

June 25, 2026

Ms. Mary Pichetti
Director of Capital Planning
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, Massachusetts 02109

Re: **Town of Wilmington**
Wilmington Elementary School
DESE Resubmission as part of the 60% CD submission

Dear Ms. Pichetti:

The District has executed a Project Scope and Budget Agreement for the MSBA-approved preferred schematic for the Wilmington Wildwood Elementary School Project. The design enrollment for the proposed school project is 755 grades K-5 plus 100 PK.

In accordance with G.L. c. 70 B, MSBA staff have assembled the documents required for the review of the special education program at Wilmington Wildwood Elementary School. The following are attached per the 'Submittal Requirements':

1. A letter from Interim Superintendent Dr. David Thomson of Wilmington Public Schools describing its special education program.
2. Proposed space summary that includes the existing facility, proposed spaces, and MSBA guidelines based on the agreed upon design enrollment. The third page of this summary indicates a total of 19,033 square feet of space dedicated to the delivery of special education.
3. The floor plans for the proposed 165,035 square foot Wilmington Wildwood Elementary School.
4. A completed Special Education Adjacency Table

I have reviewed the attached documents and confirm that the District's School Building Committee has officially approved the attached submittal on June 16, 2026, and verify that the space summary matches the floor plan and is complete and conforms to the MSBA requirements as described in Module 6B – 60% Construction Documents Guidelines.

Sincerely,
Leftfield, LLC



David Saindon
Project Director

cc Judith O'Connell – School Building Committee, Chair
Dr. David Thomson – Superintendent of Schools
Lee P. Dore – Dore + Whittier Architects
Rani Philip – Dore + Whittier Architects
Craig DiCarlo – Leftfield

David Thomson, Ed.D.
Interim Superintendent of Schools



WILMINGTON PUBLIC SCHOOLS

Christine Elliott
Assistant Superintendent for
Curriculum & Staff Development

Keree Simmons
Director of Administration
& Finance

146 Middlesex Avenue, 3rd Floor | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

Christine Murray
Director of
Student Support Services

Andrea Stern Armstrong
Director of Human Resources

Angel Cartagena
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.*

June 10, 2026

Massachusetts Department of Elementary and Secondary Education
Boston, MA

Dear DESE,

This letter acknowledges receipt and review of the Special Education Delivery Methodology document dated April 16, 2025, previously submitted to your department.

Upon thorough review of the submitted document, we confirm that there are no changes to the Special Education Delivery Methodology as originally submitted. The document remains accurate and continues to reflect our district's special education service delivery model.

Please contact us if you require any additional information.

Sincerely,

Dr. David Thomson

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.

Glenn Brand, Ed.D.
Superintendent of Schools

Christine Elliott
Assistant Superintendent for
Curriculum & Staff Development

Paul Ruggiero
Assistant Superintendent of



WILMINGTON PUBLIC SCHOOLS

161 Church Street | Wilmington, MA 01887
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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

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April 16, 2025

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

Project: Wilmington PK-5 Elementary School

Subject: Schematic Design DESE Submission: Special Education Delivery Methodology

Dear Mr. Deninger,

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

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

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

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

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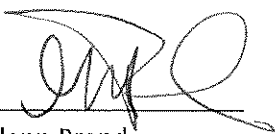
the service delivery needs identified on the Individualized Education Plans (IEPs) of the special education population being served at each school. WPS offers programs and services for students ages ranging from 3 to 22.

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

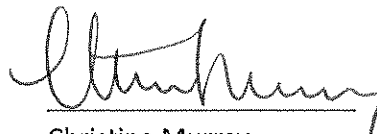
The design of the new building will improve the District's ability to make curriculum accessible to all children, including those with disabilities. A new facility will provide specially designed spaces that are ADA compliant and employ Universal Design architectural features to be accessed by the students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

Thank you for your consideration of this application.

Sincerely,



Glenn Brand
Superintendent of Schools



Christine Murray
Int. Director of Student Support Services



Kathleen Bissell
Principal, Wildwood Early Childhood Center



Stacey Scott
Principal, Woburn Street Elementary School



Diane Carreiro
Principal, North Intermediate School

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

SPACE SUMMARY

Signed Copies of the Educational Space Summary

Overview

The space summary on the following pages contains an itemization of the proposed spaces needed to deliver the District's educational program for grades PreK-5 using the MSBA's elementary space summary template.

The District and the Design Team worked together to align proposed spaces with MSBA square footage guidelines for individual program areas and the total gross square footage to the greatest extent possible. Some deviations were necessary either to accommodate building geometry and/or MEP/Structural coordination, or to improve functionality as it relates the District's educational program. These revisions are explained in more detail on the pages following the space summary.

Dore + Whittier's 60% Construction Document drawings and the updated space summary demonstrate the successful implementation and integration of the educational program. The total gross square footage remains the same as was developed at schematic design. Deviations from the schematic design submission are due to on-going input from end users and adjustments resulting from design efforts and refinement of mechanical chases, structural framing, plumbing chases, and other design development refinements. The essence of the overall building planning and individual spatial relationships have remained intact.

PreK-5th Configuration - Revised 6/24/2026

[illegible][illegible]

PreK-5th Configuration - Revised 6/24/2026		Existing Totals	PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
Wilmington Public Schools Wildwood Early Childhood Center			EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			ROOM NFA ¹			ROOM NFA ¹			
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
Rm. 131E					0	150	1	150	150	1	150	150	1	150				
Rm. 131F					0	78	1	78	78	1	78	78	1	78				
Extended Learning 1st-5th																		
Rm. 205A					0	56	1	56	56	1	56	56	1	56				
Rm. 205B					0	249	1	249	249	1	249	249	1	249				
Rm. 205C					0	164	1	164	164	1	164	164	1	164				
Rm. 205D					0	298	1	298	298	1	298	298	1	298				
Rm. 205E				0	209	1	209	209	1	209	209	1	209					
Rm. 230A				0	39	1	39	39	1	39	39	1	39					
Rm. 230B				0	275	1	275	275	1	275	275	1	275					
Rm. 230C				0	162	1	162	162	1	162	162	1	162					
Rm. 230D				0	256	1	256	256	1	256	256	1	256					
Rm. 230E				0	153	1	153	153	1	153	153	1	153					
Rm. 230F				0	171	1	171	171	1	171	171	1	171					
Rm. 301A				0	361	1	361	361	1	361	361	1	361					
Rm. 301B				0	359	1	359	359	1	359	359	1	359					
Rm. 302A				0	43	1	43	43	1	43	43	1	43					
Rm. 302B				0	255	1	255	255	1	255	255	1	255					
Rm. 302C				0	164	1	164	164	1	164	164	1	164					
Rm. 302D				0	229	1	229	229	1	229	229	1	229					
Rm. 333A				0	42	1	42	42	1	42	42	1	42					
Rm. 333B				0	306	1	306	306	1	306	306	1	306					
Rm. 333C				0	180	1	180	180	1	180	180	1	180					
Rm. 333D				0	309	1	309	309	1	309	309	1	309					
Rm. 333E				0	137	1	137	137	1	137	137	1	137					
Rm. 333F				0	50	1	50	50	1	50	50	1	50					
Rm. 350A				0	483	1	483	483	1	483	483	1	483					
Reading Specialists				0			0			0			0					
RM 141				0	200	1	200	200	1	200			200					
RM 209				0	200	1	200	200	1	200			200					
RM 240				0	207	1	207	207	1	207			207					
RM 312				0	200	1	200	200	1	200			200					
RM 325				0	195	1	195	195	1	195			195					
RM 343				0	200	1	200	200	1	200			200					
Math Tutors				0			0	0	0	0	0	0	0					
RM 147				0	198	1	198	198	1	198			198					
RM 222				0	196	1	196	196	1	196			196					
RM 349				0	196	1	196	196	1	196			196					
RM 360				0	200	1	200	200	1	200			200					

