

## Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	1/10/2024
Re:	School Building Committee	Meeting No:	9
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

**School Building Committee**

*Present* Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*  
*Present* Paul Ruggiero, *Assistant Superintendent of Administration & Finance*  
Diane M. Allan, *Permanent Building Committee*  
John C. Holloway, *Permanent Building Committee*  
Gregory B. Bendel, *Board of Selectmen*  
Kevin A. Caira, *Board of Selectmen Alternate*  
*Present* Kate Bissell, *Wildwood School Principal*  
Stacey Scott, *Woburn Street School Principal*  
*Present* Christine Holloran, *Wildwood Teacher*  
*Present* Alice Brown-LeGrand, *Director of Student Support Services*  
George W. Hooper II, *Public Buildings Superintendent*  
*Present* Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*  
Lou Cimaglia, *Interim Town Manager*  
*Present* Susan Inman, *Assistant Town Manager*  
*Present* Bryan T. Perry, *Finance Director/Town Accountant*  
*Present* Paul J. Melaragni, *Permanent Building Committee*  
*Present* David A. Ragsdale, *School Committee Vice Chair*  
Marianne Gallezzo, *Finance Committee Member*  
*Present* Michael Camoscio, *North Side Parent, Mechanical Engineer*  
*Present* Craig Miner, *West Side Parent, Civil Engineer*  
*Present* Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*  
Maggie Lopes, *West Side Parent*  
*Present* Christine Prendergast, *North Side Parent*  
*Present* Justin Cusce, *North Side Parent*

**Dore+Whittier Architects**

*Present* Donald Walter, *Principal-In-Charge*  
*Absent* Lee P. Dore, *Principal, Designer*  
*Present* Rani Phillips, *Project Manager*  
*Present* Jason Boone, *Educational Planner*

**SMMA**

*Present* Julie Leduc, *Director of OPM Services and Project Manager*  
*Present* Sarah Traniello, *Assistant Project Manager*

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9.1	Record	<p>Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:04 PM. Roll Call of the School Building Committee was performed to account for all of those who are present.</p> <p>Roll call present: Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.</p> <p>Missing: <i>John C. Holloway, Diane Allan, Gregory Bendel, Kevin Caira, Marianne Gallezzo, George W. Hooper II, Stacey Scott, Lou Cimaglia, and Maggie Lopes.</i></p>
9.2	Record	<p><b>Approval of Minutes</b></p> <p>Motion to approve the School Building Committee Meeting Minutes of December 13, 2023 by Vivian Varbedian and seconded by Christine Prendergast.</p> <p>Voted upon unanimously with 2 abstentions: <i>Paul Melaragni and Craig Miner</i></p> <p>Roll call vote: Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.</p>
9.3	Record	<p><b>Approval of Invoices</b></p> <p>1. <b>Warrant No. 7 – November 2023 Services: \$39,000</b></p> <ul style="list-style-type: none"> <li>o SMMA OPM Basic Services – Feasibility Study: \$7,500</li> <li>o Dore+Whittier Architects – Basic Services – Feasibility Study: \$31,500</li> </ul> <p>Finance Working Group met prior to the Wildwood School Building Committee to review the invoices listed above in Warrant No. 7. Susan Inman representing the Finance Working Group advised that the Finance Working Group agrees that a careful review has been performed of the invoices in Warrant No. 7 and recommends payment of the invoices in Warrant No. 7. Motion to approve made by Susan Inman, seconded by Paul Ruggiero and passed unanimously.</p> <p><b>Roll call vote:</b> Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.</p>
9.4	Record	<p><b>Preliminary Design Options</b></p> <p>Jason Boone of Dore+Whittier Architect reviewed the Preliminary Design Options that are being reviewed with a working group of stakeholders that includes 2 members of the school committee. There have been 18 options to study and the Options have been broken out into PreK-5, PreK-3 and PreK-K and involve new options at the Wildwood Early Childhood Center, Woburn Street, and North Intermediate School parcels to develop further and bring forth to the next phase with the MSBA. Another parcel that is under consideration is the Town Hall site as a backup if the other 3 sites do not work as needed. Dore+Whittier is exploring most configurations and complexity that fit the most needs of the community and the students on the largest site parcel first and choosing the best configurations that fit and working from there through the remainder of the site parcels to the easiest and smaller. After the design options are developed, Dore+Whittier will be seeking feedback regarding each option. The design options presented are for PreK-5 starting with the North Intermediate Site, Woburn Street Site and Wildwood School Site.</p> <p>It was asked if there is a difference between the cost of an addition/renovation versus a brand new when talking about cost assumptions? <i>J.Boone advised that Add/Reno can tend to be more expensive than new construction depending on variables involved. Swing space is</i></p>

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		<p><i>ineligible and non-reimbursable. Every building is unique and the cost estimates will show PreK-5 and key adjacencies and all spaces to deliver education and guiding principles and it is developed into the conceptual design that is being presented. R.Philip advised that she will be meeting with the Sustainable Design Working Group in the upcoming weeks and some of their items may be added to the guiding principles as well and will continue to evolve through this process. All information taken into consideration for each of the site parcels shows the buildable area for each.</i></p> <p><b>NORTH INTERMEDIATE SCHOOL SITE</b></p> <p><b>Site Existing Conditions</b></p> <ul style="list-style-type: none"> <li>➤ 14-acre site</li> <li>➤ Zoning Setbacks: Front 40’ minimum; Side and Rear 20’ minimum;</li> <li>➤ Max. height 35’ or 2.5 stories</li> <li>➤ Wetlands southwest area of the site – 100-foot buffer zone</li> <li>➤ Elevation: Approx. 10’ grade change</li> <li>➤ Parking: 60 standard parking spaces, no designated handicap spaces</li> <li>➤ Site amenities: Playground (north edge of parking lot), basketball and tennis courts, baseball field</li> <li>➤ Infrastructure: Municipal water and sewer; natural gas</li> <li>➤ Zoning: R-20 Residential</li> </ul> <p>14-acre site in a residential neighborhood;</p> <p>Zoning District is R-20 which dictates setbacks and for this building are 40-feet from Salem Street and along the back and side property lines it would be a setback of 20-feet.</p> <p>These are restrictions that would need to be adhered to in order to place the building on the site. When looking at the existing conditions and constraints of the site, it is to identify the placement of additions or new construction on the site.</p> <p>On the southwest corner of the North Street site, there are wetlands that exist. The wetland areas can be identified on the site plan in the presentation in the blue shaded areas and there is a 100-foot buffer zone surrounding the wetlands. This 100-foot buffer zone surrounding the wetland area is one that should be avoided placing the building within.</p> <p>Also taken into consideration are the other amenities that exist on the site currently, i.e. parking lot of approximately 60 spaces, playground, basketball courts, and baseball field when designing the site circulation around this area which would be either an addition/renovation or new construction in this site. How the building will work, the circulation around the site, and consideration to the amenities that can be provided will need to be considered.</p> <p>The site has a slight elevation change that runs from the southern corner of the property near Salem Street and goes towards the center of the property with approximately a 10-foot elevation and that impacts some of the concepts shown. The buildable area on this site is identified based on these constraints. Any building that is done on this site during the next stage of this process would need to be done as an active site as the North Intermediate School would need to remain operational until the new school building is constructed. These factors would need to be factored into whether or not this building can be constructed on this site. Some of the site amenities could encroach upon the setbacks but the building itself could not. For instance, the parking lot comes right to Ballard Street. From a constructability point of view, it will need to be studied if any of the existing features will need to move or be temporarily relocated during construction. The task at hand is to determine if the school</p>

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		<p>building in its finished condition will fit on this site. The construction logistics details will need to be worked out once the option gets developed.</p> <p><i>Naming Convention for the Options is as follows: Grade Configuration + Alphanumeric code i.e. N1 is New Construction 1.</i></p> <p><b>N1 – New Construction 1</b></p> <p><b>New Construction</b></p> <ul style="list-style-type: none"> <li>➤ Three Stories built on existing fields</li> </ul> <p><b>Construction Phasing</b></p> <ul style="list-style-type: none"> <li>➤ 1A: Construct New Building</li> <li>➤ 1B: Move-in PK-5th Grade</li> <li>➤ 2: Demolish Existing Building</li> <li>➤ 3: Complete Site Work</li> </ul> <p>The first concept shown is a 3-story building in a backwards C-shape and the existing building is represented in the heavy dashed line to the right of the Project Footprint to the right of the diagram.</p> <p>There is a series of driveways, green space and playgrounds and elsewhere on the site at the bottom of the drawing the amenities at the southern end of the site there is a curb cut there where parent vehicles, delivery vehicles and buses would enter the site.</p> <p>Parents would continue straight and then navigate around the loop to where the big red triangle represents the main entry so students would be loaded and unloaded in that loop and the little red triangle represents the dedicated PreK entry and potentially for drive-up services. There are a number of children who receive drive-up services as part of a project like this and then parents would exit the site the same way they came.</p> <p>Buses would enter the same way but then they would veer off to the left and circumnavigate the building. There is some data around how many students in this grade configuration are riding the bus and would circulate and then line up along what is the Northeast side of this concept and again load and unload very close to the front door and then exit out of the site there to the curb that is North up on Ballardvale in terms of other site features the bulk of faculty and staff parking along Salem Street and Ballardvale with what is being called a field is major green space between the building and that parking lot and it happens to be sized such that it would not necessarily be any sort of regulation field. It would be, as is written in the Guiding Principles, sort of the maximum flat green space that could provide in that location playgrounds around the West side of the building.</p> <p>The bits of feedback from the expanded Working Group was to take the bus loop and the emergency vehicle access and slide it even further west so those playgrounds could be inside the traffic circulation rather than across the road. Other kinds of feedback received will be picked up in the next iteration so there are three separate playground zones shown in each of the concepts, one for PreK-K, one for Grades 1 to 2 and one for Grades 3 through 5 and some hardscape outdoor learning. There are some gestures of just general open grass areas that could be part of the playground experience.</p> <p><b>Committee Questions</b></p> <ol style="list-style-type: none"> <li>1. Why had traffic around the school especially with all those play areas, whether students are inside the roadside or outside the road, why not just have the bus traffic go in front of the school and then go out right? <i>From a safety point of view, it is best to separate parent vehicles from buses and not have that traffic co-mingles and the sheer volume of buses, potentially 11 buses, that are planned, the length that would</i></li> </ol>

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		<p><i>be needed in the afternoon for all of those buses to queue up plays a role. To achieve that separation and that queue length is by taking advantage of what we would likely need anyway as an emergency vehicle access road as part of the bus circulation route.</i></p> <ol style="list-style-type: none"><li data-bbox="516 499 1484 636">2. <i>Is there any reason why the entrance is on the south side versus northeast side so clockwise vs. counterclockwise? Yes, particularly for buses but also for parent vehicles the safest loading and low loading circumstance is if the passenger side is facing the building, right facing the sidewalk, so students are not travelling between vehicles to access the sidewalk.</i></li><li data-bbox="516 636 1484 863">3. <i>If one were to move that road out right how does that affect the fire department as far as their needs now that they are further away from the building if there is a fire if they have to drive around back? Dore+Whittier will have conversations with them as the design progresses and the concept moves through its development. Some of the things that are often of concern is what if that exterior wall of the building falls over. The Fire Department wants their vehicles to be a certain distance away from the building so maybe there is a mutually agreeable spot that is agreeable to them that can be found and some fine tuning can be done as it loops around the building.</i></li></ol> <p>The MSBA requires the study of three flavors of all three of these grade configurations, repair, addition/renovation and new construction.</p> <p>This is an all-new construction option, and it happens to be three stories. In terms of the construction phasing, it does not have all the specific logistics worked out. In rough terms, the Town could build the new building on the fields while the existing building is occupied and move everyone in PreK-5 all at once into the new building before demolishing the existing school building and finishing the site work. In a way, it is the second cleanest version of construction phasing that is possible. This is what the site plan looks like with the individual spaces populated on the first floor and done this way for two reasons. The first reason is to share the big picture of how much detail has gone into thinking about the shapes involved and in relation to their adjacencies represented in the overall building diagram. To get there a random shape was not drawn on the site as the inner workings of the plan were key. The second reason is to share the public space represented by orange is the gymnasium and cafeteria is green and teal by the front door is the administration/guidance areas. The concept does express the idea of separating public and private areas where the public things are more in the upper right of the drawing and the more private academic things are in the lower left in fact next, one will see a diagram of this particular concept achieved that has one particular objective really well where the yellow space and the angled front of the building and the yellow space is hallway and the tan space is circulation space. What is not shown in the drawing are the custodial closets, electrical rooms, all the IDF closets. At the end of the day, the project will be paying for square footage and there is a target square footage that all the options will be targeting to be within range of or less. In a drawing like this, the square footage that is represented is larger than what it will be further along in the design process. Testing something that is bigger and then shrinking it down to what is known to be exactly what it is supposed to be, that is typically how it works as far as the angles go. This option was developed first with many of the angles are responding to what is happening with the property line that is close by, so that it is possible to squeak a road around other angles in the Academic Wing, responding to things like one of the ideas that came out of Visioning was these individual grade level teams. But like the geometry, to be expressed in such a way that when a bubble year presents itself, a classroom can be captured from another grade level team to serve as expansion opportunity that one so the angles in the Academic Wing are trying to respond to that rather than have strictly isolated grade level teams. There is a</p>

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		<p>diagram for the addition/renovation concept in process demonstrating more than what is shown.</p> <p><b>Committee Questions</b></p> <ol style="list-style-type: none"><li>1. Paul Melaragni expressed his concern for having 15 feet wide corridors for no good reason. <i>Jason Boone advised that is great feedback and will use it to help make this better with the goal of being as efficient with square footage as possible.</i></li><li>2. Paul Melaragni advised that the square footage should not be built if it is not needed as it all translates to cost.</li><li>3. Susan Inman asked about those being where the extended learning spaces will go. <i>Jason Boone advised that the designated learning spaces are in the jellybean shaped spaces some are breakout spaces outside of classrooms between each of the classroom spaces. There are some areas that could be squeezed out as this option gets developed and this will be done as it further develops.</i></li><li>4. Michael Camoscio asked if the second and third floor classrooms are stacked the same way and if there are stairs in the same locations to get to them for the students, how does that work? <i>Jason Boone advised that there are 4 stairs at the corners of the academic wings and if students are arriving at the front door, the fifth grade is going to the far grade level team on the third floor. and go up the stairs to the third floor where the older kids passing the younger kids. It is never an issue of one grade level student passing through another grade level student area to get to where their destination is as there are always route individual for each and every grade level and team.</i></li><li>5. Susan Inman advised that there was a time when students were not allowed outside of the classroom area without staff accompanying them. With the extended learning spaces, does this additional space outside of classrooms increase the need for additional staff in order to satisfy the students use of these extended learning space? <i>Jason Boone invited Glenn Brand to discuss further. Glenn Brand advised that the two do not have to go hand in hand and there are a couple of things first off in the way that the design of these classrooms can be where there is visibility for students depending on how they are designed, that is number one. Number two, in a lot of circumstances because of the structures of the buildings there may be support services that are coming that are required for children but the students will have to go down the hall somewhere else in the building otherwise those can be brought to the classrooms in closer proximity and allow for greater collaboration. There are multiple uses of these extended learning spaces that really one can often find in modern or contemporary schools now. J. Boone advised that having those spaces at least in his experience has not led to a need for more staff where the architecture allows them to be either passively supervised or be occupied by student service support professionals. One final point on this, as the District, planning for the staff, for this and for whatever facilities are to come here, within the educational program plan previously discussed there will not be additional staff if we do have these extended learning spaces to work with. There will be utilization of the staff in a comparable way to what has been in our buildings right now.</i></li></ol>

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*Naming Convention for the Options is as follows: Grade Configuration + Alphanumeric code i.e. AR1 is Addition/Renovation 1.*

**AR1 – ADDITION/RENOVATION 1**

**Renovated**

- Two stories currently
- Two stories proposed
- Four levels currently
- Three levels proposed
- New elevators and ramps to make fully accessible

**Addition**

- Four stories proposed
- Multiple levels proposed to manage floor to floor heights

**Construction Phasing**

- 1A: 2/3rd of New Addition
- 1B: Move 4th and 5th Grade into Addition
- 2: Demolition of Existing Academic Wing
- 3: 1/3rd of New Addition and Renovate Existing Building to Remain
- 4: Move-in PK-3rd Grade
- 5: Complete Site Work

Still at the North Intermediate School site and the next concept is the Addition/Renovation. The project footprint is not the same shape as the existing building. Again, the big red arrow indicates where the front door is, and the little red arrow indicates a place where PreK entry and drive-up services could occur in terms of the site. This concept operates a little bit differently. Starting with the buses that will enter from Ballardvale up at the northern curb cut, entering the site and circulate through the large staff parking lot and then load and unload along the north edge of the concept right there. The buses would exit out of the site the same way the parent vehicles would enter the southernmost curb cut along Salem Street. The buses would bear a little bit to the right and then go left and would circulate along this western edge of the main body of the concept and then would turn and head back out the way they did before. Unlike in the N1 concept, the level of separation between buses and parent vehicles is even greater in this concept than seen in N1. The queue length for the parents is a little shorter in AR1 compared to what was seen in N1. With three different parking areas, there will be able to be one between the building and the wetlands, the main one in the back on the fields and a third one over by the public side. The parking lot shapes, quantity of parking lots will be more difficult for DPW to do snow removal and it will be something to be strongly considered and planned for with the geometries of the islands. It is desired to make sure that the right number of parking spaces can be reached on the site and the geometry will be nuanced to aid in getting 180 spaces to satisfy what is needed for a PreK-5 enrollment. In these first two concepts, the site diagrams achieve that and some of the ones that will be seen fall short of that in terms of other site amenities. There are some pickleball courts there by the large faculty parking lot to the north and three playgrounds just beyond the emergency vehicle connector between the two parking lots. In this case of AR1, there is more contiguous green space, about the same total green space as seen in N1, but in this case it happens to all be contiguous. It still probably is not large enough for a regulation field of any kind but could be appropriate for something like a series of smaller U8 soccer fields for example multi-purpose environment.

