormwater; (b) to a surface water of: i. 100,000 or more gpd of sewage; ii. 20,000 or more gpd of industrial waste water; or iii. any amount of sewage, industrial waste water or untreated stormwater requiring a variance from applicable water quality regulations; or (c) to groundwater of: i. 10,000 or more gpd of sewage within an area, zone or district established, delineated or identified as necessary or appropriate to protect a public drinking water supply, an ii. 50,000 or more gpd of sewage within any other area; iii. 20,000 or more gpd of industrial waste water; or iv. any amount of sewage, industrial waste water or untreated stormwater requiring approval by the Department of Environmental Protection of a variance from Title 5 of 5. New Capacity or Expansion in Capacity for: (a) combustion or disposal of any amount of sewage sludge, sludge ash, grit, screenings, or other sewage sludge residual materials; or (b) storage, treatment, or processing of 50 or more wet tpd of sewage sludge or sewage	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
TRANSPORTATION.	1. Unless the Project consists solely of an internal or on-site roadway or is located entirely on the site of a non-roadway Project: (a) construction of a New roadway two or more miles in length; or (b) widening of an existing roadway by one or more travel lanes for two or more miles. 2. New interchange on a completed limited access highway. 3. Construction of a New airport. 4. Construction of a New runway or terminal at an existing airport. 5. Construction of a New rail or rapid transit line along a New, unused or abandoned right-of-way for transportation of passengers or freight (not including sidings, spurs or other lines	☐ ☐ ☐ ☐ ☐	1. Unless the Project consists solely of an internal or on-site roadway or is located entirely on the site of a non-roadway Project: (a) construction of a New roadway one-quarter or more miles in length; or (b) widening of an existing roadway by four or more feet for one-half or more miles, excluding widening to add bicycle or pedestrian accomodations. 2. Construction, widening or maintenance of a roadway or its right-of-way that will: (a) alter the bank or terrain located ten more feet from the existing roadway for one- half or more miles, unless necessary to install a structure or equipment; (b) cut five or more living public shade trees of 14 or more inches in diameter at breast height; or (c) eliminate 300 or more feet of stone wall.	☐ ☐ ☐ ☐ ☐