PreK-5th Configuration - Revised 6/24/2026

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
0			19,033			19,033		
		0	varies	10	9,623	Varies	10	9,623
		0				0	0	
			1,100	1				
			1,100	1				
			1,100	1				
		0				0	0	
			900	1				
		0				0	0	
			900	1				
			923	1				
		0	900	1		900	1	
		0	900	1		900	1	
		0	900	1		900	1	
		0	900	1		900	1	
		0		8	836	varies	8	836
		0						
			104	1				
			104	1				
			113	1				
		0	117	1				
		0	114	1				
			114	1				
		0	84	1				
		0	86	1				
		0		6	1,202	varies	6	1,202
			200	1				
			198	1				
			208	1				
			198	1				
			198	1				
			200	1				
		0		26	3,901	varies	26	3,901
		0	152	1				
		0	151	1				
		0	151	1				
		0	151	1				
		0	151	1				
		0	151	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	150	1				
		0	147	1				
		0	150	1				
		0	147	1				

[illegible]

PreK-5th Configuration - Revised 6/24/2026

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
		0	150	1				
		0	150	1				
		0	150	1				
		0		8	800	0	8	800
			99	1				
			98	1				
			99	1				
			103	1				
			99	1				
			104	1				
			99	1				
			99	1				
		0	251	1	251	251	1	251
		0	993	1	993	993	1	993
		0		2	297	varies	2	297
			149	1				
			148	1				
		0	318	1	318	318	1	318
		0		4	812	varies	4	812
			204	1				
			205	1				
			203	1				
			200	1				
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
0			5,042			5,042		
		0	969	1	969	969	1	969
		0	154	1	154	154	1	154
		0	976	1	976	976	1	976
		0	146	1	146	146	1	146
		0	0	0	0	0	0	0
		0	702	1	702	702	1	702
		0	243	1	243	243	1	243
		0	886	1	886	886	1	886
		0	966	1	966	966	1	966
0			12,237			12,237		
		0	11943	1	11,943	11,943	1	11,943
		0	176	1	176	176	1	176
		0	118	1	118	118	1	118
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0

[illegible]

Proposed Space Summary - PK-5 Elementary School

PreK-5th Configuration - Revised 6/24/2026	
Wilmington Public Schools Wildwood Early Childhood Center	Existing Totals
ROOM TYPE	
MEDIA CENTER	2,265
Media Center / Reading Room - Rm 252	
Librarian Workroom - Rm 252A	
[Enter room type here]	
[Enter room type here]	
[Enter room type here]	
[Enter room type here]	
DINING & FOOD SERVICE	13,620
Cafeteria / Dining - Rm 168 and Rm 168A	
Stage - Rm 169	
Chair / Table / Equipment Storage Rm 153	
Kitchen - Rm 162	
Dry Storage - Rm 162E	
Kitchen Office - Rm 161	
Kitchen Office - Rm 161A	
Staff Lunch Room - Rm 251	
Quiet Café Area	
Rm 164	
Rm 165	
Rm 166	
MEDICAL	603
Medical Suite Toilet - Rm 190C	
Nurses' Office / Waiting Room-Exam - Rm 190A	
Examination Room / Resting Office - Rm 190B	
Medical / Waiting Area / Resting Area - Rm 190	
Resting Area	
[Enter room type here]	
[Enter room type here]	
[Enter room type here]	

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
0			4,104			4,104		
		0	3,905	1	3,905	3,905	1	3,905
		0	199	1	199	199	1	199
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
					10,058			
0			10,058			10,058		
		0	5,202	1	5,202	5,202	1	5,202
		0	1,000	1	1,000	1,000	1	1,000
		0	446	1	446	446	1	446
		0	2,247	1	2,247	2,247	1	2,247
		0	260	1	260	260	1	260
		0	72	1	72	72	1	72
		0	72	1	72	72	1	72
		0	297	1	297	297	1	297
		0	varies	3	462	varies	3	462
		0	150	1		150	1	
		0	147	1		147	1	
		0	165	1		165	1	
0			701			701		
		0	68	1	68	68	1	68
		0	99	1	99	99	1	99
		0	98	1	98	98	1	98
		0	436	1	436	436	1	436
		0	0	0	0	0	0	0
		0			0	0	0	0
		0			0	0	0	0
		0			0	0	0	0

VARIATION TO MSBA GUIDELINES		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS
36		
-162	0	-162
199	1	199
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
600		
-461	0	-461
0	0	0
-6	0	-6
192	0	192
260	1	260
72	1	72
8	0	8
varies	3	462
150	1	0
147	1	0
165	1	0
-9		
8	0	8
-151	0	-151
-2	-3	-302
436	1	436
0	0	0
0	0	0
0	0	0
0	0	0

MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	COMMENTS
4,068			
4,068	1	4,068	
9,458			
5,663	1	5,663	Based on 2 lunch seatings - 15 NSF per seat
1,000	1	1,000	
452	1	452	
2,055	1	2,055	1,600 NSF for first 300 students + 1 NSF per additional student
289	1	289	20 NSF per student
710			
60	1	60	
250	1	250	
100	4	400	

Date: 6/24/2026 60% Construction Documents

Proposed Space Summary - PK-5 Elementary School

PreK-5th Configuration - Revised 6/24/2026				Date: 6/24/2026		60% Construction Documents																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
ROOM TYPE				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL			ROOM NFA ¹			# OF ROOMS			AREA TOTALS			ROOM NFA ¹			# OF ROOMS			AREA TOTALS			ROOM NFA ¹			# OF ROOMS			AREA TOTALS			COMMENTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
ADMINISTRATION & GUIDANCE		4,127		0			3,587			3,587			77			0			77			-4			0			-4			-1			0			-1			1			0			1			-172			0			-172			1			0			1			varies			1			277																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												

PreK-5th Configuration - Revised 6/24/2026

**Existing
Totals**

PDP	PSR	SD	DD	60%CD	Difference
167,900	163,573	165,035	165,035	165,035	0

Date: 6/24/2026 60% Construction Documents

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: <u>Dore & Whittier Architects, Inc.</u>	
Name of Principal Architect: <u>Lee P. Dore</u>	
Signature of Principal Architect: <u></u>	
Date: <u>6-24-26</u>	

Deviations From MSBA Guidelines – 775 K-5 Students + 100 PreK

The table below communicates the evolution of the Wilmington Wildwood Elementary School space summary since its inception for the Preliminary Design Program. The space summary template contains the total NSF for each of the building's program areas and the proposed total GSF for the project. Individual spaces within various categories have been adjusted as the design has progressed and those are described in detail in the following narrative.