What would one estimate the queuing line for the parent line to be? *J.Boone advised it would have to be measured and cars counted based on what is known about the bus count it's likely that far more students will arrive on bus than in car which is atypical for our projects.*

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		<p>This will continue to be studied so that that when these options are evaluated in a few weeks, the data points will come back relating to queue length is 27 cars and this queue length is 8. Whatever it is, if that's important information, at Woburn Street on average there are 36 cars at pick up. Woburn Street School is only first, second and third grade. One of the things to keep in mind when selecting an option and a site, a traffic study is to help inform us on details like lights need to be added, is a crossing guard needed, different site amenities and features to help with traffic that may be necessary. This is something studied and looked at once a site is selected and see what the increase in students and automobiles is compared to what is currently on the site now.</p> <p>The proposed enrollment here including PreK is going to be around 855. The current enrollment at North Intermediate with Grades 4 and 5 are 250 and 250. With 250 and 250, it would be more than triple, which is why the need for all the additional parking and being carefully thoughtful with how the site circulation in vehicle queuing works. This is not a townwide school, it is a neighborhood school for the North Side to replace the Wildwood School. On the site plan with the first floor inlaid, the area that has the hatch pattern, a diagonal hatch pattern, is the portion of the existing building that is going to remain the core of the building. Everything, except the Academic Wing, that has to do with grade level teams have the ability to not build on top of the existing Academic Wing. In the right-hand margin, this turns out to be a four-story concept. One can imagine trying to convert an Academic Wing to things like the cafeteria or to a library and then not being able to stack three stories. Where it is only a two-story structure currently in this concept it has been chosen to keep the core of the existing building. Part of the existing building, even though it's two stories, has a lot of different intermediate levels, and four different levels. There would need to be resolution to all the accessibility issues associated with the multiple levels and it was important to think through. Some of the consequences in the existing building are an addition adjacent to that has to line up otherwise the end result is essentially a split-level design. Even for the new part of the building, where one new addition is adjacent to another new addition, then stacking those multiple times on top of each other. That is what is happening in this concept and just to clarify, this is not unique. Many buildings, perhaps not all, have other buildings. The Woburn Street School is another example where there are these multi-levels with two steps here, three steps there. At the time that those were built, it was a different era, a different time period from an accessibility standpoint, a whole other host of factors or problems come with that have to be resolved. This concept would be fully accessible and meet the ADA and MAAB codes but there would be a series of ramps and elevators to make all of that work. When evaluating the options, the question will need to be asked is that the right thing or the best thing to do for children particularly of the youngest children even though it is an addition/renovation.</p> <p>This option does reasonably well separating public areas from academic areas and private areas. In terms of the renovated portion, where it is documented multi-levels, there would need to be new elevators and ramps to make it fully accessible. The addition wraps the existing building on three sides and wraps the addition on three sides and even though it is brand new construction to fit everything in this moment on the site, it would be four stories. Even in those four stories of new construction, there would be multiple levels to manage the existing floor to floor heights when it comes to renovating the existing space. Does it get renovated such that windows and doors and everything gets replaced to match and fit in everything? Is air conditioning it all so it appears seamless? If one were to walk into an addition/renovation after it's complete, one would not know that part of it was renovated. Everything would look and appear brand new and would be fully code compliant. In all of those things mentioned, that construction phasing on the previous option was relatively simple, this one is much more complicated. Start by building roughly two-thirds of the</p>



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		<p>addition and cannot build the portion of the existing off the addition that overlaps the existing building. Instead it would be necessary to build part of the new addition first, then knock down the Academic Wing of the existing building after Grades 4 and 5 only move in. Then renovate and add on to that area there, shown in orange, and then move everybody else over and complete the site work. Construction is happening up against the existing building. It is happening in the existing building with students having occupied the addition. The construction phasing and experience during construction is much different for this option than it would be for the previous option.</p> <p><b>Committee Questions</b></p> <ol style="list-style-type: none"> <li>1. Comparing the new build versus this kind of phasing, how much longer is this for to construct? <i>Jason Boone advised that to swing between, you want take that done twice as long could be up to a year and I do think it's important to point out this certainly is the kind of project that can be done while school's in session. The interruption and the challenges that it presents will inevitably be there. It can be done and it can be done safely. There are ways to get there but it's more complicated, it takes more time and there's just a lot more things to think through as opposed to the clean separate build like that discussed earlier with N1.</i></li> </ol>
		<p><b>WOBURN STREET SITE</b></p> <p><b>Existing Conditions</b></p> <ul style="list-style-type: none"> <li>➤ 10-acre site</li> <li>➤ Zoning: R-20 Residential</li> <li>➤ Zoning Setbacks: Front 40' minimum Side and Rear 20' minimum</li> <li>➤ Maximum height: 35' or 2.5 stories</li> <li>➤ Elevation: approx. 15'-25' grade change</li> <li>➤ No known wetlands</li> <li>➤ Parking: 35 standard parking spaces, 2 designated handicap spaces</li> <li>➤ Site amenities: Playground, basketball and tennis courts, athletic fields</li> <li>➤ Infrastructure: Municipal water; on-site-septic system</li> <li>➤ Groundwater Protection District (Zone II Wellhead Protection Area)</li> </ul> <p><b>N2 – New Construction on Woburn Street Site</b></p> <p><b>New Construction</b></p> <ul style="list-style-type: none"> <li>➤ Three Stories built into existing topography</li> <li>➤ Overlaps the existing gymnasium</li> <li>➤ Extensive retaining walls and site regrading</li> </ul> <p><b>Construction Phasing</b></p> <ul style="list-style-type: none"> <li>➤ 1: Demolish existing gymnasium</li> <li>➤ 2: Construct new building</li> <li>➤ 3: Move-in PK-5th grade</li> <li>➤ 4: Demolish remainder of existing building</li> <li>➤ 5: Complete Site Work</li> </ul> <p>Moving on to the Woburn Street site, the existing conditions of the site are that it is a 10-acre property with setbacks that are the same as those set out at North Intermediate. Being that it is also categorized as an R20 residential area, the differences on this site are that there is a Wellhead Protection Area which is that purple kind of swatch demonstrated on the site plan seen on the top North end of the site. It does not impact where the building can be constructed. However, it has to do with what gets infiltrated into the ground. For example, if</p>

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		<p>one was building a car wash on the site, gray water would not be wanted to go into the ground. Being that this is a school and controlling all the discharge that happens from the building, there would be systems in place so this would not impact being able to build on the North end of the site.</p> <p>There are a considerable number of fields on this space, as well as the playground that is in a lower on the west side of the site. One could see that there's a greater elevation change on the south end of the site. There is a 25-foot elevation change from Woburn Street to the West property line and on the North end of the site from High Street down towards the West End of the site about a 15-foot elevation change. This will impact constructability when thinking about retaining walls which already are on this property and navigating the slope and trying to figure out where to place the building as well as constructability. The infrastructure on Woburn Street site has Municipal Water but this is on septic system. The North Intermediate site, that site is the only site, that is both on Municipal Water and Municipal Sewer. That being said, technically, the entire site is buildable but one would have to factor in the grade changes and navigating around the site to see what makes the most sense with the existing building in place.</p> <p>With this concept, a very similar geometry has been taken to what was seen in N1 the new at North and attempted to position this in the widest part of the site, the northernmost part of the site. Even when positioned in that fat part of the site it does overlap the existing building a little bit again where the big red arrow is the front door the little red arrow is PreK entry and drive-up services. The way the site works here, parent vehicles would enter the site and if they K-5 at the South end of the site, one would make a right hand turn towards the front door and would queue up through the parking lot and discharge in that semicircle up near the building and then would exit out the way one came. PreK students would continue down the hill, parents would continue down the hill and use the lower loop to load and unload children to go in the PreK entry and then would circulate back out the way the buses would also enter that southernmost curb cut and then would loop around the building to the north all the way towards the front door and load and unload again at the front door. Again, the passenger side is on the sidewalk side and the students would exit out.</p> <p>Vivian Varbedian asked Jason Boone what would happen to the circulation if you have two children one in the preschool and one in the elementary? How are they circulating? <i>Jason Boone answered it is parent's choice. Operationally, one needs to figure that out. One could say everybody is dropping off at the front door. If one is looking to take advantage of the extra queue link that is afforded by sending some parents down the hill.</i></p> <p>It is important to note there was mention of a retaining wall and it is seen on the plan with a couple of heavy black lines. What was done with the concept is, it took the three-story academic wing and pushed it down one floor. This put the lowest level of the Academic Wing at the bottom of the hill where the front door is essentially. The middle level of the concept is at the same level as Salem Street so that makes it necessary to think about vehicles, children and playgrounds on that lower level. The longest thick black line is an extensive retaining wall where there is a need to regrade the site in order to allow those other site features to take place down at the bottom of the hill when the project gets to construction phasing. It will be discussed what will have to happen with the existing building first in order to execute this concept.</p> <p>Craig Miner asked Jason Boone I assume it's too early to do any fill sorting. <i>Jason Boone advised there would be no reason to do any sort of cut fill analysis. It is something that will be considered in the future as the project follows through these particular phases.</i> In PDP phase, there will be a sense for what there may be going forward as far as costs are concerned as</p>

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		<p>estimates on the options will start coming in. There will not be a full-blown cut fill analysis at this time to be sensitive to that particular variable. For example, when the site analysis was shown with a 15-foot elevation change on this North end of the site and that happens to line up really nicely with modern floor to height construction of around 14 foot 8 inch, give or take. If able to execute that, it would limit the need to do cut fill on that part of the site and the concept is trying to simply regrade what is already here not necessarily import a lot or export a lot. There would not be any sort of formal analysis of that until a single option is chosen.</p> <p>In a perfect world choosing this site, choosing new construction for the site. For the sake of savings, tweaking the shape of the building so it does not overlap the original building, and having a seamless operation of the original building until the new building is open. At about 165,000 square feet, a compact layout as it is, setback requirements to be able to get vehicles around the edges.</p> <p>The other day it was discussed that the site would probably need to put a treatment facility in for the waste because it is on septic. An above ground thing or an inground thing are possible because that could take up square footage that one is not thinking is green space on parking lot. It could very well be on the list of things to discuss with the consultant team and in the next round of iteration based on this feedback.</p> <p>When something like this is built there usually is a large building or if it is above ground or and obviously one does not know yet above or below. If it was above, are the treatment facilities 100 by 100 or 20 x 20? How big is a treatment facility? It basically depends on flows and how big it needs to be. Often one will see a combination of some sort of a control building on top with a lot of chambers below right by for equipment and for handling flow. A lot of it would end up being under a field typically. Most often the treatment facilities are designed to go underground. Does the green at the top of the screen abutting the roadway have to be there for setback requirements or is that something that the whole picture can move up to get away from the building? There are setback requirements and also some existing trees there that serve as a green buffer.</p> <p>This is on that edge and is going to be a three-story tall building and in keeping with some of those trees it could be beneficial to the abutters on that side of the property. It is a balancing game trying to position these concepts on sites if it's critical that there not be overlap with an existing building during construction. On the option for the North Intermediate School, both of the West face of the building, is that cut in to provide lighting and for classrooms? <i>One of the things that came out of Visioning was a lot of classrooms in this project also a lot of student support service spaces and ideally all of those environments would have direct access to daylight and views. What these options are achieving and part of why there is more perimeter than one might expect is so that all of those spaces are daylight.</i></p> <p>It is all new construction and it does overlap the existing gym. The extent of retaining wells because of the topography that exists on the site that would likely be necessary what's in that little box at the at the North end of the existing building is the gym and the locker rooms below and there are a few classrooms down there. To execute this as it is drawn with that part of the existing building that was an addition at one time would have to come down as the first step and so that means that the gym and those storage spaces in those few classroom rooms would either not exist or would need to be replicated with things like modular classrooms during construction. If in fact, we cannot detach the new building from the existing building during construction as it proceeds.</p> <p>Paul Melaragni advised that he cannot see spending money like that. This is going to be a fiscal project for when it goes to Town Meeting and it is going to be a lot of money. If new construction is selected, I cannot see spending money for modulars to be brought in and the</p>

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		<p>shape of the building tweaked to make everything work. It's going to be an easier sell where evaluating options to satisfy the MSBA requirements for this grade configuration with only one new construction option somewhere in town is needed to move forward. Not only does this site have to overlap the existing building challenge, it has the utilities challenge, it has the topography challenge, it has extensive site work. It has got lots of negative marks against it and it may happen that this one is eliminated in the first round of 'shortening the list'. For all the reasons that have been described it is recognized that, if possible, the project does not want modular classrooms. The Town does not want students in the building while is under construction. The same building structure from the North and fit it here and it could have been considered a completely different design where it could take advantage of that green space towards the side of the building which is the lower topography at the bottom of the hill.</p> <p>Dore+Whittier explored a little bit and what was found was that even as a three-story building, it takes up the entirety of the flat area on the lower level which makes it very hard to get vehicles down there. This creates an accessibility issue trying to get people and cars down to that lowest level because now the site is split this way for the entirety. One can try to prepare something more formal that expresses that, but it was found that using that widest part sort of the flattest part of the site that exists was the way to achieve more of the site features that were desired than would be if one puts a building only on the flat part of the site. Another thing, is the solar orientation of the building. Typically for classrooms, the North light and South light and in this configuration, it allows for that if it were to put it parallel to the existing building the classrooms would actually have east and west light. The solar orientation and classroom placement when it has not yet been done but when the addition/renovation version is explored of this for this site bar of the existing building, it is likely to remain. Some part of this addition would likely go on the existing fields much further South than what this diagram would suggest so that would give a sense of what the project school might be and so here is a site with the first floor occupied again. It is three stories with all the public things to the right and all of the sort of private things to the left it does achieve that public private separation.</p>
		<p><b>WILDWOOD EARLY CHILDHOOD CENTER SITE</b></p> <p><b>N.3 New Construction at Wildwood Early Childhood Center</b></p> <p><b>Existing Conditions</b></p> <ul style="list-style-type: none"> <li>➤ 7.5-acre site</li> <li>➤ Zoning: R-20 Residential</li> <li>➤ Zoning Setbacks:</li> <li>➤ Front 40' minimum</li> <li>➤ Side and Rear 20' minimum</li> <li>➤ Maximum height 35' or 2.5 stories</li> <li>➤ Elevation: approx. 15'-25' grade change</li> <li>➤ No known wetlands</li> <li>➤ Parking: 49 standard parking spaces, 6 designated handicap spaces</li> <li>➤ Site amenities: Playground, basketball and tennis courts</li> <li>➤ Infrastructure: Municipal water; on-site septic system</li> <li>➤ Groundwater Protection District (Zone II Wellhead Protection Area)</li> </ul> <p><b>New Construction</b></p> <ul style="list-style-type: none"> <li>➤ Three Stories</li> </ul> <p><b>Construction Phasing</b></p> <ul style="list-style-type: none"> <li>➤ 1: Demolish Existing Building</li> <li>➤ 2: Construct new building and complete site wok</li> <li>➤ 3: Move-in PK-5th Grade</li> </ul>

