MOSIER ELEMENTARY SCHOOL

TOWN OF SOUTH HADLEY, MA

FEASIBILITY STUDY



PRELIMINARY DESIGN PROGRAM SUBMISSION

DECEMBER 18, 2025

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

MVG

MOUNT VERNON GROUP ARCHITECTS

SKANSKA

Nick Lobik
Program Manager
Skanska USA Building Inc.
1350 Main Street,
Springfield, MA 01103

December 18, 2025

Utsavi Gadani, Project Manager
Massachusetts School Building Authority
10 Post Office Square, Suite S400
Boston, MA 02109

Mosier Elementary School – FSA – Preliminary Design Program Submission

Dear, Utsavi Gadani,

Pursuant to the Module 3 - Feasibility Study requirements and in accordance with Section 8.1.1.2 of the OPM Contract, we have reviewed and coordinated the materials associated with the enclosed Preliminary Design Program Submittal. We certify, to the best of our knowledge, that the information is accurate, complete and in full compliance with the MSBA's Feasibility Study requirements.

The School Building Committee met December 17th, 2025 to approve the Preliminary Design Program to authorize the submission of the Preliminary Design Program to the Massachusetts School Building Authority on behalf of the School District.

The 3.1.7 Local Actions and Approvals Certificate, certified meeting minutes will be provided following approval at the following meeting.

Please contact us should you have any questions or concerns regarding this submission.

Sincerely,



Skanska USA Building, Inc.
Nick Lobik
Program Manager
617-275-6879

Cc: John Benzinger, Project Executive, Skanska USA Building, Inc.

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MODULE 3.1.1 FEASIBILITY STUDY SUMMARY

On February 11, 2024, the Town of South Hadley was invited by the Massachusetts School Building Authority (MSBA) to conduct a Feasibility Study and Schematic Design according to Modules 3 and 4 of the MSBA guidelines. The first part of the work consists of reviewing the Statement of Interest, preparing an evaluation of existing conditions report, analyzing alternative sites, and developing the educational program and summary of spaces.

The evaluation of existing conditions findings which are provided in section 3.1.4 of this report expands on and verifies the items mentioned in the SOI and concludes that the Mosier Elementary School is overcrowded with educational space limitations and deficiencies for today's educational requirements. The building envelope and interior construction is in average condition for a school of this age and the configuration is very inefficient, MEP systems are obsolete and inadequate for environmental comfort and health, technology related systems are minimal and don't provide for today's educational needs, and, the size and configuration of educational and support spaces are grossly undersized for the current programs consistent with state and approved local requirements. Currently the Mosier School serves grades 2 thru 4 for approximately 360 students. The District and MSBA have agreed upon two possible grade configurations, the first being the existing configuration of grades 2 thru 4 for a student enrollment of 360 students and the second configuration being Grades 1 thru 5 for a student enrollment of 590 students.

As the Mosier school site was being analyzed, a series of "visioning" sessions and workshops with participants from the Town's educational system, members of Town Boards, affiliations and groups, as well as business stakeholders and members of the community, were held to establish the key goals of the educational program as well as the space and characteristic needs for the school. The visioning workshops also included a working group session to review and understand specific space needs and adjacency requirements. From these sessions, the space programs were developed and provided in section 3.1.3 of this report.

Functional relationship diagrams were then developed showing how the building could be organized from information gathered and developed at the visioning workshops and interviews. A teacher/staff workshop was held to review all previous information and obtain overall feedback to enhance the direction given to the design team.

The existing elementary school site will be studied for viability of either code upgrades and repairs, an addition/renovation options or new construction options with one other

alternative site also being reviewed for its suitability in supporting the new construction option(s) with the appropriate amenities. The two Town owned sites which are across the street from each other were the only available properties presented to the design team by the Core School Building Committee for review and consideration as part of the alternative site solutions analysis. One site is the existing Mosier school property and the alternative site across the street happens to also house the Smith Middle School building. Upon initial review of the two parcels presented, both appeared to meet the needed criteria, be ample in size for various potential solutions, yet present two different types of opportunities to be considered by the District. There is the existence of wetlands on the outer edge of the backside of the middle school property to be considered. The Town of South Hadley is average in area yet has very few available Town owned parcel options for consideration.

The School Building Committee reviewed the merits of both potential alternative sites and determined that both sites are viable for alternative solutions to meet an educational, cost effective and sustainable solution to the Town, maintaining either the existing school site development for a code upgrade and basic repairs, an addition renovation or new construction option, or the possibility of constructing a new school building on the middle school site across the street thereby creating a campus atmosphere. The two site considerations can accommodate a number of the seven alternative options and determined to be appropriate for developing cost estimates.

This Preliminary Design Program Report concludes with a summary of seven options which are provided and described in Section 3.1.6 of this report.

The study will include the following options:

1. Code Upgrades and Repairs
2. Addition / Renovation Existing Site (Grades 2 thru 4 – 360 Students)
3. Addition / Renovation Existing Site (Grades 1 thru 5 – 590 Students)
4. New School Construction Existing Site (Grades 2 thru 4 – 360 Students)
5. New School Construction Existing Site (grades 1 thru 5 – 590 Students)
6. New School Construction M. S. Site (Grades 2 thru 4 – 360 Students)
7. New School Construction M. S. Site (Grades 1 thru 5 – 590 Students)

Further study of the existing Mosier Elementary School and Smith Middle School Sites and related options and costs will occur in the Preferred Schematic Study.

MODULE 3.1.1 STATEMENT OF INTEREST OVERVIEW

The Mosier Elementary School Statement of Interest emphasized the following key issues:

1. The current Mosier Elementary School building constructed in 1969 is programmatically challenged and is the result of the buildings' construction age, methodologies and inefficient layout.

2. Overcrowding has forced group instruction to occur in ancillary spaces that are small and not designed for such, as well as be spread out illogically throughout the building thereby creating inefficient flow of support services.

3. The current Mosier School includes four modular classrooms attached and accessible via a long corridor. This feature has been part of the school building since 1998, and does not include support spaces and desired adjacencies.

4. The Mosier school has insufficient specialty spaces to fully respond to those students with disabilities and limited English proficiency needs.

5. The lack of required programmatic and support spaces to meet the current grades and enrollment has led to the relocation of needed programs to other spaces not originally intended for that particular use and is significantly impacting the education delivery process.

6. The current school building envelope is energy inefficient leading to more energy consumption and does not comply with todays' energy code requirements.

7. The mechanical and electrical systems and related infrastructure are outdated, inefficient and in need of constant repair, making it difficult to provide the necessary safe and comfortable educational environment conducive to learning.

8. The building site lacks the appropriate separate pedestrian, vehicle and bus access thereby allowing students to interact with vehicular movement. Lack of fencing around play areas and fields as well as play area access from the school presents a potential safety hazard. Accessibility issues around the site and courtyard provides challenges for people with mobility issues.

9. Replace or renovate and modernize existing school building to increase energy conservation, decrease energy consumption and related costs, and provide a fully accessible, safe and environmentally comfortable educational facility.

The Statement of Interest (SOI) is included in this report as part of this section.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting an FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3**. If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION FOR SOI STATUTORY PRIORITIES #1 AND #3: If a District selects Statutory priority #1 and/or priority #3, the District is required to submit additional documentation with its SOI.

- If a 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.
- If a District selects statutory priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

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 South Hadley

District Contact Jennifer Voyik TEL: (413) 538-5057

Name of School Mosier

Submission Date 4/10/2023

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ☑ 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.
- ☑ 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.
- ☑ 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.
- ☑ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☑ 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.
- ☑ 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.
- ☑ 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 priorities for which the SOI is being submitted.
- ☑ 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.
- ☑ 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 statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide 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, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency 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)

Name of School	Mosier

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Lisa Wong	Allison Schlachter	Mark McLaughlin
Town Administrator		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/10/2023 1:25:39 PM	4/10/2023 12:55:05 PM	4/10/2023 11:40:32 AM

* 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 South Hadley

District Contact Jennifer Voyik TEL: (413) 538-5057

Name of School Mosier

Submission Date 4/10/2023

Note

The following Priorities have been included in the Statement of Interest:

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 enrollments.
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 parties/governing bodies, in a specific 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 to the satisfaction of the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core
Potential Project Scope: Potential New School
Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes
School name of the District Priority SOI: 2023 Mosier

Is this part of a larger facilities plan? No
If "YES", please provide the following:
Facilities Plan Date:
Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 21 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 25 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? No

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? No

If "NO", please note that:
If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? No

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0
At which schools in the district?
Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0
At which schools in the district?
Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

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.

N/A

Please provide a description of the local budget approval process for a potential capital project with theMSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

South Hadley is in a unique position in that the Town Manager and Interim Superintendent have been in their respective positions less than two years. In that time of transition, both leaders quickly found agreement on many issues of mutual concern, none more so than the very urgent need for a new Mosier Elementary School building. In service of furthering that objective, the town and district leadership have engaged in multiple conversations with each other on this subject, including meetings with Appropriations Committee, Selectboard, and School Committee, culminating in a joint Tri-board meeting held on January 24, 2023 to consider implications of a new building, the amount of money that has been set aside for a feasibility study by the town, and the potential funding options should this Statement of Interest be acted upon by MSBA. All three committees voted unanimously at that meeting to move forward with the Statement of Interest for Mosier. The meeting also confirmed that the town has currently set aside over $600,000 in a stabilization fund for a feasibility study for Mosier.

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 (maximum of 5000 characters).

Mosier Elementary School was built in 1969 for the purpose of educating elementary aged students. In 1998, four modular classrooms and a corridor were added to connect the modular classrooms to the main building. These modular classrooms were originally used at the middle school and before that at the high school and were placed at Mosier with the idea that they would only be there for a few years. 25 years later they are still being used. Although sections of the roof have been replaced the building has not had substantial repairs or improvements in the past 45 years. This lack of significant repair, improvement and engagement in a deferred maintenance strategy for many years has left the current town and district leadership to face the significant challenge of no longer being able to responsibly defer this project. The consequences of this strategy have left a school facility that is visibly worn, with drafty windows, exterior doors that do not close properly, uneven floors, and outdated heating and ventilation systems and electrical panels, all of which adversely impact, to varying degrees, the mission of the facility to house educational programs consistent with contemporary best practices.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

62237

SITE DESCRIPTION: Please provide a detailed description of the current 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 facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Mosier Elementary School sits atop a slight slope upward from the main road. The school building is bordered by wetlands on its south and west sides, likely requiring maintenance of the current footprint for any future building. The facility is in need of updated life safety systems including heating, electrical, plumbing, windows, and a fire suppression system. The classroom spaces were originally configured to serve instructional goals that are now more than fifty years old; they do not adequately reflect 21st century technology needs, space flexibility requirements of contemporary education, or accommodations for identified students consistent with contemporary laws, regulations and best practices for identified students.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

Mosier Elementary School, 101 Mosier Street, South Hadley, MA 01075

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).

The building is constructed of concrete masonry units with an exterior brick face. Structural cracks in the foundation of the building are common (cafeteria ceiling, courtyard where foundation connects to the building). Water damage and foundational cracks and degradation of bricks are found in the gym area and an outside wall. Roof runoff contributes to structural damage to outside wall and could crack at any time. Concrete disintegration due to water damage can be found in multiple areas around the building. In addition, relative to the exterior of the building is the characteristic inadequacy of all exterior doors. For example, certain doors do not close automatically, but instead require a final "pull" to ensure full closure, perhaps a result of settling over its fifty years of service. Other doors do not sit flush to the door frame, creating significant drafts that strain an already old and outdated HVAC system and allowing for the entrance into the building of a variety of animal life, notably mice and chipmunks. The roof, parts of which are the only sections of the envelope that have undergone any update, remains

largely past its lifespan and, as a result, subject to failure with little warning.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 1969
Description of Last Major Repair or Replacement:
N/A

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 62237
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
The roof is gravel-surfaced Built-up-Roofing (BUR) on a low slope, cold process Modified Bitumen (MB) and cold-process Built-up Roof system in different sections
Age of Section (number of years since the Roof was installed or replaced) 7
Description of repairs, if applicable, in the last three years. Include year of repair:
A section of the roof was replaced 2014.

Window Section A
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 110
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Windows are original and are thermal pane glazed.
Age of Section (number of years since the Windows were installed or replaced) 53
Description of repairs, if applicable, in the last three years. Include year of repair:
not applicable

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 plumbing is original and provides cold water, hot water and includes sanitary waste, vent systems, and storm drain piping. The building uses natural gas. Gas is piped to the boiler water heaters and kitchen area. There is an Ansul fire protection system in the kitchen cooking area. Heating and ventilation of the classrooms is provided by classroom unit ventilators with hot water coils. For related support spaces throughout the building, heat is provided by radiators and connectors utilizing integral thermostatic control valves. Various sections of the radiators in corridors, toilet rooms and entranceways are provided with self-contained control valves and are not tied into the pneumatic system. The gym is heated and ventilated with two-ceiling mounted, original electric-heated units. There is one at each end of the gym. These units have been converted to hot water.

Boiler Section 1
Is the District seeking replacement of the Boiler? YES
Is there more than one boiler room in the School? NO
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Gas-fired boilers
Age of Boiler (number of years since the Boiler was installed or replaced) 19
Description of repairs, if applicable, in the last three years. Include year of repair:
Boilers were replaced in 2004 to be more energy efficient

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2004
Description of Last Major Repair or Replacement:
The hot water boiler was replaced in 2000 and the heating boiler was replaced in 2004

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1969
Description of Last Major Repair or Replacement:
not applicable

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).

The ceilings are comprised of 2 x 4 tiles. The floor finishes vary throughout the building including VAT, hardwood, terrazzo, VCT, and carpet in places. The acoustic ceilings, where applicable, are standard mineral fiber tiles in a suspended steel grid. Tack boards are used in corridors and the majority of the door hardware is original with all exterior doors in need of replacement.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Mosier school serves the needs of children in South Hadley in grades 2-4. The school offers comprehensive special education services, including a program for children with autism, speech/language, occupational and physical therapy, and counseling services. The school also provides support to children having difficulty learning to read, write, and difficulty with mathematics under its Title 1 Program.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Mosier Elementary School existing space
Classrooms 20 @ 850-900 square feet
Classrooms 4 @ 1200 square feet
Art 1 @ 900 square feet
Music @ 850 square feet
Gym @ 3745 square feet
Special Education:
1 @ 850 square feet
4 @ 285 square feet
2 @ 235 square feet
1 @ 685 square feet
1 @ 385 square feet
Title 1 @ 850 square feet
Library @ 1340 square feet
Cafeteria/Auditorium (combined space) @4900 square feet
Kitchen @ 1314 square feet
Main Office @ 1960 square feet
Custodial/Maintenance @ 1340 square feet
As with the entirety of the building, no significant updates.improvements or replacements have occurred in any of the classrooms in the building.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. 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).

Mosier School is fully used. It has no room to accommodate any additional classes, which would be necessary with any increase in school population. The school makes use of the aging modular classrooms, which are in poor condition and should be removed. The modulars have been in place since 1998 and prior to that were used for several years at other schools in the district. If the modular classrooms were to be removed additional space would have to be constructed to accommodate the existing populations.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, 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).

Each year the school system updates its long-term capital plan and capital priorities for the Capital Planning Committee in collaboration with custodians, building principals, and central office leaders. Approved projects designated with the highest priory are recommended to Town Meeting for funding. When funded, the district assumes responsibility for carrying out the projects. In FY 2008 and FY2014 the district funded capital projects to replace sections of the Mosier roof.

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.

HVAC: Replaced current hot water boiler installed in 2000, replaced heating boiler in 2004. Due to the boiler's age, it can only be serviced by a few, and shrinking number, of technicians who understand and have worked with similar systems. Parts are also increasingly difficult to locate and install. Particularly in the winter months, but also on colder days in the fall and spring, the custodian must decide each day which parts of the building he must direct heat in order to avoid over-taxing the system. During the many cold months of the school year this daily decision, and accompanying discomfort, creates significant adverse and tangible impacts on students and staff.

Electrical: Upgrade electrical service throughout the building to accommodate the use of computers and new equipment. The main electrical panel is a Federal Register panel, which is no longer on the market. There have been instances where multiple light switches have been repaired/replaced due to electric shock from users.

Windows: Replace (110) windows/frames throughout the building. The metal-framed windows are more than 43 years old and are inefficient.

Portables: Replace portable classrooms with permanent classroom spaces. Portables have been in use for well over 25 years and are significantly past their life expectancy. The floor and walls in the portables are unsafe and buckle, sometimes visibly, during periods of moisture (humid weather, storms etc.)

Fire suppression system: Must be installed in order to promote greater fire safety and all contemporary codes.

Building Envelope: Replace all exterior doors to address significant and concerning security issues of a building with many doors in various and significant states of disrepair.

Drains: Toilets, sinks etc. throughout the building are easily and frequently blocked and are hard to manage due to the complicated underground system. In the presence of significant water or moisture (humidity/storms etc.) the building experiences significant occurrences of plumbing backing up, resulting in additional damage.

Ceiling Tiles: Asbestos abatement is necessary given ceiling materials components throughout the building. Maintenance staff generally do not touch asbestos component ceiling tiles without significant apparel precautions and generally do not handle tiles. For example, since wiring for computers requires the necessary removal of certain ceiling tiles, they are almost always permanently removed in such cases so as to avoid unnecessary touching/disturbance during periods of wiring repair or troubleshooting.

Priority 5

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

The district has insufficient funds to address the priorities noted above; however, where applicable steps have been taken to maintain existing systems through preventative and ongoing maintenance efforts.

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.

Since most of the problems/issues facing the Mosier School facility relate to the structural integrity of the building itself, every identified item significantly does, or will, adversely impact educational delivery for every student and staff member in the school. For example:

HVAC-age of the existing boiler suggests that significant or even catastrophic failure to the heating system, which is now well past its life expectancy, is likely at any time. Such an event would require closure of the school until repairs can be made and completed, an obvious and significantly impactful interruption to educational programming.

Electrical-the contemporary expectations of a 21st century education require significantly more use of technology and related infrastructure than was ever contemplated when the electrical panel was first installed. Since the main electrical panel is so old it is no longer available, making simple replacement impossible, in the event of a failure of the system any remedy allowing proper school function would be significantly delayed.

Windows: Replace (110) windows/frames throughout the building. The metal-framed windows are more than 43 years old and are inefficient. The resulting drafts, and more concerning, the potential for security breach, directly impacts the integrity of all educational programming within the school.

Portables: The deplorable condition of the portable classrooms, from its long, dark and twisty hallways with buckling floors to insufficient door and window security compromises the important work that happens within. The pervasive gloom and disrepair of the portable classrooms is contradictory to the school's and district's goal to provide students with a safe and nurturing educational environment.

Fire suppression system: Must be installed in order to promote greater fire safety and to meet all contemporary codes. This system's deficiencies goes to the heart of the educational mission of Mosier School, and every school in the Commonwealth.

Building Envelope: Replace all exterior doors to address significant and concerning security issues of a building with many doors in various and significant states of disrepair.

The district must address the safety and efficiency issues of Mosier Elementary School in order to offer quality educational programming to the students of South Hadley. The heating, plumbing, boilers, windows and dated portable classrooms have fallen into disrepair and collectively these issues need to be addressed urgently.

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 that is the subject of this SOI and how it will improve your district's educational program.

The district has engaged in efforts to extend the lifespan of Mosier Elementary School well beyond almost all guarantees, as noted in the previous Statements of Interest (2019, 2018 and 2012). However the age of the building itself, and the daily challenges to its structural and infrastructural integrity, coupled with the likelihood of significant additional and/or emergent issues that arise each year requires that the district take the position that full replacement of the building is inevitable and necessary in the near future.

Please also provide the following:

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):

Jorge Cruz from Flansburg Architects located on 77 N. Washing Street in Boston, MA 02114-0910 (617-367-3970 extension 290) was hired by the district to complete a comprehensive study of Mosier Elementary School. His report was dated October 2016.

The date of the inspection: 10/5/2016

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

The report highlights the need to update life safety systems including heating, plumbing and electrical along with efficiency items as well as the portable classrooms and the remaining roof sections. There were also cosmetic and instructional space upgrades noted.

Priority 7

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

The original Mosier School was built in 1969 and is rated as a "2" in the MSBA "Needs Survey Report" prepared by DeJong in April 2006. Modular classrooms were relocated from another school in 1998 to accommodate Art and Music. These modular spaces are well past their life expectancy and, due to their age and condition, pose the real possibility of catastrophic failure at any time .

The primary educational space problems occur in the Special Education rooms. These rooms are not adequately sized for required Special Education needs. Also, since computer labs and music education are currently provided in portable classrooms these educational spaces need new rooms in order to continue to provide adequate technology and music programs.

On occasion, the Library must close due to water damage (ceiling, floor).

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.

Used portable classrooms were relocated to this school in 1998 to accommodate Art and Music, but these were intended to be temporary, are over 30 years old, and have long since reached the end of useful life. They are unsafe and unsound spaces for continued long term use.

2019 - One of the walls in the portable classrooms had rotted and need to be replaced. There was also roof damage due to water leaking which required a roof replacement for the portable classrooms.

2021 - The ramp and two egress staircases were replaced as they did not pass the building inspection. The district also upgraded these access points so that they were ada compliant.

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.

The modular classrooms are used for music instruction, computer instruction, title 1 instruction. The condition of the modulars continues to deteriorate. An exterior staircase collapsed in the summer of 2008, nearly injuring the then Facilities Director. Many sections of the floor are soft and buckle. The main exit from the modular unit to the outside was unusable and all egresses were required to be replaced in late summer 2021, threatening the on time opening of school. A side of the wall collapsed in and was replaced in 2019. The building does not have a proper foundation and as a consequence has sunk due to frost heaves in the ground. Currently, the modular units are useable for educational spaces, but they are in imminent danger of becoming unusable. Important to note is the psychological impact on students, staff, families and visitors of attempting to engage in 21st century education in old, decrepit, dark, dank and unsafe spaces. This impact has been revealed in a variety of formal and informal surveys of climate.