The proposed space summary identifies a need of 165,035 GSF at a net to gross multiplier of 1.5 to serve the educational program, a deviation of 55,560* GSF from the MSBA guidelines for K-5th grade population of 755 students + approximately 100 PreK students.

* It is important to note that the MSBA Space Summary Template for this enrollment is based on a net to gross multiplier of only 1.48.

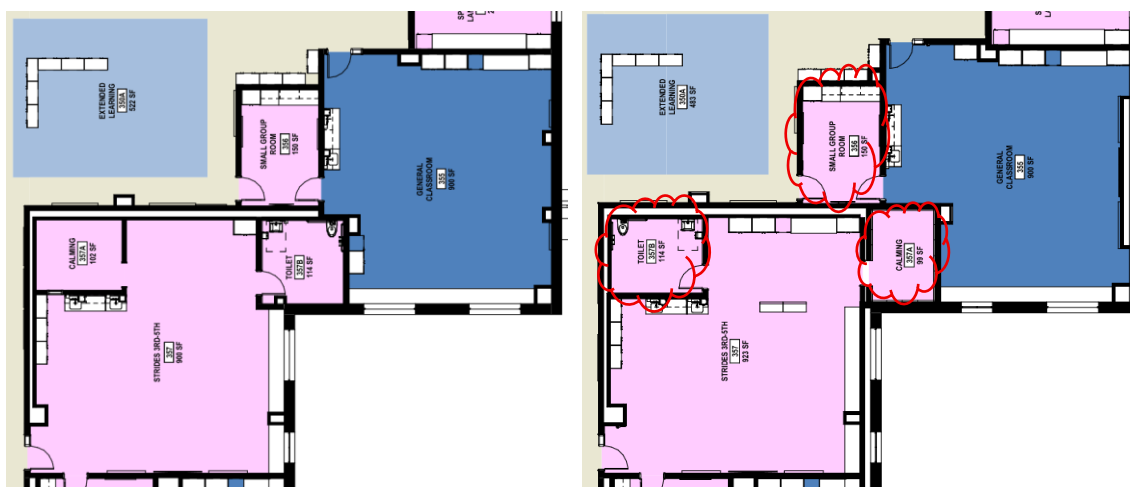
	Existing Wildwood, Woburn St and North Int. Schools Combined	PDP	Preferred Schematic Report	Schematic Design Report	Design Development Report**	60% Construction Documents
Program Area	TOTAL NSF	TOTAL NSF	TOTAL NSF	TOTAL NSF	TOTAL NSF	TOTAL NSF
Core Academic	36,096	45,700	45,700	47,700	47,526	47,494
Special Education	11,300	19,010	19,010	19,010	19,010	19,033
Art & Music	6,315	4,040	4,040	5,075	5,064	5,042
Health & Physical Education	9,772	12,300	12,300	12,300	12,237	12,237
Media Center	2,265	4,068	4,068	4,068	4,096	4,104
Dining & Food Service	13,620	9,458	9,458	10,058	10,058	10,058
Medical	603	710	710	710	698	701
Administrati on & Guidance	5,582	5,308	5,308	3,548	3,587	3,587
Custodial & Maintenance	2,654	2,355	2,355	2,355	2,344	2,344
Other	2,764	6,100	6,100	5,500	5,459	5,458
TOTAL NSF	90,972	110,240	110,240	110,324	110,079	110,058
TOTAL GSF	138,614	163,573	163,573	165,035	165,035	165,035

CORE ACADEMIC

The Core Academic program category totals 47,494 NSF, which represents an overall decrease of 32 NSF since the Design Development phase. There have not been any notable design changes within the Core Academic category. Spatial geometries have been adjusted to accommodate structural braced frames, column enclosures, mechanical chases, and other building components through coordination with other disciplines.

SPECIAL EDUCATION

The special education program category totals 19,033 NSF, which represents an overall increase of 23 NSF since the Design Development phase. In some areas, spatial geometry was refined through coordination with structural, mechanical, and other building systems to accommodate column enclosures, mechanical chases, and related building components. Adjustments to the structural framing resulted in modifications to the Strides 3rd-5th room 357 configuration. The toilet room and calming room were relocated, exchanging positions to accommodate structural requirements. This also resulted in a slight shift of the adjacent small group room

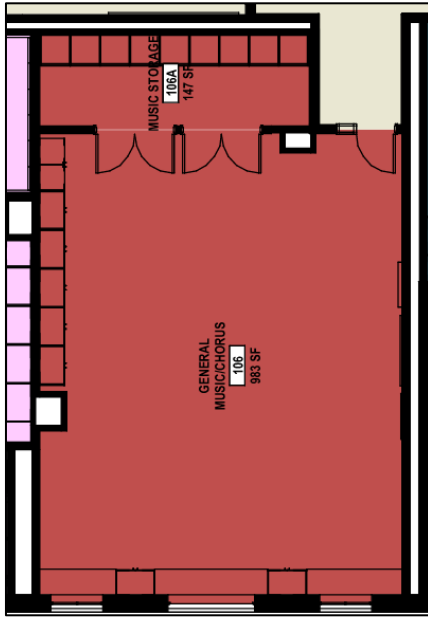


DD: STRIDES 3RD-5TH

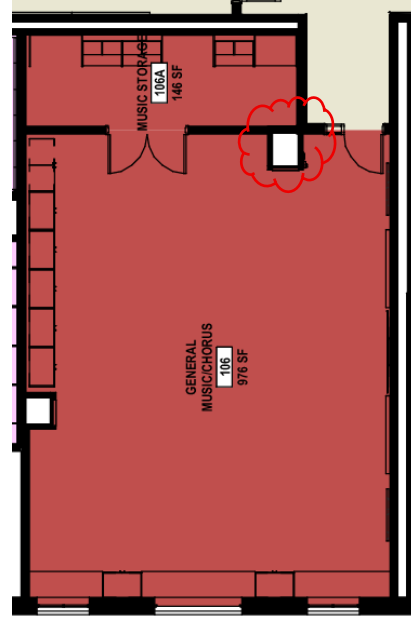
60% CD: STRIDES 3RD-5TH

ART & MUSIC

The art and music program category totals 5,042 NSF, which represents a decrease of 22 NSF since the Design Development phase. In some areas, spatial geometry was refined through coordination with structural, mechanical, and other building systems to accommodate column enclosures, mechanical chases, and related building components. For example, The displacement cabinet in General Music Room 106 is slightly larger.