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		<p>The Wildwood Early Childhood Center site with this one by now but 7.5 acres also R-20 so the setbacks of the 40-foot from the front property line and then 20-feet from the side and rear property lines is still in effect. Infrastructure here is U Municipal Water but there is also a septic system onsite as well as the well Hub protection area on that North end of the site and the wetlands. With the 100- foot wetlands buffer on the North end of the site the buffer just touches the North property line slightly. It would be best to avoid that as the project is in design but this is a much smaller site and trying to fit what would be seen on the 2 larger sites. There will be grade changes from around the center of the site to the highest point at the center of the site. There is a 25-foot elevation changes that go towards the North end of the site to the East End of the site, it is about a 15-foot grade change and then down to the west side of the site it's about 18-foot grade change from the center of the site to the corner of the property lines.</p> <p>The Wildwood Early Childhood Center site is not an occupied site so the entire site is a buildable area. Demolition of existing building or renovate the entire building if desired. The project does not need to worry about working around an occupied building so in this school in this condition, the entire site is considered a buildable area. There are not enough restrictions such as wetlands in the middle of the site or the like that would prohibit from building on the site. A project of this size on this site would need grading and soils to elevate part of the site. Raising part of the site may be necessary as a footprint of this size occupies almost the entirety of the site and amenities like parking and site circulation are compromised as a result. It is all new construction being shown as three stories and it is the cleanest construction phasing as no students are onsite and the project would be able to be completed including the site work or before moving students over.</p> <p>Is there adequate parking on that site for to support this project? <i>No. Not for a project of this size. 60 parking spaces were counted in this particular concept whereas the project is targeting around 180. This fact alone makes this an unattractive solution to try "to stuff all of these potatoes in this really tiny bag."</i></p> <p>It was mentioned the other day that Wildwood Street is a cut through and Wildwood Street could never handle the volume of traffic either way for a site like a school this size. The project continues to explore the PreK-3 version which will be a little smaller on the site and even the PreK-K as new construction which may be a better fit for this site.</p> <p>One of the questions, that is not on the list for today: Is a PreK-5 addition/renovation at this site something that could be part of our due diligence? Once this drawing was made right it was realized that trying to keep part of the existing building actually makes this problem even harder. Whether or not there's value in not exploring that because of what is known from generating this diagram. The project will have to make a determination about what the best parts of it to say how many square feet is, does one have to save to make it addition/renovation like technically there is no square footage requirement. There was a project where there was an auditorium that the District really liked and Dore+Whittier saved the Auditorium and demolished everything else around it while building a whole new building around the Auditorium to qualify as an addition/renovation. It is like that old zoning where one can keep one wall and build a whole new house around what was the cabin while technically qualifying as an addition/renovation. With Wildwood one may look at repurposing the gym as a suggestion. It will be part of the due diligence for the PreK-K. The School Building Committee's feedback about whether or not it makes sense to expend minutes on a PreK-5 addition/renovation at this site.</p> <p><b>Committee Questions</b></p>

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		<p>1. Paul Melaragni advised that PreK-K would be a townwide PreK-K. If there were to be a town what's the population for PreK-K townwide, do you know Dr Brand combined from 850 down to 350 so it can conceivably have a building half to size for PreK-K townwide. Then some benefit for the entire town. <i>Jason Boone advised that unfortunately that is not on the table right now it that's outside the agreed upon enrollments with the MSBA. The PreK-K agreed upon enrollment is 130 students and it only serves the north side of Town. Exploring an option that is sized for all PreK children Districtwide is not currently something the District and/or the Project is allowed to explore with the MSBA in any way. MSBA would allow us to explore that option if the District exited the program first. The reason it can be so definitive right now with that is in Spring/Summer 2023, the Town and the District went through a process with the MSBA asking those kinds of questions. We understand that the District agreed to these three enrollments and are there other things that can be explored and their response was yes if the District exit the program first. Nobody wanted to do that, so the Project is staying within the confines of what the MSBA has prescribed. Dore+Whittier's been tasked with only designing to serve the enrollments that are in front of us. Designing something that could be expanded to do something completely different in the future, is outside the project scope.</i></p> <p>The interior layout of this is three stories. The site is so compact unlike the other three options that this concept is unable to achieve separation of public and private spaces. In order to provide the right kind of access to the gym, access to art rooms and the classrooms essentially circumnavigate those core spaces. This would fall short of achieving that idea of separating public spaces and classroom spaces outside of having to look at an addition/renovation.</p> <p><b>SUMMARY</b></p> <p>Dore+Whittier is trying to put all three grade configurations on all three sites under consideration. PreK-5 was the biggest grade configuration and this was the smallest site. Looking at the site for the smaller configurations makes sense as this is the only thing for PreK-5. The due diligence shows how much the building takes up on the site and all the check boxes it does and does not meet potentially. Attempting to put PreK-3 on this site because it's a little bit smaller.</p> <p>Is a Community member going to ask to see that exploration at some point in the future? For the Dore+Whittier team, if a new construction is this size for PreK-5 then it is likely that an addition/renovation for PreK-5 may occupy more site, even more than this due to the constraints of having to work with the existing building and so therefore it might not make sense to explore that scenario. However, a new PreK-3 there is no disposition about that yet and Dore+Whittier doesn't think it would be required by the MSBA but it might be something worth doing for due diligence. Would it be any smaller or would it just be taking off that top floor? It would be a little smaller, two grades would be disappearing and the gym changes size which would be a gamechanger for this particular site. If one remembers programmatically, the PreK-5 has the 12,000 square foot gymnasium, the high school sized gym, but the PreK K has a much more modest multi-purpose space. That could really make a big difference for the PreK-3.</p> <p>Having explored PreK-5 with 4 of the 18 potential conceptual design options, the conclusion arrived at is that the North Intermediate School site checks the most boxes so far. Dore+Whittier will be looking at the PreK-3 and PreK-K conceptual design options at next week's meeting on January 25, 2024. The intent will be to have several options on the table to choose from the different flavors for the different configurations and estimates provided by</p>

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		<p>A.M. Fogarty in preparation for the Preliminary Design Program submission. The different price points for each option will be integral to evaluating these options.</p> <p>One of the next steps that will follow is evaluating all of these options using a matrix similar to that provided in the Powerpoint. Dore+Whittier will work to put together on the left side the different site criteria, building criteria, educational criteria, and each of those criteria will look at each option and the School Building Committee will rank the design options based on how well the option meets or does not meet the needs. The numbers will sum up it will help in the evaluation of the options and ranking which one meets all of the goals or the most goals, and which are the more favorable or are the least favorable.</p> <p>From this process it will help to prioritize certain options to move forward, certain ones are seen as less desirable and those that further study is not needed. This would prepare for the Project's recommendation to the MSBA as it has been mentioned in the meeting the project will need to move forward with one PreK-K, one PreK-3, and one PreK-5. There will need to be addition/renovations options and some new construction. Base repair option at each site will also be reviewed to help with a baseline to start with from relating to cost. For example, if a PreK-K option is pursued there is going to be a cost for that but down the road there will have the Grades 1 through 3 and Grades 4 to 5 and those buildings at the end of the day will still need some work at some point. The Committee will have some numbers to evaluate a PreK-5 option versus a PreK-K versus a PreK-3 and then those will have addition and addition/renovation and new options to compare the criteria and variables. Dore+Whittier will start to introduce the evaluation criteria to start thinking about the next steps and proceeding forward.</p> <p>All of the Conceptual Design Options will be presented in the Preliminary Design Program and priced and then of those Options, there will be further development and a Preferred Schematic Design Option will be furthest developed that fits the most criteria for the Town, its staff and its youngest learners. This Conceptual Option will be presented with the Preferred Schematic Report and it will be that one final option and submitted to the MSBA.</p>
		<p>The first step are those highlighted in yellow those are the ones that were reviewed today and on the January 25th we're going to do the same thing with PreK-3 and PreK-K so by the time the School Building Committee concludes that meeting one will be able to use this type sample criteria area to kind of go through and cull through and see what is a non-starter and not to waste any more effort on putting a PreK-5 on the Wildwood site because #1 one cannot get the parking #2 there's no place for the kids to play outside so it's a non-starter, etc. Then reviewing each option against the criteria and continue to go through, this will be presented in the PDP submission to the MSBA which is the preliminary design phase submission. We will be assembling the information in mid-March and submitting it at the end of April to the MSBA. From there that information will be taken and proceed further to develop the Design Options for the PSR phase, the Preliminary Schematic Report, and that's where the options are narrowed down further and from there a presentation to Town Meeting and go to Town Ballot Vote. Town Ballot Vote would be a year from May (May 2025) so there are 15 months from now until then when the need to decide on what project is going to be pursued and move forward. It seems a long way off but it will be here in the blink of an eye. Standing before the Town explaining to everyone why Wilmington needs this project and leading up to that there will be numerous Community Forums to provide the information to the Wilmington community and get their feedback.</p> <p>At the bottom of this Matrix is the Town Hall site. That was first identified as a potential for this project, and it was in response to what if the planned school doesn't fit anywhere else. So far, Dore+Whittier's team has not explored anything on the Town Hall site and now that there is at</p>

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		<p>least one site where Dore+Whittier are confident that a new PreK-5 could fit as the largest potential site. Is there interest in continuing to explore the Town Hall site for one or more of these grade configurations or is it the disposition of this group that because there is a site where the PreK-5 fits on one of the three existing sites and there is no need to look at Town Hall?</p> <p>The accessibility of the street just getting there in the morning and that the idea of that amount of traffic coming down that street. Kevin Cairra mentioned that it was Article 97 land.</p> <p>A portion of the site could fall under Article 97 which would require going to the legislature to have approval to use the site and/or to change the use of this property right and possibly entail going through a lot of hoops. There are some other uses that people have been discussing around town for that site. If one had to go to the legislature to get change for that property how long does that usually take? Is that a year process? Is that a two-year process? Year waiting periods could change the whole scope of the job. It's a month's long process. Typically whatever land taken under Article 97 would have to be replicated someplace else in Town. This was done similarly with the high school as the Town was rid of the pedway at the while would go into a Federal Street and some other spots to make up for that land that was that was the riverfront land with the building of the field. It is feasible one just has to factor it in into the schedule and when one would need to go to and then finding land to replace it, which could be the schools Wilmington is tearing down in order to utilize that site. Julie Leduc asked Susan Inman am I wrong the select board formed a subcommittee to explore reuse of that site? <i>Susan Inman advised that the Select Board had talked about a subcommittee in terms of repurposing of any of the sites that are being left behind after the new construction i.e. senior center and that kind of thing was to establish a committee about reuse but I do not think it's been done yet I can confirm that for next meeting though I'm not sure what's the size of that site. The numbers off the top of my head are larger than any of the other sites are that are being considered so larger than North as well.</i></p> <p>The next step is to learn if the School Building Committee would prefer to have just the 3 school sites and add the Town Hall site for due diligence and consideration with all of the other scenarios. There have been concerns raised about just how traffic could be envisioned going down Glen Road to access the Town Hall. Jason Boone asked the School Building Committee if there is an appetite of the Committee to perform due diligence for the Town Hall site as an alternative should the desired Preferred Option not fit on the other 3 school sites, North Intermediate, Woburn Street and Wildwood Early Childhood Center sites, as it is larger than North Intermediate. School Building Committee decided it was worthwhile to perform the same level of due diligence on the Town Hall site as it did on the 3 school sites prescribed by MSBA. Sewer is on Main Street as is Gas. If questions come from the Wilmington community about exploring the Town Hall as an option for potential site, the due diligence will have been performed.</p>
9.5	Record	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>January 25, 2024 School Building Committee Dore+Whittier will cover the remaining Conceptual Design Options for consideration.</li> </ul>
9.6	Record	<p><b>Matrix of Options to Consider / Under Development</b></p> <ul style="list-style-type: none"> <li>Dore+Whittier Architects have been pursuing due diligence on the North Intermediate School, Woburn Street School and the Wildwood Early Childhood Center School sites as prescribed by the MSBA. As part of this due diligence, it was asked of the School Building Committee if the Town Hall site should be reviewed for consideration</li> </ul>



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		as an alternate should the 3 options currently being studied not provide what Wilmington needs in the Wildwood School.
9.7	Record	<b>Schedule Update</b> <ul style="list-style-type: none"> <li>Preparation for January 25, 2024 School Building Committee Meeting and Community Forum No. 2</li> <li>Revisiting Peer School Tours of the Tewksbury Elementary School in February 2024</li> </ul>
9.8	Record	<b>SBC Public Relations Working Group Update</b> <ul style="list-style-type: none"> <li>SBC Co-Chair Vivian Varbedian with the Public Relations Working Group aka Communications Working Group for the School Building Committee with the assistance of Julie Leduc and Dennis Kelley have circulated posters throughout the Wilmington Schools advertising the latest updates regarding the Wildwood Project and the upcoming Community Forum on February 1, 2024. Seeking more participants and partnering with the PAWS group. Encourage attendance of the Community Forum on February 1, 2024.</li> </ul>
9.9	Record	<b>Committee Questions</b> None.
9.10	Record	<b>Discussion/Correspondence/New Items</b> <ul style="list-style-type: none"> <li>Peer School Tours will be rescheduled for Tewksbury;</li> <li>Sustainable Working Group Meeting;</li> <li>Undaunted K-12 Meeting with Julie Leduc and Rani Philip regarding PPA and Inflation Protection Act</li> </ul>
9.11	Record	<b>Public Comments</b> None.
9.12	Record	<b>Next Meeting: January 25, 2023 from 6:00 PM to 9:00 PM</b> <i>Virtual Meeting via Zoom – Remote Participation</i>
9.13		<b>Adjourn</b> Motion to adjourn by Paul Melaragni and seconded by Vivian Varbedian. Voted upon and passed unanimously.  <b>Roll call present:</b> Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.

Attachments: Warrant No. 7, Wilmington Wildwood ECC Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

## PROJECT MEETING SIGN-IN SHEET

Project: Wildwood Early Childhood Center  
 Prepared by: Julie Leduc  
 Re: School Building Committee Meeting  
 Location: Wilmington High School Large Group Instruction Room  
 Distribution: Attendees, (MF)

Project No.: 22127.00  
 Meeting Date: 1/10/2024  
 Time: 6:00pm  
 Meeting No: 9

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
	Diane Allan	gdallan@comcast.net	Permanent Building Committee Member
	John Holloway	j.hollowayjr@verizon.net	Permanent Building Committee Member
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	Kevin A. Caira	kevincaira57@gmail.com	Board of Selectmen
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	Stacey Scott	stacey.scott@wpsk12.com	Principal, Woburn Street School
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	David Ragsdale	david.ragsdale@wpsk12.com	School Committee Chair
	Marianne Gallezzo	mgallezzo@wilmingtonma.gov	Finance Committee
	Michael A. Camoscio	Michael.Camoscio@stvinc.com	Community Member and Parent
	Craig Miner	cmminer76@hotmail.com	Community Member and Parent
	Vivian Varbedian	v.varbedian@gmail.com	Community Member and Parent
	Maggie Lopes	maggietlopes@gmail.com	Community Member and Parent
	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
	Lee P. Dore	lpdore@doreandwhittier.com	Dore+Whittier Architects
	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
	Sarah Traniello	straniello@smma.com	SMMA
	Dennis Keller		

## Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	1/10/2024
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Wilmington High School Large Group Instruction Room	Meeting No.:	9
Distribution:	School Building Committee (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
  - Warrant No. 7
4. Review Preliminary Design Options
5. Next Steps
6. Schedule Update
7. SBC Public Relations Working Group Update
8. Discussion/Correspondence/New Items
9. Committee Questions
10. Public Comments
11. Next Meeting: Thursday, January 25, 2024
12. Adjourn

*The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.*

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1000 Massachusetts Avenue  
Cambridge, MA 02138  
617.547.5400

[www.smma.com](http://www.smma.com)

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WILMINGTON PUBLIC SCHOOLS

# Wildwood Early Childhood Center Project

## School Building Committee Meeting #6

January 10, 2024



**SMMA** **dw**  
DORE | WHITTIER

Massachusetts School Building Authority



# Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Review Preliminary Design Options
- Next Steps
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Thursday, January 25<sup>th</sup>
- Adjourn

Preliminary  
Design  
Options



## Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3 <sup>rd</sup>	PreK-5th
Wildwood ECC	<ul style="list-style-type: none"> <li>• Repair</li> <li>• Add/Reno</li> <li>• New</li> </ul>	<ul style="list-style-type: none"> <li>• Add/Reno</li> <li>• New</li> </ul>	<ul style="list-style-type: none"> <li>• Add/Reno</li> <li>• New</li> </ul>
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## Matrix of Options to Consider / Under Development

