Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2024 Statement of Interest("SOI")

Thank you for submitting a 2024 SOI to the Massachusetts School Building Authority (the "MSBA") electronically. **Please note, the District's submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3.** If either of these priorities were selected, the District must post-mark and submit to the MSBA by the Core Program SOI filing period closure date the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION REQUIRED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE:

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

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. The additional documentation must also be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

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

Massachusetts School Building Authority

School District Plymouth

District Contact Adam Blaisdell Title: School Business Administrative TEL: (508) 830-4315

Name of School Hedge

School Address 258 Standish Avenue, Plymouth, MA - 02360

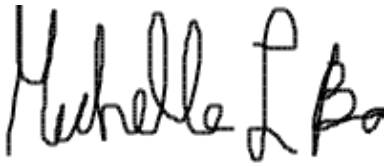
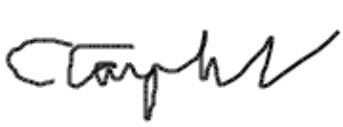
Submission Date 4/2/2024

Statement of Interest ("SOI") CERTIFICATION

To be eligible to submit an SOI, a district must certify the following:

- [x] The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- [x] The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- [x] The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- [x] The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the "DESE") and that the school for which the SOI is being submitted does not solely serve the district's Pre-K student population.
- [x] Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- [x] Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- [x] The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- [x] The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- [x] The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected. If Statutory Priority 1 is selected, the district's SOI will not be considered complete unless and until the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Statutory Priority 3 is selected, the district's SOI will not be considered complete unless and until the district provides a summary of the accreditation report focused on the deficiencies as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Derek Brindisi	Michelle Badger	Christopher Campbell
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/2/2024 10:37:07 AM	4/1/2024 11:10:41 PM	4/1/2024 6:00:47 PM

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

Massachusetts School Building Authority

School District Plymouth

District Contact Adam Blaisdell Title: School Business Administrative TEL: (508) 830-4315

Name of School Hedge

School Address 258 Standish Avenue, Plymouth, MA - 02360

Submission Date 4/2/2024

Note

SOI Program: Core
Potential Project Scope: Potential New School
Is this a Potential Consolidation? Yes

If "yes", please describe the potential consolidation and/or grade reconfiguration that is anticipated as a result of this SOI submission; please be specific by including the other school name(s) and grade levels that may be impacted.

Plymouth Public Schools seeks to build one new elementary school serving its northe rnmost areas. The plan is based upon and supported by facilities assessments and existing condition studies. Both studies show that the age, condition, and construct of both of these buildings do not align with quality building and current educational standards. Furthermore, the value of combining these smaller elementary schools into one new educational facility is the most effective and efficient way to meet current and future staff and student needs.

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

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

SOI Vote Requirement

☑ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the**

language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. At no time shall a district have more than one prioritized SOI on file with the MSBA.

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: 2024 Hedge

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? Yes

If "YES", please provide the following:

Facilities Plan Date: 1/31/2023

Planning Firm: Ai3 Architects, LLC

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

After completing both the Bureau Veritas Facility Condition Assessment (2021) and the Ai3 Architects, LLC's Plymouth Elementary Schools Existing Conditions Study (2023) it was confirmed that the physical conditions and design of both Cold Spring and Hedge Elementary School have a detrimental impact on the ability of staff and students to successfully achieve objectives 1 and 2 of our Strategic Plan as the learning environments lack the proper educational spaces. Additionally, in order to maintain our fiscal health, it has been determined that large project investments in these buildings would not be a responsible investment for the town, the schools, the taxpayers, or the staff and student populations.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

Does Not Apply

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

Capital maintenance has had to be deferred on many buildings throughout the district due to the age and needs of the thirteen total schools in Plymouth combined with the limited available funding by the town. Additionally, the school funding competes with needed town projects such as our many aging fire departments, roads, town buildings, and the many other infrastructure improvements and maintenance a town of this size requires. The Facilities Assessment identified needs in the tens of millions of dollars to properly maintain and update all of the current school buildings including Hedge Elementary School. The added challenge in many of our buildings is the ratio of building assessed value to the cost required to do most medium to large size projects. In most cases, any projects that would address some major concerns at Hedge Elementary School such as roofs, fire suppression, HVAC renovations, and large security upgrades would require ADA/MAAB projects that would cost millions and could easily exceed the initial project cost. Any additions to these buildings to better accommodate programmatic overcrowding would also trigger both a need to meet accessibility and fire code. Not only does this put any larger project outside of the current town financial ability, but it does not make fiscal sense to invest this amount of tax dollars into a building of this age and limited ability in order to continue to meet the needs of staff and students.