DD: General Music



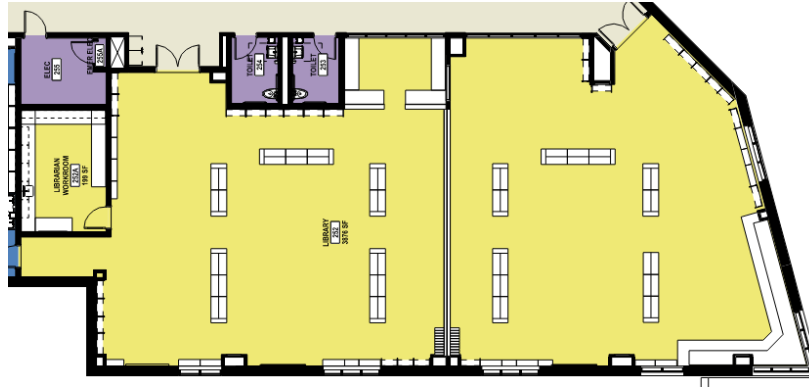
60% CD: General Music

HEALTH & PHYSICAL EDUCATION

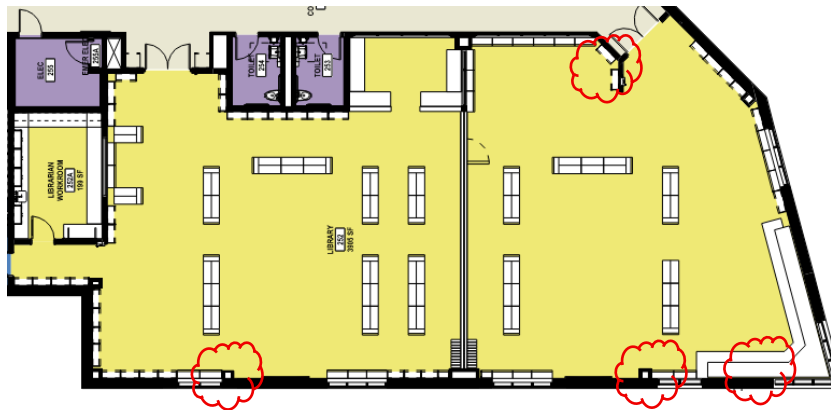
The Health and Physical Education program category totals 12,237 NSF, representing no change since the Design Development phase.

MEDIA CENTER

The Media Center program category totals 4104 NSF, representing an increase of 8 NSF since the Design Development phase. Notable design refinements include a gain of 29 SF accomplished by rerouting duct chases in soffits above to provide additional floor space to accommodate the district's robust book collection. In other areas, the room geometry was also refined through coordination with the structural, mechanical, and other building systems to accommodate column enclosures, mechanical chases, and related building components.



DD: Media Center



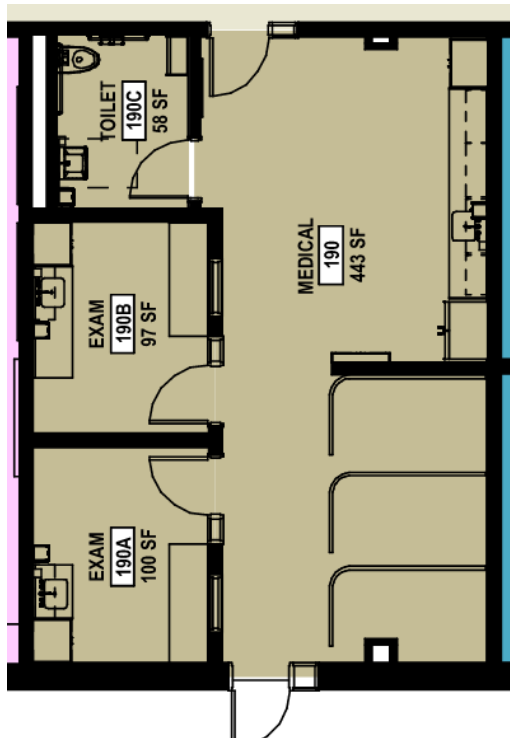
60% CD: Media Center

DINING & FOOD SERVICE

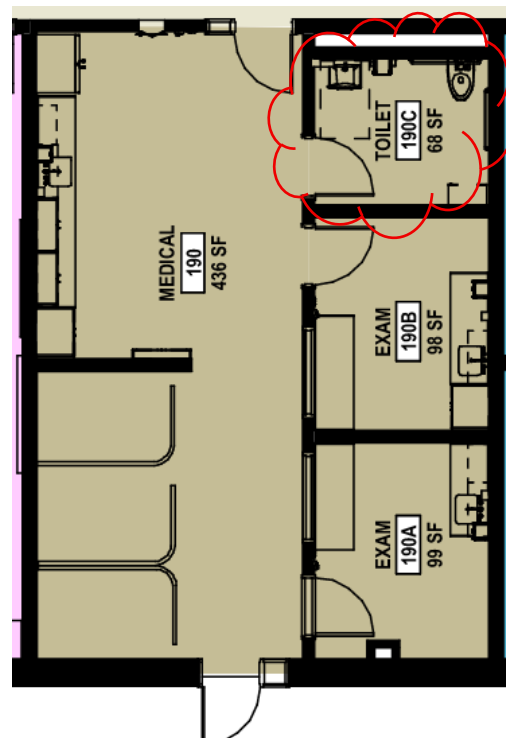
The Dining and Food Services program category totals 10,058 NSF, representing no change since the Design Development phase. In general, space geometries were refined to coordinate with building systems.

MEDICAL

The medical program category totals 701 NSF, reflecting a increase of 3 NSF since the Design Development phase. Although the overall space sizes have remained generally consistent, the layout of the suite was mirrored to avoid a column impeding the resting area. The toilet room was rotated to improve spatial quality.



DD: MEDICAL



60% CD: MEDICAL

ADMINISTRATION & GUIDANCE

The administration & guidance program category is unchanged at 3,587 NSF, since Design Development phase.

CUSTODIAL AND MAINTENANCE

The custodial and maintenance program category totals 2,344 NSF, representing no change since the Design Development phase.

OTHER

The other program category totals 5,458 NSF, representing a decrease of 1 SF from the Design Development Phase. In certain areas, spatial geometry has been adjusted to accommodate structural requirements, column enclosures, mechanical chases, and other building components, coordinated across all trades.