	6. Generation of 3,000 or more New adt on roadways providing access to a single location. 7. Construction of 1,000 or more New parking spaces at a single location.	☐ ☐	3. Expansion of an existing runway at an airport. 4. Construction of a New taxiway at an airport. 5. Expansion of an existing taxiway at Logan Airport. 6. Expansion of an existing terminal at Logan Airport by 100,000 or more sf. 7. Expansion of an existing terminal at any other airport by 25,000 or more sf. 8. Construction of New or Expansion of existing air cargo buildings at an airport by 100,000 or more sf. 9. Conversion of a military airport to a non-military airport. 10. Construction of a New rail or rapid transit line for transportation of passengers or freight. 11. Discontinuation of passenger or freight service along a rail or rapid transit line. 12. Abandonment of a substantially intact rail or rapid transit right-of-way. 13. Generation of 2,000 or more New adt on roadways providing access to a single location. 14. Generation of 1,000 or more New adt on roadways providing access to a single location and construction of 150 or more New parking spaces at a single location. 15. Construction of 300 or more New parking spaces at a single location.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
ENERGY.	1. Construction of a New electric generating facility with a Capacity of 100 or more MW. 2. Expansion of an existing electric generating facility by 100 or more MW. 3. Construction of a New fuel pipeline ten or more miles in length. 4. Construction of electric transmission lines with a Capacity of 230 or more kv, provided the transmission lines are five or more miles in length along New, unused or abandoned right of way.	☐ ☐ ☐ ☐	1. Construction of a New electric generating facility with a Capacity of 25 or more MW. 2. Expansion of an existing electric generating facility by 25 or more MW. 3. Construction of a New fuel pipeline five or more miles in length. 4. Construction of electric transmission lines with a Capacity of 69 or more kv, provided the transmission lines are one or more miles in length along New, unused or abandoned right of way.	☐ ☐ ☐ ☐
AIR.	1. Construction of a New Stationary Source with federal potential emissions, after construction and the imposition of required controls, of: 250 tpy of any criteria air pollutant; 40 tpy of any HAP; 100 tpy of any combination of HAPs; or 100,000 tpy of GHGs based on CO2 Equivalent. 2. Modification of an existing Stationary Source with federal potential emissions that collectively will result, after construction and the imposition of required controls, of 75,000 tpy of GHGs based on CO2 Equivalent.	☐ ☐	1. Construction of a New Stationary Source with federal potential emissions, after construction and the imposition of required controls, of: 100 tpy of PM10, PM 2.5, CO, lead or SO2; 50 tpy of VOC or NOx; 10 tpy of any HAP; or 25 tpy of any combination of HAPs. 2. Modification of an existing Stationary Source resulting in a "significant net increase" in actual emissions, provided that the stationary source or facility is major for the pollutant. For purposes of this threshold, a "significant net increase" in actual emissions shall mean an increase in emissions of: 15 tpy of PM10; 10 tpy of PM 2.5; 100 tpy of CO; 40 tpy of SO2; 25 tpy of VOC or NOx; 0.6 tpy of lead.	☐ ☐
SOLID AND HAZARDOUS WASTE.	1. New Capacity or Expansion in Capacity of 150 or more tpd for storage, treatment, processing, combustion or disposal of solid waste, unless the Project is a transfer station, is an Expansion of an existing facility within a validly site assigned area for the proposed use, or is exempt from site assignment requirements.	☐	1. New Capacity or Expansion in Capacity for combustion or disposal of any quantity of solid waste, or storage, treatment or processing of 50 or more tpd of solid waste, unless the Project is exempt from site assignment requirements. 2. Provided that a Permit is required in accordance with M.G.L. c. 21D, New Capacity or Expansion in Capacity for the storage, recycling, treatment or disposal of hazardous waste.	☐ ☐
HISTORICAL AND ARCHAEOLOGICAL RESOURCES.	None		1. demolition of all or any exterior part of any Historic Structure listed in or located in any Historic District listed in the State Register of Historic Places or the Inventory of Historic and 2. destruction of all or any part of any Archaeological Site listed in the State Register of Historic Places or the Inventory of Historic and Archaeological Assets of the	☐ ☐
AREAS OF CRITICAL ENVIRONMENTAL CONCERN.	None		1. Any Project of ½ or more acres within a designated ACEC, unless the Project consists solely of one single family dwelling.	☐
REGULATIONS.	None		Promulgation of New or revised regulations, of which a primary purpose is protecting against Damage to the Environment, that significantly reduce: 1. standards for environmental protection; .	☐

			2.opportunities for public participation in permitting or other review processes; or 3. public access to information generated or provided in accordance with the regulations.	☐ ☐

Architect and Engineer Certification

By signing this certification, I hereby certify that all of the information provided in this "MEPA Trigger Checklist" is true, complete and accurate to the best of my knowledge and belief.

Dore and Whittier Architects, Inc.

Name of Architecture Firm

Lee Dore, President

Name of Architect



Signature of Architect

10/22/24

Date

By signing this certification, I hereby certify that all of the information provided in this "MEPA Trigger Checklist" is true, complete and accurate to the best of my knowledge and belief.

Name of Engineering Firm

Name of Engineer

Signature of Engineer

Date

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

WILMINGTON PUBLIC SCHOOLS

smma

Date: October 21, 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
	R. Eric Slagle, *Town Manager* eslagle@wilmingtonma.gov	978-658-3311 Phone 978-658-3334 Fax
	Judith L. O'Connell, *Assistant Town Manager* joconnell@wilmingtonma.gov	
	Gregory B. Bendel, *Chair, Board of Selectmen* gbendel@wilmingtonma.gov	781-953-4780
	Kevin A. Caira, *Board of Selectmen* kcaira@wilmingtonma.gov / kevincaira57@gmail.com	978-657-7734
	David A. Ragsdale, *School Committee Member* david.ragsdale@wpsk12.com	
	Nicholas Golden, *School Committee Member* nicholas.golden@wpsk12.com	
	Stephen Turner, *School Committee Secretary* stephen.turner@wpsk12.com	
	Kate Bissell, *School Principal, Wildwood School* kate.bissell@wpsk12.com	
	Christine Holleran, *Teacher, Wildwood School* christine.holleran@wpsk12.com	
	Stacey Scott, *School Principal, Woburn Street* stacey.scott@wpsk12.com	
	Christine Murray, *Interim Director, Student Support Services* christine.murray@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	

TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
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Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
	Christine Prendergast, *North Side Parent* chrissy521@gmail.com **Craig Miner,** *West Side Parent, Civil Engineer* cminer76@hotmail.com	
MASSACHUSETTS SCHOOL BUILDING AUTHORITY (MSBA)	40 Broad Street, Suite 500 Boston, Massachusetts 02109 **Mary Pichetti,** *MSBA Executive Director* mary.pichetti@massschoolbuildings.org **Deborah Goldberg,** *State Treasurer and MSBA Chair* **James A. MacDonald,** *MSBA Chief Executive Officer* james.macdonald@massschoolbuildings.org **Veatriki Dagkalakou,** *Project Manager* veatriki.dagkalakou@massschoolbuildings.org **Sarah Przybylowicz,** *Senior Project Coordinator* sarah.przybylowicz@massschoolbuildings.org	617-720-4466 main 617-720-5260 fax 617-960-3009 *Direct*
SCHOOL COMMITTEE	**Jesse Fennelly**, *Chair* jesse.fennelly@wpsk12.com **Jennifer Bryson**, *Vice Chair* jennifer.bryson@wpsk12.com **Nicholas Golden,** *Member* nicholas.golden@wpsk12.com **David Ragsdale**, *Member* david.ragsdale@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

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

WILMINGTON PUBLIC SCHOOLS

smma

Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
PUBLIC SAFETY	**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* **Lt. Thomas Ceres** *Operations/Training*	**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
OWNER'S PROJECT MANAGER	**Symmes Maini & McKee Associates, Inc. (SMMA)** 1000 Massachusetts Avenue Cambridge, Massachusetts 02138 **Julie A. Leduc, CS, 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*	

WILMINGTON PUBLIC SCHOOLS

Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
	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	
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	

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

WILMINGTON PUBLIC SCHOOLS

Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
Civil Engineering **WBE**	**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	
Landscape Architecture **WBE**	**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
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

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

WILMINGTON PUBLIC SCHOOLS

smma

Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
HVAC Engineer	**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	508-998-5700 info@g-g-d.com
Electrical / Lighting	David M. Pereira, PE *Principal | Electrical Engineer* david_pereira@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
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/WBE**	**PEER Consultants, P.C.** 25 Mall Road, Suite 206 Burlington, Massachusetts 01803 67 South Bedford Street Suite 400 West Burlington, Massachusetts 01803 David Gorden, CPSS, CWS *Board Certified Environmental Scientist* gordend@peercpc.com	**781-238-8880** **781-238-8884**

Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
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
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