General Description

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

Hedge Elementary School is one of eight elementary schools within the Plymouth Public School district. It is located on 2.04 acres and it currently educates 204 students.
The original Hedge Elementary School was constructed in 1910 and was a 10,445 square foot, three-story, split-level facility. Additions occurred to the original facility in 1913 and again in 1923, increasing the total building area to 35,254 square feet. The punched openings in the exterior masonry wall are limited by construction constraints of this construction method. The additions are clearly identifiable, as the current floor plan consists of three components: academic classrooms on each end, with a center portion housing the gymatorium, offices, and mechanical spaces. The geometry and organization of these three components hinder any future additions or interior reconfigurations of academic or support spaces.
The masonry exterior walls, wood floor joists, and roof framing have prohibited the necessary modifications to the undersized classroom spaces. The construction type also limits the types of infrastructure modifications required in a current educational facility, including heating, cooling, and ventilation, all of which are either inefficient or non-existent.
Even though there were two additions to the original facility, the newest portion of the building is still 100 years old.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 35541
Modular Units Square Footage

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Hedge Elementary School site, located at 258 Standish Avenue, is a very small and restrictive 2.04 acre parcel, which is primarily covered by the elementary school building or associated parking. The parcel is bound by Standish Avenue, Cherry Street, two residential houses, and Hedges Pond. The school is the only building on this site.

The school property's tight boundaries with surrounding streets on two sides, residential houses on one side, and the pond on the remaining side prohibit both parking and building expansion.

The adjacent pond has a 100-foot wetland buffer setback, which appears to clip the corner of the property, further limiting expansion possibilities.

The Hedge Elementary School is utilized solely by the District as an elementary school. The age, size, organization, and amenities deter any outside group use.

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

All three portions of Hedge Elementary School were constructed essentially the same; the original 1910 portion, the first addition in 1913, and the second addition in 1923.

The exterior wall consists of an exterior brick veneer, no airspace, and a concrete masonry unit back-up with a lathe and plaster finish on the interior surface. The
uninsulated masonry walls need cleaning and repointing with select brick replacement required where current bricks are broken. Moisture infiltration is evident on all faces of the building, which needs to be addressed. The uninsulated exterior wall is extremely insufficient in protecting the heat loss and gain of the facility, making it difficult to efficiently regulate temperature within.

The roofs are wood-framed with either slate, asphalt shingles, or single-ply EPDM membrane as the weather barrier. Slate or asphalt is utilized on the sloped roofs while the EPDM is utilized on the flat roof. The slate roof is original with maintenance occurring as needed. The asphalt roof was installed in 1923 and the EPDM membrane and the asphalt section was installed around 1998.

Insulation in the roof is old or missing and has experienced degradation through numerous years of roof leaks.

A majority of the windows were replaced in 2012 with vinyl clad fixed and single hung window systems. There are some instances where the original wood windows remain.

The entire exterior envelope does not meet current energy code requirements.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 1923
Description of Last Major Repair or Replacement:
Building Addition

Total Roof Square Footage 19616

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

Roof Section B
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 5702
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Shingle, asphalt
Age of Section (number of years since the Roof was installed or replaced) 25
Description of repairs, if applicable, in the last three years. Include year of repair:
2013 Capital Repair Project

Roof Section C
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 2260
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Flat roof membrane rubber
Age of Section (number of years since the Roof was installed or replaced) 25
Description of repairs, if applicable, in the last three years. Include year of repair:
2014 Capital Repair Project

Total Window Count 184

Window Section A

Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 184
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Aluminium/Vinyl
Age of Section (number of years since the Windows were installed or replaced) 11
Description of repairs, if applicable, in the last three years. Include year of repair:
133 Aluminum, double hung windows with double insulated glass.

35 Vinyl, sliding windows with double insulated glass.

15 Aluminum, fixed windows with a double insulated glass.

1 Vinyl, arch top, transom window with double insulated glass.

Window Section B
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 10
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Wooden, fixed windows with single glass.
Age of Section (number of years since the Windows were installed or replaced) 100
Description of repairs, if applicable, in the last three years. Include year of repair:
No date found, these windows are assumed to be original to the building

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

The existing Weil Mclain Model 88, Series One gas-fired boilers and controls are over seventy years old. The controls have been upgraded to more modern standards years ago and have outlived their useful life. The boilers supply hot water to hydronic radiators, cabinet terminal units, and fan coil units located throughout the facility. There is no air conditioning in this facility and there is inadequate ventilation throughout. Heating pipes are exposed within the facility and hydronic radiators are exposed throughout. The pipes are insulated and protective radiator covers have been fabricated to provide some level of protection against students coming in contact with these hot devices.