Name of School	Mosier

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 attached 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**
Lisa Wong	Allison Schlachter	Mark McLaughlin
Town Administrator		
(signature)	(signature)	(signature)
Date	Date	Date
4/10/2023 1:25:39 PM	4/10/2023 12:55:05 PM	4/10/2023 11:40:32 AM

* 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

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

October 30, 2024

Ms. Lisa Wong
Town Administrator
116 Main Street, Room M18
South Hadley, MA 01075

Re: Town of South Hadley, Mosier Elementary School

Dear Ms. Wong:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") has voted to invite the Town of South Hadley (the "Town") to partner with the MSBA in conducting a Feasibility Study for the Mosier Elementary School. The Board's vote follows the Town's timely completion of all the requirements of the MSBA's Eligibility Period.

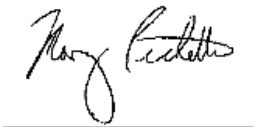
I do want to emphasize that this invitation to partner on a Feasibility Study is ***not*** approval of a project but is strictly an invitation to the Town to work with the MSBA to explore potential solutions to the problems that have been identified. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute, regulations, and policies which require MSBA collaboration and approval at each step of the process.

During the Feasibility Study phase, the Town and the MSBA will partner pursuant to the terms of the Feasibility Study Agreement to find the most fiscally responsible and educationally appropriate solution to the problems identified at the Mosier Elementary School. The Feasibility Study, which will be conducted pursuant to the MSBA's regulations and policies, requires the Town to work with the MSBA on the procurement of an Owner's Project Manager and Designer, which will help bring the Town's Feasibility Study to fruition.

We will be contacting you soon to discuss these next steps in more detail. In the meantime, however, I wanted to share with you the Board's decision and provide a brief overview of what this means for the Town of South Hadley.

I look forward to continuing to work with you as part of the MSBA's grant program. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



Mary L. Pichetti
Executive Director

Cc: Legislative Delegation
Andrea Miles, Chair, South Hadley Select Board
Eric Friesner, Chair, South Hadley School Committee
Dr. Mark McLaughlin, Interim Superintendent, South Hadley Public Schools
Jennifer Voyik, Assistant Superintendent for Finance and Business Operations, South Hadley Public Schools
Keisha Keitt, Executive Assistant to the Superintendent, South Hadley Public Schools
File: 10.2 Letters (Region 1)

District Name: Town of South Hadley
School Name: Mosier Elementary School
Project ID Number: 202302780020

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
FEASIBILITY STUDY AGREEMENT

This Feasibility Study Agreement, dated the 4th day of March, 2025 (the "Agreement") is between the Massachusetts School Building Authority (the "**Authority**"), a public instrumentality of the Commonwealth of Massachusetts established by Chapter 70B of the Massachusetts General Laws and Chapters 208 & 210 of the Acts of 2004 of the Commonwealth, in each case as amended from time to time, and the Town of South Hadley (the "**District**").

WHEREAS, the District submitted a Statement of Interest to the Authority for the Mosier Elementary School (hereinafter **"School"**), and the District prioritized this Statement of Interest as its priority to receive any potential funding from the Authority;

WHEREAS, on December 13, 2023, the Board of Directors of the Authority voted to invite the District to the MSBA's Eligibility Period, and on December 13, 2023, the Board of Directors of the Authority voted to invite the District to commence the Eligibility Period beginning March 4, 2024, and the District has completed all applicable preliminary requirements to the satisfaction of the MSBA;

WHEREAS, on December 13, 2023, the Board of Directors of the Authority shall have voted to authorize the Parties to enter into this Agreement upon the terms and conditions stated herein.

WHEREAS, the Feasibility Study is one step in the multi-step process of the Authority's grant program for school building construction and renovation projects, and the invitation to collaborate on conducting and/or reviewing a Feasibility Study is not approval of a project or any funding by the Authority, except as expressly provided in this Agreement;

WHEREAS, the Authority's grant program for school building renovation and construction projects is a non-entitlement, discretionary program based on need, as determined by the Authority;

WHEREAS, the District has submitted a signed Initial Compliance Certification, as described in 963 CMR 2.02, 2.03 & 2.10(2), in the form prescribed by the Authority, and it has been accepted by the Authority;

WHEREAS, the District has formed a School Building Committee to monitor the Feasibility Study and advise the District during the study;

WHEREAS, the Authority may reimburse the District for a portion of eligible, approved costs incurred in connection with the Feasibility Study undertaken by the District for the School under certain terms and conditions, hereinafter provided, and subject to the provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq.* and all applicable policies and guidelines of the Authority.

NOW THEREFORE, in consideration of the promises and the agreements, provisions and covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Authority and the District (together, the "Parties") agree as follows:

SECTION 1
DEFINITIONS

1.1 Capitalized terms not specifically defined in this Definitions section shall have the meanings ascribed to them in either M.G.L. c. 70B or 963 CMR 2.00 *et seq.*

"Budget" shall mean a complete and full enumeration of all costs, including both hard costs and soft costs, so-called, that the District reasonably estimates, to the best of its knowledge and belief, will be incurred in connection with the planning, development, and the completion of the Feasibility Study, which Budget shall be approved by the Authority and attached hereto as **Exhibit A**, as it may be updated from time to time.

"Design Contract" shall mean the standard design contract developed and prescribed by the Authority, as it may be amended by the Authority from time to time that shall be executed by the District and the Designer for design services related to the Proposed Project.

"Designer" shall mean the individual, corporation, partnership, sole proprietorship, joint stock company, joint venture, or other entity engaged in the practice of architecture, landscape architecture, or engineering that meets the requirements of M.G.L. c. 7C, § 44 and has been procured and contracted by the District to conduct a Feasibility Study, in accordance with the provisions of Sections 2.1(a)(i) and 2.1(a)(ii) of this Agreement.

"Excusable Delay" shall mean a delay of the Feasibility Study that either (a) is solely because of a natural event, such as flood, storms, or lightning, that is not preventable by any human agency, or (b) is reasonably determined by the Authority to be excusable, provided that the failure of the District to have exclusive ownership, control and use of site will not extend the "Term of the Agreement" established in Section 2.2.

"Feasibility Study" shall mean a study as described in 963 CMR 2.10(8) and in any applicable policies and guidelines of the Authority and, in relation to a Major Reconstruction Project or Repair Project, as described in M.G.L. c. 70B, 963 CMR 2.00 *et seq.* and any applicable policies and guidelines of the Authority, shall also include an engineering study, in a format prescribed by or otherwise acceptable to the Authority, to investigate potential options and solutions, including cost estimates, for the deficiencies and issues identified in the Statement of Interest or as otherwise determined by the Authority.

"Owner's Project Manager" shall mean the individual corporation, partnership, sole proprietorship, joint stock company, joint venture, or other entity under contract with, designated, or assigned by the District and approved by the Authority, to fully and completely manage and coordinate administration of the Project to completion. The Owner's Project Manager must meet the qualifications set forth in M.G.L. c. 149, § 44A ½, 963 CMR 2.00 *et seq.*, and all applicable policies and guidelines of the Authority.

"Scope" shall mean the scope of the Feasibility Study as described in 963 CMR 2.10(8) and any applicable policies and guidelines of the Authority or as otherwise determined in writing by the Authority and as more fully described in **Exhibit B** attached hereto, as it may be updated from time to time as mutually agreed upon by the District and the Authority.

"Schedule" shall mean the schedule for the Feasibility Study, which schedule shall be updated from time to time and approved by the Authority.

"School" shall mean the Mosier Elementary School located in the District.

"Statement of Interest" shall mean the Statement of Interest, as defined in 963 CMR 2.09 and all applicable policies and guidelines of the Authority, submitted to the Authority by the District for the School.

SECTION 2
FEASIBILITY STUDY

Subject to the terms and conditions of this Agreement, and in reliance on the representations, warranties and covenants contained herein, the Parties hereby agree as follows:

2.1 Feasibility Study.

- (a.) The Parties hereby agree that the District shall undertake a Feasibility Study to investigate potential options and solutions, including cost estimates, to the School's deficiencies and issues as identified in the Statement of Interest or as otherwise determined by the Authority and in accordance with the Scope, Budget, and Schedule approved by the Authority, provided that the Authority has the unconditional unilateral right to alter that approved Scope, Budget, and/or Schedule for the Authority's convenience and the Authority will not be liable to the District for any loss and/or damage that arises, in whole or in part, out of any such alteration. The adequacy, sufficiency and/or acceptability of a Feasibility Study or a Prior Study, as defined in Section 2.1(c) of this Agreement, for the purposes of the Authority's grant program shall be determined by the Authority within its sole discretion. Any determination by the Authority that a Feasibility Study or Prior Study is adequate, sufficient or acceptable

for the Authority's purposes shall not be construed as a certification or approval by the Authority of the studies, plans, drawings, designs, cost estimates, specifications or any other information or materials contained therein and no MSBA requirement that the District study a particular Option shall constitute an MSBA approval of that Option, in whole or in part. The District, its officials, employees and agents are and shall remain responsible for the Feasibility Study and/or Prior Study and the building designs, site plans, drawings, cost estimates, specifications and other materials and information relative thereto that the District submits to the Authority. The Authority's review of the Feasibility Study and/or Prior Study and any studies, plans, drawings, designs, cost estimates, specifications or any other information or materials contained therein or related thereto is solely for the purpose of determining whether they meet the provisions of this Agreement and the Authority's regulations, standards, policies, guidelines and other requirements and whether the District will be eligible for potential funding from the Authority for the Proposed Project. Approval of a Proposed Project shall only be determined by a vote of the Authority's Board in accordance with 963 CMR 2.00 et seq. and the applicable policies and guidelines of the Authority.

(i.) The District shall procure a Designer to conduct the Feasibility Study pursuant to the provisions of M.G.L. c. 7C, § 44 through 58, 963 CMR 2.10(8), 963 CMR 2.12, and any other applicable laws and regulations; provided, however, that if the estimated construction cost of the Proposed Project is determined to be more than five million dollars ($5,000,000), then the District shall select the Feasibility Study Designer using the Authority's Designer Selection Panel in accordance with 963 CMR 2.00 *et seq.* and all applicable policies and guidelines of the Authority. The District shall not use a Designer who was procured by the District prior to July 1, 2007, to conduct the Feasibility Study, unless the Designer is acceptable to the Authority. It is further provided that, if said Designer who was procured by the District prior to July 1, 2007, is unacceptable to the Authority, the District shall conduct a new procurement for a Feasibility Study Designer pursuant to the applicable provisions of M.G.L. c. 7C, § 44 through 58, 963 CMR 2.10(8), 963 CMR 2.12, and any rules, regulations, policies and guidelines of the Authority.

(ii.) The District shall use the Authority's Design Contract to contract with the Designer for the Feasibility Study. The District shall monitor the performance of the Designer and shall require the Designer to fully comply with all provisions of the Design Contract, including, but not limited to, all provisions affecting the interests of the Authority.

(iii.) If, at any time, the construction cost of the Proposed Project is estimated to be more than one million five hundred thousand dollars ($1,500,000), or if the construction cost of the Proposed Project is estimated to be equal to or less than one million five hundred thousand dollars ($1,500,000) and the Authority so requires, at any time, as a condition to qualify for funding by the Authority, the District shall procure and maintain under contract, or otherwise assign, an Owner's Project Manager, pursuant to M.G.L. c. 149, § 44A ½ , 963 CMR 2.00, *et seq.* and any applicable policies and guidelines of the Authority. The selection of an Owner's Project Manager shall be subject to the review and approval of the Authority as required by M.G.L. 70B, 963 CMR 2.00, *et seq.*, and any applicable policies and guidelines of the Authority. Any costs associated with an Owner's Project Manager who is not approved by the Authority shall not be eligible for reimbursement.

(iv.) Where applicable, the District shall use the Authority's model request for services and standard contract to procure and contract with any Owner's Project Manager for the Proposed Project, including the Feasibility Study stage of the Proposed Project. The District shall monitor the performance of the Owner's Project Manager and shall require the Owner's Project Manager to fully comply with all provisions of the contract between the District and the Owner's Project Manager including, but not limited to, all provisions affecting the interests of the Authority.

(b.) Subject to the satisfaction of or compliance with, as reasonably determined by the Authority, all of the terms and conditions of this Agreement, the applicable provisions of M.G.L. c. 70B, Chapters 208 and 210 of the Acts of 2004, and 963 CMR 2.00 *et seq.* and any other rule,

regulation, policy or guideline of the Authority, and further subject to the Authority's approval of the Scope, Budget and Schedule and the District's approval, authorization and appropriation for the Feasibility Study using forms prescribed by or otherwise acceptable to the Authority, the Authority hereby agrees to pay to the District an amount that shall under no circumstances exceed the lesser of (i) 61.32% of the eligible, approved costs of the Feasibility Study, as determined by the Authority, or (ii) $1,268,996.00. The Parties hereby acknowledge and agree that $1,268,996.00 is the maximum amount of funding that the District may receive from the Authority for the Feasibility Study, and that the final amount of eligible Feasibility Study costs approved by the Authority may equal an amount less than $1,268,996.00, as determined by an audit or audits conducted by the Authority. Any costs and expenditures that are determined by the Authority to be either in excess of the $1,268,996.00 or ineligible for payment by the Authority shall be the sole responsibility of the District. The reimbursement rate set forth above, and as more fully described in the Reimbursement Rate Summary, attached hereto as **Exhibit "C"**, is the rate at which the District may be reimbursed for the eligible, approved costs of the Feasibility Study.

In the event that the Authority reasonably determines that the Feasibility Study is not in accordance or compliance with the Scope, Schedule, Budget, all of the terms and conditions of this Agreement, the provisions of M.G.L. c. 70B, Chapters 208 and 210 of the Acts of 2004, 963 CMR 2.00 *et seq*. and any other rule, regulation, policy or guideline of the Authority, or is delayed (other than an Excusable Delay) or is not duly authorized, approved and funded by the District in accordance with applicable law and as required by the Authority, then the Authority may temporarily and/or permanently withhold payments to the District for any eligible, approved costs of the Feasibility Study, provided that the Authority shall not unreasonably withhold any such payments and further provided that the Authority shall give written notice to the District of any such withholding. Notwithstanding the foregoing, failure by the Authority to provide such written notice timely shall not create or result in any entitlement to payment for the District. In the event that the Authority either temporarily or permanently withholds payment for the Feasibility Study, the District hereby agrees and acknowledges that the Authority shall have no liability for any such withholding of payment or any loss that may occur as a result of any such withholding of payment.

The District shall not be eligible to receive any funding for the Authority's share of the eligible, approved Feasibility Study costs, or any portion thereof, unless and until the Authority has approved the Scope, Budget, and Schedule. The Authority shall reimburse the District only for costs incurred by the District in connection with the Feasibility Study that are timely submitted to the Authority, eligible for reimbursement pursuant to

Authority policies, procedures, and guidelines, and audited and approved by the Authority.

(c) Notwithstanding any provision of this Agreement, a District will not be eligible for reimbursement for costs that arise out of any study of the deficiencies and issues identified in the Statement of Interest to the extent that those costs were incurred by the District prior to the date of the Execution of this Agreement.

2.2 Term of Agreement.

No Project Scope and Budget Agreement for a Proposed Project, which arises out of the provisions of this Agreement will be approved by the Authority's Board until on or after July 1, 2026. Subject to that limitation, the Agreement will terminate upon (1) the approval of a Project Scope and Budget Agreement for a Proposed Project by the Authority's Board and the (2) execution of a Project Scope and Budget Agreement by the Authority and the District for that Proposed Project or (2) Nine Hundred and Thirteen (913) Days after the date upon which the Authority's Board votes to invite the District into Feasibility Study, whichever occurs sooner.

SECTION 3
COVENANTS

The District covenants and agrees that as long as this Agreement is in effect, the District shall and shall cause its employees, officers, agents, and representatives to perform and comply with all covenants of this Agreement.

3.1 The District hereby agrees that it shall make available for inspection by, and submit to, the Authority any and all information and documentation related to the Feasibility Study, including, but not limited to budget information, progress reports, and draft copies that may be requested by the Authority, promptly and in no event later than the deadline stated in any such request.

3.2 The District hereby agrees that it shall work with the Authority in developing the Scope, Budget and Schedule for the Feasibility Study and it acknowledges and agrees that the Authority's funding for the Feasibility Study is subject to the Authority's approval of the Scope, Budget and Schedule.

3.3 The District hereby acknowledges and agrees that the Authority shall not provide any amounts in excess of the amount determined under Section 2.1(b) of this Agreement.

3.4 The District hereby acknowledges and agrees that the Authority may, in its sole discretion, determine that certain costs incurred by the District in connection with the Feasibility Study are not eligible for reimbursement by the Authority, pursuant to any applicable provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq.*, including, but not limited to, sections 2.10 & 2.16(5), and any other policies and guidelines of the Authority.

3.5 The District shall comply with all provisions of this Agreement; the provisions of all other agreements between the Authority and the District that relate to the Feasibility Study; the provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq.*, and all policies and guidelines of the Authority; and all provisions of law applicable to the Feasibility Study, this Agreement, and any other agreements and documents related to the Feasibility Study, and shall take all action necessary to fulfill its obligations under this Agreement.

3.6 The District hereby acknowledges and agrees that the Authority shall not be required or obligated to make any payment for any eligible Feasibility Study costs while an Event of Default, as defined in section 8 of this Agreement, shall have occurred.

3.7 The District shall, and shall cause any Owner's Project Manager and Designer and their employees, subconsultants and agents to, keep adequate records of the Feasibility Study and make all Feasibility Study records and the Feasibility Study site(s) available to the Authority or representatives of the Authority for review during the course of the Feasibility Study.

3.8 The District hereby acknowledges and agrees that the duties of any Owner's Project Manager hired by and/or assigned to the Proposed Project by the District shall include, but not be limited to, fully and completely managing and coordinating on behalf of the District the administration of the Feasibility Study to completion. Any Owner's Project Manager hired by and/or assigned to the Proposed Project by the District shall be responsible for overseeing, tracking, and managing the Budget and Schedule. In the event that an Owner's Project Manager is not required for the Proposed Project, the District shall have the aforesaid duties and responsibilities in addition to any others imposed by M.G.L. c. 70B, 963 CMR, et seq., the policies and guidelines of the Authority, and any other applicable provisions of law.

3.9 The District hereby agrees that the Authority shall have free access to, and open communication with, any Owner's Project Manager hired by and/or assigned to the Proposed Project by the District and that the Authority shall have full and complete access to all information and documentation relating to the Proposed Project to the same extent that the District has such access. The District agrees that it shall require any such Owner's Project Manager to fully cooperate with the Authority in all matters related to the Proposed Project; to promptly communicate, transmit, and/or make available for inspection and copying any and all information and documentation requested by the Authority; to fully, accurately and promptly complete all forms and writings requested by the Authority; and to give complete, accurate, and prompt responses to any and all questions, inquiries and requests for information posed by the Authority. The District agrees that it shall not in any way, directly or indirectly, limit, obstruct, censor, hinder or otherwise interfere with the free flow of communication and information between the Owner's Project Manager and the Authority in all matters related to the Proposed Project and as provided herein; that it shall not suffer the same to occur by the act or omission of any other person or entity; and that it shall not retaliate against the Owner's Project Manager for communicating information to the Authority as provided herein. The

District agrees to execute, deliver and/or communicate to the Owner's Project Manager any and all authorizations, approvals, waivers, agreements, directives, and actions that are necessary to fulfill its obligations under this paragraph. The District further agrees that the Authority shall bear no liability whatsoever arising out of the Authority's knowledge or receipt of information communicated to the Authority by the Owner's Project Manager and that the District shall remain responsible for the management and completion of the Proposed Project.

3.10 The District hereby acknowledges and agrees that the duties of the Designer shall include, but not be limited to, those described in this Agreement, including, but not limited to, the Scope attached hereto as Exhibit B; 963 CMR 2.10(8); any applicable rules, regulations, policies and guidelines of the Authority; and any standard scope of services and the Design Contract prescribed by the Authority.

3.11 The District hereby acknowledges and agrees that neither the District nor any of its employees, officials, agents, consultants or contractors shall submit any false or intentionally misleading information or documentation to the Authority in connection with this Feasibility Study Agreement or the Feasibility Study, and further acknowledges and agrees that the submission of any such information or documentation may cause the Authority to suspend, revoke or terminate any and all payments otherwise due to the District and/or recover any previous payments made to the District, and the District may be ineligible for any funding from the Authority. The District hereby further agrees that it shall have a continuing obligation to update and notify the Authority in writing when it knows or has any reason to know that any information or documentation submitted to the Authority contains false, misleading or incorrect information.

3.12 The District hereby acknowledges and agrees that the Authority shall bear no responsibility or liability of any sort for the results of any Feasibility Study, environmental assessment, geotechnical site testing, any necessary site remediation, clean-up, or other site remediation services.

3.13 The District hereby acknowledges and agrees that it shall provide a final Feasibility Study report to the Authority, which shall be in a format that is prescribed by or otherwise acceptable to the Authority.

3.14 The District hereby acknowledges and agrees that the Authority's grant program is a non-entitlement, discretionary program based on need, and the Feasibility Study may not result in a school construction, renovation or repair project that is eligible for funding by the Authority.