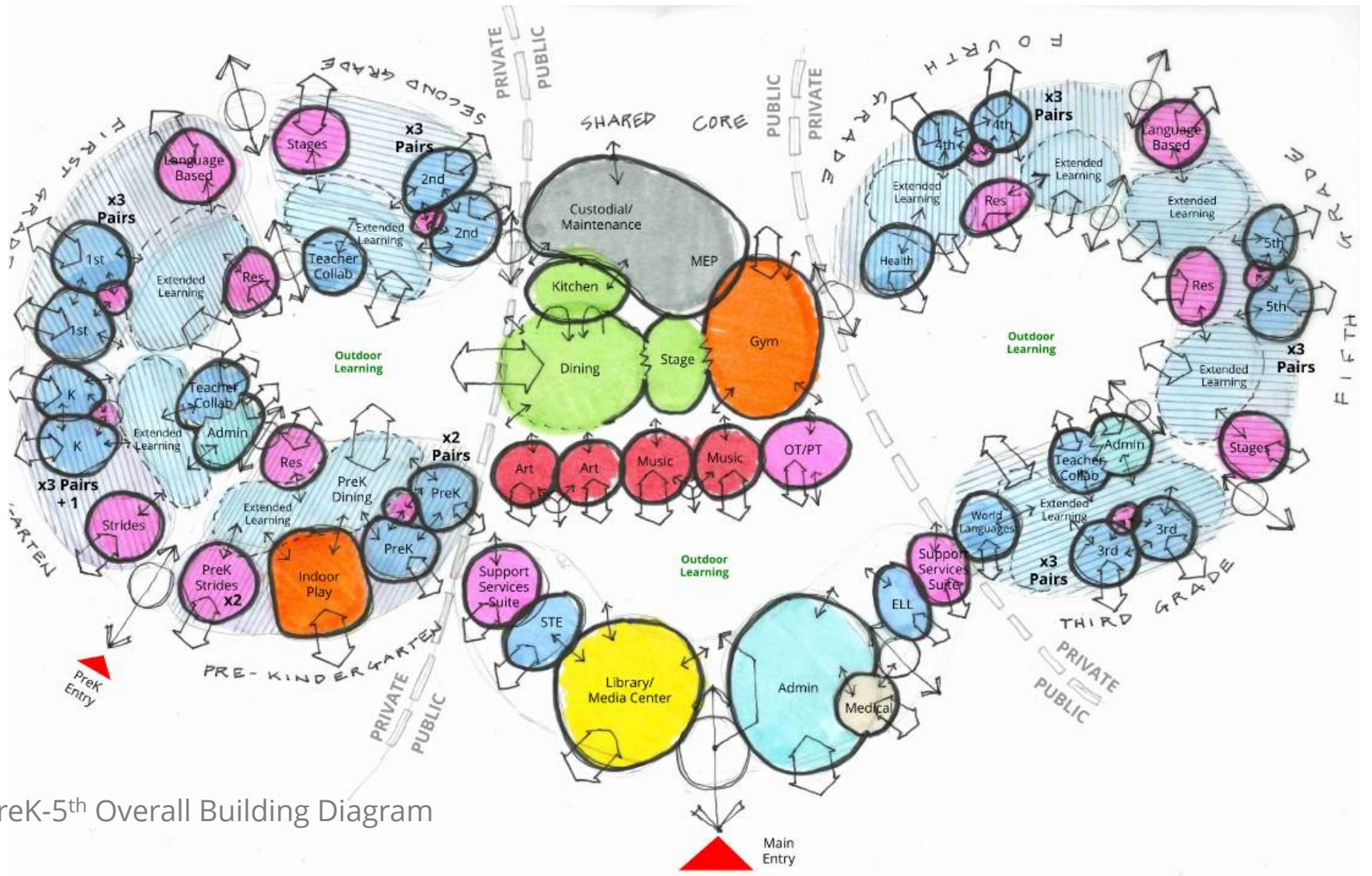
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**Can we accomplish our goals?**

**Does it fit?**

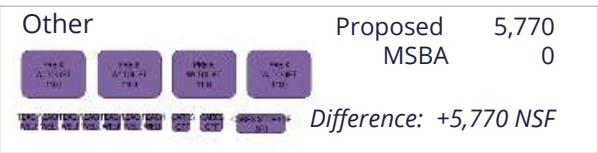
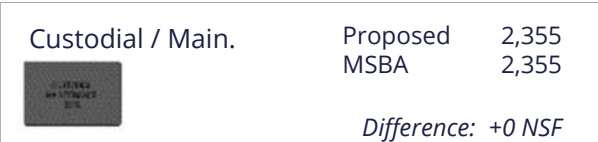
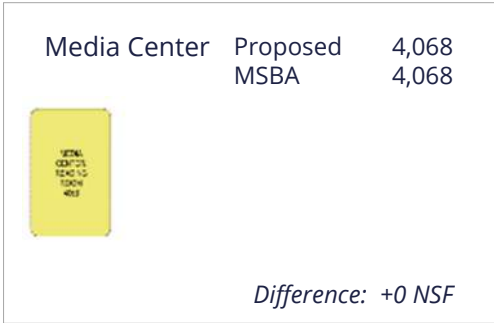
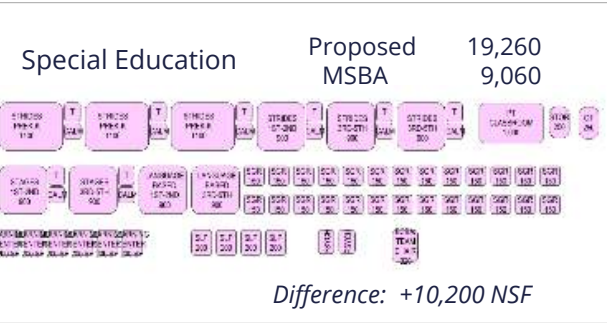
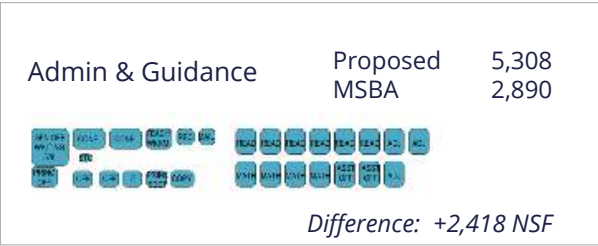
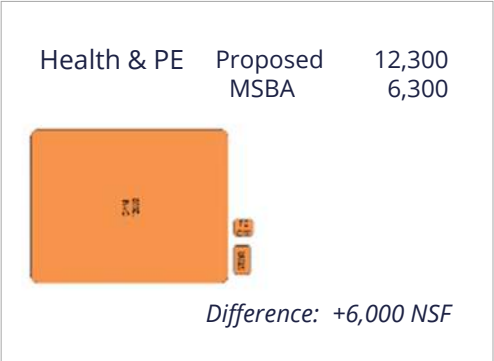
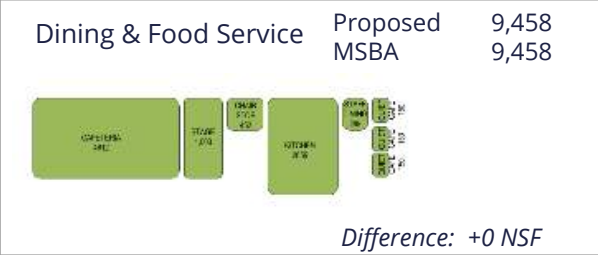
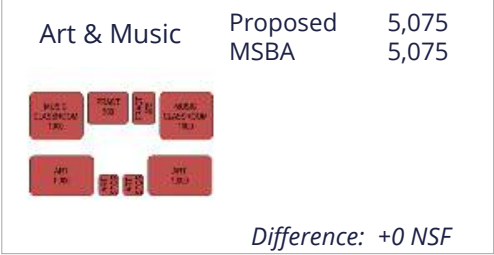
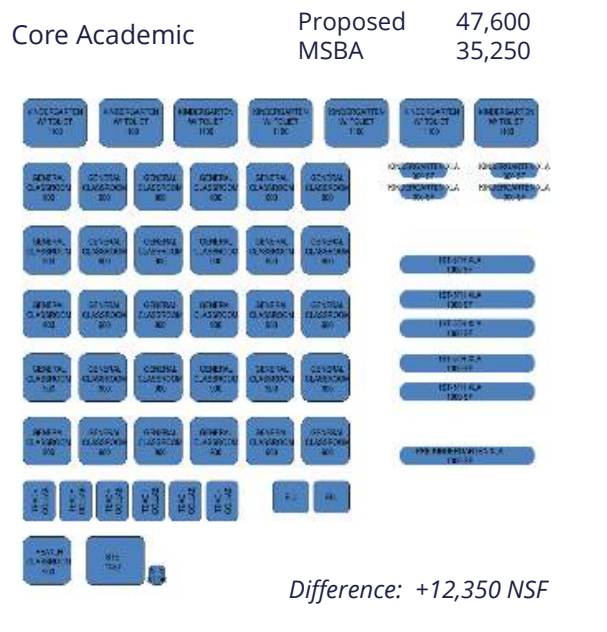
**How could it be better?**



PreK-5<sup>th</sup> Overall Building Diagram

**PreK – 5<sup>th</sup> (755 Students + PreK)**

**Total Building Gross Square Footage: 167,855**



**Total MSBA Guidelines: 109,475 GSF\*      Difference: +58,380 GSF\***

## Wilmington Elementary School Building Project

# Guiding Principles for Design – DRAFT

updated 12/13/23

- Education methodologies will change over the life span of the building. The project should be designed flexible enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2<sup>nd</sup> grade and 3<sup>rd</sup> grade to 5<sup>th</sup> grade with shared core spaces in between
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences

## Wilmington Elementary School Building Project

# Guiding Principles for Design – DRAFT,

updated 12/13/23

- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms.
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety.
- Cafeteria should be designed to maximize site lines and minimize adult supervision.
- Create a new Science, Technology, Engineering, and Mathematics program and support it with purpose-built and dedicated instructional space.
- Prioritize durability and ease of maintenance for materials and systems over lowest first cost.
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.
- Maximize open green space in addition to playgrounds on site.
- Maximize queue length in site circulation design.
- Balance location of administrators with building security needs.



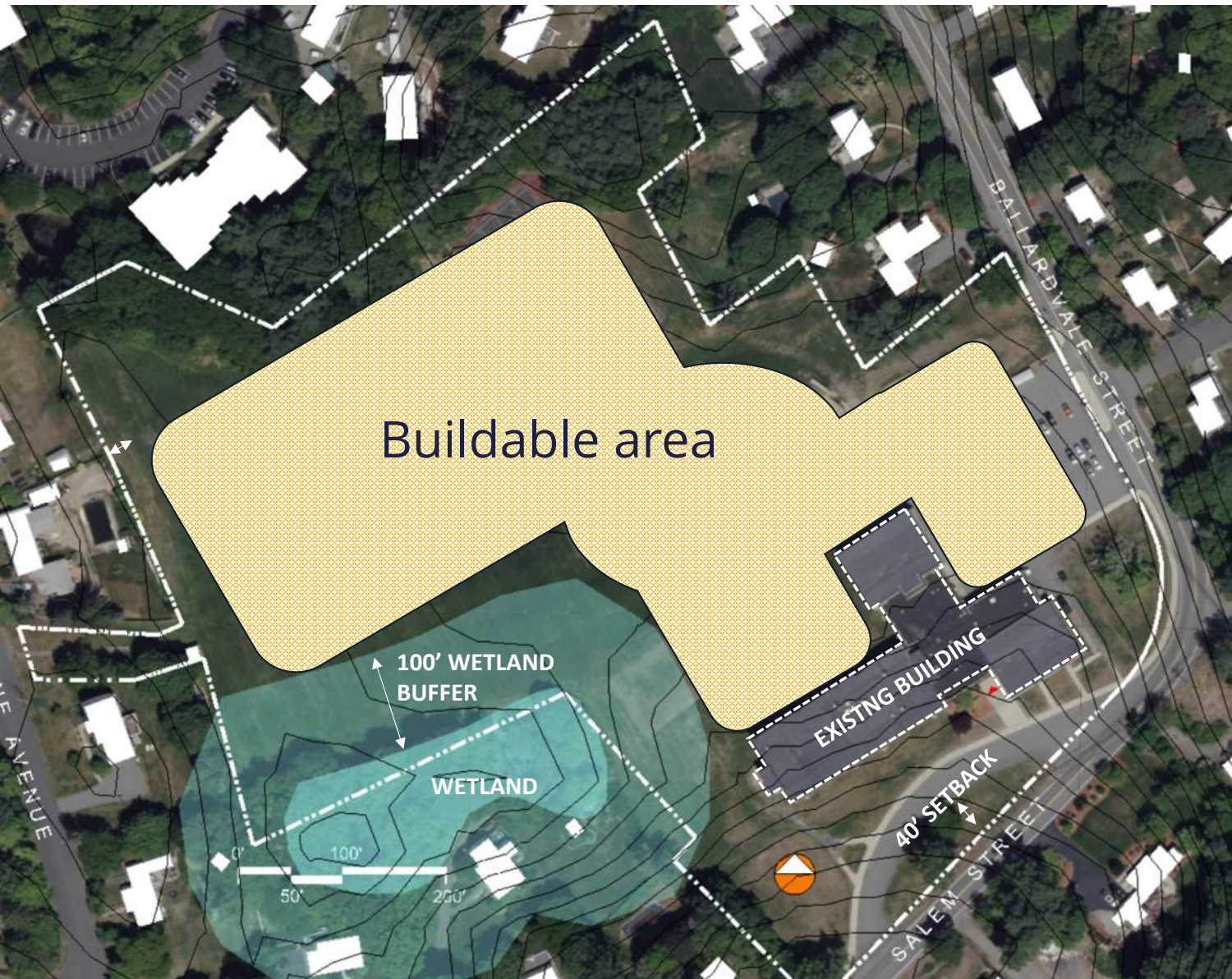
### North Intermediate Site Existing Conditions

- 14-acre site
- Zoning Setbacks:  
Front 40' minimum  
Side and Rear 20' minimum  
Max. height 35' or 2.5 stories
- Wetlands southwest area of the site – 100-foot buffer zone
- Elevation: Approx. 10' grade change
- Parking: 60 standard parking spaces, no designated handicap spaces
- Site amenities:  
Playground (north edge of parking lot), basketball and tennis courts, baseball field
- Infrastructure: Municipal water and sewer; natural gas
- Zoning: R-20 Residential