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

WILMINGTON PUBLIC SCHOOLS

smma

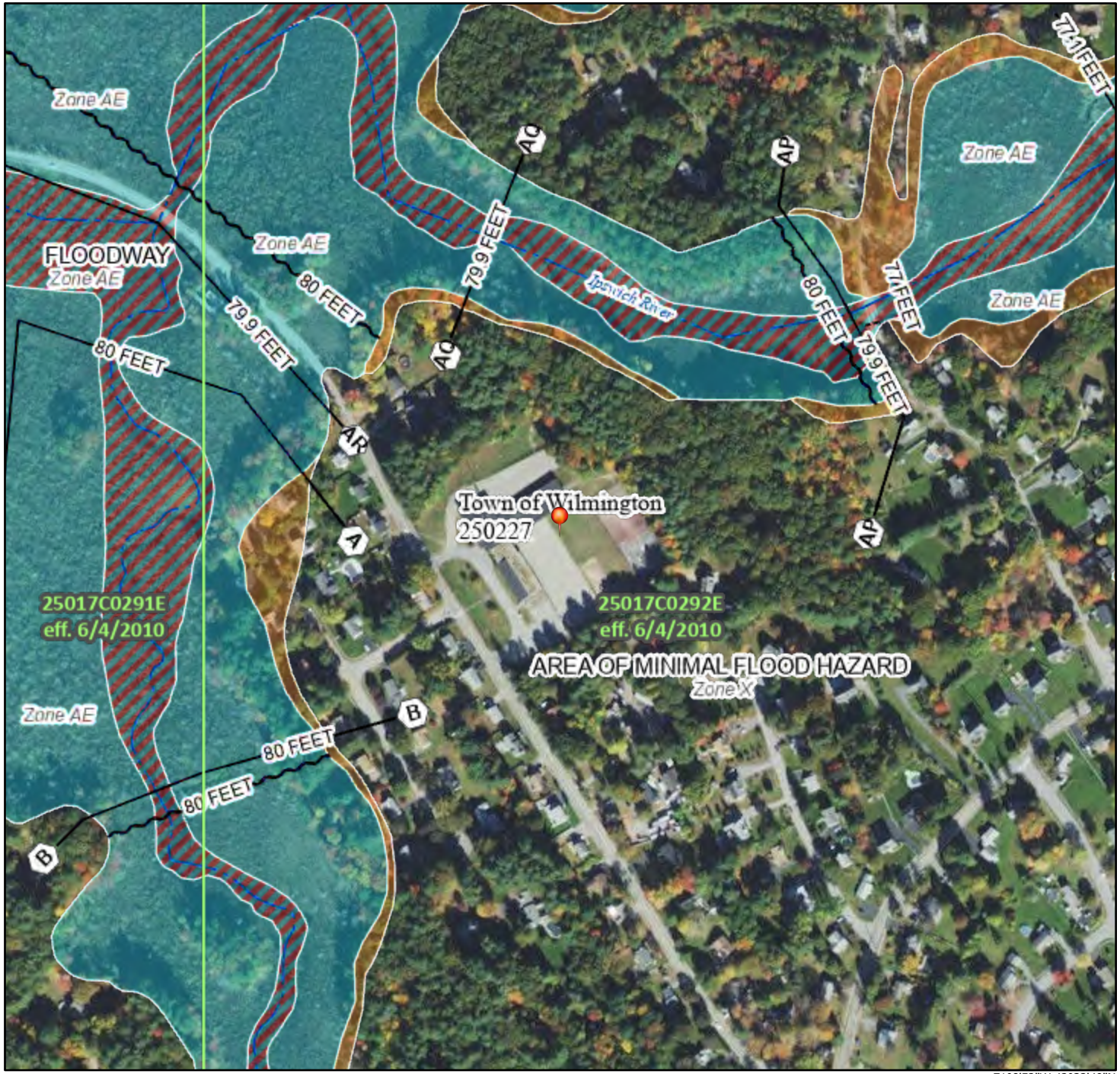
Date: October 21, 2024

	Contact Name and Address	Contact Phone Number
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
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

