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 Cold Spring

School Address 25 Alden Street, Plymouth, MA - 02360

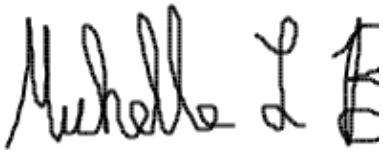
Submission Date 4/3/2024

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 10:36:01 AM	4/2/2024 7:26:32 PM	4/1/2024 5:58:39 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 Cold Spring

School Address 25 Alden Street, Plymouth, MA - 02360

Submission Date 4/3/2024

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? No

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).

Cold Spring Elementary School is one of eight elementary schools within the Plymouth Public School district. It is located on 7.64 acres and it currently educates 218 students.

The original Cold Spring Elementary School was constructed in 1951 and was a 19,711 square foot, two-story facility. There was a 13,425 square foot addition completed in 1955, increasing the total building size to 33,146 square feet. The exterior walls are load bearing masonry with interior partitions being painted lath and plaster, gypsum board and brick, and glazed concrete masonry units. There has been no major renovation or update since the facility was originally constructed.

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 40869
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 Cold Spring Elementary School site, located at 25 Alden Street, is a 7.64 acre parcel, which is partially covered by the elementary school building, parking, open play space, and a vegetated woodland border. The parcel is a non-regular shape, with access off of Alden Street and Standish Avenue. The school is the only building on the site and appears to be facing Alden Street; however, the actual entrance is accessed from Standish Avenue. Residential neighborhoods surround the site.
The Cold Spring Elementary School and site are utilized by the District as an elementary school but also support community use. Outside organizations including cheerleading, soccer, flag football, and Cub Scouts utilize the facility and site almost year-round.

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).

Constructed in 1951 with an addition in 1955, 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 roof includes three different roof types and installations. The sloped gable roof area consists of an existing slate roof system directly fastened to a wood subsurface. The flat roof area consists of two different installations; one is a single-ply TPO/PVC membrane roof system and the second is a single-ply EPDM membrane system. All roofing systems have outlived their useful service life.
The exterior aluminum windows include fixed and single hung window systems that are original to the 1951 or 1955 building.
The Bureau Veritas report identifies structural settlement along the southeast side of the building as a significant issue. Also identified are water intrusion on the north side of the building through the compromised exterior wall assembly, damaged windows, and leaking flat roofs. The District continually repairs exterior envelope issues related to water infiltration

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1955
Description of Last Major Repair or Replacement:
Building Addition

Total Roof Square Footage 26949

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:

Total Window Count 86

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 86
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Aluminium/wood
Age of Section (number of years since the Windows were installed or replaced) 68
Description of repairs, if applicable, in the last three years. Include year of repair:
Broken glass repairs only as needed. No finite data found, windows assumed original to the building.
36 Aluminum combination windows, consisting of two awning units, side-by-side with two fixed units under and four fixed units over with double insulated glass.

14 Aluminum double hung windows with double insulated glass.

20 Aluminum double hung windows with small fixed transoms above with double insulated glass.

1 Aluminum combination window consisting of two awning units, side-by-side with a fixed unit above each with double insulated glass.

1 Wooden fixed transom over door with single glass.

2 Wooden round windows with single glass.

1 Aluminum combination window consisting of an awning unit with a fixed unit above with double insulated glass.

8 Aluminum combination windows, consisting of two double hung windows mulled together with one fixed transom above each with double insulated glass.

2 Aluminum fixed transom windows with double insulated glass.

1 Aluminum combination window consisting of two fixed units, mulled together with double insulated glass.

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 gas-fired boilers and controls are antiquated and in need of replacing. The two large boilers are original to the building. One of the main boilers is tagged out from use due to degradation of the fire brick. The burner sections in the two main boilers were replaced in 1990. A third smaller boiler was added in 2017; however, this boiler was taken from the old South High School and installed second-hand. This boiler is almost 25 years old.

The boilers supply hot water to hydronic radiators, cabinet terminal units, and fan coil units located throughout the facility. The fan coil units that provide heat to the academic classrooms are original to the construction and are over 60 years old. Reliability is questionable and finding parts for these obsolete items becomes difficult in time of need. There is no air conditioning in this facility and there is inadequate ventilation throughout.

Cold Spring Elementary does not have forced ventilation in either the heating or cooling seasons, with the exception of unit heating fans in classrooms to move warm air from the boiler piping during the heating season. 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. Due to the lack of a chiller system or rooftop cooling, Cold Spring Elementary temperatures and humidity levels can become 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 additional load, and would also require updating. 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. 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. The limited building service makes it difficult to add any appreciable load such as chillers, compressors, and heat pumps.

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?
What percentage of the Building is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section Boiler 2
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) 25
Description of repairs, if applicable, in the last three years. Include year of repair:

Added in 2017 reclaimed from the old South High School.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 2017
Description of Last Major Repair or Replacement:
Addition of third small operational boiler from the old South High School.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1955
Description of Last Major Repair or Replacement:
Building Addition

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: The majority of the building's floor finishes are vinyl composition tile (VCT) with some spaces utilizing ceramic tile or wood strip flooring based on space function. In some instances, there is vinyl asbestos tile (VAT) under the VCT.