SUMMARY

In summary, the Town, District and Design Team are proposing 110,058 NSF and 165,035 GSF to meet the educational program requirements of the Wilmington Wildwood Elementary School project, which serves 755 K-5 students and 100 PreK students. These square footages deviate from the MSBA guidelines by +36,093 NSF and +55,560 GSF, respectively.

Space Measurement Analysis

Dore & Whittier uses Building Information Modelling (BIM) technology beginning with the feasibility study phase. This technology measures net square feet to the inside face of interior walls, to the exterior face of exterior walls for gross square feet and rounded to the nearest square foot. This data is then exported and translated into the space summary template.

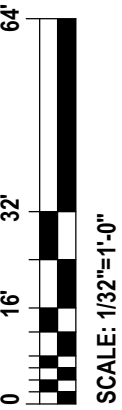
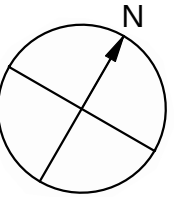
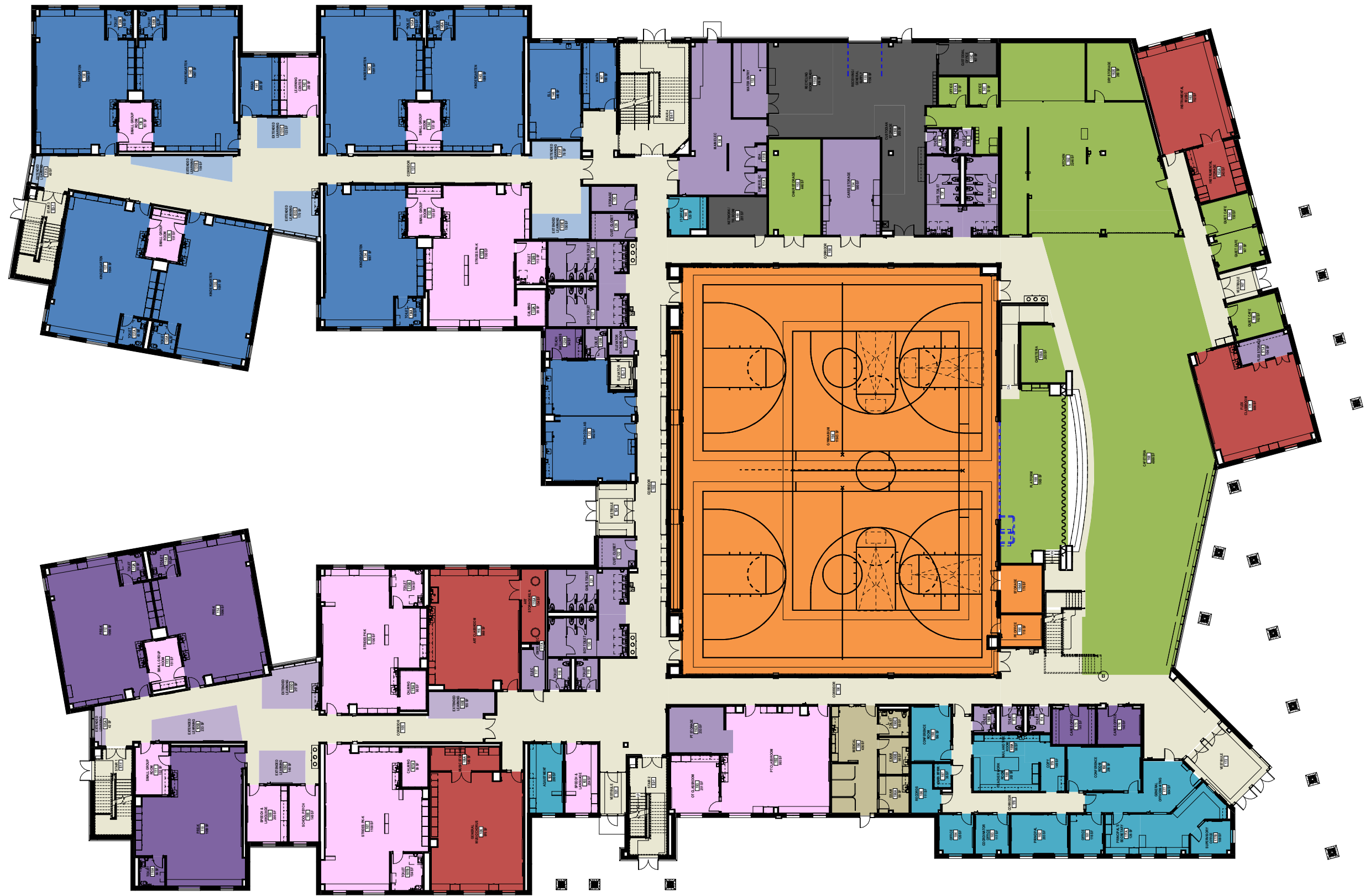
Our in-house methodology measures exterior square feet according to instructions provided by the MSBA. Everything from the exterior face of exterior walls is included in the calculation for gross square feet including all wall thicknesses, mechanical and plumbing enclosures, the elevator shaft on the lowest level, heating/cooling plant rooms, and all MEP closets. Our methodology also includes the entire stair on the first floor. Areas open-to-below of occupied spaces are excluded from the GSF calculation.

What follows are colored confirmation drawings similar to those provided in the DESE submission. These drawings communicate room usage and current square foot area. These square foot measurements align with the MSBA space summary provided above.

Dore & Whittier certifies that all programmed areas plus all other areas as described in the preceding methodology equals the total gross square foot area of the project.