Hedge Elementary does not have forced ventilation in either the heating or cooling seasons. Proper air circulation is critical to maintain healthy environments in any facility; for school buildings this is even more crucial. Forced ventilation maintains healthy environments and reduces the spread of disease by ensuring that fresh, filtered air is delivered to each space. It also ensures proper CO2 levels are maintained throughout the building.

Rising temperatures due to climate change also threaten the district's ability to maintain building temperatures in both the early summer and late fall. Recent heat waves have caused some local schools to cancel days due to high building temperatures. Hedge Elementary is especially vulnerable to this as it is a three-story building, and the second and third floors act as a heat collector where temperatures can be extremely uncomfortable, causing stress on both the staff and students.

Due to the age of this building, the cost to add cooling systems is not feasible for many reasons. The cost of heat pumps and rooftop units is only the beginning. The electrical system in this building was not designed to support this type of load, and would also require an upgrade. Where rooftop units could be installed, the structural capacity of the flat roof sections would not meet the structural requirements and would require potentially millions of dollars in additional investments to ensure the proper structural integrity to install any mechanical components on the roof. That said, the majority of the roof at Hedge is sloped roof, which provides an additional challenge to a cooling retrofit; the simple fact is, if cooling were to be installed in this location, it would most likely require heat pumps to be installed in each room. While this technology tends to be more energy friendly, the installation cost

including the required electrical upgrades is not a smart or feasible investment for the district or the town.

The majority of the electrical systems are original to the building. The 240/120 volt service is fed by pole mounted transformers owned and operated by Eversouce. The district has no record of any major electrical renovations, so the bulk of the building service is original to the building and addition. The majority of the lighting was upgraded in 2018 to LED fixtures. The wiring in the building is a mix of older and newer industry standards. There is cloth covered wire in aluminum conduit embedded in the wall systems and is difficult to work with because of its age. Where electrical upgrades have been performed, copper was added in the early 1990's by surface wall mounted steel piping (EMT). There is no generator onsite, so during power outages, the school remains dark, unheated, and without power for refrigeration which can lead to food spoilage.

Total Building Boilers 2

Boiler Section Boiler 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the Building? YES
What percentage of the Building is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas
Age of Boiler (number of years since the Boiler was installed or replaced) 70
Description of repairs, if applicable, in the last three years. Include year of repair:
Electronic Control board for one boiler was replaced in 2022

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1953
Description of Last Major Repair or Replacement:
Boiler Install

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1923
Description of Last Major Repair or Replacement:
No major repairs or replacements, only item by item changes through the normal maintenance process.

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

Flooring Systems and Finishes: There are two primary floor systems in this facility. Substructure is either concrete with the flooring material applied to the surface or a wood structure including joists and subfloor with a finished floor applied as the final exposed layer. Floors throughout the facility are either carpet, vinyl composition tile (VCT), or wood strip flooring. Materials vary based on functionality of space.

Ceilings and Lighting: The ceilings are primarily painted gypsum board or hard tile. These permanent ceilings restrict access for any utility, technology, fire alarm, or electrical upgrades. This is evident with the amount of surface-mounted conduits and piping visible throughout. The hard ceilings also make it extremely difficult to add modern day climate elements including air conditioning and the required ventilation for an educational space. Fluorescent recessed or surface-mounted fixtures provide illumination in the facility.

Walls and doors: The wall finishes are either plaster, gypsum board, or painted concrete masonry units (CMU). Retrofitted amenities are all exposed including wiring for power, light switches, fire alarm devices, and technology components. Educational support items like tackboards and whiteboards have been mounted to the walls in select locations. The interior doors appear original to the facility and offer little sound isolation properties to the educational spaces.

Interior finishes throughout the Hedge Elementary School are typical for a facility of this age. The facilities department has continued to maintain as best they could, but with the facility being 100+ years old, they are limited with the types of repairs feasible. The facility is well maintained but is visibly tired from the daily use of the students. Many of the finishes are past resurfacing or refinishing and require full replacement.

Universal Design: There are many areas of the building that do not meet Americans with Disabilities (ADA) federal regulations and/or Massachusetts Access Board requirements. The Americans with Disabilities Act of 1990 (ADA) and the Massachusetts Architectural Access Board (MAAB) set requirements for these buildings to be accessible to, functional for, and safe for use by persons with disabilities. Should the district choose to do any upgrade that exceeds 30% of the total building assessed value, the entire building would be required to be brought up to current standards. This translates to any construction project cost totalling $1M or more would require the entire facility to be updated. This can prove to be an expensive venture in any building of this age. It is especially challenging for Hedge Elementary due to this building's layout. The building has three floors in two separate areas, multiple entrances, no elevator, and bathrooms that do not meet the requirements. The cost to ensure the building meets all requirements would easily exceed the total building value and is not a wise investment for the district or the town.