3.15 The District shall not combine, consolidate, or conjoin in any way the procurement, pre-qualification or selection of an Owner's Project Manager or Designer for the Proposed Project with the procurement, pre-qualification or selection of an Owner's Project Manager or Designer for any other construction, repair or renovation project without the express prior written approval of a duly authorized representative of the Authority. Any costs incurred by the District that relate to, or arise out of, the use of

a combined, consolidated or conjoined procurement, pre-qualification or selection process as proscribed above, including, but not limited to, the preparation of bid documents, requests for services, and requests for qualifications, without the express prior written approval of a duly authorized representative of the Authority shall not be eligible for reimbursement.

SECTION 4
PAYMENTS AND AUDIT

4.1 Subject to the terms and conditions of the Agreement, the Authority shall reimburse the District for eligible, approved costs incurred in connection with the Feasibility Study in accordance with the following:

(a) Using the Authority's Pro-Pay system, the District shall submit requests for reimbursement on a monthly basis to the Authority in a format prescribed by the Authority. Each monthly request for reimbursement shall be approved locally by a duly authorized representative of the District, shall be in a form acceptable to the Authority, shall include reasonable detail, including, but not limited to (1) the amount of funding requested, (2) the nature of the materials or property or services received, (3) the total value of the work performed and materials furnished by the Owner's Project Manager, if any, the Designer, and each consultant, subconsultant or vendor to date, and (4) the value of the work completed during the Feasibility Study. The District agrees that each request for reimbursement shall be accompanied by the invoices for each of the amounts requisitioned and any other supporting documentation and information substantiating the District's request for reimbursement, as the Authority may request, in a form satisfactory to the Authority.

(b) Each request for reimbursement shall include a written certification signed by a duly authorized representative of the District stating that: (1) such request for reimbursement is solely for Feasibility Study costs, (2) the obligations itemized in the request for reimbursement have not been the basis for a prior request for reimbursement submitted by the District that has been paid or rejected by the Authority, (3) the reimbursement requested is due for work actually and properly performed or materials or property actually supplied prior to the date of the requisition, (4) the reimbursement requested is for costs that already have been duly paid by the District, and (5) such reimbursement requested is within the Budget approved by the Authority.

(c) The Authority shall review all requests for reimbursement properly submitted pursuant to this Agreement as soon as reasonably possible. The Authority shall not consider requests for reimbursement that are not, as reasonably determined by the Authority, (1) timely and properly submitted, (2) in accordance with the most recent Budget approved by the

Authority, and (3) for eligible Feasibility Study costs incurred by the District. The District understands and agrees that no reimbursement shall be made by the Authority unless the District has complied with all of the terms and conditions of this Agreement, the applicable provisions of M.G.L. c. 70B, chapters 208 and 210 of the Acts of 2004, 963 CMR 2.00 *et seq.*, and all policies and guidelines of the Authority.

(d) After receipt from the District of a timely and properly submitted request for reimbursement pursuant to this Agreement, the Authority shall make payment to the District of the Authority's share of approved, eligible Feasibility Study costs, subject to the terms and conditions of this Agreement. The District hereby agrees and acknowledges that the amount of approved, eligible Feasibility Study costs reimbursed by the Authority may be subject to change, pending audit, including but not limited to an audit pursuant to Section 4.2 of this Agreement and the final close-out audit pursuant to Section 4.3 of this Agreement.

4.2 The Authority may review and perform a preliminary audit on each request for reimbursement submitted pursuant to this Agreement to ensure that only eligible costs of the Feasibility Study are approved and paid by the Authority. Any such preliminary audits shall be conducted in accordance with 963 CMR 2.16 and other policies and guidelines of the Authority. In the event that the Authority determines that an item contained in a request for reimbursement submitted by the District pursuant to this Agreement is not eligible for reimbursement by the Authority, the Authority shall adjust a subsequent reimbursement to the District to account for the ineligible costs. The District hereby acknowledges and agrees that each audit conducted pursuant to this Section 4.2 is preliminary, and the Authority may further adjust and alter the results of a preliminary audit after it conducts subsequent audits or a final close-out audit of the Feasibility Study.

4.3 The District hereby acknowledges and agrees that a final, close-out audit of the Feasibility Study by the Authority shall include an audit of all requests for reimbursement submitted and all reimbursements made by the Authority. The final, close-out audit shall be conducted in accordance with 963 CMR 2.16 and any other applicable regulations, policies and guidelines of the Authority. The District shall make all documents and materials requested by the Authority or its representatives available in a timely manner. The District further acknowledges and agrees that the final, close-out audit of the Feasibility Study may not occur until such time as the Authority conducts its final, close-out audit of the project that may result from the Feasibility Study, should the District be approved for any such project. Any adjustments applicable as a result of the final, close-out audit may be made in the final amount of the Total Facilities Grant, as determined by the Authority.

SECTION 5
REPRESENTATIONS AND WARRANTIES

The District hereby warrants and represents that each of the following statements is true, correct and complete:

5.1 The District is validly organized and existing under and by virtue of the laws of the Commonwealth, has full power and authority to own its properties and carry on its business as now conducted, and has full power and authority to execute, deliver and perform its obligations under this Agreement and all other documents related to the Feasibility Study.

5.2 The District is duly authorized to execute and deliver this Agreement and has taken all necessary steps to authorize the execution and delivery of this Agreement, to undertake the Feasibility Study and to perform and consummate all transactions contemplated by this Agreement.

5.3 The undersigned has the full legal authority to execute this Agreement on behalf of the District and to bind the District to its provisions.

5.4 This Agreement does not and will not, to any material extent, conflict with, or result in violation of any applicable provisions of law, including, but not limited to, any statute, charter, by-law, ordinance, rule or regulation, or any judgment, order, rule or regulation of any court or other agency of government.

5.5 The District has all requisite legal power and authority to own and operate the School that is the subject of the Feasibility Study and to undertake and oversee the Feasibility Study or, in the case of a school facility that is leased by the District, the District has all of the requisite legal power and authority to control and operate the School that is the subject of the Feasibility Study and to undertake and oversee the Feasibility Study pursuant to a lease which assures that the District has exclusive jurisdiction and control of the School and the land upon which it is situated for the anticipated useful life of the Proposed Project.

5.6 No information furnished by or on behalf of the District to the Authority in this Agreement, the Budget, the Initial Compliance Certification, or any other document, certificate or written statement furnished to the Authority in connection with the Feasibility Study contains any untrue statement of a material fact or omitted, omits or will omit to state a material fact necessary in order to make the statements contained in this Agreement or therein not misleading in light of the circumstances in which the same were made.

5.7 The District has duly obtained all necessary votes, resolutions, authorizations, appropriations and local approvals, in accordance with formats prescribed by or otherwise acceptable to the Authority, and has taken all actions necessary or required by law to enable it to enter into this Agreement and to fund and perform its obligations hereunder, in accordance with the Authority's guidelines, regulations, policies and standards. This Agreement constitutes a valid and binding obligation of the District, enforceable in accordance with its terms, except as such enforceability may be limited by

bankruptcy, insolvency, moratorium, reorganization or other laws heretofore or hereafter enacted and general equity principles.

5.8 No litigation before or by any court, public board or body is pending or threatened against the District or the Authority seeking to restrain or enjoin the execution and delivery of this Agreement or the Feasibility Study, or contesting or affecting the validity of this Agreement or the power of the District to pay its share of the Feasibility Study.

5.9 The District has implemented policies and procedures to prevent and eliminate fraud, waste and abuse of public funds in connection with the Feasibility Study and any future construction or renovation projects that may be forthcoming as a result of the Feasibility Study.

5.10 The District has submitted all audit materials requested by the Authority in connection with any project for which the District has received or anticipates receiving funding from the Authority.

5.11 All meetings of all public bodies in the District that relate in any way to the Proposed Project, including, but not limited to, the meetings of the District's school building committee, have been conducted, and shall be conducted, in compliance with the provisions of G.L. c. 30A, §§ 18 – 25, 940 CMR 29.00 *et seq.*, the so-called Open Meeting Law, and all other applicable law.

SECTION 6
INSURANCE

6.1 The District shall obtain and maintain all insurance required by law and insurance of such types and limits and upon such terms and conditions as may be required by, or as may be acceptable to, the Authority.

6.2 The District shall require by contractual obligation, and shall also ensure by the exercise of due diligence, that any Designer hired by the District in connection with the Feasibility Study obtain and maintain, at a minimum, insurance of such types and limits and upon such terms and conditions as may be required by law and as may be prescribed by the Authority in the Design Contract between the Designer and the District.

6.3 Except where the Owner's Project Manager is an existing employee of the District, the District shall require by contractual obligation, and shall also ensure by the exercise of due diligence, that any Owner's Project Manager hired by the District obtain and maintain, at a minimum, insurance of such types and limits and upon such terms and conditions as may be required by law and as may be prescribed by the Authority in its standard contract for Owner's Project Manager services which is incorporated by reference herein.

SECTION 7
COMPLIANCE WITH CONTRACT DOCUMENTS, PROJECT PERMITS AND OTHER APPLICABLE LAW

7.1 The District shall take all reasonable actions designed to ensure that the Feasibility Study complies with all applicable contract documents, building codes, laws, rules and regulations and to ensure that all necessary project permits have been obtained. Notwithstanding any right of approval or review held or exercised by the Authority in connection with this Agreement or the Feasibility Study, the District shall be responsible for the successful performance and completion of the Feasibility Study in accordance with this Agreement, the Design Contract, design documents and project permits, if any, and for the economical and efficient operation and administration of the Feasibility Study.

SECTION 8
DEFAULTS AND REMEDIES

8.1 The occurrence of any of the following events shall constitute, and is herein defined to be, an Event of Default under this Agreement:

(a) If the District shall fail to perform and observe any covenant, agreement or condition on its part provided in this Agreement and such failure shall continue for a period of thirty (30) days after written notice thereof shall be given to the District by the Authority; provided if such failure cannot be remedied within such thirty (30) day period, it shall not constitute an Event of Default hereunder if corrective action satisfactory to the Authority, as determined by the Authority in writing, is instituted by the District within such period and diligently pursued until the failure is remedied. Any forbearance or failure of the Authority in giving such written notice shall not amount to any waiver of the Authority's rights under this Agreement as to the same or subsequent breaches and shall not preclude the Authority from pursuing any of its rights or remedies provided under this Agreement or as otherwise provided by law.

(b) If any representation or warranty made by the District in this Agreement or in any other agreement entered into by the District with the Authority shall prove to have been incorrect or to be misleading in any material respect.

8.2 If any Event of Default hereunder shall occur and be continuing, the Authority may proceed to protect its rights under this Agreement, and may: (a) terminate this Agreement, (b) permanently withhold or temporarily suspend payment of any eligible, approved costs to the District, (c) recover any payments of eligible, approved costs previously made to the District, and/or (d) exercise any other right or remedy upon such default as may be granted to the Authority under this Agreement or under any other applicable provision of law.

8.3 No remedy conferred upon or reserved to the Authority is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Agreement or now or hereafter existing at law or in equity. No delay or omission to exercise any right, remedy or power accruing upon any Event of Default shall impair any such right, remedy or power or shall be construed to be a waiver

thereof, but any such right, remedy or power may be exercised from time to time and as often as the Authority may deem expedient.

SECTION 9
OTHER TERMS

9.1 Governing Law. This Agreement shall be governed by, construed, and enforced in accordance with, the laws of the Commonwealth of Massachusetts.

9.2 Venue. Any civil action brought against the Authority by the District, or any person or entity claiming by, through or under it, that arises out of the provisions of this Agreement, shall only be brought in the Superior Court for Suffolk County, Massachusetts. The District, for itself and for any person or entity claiming by, through or under it, hereby waives any defenses that it may have as to the venue to which it has agreed herein, including, but not limited to, any claim that this venue is improper or that the forum is inconvenient. The District for itself and for any person or entity claiming by, through or under it, hereby waives all rights, if any, to a jury trial in any such civil action that may arise out of the provisions of this Agreement.

9.3 Indemnification of the Authority by the District. To the fullest extent permitted by law, the District shall indemnify and hold harmless the Authority and its officers, agents and employees from and against any and all claims, actions, damages, liabilities, injuries, costs, fees, expenses, or losses, including, without limitation, reasonable attorney's fees and costs of investigation and litigation, whatsoever which may be incurred by, or for which liability may be asserted against, the Authority or any of its officers, agents or employees arising out of any activities undertaken by, for, or on behalf of the District in the execution or implementation of this Agreement or with respect to the Feasibility Study, including, but not limited to, the performance of any contract or obligation directly or indirectly related to the Feasibility Study. Such obligation shall not be construed to negate or abridge any other obligation of indemnification running to the Authority which would otherwise exist.

9.4 Members, Employees Not Liable. No member or employee of the Authority shall be charged or held personally or contractually liable by or to the District under any term or provision of this Agreement or because of any breach thereof or because of its execution or attempted execution.

9.5 Assignability. The District shall not assign any interest, in whole or in part, in this Agreement and shall not transfer any interest in the same, whether by assignment or novation, without the prior written approval of the Authority.

9.6 Payment Not A Waiver.

The Authority's payment(s) to the District under this Agreement or its review, approval or acceptance of any actions by the District under this Agreement shall not operate as a waiver of any rights under this Agreement and the District shall remain liable to the Authority for

all damages incurred by the Authority as a result of the District's failure to perform in accordance with the terms and conditions of this Agreement.

The rights and remedies of the Authority provided for under this Agreement are in addition to any other rights or remedies provided by law. The Authority may assert a right to recover damages by any appropriate means, including, but not limited to, set-off, suit, withholding, recoupment, or counterclaim either during or after performance of this Agreement.

9.7 Notices. Any notices required or permitted to be given by either of the Parties hereunder shall be given in writing and shall be delivered to the addressee (a) in-hand (b) by certified mail, postage prepaid, return receipt requested; (c) by facsimile; or (d) by a commercial overnight courier that guarantees next day delivery and provides a receipt, and such notices shall be addressed as follows:

If to the Authority:

Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109
Attention: Director of Capital Planning
Facsimile: (617) 720-8460

If to the District:

Town of South Hadley
116 Main St.
South Hadley, MA 01075
Attention: Assistant Superintendent for Finance and Business Operations

or to such other address or addressee as the District and the Authority may from time to time specify in writing. Any notice shall be effective only upon receipt, which for any notice given by facsimile shall mean notice that has been received by the party to whom it is sent as evidenced by a confirmation slip that bears the time and date of receipt.

9.8 Severability. If any provisions of this Agreement shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such provision shall not affect any of the remaining provisions of this Agreement, and this Agreement shall be construed and enforced as if such invalid or unenforceable provision had not been contained herein.

9.9 Counterparts. This Agreement may be executed in one or more counterparts, any of which shall be regarded for all purposes as an original and all of which constitute but one and the same instrument. Each party agrees that it will execute any and all documents or other instruments, and take such other actions as may be necessary to give effect to the terms of this Agreement.

9.10 No Waiver. No waiver by either party of any term or conditions of this Agreement shall be deemed or construed as a waiver of any other terms or conditions, nor shall a waiver of any breach be deemed to constitute a waiver of any subsequent breach, whether of the same or of a different section, subsection, paragraph, clause, phrase, or other provision of this Agreement.

9.11 Integration. This Agreement merges and supersedes all prior negotiations, representations, and agreements between the Parties hereto relating to the Feasibility Study and constitutes the entire agreement between the Parties hereto with respect to the Feasibility Study and the Authority's funding of a portion of the eligible, approved costs of the Feasibility Study.

9.12 Amendments. This Feasibility Study Agreement may be amended only through a written amendment signed by duly authorized representatives of the District and the Authority.

IN WITNESS WHEREOF, the Parties have executed this Agreement on this 4th day of March, 2025.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
By,

Mary L. Pichetti
Executive Director

TOWN OF SOUTH HADLEY
By,

Lisa Wang
NAME (type or print)

Town Administrator
TITLE (type or print)

Mead, Talerman & Costa, LLC
Attorneys at Law

30 Green Street
Newburyport, MA 01950
Phone 978.463.7700
Fax 978.463.7747

www.mtclawyers.com

Certification of Legal Counsel for the Town of South Hadley

I, Lisa L. Mead, duly appointed legal counsel for the **Town**, hereby certify that:

1. The **Town** is validly organized and existing under and by virtue of the laws of the Commonwealth, has full power and authority to own its properties and carry on its business as now conducted, and has full power and authority to execute, deliver and perform its obligations under the Feasibility Study Agreement, and any amendments thereto, between the **Town** and the Massachusetts School Building Authority for the Proposed Project at **Mosier Elementary School** (the "Feasibility Study Agreement") and all other related documents.

2. The **Town** has duly obtained all necessary votes, resolutions, authorizations, appropriations and local approvals, in accordance with the formats prescribed by the Authority, and has taken all actions necessary or required by law to authorize the execution and delivery of the Feasibility Study Agreement, and any amendments thereto, and to fund and perform the obligations of the **Town** under the Feasibility Study Agreement, and any amendments thereto.

3. The Feasibility Study Agreement, and any amendments thereto, constitute a valid and binding obligation of the **Town,** enforceable in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, moratorium, reorganization or other laws heretofore or hereafter enacted and general equity principles.

4. The following elected or appointed governmental officer(s) and/or governmental body has the full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to execute and deliver the Feasibility Study Agreement, and any amendments thereto, on behalf of the **Town** and to bind the **Town** to its terms and conditions:

   Town Administrator, by vote of the Select Board dated February 25, 2025.

5. The following elected or appointed governmental officer(s) and/or governmental body has the full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to make final, binding decisions on behalf of the **Town** with respect to the Proposed Project described in the Feasibility Study Agreement, and any amendments thereto.

   The Select Board.

Continued.

Millis Office
730 Main Street, Suite 1F
Millis, MA 02054
Phone/Fax 508.376.8400

New Bedford Office
227 Union Street, Suite 606
New Bedford, MA 02740

I hereby further certify that, to the best of my knowledge and belief, the above-listed certifications are true, complete and accurate.

IN WITNESS WHEREOF, signed this 26 day of February, 2025

Lisa L. Mead
Town Counsel

VIRTUAL SELECTBOARD MEETING
TUESDAY, FEB. 25, 2025 – 5 P.M.
MEETING MINUTES

Present were Chair Andrea Miles, Clerk Carol Constant, member Nicole Casolari, and Town Administrator Lisa Wong. Vice Chair Jeff Cyr and member Renee Sweeney were absent.

MSBA FEASABILITY STUDY
Constant motioned to approve the Feasibility Study Agreement with the Massachusetts School Building Authority for the Mosier Elementary School and to authorize the Town Administrator to sign the Agreement on the Board's behalf. Casolari seconded. All in favor.

ROLL CALL VOTE
Casolari – Aye
Constant – Aye
Miles – Aye

The motion was unanimous.

A True Copy Attest:
Kristin Maher
Executive Assistant to Administration

CERTIFICATE OF TOWN MEETING VOTE
May 8, 2024 ARTICLE 16

I, Sarah Gmeiner, Town Clerk of South Hadley, Massachusetts do hereby certify the following vote from a Town Meeting of the Town of South Hadley held beginning on May 8, 2024:

ARTICLE 16: South Hadley Elementary Building Project

To see if the Town will vote to appropriate, borrow or transfer from available funds, an amount of money to be expended under the direction of the School Building Committee, for a feasibility study for the Mosier Elementary School, located at 101 Mosier Street, South Hadley, for which feasibility study the Town may be eligible for a grant from the Massachusetts School Building Authority ("MSBA"). The MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in connection with the feasibility study in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town, or take any action related thereto.

Motion: I move that the Town of South Hadley appropriate the amount of $2,069,465 for the purpose of paying costs of a feasibility study for the Mosier Elementary School, located at 101 Mosier Street, South Hadley, including the payment of all costs incidental or related thereto, and for which the Town may be eligible for a grant from the Massachusetts School Building Authority ("MSBA"), said amount to be expended under the direction of the School Building Committee. And to pay for said appropriation, the Town shall transfer the sum of $1,469,465 from the Mosier Stabilization Fund and transfer the sum of $600,000 from Free Cash for a total appropriation of $2,069,465. The Town acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town.

VOTED - Majority Vote: Article 16 passed by majority vote

Yes – 79 **No – 6** **Abstain – 2** **No Vote – 2** **Total – 89**

A TRUE COPY, ATTEST

Sarah B. Gmeiner
Town Clerk

Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

August 9, 2024

Ms. Lisa Wong, Town Administrator
Town of South Hadley
116 Main Street, Room M18
South Hadley, MA 01075

Re: Town of South Hadley, Mosier Elementary School

Dear Ms. Wong:

I would like to thank representatives of the Town of South Hadley (the "District") for meeting with Massachusetts School Building Authority (the "MSBA") staff on June 24, 2024, to review enrollment projections and methodologies and for the additional development information received on July 19, 2024, for the Mosier Elementary School project (the "Proposed Project"). As discussed, the next critical step is for the MSBA and the District to agree on a study enrollment for the Proposed Project.

The MSBA works with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the District to efficiently meet space capacity needs throughout potential future enrollment variations.

The MSBA uses a data-driven enrollment projection methodology based on the widely accepted modified grade-to-grade cohort survival methodology (the "enrollment methodology"). The MSBA's enrollment methodology generates a baseline enrollment projection as discussed during the June 24, 2024 enrollment meeting, and as further described on the MSBA's website found under the 'Building With Us', 'MSBA Enrollment Methodology' section.

Based on information supplied by the District, data from sources such as the Department of Elementary and Secondary Education ("DESE") and Department of Public Health, and discussion with the District, the MSBA has been able to create an enrollment projection for the Proposed Project, as follows.