Ceilings and Lighting: Lay-in 2x2 and 2x4 acoustic ceiling tile (ACT) with grid, painted gypsum board, or painted lath and plaster are the most common ceiling systems throughout the building.

Walls and Doors: The wall finishes are either plaster, gypsum board, brick, or glazed concrete masonry units (CMU). Some retrofitted amenities are exposed, including wiring for power, light switches, fire alarm devices, and technology components depending on the wall surface they are mounted to. 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 minimal sound isolation properties to the educational spaces.

Interior finishes throughout Cold Spring 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 70+ 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 $2M 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 Cold Spring Elementary due to this building's layout. The building has two floors, 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 building has asbestos in some areas including floors, walls, ceiling, and piping insulation. The district has a robust AHERA program, and projects are done to systematically remove asbestos containing material. At Cold Spring Elementary, a number of abatement projects have been completed over the years; however, there are still areas of the building where asbestos still exists, particularly in piping insulation that becomes friable easily. Lead-based products are also present in 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
Cold Spring Elementary School serves 218 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.

Cold Spring is a Title One school. There is no equitable space for staff to provide instruction and support to the students.
The facility includes two multipurpose spaces, the student dining space, and the gymatorium. The student dining is too small to fit more than one grade level. This requires six lunch periods to feed all students. The gymatorium supports multiple functions at Cold Spring Elementary School. It acts as a physical education space, an assembly space, and an office space. The stage area has been fit out with furniture to provide additional required office areas. The reduction in size of the stage restricts this school from having a band, orchestra, or any theatrical plays or performances.

Art is delivered to the students in a corner of the already undersized media center. The small area lacks amenities typically found in a dedicated art room. Having a dedicated art location is better than the "Art on a Cart" approach; however, the curriculum and activities still have to be significantly modified because of the spatial constraints.

SPED
Cold Spring has a dedicated physical therapy space, a special education pullout / office space, and an occupational therapy space located in the corridor. Dedicated spaces for special education are critical in delivering the support required. The PT and pull-out spaces are highly utilized even though they are undersized. The OT space located in the corridor is also highly utilized, but the lack of privacy and amenities are not ideal. The three special education spaces are clustered at one end of the lower level corridor.
There are a multitude of programs not offered because of the spatial constraints. Every possible occupiable space within the facility is utilized with no additional space for any social or emotional support nor a quiet space needed to allow students to regulate their behavior. These sensitive and critical discussions must occur in spaces that are not always private or conducive to supporting the mental health of the students.

Administration
The quantity of office and support spaces for the administration align with a facility supporting the student population. However, the size of many of the spaces is significantly smaller than recommendations. One example is a 16 square foot closet that has been converted into an office. When occupied, there is not enough room to close the door. The administration offices are clustered together, which is advantageous; however, the cluster is located a significant distance away from the main entrance. Visitors have to pass by multiple classrooms prior to even seeing the administration suite. 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. 219

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).

Classroom and instructional spaces within Cold Spring Elementary School are grossly undersized and lack appropriate space for teaching and learning. Many of the academic classrooms are at least 20% smaller than what is generally accepted compared to educational guidelines and standards for available space per student. The kindergarten instructional spaces are significantly more undersized at 60% smaller than the guidelines.

The gymatorium of the existing elementary school is undersized by approximately 30%. This is exacerbated by the connected performance stage currently being utilized as three office spaces. The gymnasium is adequate in terms of its finishes but the size hinders its effectiveness in providing an active space for the student population.

Art and music spaces are not outfitted to support the function of the program and are also undersized.

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

There is "wasted space" in the amount of corridors and service rooms due to inefficiencies in the layout, as reflected in the grossing factor of 1.71 (compared to the recommended 1.20). A larger building requires more resources for the Facilities Department to maintain.
The Cold Spring Elementary School serves 219 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 15%. Once the building inefficiencies are removed from the equation, the building is vastly undersized at 40%. The overcrowding at Cold Spring 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, stair landings, and corridors to be breakout and support 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.

Classroom and instructional spaces within Cold Spring Elementary School are grossly undersized and lack appropriate space for teaching and learning. Many of the academic classrooms are at least twenty-percent smaller than what is generally accepted compared to educational guidelines and standards for available space per student. The kindergarten instructional spaces are significantly more undersized at sixty-percent smaller than the guidelines.
Core academic classrooms are grossly undersized and lack support spaces. Art and music spaces are not outfitted to support the function of the program and are also undersized. Dining is undersized, along with the food service and custodial spaces required to operate the facility. The "gymatorium", media center, and administration programs are all vastly undersized. There is "wasted space" in the amount of corridors and service rooms due to inefficiencies in the layout, as reflected in the grossing factor of 1.71 (compared to the recommended 1.20). A larger building requires more resources for the Facilities Department to maintain.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 11

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

Class size is a practice and goal of the School Committee but not a policy.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 22

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.