**North Intermediate Site  
Existing Conditions**

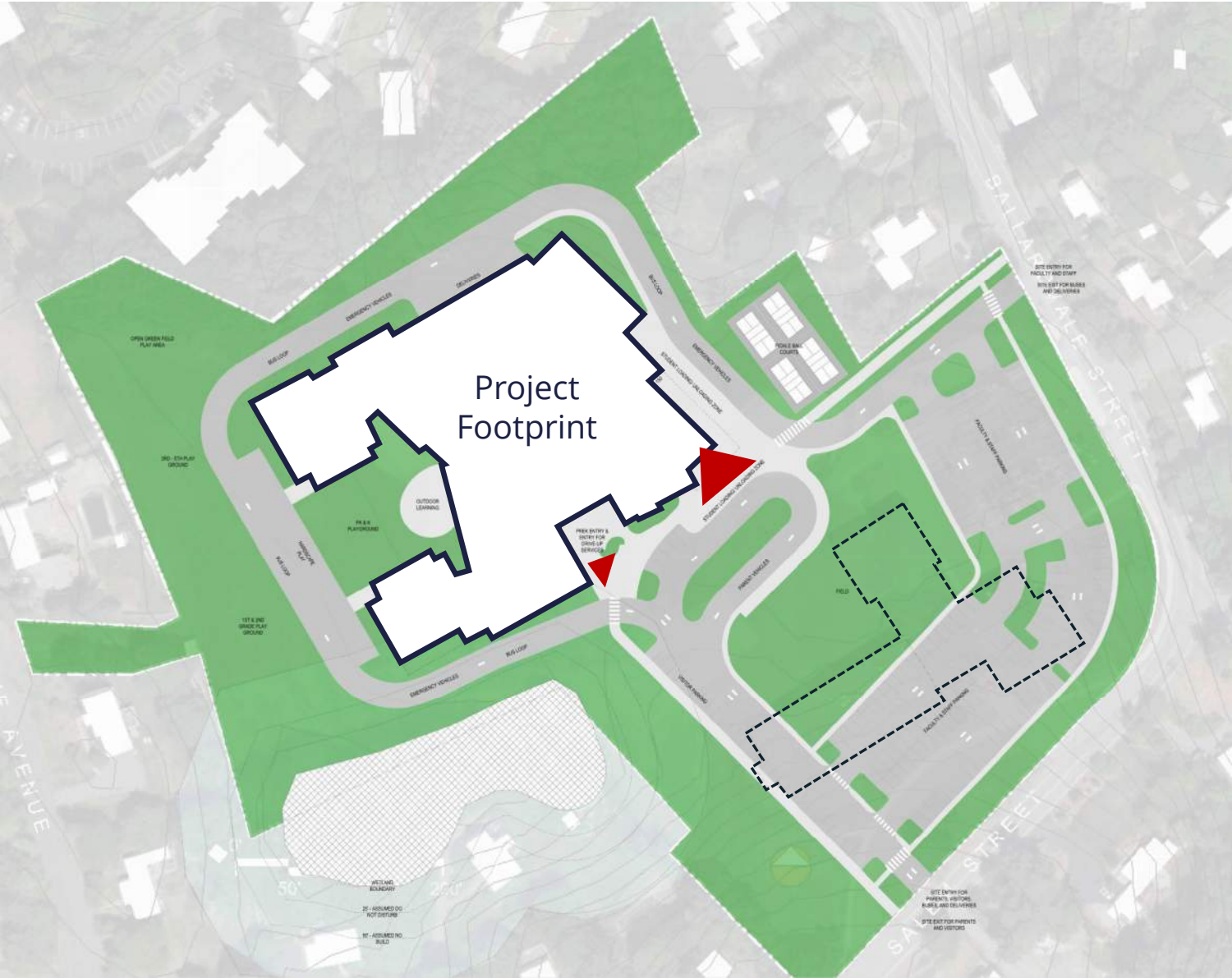
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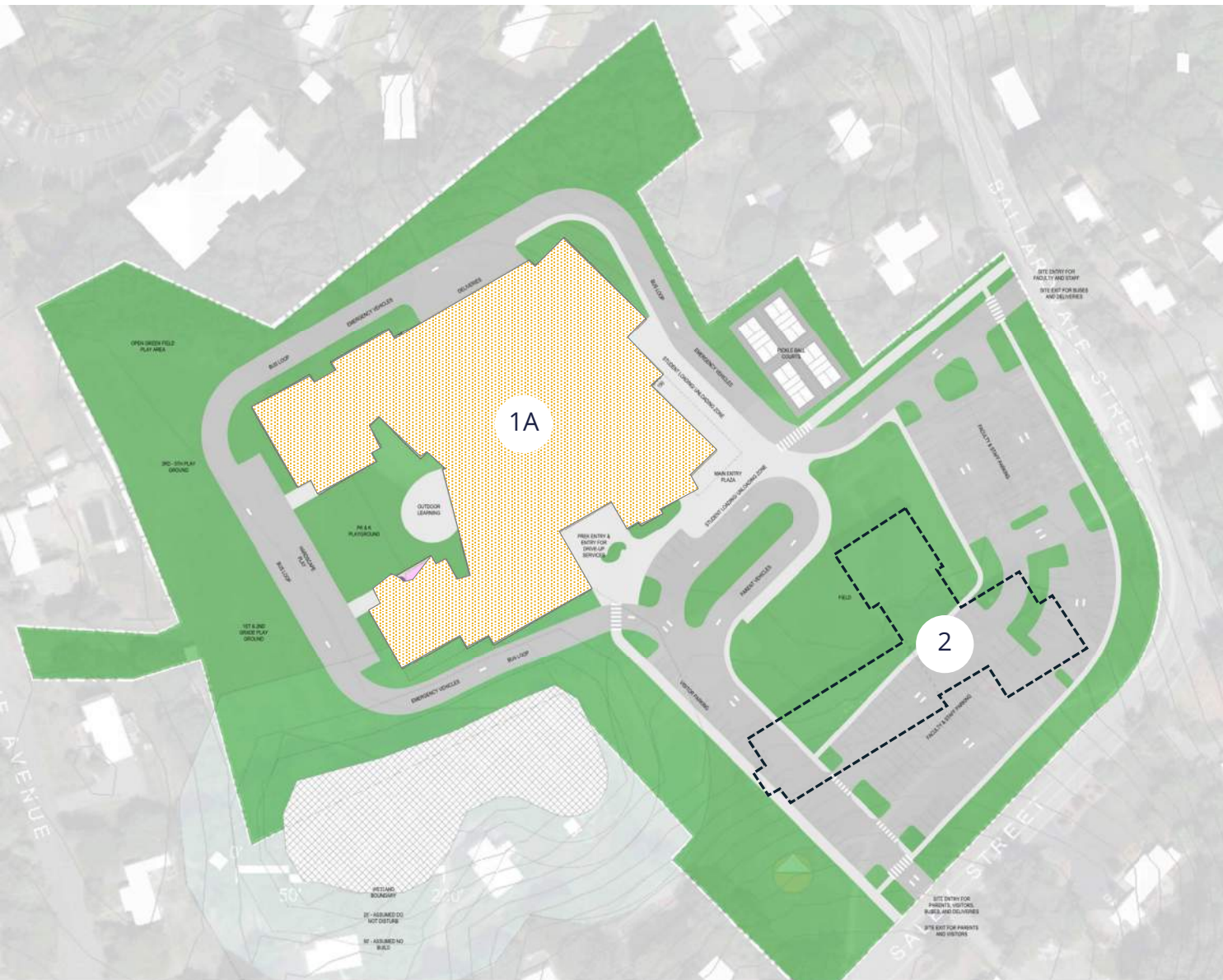
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- PROGRAMMING LEGEND
- CORE ACADEMIC
  - SPECIAL EDUCATION
  - ART & MUSIC
  - VOCATIONS & TECHNOLOGY
  - HEALTH & PHYSICAL EDUCATION
  - MEDIA CENTER
  - DINING & FOOD SERVICE
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## Construction Phasing

- 1A: Construct new building
- 1B: Move-in PK-5<sup>th</sup> Grade
- 2: Demolish Existing Building
- 3: Complete Site Work



- PROGRAMMING LEGEND
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Third Floor

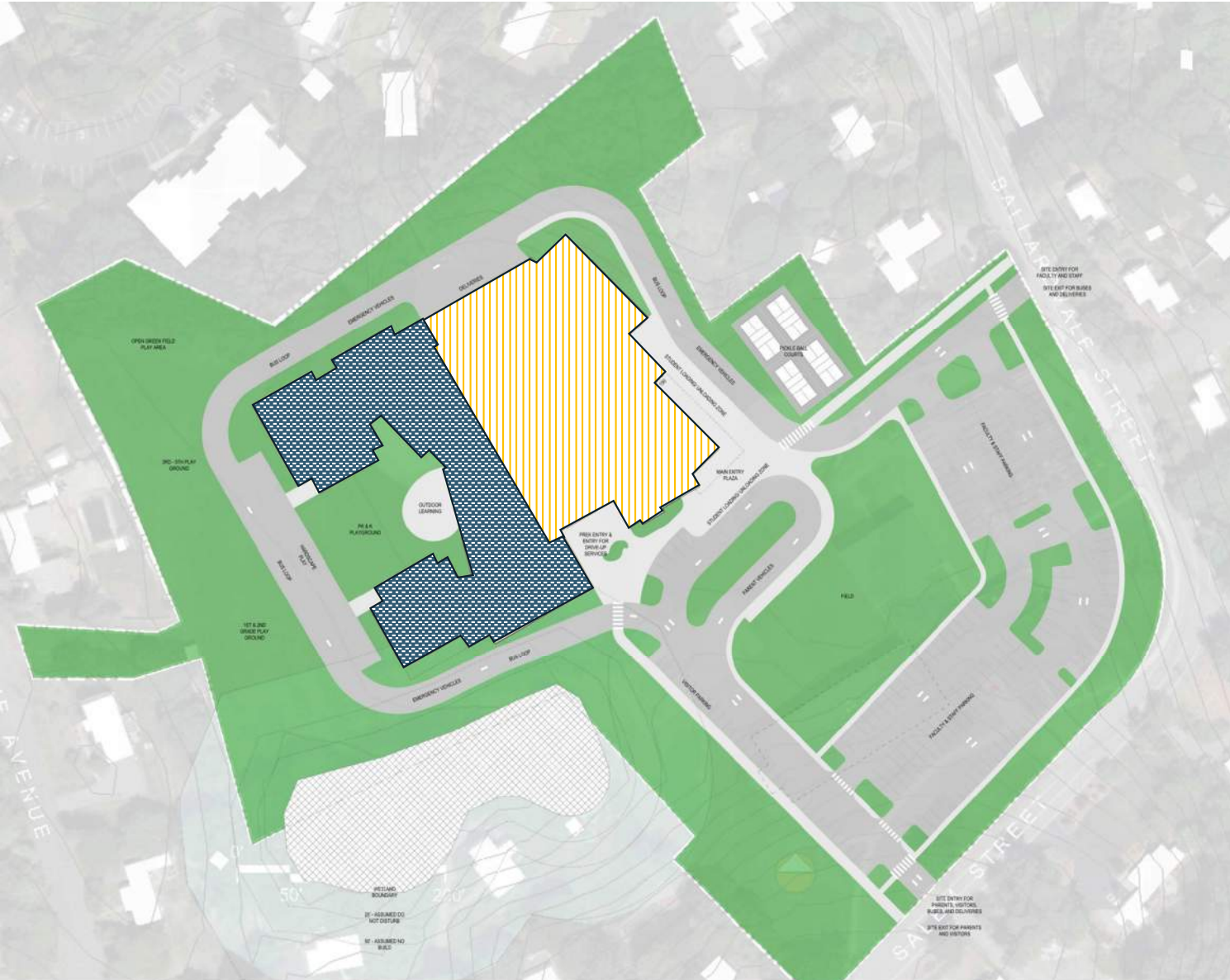


Second Floor



First Floor

N.1 New Construction @ North Intermediate Site



## Overall Building Organization

-  Public Elements
-  Private Elements

- PROGRAMMING LEGEND
-  CORE ACADEMIC
  -  SPECIAL EDUCATION
  -  ART & MUSIC
  -  VOCATIONS & TECHNOLOGY
  -  HEALTH & PHYSICAL EDUCATION
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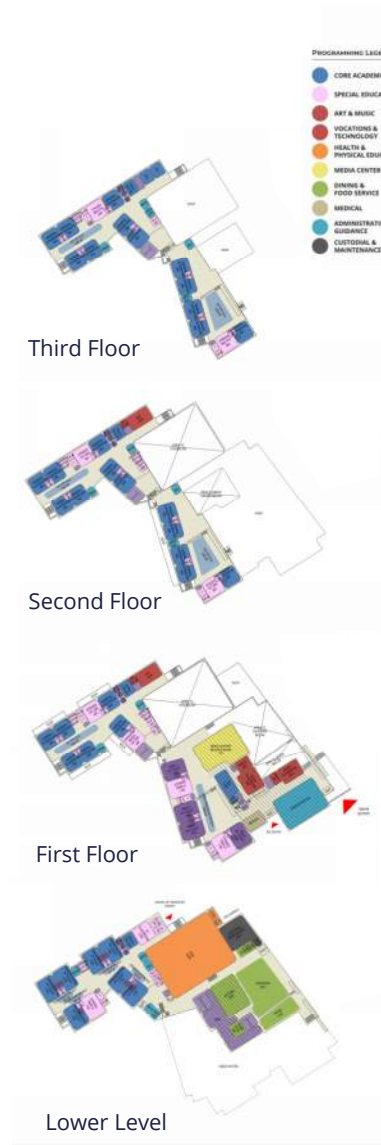
PROGRAMMING LEGEND

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AR.1 Add/ Reno @ North Intermediate Site