The universal access deficiencies have impacted students and staff at this school. This year, one teacher requested a transfer due to her difficulty managing the numerous stairs within the building. Additionally, another staff member requested a transfer in 2015, citing the numerous stairs as the reason. Mobility impaired students have been relocated from Hedge to other schools within the district that can support their needs.

The building has asbestos in many areas including floors, walls, ceiling, and piping insulation. While the district has a robust AHERA program, and projects are done to systematically remove asbestos containing material, the size of the building and amount of asbestos products present make it very difficult and costly to completely abate the building. Lead-based products are also present in much of the building and, similar to asbestos, when projects are completed in the building, the lead-based products are managed appropriately but the volume is near impossible for the district to completely remove.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

Classrooms
Hedge Elementary School serves 214 pupils in grades kindergarten through 5. The size, configuration, organization, environmental quality, and instructional amenities within the classroom are critical to successful teaching and learning. All classrooms have internet access and some form of digital display but are undersized based on multiple educational guidelines and standards including MSBA's standards.

The 12 classrooms in the facility provide two classrooms per grade level. The building organization allows classrooms of the same grade level to be adjacent to one another; however, entire grades are isolated based on location within the facility.

Hedge is a Title One school. There is no equitable space for staff to provide instruction and support to the students.

The facility includes two multi-purpose spaces, the student dining space, and the gymatorium.

The student dining is too small to support the schedule and dining needs of the facility. Alternate locations for dining had to be determined because the cafeteria occupancy is capped at 48 students due to physical constraints. Scheduling adjustments have been required to address capacity limits while still providing dining opportunities for students.
The gymatorium supports multiple functions at Hedge Elementary School. It acts as a physical education space, a music space, assembly space, and office space. This space has to be carefully scheduled to support both music and

physical education. Physical education classes are limited to 25 students because of safety concerns with the exposed heating registers. Collisions or burns from these exposed elements restrict types of activities conducted within this space. General music class occurs in a corner of the gymnasium while instrumental lessons occur in any found space including corridors, stairs, and entry areas. The stage area has been fit out with furniture to provide additional required office areas. The loss of the stage restricts this school from having a band, orchestra, or any theatrical plays or performances. The space itself has a capacity of 175. This requires presentations to occur twice in order to reach the entire student population, detracting from the sense of unity. The undersized space also hinders the ability for large student productions.

Art is offered, but the lack of a dedicated space forces the curriculum and activities to be transient, utilizing an "Art on a Cart" approach. Furthermore, the program is hindered by lack of an elevator. This requires the materials to be transported up and down stairs to access all grade levels. Lessons are significantly modified due to these limiting factors.

SPED
There is one dedicated reading specialist space, one English Language Learner office and workroom, and two small group rooms that are utilized by a rotation of services.
There are a multitude of programs not offered because of the spatial constraints. The lack of a dedicated occupational therapy and physical therapy space requires students who may need these services to attend other schools within the district. Every possible occupiable space within the facility is utilized with no additional space for any social or emotional support as well as no quiet space needed to allow students to regulate their behavior. These sensitive and critical discussions and events currently must occur in spaces that are not always private or conducive to supporting the mental health of the students.

There are two small group spaces located in the center of the oversized corridor. These open zones provide breakout space; however, they are not even remotely acoustically or visually isolated, as there are no walls or windows partitioning this area from the corridor. Open collaboration spaces are appropriate for student development; however, private spaces are also equally - if not more - important when discussing sensitive material, providing intervention services, or supporting a special needs student.

Administration
One psychologist office and one guidance office are located within the facility to support the students of Hedge. The principal and their secretary both have a dedicated space, and a previous basement storage room has been outfitted with furniture to provide a teacher workroom. The facility lacks a conferencing area for staff, students, and parents to utilize in discussing plans to support the child and/or parent.

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 214

CURRENT GRADES SERVED AT SOI FACILITY: K,1,2,3,4,5

SCHOOL TYPE: N/A

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

Every classroom and instructional space within Hedge Elementary School is undersized and lacks appropriate space for teaching and learning. Undersized classrooms limit the flexibility of the educational space and in many instances do not allow the educator to modify their room to provide a diverse learning environment.