The Mosier Elementary School presently serves the District's grade 2-4 enrollment. The MSBA understands that in addition to the current grade configuration, the District would like the Feasibility Study to evaluate the potential of expanding the Mosier Elementary School to serve the District's grade 1-5 enrollment. This expansion to the Mosier Elementary School includes converting the MSBA-funded Plains Elementary School, currently serving grade Pre-K through grade 1, into an Early Childhood Learning Center to serve students in PK and Kindergarten and

relocating grade 5 enrollment from the Michael E. Smith Middle School to the Mosier Elementary School.

Based on the information provided by the District in its Statement of Interest and prior to its invitation to Eligibility Period, the MSBA evaluation will not consider any additional grade levels for the potential eligibility of space beyond the enrollment for grades 1-5. Accordingly, this analysis will be focused on the enrollment projections for grade 1-5 enrollment.

The table below illustrates the District's K-12 enrollment during the most recent ten-year period, including enrollment for the school year (2023-2024) as reported by the Department of Elementary and Secondary Education.

School Year	K-5	6-8	9-12	Total
2014-2015	807	429	558	1,794
2015-2016	817	414	542	1,773
2016-2017	845	413	537	1,795
2017-2018	853	416	547	1,816
2018-2019	850	438	551	1,839
2019-2020	835	424	559	1,818
2020-2021	734	395	562	1,691
2021-2022	763	386	545	1,694
2022-2023	724	393	495	1,612
2023-2024	717	369	506	1,592

A version of the table above with more detail regarding the District's historic enrollment can also be found in the District's Enrollment Projection package.

The total grade K through 5 enrollments in the Town of South Hadley as reported by the District for the 2023-2024 school year was 717 students, which reflects a decrease of 136 students (-19.0%) from the maximum grade K through 5 enrollments reported during the preceding ten years. Additionally, the 2023-2024 grade K through 5 enrollment reflects a decrease of 78 students (-10.8%) from the average grade K through 5 enrollments reported during the preceding ten-year period.

The MSBA understands that the District initially proposed enrollment to accommodate approximately 900 students in grades 1 through 5 at the Mosier Elementary School. The grade 1 through 5 enrollments as reported to DESE for the 2023-2024 school year was 611 students.

With respect to future enrollments, the MSBA's base enrollment projection indicates the District's grade 1-5 enrollment will continue to experience a decreasing trend through the 2033-2034 school year. In accordance with the MSBA's Enrollment Methodology, the baseline enrollment is calculated using the ten-year average of projected enrollments. As such, the

average base enrollment projections for the Proposed Project through the 2033-2034 school year are as follows:

- Mosier Elementary School Current Configuration: Grade 2-4 base enrollment projection is 345 (344 rounded) students.
- Mosier Elementary School Proposed Configuration: Grade 1-5 base enrollment projection is 570 (572 rounded) students.

As a result of a sensitivity analysis performed by the MSBA on this base enrollment projection and further discussion with the District, the following adjustment has been made to the base enrollment projection:

Out-of-District Enrollment

- In order to adjust for fluctuations in the out-of-district enrollment patterns of the District's residents over time, the MSBA has made an additional adjustment to the base enrollment projection.
- In order to make this adjustment, the MSBA adjusted the grade-to-grade survival ratios for grades 1 through 5 by a total of 3.3% throughout a four-year period in the projection.
- This adjustment added the following numbers of students to the base enrollment projection, as compared to the projection without this adjustment:
  - Grade 2-4 enrollment: the adjustment added approximately five students.
  - Grade 1-5 enrollment: the adjustment added approximately ten students.

Development

- Based on the discussions between the District and the MSBA and the development information provided by the District, the MSBA enrollment model has been adjusted.
- This adjustment added the following totals to the projected averages for the District's proposed grade configurations as compared to the base enrollment projection:
  - Grade 2-4 enrollment: the adjustment added approximately ten students.
  - Grade 1-5 enrollment: the adjustment added approximately ten students.

As a result of the analysis of the base enrollment forecast, the historical enrollment trends of the District, and the adjustments described above, the MSBA recommends for planning and study purposes only, study enrollments for the Proposed Project as follows:

- Mosier Elementary School Current Grade 2-4 Enrollment Configuration: 360 students (Base 345 + 5 (Out of District) + 10 (Development))
- Mosier Elementary School Proposed Grade 1-5 Enrollment Configuration: 590 students (Base 570 + 10 (Out of District) + 10 (Development))

Please note that these recommendations for study enrollments do not represent an affirmation by the MSBA for approval and/or funding of any of the options. Rather, these recommended study enrollments are intended to provide a framework to inform the feasibility study to be conducted

as a means of determining the most cost-effective and educationally sound solution to be agreed upon by the District and the MSBA. The MSBA's study enrollment recommendations assume full utilization of all remaining school facilities.

If the current configuration of grades 2-4 is not determined to be the Preferred Solution, the District will be required to document in the Preferred Schematic Report that the Preferred Solution has been approved by the School Committee and necessary District officials. Further, the MSBA will require a written plan from the District describing the process for determining local support for the preferred grade reconfiguration. Upon approval of the District's Preferred Solution, the MSBA will forward a design enrollment certification that is specific to the grade configuration associated with the approved Preferred Solution.

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past MSBA-funded projects. Pursuant to these requirements and depending on the School District's ultimate plan for the use of the vacated spaces in the recently MSBA-funded Plains Elementary School, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received for the previous grant. The prior project Substantial Completion was September 8, 2015. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase.

The MSBA believes that these study enrollment recommendations will position the District to efficiently meet space capacity needs throughout future enrollment variations. Please sign and return the attached certification within 21 calendar days to confirm agreement on this study enrollment recommendations. If the District feels that the study enrollment recommendations do not meet the needs of the District, please respond to this letter via e-mail to Maria Caprigno and propose three meeting/conference call times for which the District can be available to discuss enrollment.

If you have any questions regarding this matter, please do not hesitate to contact me or Maria Caprigno (Maria.Caprigno@massschoolbuildings.org) at 617-720-4466.

Sincerely,

Michael P McGurl

Michael McGurl
Director of Capital Planning

Cc: Legislative Delegation
Andrea Miles, Chair, South Hadley Select Board
Eric Friesner, Chairperson, South Hadley School Committee
Dr. Mark McLaughlin, Interim Superintendent, South Hadley Public Schools
Jennifer Voyik, Assistant Superintendent for Finance and Business Operations, South Hadley Public Schools
File: 10.2 Letters (Region 1)

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL
STUDY ENROLLMENT CERTIFICATION

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

Current Grade 2-4 Enrollment Mosier Elementary School	**Proposed Grade 1-5 Enrollment Mosier Elementary School, (relocates grade 1 from the MSBA-funded Plains Elementary School and grade 5 from the Smith Middle School)**
360 students	590 students

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

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

_____ _____
Chief Executive Officer Duly Authorized Representative of School Committee

_____ _____
Date Date

_____
Superintendent of Schools

_____

Date

TOWN OF SOUTH HADLEY
116 Main St.
S. Hadley, Ma. 01075

Debt Service

For the Fiscal Year ending June 30, 2025, the Town of South Hadley has a total of $26,349,332 in outstanding long-term debt. Of this total, $16,581,075 is considered to be inside the debt limit, with the balance of $9,768,257 outside the debt limit. This debt is comprised as follows:

- School Projects $ 9,574,009
- Town Buildings Projects $11,190,990
- Departmental Equipment $ 570,000
- Water Projects $ N/A
- Sewer Projects $ 749,333
- Other Projects (inside the debt limit) $ 2,980,000
- Other Projects (outside the debt limit) $ 1,285,000

Based upon the current debt schedule listed above, it is anticipated that a future borrowing for a new elementary school in 2031 is well within the Town's debt management capacity. The borrowing for a new elementary school would be contingent upon approval of the Town Meeting, and a ballot vote to support to exclude the debt from the limitations of Proposition 2 ½.

Capital Program

The Town of South Hadley has produced, funded and updated a multi-year capital plan for several years. The Town's last bond rating from Moody's was an (Aa2) rating. Based on the towns last completed audited financials (FY24), total governmental fund debt service was 42% of total governmental fund expenditures, and net direct debt was roughly 36% of total governmental fund revenue. Overall net debt is low at 1.15% of market value and approximately 33% of the direct debt is payable within 10 years. In FY2026, the Town approved the FY26 Capital Projects Plan ($1,738,000) of which $1,485,000 was funded from free cash, $233,000 was funded from Sewer Enterprise Funds, and $20,000 from other available funds.

Elementary School Project

At its meeting on December 17, 2025, the Mosier School Building Committee voted to direct the Owner's design team to prepare further analysis on four (6) options. The six options have preliminary costs ranging from $80 million to $125 million. MSBA grant support is anticipated for this project at an estimated effective rate of approximately forty five percent (45%), which establishes a target budget range for the Owner's share of approximately $44 million to $69 million.

South Hadley Public Schools

SKANSKA

Project Team and Local Officials Directory

South Hadley Public Schools

116 Main Street Room U2 South Hadley, MA 01075

South Hadley Elementary School Building Project
Mosier Elementary School

101 Mosier Street, South Hadley, MA

Massachusetts School Building Authority 10 Post Office Square, Suite S400, Boston, MA 02109 617-720-4466	Maria Caprigno, Project Coordinator Veatriki Dagkalakou, Project Manager
South Hadley Elementary School Building Committee 116 Main Street Room U2 South Hadley, MA 01075 413-538-5060	Brook Beaulieu, South Hadley Public Schools Jeff Cyr, Vice Chair Elizabeth Cooke, South Hadley Public Schools Cynthia Flynn, Mosier Principal Leonard Finkowski, Community Member Eric Friesner, School Committee Chair Rudi Hall, Community Member Lyn Jacques, Assistant Superintendent Brian Kennedy, South Hadley Facilities Tracie Kennedy, School Committee Member Kevin McAllister, Community Member Ryan Moore, Fire Chief Scott Moore, Director of Building Operations, Town of South Hadley Facilities Diane Mulvaney, Chair Chuck Romboletti, Assistant Town Administrator/HR Director Jennifer Voyik, Superintendent, South Hadley Public Schools Teresa Winters-Tobin, Community Member Lisa Wong, Town Administrator Elizabeth Wood, High School Principal
South Hadley Public Schools 116 Main Street Room U2 South Hadley, MA 01075 413-538-5060	Jennifer Voyik, Superintendent, SHPS Lyn Jacques, Assistant Superintendent Keisha Keitt, Executive Assistant, Superintendent's Office Scott Moore, Director of Building Operations
Mosier Elementary School 101 Mosier Street, South Hadley, MA	Cindy Flynn, Mosier School Principal David Gallagher, Mosier Assistant School Principal
South Hadley School Committee 116 Main Street Room U2 South Hadley, MA 01075 413-538-5060	Eric Friesner, Chairperson Danielle Cooke, Vice-Chairperson Charles Miles, Member Jack Witkowski, Member Tracie Kennedy, School Committee Member
South Hadley Public Schools Information Technology 116 Main Street Room U2 South Hadley, MA 01075 413-538-5060	Steve Ziobrowski, Director of Technology Marc Maiolo, IT Admin Tyler Bourgeois, IT Admin Tyler Midura, IT Admin
Town of South Hadley 116 Main Street, Room M18, South Hadley, MA 01075 413-538-5030 ext 6181	Lisa Wong, Town Administrator Chuck Romboletti, Assistant Town Administrator/HR
South Hadley Department of Public Works 116 Main Street, South Hadley, MA 01075	John Broderick, Director of Public Works

413-538-5033 ext 6500	
South Hadley Inspectional Services 116 Main Street, Room M16, South Hadley, MA 01075 413-538-5030, ext. 6186	Jason Forgue, Building Commissioner
South Hadley Water Department Fire District No. 1 438 Granby Road, South Hadley, MA 01075 413-532-0666	Thomas Stark, Fire Chief
South Hadley Public Health Department 116 Main Street, Room M2, South Hadley, MA 01075 413-538-5030, ext. 6184	Sharon D. Hart, Public Health Director
South Hadley Police Department 41 Bridge Street, South Hadley, MA 01075 413-538-8231	Jennifer Gundersen, Chief of Police
Skanska Building USA (OPM) 1350 Main St., Suite 1209 Springfield, MA 01103 617-275 6422	Dale Caldwell, Program Executive John Benzinger, Program Director Nicholas Lobik, Program Manager Victoria Clifford, Program/Communications Manager Craig Spice, Field Representative
PMC (OPM Estimating Consultant) 94 Auburn Street, Suite 207 Portland, ME 04103	Kyla Magnusson, Principal
Mount Vernon Group Architects, Inc. – Architect & Specifications Writer 178 Albion Street, Suite 240, Wakefield, MA, 01880 617-930-2899	Frank Tedesco, Principal in Charge Adolfo Cuevas, Project Architect Dennis Daly, Design Principal Howard Goldstein, Project Executive Chris LeBlanc, Project Manager Susan Taylor, Interior Designer
New Vista Design – Educational Visioning	David Stephen, Educational Planner
Brennan Consulting – Civil Engineering / Traffic Consultant / Site Surveying	Chris Emilius, PE
Warner Larson / IMEG – Landscape Architecture	David Warner, ASLA
Sousa True & Partners – Structural Engineering	Jerome Yurkoski, PE
C.A. Crowley Engineering – Fire Protection; Plumbing; HVAC Engineering	Martin Vickey, PE
ART Engineering – Electrical/Lighting	Asim Rawji, PE
Edvance Technology – Data/Communications	Douglas Faris
East West Engineering – Environmental Permitting	Judy Ascano, PE
Lahlaf Geotechnical – Geotechnical Engineering	Abdelmadjid Lahlaf
Universal Environmental Consulting – Hazardous Materials	Ammar Dieb
Fennessy Consulting – Cost Estimating	
Crabtree McGrath – Kitchen/Food Service Consultant	John Sousa, Kitchen/ Food Service Consultant
Cavanaugh Tocci – Acoustical; Technology/Audio Visual; Theatrical	Lincoln Berry

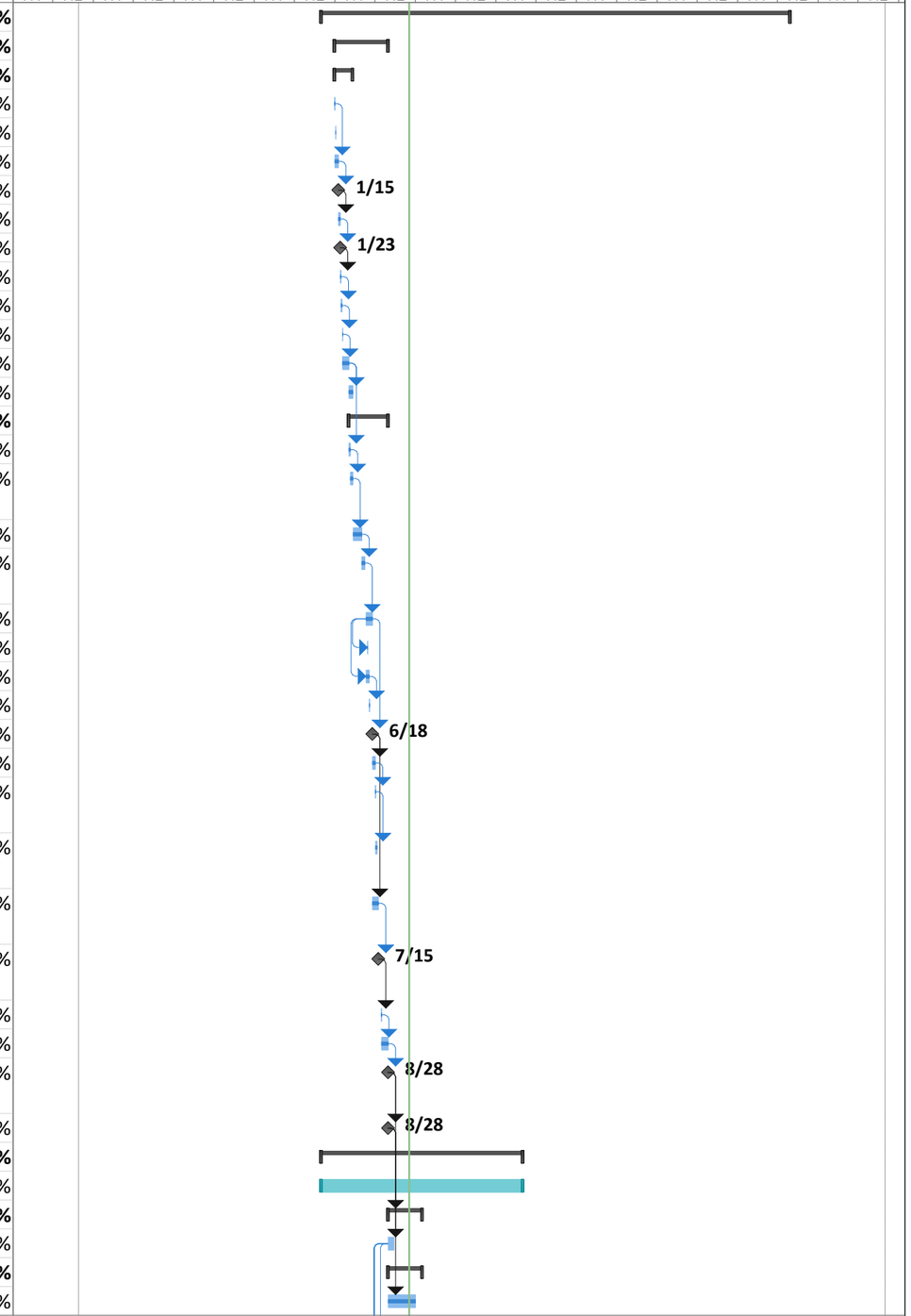
Stefura Associates – Library/Media; Furniture, Fixtures & Equipment Consultant	Lianne Vivilecchia, IIDA
The Green Engineer – Sustainable/Green Design/Renewable Energy	Chris Schaffner, PE
RW Sullivan – Code Consultant	Don Contois III, PE
KMA Consultants – Accessibility/Universal Design	Josh Safdie, AIA
Sentinel Consulting – Security Consultant	Al Palumbo

Architect **Specifications Consultant** **Sustainable/Green Design/ Renewable Energy Consultant**	**Mount Vernon Group Architects, Inc.** 178 Albion Street, Suite 240 Wakefield, MA 01880 1350 Main Street, Suite 1110 Springfield, MA 01103 **Frank Tedesco, AIA, LEED AP**, *Principal-In-Charge* *Ftedesco@mvgarchitects.com* **Dennis Daly, AIA, REFP,** *Ed. Program/Designer* *Ddaly@mvgarchitects.com* **Howard E. Goldstein, AIA, NCARB**, *Project Executive* *Hgoldstein@mvgarchitects.com* **Adolfo Cuevas, AIA, LEED AP BD+C,** *Project Architect* *acuevas@mvgarchitects.com* **Chris LeBlanc**, *Project Manager Design/Construction* *cleblanc@mvgarchitects.com* **Susan Taylor, NCIDQ,** *Interior Designer* *staylor@mvgarchitects.com* **Arnel Catalan, AIA, CSI, LEED AP** *Specifications & Sustainable/Green/Renewable Energy* *acatalan@mvgarchitects.com*	781-213-5030 781-213-5040 (fax) 413-592-9700 413-592-9750 (fax) 781-451-0223 617-930-2899 781-451-0226 617-281-1146 781-451-0228 617-548-6709 413-592-9700 413-503-0817 781-451-0239 781-451-0224 781-462-7294
Civil Engineer / Site Survey / Environmental Permitting	**Brennan Consulting, Inc.** 20 Ray Avenue Burlington, MA 01803 **Chris Emilius, PE,** *President* *cemilius@brennanconsulting.com*	781-273-3434 x100
Environmental Permitting	**EastWest Engineering** 12 Main Street, Suite 10 Westfield, MA 01085 **Judy Ann Schubert, PE,** *President*	860-729-9326
Geotechnical Engineering Consultant	**Lahlaf Geotechnical (LGCI)** 23 McGinness Way Billerica, MA 01821 **Madjid Lahlaf, PE** *madjid.lahlaf@lgcinc.net*	978-330-5912 978-771-1933 (cell) 978-330-5056 (fax)
Geo-Environmental Engineering Consultant	**Coneco / Lord Environmental, Inc.** 1506 Providence Highway, Suite 30 Norwood, MA 02062 **Ralph Tella, CHMM, LSP**, *President* *RTella@lordenv.com*	781-255-5554 781-255-5535 (fax)
Hazardous Materials Consultant	**Universal Environmental** 12 Brewster Road Framingham, MA 01702 **Ammar Dieb** *adieb@uec-env.com*	508-628-5486 508-628-5488 (fax) 617-984-9772 (cell)
Structural Engineering Consultant	**Souza True & Partners, Inc.** 265 Waltham Street, Third Floor Waltham, MA 02451	617-926-6100 978-852-6243 (cell) 617-924-4431 (fax