Site Plan

PK-5th

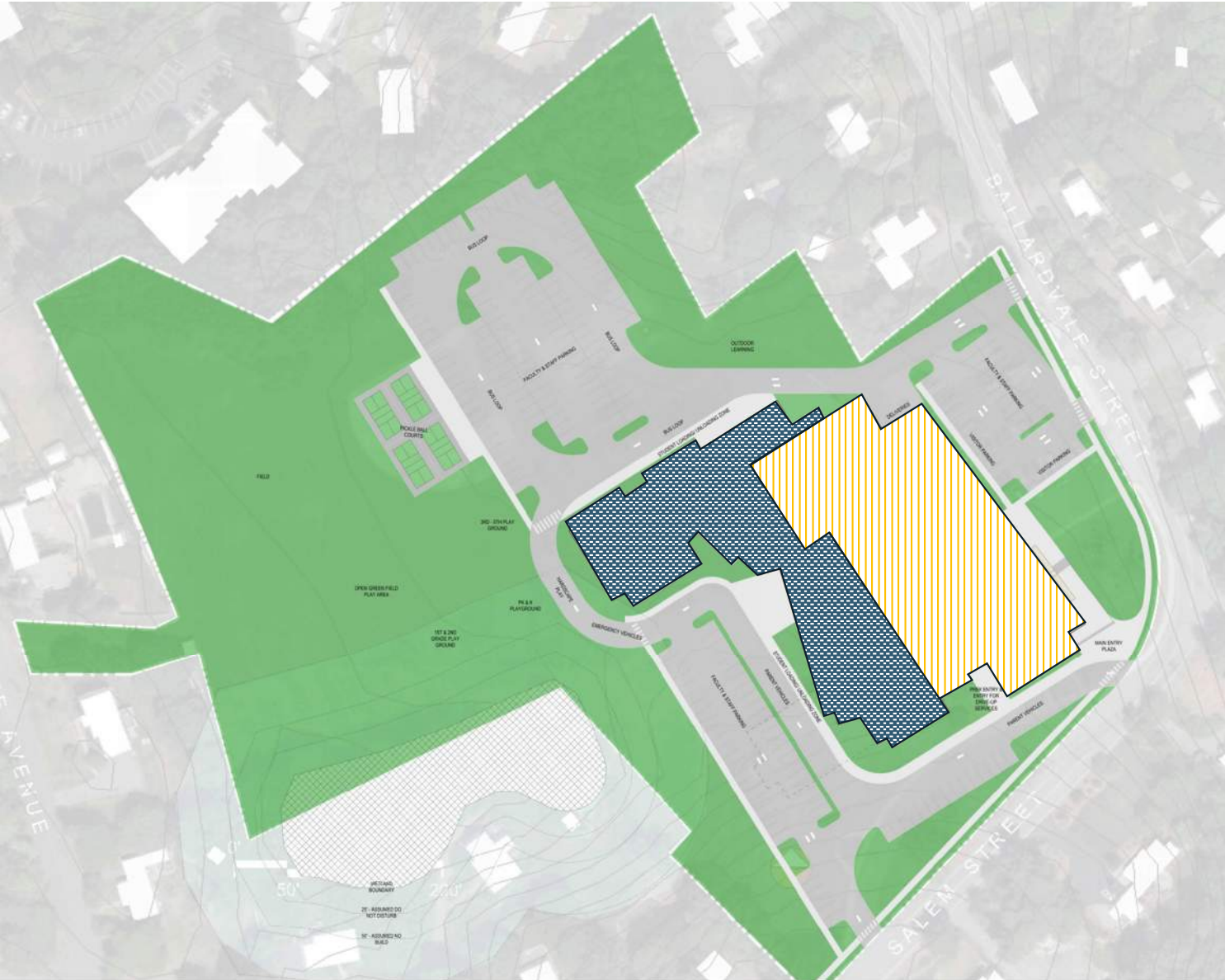


Third Floor

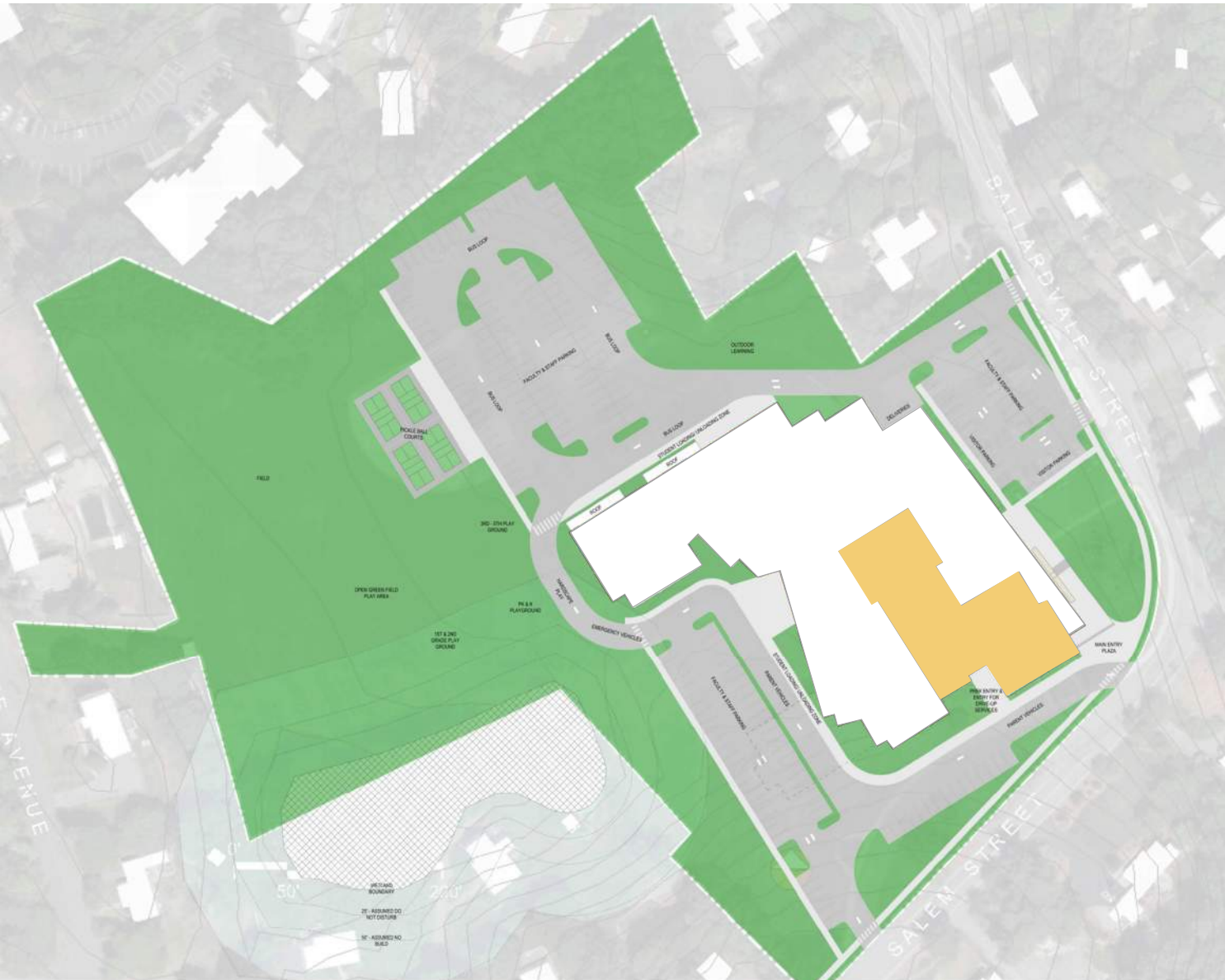
Second Floor

First Floor

Lower Level

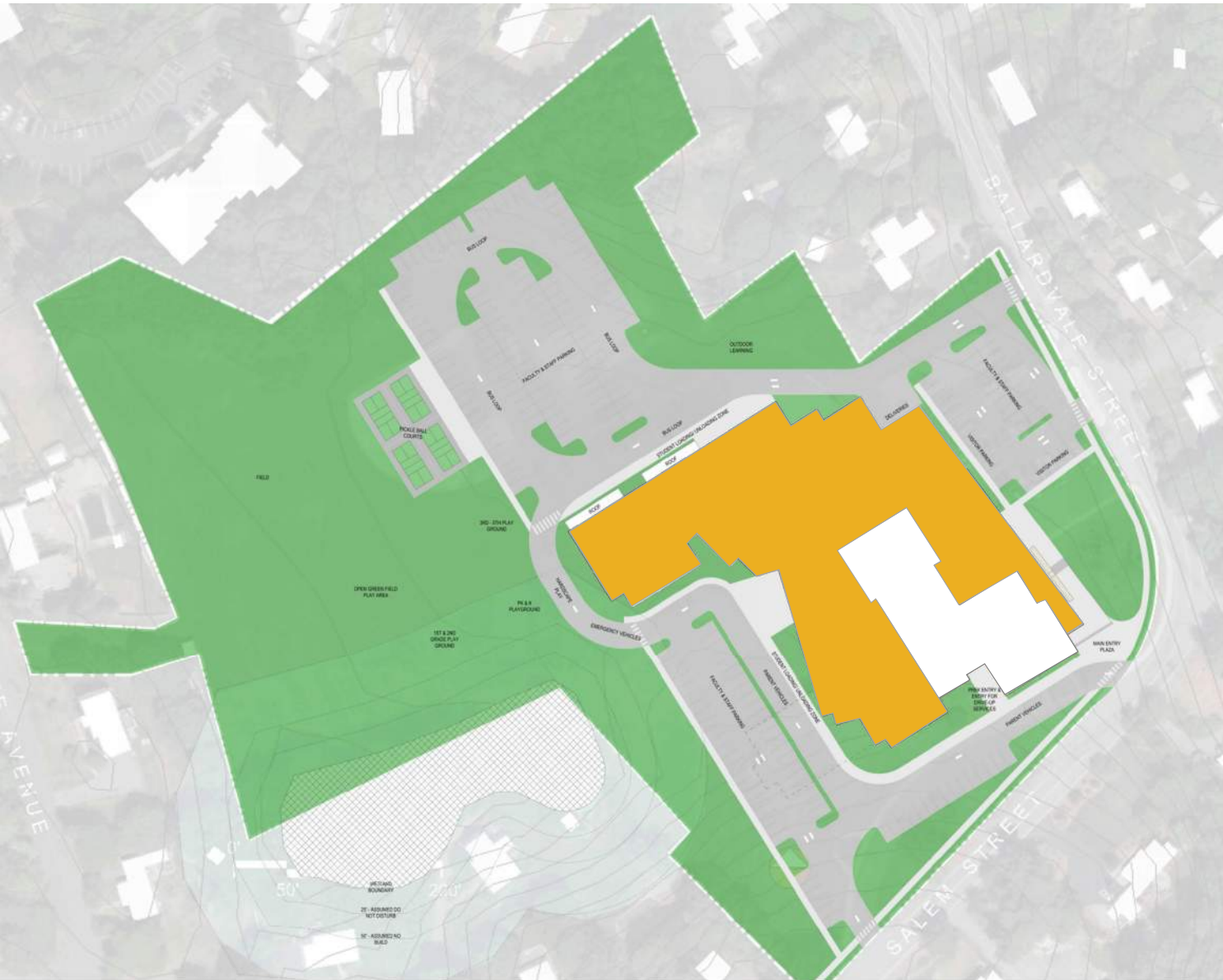






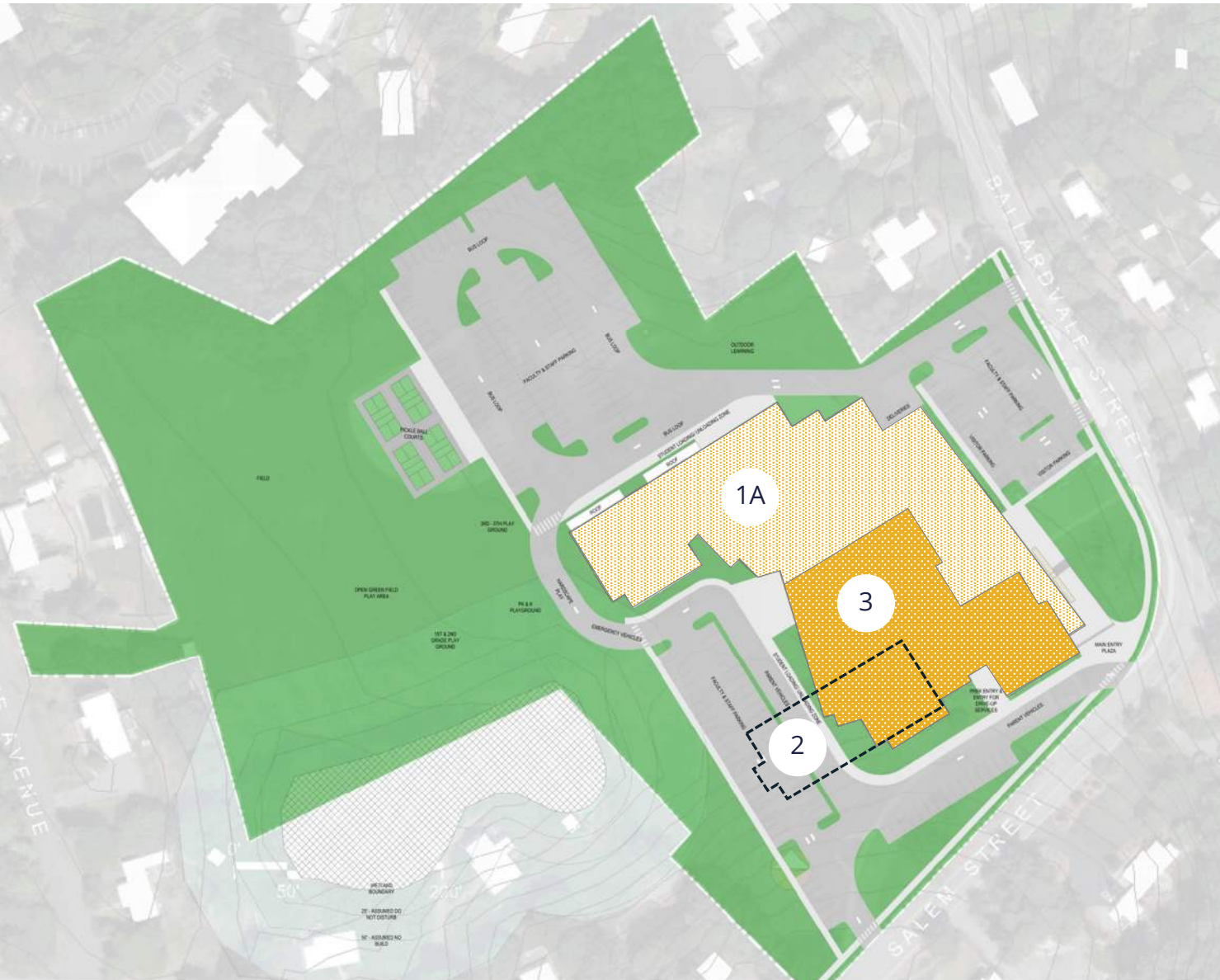
## Renovated

- Two stories currently
- Two stories proposed
- Four levels currently
- Three levels proposed
- New elevators and ramps to make fully accessible



## Addition

- Four stories proposed
- Multiple levels proposed to manage floor to floor heights



## Construction Phasing

- 1A: 2/3<sup>rd</sup> of New Addition
- 1B: Move 4<sup>th</sup> and 5<sup>th</sup> Grade into Addition
- 2: Demolition of Existing Academic Wing
- 3: 1/3<sup>rd</sup> of New Addition and Renovate Existing Building to Remain
- 4: Move-in PK-3<sup>rd</sup> Grade
- 5: Complete Site Work





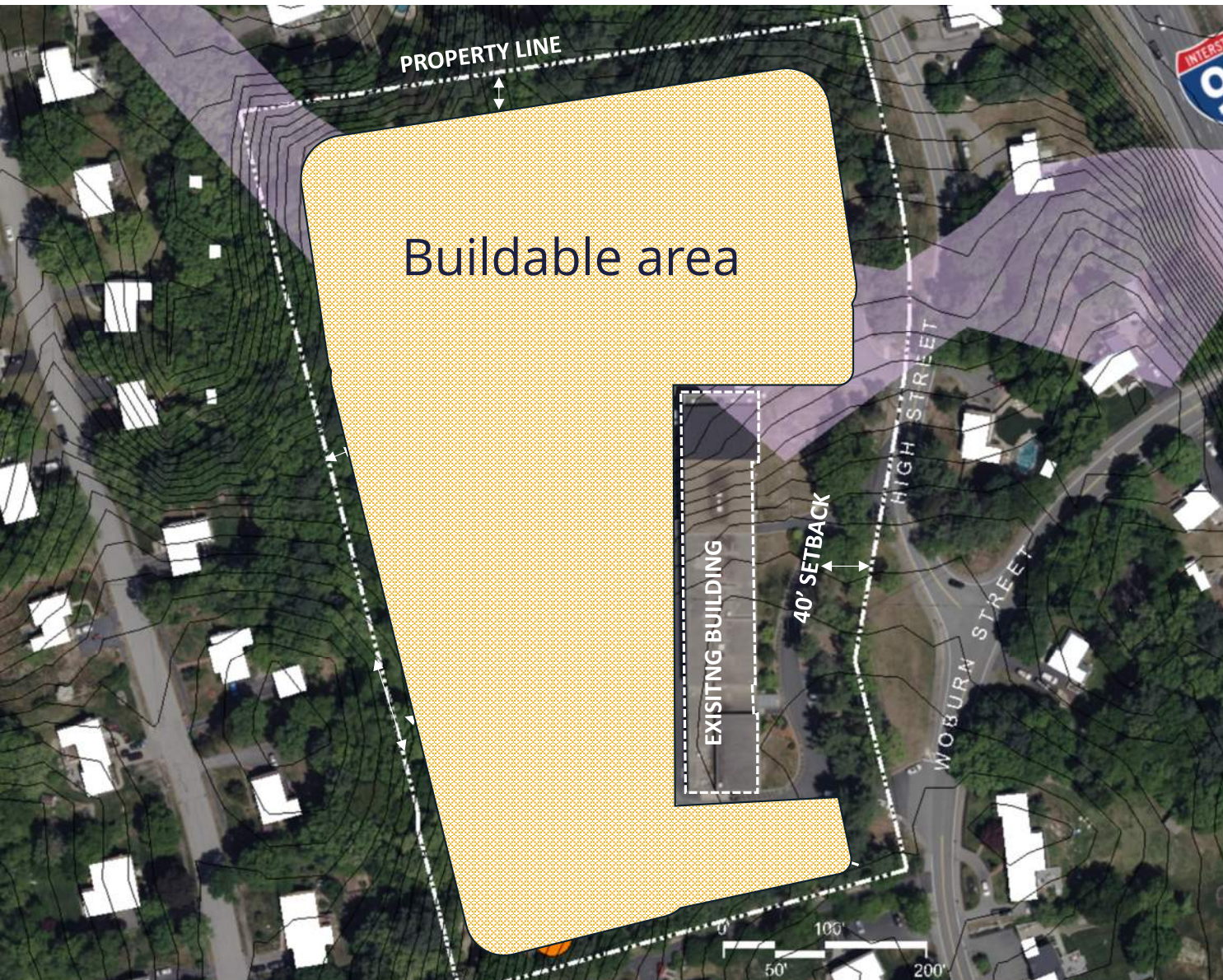
## Woburn Street Site Existing Conditions

- 10-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:  
Front 40' minimum  
Side and Rear 20' minimum  
Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 35 standard parking spaces, 2 designated handicap spaces
- Site amenities:  
Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)



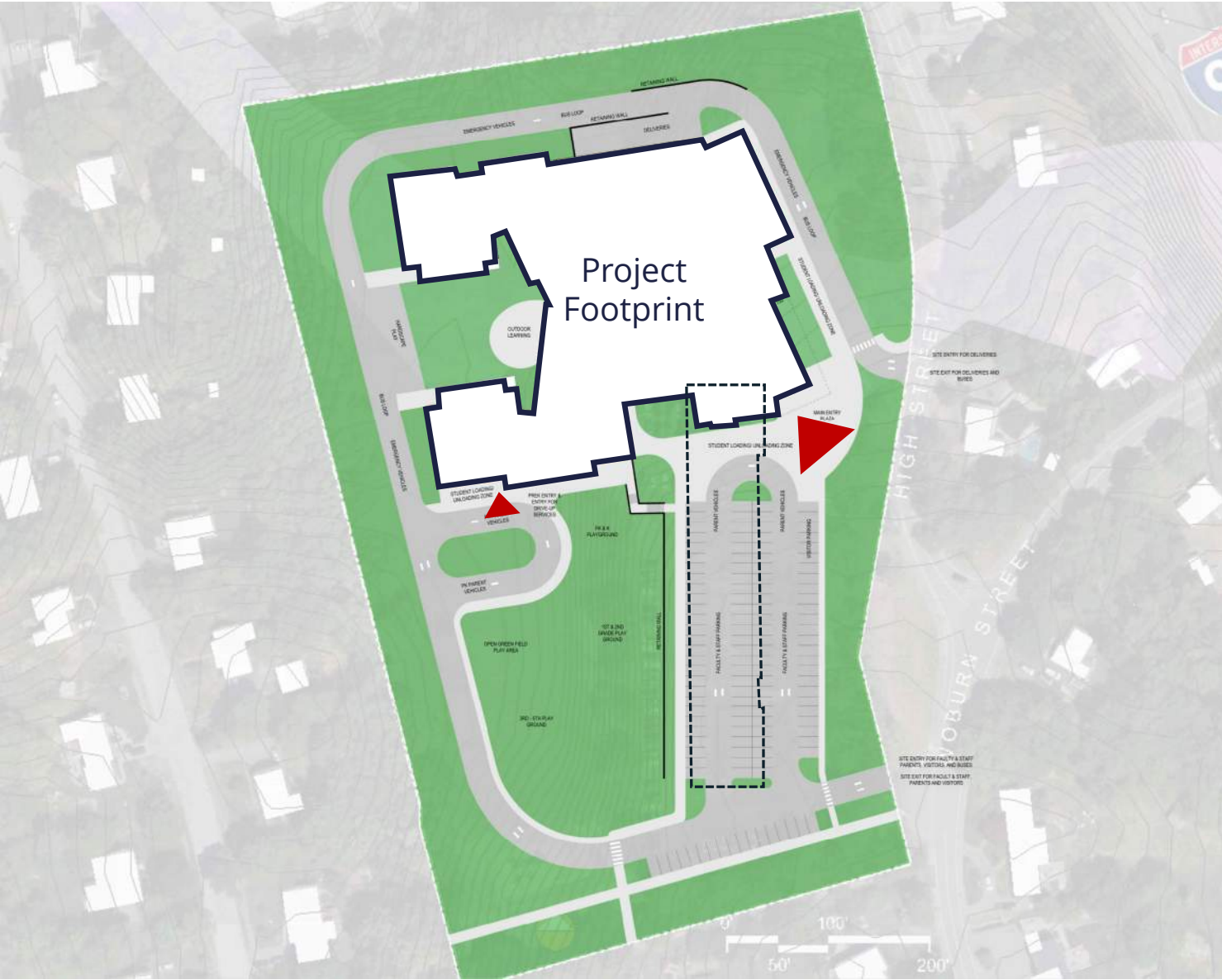
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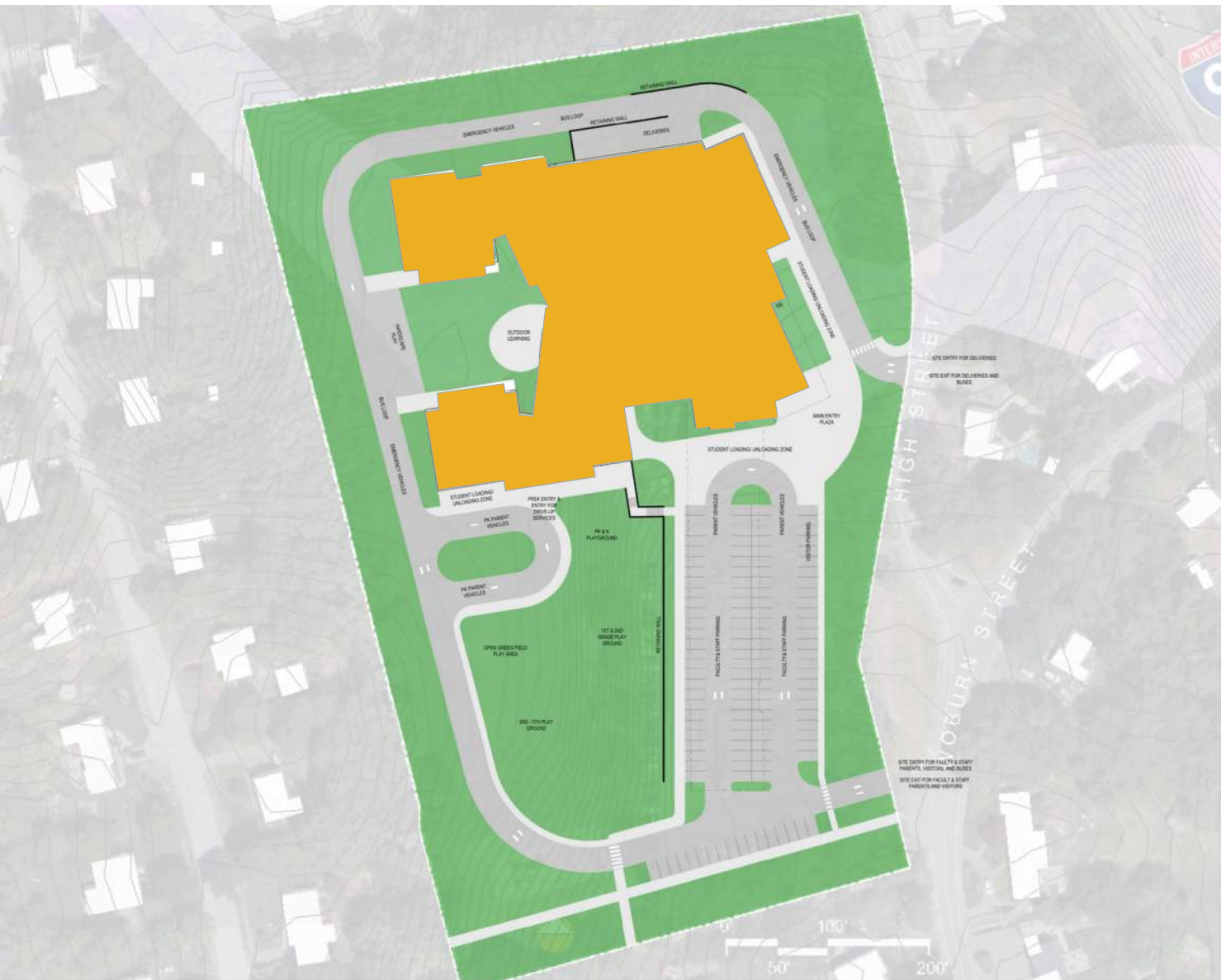