Lee P. Dore, Assoc. AIA, LEED AP, Principal

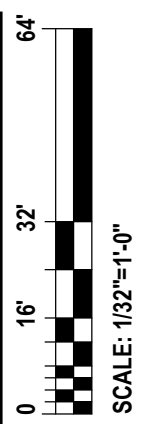
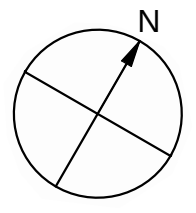
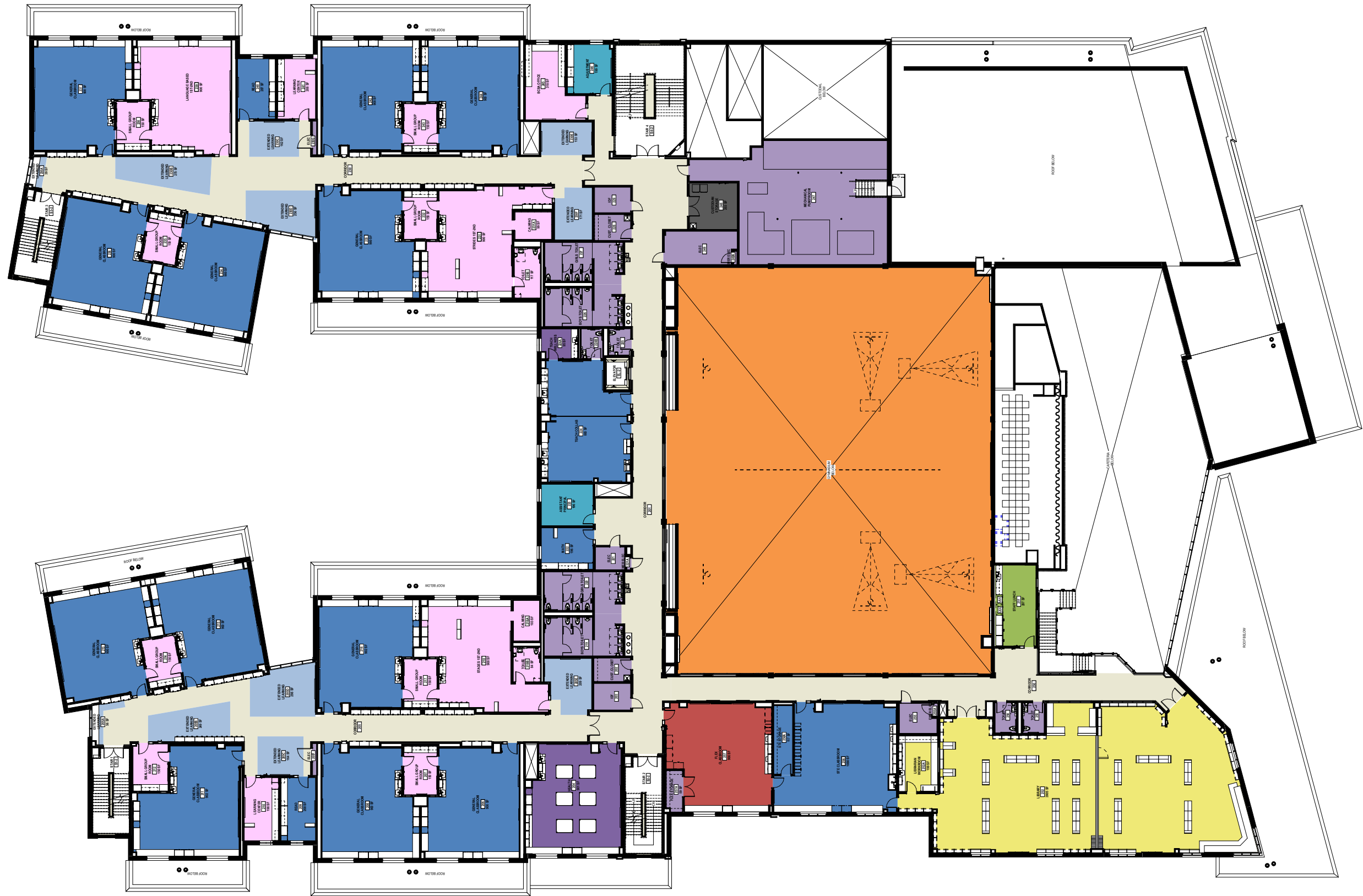


PROGRAM FLOOR PLAN

LEVEL 1

Programming Legend

- | | | |
|---|---|--|
| ● Core Academic | ● Medical | ● Other Pre-Kindergarten |
| ● Special Education | ● Administration & Guidance | ● Storage |
| ● Art & Music | ● Media Center | ● MEP |
| ● Health & Physical Education | ● Custodial & Maintenance | ● Toilets |
| ● Dining & Food Service | ● Dining & Food Service | ● Circulation |



PROGRAM FLOOR PLAN

LEVEL 2

Programming Legend

- | | | |
|---|---|--|
| ● Core Academic | ● Medical | ● Other Pre-Kindergarten |
| ● Special Education | ● Administration & Guidance | ● Storage |
| ● Art & Music | ● Media Center | ● MEP |
| ● Health & Physical Education | ● Custodial & Maintenance | ● Toilets |
| ● Dining & Food Service | ● Dining & Food Service | ● Circulation |

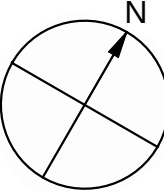
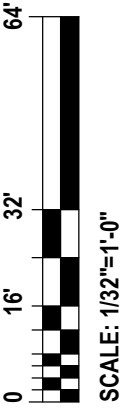