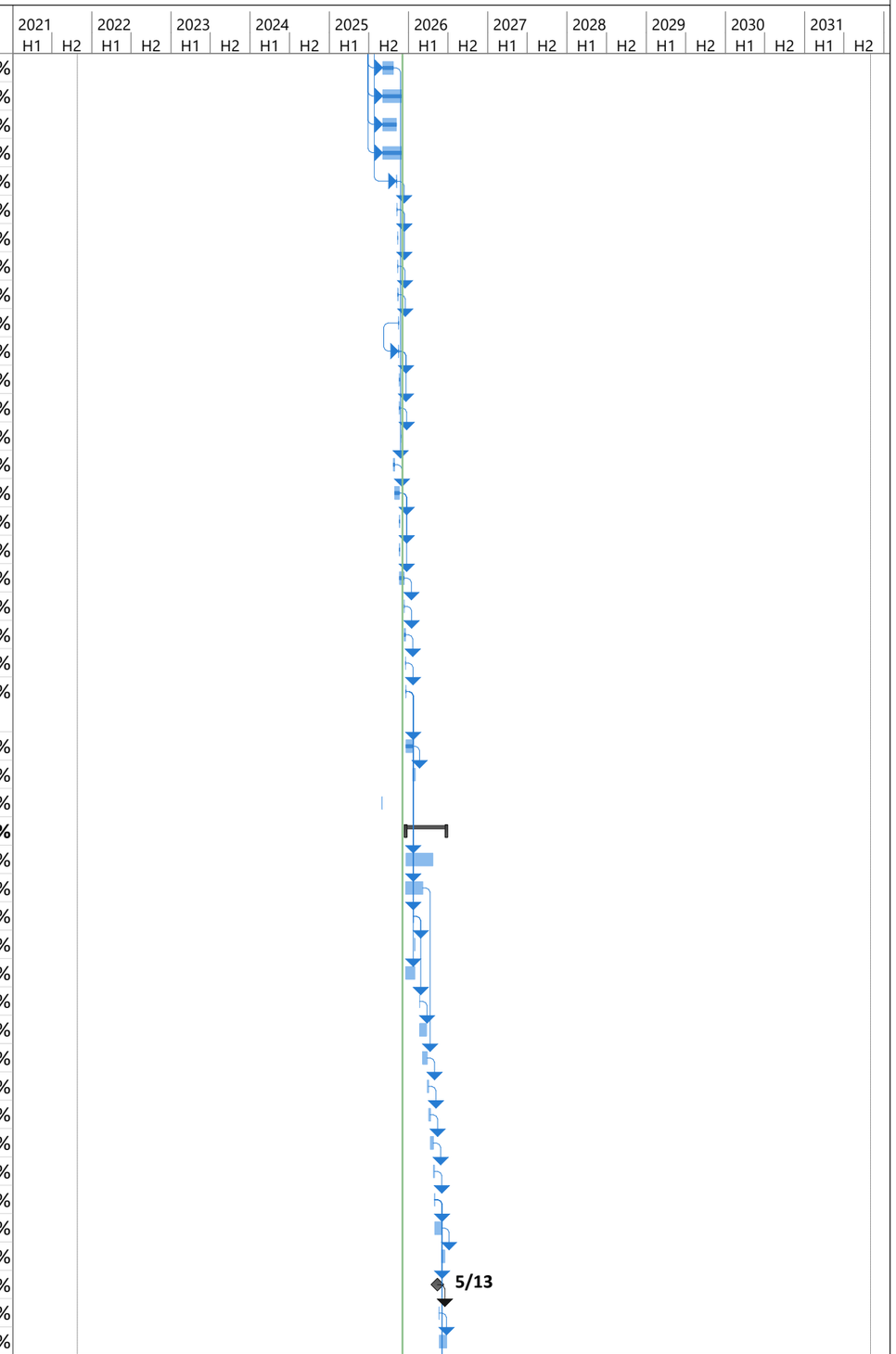
	Jerome Yurkoski, PE, *Senior Partner* *jyurkoski@souzatrue.com*	
Landscape Architecture Consultant	**IMEG Warner Larson** 130 W Broadway Boston, MA 02127 **David Warner, ASLA,** *Principal* *David.j.warner@imegcorp.com*	617-464-1440
HVAC/Fire Protection Engineering/ Plumbing Engineering	**C.A. Crowley Associates** 635 County Street, Unit 6 Taunton, MA 02780 **Marty Vickey, PE,** *President* *mvickey@crowleyeng.com* **Ray Vincent, PE,** *Mechanical Engineer* *rvincent@crowleyeng.com*	508-884-5094 508-884-5099 (fax)
Electrical Engineering	**ART Engineering, Corp.** 38 Front Street, FL 3 Worchester, MA 01608 **Azin Rawji,** President, Electrical Engineer *arawji@artengineering.us*	508-797-0333
Data/Communications/Technology Consultant	**Edvance Technologies Design** 300 Brickstone Square, Un it 201 Andover, MA 01810 **Doug Faria,** Principal *dfaria@edvancetech.com*	978-256-9900 978-560-1771 (fax)
Security Consultant	**Sentinel Consulting** 1020 Sherman Avenue Hamden, CT 06514 **Al G. Palumbo**, *Principal* *apalumbo@dvssecurity.com*	203-288-6490 (Main) 800-819-3364 (Toll Free) 203-288-6950 (fax)
Kitchen/Food Service Consultant / Laboratory Consultant	**Crabtree McGrath Associates, Inc.** 161 West Main Street Georgetown, MA 01833 **John Sousa,** *Principal*	978-352-8500 978-352-8588 (fax)
Furniture, Fixtures and Equipment / Library/Media Consultant	**Stefura Associates** 77 North Washington Street Boston, MA 02114 **Marci Stefura, IIDA** *Principal* *alison423@comcast.net*	617-723-5164
Theatrical / Acoustical Consultant	**Cavanaugh Tocci Associates, Inc.** 327F Boston Post Road Sudbury, MA 01776 **Lincoln B. Berry,** *Principal* *lberry@cavtocci.com*	978-639-4112 617-721-5988 © 978-443-7871 (fax)

Cost Estimating Consultant	**Fennessy Consulting Services** 27 Glen Street, Suite 9C Stoughton, MA 02072 **Seamus Fennessy** *sfennessy@fennessyconsulting.com*	781-344-4464 781-344-4452 (fax) 978-639-4129
Accessibility Consultant	**KMA Associates** 1 Bridge Street, Suite A102 Newton, MA 02458 **Josh Safdie, AIA** *jsafdie@kmaccess.com*	617-268-9423 617-268-9437 (fax)
Code Consultant	**RW Sullivan Engineering** 529 Min Street, Suite 203 Boston, MA 02129 **Don Contois, AIA**, *Principal* *dec@rwsullivan.com*	617337-9312
Educational Programming Consultant	**New Vista Designs for Learning** 32 Sheridan Street, Suite #2 Jamaica Plain, MA 02130 **David Stephen, M.ED.,** *Architect* *david@newvistadesign.net*	617-477-4660 617-733-0847 ©

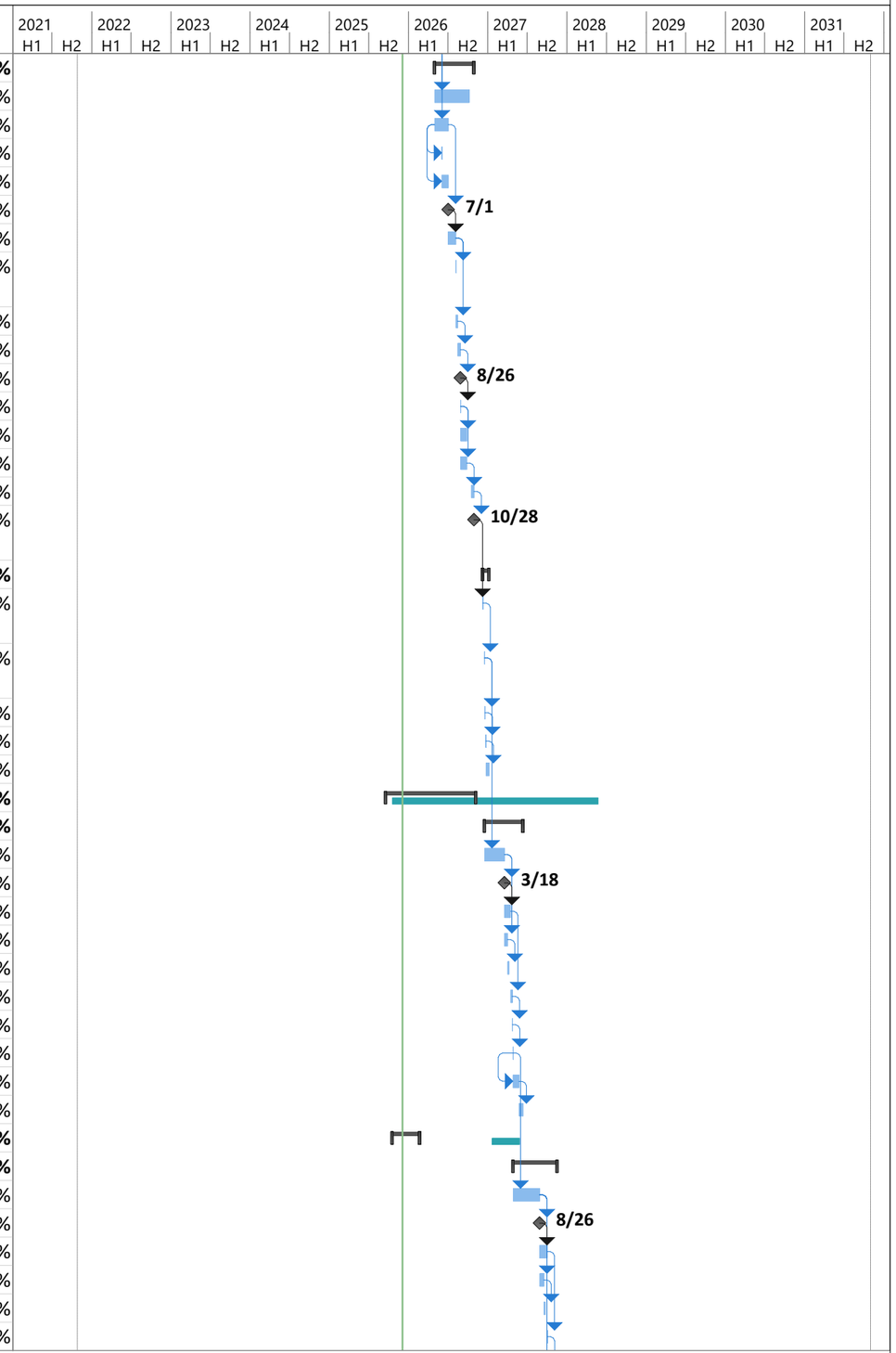
ID	Task Name	Duration	Start	Finish	Predecessors	% Complete
1	**SHES Project**	**1519 days**	**Wed 10/30/24**	**Mon 8/26/30**		**18%**
2	**Module 2: Forming the Project Team**	**174 days**	**Mon 12/30/24**	**Thu 8/28/25**		**100%**
3	**OPM Selection Process**	**60 days**	**Mon 12/30/24**	**Fri 3/21/25**		**100%**
4	RFS Ad Appears	1 day	Mon 12/30/24	Mon 12/30/24		100%
5	Informational Site Visit	1 day	Fri 1/3/25	Fri 1/3/25		100%
6	Last Day for questions from Respondents	12 days	Tue 12/31/24	Wed 1/15/25	4	100%
7	Responses Due	0 days	Wed 1/15/25	Wed 1/15/25	6	100%
8	District Review Responses	6 days	Thu 1/16/25	Thu 1/23/25	7	100%
9	Respondents Shortlisted	0 days	Thu 1/23/25	Thu 1/23/25	8	100%
10	Interview Shortlisted Respondents	2 days	Fri 1/24/25	Mon 1/27/25	9	100%
11	Negotiate Contract w/ Selected Respondent	4 days	Tue 1/28/25	Fri 1/31/25	10	100%
12	Final Selection Submitted to the MSBA	1 day	Mon 2/3/25	Mon 2/3/25	11	100%
13	MSBA OPM Review Panel	20 days	Tue 2/4/25	Mon 3/3/25	12	100%
14	Execute OPM Contract	14 days	Tue 3/4/25	Fri 3/21/25	13	100%
15	**Designer Selection Process**	**128 days**	**Tue 3/4/25**	**Thu 8/28/25**		**100%**
16	Develop Designer RFS	5 days	Tue 3/4/25	Mon 3/10/25	13	100%
17	SBC Meeting- Review DSP Process and form Designer Selection Subcommittee	9 days	Tue 3/11/25	Fri 3/21/25	16	100%
18	Submit Redline Draft to MSBA for Review	29 days	Mon 3/24/25	Thu 5/1/25	17	100%
19	RFS Ad to Central Register, Hampshire Gazette, etc.	10 days	Fri 5/2/25	Thu 5/15/25	18	100%
20	RFS Ad Appears	21 days	Wed 5/21/25	Wed 6/18/25	19FS+3 days	100%
21	Informational Meeting & Site Visit	1 day	Wed 5/28/25	Wed 5/28/25	20SS+5 days	100%
22	Period for Questions from Respondents	10 days	Wed 5/21/25	Tue 6/3/25	20SS	100%
23	District Response to Questions	2 days	Wed 6/4/25	Thu 6/5/25	22	100%
24	RFS Responses Due	0 days	Wed 6/18/25	Wed 6/18/25	20	100%
25	OPM & District Review RFS Responses	9 days	Thu 6/19/25	Tue 7/1/25	24	100%
26	Designer Selection Team Meeting- Discuss Applications and Create Summary	1 day	Wed 7/2/25	Wed 7/2/25	25	100%
27	SBC Meeting- Review Designer Application Review Status	5 days	Thu 7/3/25	Wed 7/9/25	26	100%
28	Designer Applications to MSBA-4 weeks for MSBA Review	19 days	Thu 6/19/25	Tue 7/15/25	24	100%
29	DSP - Interview Shortlisted Respondents Meeting Date	0 days	Tue 7/15/25	Tue 7/15/25	28	100%
30	DSP Final Selection	1 day	Tue 7/29/25	Tue 7/29/25	29FS+9 days	100%
31	Designer Fee & Contract Negotiations	22 days	Wed 7/30/25	Thu 8/28/25	30	100%
32	District Approval of Designer Fee Proposal and Contract	0 days	Thu 8/28/25	Thu 8/28/25	31	100%
33	Designer Contract Executed	0 days	Thu 8/28/25	Thu 8/28/25	32	100%
34	**Module 3: Feasibility Study**	**653 days**	**Wed 10/30/24**	**Sat 5/1/27**		**23%**
35	Feasibility Study Agreement Expiration	654 days	Wed 10/30/24	Sat 5/1/27		0%
36	**Module 3.1: Preliminary Design Program**	**111 days**	**Fri 8/29/25**	**Fri 1/30/26**	**33**	**93%**
37	MSBA / Project Team Kick-off Meeting	18 days	Fri 8/29/25	Tue 9/23/25	33	0%
38	**PDP Submittal Development**	**111 days**	**Fri 8/29/25**	**Fri 1/30/26**		**97%**
39	PDP Development	88 days	Fri 8/29/25	Tue 12/30/25	32	100%



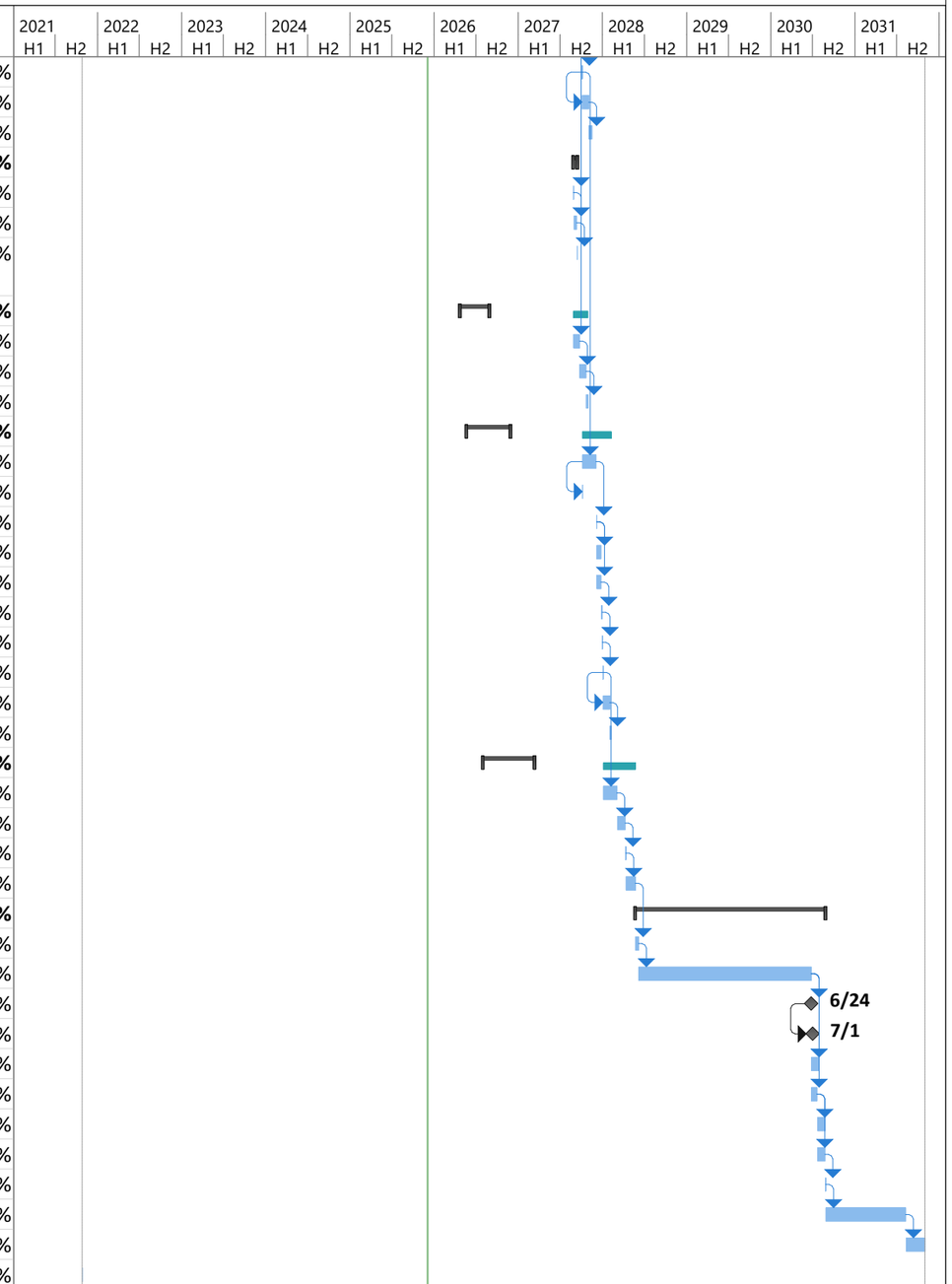
ID	Task Name	Duration	Start	Finish	Predecessors	% Complete
40	Develop Space Summary	34 days	Wed 9/3/25	Mon 10/20/25	37SS+3 days	100%
41	Draft Ed. Plan Development	61 days	Wed 9/3/25	Wed 11/26/25	37SS+3 days	100%
42	Existing Conditions Survey	44 days	Wed 9/3/25	Mon 11/3/25	37SS+3 days	100%
43	Steering Committee Weekly Meeting	66 days	Wed 9/3/25	Wed 12/3/25	37SS+3 days	100%
44	School Tours	2 days	Wed 11/5/25	Thu 11/6/25	37SS+48 days	100%
45	Specials Visioning Session	1 day	Fri 11/7/25	Fri 11/7/25	44	100%
46	Medical Visioning Session	1 day	Mon 11/10/25	Mon 11/10/25	45	100%
47	Administration Visioning Session	1 day	Mon 11/10/25	Mon 11/10/25	45	100%
48	Facilities & Maintech Visioning Session	1 day	Tue 11/11/25	Tue 11/11/25	47	100%
49	Academic (Core Teachers) Visioning Session	1 day	Fri 11/14/25	Fri 11/14/25	48FS+2 days	100%
50	Special Education Visioning Session	1 day	Fri 11/14/25	Fri 11/14/25	49SS	100%
51	Food Services Visioning Session	1 day	Mon 11/17/25	Mon 11/17/25	50	100%
52	Town Officials, FD & PD Visioning Session	1 day	Mon 11/17/25	Mon 11/17/25	50	100%
53	Community Visioning Session	1 day	Mon 11/24/25	Mon 11/24/25	52FS+4 days	100%
54	Review Space Summary	5 days	Tue 10/21/25	Mon 10/27/25	40	100%
55	Options Development	16 days	Tue 10/28/25	Tue 11/18/25	54	100%
56	Preliminary Evaluation of Design Options	1 day	Wed 11/19/25	Wed 11/19/25	55	100%
57	SBC Meeting- General Update	1 day	Wed 11/19/25	Wed 11/19/25	55	100%
58	Cost Estimating	15 days	Wed 11/19/25	Tue 12/9/25	55	100%
59	SBC Approval of Draft PDP Report	1 day	Wed 12/10/25	Wed 12/10/25	58	100%
60	Finalize PDP Submission	4 days	Thu 12/11/25	Tue 12/16/25	59	100%
61	Vote to Submit PDP	1 day	Wed 12/17/25	Wed 12/17/25	60	100%
62	PDP Submittal to MSBA - Proposed Submission	1 day	Thu 12/18/25	Thu 12/18/25	61	100%
63	MSBA Review of PDP	21 days	Fri 12/19/25	Fri 1/16/26	62	100%
64	Address MSBA PDP Comments	10 days	Mon 1/19/26	Fri 1/30/26	63	0%
65	MSBA Deadline for PDP Submission	1 day	Fri 8/29/25	Fri 8/29/25		0%
66	**Module 3.2 Preferred Schematic Report**	**134 days**	**Fri 12/19/25**	**Wed 6/24/26**		**0%**
67	PSR Submittal Development	88 days	Fri 12/19/25	Tue 4/21/26	62	0%
68	Drawing Development	55 days	Fri 12/19/25	Thu 3/5/26	62	0%
69	Community Visioning #2 (Estimated Date)	1 day	Wed 1/21/26	Wed 1/21/26	62FS+23 days	0%
70	Design Team Charrette	1 day	Wed 1/28/26	Wed 1/28/26	69FS+4 days	0%
71	Existing Conditions Evaluation	29 days	Fri 12/19/25	Wed 1/28/26	62	0%
72	Community Visioning #3 (Estimated Date)	1 day	Thu 2/19/26	Thu 2/19/26	69FS+20 days	0%
73	Community Meetings for Preferred Option	22 days	Fri 2/20/26	Mon 3/23/26	72	0%
74	Cost Estimating	15 days	Fri 3/6/26	Thu 3/26/26	68	0%
75	Reconcile Cost Estimates	5 days	Fri 3/27/26	Thu 4/2/26	74	0%
76	Preferred Solution Voted by SBC	5 days	Fri 4/3/26	Thu 4/9/26	75	0%
77	Draft PSR for SBC Review	10 days	Fri 4/10/26	Thu 4/23/26	76	0%
78	SBC Vote to Submit to MSBA	4 days	Fri 4/24/26	Wed 4/29/26	77	0%
79	PSR Submittal to MSBA	1 day	Thu 4/30/26	Thu 4/30/26	78	0%
80	MSBA Review of PSR	22 days	Fri 5/1/26	Mon 6/1/26	79	0%
81	Address MSBA PSR Comments	10 days	Tue 6/2/26	Mon 6/15/26	80	0%
82	FAS Presentation Potential Meeting 1	0 days	Wed 5/13/26	Wed 5/13/26	79FS+9 days	0%
83	FAS Presentation Potential Meeting 2	1 day	Wed 5/20/26	Wed 5/20/26	82FS+4 days	0%
84	MSBA Board Meeting - PSR Approval	25 days	Thu 5/21/26	Wed 6/24/26	83	0%