Constructed in 1951 with an addition in 1955, 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 roof includes three different roof types and installations. The sloped gable roof area consists of an existing slate roof system directly fastened to a wood subsurface. The flat roof area consists of two different installations; one is a single-ply TPO/PVC membrane roof system and the second is a single-ply EPDM membrane system. All roofing systems have outlived their useful service life.

The exterior aluminum windows include fixed and single hung window systems that are original to the 1951 or 1955 building.

The Bureau Veritas report identifies structural settlement along the southeast side of the building as a significant issue. Also identified are water intrusion on the north side of the building through the compromised exterior wall assembly, damaged windows, and leaking flat roofs. The District continually repairs exterior envelope issues related to water infiltration

The existing gas-fired boilers and controls are antiquated and in need of replacing. The two large boilers are original to the building. One of the main boilers is tagged out from use due to degradation of the fire brick. The burner sections in the two main boilers were replaced in 1990. A third smaller boiler was added in 2017; however, this boiler was taken from the old South High School and installed second-hand. This boiler is almost 25 years old. The boilers supply hot water to hydronic radiators, cabinet terminal units, and fan coil units located throughout the facility. The fan coil units that provide heat to the academic classrooms are original to the construction and are over 60 years old. Reliability is questionable and finding parts for these obsolete items becomes difficult in time of need. There is no air conditioning in this facility and there is inadequate ventilation throughout.

Cold Spring Elementary does not have forced ventilation in either the heating or cooling seasons, with the exception of unit heating fans in classrooms to move warm air from the boiler piping during the heating season. 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. Due to the lack of a chiller system or rooftop cooling, Cold Spring Elementary temperatures and humidity levels can become 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 additional load, and would also require updating. 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. 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. The limited building service makes it difficult to add any appreciable load such as chillers, compressors, and heat pumps.

Safety and security elements are a critical component to a modern educational facility. Cold Spring 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.
- Exterior windows, particularly behind the building greeter, are unprotected and do not contain film or resistance rating
- 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
- 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.
- There are no gates, fences, or bollards present to protect students playing on the pavement surface.
- The building greeter does not have good natural surveillance of the main entrance and is exposed in the corridor.
- There is no integrated lockdown system with initiation from the building greeter.
- A Knox Box is not present for 24/7 FD access.

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.

Cold Spring Capital Improvement Projects
2012 - Fire alarm panel and intercom, four heating circulation pumps 50k
2014 - Asbestos removal and replacement - ceiling tiles 36k
2017 - Asbestos removal and replacement - flooring 141k
2021 - Asbestos removal and replacement - flooring and boiler room insulation 115k

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 Cold Spring 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 custodial staff often have to flood the lines so heat will reach the classrooms. The heating system is loud and distracting to both students and staff.

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 utilized 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 and student libraries. Ceiling tiles are gone, concrete has deteriorated, and walls show signs of moisture all from water entering through the exterior envelope. One of the lower level classrooms has water infiltration from the floor. During certain rain events, water comes up from the floor and floods the classroom. The floor tiles are compromised and a drain that was installed is not addressing the situation. Walls around this space are corroded from the water infiltration.

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, Cold Spring 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.

ELL - students are receiving instruction in hallways, tables set up at the bottom of a stairwell, create space anywhere that they can find, even in the lobby

Social Emotional - limit the size of the group, not able to have role models, students are not receiving tier 2 intervention that may qualify, unable to separate students who have difficulty with each other

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, need to break it up by grade levels, no space to hold a large number of people, some events bring the number of people over the capacity of the building

Accessibility - no way for students to access the building, if they are in the building, they cannot access the lower level, no outside walkway around the building to even push a student to the lower level, there are no accessible bathrooms for students or families, when you are in the cafeteria or gym then you need to go upstairs to utilize the bathroom

Reception area - no true area, safety, no double entry, access to classrooms immediately when entering the building, in the hallway

Cafeteria - only one grade level at a time, storage for food is not appropriate, cited regularly on the storage area for food by the department of public health due to lack of appropriate storage

Parking - not even enough parking for staff, cars are crossing over the sidewalk during dismissal and arrival

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.

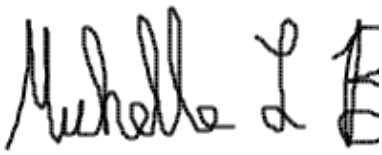
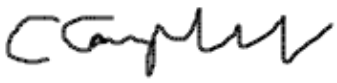
Our annual action plans establish in a clear and direct manner not only the District's goals, but also the measurement criteria needed to assess how well we are doing in the pursuit of those goals. This empowers the District with the ability to identify and make course corrections in a timely and efficient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

The Cold Spring Elementary School serves 219 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 15%. Once the building inefficiencies are removed from the equation, the building is vastly undersized at 40%. The overcrowding at Cold Spring 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
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* 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.