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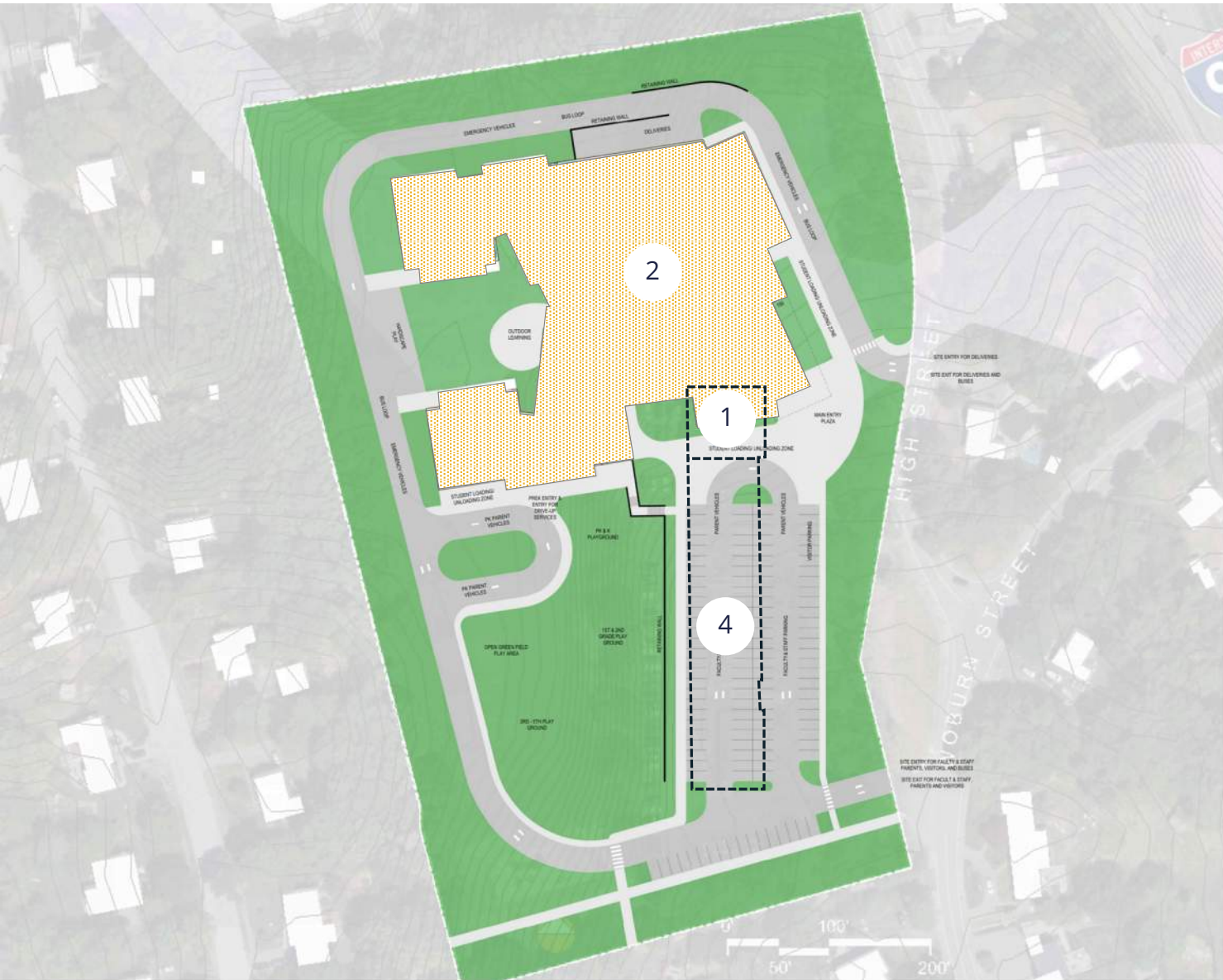
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## New Construction

- Three Stories built into existing topography
- Overlaps the existing gymnasium
- Extensive retaining walls and site regrading





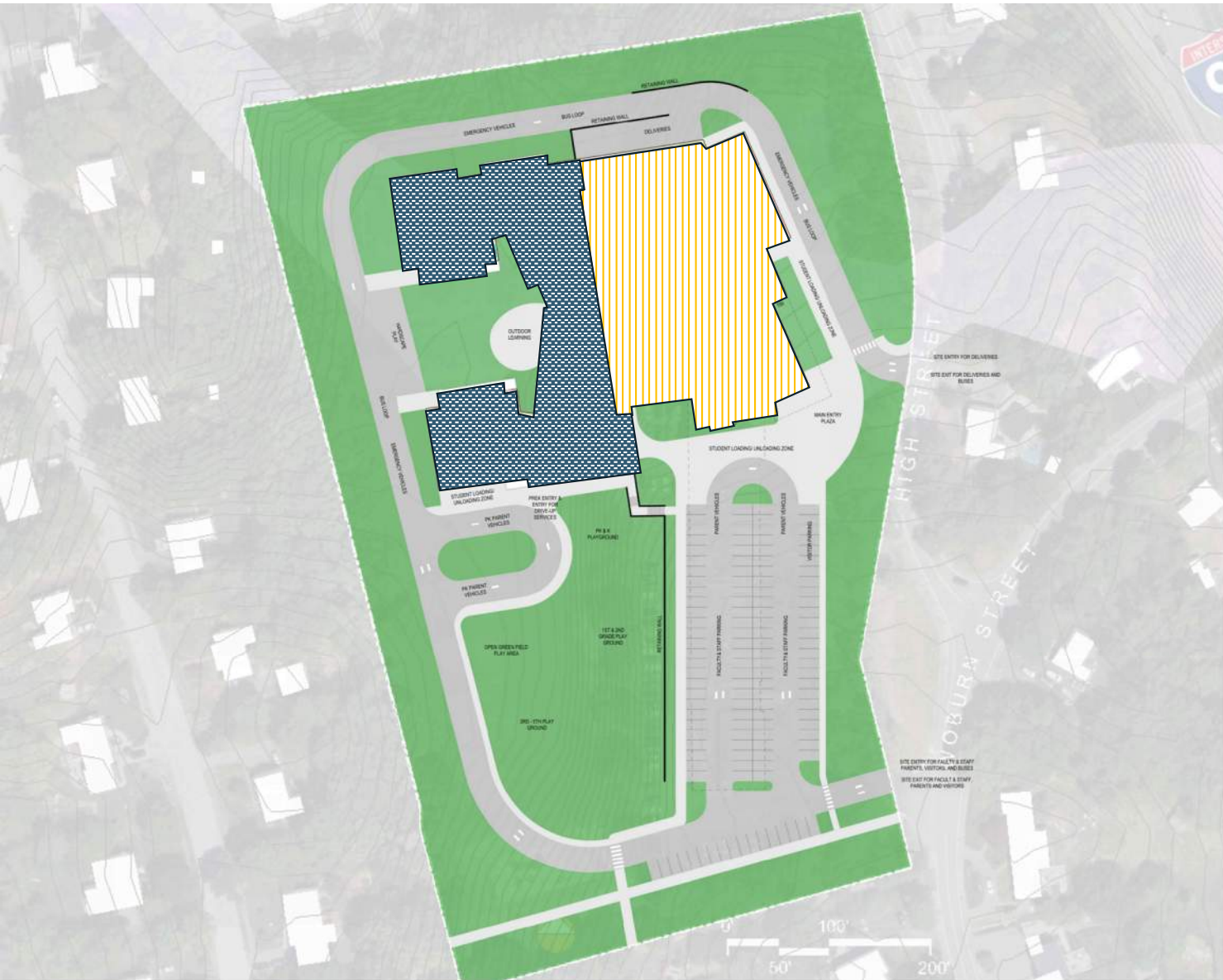
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## Construction Phasing

- 1: Demolish existing gymnasium
- 2: Construct new building
- 3: Move-in Pk-5<sup>th</sup> grade
- 4: Demolish remainder of existing building
- 5: Complete Site Work



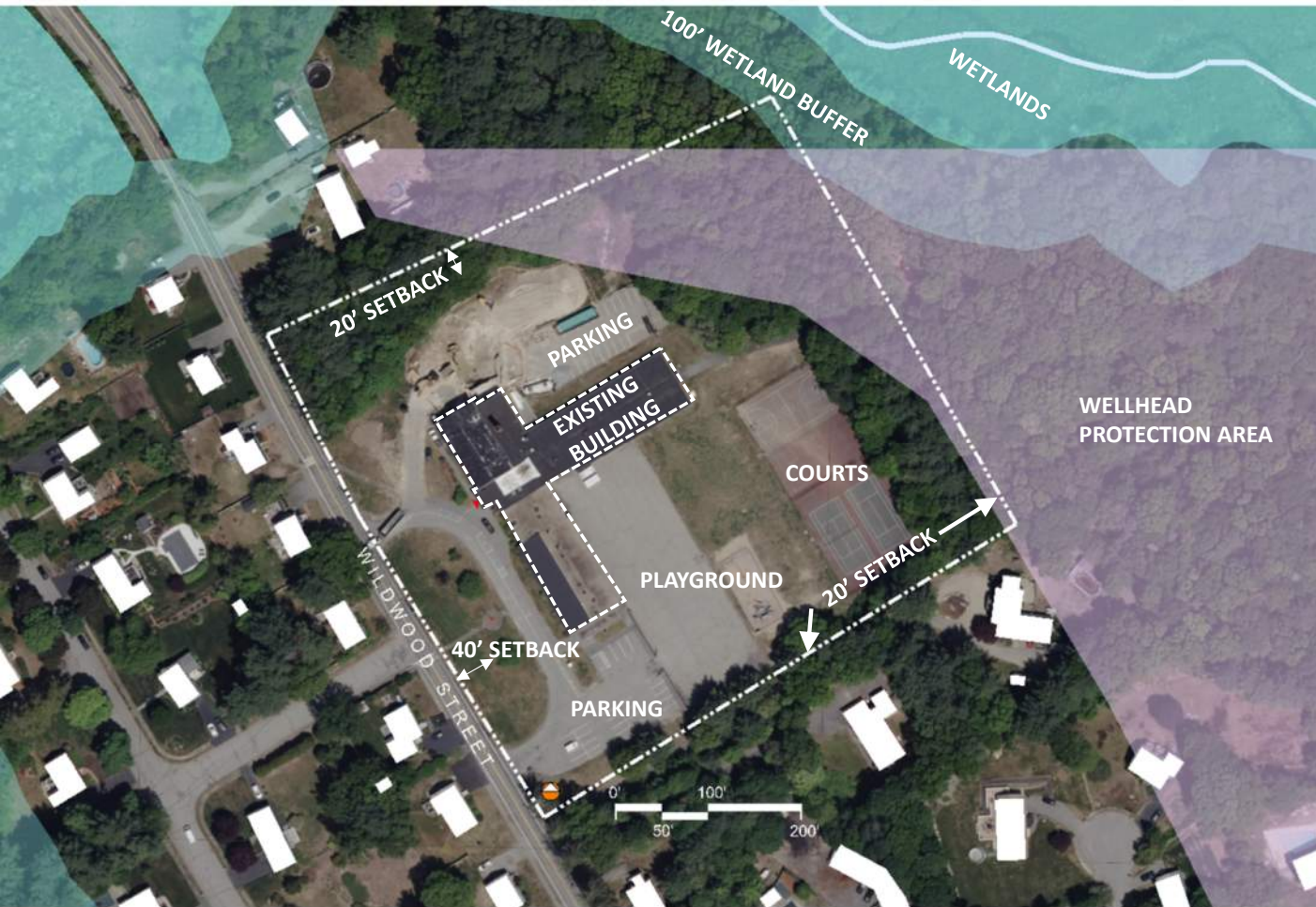


PROGRAMMING LEGEND

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## Overall Building Organization

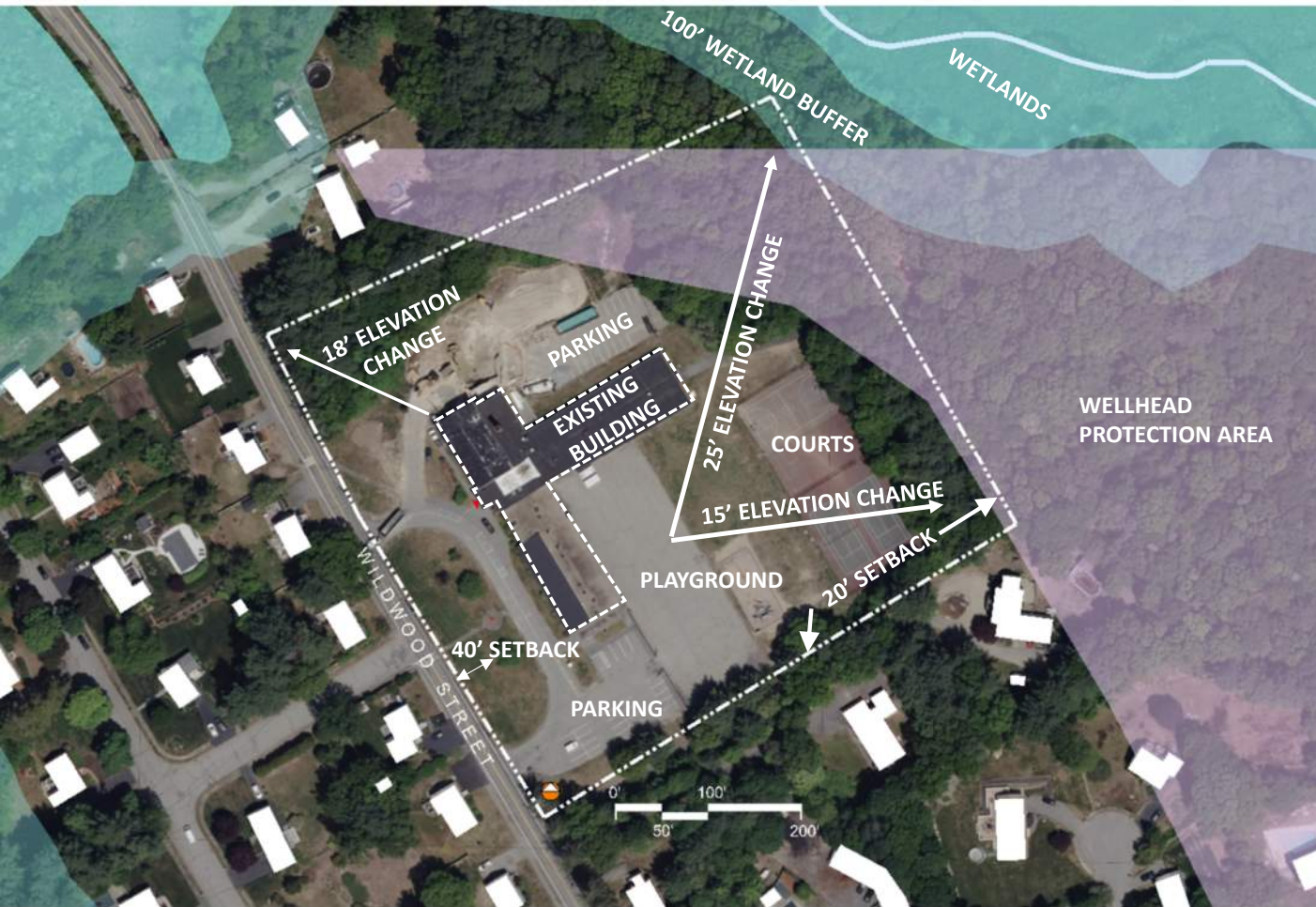
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## Wildwood Site