ID	Task Name	Duration	Start	Finish	Predecessors	% Complete
85	**Module 4: Schematic Design**	**129 days**	**Fri 5/1/26**	**Wed 10/28/26**		**0%**
86	SD Submittal Development	112 days	Fri 5/1/26	Mon 10/5/26	79	0%
87	SD Drawing Development	44 days	Fri 5/1/26	Wed 7/1/26	79	0%
88	Community Forum #4	1 day	Tue 6/2/26	Tue 6/2/26	87SS+22 days	0%
89	Submit Mass. Historic PNF	22 days	Tue 6/2/26	Wed 7/1/26	87SS+22 days	0%
90	SD Pricing Set to Estimators	0 days	Wed 7/1/26	Wed 7/1/26	87	0%
91	Cost Estimate & Reconciliation	25 days	Thu 7/2/26	Wed 8/5/26	90	0%
92	Notification to MSBA of SD Submission(2 weeks prior to submission)	1 day	Thu 8/6/26	Thu 8/6/26	91	0%
93	Finalize MSBA SD Submission	6 days	Thu 8/6/26	Thu 8/13/26	91	0%
94	SD Submission Draft to SBC for Review	9 days	Fri 8/14/26	Wed 8/26/26	93	0%
95	SBC Approval of SD Submission	0 days	Wed 8/26/26	Wed 8/26/26	94	0%
96	SD Submittal to MSBA	1 day	Thu 8/27/26	Thu 8/27/26	95	0%
97	DESE Special Education Review/Approval	21 days	Fri 8/28/26	Fri 9/25/26	96	0%
98	MSBA SD Review	21 days	Fri 8/28/26	Fri 9/25/26	96	0%
99	Address SD Comments	9 days	Fri 10/16/26	Wed 10/28/26	98FS+14 days	0%
100	MSBA Board Meeting - Project Scope & Budget PS&B Approval	0 days	Wed 10/28/26	Wed 10/28/26	99	0%
101	**Module 5: Funding the Project**	**21 days**	**Tue 12/8/26**	**Tue 1/5/27**		**0%**
102	Vote to Appropriate Full Project Cost Special Town Election (Tentative)	1 day	Tue 12/8/26	Tue 12/8/26	100FS+28 days	0%
103	Vote to Appropriate Full Project Cost Special Town Meeting (Tentative	1 day	Wed 12/16/26	Wed 12/16/26	102FS+5 days	0%
104	Certificate of Vote Sent to the MSBA	2 days	Thu 12/17/26	Fri 12/18/26	103	0%
105	PSBA sent to the MSBA	2 days	Mon 12/21/26	Tue 12/22/26	104	0%
106	PSBA Executed	10 days	Wed 12/23/26	Tue 1/5/27	105	0%
107	**Module 6: Detailed Design**	**298 days**	**Wed 9/17/25**	**Fri 11/6/26**		**0%**
108	**Design Development**	**127 days**	**Thu 12/17/26**	**Fri 6/11/27**		**0%**
109	100% DD Development	66 days	Thu 12/17/26	Thu 3/18/27	103	0%
110	Issue DD Documents to Estimators	0 days	Thu 3/18/27	Thu 3/18/27	109	0%
111	Estimate DD Documents	20 days	Fri 3/19/27	Thu 4/15/27	110	0%
112	Cx Agent Comments on 100% DD	10 days	Fri 3/19/27	Thu 4/1/27	109	0%
113	Team Responds to Cx Agent's Comments	4 days	Fri 4/2/27	Wed 4/7/27	112	0%
114	Reconcile DD Documents	5 days	Fri 4/16/27	Thu 4/22/27	111	0%
115	SBC Approval of 100% DD Submission to MSBA	1 day	Fri 4/23/27	Fri 4/23/27	114	0%
116	100% DD Submission to the MSBA	1 day	Mon 4/26/27	Mon 4/26/27	115	0%
117	MSBA DD Review	21 days	Mon 4/26/27	Mon 5/24/27	116SS	0%
118	Address DD Review Comments	14 days	Tue 5/25/27	Fri 6/11/27	117	0%
119	**CM @ Risk Procurement Process**	**91 days**	**Fri 10/17/25**	**Fri 2/20/26**		**0%**
127	**60% Construction Documents**	**145 days**	**Tue 4/27/27**	**Mon 11/15/27**		**0%**
128	60% CD Development	88 days	Tue 4/27/27	Thu 8/26/27	116	0%
129	60% CDs to Estimators	0 days	Thu 8/26/27	Thu 8/26/27	128	0%
130	Cost estimate/Reconciliation/VE if Required	25 days	Fri 8/27/27	Thu 9/30/27	129	0%
131	Cx Agent's Comments on 60% CD	14 days	Fri 8/27/27	Wed 9/15/27	128	0%
132	Teams Respond to Cx Agent's Comments	4 days	Thu 9/16/27	Tue 9/21/27	131	0%
133	SBC Approval of 60% CD Submission to MSBA	1 day	Fri 10/1/27	Fri 10/1/27	130	0%



ID	Task Name	Duration	Start	Finish	Predecessors	% Complete
134	60% CD Submission to MSBA	1 day	Mon 10/4/27	Mon 10/4/27	133	0%
135	MSBA 60% CD Review	21 days	Mon 10/4/27	Mon 11/1/27	134SS	0%
136	Address 60% Review Comments	10 days	Tue 11/2/27	Mon 11/15/27	135	0%
137	**Structural Peer Review**	**12 days**	**Fri 8/27/27**	**Mon 9/13/27**		**0%**
138	Issue 60% Structural CDs to Peer Reviewer	1 day	Fri 8/27/27	Fri 8/27/27	128	0%
139	Structural Steel Peer Review on 60% CDs	10 days	Mon 8/30/27	Fri 9/10/27	138	0%
140	Review/Incorporate Peer Reviewer's Comments	1 day	Mon 9/13/27	Mon 9/13/27	139	0%
141	**Filed Sub Bid Process**	**92 days**	**Thu 4/23/26**	**Fri 8/28/26**		**0%**
142	Issue RFQ for Filed Sub Bids	20 days	Fri 8/27/27	Thu 9/23/27	128	0%
143	Prequalify Filed Subs	20 days	Fri 9/24/27	Thu 10/21/27	142	0%
144	Notify Prequalified Bidders	5 days	Fri 10/22/27	Thu 10/28/27	143	0%
145	**90% Construction Documents**	**137 days**	**Thu 5/21/26**	**Fri 11/27/26**		**0%**
146	90% CD Development	44 days	Tue 10/5/27	Fri 12/3/27	134	0%
147	NOI to Con Comm and DEP	1 day	Tue 10/5/27	Tue 10/5/27	146SS	0%
148	90% CDs to Estimators	1 day	Mon 12/6/27	Mon 12/6/27	146	0%
149	Cost Estimate/Reconciliation/VE if Required	14 days	Tue 12/7/27	Fri 12/24/27	148	0%
150	Cx Agent Comments on 90% CDs	14 days	Tue 12/7/27	Fri 12/24/27	148	0%
151	Team Responds to Cx Agent's Comments	4 days	Mon 12/27/27	Thu 12/30/27	150	0%
152	SBC Approval of 90% CD Submission to MSBA	1 day	Fri 12/31/27	Fri 12/31/27	151	0%
153	90% CD Submission to MSBA	1 day	Mon 1/3/28	Mon 1/3/28	152	0%
154	MSBA 90% CD Review Comments	21 days	Mon 1/3/28	Mon 1/31/28	153SS	0%
155	Address 90% Review Comments	5 days	Tue 2/1/28	Mon 2/7/28	154	0%
156	**100% Construction Documents**	**161 days**	**Fri 7/31/26**	**Fri 3/12/27**		**0%**
157	100% CD/ Bid Packages Development	44 days	Tue 1/4/28	Fri 3/3/28	153	0%
158	Bid 100% CDs	25 days	Mon 3/6/28	Fri 4/7/28	157	0%
159	Bids Due	1 day	Mon 4/10/28	Mon 4/10/28	158	0%
160	Finalize GMP	30 days	Tue 4/11/28	Mon 5/22/28	159	0%
161	**Module 7: Construction**	**590 days**	**Tue 5/23/28**	**Mon 8/26/30**		**0%**
162	Mobilize to Site	10 days	Tue 5/23/28	Mon 6/5/28	160	0%
163	Construction	535 days	Tue 6/6/28	Mon 6/24/30	162	0%
164	Substantial Completion	0 days	Mon 6/24/30	Mon 6/24/30	163	0%
165	Certificate of Occupancy	0 days	Mon 7/1/30	Mon 7/1/30	164SS+5 days	0%
166	Commissioning	22 days	Tue 6/25/30	Wed 7/24/30	163	0%
167	Complete Punch List	19 days	Tue 6/25/30	Fri 7/19/30	163	0%
168	Move-In	25 days	Mon 7/22/30	Fri 8/23/30	167	0%
169	FF&E Installation	25 days	Mon 7/22/30	Fri 8/23/30	167	0%
170	Full Occupancy	1 day	Mon 8/26/30	Mon 8/26/30	169	0%
171	Phase 2 Demo and Field Construction	249 days	Tue 8/27/30	Fri 8/8/31	170	0%
172	**Module 8: Completing the Project**	**60 days**	**Mon 8/11/31**	**Fri 10/31/31**	171	0%
173		1 day	Tue 10/26/21	Tue 10/26/21		0%



SOUTH HADLEY PUBLIC SCHOOLS

116 Main Street, South Hadley, MA 01075
www.southhadleyschools.org

MOSIER ELEMENTARY SCHOOL CORE BUILDING PROJECT
EDUCATIONAL PROGRAM

Introduction

District Mission & Core Values

The South Hadley Public Schools is committed to initiating and supporting policies, practices, and pedagogies that promote social justice, diversity, and inclusion. In celebration of our collective diversity, the district seeks to affirm and elevate historically marginalized identities and experiences, and rejects biased actions and hateful speech in our learning community. This commitment to educational equity is reflected in our daily operations, including recruitment and admission, student and staff retention, modeling and reinforcing upstander behavior, school and family support, hiring practices, curriculum, and respectful dialogue.

Our core values: student-centeredness, openness to constructive change, flexibility and responsiveness to the changing needs of students and an embrace of the possibilities inherent in that change.

District Goals

The District Improvement Plan focuses on three, mutually reinforcing goal areas:

1. **Curriculum, Instruction, and Data** – strengthen Tier I instruction and ensure consistent use of assessments and progress monitoring to drive practice.
2. **Social-Emotional Health and Wellness** – embed evidence-based Social Emotional Learning (SEL) routines and student supports.
3. **Alignment of Special Education and General Education** – advance inclusive practices within an Multi-Tiered System of Support (MTSS) framework and improve coherence of services and interventions.

Mosier Elementary Mission & Goals

Mosier Elementary's mission is to create a thriving, robust learning environment that values each student's academic, social, and emotional well-being. Core values emphasize:

- **Excellence in instruction** through explicit, standards-aligned teaching and differentiation;
- **Equity** through strong home–school communication and inclusive practices; and
- A **responsive sense of community** where student voice, belonging, and upstander behavior are cultivated.

School goals echo district priorities through strong Tier I instruction, Professional Learning Community (PLC) collaboration, project-based learning in science and social studies, and systematic use of universal screeners and progress monitoring to inform What I Need (WIN) and intervention.

Statement of Interest (April 2023) — Narrative Summary

Mosier Elementary opened in 1969, with modular classrooms and a connecting corridor added in 1998 as short-term capacity relief. Over subsequent decades, only limited capital improvements occurred. While sections of roof have been replaced, the approximately 62,000 square-foot facility shows its age through worn finishes, drafty and misaligned exterior doors, original thermal-pane windows, and uneven flooring. The Concrete Masonry Unit (CMU)/brick veneer building envelope exhibits recurring foundation cracks, evidence of water intrusion, and exterior degradation typical of its era. Interiors largely retain the original layout and hardware, with 2×4 ACT ceilings and mixed legacy flooring.

Mechanically, the school relies on classroom unit ventilators with hot-water coils and original radiators/valves in many support spaces. Boilers were replaced in the early 2000s, but overall HVAC distribution and the original 1969 electrical system do not meet contemporary expectations for ventilation, plug loads, lighting control, and instructional technology. Plumbing systems are predominantly original. Programmatically, Mosier serves Grades 2–4 with comprehensive special education classrooms including autism programming and a Therapeutic Transitional classroom, related services (Speech Language Pathology /Occupational Therapy / Physical Therapy), counseling, and Title I support; however, fixed classroom sizes and limited breakout areas constrain inclusion, small-group work, and specialized therapies. On the site, a single combined loop currently handles staff, faculty, bus and family vehicle traffic, complicating safe arrival/dismissal and compressing pedestrian routes.

Educational Adequacy — Key Constraints

- Inflexible classroom spaces and limited small-group rooms reduce the effectiveness of inclusion, WIN, and therapy/intervention delivery.
- Aging Mechanical, Electric, and Plumbing (MEP) systems (ventilation, electrical distribution, plumbing) limit air quality, lighting control, efficiency, and technology integration expected for modern instruction.
- A compromised envelope (windows/doors, water intrusion, foundation cracking) undermines safety while also inhibiting comfort, acoustics, and energy efficiency.
- Single shared traffic loop for buses and cars creates safety concerns and limits on site queuing/separation.

- Exterior grounds do not meet current American Disabilities Act (ADA) requirements.
- Outdated interior finishes and hardware inhibit universal design, accessibility upgrades, and secure/transparent supervision.
- Lack of fire suppression system poses safety risks and prevents the building from meeting current fire code requirements
- Outdated technology infrastructure limits device connectivity , hampers instructional technology use, and prevents reliable access to digital learning tools

Educational Vision (October 2023)

A. The Educational Vision

South Hadley's educational vision centers on coherent PK–12 pathways that reduce transitions, align academic and SEL systems, and guarantee equitable access to high-quality Tier I instruction. At the elementary level, the vision prioritizes:

- Science of Reading implementation with daily protected time for foundational skills and knowledge-building.
- Mathematics for reasoning: Emphasizing discourse, critical thinking, modeling, and both conceptual and procedural problem solving.
- Integrated science and social studies with inquiry, writing across content areas, and performance tasks.
- Unified Arts & STEAM as core to the student experience (weekly STEAM special with day-1 robotics, art, music, PE, and library/media).
- MTSS and SEL embedded schoolwide (Sown to Grow routines, Morning Meeting, targeted WIN, and early intervention).
- Inclusion and specialized programs delivered in the least restrictive environment with coordinated access to therapies and supports Therapeutic Transitional Classroom (TTC), ACCESS, Multi-Lingual Learner (MLL) services, counseling, and behavior support.

B. The Plan — Grade Reconfiguration & Programming Impacts

Following the submission of the District's Statement of Interest (SOI), the MSBA's initial visit to Mosier Elementary raised an important and unexpected question: had the district considered the potential benefits of reconfiguring elementary grade spans? At that time, district leadership had not explored this possibility, based on the long-standing assumption that grade realignment could only occur when a school was closing. MSBA staff clarified that while reconfiguration is sometimes linked to consolidation, it is not dependent on school closure and may be pursued when there is a strong educational

and operational rationale. This guidance prompted the district to explore a more coherent elementary configuration, resulting in the October 2023 Elementary Building and Grade Reconfiguration Plan, presented publicly on October 19, 2023. The School Committee voted to move forward the grade 1-5 concept to the MSBA as supplemental information, signaling preliminary support while reserving a final vote on whether Mosier will be grades 1-5 or remain grades 2-4 until later in the Feasibility Study.

The proposed shift to a 1-5 grade reconfiguration would realign the district with the following grade levels:

Henry J Skala School (HJSS) - PK-K
Mosier Elementary School - 1-5
Michael E Smith Middle School (MESM) - 6-8
South Hadley High School (SHHS) - 9-12

Educational and Operational Impacts of a Grades 1-5 Mosier:

Shifting Mosier to a Grades 1-5 school aligns educational programming, staffing, and operations in several meaningful ways:

- **Grade span coherence (Grades 1–5):** A unified elementary school reduces student transitions and strengthens vertical alignment across the full elementary continuum. Three developmentally aligned groupings would be established: Grades 1-2, Grades 3-4, and a Grade 5 transition team designed to support readiness for middle school structures.
- **Daily schedule coherence:** Protected blocks for English Language Arts (ELA), Mathematics; and What I Need NOW (WIN) for targeted support; predictable specials; Science and Social Studies three times per week, and consistent routines across all grades to support whole-child development.
- **Program growth:** Expanded classroom and small-group spaces to support ACCESS/TTC classrooms, multilingual learner instruction, sensory and deescalation spaces, and targeted intervention.
- **Student wellness:** Addition of another School Adjustment Counselor to expand counseling, crisis response, and group support.
- **Technology:** Maintain 1:1 in-school devices for grades 1-4, while Grade 5 students gradually transition to taking devices home to build responsibility and readiness for middle school expectations. Standardized interactive displays will be used across classrooms, and all grades will continue building capacity for digital creation with the addition of STEAM including media production, coding, and digital storytelling.

- **Community use:** Community meetings, performances, exhibitions, and professional learning accommodated after-hours through secure zoning of public areas.
- **Transportation operations:** Separate bus and car loops sized for up to 11 buses and 120–160 family vehicles, with designated walker/biker routes and school-employee crossing guards.

Staffing and Programming Consideration in a 1-5 Model

As part of the reconfiguration, Grade 1 and Grade 5 teachers would move to Mosier, and the district would realign specials staffing across the district to ensure balanced coverage and efficient scheduling. Grade 5 would transition to a two- or three-teacher team-based instruction model as it is currently set up at MESM. This model will support deeper subject specialization and create a smoother transition to the teaming structures at MESM.

Consolidating Grades 1-5 into a single elementary school strengthens curriculum alignment, tiered intervention systems (MTSS), and assessment coherence. These systems are significantly more challenging to implement when grade levels are spread across three separate buildings. The 1-5 model also enhances educator collaboration through weekly PLCs, vertical data meetings, learning walks, shared routines, and common professional development experiences - efficiencies that are difficult to achieve when staff are geographically dispersed.

If Mosier Remains a Grades 2-4 School

If the School Committee ultimately chooses not to adopt the Grades 1-5 model, Mosier would remain a Grades 2-4 school, and the following conditions would apply:

- **No grade span shift:** Students continue to experience multiple transitions - Skala Grade 1 to Mosier Grade 2 and Mosier Grade 4 to -> MESM Grade 5, limiting vertical alignment and continuity of academic and SEL systems.
- **Daily schedule:** This would remain similar to current practice without the efficiencies that come from housing Grades 1-5 together in a single building.
- **Program growth:** ACCESS and TTC program expansion would be limited by available space; MLL and intervention rooms would continue to be coordinated across three separate buildings rather than fully integrated into one.
- **Technology:** Device programs would continue to be managed as they are now between the three buildings, limiting the district's ability to roll out consistent 1:1 expectations and digital skill development.

- **Community Engagement:** Parent engagement events, exhibitions, and schoolwide elementary programming would continue across multiple schools rather than being unified in a single Grades 1-5 facility.

C. The Building Vision

Building Vision — Grades 1–5 Reconfiguration

The Mosier facility will translate the educational vision into flexible, day-lighted, easy to supervise spaces that support explicit teaching, project-based learning, small-group work, and hands-on learning:

- Grade specific learning neighborhoods (1 - 2, 3 - 4, and 5) that include 2 to 3 breakout rooms for testing and assessment, small-group therapy, special education subseparate classroom and nearby restrooms.
- A central Learning Commons (library/media) that supports research, reading volume, and small-group collaboration, with visibility from adjacent corridors.
- A dedicated STEAM/makerspace with safe tool zones, sinks, robust power, storage, and display areas; visibility for supervision; and capacity for robotics and project showcases.
- A flexible, multi-purpose space designed to serve both school and community needs. The cafetorium will feature a full performance stage equipped with state-of-the-art audio, visual, and lighting systems to support assemblies, concerts, drama productions, and community events. Shared storage areas will be strategically located for efficient use by both the cafeteria and stage facilities, ensuring smooth transitions between dining and performance functions.
- Health, counseling, and specialized program suites for Title I (Math and ELA) and (OT/PT/SLP) located near, but acoustically buffered from learning areas, with calming/sensory rooms that provide privacy while maintaining supervision.
- Dedicated office space for each special educator to support case management and planning, along with access to shared small-group spaces for testing and small-group instruction, used collaboratively with other specialists and service providers.
- Security & supervision: Secure vestibule with fob access, interior-locking classrooms, zoned lockdown capability, interior glazing for sightlines with operable privacy where needed, and view-on-request camera protocol.
- Site & circulation: Separated loops for buses and cars, protected pedestrian routes, bike parking, and clear wayfinding for community access without opening academic wings.