The gymatorium of the existing elementary school is significantly undersized. This is exacerbated by the connected performance stage currently being utilized as office space. The gymnasium is adequate in terms of its finishes but the size hinders its effectiveness in providing an active space for the student population.

There is no dedicated art room for instruction. The “Art on a Cart” approach is utilized at this facility.

Dining is undersized, along with the food service and custodial spaces required to operate the facility.

The instructional spaces within Hedge are not only undersized, but there are not enough of them. Found spaces like stair landings, storage closets, and corridors are utilized for instruction and student conferencing. The staff have adapted to the limited space, but overcrowding and lack of space is obvious.
The Hedge Elementary School serves 204 students and is undersized compared to the MSBA guidelines for an elementary school. When comparing only the gross floor area of the existing facility to the MSBA guidelines, it appears the building is only slightly undersized at 4%. Once the building inefficiencies are removed from the equation, the building is vastly undersized at 42%. The overcrowding at Hedge Elementary School has had a direct impact on student learning and instructional best practices. As a result of the student enrollment, spaces that were originally utilized for critical educational support such as dedicated sensory, student behavior regulation, interventions, and small group meeting and conference spaces have become core educational spaces.

Is there overcrowding at the school facility? YES

If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

The Hedge Elementary School serves 204 students and is undersized compared to the MSBA guidelines for an elementary school. When comparing only the gross floor area of the existing facility to the MSBA guidelines, it appears the building is only slightly undersized at 4%. Once the building inefficiencies are removed from the equation, the building is vastly undersized at 42%. The overcrowding at Hedge Elementary School has had a direct impact on student learning and instructional best practices. As a result of the student enrollment, spaces that were
originally utilized for critical educational support such as dedicated sensory, student behavior regulation, interventions, and small group meeting and conference spaces have become core educational spaces. To address programmatic needs while maintaining the core academic spaces, the faculty and staff hav e become very creative and resourceful in finding spaces to teach, including modifying closets and stair landings to be breakout and support spaces.

Refer to “PROGRAMS and OPERATIONS” and “CORE EDUCATIONAL SPACES” sections in this document for additional information related to space use and dedicated spaces that the facility lacks.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 10

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee

It is both a goal and practice to keep class sizes in the low 20s.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 24

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

Plymouth Public Schools currently uses Brightly, previously School Dude, to schedule required preventive maintenance. This program is also used to manage any maintenance requests identified by any staff member in the district. Thousands of work orders are processed and completed annually by custodians, head custodians, building maintenance staff, district skilled craft, and vendors when needed. It is noteworthy to mention the Facilities Department is changing vendors to Flow Path for the upcoming fiscal year, however the program will provide the same capabilities as Brightly and the process will not be changing. Capital repairs are based upon balancing and

prioritizing identified needs and available town funding, which changes from year to year. Recently we have developed a ten year plan with the goal to manage funding needs in a more long term outlook than previously considered. While we all agree this is a better way to plan required funding, the reality exists that all needs in the ten year plan will not be able to be funded and it will take many years to achieve a truly executable ten year plan. The annual process starts by identifying the capital needs, presenting that year's request to the school committee, then moving that plan forward through a number of committees until it reaches the final approval vote at town meeting typically scheduled in the early spring. If a need occurs outside of this schedule a fall town meeting is available to review needed requests. Fall meeting requests are rare as the town's preferred request time frame is spring approval. Additionally, the Facilities Department does fund an emergency maintenance line in the budget to handle smaller emergent needs outside of the normal estimated maintenance costs. This budget line is typically around sixty thousand dollars for all thirteen buildings. The last several years of the budget process, the school has not been granted a level service budget, meaning our approved budgets have been below what would be needed to keep up with inflation. Over the last few years this had been manageable because of outside grant funding such as ARPA and ESSER. The district has been able to put these funds to work to cover needs not funded by the annual budget as well as meet other needs that have been presented due to the COVID pandemic. This funding however is expiring and has been allocated through fiscal year 2024. The school anticipates a very challenging budget year in 2025, though it is too soon to describe these challenges in detail, we do know that rising costs for material, labor, special education, and transportation will continue to challenge our budget for years to come.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

All three portions of Hedge Elementary School were constructed essentially the same; the original 1910 portion, the first addition in 1913, and the second addition in 1923. The exterior wall consists of an exterior brick veneer, no airspace, and a concrete masonry unit back-up with a lathe and plaster finish on the interior surface. The uninsulated masonry walls need cleaning and repointing with select brick replacement required where current bricks are broken. Moisture infiltration is evident on all faces of the building, which needs to be addressed. The uninsulated exterior wall is extremely insufficient in protecting the heat loss and gain of the facility, making it difficult to efficiently regulate temperature within.