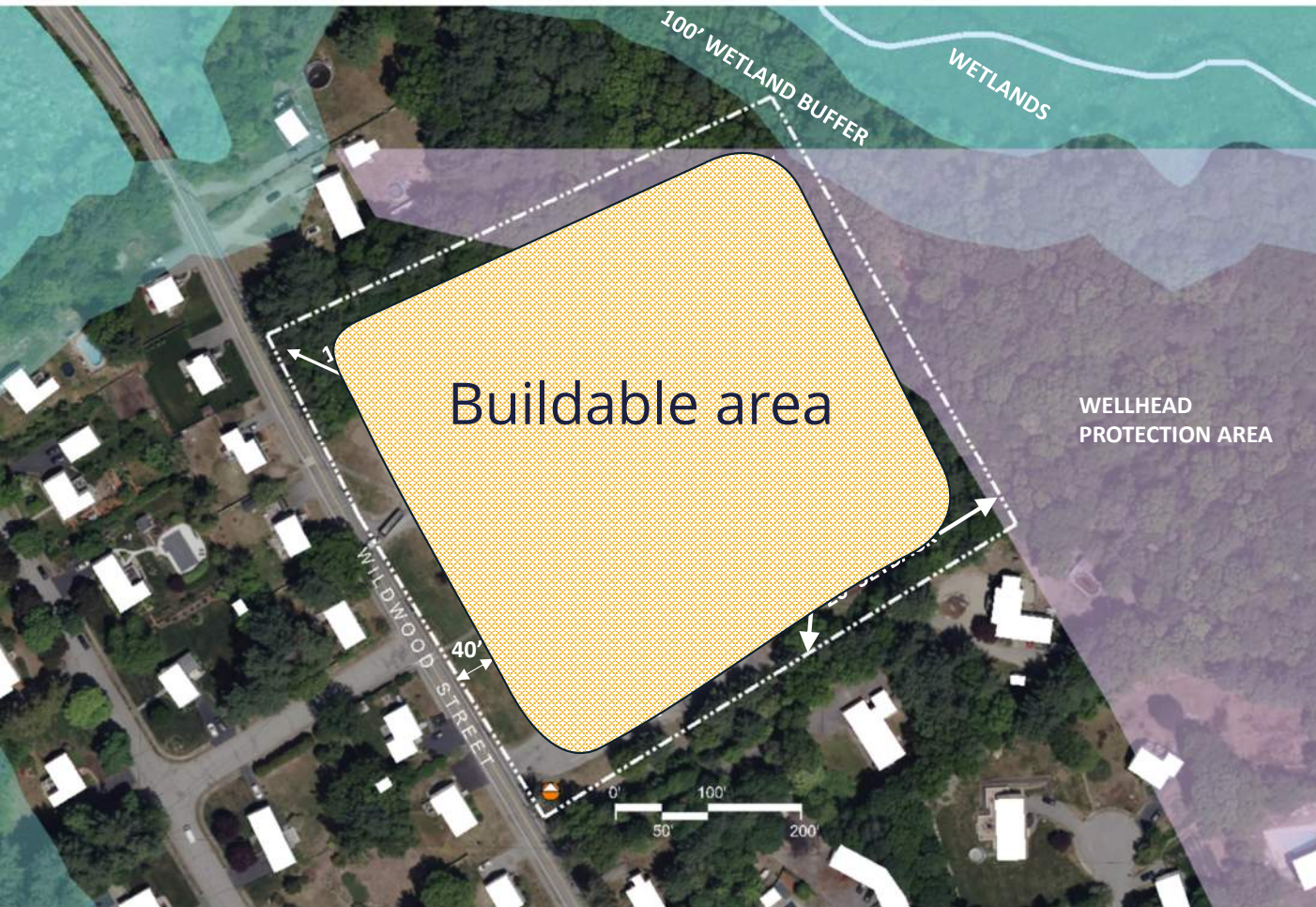
### Existing Conditions

- 7.5-acre site
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- Elevation: approx. 15'-25' grade change
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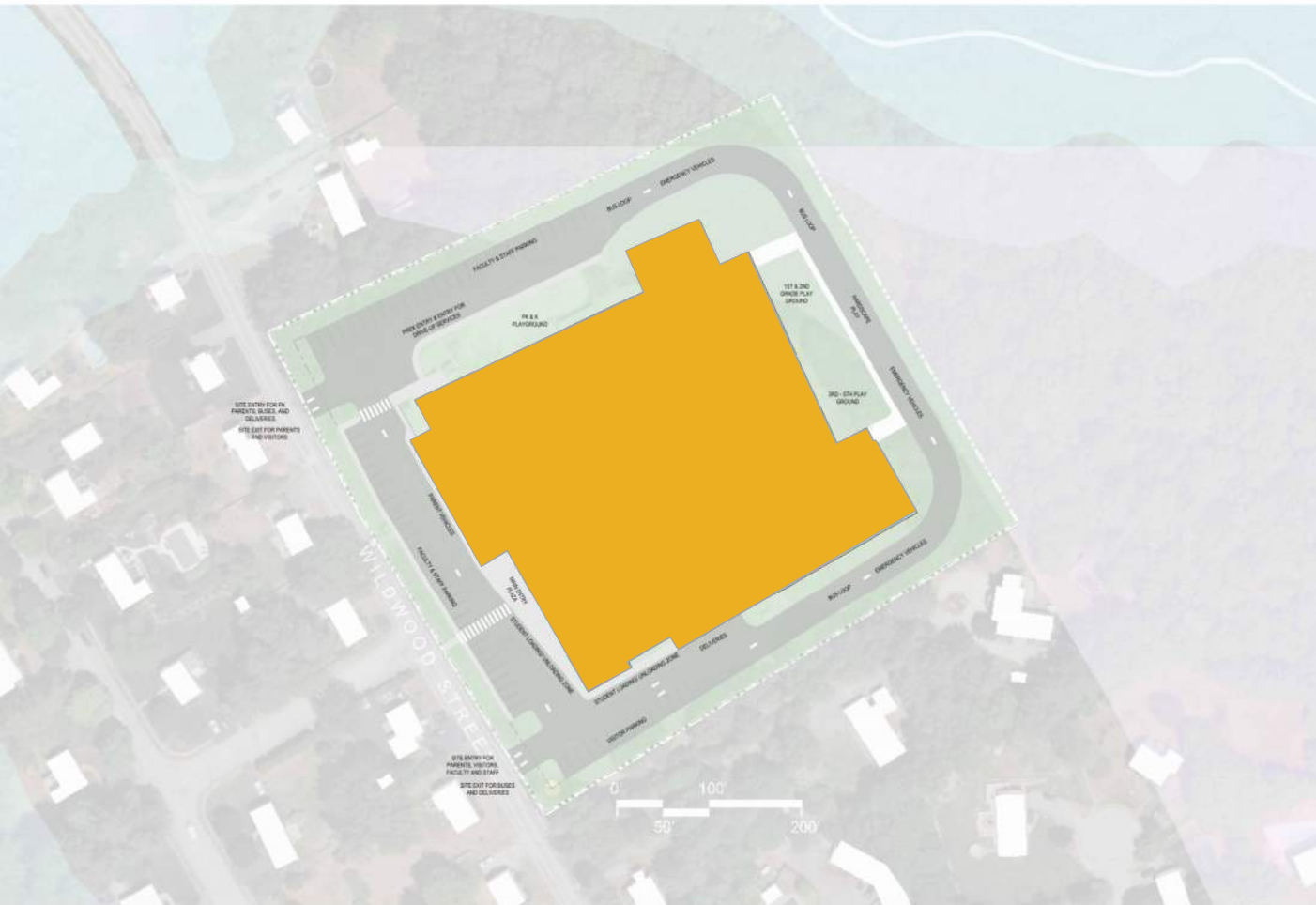


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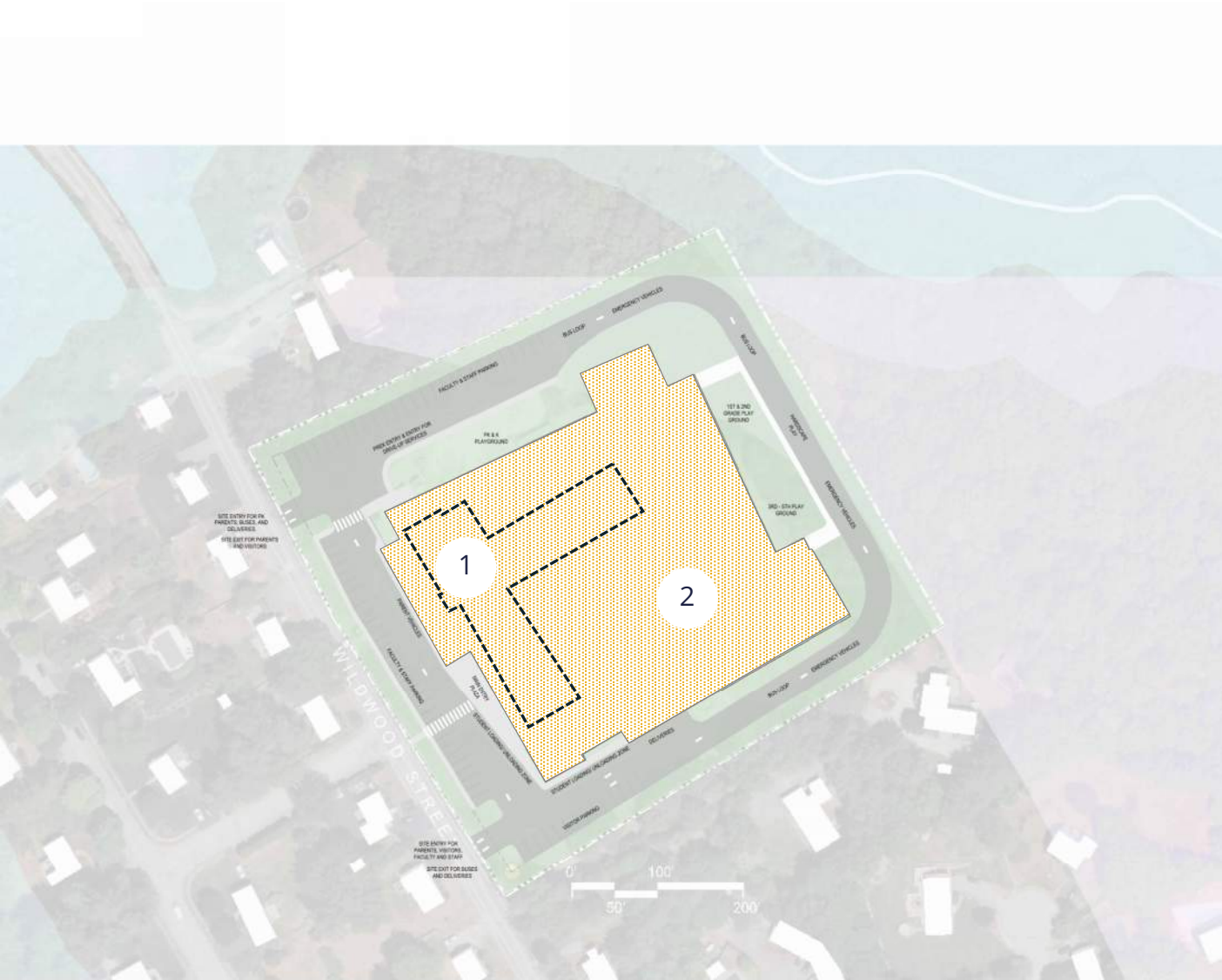




## New Construction

- Three Stories





## Construction Phasing

- 1: Demolish Existing Building
- 2: Construct new building and complete site work
- 3: Move-in PK-5<sup>th</sup> Grade



## Next Steps



## Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3 <sup>rd</sup>	PreK-5th
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Woburn Street ES	X	<ul style="list-style-type: none"> <li>• Repair</li> <li>• Add/Reno</li> <li>• New</li> </ul>	<ul style="list-style-type: none"> <li>• Add/Reno</li> <li>• New</li> </ul>
North Intermediate	X	X	<ul style="list-style-type: none"> <li>• Repair</li> <li>• Add/Reno</li> <li>• New</li> </ul>
Town Hall?	<ul style="list-style-type: none"> <li>• New?</li> </ul>	<ul style="list-style-type: none"> <li>• New?</li> </ul>	<ul style="list-style-type: none"> <li>• New?</li> </ul>

**How do we evaluate options?**

# Selection Criteria Matrix: K-5 Options

Options		GRADE K-5	GRADE K-5 CONFIGURATION - (460 enrollment)										
		1	2	3	4	5	6	7	8	9	10	11	12
SITE CRITERIA		REPAIR ONLY (CIP) EXISTING HATHERLY + CUSHING	PHASED ADD-RENO K-5 HATHERLY	NEW CONSTRUCTION K-5 HATHERLY L NORTH CONCEPT	NEW CONSTRUCTION K-5 HATHERLY C NORTH CONCEPT	PHASED NEW CONSTRUCTION K-5 HATHERLY C WEST CONCEPT	PHASED NEW CONSTRUCTION K-5 HATHERLY E-W COURTYARD CONCEPT	NEW CONSTRUCTION K-5 HATHERLY N-S COURTYARD CONCEPT	NEW CONSTRUCTION K-5 HATHERLY N-S COURTYARD CONCEPT	PHASED ADD-RENO K-5 HATHERLY CUSHING	NEW CONSTRUCTION K-5 CUSHING C CONCEPT	NEW CONSTRUCTION K-5 CUSHING L CONCEPT	NEW CONSTRUCTION K-5 CUSHING COURTYARD CONCEPT
1	Minimizes site topography impacts	5	4	3	1	1	1	4	2	2	2	1	1
2	Minimizes Wetlands, Drainage, and Coastal Resiliency Impacts	2	3	4	4	1	1	3	3	3	4	4	4
3	Minimizes Traffic Impacts on Neighborhood	1	1	5	1	1	1	1	4	1	1	1	1
4	Building Location best supports Site Safety, Scale, and Planning impacts	3	3	3	3	2	2	3	3	4	5	4	4
5	Best access to outdoor learning, sport fields, and playgrounds	2	3	3	3	2	2	5	4	3	4	3	3
6	Best option for Flannery Field	5	3	1	2	3	3	4	3	2	3	2	2
7	Best supports Site Circulation, Queues, Parking & Drop-off/Pick-up	1	1	3	3	2	2	5	5	3	3	5	4
8	Least disruptive to Students and Staff	1	1	3	1	1	1	5	4	1	5	4	4
BUILDING CRITERIA													
1	Best supports District's Educational Goals and Guiding Principles for Design	1	3	5	5	5	5	5	5	3	5	5	5
2	Best public gathering space configuration - "Education on Display"	1	3	4	4	4	5	5	5	3	4	4	5
3	Best supports Community Use of Building	1	3	5	5	5	5	5	5	3	5	5	5
4	Best supports Safety & Security Goals	1	3	4	4	3	5	5	3	3	4	4	5
5	Best supports Outdoor Learning and Access Goals	1	4	2	2	2	5	5	2	4	2	2	4
6	Best supports Sustainability Goals	1	2	5	3	3	4	4	2	3	5	4	5
<b>TOTALS</b>		<b>26</b>	<b>40</b>	<b>55</b>	<b>45</b>	<b>42</b>	<b>46</b>	<b>63</b>	<b>54</b>	<b>38</b>	<b>49</b>	<b>51</b>	<b>52</b>

**Thank**

**You**