This building vision ensures the facility is instruction-first, adaptable for evolving practices, welcoming to families and community partners, and operationally efficient for daily school life and after-hours use.

Building Vision — Grades 2–4 Configuration

If Mosier remains a Grades 2-4 school, the building vision maintains the same instructional priorities including flexible, day-lighted, inclusive spaces, but is scaled and organized to reflect a smaller grade span and enrollment. The educational philosophy remains the same, but without the full vertical continuum of Grades 1-5.

- Three grade-specific learning neighborhoods (Grade 2, Grade 3, Grade 4): one neighborhood per grade each with standard classrooms, two to three breakout rooms for WIN, small-group instruction, testing, therapy, and assessment. There will be a substantially separate classroom option in each neighborhood enabling support for students with higher needs while minimizing travel and maintaining inclusion. Each neighborhood will have nearby restrooms and therapy rooms to reduce lost instructional time and support efficient service delivery.
- A central Learning Commons (library/media) remains a core feature that supports research, reading volume, digital citizenship, small-group collaboration, and flexible project-based learning. Space design and visibility mirror the 1-5 plan, though usage patterns reflect fewer grades and fewer cross-grade projects.
- A dedicated STEAM/makerspace with safe tool zones, sinks, robust power, storage, and display areas; visibility for supervision; and capacity for robotics and project showcases.
- The cafetorium would be a flexible, multi-purpose space designed to serve both school and community needs. It would have a stage to support assemblies, performances, community programming, and lunch operations. The space will be scaled to reflect the 2-4 grade enrollment, but retains professional grade AV/lighting and shared storage for efficient dining/performing arts transitions.
- Health, counseling, and specialized program suites for Title I (Math and ELA) and (OT/PT/SLP) located near, but acoustically buffered from learning areas, with calming/sensory rooms that provide privacy while maintaining supervision.
- Security & supervision: Secure vestibule with fob access, interior-locking classrooms, zoned lockdown capability, interior glazing for sightlines with operable privacy where needed, and view-on-request camera protocol.
- Site & circulation: Separated loops for buses and cars, protected pedestrian routes, bike parking, and community access without opening academic wings.

A Grades 2-4 configuration would continue to support explicit instruction, small-group learning, project-based exploration, and hands-on STEM experiences. Classroom

environments would be flexible and well-equipped to promote inquiry, collaboration, and differentiated instruction. However, without Grades 1 and 5 in the building, opportunities for full vertical alignment and cross-grade collaboration are reduced, and some tiered intervention and instructional coherence efforts will continue to require coordination across multiple campuses. Educator collaboration and service delivery remain strong, but scheduling and alignment will be less streamlined than a unified Grades 1-5 model.

Grade and School Reconfiguration

South Hadley proposed realignment of elementary and secondary grade spans is part of a broader PK-12 educational vision built around four interconnected pillars:

1. Establishing an Early Childhood Learning Center for Pre-K at Henry J Skala School;
2. Consolidating Grades 1-5 into a single Mosier Elementary Campus;
3. Restructuring Michael E Smith Middle School to a Grades 6-8 model with expanded pre-vocational pathways; and
4. Strengthening South Hadley High School through improved academic preparation and enhanced vocational programming.

Together, these pillars aim to create a coherent, developmentally aligned PK-12 system in which instructional practices, curriculum, transitions, and social-emotional supports reinforce one another across all grade levels.

Pillar 1: Early Childhood Learning Center (PK-K at Skala)

The district's emerging vision begins with transforming Plains/Skala into a dedicated Early Childhood Learning Center serving Pre-K and Kindergarten. This model is designed to strengthen foundational skills, expand family support services, and improve early literacy, numeracy, social-emotional development, and access to care. Benefits include:

- Stronger focus on pre-reading, pre-writing, and early math skills
- Full-day Pre-K for four-year-olds entering kindergarten and for students requiring it per IEP
- Half-day Pre-K for three-year-olds and younger four-year-olds.
- On-site extended-day care in partnership with YMCA
- A parent resource center supporting family needs
- Expanded sensory, calm-down, and indoor play spaces
- Increased opportunities for Pre-K and Kindergarten instructional alignment
- Greater capacity to expand Pre-K enrollment and kindergarten flexibility

- Pre-vocational and vocational Early Childhood pathways for middle and high school students

This early-childhood investment aligns with districtwide efforts already underway, including implementation of the Science of Reading (UFLI/Bookworms), implementation of Illustrative Math, and math reform through the Math Tiered Academy, and systemwide strengthening of foundational instruction.

Pillar 2: A Unified Grades 1-5 Mosier Elementary School

South Hadley proposes to reconfigure Mosier from a Grades 2-4 school to a unified Grades 1-5 elementary by relocating Grade 1 from Skala and Grade 5 from Michael E. Smith Middle School. This consolidation:

- Strengthens vertical curriculum alignment across literacy, math, science, and social-emotional learning
- Amplifies gains from newly adopted instructional programs
- Enhances teacher collaboration and shared PD
- Expands early intervention, MTSS coherence, and consistent tiered supports
- Better aligns Grade 5 students' developmental and SEL profiles with an elementary setting

Bringing Grades 1-5 together during this period of districtwide instructional redesign (literacy, math, SEL) allows for de-siloed service delivery, consistent expectations, and smoother academic and social-emotional pathways.

Grade 5 returns to elementary programming under this plan, offering:

- A two- or three-teacher team model to introduce deeper subject specialization
- Increased readiness for Grade 6 through mirrored structures (block routines, organization, collaboration)
- SEL support aligned with elementary developmental stages
- Grade 5 students would begin the year using Chromebooks solely at school, gradually transitioning to take-home use as they build digital responsibility and ownership, supporting readiness for middle school technology expectations.

Grade Level	Current Location (25-26)	# of Sections	# of Students	Average Class Size	Notes
Grade 1	Skala	6	107	18	Will relocate

	School				to Mosier under 1-5 plan
Grade 2	Mosier Elementary	5	120	24	Currently housed at Mosier
Grade 3	Mosier Elementary	5	111	22.2	Currently housed at Mosier
Grade 4	Mosier Elementary	6	147	24.5	Currently housed at Mosier
Grade 5	Michael E Smith Middle School	2 teams	106	26.5	Will relocate to Mosier under 1-5 plan
Total Grades 1-5		30 sections	=590-600 students		Aligns with MSBA projected enrollment

In the 2025–2026 school year, Mosier enrolled 120 Grade 2 students in five sections (average 24.0), 111 Grade 3 students in five sections (average 22.2), and 147 Grade 4 students in six sections (average 24.5). Districtwide, Grade 1 currently housed at Skala has 107 students in six sections (average 18.0), and Grade 5 currently at MESM has 106 students organized into two instructional teams. Taken together, these cohorts yield a projected Grades 1–5 population of approximately 590–600 students, aligning with the MSBA project enrollment and confirming the need for a facility scaled to that range. Using a 590–600 student design there would be 6 sections per grade that would produce a building-level average of about 20 students per class, while allowing room for cohort variability and programmatic growth.

The School Committee's class-size policy establishes clear targets guiding annual sectioning and staffing:

- Grade 1 18–22 students per classroom
- Grades 2-4 20–25 students per classroom
- Grades 5-8 23–28 students per classroom

Classrooms with higher IEP/MLL densities may be capped below target or assigned additional staffing to maintain equitable access and instructional time. On average, approximately 25% of students per classroom have an Individualized Education Program (IEP).

To fully support both general education and specialized programming, Mosier must be designed with six general education homerooms per grade level, in addition to two substantially separate classrooms to house the ACCESS program and the Therapeutic Transition Classroom per cohort (1-2, 3-4, & 5). Maintaining this instructional footprint at each grade level is essential to ensure the district can appropriately educate and support students with a wide range of learning and behavioral needs within an inclusive model. In addition, dedicated breakout and small-group instructional spaces are critically necessary. The current Mosier classrooms do not provide sufficient space to deliver interventions, related services, and small-group instruction in a manner that supports high-quality teaching and learning. Purpose-build breakout rooms adjacent to classrooms will allow students to receive targeted support without disrupting core instruction and will ensure that all learning environments including general, specialized, and therapeutic are developmentally appropriate and effective.
Why Grade Reconfiguration Strengthens Elementary Programming

The consolidation of Grades 1-5 allows:

- Systemwide alignment of curriculum and intervention structures
- Unified PLCs, learning walks, and coaching cycles
- Common routines and instructional expectations across all elementary grades
- Consistent SEL programming with two School Adjustment Counselors
- Greater scheduling flexibility and equitable access to STEAM, intervention, and special education services

A unified elementary campus amplifies the district's capacity to implement its updated literacy and mathematics systems and prepares students for middle school with strengthened foundational skills.

Pillar 3: Middle School Reconfiguration (Grades 6-8)

The district's grade-span vision also includes converting MESMS to a Grades 6-8 model. Benefits include:

- Additional space for pre-vocational programs (aligned to SHHS pathways in culinary, carpentry, criminal justice, and the proposed Early Childhood and Technology programs)

- Increased administrator and counselor oversight in a middle school setting due to fewer grades served
- Strengthened advisory programming and SEL supports
- A schedule already shifting toward deeper academic blocks, world language access, Family & Consumer Science, and expanded STEM/STEAM opportunities such as robotics, coding, and air and space exploration.

This model supports both academic readiness and Behavioral/Social-Emotional Learning needs.

Pillar 4: High School Alignment and Expanded Pathways

The vision recognizes the high school as the culmination of a PK-12 continuum. The 1-5 reconfiguration, PK-K center, and revised middle school model all strengthen SHHS by:

- Providing students with stronger literacy, numeracy, and SEL foundations
- Enabling SHHS to expand vocational programming, including the introduction of an Early Childhood Educational program supported by on-site fieldwork at the Early Childhood Learning Center
- Creating a coherent sequence of academic and vocational opportunities from Grade 6 through graduation
- A developing technology vocational program that leverages new digital tools and infrastructure within the proposed Mosier facility to provide students with hands-on experience in applied technologies, fostering early career exploration and technical skill development.

This town wide configuration promotes equity, consistency, and operational efficiency. Students will experience aligned materials and instructional practices at each grade. Teachers will have expanded opportunities for daily collaboration and more efficient professional development with teacher work spaces provided for preparation and professional learning communities. The configuration supports class size equity, staffing flexibility, and stronger placement options for both general and specialized programs. The grade 1–5 model will allow South Hadley to manage its elementary enrollment sustainably while offering a unified, developmentally appropriate experience from early literacy through the end of their elementary educational career.

School Scheduling Method

South Hadley Public Schools operates a 5-day elementary schedule with a student day from 8:17 a.m. to 2:55 p.m. and an arrival window from 8:04 a.m. to 8:17 a.m.. Dismissal is typically complete by 3:10 p.m. Students begin each day with Morning

Meeting focused on social-emotional learning and readiness for instruction. Foundational academic minutes are protected across all grade configurations: 120 minutes of English Language Arts, 75 minutes of Mathematics, and a minimum of three 30-minute Science and Social Studies blocks per week. All grades implement a daily 30-minute WIN block for targeted intervention, informed by universal screen three times per year using i-Ready and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Specials currently operate through a five-day rotation including Art, Music, Physical Education, Media/Library as the four core specials. Students receive one duplicate special per grade to make up for the fifth special. Weekly assemblies, run by the principal, are used in order to allow grade level PLCs due to space capacity and current schedule. In the future, the district intends to replace this assembly block with a dedicated STEAM/makerspace special, allowing assemblies to occur only on a planned cadence tied to schoolwide events, SEL programming, or counselor-led activities.

This structure has clear strengths: it protects foundational minutes in English Language Arts and Mathematics, provides predictable time for science, social studies, and the arts, and embeds a daily intervention window that flexes with student need. It also supplies a stable framework for PLCs and for universal screening cycles tied to instruction. Current space constraints include the reliance on weekly assemblies to have established PLCs, limiting instructional time with certified specialists and the lack of adequate small-group instructional spaces makes it more challenging to provide WIN and related services without disrupting core instruction.

After-school programming is currently provided by the YMCA and the South Hadley Recreation Department. These programs take place in shared spaces such as the cafetorium, gym, and classrooms. Because the existing Mosier building does not have zoned community-use areas, evening programs require broader access to the school facility, unlike the controlled, zoned access that most new school buildings have.

Students participate in structured “step-up” transition experiences between schools in the district. In the current Grades 2-4 configuration, these transition activities occur between Grades 1 and 2 and between Grades 4 and 5. If Mosier becomes a Grades 1-5 school, step-ups would shift to align with new transition points, including PK/K to Grade 1 and Grade 5 to Grade 6, supporting readiness for academic, social, and organizational changes at each critical stage.

In the proposed Grades 1-5 Mosier configuration, the district will retain the 5-day schedule and formalize a weekly STEAM special. Vertical teaming - one rotating vertical PLC per month - will bring together grade levels across bands to improve handoffs and

align instructional practices with monthly assemblies from an adjustment counselor. Grade 5 teams will have flexibility to re-chunk ELA and Math minutes into 53-minute blocks to mirror middle school routines. This transition from elementary blocks to middle school blocks will occur over the school year. The WIN block remains daily, with timing set by grade band to optimize shared intervention staffing and room availability. A right-sized cafetorium will support two lunch waves, reducing crowding and preserving instructional minutes. The prescribed scheduling framework protects teacher preparation time and ensures equitable instructional access across the school.

If Mosier remains a Grades 2-4 school, the overall structure of the schedule will be similar, including the continued use of a 5-day rotation with five core specials. PLC routines, WIN blocks, and core academic minute protections remain in place. However, vertical teaming, intervention alignment, and cross-grade collaboration will continue to require coordination across multiple buildings, reducing the efficiencies made possible by a unified Grades 1-5 school.

Teaching Methodology and Structure

South Hadley's elementary teaching methodology centers on a coherent, research-based model of Tier I instruction supported by targeted intervention, data-driven practices, and inclusive service delivery. The instructional approach remains consistent whether Mosier operates as a Grades 2-4 or Grades 1-5 school, with the primary differences relating to staffing levels, space availability, and the capacity for vertical alignment. Core instruction in English Language Arts, Mathematics, Science, and Social Studies is supplemented by Physical Education, Art, Music, and Library/Media, with STEAM identified as a needed fifth special to ensure equitable access to hands-on, inquiry-based learning. At present, the principal provides weekly assemblies as a substitute for a fifth special due to space limitations; the current building cannot support five dedicated specials without compromising instructional spaces. The addition of a STEAM/makerspace program remains a key instructional priority in either grade configuration, with broader access in a Grades 1–5 model.

Classroom instruction follows a tiered framework grounded in explicit teaching aligned to the Massachusetts Curriculum Frameworks. Lessons begin with whole-group instruction, then transition to guided practice and differentiated small-group work to reinforce skill acquisition and deepen conceptual understanding. All grades implement a daily 30-minute WIN (What I Need) block for intervention and enrichment, tied to universal screening cycles and PLC-driven progress monitoring. In practice, the delivery of intervention is constrained by the current building, where classrooms have been subdivided into small shared rooms and many specialists must share a single space.

This limits the ability to run concurrent small-group instruction and creates noise and scheduling barriers. A future facility with breakout rooms in each learning neighborhood will directly address these restrictions.

Professional collaboration anchors instructional improvement. Grade-level teams meet weekly for 45-minute PLCs to review data, plan instruction, and monitor student progress. In a Grades 1-5 configuration, rotating monthly vertical PLCs (e.g., Grades 1-2, 3-4, and Grade 5 transition) will strengthen alignment across developmental stages, improve handoffs, and support consistent instructional practices. Learning walks occur twice per year with district and school-based administrators, coaches conduct walkthroughs and provide non-evaluative feedback, and administrators conduct ongoing informal and formal observations to refine instructional practices. Instructional coaching is currently staffed at 0.5 FTE for Math and 0.5 FTE for Literacy. In a 1-5 model, both positions would expand to full-time to support increased staffing, more extensive PLC structures, and enhanced intervention systems; in a 2-4 model, they would remain 0.5 FTE each.

English Language Arts instruction is grounded in the Science of Reading. Grades 1–2 use UFLI (University of Florida Literacy Institute) for foundational skills, and Bookworms serves as the core reading and writing curriculum for Grades 1–5. Decodables embedded within Bookworms supplement phonics instruction. Students receive 120 minutes daily across two 60-minute blocks. i-Ready is administered three times per year as the universal screener and also creates pathways for individualized targeted instruction; DIBELS is also used in Grades 1-4. The district recently piloted a supplemental writing resource in Grades 3-4 and may incorporate it into future curriculum refinement. The core literacy methodology will remain consistent for the next several years as the district evaluates science and social study programs for potential adoption before completion of the new or renovated facility. Instructional practices would remain consistent under either a Grades 1–5 or a Grades 2–4 configuration; however, the vertical teaming, streamlined building-wide practices, and fully coordinated professional development made possible in a unified 1–5 model would not be achievable in a 2–4 setting, which could result in siloing and reduced coherence across grade levels.

Mathematics is delivered through Illustrative Mathematics, with Bridges used for targeted intervention. Math Recovery informs diagnostic assessment and small-group instruction. Students receive 75 minutes of daily math instruction. Flexible grouping, non-tracking in nature, is guided by frequent formative assessments. In a 10-5 configuration, Grade 5 teams may re-chunk ELA and Math minutes to mirror middle school block structures, supporting student readiness for the MESM schedule.

Science and Social Studies receive 60-90 minutes per week and are aligned with the Massachusetts History and Social Science Framework. Units emphasize hands-on learning, inquiry, vocabulary, and writing in content areas. The district is currently reviewing science and social studies resources and anticipates adopting updated curricula in the next two years.

Academic supports prioritize push-in services whenever appropriate, with pull-outs coordinated around the master schedule and WIN block. At Mosier, English Learner Education (ELL) services currently operate through a combination of push-in and pull-out instruction; however, due to space limitations, the program relies primarily on pull-out small-group instruction delivered in a converted classroom that now serves as the primary ELL space. The current building does not provide sufficient dedicated small-group rooms, and several instructional spaces are subdivided and shared by multiple providers, limiting acoustical quality and instructional efficiency. In both a Grades 2–4 and a Grades 1–5 configuration, the district will continue to provide this same model of ELL services. Additionally, the district is actively reviewing its ELL program and anticipates selecting a new, district-wide ELL curriculum within the next two years to further strengthen multilingual learner instruction.

Teacher Planning

Practices at Mosier Elementary School include a highly collaborative approach across disciplines, grade-levels, and specialties, with team collaboration intentionally integrating critical student support services. The school is supported by a robust network of professionals including a district physical therapist, a district occupational therapist, a shared BCBA, two speech language therapists, consultants in hearing, vision, and behavior, therapists from two outside agencies, a school adjustment counselor, and a nurse who, together with classroom teachers and specialists, create a need for multiple collaborative spaces where professionals can work privately and collectively to support students. Contractually, a teacher preparation and break room must be included in a new/renovated building design.

Currently, teachers receive daily individual prep via a 45-minute special block and meet in a weekly 40-minute PLC protected by administrator-led assemblies. Administrators and coaches conduct ongoing informal visits to provide feedback and support. Planning time is used to align lessons to the Massachusetts Curriculum Frameworks, analyze i-Ready/DIBELS and classroom data, organize WIN groupings, and coordinate inclusive practices with special educators and related-service providers. Physical planning space is limited and dispersed; most collaboration occurs in classrooms, the library/media

area, or an available conference room, with staff workrooms primarily supporting mail/copy and incidental prep rather than sustained team planning.

Professional development and sustainability are shaped by the environment; therefore, the new Mosier should include private preparation space for up to 5-7 staff members, collaborative preparation and professional development space for 10-15 staff members, and restorative practice spaces for staff. In addition, the district's current 0.5 FTE Math Coach and 0.5 FTE Literacy Coach will convert to full-time if Mosier operates as a 1–5 school, further strengthening planning, modeling, and data cycles across grades. To deepen cross-grade coherence, the schedule will retain weekly 40-minute grade-level PLCs (once per week) and add one rotating vertical PLC per month, protected by assemblies without reducing core instructional minutes.

Professional Development

Professional development at Mosier follows a predictable cadence that blends district priorities with building level needs. Annually, staff participate in three pre-service days, a full PD day in November, a full PD day in April, and monthly faculty meetings that combine school business with focused PD strands; in addition, teams meet in weekly, 40-minute PLCs to analyze data and plan instruction. Coaching is embedded: Literacy and Math Coaches (full-time in the 1–5 model) support plan–teach–reflect cycles, model lessons, and facilitate data meetings. The administrative team leads learning walks twice per year and conducts informal, supportive classroom visits throughout the year. Content emphasis aligns to district priorities particularly the Science of Reading implementation (UFLI and Bookworms), Illustrative Mathematics routines and Math Recovery practices, MTSS/DCAP and data-team protocols, inclusive practices, and Sown to Grow/SEL, creating a consistent throughline from classroom practice to student outcomes. While the district does not run early release PD days, the schedule and spaces will support release time when targeted PD requires it.