The roofs are wood-framed with either slate, asphalt shingles, or single-ply EPDM membrane as the weather barrier. Slate or asphalt is utilized on the sloped roofs while the EPDM is utilized on the flat roof. The slate roof is original with maintenance occurring as needed. The asphalt roof was installed in 1923 and the EPDM membrane and the asphalt section was installed around 1998.

Insulation in the roof is old or missing and has experienced degradation through numerous years of roof leaks.

A majority of the windows were replaced in 2012 with vinyl clad fixed and single hung window systems. There are some instances where the original wood windows remain.

The entire exterior envelope does not meet current energy code requirements.

The existing Weil Mclain Model 88, Series One gas-fired boilers and controls are over seventy years old. The controls have been upgraded to more modern standards years ago and have outlived their useful life. The boilers supply hot water to hydronic radiators, cabinet terminal units, and fan coil units located throughout the facility. There is no air conditioning in this facility and there is inadequate ventilation throughout. Heating pipes are exposed within the facility and hydronic radiators are exposed throughout. The pipes are insulated and protective radiator covers have been fabricated to provide some level of protection against students coming in contact with these hot devices.

Hedge Elementary does not have forced ventilation in either the heating or cooling seasons. Proper air circulation is critical to maintain healthy environments in any facility; for school buildings this is even more crucial. Forced ventilation maintains healthy environments and reduces the spread of disease by ensuring that fresh, filtered air is delivered to each space. It also ensures proper CO2 levels are maintained throughout the building.

Rising temperatures due to climate change also threaten the district's ability to maintain building temperatures in both the early summer and late fall. Recent heat waves have caused some local schools to cancel days due to high building temperatures. Hedge Elementary is especially vulnerable to this as it is a three-story building, and the second and third floors act as a heat collector where temperatures can be extremely uncomfortable, causing stress on both the staff and students.

Due to the age of this building, the cost to add cooling systems is not feasible for many reasons. The cost of heat pumps and rooftop units is only the beginning. The electrical system in this building was not designed to support this type of load, and would also require an upgrade. Where rooftop units could be installed, the structural capacity of the flat roof sections would not meet the structural requirements and would require potentially millions of dollars in additional investments to ensure the proper structural integrity to install any mechanical components on the roof. That said, the majority of the roof at Hedge is sloped roof, which provides an additional challenge to a cooling retrofit; the simple fact is, if cooling were to be installed in this location, it would most likely require heat pumps to be installed in each room. While this technology tends to be more energy friendly, the installation cost including the required electrical upgrades is not a smart or feasible investment for the district or the town.

The majority of the electrical systems are original to the building. The 240/120 volt service is fed by pole mounted transformers owned and operated by Eversource. The district has no record of any major electrical renovations, so the bulk of the building service is original to the building and addition. The majority of the lighting was upgraded in 2018 to LED fixtures. The wiring in the building is a mix of older and newer industry standards. There is cloth covered wire in aluminum conduit embedded in the wall systems and is difficult to work with because of its age. Where electrical upgrades have been performed, copper was added in the

early 1990's by surface wall mounted steel piping (EMT). There is no generator onsite, so during power outages, the school remains dark, unheated, and without power for refrigeration which can lead to food spoilage.

Safety and security elements are a critical component to a modern educational facility. Hedge Elementary School has a below average security posture, requiring major updates or renovations.

The following list identifies shortfalls within the facility:

- Minimal security camera and lighting, particularly on the exterior of the building and entrance and egress points
- No installed visual system to indicate a lockdown is in process
- Lack of PA speakers on building exteriors
- Lack of bollards at pick up/drop off area
- No controlled vestibule for a second layer of protection and delay at the main entrance. Additionally there is no transaction window for vetting guests.
- The building greeter does not have direct line of sight to the A/V intercom display screen and does not have a dedicated monitor displaying camera views.
- The main office does not have a natural view to the main entrance.
- Classroom doorway systems are aged and in poor condition
- The inherent lack of space in some areas is causing storage in safe corners
- Assembly space doors are not connected to the fire alarm system or the electronic access control system. There is currently no means to lock the cafeteria or gymnasium quickly.
- To activate a building-wide lockdown, staff will need to locate a school phone to call the main office.
- Classroom and Assembly space doors do not have temporary concealment blinds
- Fire doors are old and contain unprotected glazing
- Not every exterior door contains electronic access control which can also provide for door position monitoring from the main office, as well as speed up law enforcement response. Classroom and Assembly Space doors are also not part of the electronic access control system.
- The current panic system performs limited functions at limited locations. Visual Mass notification is not present throughout the building or school grounds.
- School phones cannot make a PA announcement.