National Flood Hazard Layer FIRMette

FEMA

71°9'29"W 42°33'16"N



71°8'52"W 42°32'49"N

Feet

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

1:6,000

Basemap Imagery Source: USGS National Map 2023

Legend

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

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

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

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

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

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

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

N

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

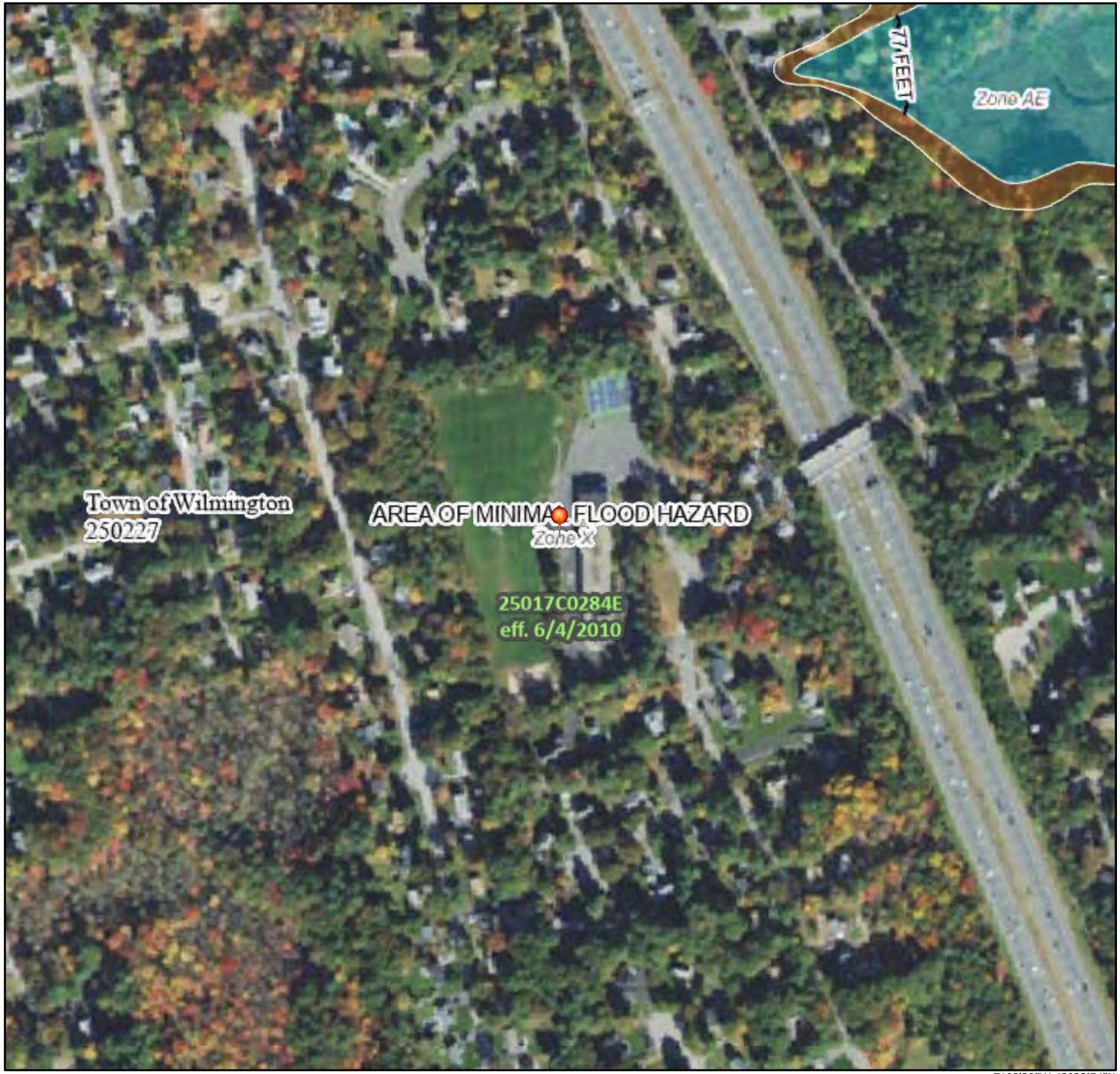
This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards

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National Flood Hazard Layer FIRMette

71°9'17"W 42°34'21"N



71°8'39"W 42°33'54"N

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

1:6,000

Basemap Imagery Source: USGS National Map 2023

Legend

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

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

OTHER AREAS OF FLOOD HAZARD
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MAP PANELS
- Digital Data Available
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N