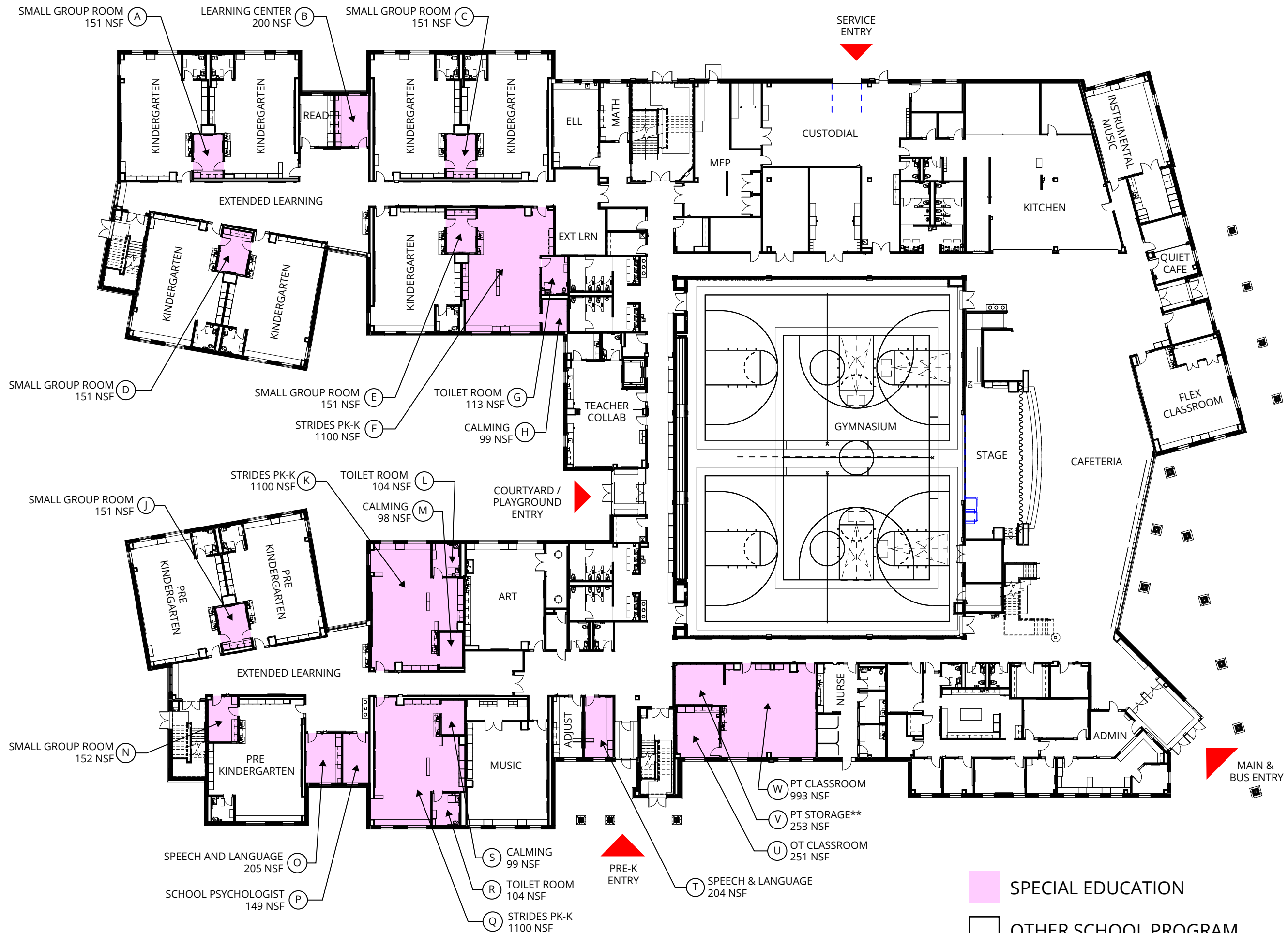
Programming Legend

- | | | |
|-----------------------------|---------------------------|--------------------------|
| Core Academic | Medical | Other Pre-Kindergarten |
| Special Education | Administration & Guidance | Storage |
| Art & Music | Media Center | MEP |
| Health & Physical Education | Custodial & Maintenance | Toilets |
| Dining & Food Service | Dining & Food Service | Circulation |

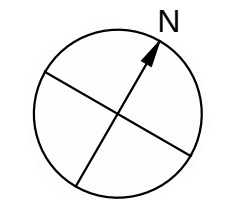


PROGRAM FLOOR PLAN
LEVEL 3

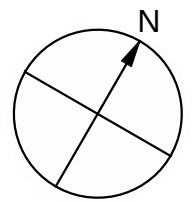
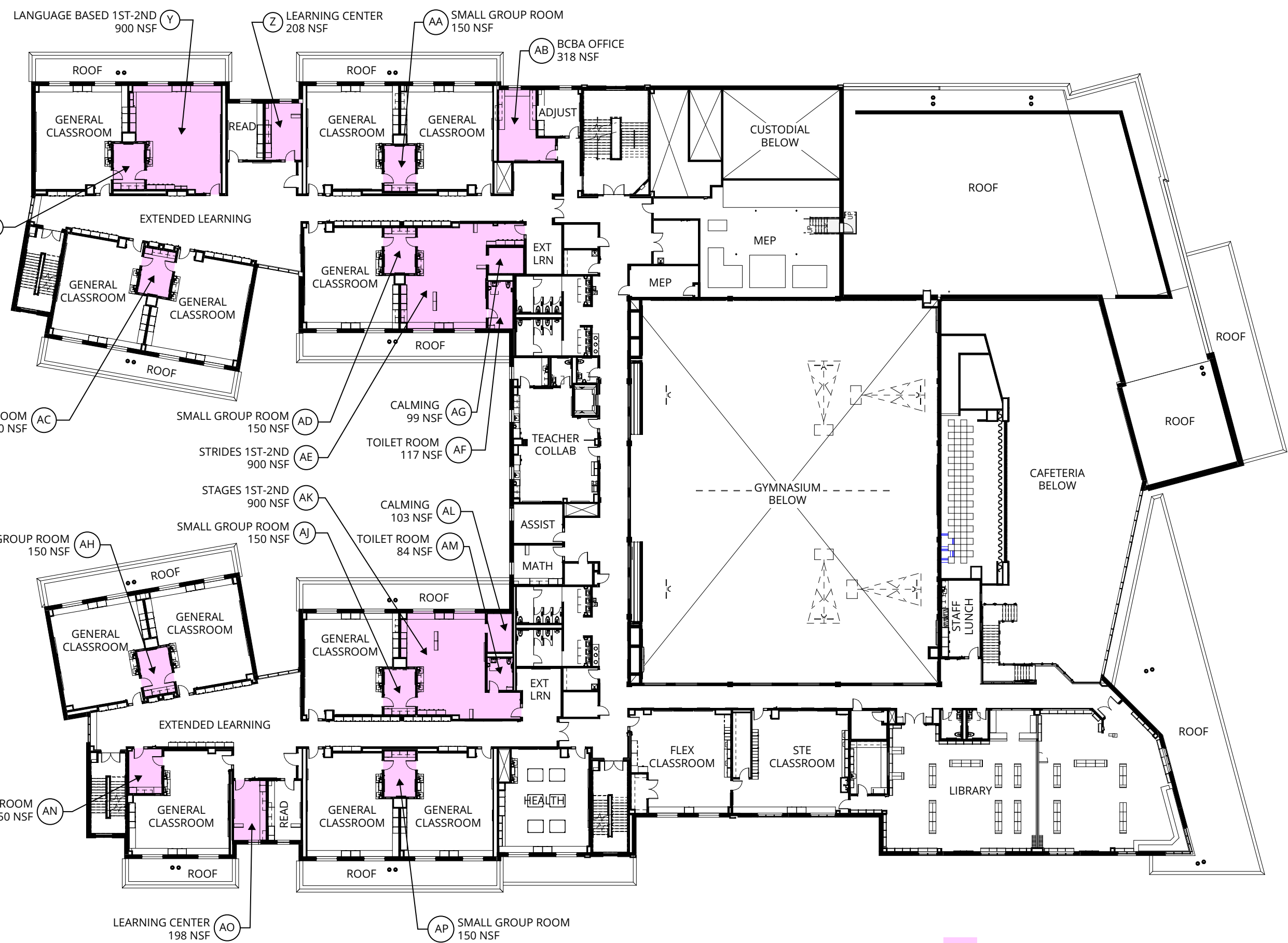




** PT STORAGE SERVING PT CLASSROOM, BUT ACCOUNTED FOR IN MSBA'S "NON-PROGRAMMED SPACES" CATEGORY



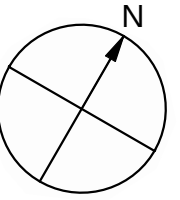
DESE FLOOR PLAN LEVEL 1



DESE FLOOR PLAN

LEVEL 2

- SPECIAL EDUCATION
- OTHER SCHOOL PROGRAM



- SPECIAL EDUCATION
- OTHER SCHOOL PROGRAM

DESE FLOOR PLAN

LEVEL 3

Wilmington Wildwood Elementary School
Proposed Special Education Program
(New Construction)