With the exception of fixtures that have needed to be repaired or replaced throughout the years, the plumbing is original to the building.

There are no installed fire suppression systems in this building. The alarm system is working, but the only options to manage a fire are extinguishers and the fire department response. This is not ideal. The district works with the fire department to drill the staff and students to ensure life safety in the event of a fire; however, from a property loss standpoint, if a fire should occur without installed suppression, the building losses could be substantial and disruptive. Staff and students may need to be relocated for some period of time while smoke, fire, and water damage is repaired.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The district facilities department actively maintains all school facilities in the Town of Plymouth. This includes a robust capital improvement plan, continuous evaluation, and a system in place to address work orders and preventative maintenance. Additionally the district employs six full time craft employees who can address emergent issues as they arise.

Where items like motors, fans, and lighting have been replaced, more efficient units have been installed, but the building continues to consume a large amount of energy.

Hedge Capital Improvement Projects
2012 - Window Replacement 184k
2013 - Roof Repairs 80k
2014 - Roof Repairs 27k
2016 - Replace gutters, downspouts, and facia boards 91k
2017 - Field Repairs 63k
2019 - Trim and Cupola Repairs 85k
2020 - Resurface Lots 44k
2022- Three classrooms Asbestos tile floor encapsulation (ESSER)
Playground replacement (ESSER)

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The majority of mechanical, electrical, and plumbing systems at Hedge Elementary School are original and not up to code. The dedicated staff overcome the dated systems daily. Temperature and humidity affect student and staff comfort. The heating registers are dangerous and hard to regulate. Classroom layouts have to take into account these obstructions to avoid students' access to the registers. There is no cooling, humidity control, or ventilation within the facility; all items critical in providing a comfortable and productive learning environment.

The increased use of technology within the classroom requires additional power outlets to support all technology devices. To overcome the lack of outlets, extensions cords are everywhere throughout the facility. As technology continues to become further embedded within the curriculum, the need for additional devices will only grow.

The roof and exterior walls leak in multiple locations. The infiltration is not always in the same location making it extremely difficult to isolate the area of concern. Water leaks into classrooms, bathrooms, and closets, ruining instructional materials.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

In order to maintain our fiscal health, it has been determined that large project investments in these buildings would not be a responsible investment for the town, the schools, the taxpayers, or the staff and student populations.

Plymouth Public Schools seeks to build one new elementary school serving its northernmost areas. The plan is based upon and supported by facilities assessments and existing condition studies. Both studies show that the age, condition, and construct of both of these buildings do not align with quality building and current educational standards. Furthermore, the value of combining these smaller elementary schools into one new educational facility is the most effective and efficient way to meet current and future staff and student needs.

If not located elsewhere in this SOI, please also provide the following information:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

1. EMG Building Condition Assessment dated October 24, 2008

2. Bureau Veritas Facility Condition Assessment dated September 2, 2021

3. Ai3 Architects, LLC's "Plymouth Elementary Schools Existing Conditions Study" dated February 2023

The date of the inspection: 1/31/2023

A summary of the findings (maximum of 5000 characters):

The evidence is overwhelming and unambiguous; the condition of a school building impacts student health, thinking, and performance. A large body of research has demonstrated that the school building conditions can influence a student's success as much as any other factor. Of the nine foundations of a healthy building, Hedge Elementary suffers in all but two. The building's air quality, ventilation, lighting, thermal health, moisture control, dust, and safety and security are nowhere near today's standards. While the building custodians work with great commitment to ensure the building is cleaned, there are no mechanical features to aid in controlling or measuring air quality or dust. As previously mentioned, with no supply fans and steam-fired radiators for a heating supply, there is no filtered outside air supplied to ensure clean and fresh air exchange. Additionally, the building has no chiller or other cooling system to help maintain temperature and moisture levels. From a safety and security standpoint, the building lacks many features that would be considered current to delay or contain a building threat.

Priority 7

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

Plymouth Public Schools' mission is to be a progressive school district where all students receive a high quality education in a supportive environment. Where students are inspired to become the leaders of tomorrow. The strategic objectives outline how the district plans on achieving the mission. The objectives are:

Academic Achievement - Improve the outcomes of all learners through an inclusive and equitable education.

Social Emotional Wellness - Develop and implement a network of social and emotional support for all learners.

Family and Community Engagement - Engage all stakeholders to support the success of all students.

Equity, Diversity, Inclusion, and Belonging - Create and support a Learning Community that recognizes and embraces diversity and talents of all people.