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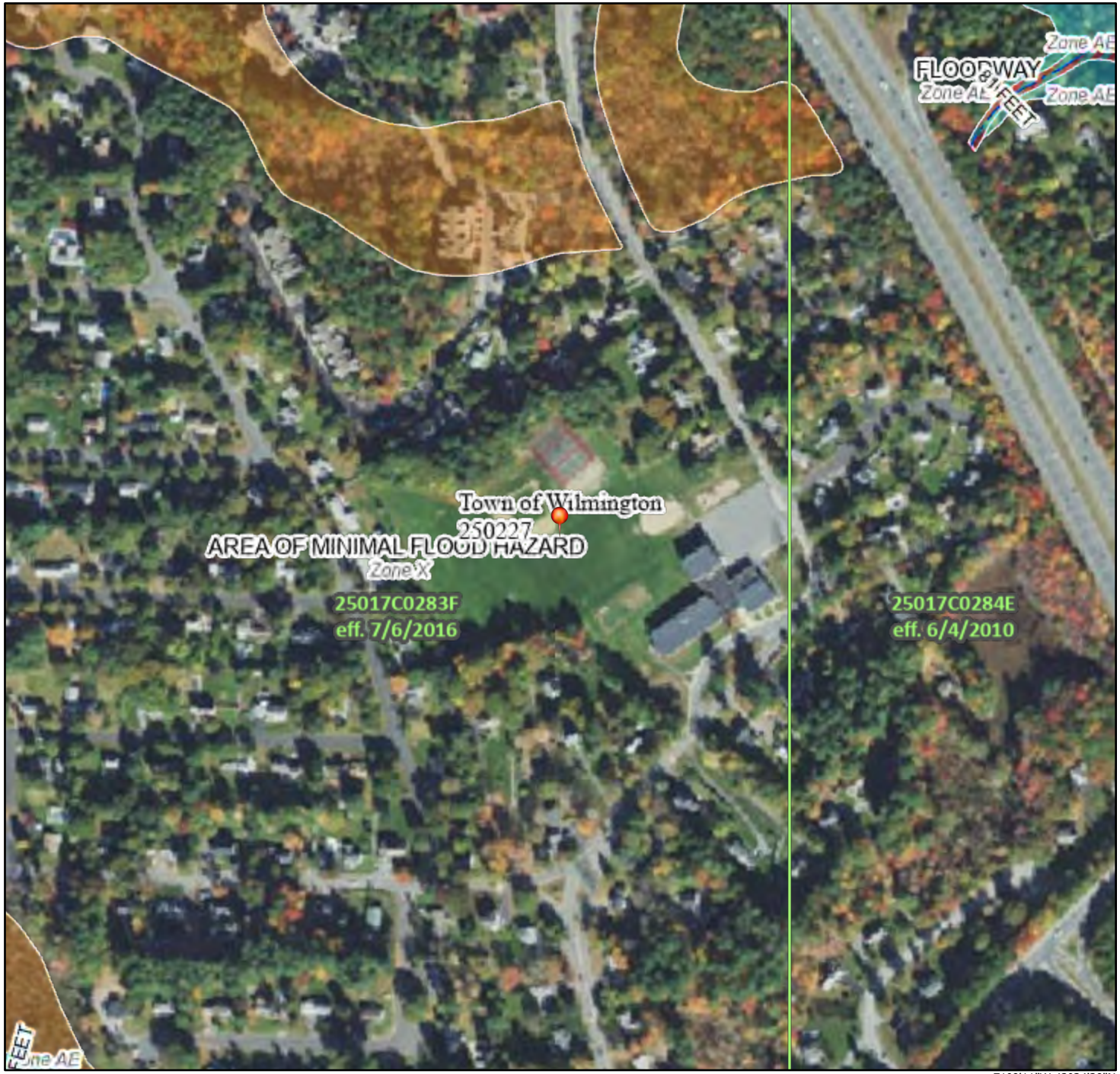
The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 10/28/2024 at 4:00 PM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

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National Flood Hazard Layer FIRMette

FEMA

71°9'49"W 42°34'57"N



71°9'11"W 42°34'30"N

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

1:6,000

Basemap Imagery Source: USGS National Map 2023

Legend

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

SPECIAL FLOOD HAZARD AREAS
- Without Base Flood Elevation (BFE) *Zone A, V, A99*
- With BFE or Depth *Zone AE, AO, AH, VE, AR*
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- Limit of Study
- Jurisdiction Boundary
- Coastal Transect Baseline
- Profile Baseline
- Hydrographic Feature

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

N

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