Wilmington PK-5 Elementary School Project

6/25/2026

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
Floor 1					
Small Group Room/ Reading	500	Small Group Room	A	151	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Resource Room	500	Learning Center	B	200	Learning environment for supports delivered by Learning Center professionals located within the grade level community of its grade level peers.
Small Group Room/ Reading	500	Small Group Room	C	151	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Small Group Room/ Reading	500	Small Group Room	D	151	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Small Group Room/ Reading	500	Small Group Room	E	151	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Strides PK-K	F	1100	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	G	113	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and changing table.
*Unique to District	Select SF	Calming	H	99	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
Small Group Room/ Reading	500	Small Group Room	J	151	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Strides PK-K	K	1100	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	L	104	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and changing table.
*Unique to District	Select SF	Calming	M	99	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
Small Group Room/ Reading	500	Small Group Room	N	152	Located adjacent to a general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
*Unique to District	Select SF	Speech and Language	O	205	Learning environment for support delivered by Speech and Language Pathologists located near grade level communities.
*Unique to District	Select SF	School Psychologist	P	149	Space for clinician to assist with educational and psychological evaluations and provide individual counseling to students on Individualized Education Programs (IEP); located near grade level communities.
Self-Contained Sped	950	Strides PK-K	Q	1100	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	R	104	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and changing table.
*Unique to District	Select SF	Calming	S	99	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
*Unique to District	Select SF	Speech and Language	T	204	Learning environment for support delivered by Speech and Language Pathologists located near grade level communities.
*Unique to District	Select SF	OT Classroom	U	251	A space capable of supporting a wide range of occupational therapy activities. Space is positioned centrally to the entire building but slightly biased towards lowest grade grouping in order to reduce travel distance for earliest learners.
*Unique to District	Select SF	PT Storage**	V	253	<i>Dedicated storage closet for PT equipment and supplies. **Because it serves the PT Classroom it has been included in the DESE plan illustration and Special Education Space Adjacency Table, but has been accounted for under "non-programmed spaces" on the MSBA Space Summary Template. As such, this space is not included in the total category square footage calculation below.</i>
*Unique to District	Select SF	PT Classroom	W	993	A space capable of supporting a wide range of physical therapy activities. Space is positioned centrally to the entire building but slightly biased towards lowest grade grouping in order to reduce travel distance for earliest learners.
Floor 2					

Wilmington Wildwood Elementary School
Proposed Special Education Program
(New Construction)

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
Small Group Room/ Reading	500	Small Group Room	X	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	Select SF	Language Based 1st-2nd	Y	900	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Resource Room	500	Learning Center	Z	208	Learning environment for supports delivered by Learning Center professionals located within the grade level community of its grade level peers.
Small Group Room/ Reading	500	Small Group Room	AA	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
*Unique to District	Select SF	BCBA Office	AB	318	Dedicated space for BSBA professionals to support programs, teachers, students and is centrally located between grade levels groupings.
Small Group Room/ Reading	500	Small Group Room	AC	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Small Group Room/ Reading	500	Small Group Room	AD	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Strides 1st-2nd	AE	900	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	AF	117	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and potentially changing table.
*Unique to District	Select SF	Calming	AG	99	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
Small Group Room/ Reading	500	Small Group Room	AH	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Small Group Room/ Reading	500	Small Group Room	AJ	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Stages 1st-2nd	AK	900	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
*Unique to District	Select SF	Calming	AL	103	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
Self-Contained Sped - Toilet	60	Toilet Room	AM	84	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and potentially changing table.
Small Group Room/ Reading	500	Small Group Room	AN	150	Located adjacent to a general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Resource Room	500	Learning Center	AO	198	Learning environment for supports delivered by Learning Center professionals located within the grade level community of its grade level peers.
Small Group Room/ Reading	500	Small Group Room	AP	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Floor 3					
Small Group Room/ Reading	500	Small Group Room	AQ	147	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Language Based 3rd-5th	AR	900	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Resource Room	500	Learning Center	AS	200	Learning environment for supports delivered by Learning Center professionals located within the grade level community of its grade level peers.
Small Group Room/ Reading	500	Small Group Room	AT	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Small Group Room/ Reading	500	Small Group Room	AU	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.

Wilmington Wildwood Elementary School
Proposed Special Education Program
(New Construction)

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
Small Group Room/ Reading	500	Small Group Room	AV	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Strides 3rd-5th	AW	900	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	AX	114	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and potentially changing table.
*Unique to District	Select SF	Calming	AY	99	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
*Unique to District	Select SF	School Psychologist	AZ	148	Space for clinician to assist with educational and psychological evaluations and provide individual counseling to students on Individualized Education Programs (IEP); located near grade level communities.
Small Group Room/ Reading	500	Small Group Room	BA	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Small Group Room/ Reading	500	Small Group Room	BB	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Stages 3rd-5th	BC	900	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	BD	86	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and potentially changing table.
*Unique to District	Select SF	Calming	BE	104	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
Small Group Room/ Reading	500	Small Group Room	BF	150	Located adjacent to a general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Resource Room	500	Learning Center	BG	198	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Small Group Room/ Reading	500	Small Group Room	BH	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Resource Room	500	Learning Center	BJ	198	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Small Group Room/ Reading	500	Small Group Room	BK	150	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
*Unique to District	Select SF	Speech and Language	BL	200	Learning environment for support delivered by Speech and Language Pathologists located near grade level communities.
Small Group Room/ Reading	500	Small Group Room	BM	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
Self-Contained Sped	950	Strides 3rd-5th	BN	923	Self-contained classroom serving a substantially-separate program located to be within the grade level community of its grade level peers.
Self-Contained Sped - Toilet	60	Toilet Room	BO	114	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. These toilet rooms should be outfitted with a water closet, lavatory, and potentially changing table.

Wilmington Wildwood Elementary School
Proposed Special Education Program
(New Construction)

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District	Select SF	Calming	BP	99	Located as part of suite of rooms serving self-contained classrooms and substantially-separate programs. Space will serve as both a small group room similar to those located between pairs of general education classrooms, but these will also serve as self-regulation calming spaces.
Small Group Room/ Reading	500	Small Group Room	BQ	150	Located between a self-contained and general education classroom to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
*Unique to District	Select SF	Speech and Language	BR	203	Learning environment for support delivered by Speech and Language Pathologists located near grade level communities.
Small Group Room/ Reading	500	Small Group Room	BS	147	Located between pairs of general education classrooms to serve as a learning environment for inclusionary supports delivered by special educators and student support service professionals.
			Total	19,034	
Square Footage Summary: The proposed overall gross square footage of the new building is 165,035; Average square feet of General Classrooms is 900. MSBA guidelines include 9,060 net square feet of dedicated special education space. The proposed program is +9,973 nsf in excess of the guidelines. *Indicates that space is unique to District's program and does not appear in MSBA space guidelines.					