Art, Music, Instrumental

ELL - 31.2%, first language not english - 39.2%, students are supposed to have instruction receiving instruction in stairwells, hallways,

ELL, title 1 and Special Ed - when a student benefits from a quieter or private

Room designed for 6 kids, at one point had 12 kids in the room

Economically Disadvantaged - 63.3%

Social Emotional - limit the size of the group, not able to have role models, students are not receiving tier 2 intervention that may qualify

Enrichment experiences - have to go to another school due to lack of space (ie. music immersion)

Cannot hold whole school events with parents due to the lack of space, students cannot attend because there is not the space for everyone

Accessibility - students and Staff have had to go to other schools because they could not access the building, parents cannot go see their child's classroom if they cannot access the stairs

Bathrooms - no accessibility to the bathrooms, no male designated bathroom - only one bathroom for staff, have closed student bathrooms for staff use, major set of bathrooms are in the basement - decreases time on learning because bathrooms are far away from classrooms

Reception area - safety, no double entry, once the door is open, individuals have access to the whole building

In order to have a book fair, have to take instructional spaces away - to hold anything extra

Cafeteria - oven is in the same area where the students eat, food choices are limited, food prepared in the same places the students eat, no breakfast offered before school as it was done before - now done as school begins due to lack of space

Parking - student walk through the parking lot to get to the building, barely enough parking for staff, no parking for families to attend events

Priority 7

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The district has moved rooms a number of times to accommodate specific student needs. This is challenging, and the result often involves many compromises.

Rooms have been constructed to create additional teaching and learning spaces.

Numerous spaces throughout the building have been converted from storage spaces or closets to educational space.

Scheduling has been modified numerous times to increase utilization of all spaces.

The quantity of lunch blocks has been increased to six to meet capacity limits within the dining space.

Priority 7

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The Mission of the Plymouth Public Schools is to be a progressive school district where all students receive high quality education in a supportive environment. Where students are inspired to become the leaders of tomorrow. In partnership with our community the Vision of the Plymouth Public Schools is to ensure that our students receive a well-rounded, high quality education, in a safe, accepting, and inclusive environment. We are committed to empowering all students to become critical thinkers, problem solvers, creators and innovators who advocate for themselves, their community, our nation, and the world.

The Plymouth Public Schools Strategic Plan serves as a guideline in the development of policies, procedures, school improvement plans, and individual goals and objectives. This plan was supported by countless hours of research and analysis by dozens of individuals drawn from the student population, parents, teaching and administrative staff, School Committee, and the public at large. There are four overarching strategic objectives that lead to our mission and vision. These objectives are to improve the outcomes of all learners through an inclusive and equitable education, develop and implement a network of social and emotional support for all learners, engage all stakeholders to support the success of all students, and create and support a Learning Community that recognizes and embraces diversity and talents of all people.

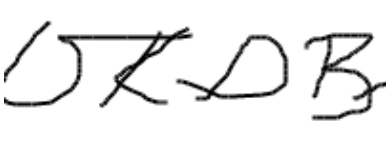
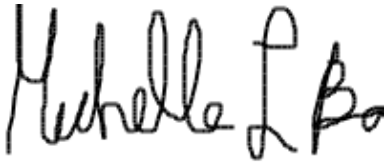
Our annual action plans establish in a clear and direct manner not only the District's goals, but also the measurement criteria needed to assess how well we are doing in the pursuit of those goals. This empowers the District with the ability to identify and make course corrections in a timely and efficient manner when necessary.

The Hedge Elementary School serves 204 students and is undersized compared to the MSBA guidelines for an elementary school. When comparing only the gross floor area of the existing facility to the MSBA guidelines, it appears the building is only slightly undersized at 4%. Once the building inefficiencies are removed from the equation, the building is vastly undersized at 42%. The overcrowding at Hedge Elementary School has had a direct impact on student learning and instructional best practices. As a result of the student enrollment, spaces that were originally utilized for critical educational support such as dedicated sensory, student behavior regulation, interventions, and small group meeting and conference spaces have become core educational spaces.

To address programmatic needs while maintaining the core academic spaces, the faculty and staff have become very creative and resourceful in finding spaces to teach, including modifying closets and stair landings to be breakout and support spaces. Additionally, multiple schedule modifications including adding lunch blocks, are required to serve the number of students in the buildings. Students and staff have had to be moved to other schools due to the lack of assessability of the building. Any additionally enrichment activities require use of other school buildings.

CERTIFICATIONS

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Derek Brindisi	Michelle Badger	Christopher Campbell
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/2/2024 10:37:07 AM	4/1/2024 11:10:41 PM	4/1/2024 6:00:47 PM

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