In a Grades 1–5 school, PD will evolve in structure rather than scope. The school will retain weekly grade-level PLCs and add one rotating vertical PLC each month to strengthen handoffs, implement common assessments, and coordinate WIN/intervention design. At opening, the district will stage bridge institutes to orient staff to the new configuration, Grade 5 teaming routines, and neighborhood based collaboration. Coaching remains a job-embedded, with coaches partnering closely during adoption cycles and data windows. Over the longer term, and in support of staffing coherence within a town-wide elementary model, the district will pursue a long range goal for teachers to hold Elementary 1-6 DESE certification, with retraining scheduled pragmatically through state approved pathways. PD effectiveness will be

monitored through agreed look-fors in walkthroughs, i-Ready/DIBELS growth benchmarks, and PLC artifacts/action plans tied to DIP goals.

Pre-Kindergarten (N/A)

Kindergarten (N/A)

Lunch Programs

South Hadley operates a full-service production kitchen at Mosier. Breakfast is offered in the cafetorium during the arrival window, serving approximately 125 students per day. A second breakfast opportunity is also offered during snack time for those they may not have arrived in time for breakfast prior to the start of school. The current lunch model is broken up by grade level due to the limited space available in the cafeteria and serves one grade per wave for 45 minutes total, with lunch first and then recess; on average, 250 students take school lunch daily. The servery runs two serving lines feeding a single Point of Sale (POS) station, which creates a predictable bottleneck at the point of sale. The acoustics of the current cafeteria amplify sound throughout the room, and while students with sensory needs are supported as best as possible within this environment, the school would benefit from a designated space that allows for reduced sensory input during lunch. Indoor recess is called during inclement weather. Currently, five kitchen/cafeteria staff manage production, service, and cleanup; however, staffing scales up as enrollment and grade levels increase.

In the unified Grades 1-5 Mosier model, the district will serve two lunch waves organized developmentally: Grades 1-3 and Grades 4-5. In a Grades 2-4 model, the district would similarly seek to transition to only two lunch waves to improve scheduling efficiency and reduce congestion. In both models, each wave targets 25 minutes for lunch followed by 20 minutes for recess, sustaining a 45-minute block. Breakfast will remain cafetorium-based. Lunch service will continue to use two serving lines, and the district will add an additional POS terminal to reduce queue time and increase time at the table eating. In both a Grades 2–4 and a Grades 1–5 configuration, a designated quieter dining option would be important to allow students to continue participating in the cafetorium lunch experience while also providing a nearby space with reduced sound for those who require sensory accommodations. It would be beneficial to have personal clean-up supports (bottle-fill stations and handwash areas) that build independence and reduce transition friction. Staffing will increase proportionally to maintain service speed, supervision, and sanitation standards.

Technology Instruction Policies and Program Requirements Media Center/Library

Current Educational Technology and Media Center Operations

At present, students at Mosier primarily use Chromebooks, with iPads provided for students with specialized needs who require a touch-screen device. All devices are owned, managed, and maintained by the District's IT Department. Devices are used exclusively in school and are not taken home. Instructionally, technology currently supports i-Ready assessments and instructional pathways, the Sown to Grow SEL curriculum, and selected components of English Language Arts, Mathematics, Science, and Social Studies. Devices also support digital writing and research activities as instructional supplements. Teachers currently rely on classroom projectors, many of which are aging and increasingly difficult to repair due to limited availability of replacement parts. In addition, the number and placement of electrical outlets in classrooms is insufficient to support modern technology use, creating logistical challenges for integrating devices and tools into daily instruction.

Whenever a new curriculum includes a digital component, professional development is embedded into the adoption process to ensure staff are trained in instructional use.

The media center currently functions as a scheduled special instructional space rather than an open-access library. Digital Literacy is taught during this special.

At this time, the School Adjustment Counselor and Assistant Principal offices are located within the media center. This arrangement is not ideal, as both roles require private and confidential space for student counseling, evaluations, and family meetings. These needs frequently conflict with full-class instruction occurring in the same space. Separate office locations outside the media center are necessary to ensure student privacy, reduce noise conflicts, and allow uninterrupted instructional use of the library.

Educational Technology and Media Center Operations - Proposed Learning Commons

In a unified Grades 1–5 model, the library would operate as a central Learning Commons offering both a fixed weekly special and flexible, teacher-scheduled research and inquiry blocks. The collection target is approximately 5,000 titles, supported by a

5% annual refresh rate to maintain current, culturally responsive resources. Students would continue to be allowed to check out up to five books at a time.

Programming would emphasize information literacy, digital citizenship, read-alouds, inquiry projects, maker connections, and author/artist residencies. The School Adjustment Counselor and Assistant Principal offices would be relocated outside the Learning Commons, preserving the space as a dedicated instructional and research environment while protecting confidentiality and reducing disruptions.

The District would continue to manage and maintain all technology systems through existing IT staff. Outdated interactive boards currently maintained with limited replacement parts would be replaced with standardized interactive digital touch-screen display systems consistent with current district practice. Maintenance and support would continue to be provided by the IT Department.

As part of the district's instructional vision, the Learning Commons and STEAM programming would support expanded digital literacy and computer science standards, including coding, robotics, and digital media production. These offerings would strengthen vertical alignment with Michael E. Smith Middle School, where more advanced programs in these areas already exist. As standards are revised, targeted professional development would be provided to support instructional staff.

Media Center Under a Grades 2–4 Configuration

If Mosier remains a Grades 2–4 school, the media center would continue to function as a Learning Commons and scheduled instructional resource throughout the day. Teachers would remain responsible for their classes during scheduled library time, supported by the librarian paraprofessional.

Expanded STEAM and digital media opportunities—including maker tools, coding, robotics, and digital publishing—would still be pursued, though access would be limited to fewer grade levels. Under a Grades 1–5 model, staffing would likely require both a librarian and support staff simultaneously to manage increased instructional demand and flexible student access. Under a Grades 2–4 model, scheduling would remain structured and class-based.

Summary of Technology & Media Center Proposed Changes

If a building project is approved, the following improvements are proposed for the Media Center and related educational technology systems:

- A dedicated Learning Commons separate from administrative offices
- Upgraded interactive display technology throughout the building
- Expanded maker tools, robotics, coding, and digital media production spaces
- Exhibition areas for student publishing and project-based learning
- Improved acoustics, lighting, and visibility for supervision
- Staffing aligned to the final grade configuration
- Continued district IT management and maintenance
- Ongoing professional development aligned to evolving digital learning standards

These proposed updates reflect needs contingent upon a building project moving forward and are intended to strengthen student access, instructional quality, staff effectiveness, and long-term program alignment.

Art/Music/Performing Arts Programs

South Hadley maintains a vertically aligned visual and performing arts curriculum spanning PK-12, with skill development at Mosier appropriately focused on elementary foundations. Under the current four-specials model (Art, General Music, Physical Education, Library/Media), each class receives at least one 40-minute period per week in Art and in General Music. Because only four specials are presently offered, one grade per year receives an additional 40-minute period in each of those areas to balance the grid. The district's goal regardless of grade configuration is to add STEAM/Makerspace as a fifth weekly special so that every grade receives a predictable five-day rotation and the principal is no longer required to function as the fifth special through weekly assemblies.

Visual Art - Current Delivery and Proposed Enhancements

The visual art curriculum is vertically aligned PK-12; however, the instructional strategies and skill focus at Mosier are age-appropriate for elementary learners and include drawing, painting, and ceramics/clay aligned to the Massachusetts Arts Curriculum Framework.

Art is currently taught in a dedicated classroom and is staffed by a 0.8 FTE art teacher. The program is not delivered on a cart. Despite having a permanent classroom, the space presents significant limitations:

- The classroom walls are deteriorating.
- Storage is insufficient for materials and student work.
- Sinks are outdated and not aligned with current instructional standards.

- The kiln is located in a hallway-style closet without proper enclosure and shares access with another classroom.
- There is no secure kiln room, no dedicated storage room, and no formal display space for student work.
- The classroom lacks appropriate cleaning areas, secure material storage, and instructional work zones.

If Mosier remains a Grades 2–4 school, Art would continue to be staffed by one staff member and delivered once per week per class, with one grade receiving an extra period to balance the rotation.

If Mosier transitions to a Grades 1–5 configuration, Art staffing would increase to two staff. The addition of a dedicated STEAM teacher would remove the need for one grade to receive an extra art period, allowing Art to operate equitably across all grades as part of a true five-specials rotation.

In the proposed project under either grade configuration Mosier will require a purpose-built art room that includes:

- A fully enclosed, ventilated kiln room
- Clay-trap sinks and updated wash areas
- Adequate lockable storage for materials and chemicals
- Large drying racks, flat-file storage, and display walls
- Durable flooring, wipeable wall surfaces, and appropriate lighting
- An interactive display and document camera to support instruction

These upgrades are necessary to address current deficiencies and bring the program into alignment with contemporary elementary art instruction.

General Music & Performing Arts — Current Delivery and Proposed Enhancements

General Music is currently delivered once per week for 40 minutes to each class.The position is staffed at 0.5 FTE and shared between Mosier and Henry J. Skala School.

The current music classroom is located in a portable, which presents multiple instructional and operational limitations:

- Inadequate acoustics for quality music instruction
- Insufficient storage for instruments and equipment
- No appropriate space for beginner band or chorus rehearsals
- No small practice rooms for sectional instruction
- No direct access to stage or performance space

- No secure location for instrument storage

If Mosier remains a Grades 2–4 school, the Music position would increase to a 1.0 FTE, as the district is working towards bringing back 4th grade concert band.

If Mosier transitions to a Grades 1–5 school, Music staffing would increase to 2.0 FTE to support expanded offerings and student participation including chorus and concert band.

The proposed project—under either model—will require a properly designed music suite that includes:

- A general music classroom with appropriate acoustics
- Secure instrument and equipment storage
- Dedicated band and chorus rehearsal spaces
- Small practice spaces for sectional and pull-out instruction
- Direct access to the cafetorium stage to support equipment movement and performances

Under a Grades 1–5 configuration, the performing arts pathway will expand to include:

- After-school Chorus (Grades 3–5)
- After-school Beginner Band (Grades 4–5)
- In-day Grade 5 Band and Chorus classes to support readiness for middle school ensembles
- Rotating small-group instrument lessons during the school day

Under a Grades 2–4 configuration, performing arts would remain limited to general music instruction, with the possibility of adding a 4th grade band during the day.

Scheduling and Staffing Implications.

If Mosier remains a Grades 2–4 school:

- Art and Music would continue once per week at 40 minutes per class.
- One grade would require an additional period.
- STEAM would still be added as a fifth special, requiring appropriate instructional space.

If Mosier transitions to a Grades 1–5 school:

- A full five-special rotation would be implemented (Art, Music, Physical Education, Library/Media, STEAM).
- Art staffing would increase to 2.0 FTE.
- Music staffing would increase to 2.0 FTE.
- STEAM would be staffed by a dedicated teacher.
- No grade would require a second special to balance the grid.

In both models, the cafetorium will remain the primary performance venue and will support grade-level performances, concerts, and assemblies. The proposed facilities will allow for expanded instructional delivery, safe equipment storage, improved acoustics, and meaningful student performance opportunities that are not possible in the current building.

Physical Education Programs

South Hadley's elementary Physical Education program is delivered as a weekly special aligned to the Massachusetts Comprehensive Health/PE Frameworks and National standards. At present, each class receives one 40-minute PE period per week, and because the district currently operates a four-special rotation one grade level each year receives an additional 40-minute PE period to balance the schedule until STEAM is added. Average class size in PE is approximately 25 students. One (1.0) FTE PE teacher currently serves Mosier. All students participate in PE, daily physical activity is reinforced through the master schedule's lunch-then-recess sequence, and a morning recess opportunity before the day school day begins.

The current gymnasium is significantly undersized for the school's enrollment and instructional needs. The space does not include bleachers, limiting its use for school or community events. Parents and spectators must stand along the wall during performances, games, and activities. The dividing curtain that once allowed the gym to be separated into two teaching areas is no longer functional, eliminating the ability to operate multiple instructional stations safely.

The facility lacks a functioning scoreboard and shot clock, and the condition of the flooring includes multiple "dead spots" where balls cannot be bounced effectively. The acoustics are particularly poor due to the metal roof structure, creating excessive noise that interferes with instruction and student regulation. The PE teacher's office is also

inadequate and lacks appropriate visual access to the gym, creating supervision and safety concerns.

Despite these limitations, the gym is heavily used by the community. Cheer and basketball utilize the space daily during the winter season for both practices and games. However, due to the size and configuration of the space, it is not suitable for broader community events, assemblies, or large-scale programming.

Adaptive Physical Education

While the district does not currently operate a formal Adaptive PE program, the need for this service already exists. In the current Grades 2–4 model, approximately 12 students would benefit from Adaptive PE access. In a unified Grades 1–5 configuration, this number would rise to approximately 20 students. At present, there is no appropriate space to provide Adaptive PE services safely and effectively.

A new or renovated facility must support the ability to deliver Adaptive PE either through (1) a dedicated adapted activity space or (2) a gym design that allows for the safe closure of half the gym while maintaining instruction in the other half. A dedicated space is strongly preferred, as it would allow specialized services to occur simultaneously with general PE classes without disruption.

Grades 1-5 and Grades 2-4 Staffing Implications

If Mosier transitions to a unified Grades 1-5 model with six sections per grade, the district anticipates increasing staffing to 2.0 FTE PE to maintain safe class sizes, allow for two simultaneous classes when needed, and support Adaptive PE services as student needs require.

If Mosier remains a Grades 2-4 school, one full-time PE teacher would continue to serve the program. PE would remain once per week for all grades, with one grade continuing to receive a second weekly period until the STEAM special is added.

Proposed Project Enhancements

No significant changes are proposed to the curricular goals of Physical Education. The program will remain developmental and standards-based, emphasizing:

- Health-related fitness
- Locomotor and manipulative skill development
- Teamwork and game strategy

- Personal responsibility and safe participation

However, the success of this program is directly limited by the physical constraints of the existing gym. A future Mosier facility—under either grade configuration—must include:

- A right-sized gymnasium with appropriate acoustics
- Functional divider for multiple instructional stations
- Proper performance and community viewing capacity
- Regulation scoreboard and shot clock
- Durable athletic flooring without dead zones
- Appropriate PE office space with direct visual access to the gym
- Dedicated or flexible space in the gym to create a quieter space for Adaptive PE instruction

These improvements are essential to ensure safe, equitable access to Physical Education for all students and to support the school's heavy community use.

Special Education Programs

The Special Education program at Mosier Elementary School is designed to provide inclusive, equitable, and accessible educational experiences for all students. The current school environment partially aligns with the Massachusetts School Building Authority's (MSBA) Special Education Rubric. The proposed Mosier Elementary project seeks to fully align with state regulations by enhancing accessibility, providing adequate space for specialized instruction, and ensuring all students can learn alongside their peers in supportive, developmentally appropriate settings.

Alignment with Special Education Rubric and Regulations

Currently, Mosier Elementary provides high-quality instruction to students with disabilities, but physical and environmental limitations constrain the delivery of specialized services. The existing building lacks appropriately equipped bathrooms, dedicated spaces for service providers, and acoustically suitable instructional environments. The proposed new school will address these deficiencies by ensuring ADA compliance, improving accessibility, and creating purpose-built spaces that foster collaboration among general and special education staff.

Aligned:

- Classrooms serving students with disabilities are equal in quality and design to general education classrooms.
- Older students are appropriately separated from elementary students.
- Special education classrooms are distributed throughout the building to support inclusion.
- Sub-separate classrooms are not identified by signage, maintaining privacy and dignity.

Not Aligned:

- Bathrooms lack Hoyer lifts and changing areas for students with physical disabilities.
- Related service spaces are not centrally located; students must pass through other service areas to reach therapy rooms.
- Special education teachers and related service providers share classroom spaces, limiting instructional privacy.
- Environmental adaptations (lighting, acoustics, temperature) are made reactively rather than proactively.

Proposed Remedies:

- Install ADA-compliant bathrooms with Hoyer lifts and designated changing areas.
- Centrally locate all related service spaces within the building.
- Provide individual instructional spaces for each special educator and related service provider (e.g., OT, PT, SLP, Psychologist, ETL, BCBA, SAC).
- Include climate control, acoustic treatments, and accessible lighting across all instructional spaces.
- Improve acoustics in large spaces such as the gym, cafeteria, and art room for students with hearing impairments.

Current Special Education Programs and Enrollment

South Hadley Public Schools provides a continuum of special education services to meet the diverse needs of its learners. Mosier Elementary currently houses several programs, including ACCESS and the Transitional Therapeutic Classroom (TTC), as well as resource room and itinerant services such as speech, Teacher of the Deaf, and occupational therapy. The proposed facility will expand these programs and provide purpose-built environments that enhance service delivery, accessibility, and inclusion.

Program	Students Served (2025-2026)	Current Locations
ACCESS	5 students current at Mosier,1 in Grade 1, and 2 in Grade 5	Mosier, Skala, MESM
Transitional Therapeutic Classroom (TTC)	4 students	Mosier
Resource Room	8 at Mosier, 4 at MESM	Mosier, MESM
Teacher of the Deaf	4 at Mosier, 1 at Skala	Mosier, Skala

Identified Challenges

- Shared classroom spaces between special educators and service providers.
- Physical separation from general education classrooms limits collaboration.
- Inadequate acoustics, temperature control, and lighting.
- Insufficient private spaces for IEP meetings or consultations.

Currently, Mosier lacks adequate meeting and consultation spaces. The School Psychologist and ETL share an office, which prevents simultaneous testing and confidential student meetings. There is no conference room large enough to hold full IEP meetings or multidisciplinary team discussions.

Proposed Enhancements:

- A dedicated conference room for IEP meetings (15-20 participants, hybrid-capable).
- Separate offices for the Psychologist, ETL, BCBA, and SACs.
- Breakout and small-group instruction areas within each learning neighborhood.
- A sensory viewing room overlooking the cafetorium for low-stimulation participation.
- A smaller, quiet cafeteria space for students needing sensory accommodations.

Continuing and Enhanced Services

Continuing Programs:

- ACCESS, TTC, ToD, and TVI services
- OT, PT, Speech and Language, BCBA, Psychologist, SAC support

- Small-group instructional spaces near each neighborhood

Enhanced Programs:

- Addition of a Language-Based Learning Disabilities (LBLD) Program.
- A bathroom within the ACCESS suite to teach toileting skills.

The new/renovated building would feature multiple collaboration spaces in each pod and a central Innovation Hub. A Parent Resource Room will serve as a dedicated space for caregivers, the Special Education Parent Advisory Council (SEPAC), and the PTO. This space will include access to technology, community resources, and family engagement programming.

The proposed Mosier Elementary project represents a substantial advancement in equitable and inclusive design for students with disabilities. Through improvements in accessibility, climate and acoustic quality, and program-specific spatial design, the district will ensure that all learners receive instruction in environments that foster independence, inclusion, and academic success.

Transportation Policies

South Hadley's current student transportation system at Mosier includes yellow buses, 7D special education vans, family drop-off and pick-up, walkers/bikers, and limited after-school van service. The instructional day runs from 8:17 a.m. to 2:55 p.m., with arrival between 8:04–8:17 and dismissal typically completed by 3:10 p.m. At present, Mosier operates eight (8) buses with an average of approximately 35 riders per route, supported by 6–10 daily 7D vans. One to two after-school program vans also arrive at dismissal.

Current Logistical and Safety Conditions

The existing campus circulation pattern presents significant logistical and safety challenges. Buses and family vehicles share a single loop, creating congestion and multiple conflict points during peak arrival and dismissal. Daily traffic frequently experiences spillback down Mosier Street toward Newton Avenue, requiring staff intervention and the use of temporary traffic-routing procedures. To reduce street congestion, families are directed to loop around the middle school campus across the street, and a crossing guard releases small groups of vehicles into the Mosier lot as space allows.

Students exiting family vehicles must currently cross up to three active lanes of traffic, including both parent vehicles and buses. Although a crosswalk and staff supervision are in place, this configuration is not optimal for student safety. In addition, 7D vehicles are required to stage in the same circulation space as full-size buses, creating further delays and compounding congestion when either mode is running behind schedule.

Staff parking is located immediately adjacent to active drop-off and pick-up zones, further increasing vehicle-pedestrian conflict and limiting clear sightlines. While the building uses a staffed main vestibule for late arrivals and early dismissals with ID verification, the overall traffic design is constrained by site limitations and does not allow for safe separation of transportation modes.

Future Transportation Needs and Policy Goals (Applicable to Both 2–4 and 1–5 Models)

Whether Mosier remains Grades 2–4 school or transitions to Grades 1–5 school, the district has identified the following essential transportation and site safety needs for any new or renovated facility:

- Physically separated circulation loops for buses, 7D vehicles, and family drop-off/pick-up
- Separate staff parking located away from active student drop-off areas
- Dedicated visitor parking near the main entrance
- Clearly defined ADA access zones near secure entry points
- Continuous sidewalks and protected crosswalks wherever students walk between vehicles and building entrances
- Improved wayfinding and directional signage for all transportation groups
- On-site stacking capacity sufficient to eliminate spillback onto Mosier Street and adjacent roadways

These improvements are necessary to prioritize student safety, reduce vehicle-pedestrian conflict, streamline daily operations, and support predictable arrival and dismissal procedures.

Proposed Operating Transportation Practices

The following procedures represent proposed district transportation practices to be supported through site and building design. These reflect operational goals rather than finalized curb or loop layouts:

- Buses and 7D vehicles will be assigned dedicated loading and unloading zones physically separated from family vehicles. 7D vehicles will be provided direct, ADA-accessible access to the building vestibule to minimize travel distance and improve student safety.
- Family vehicles will follow a clearly defined single-direction circulation pattern with staff supervision at peak times. Student loading and unloading will occur only at designated curb areas, not within parking aisles.
- Late arrivals and early dismissals will continue to require families to park in designated visitor spaces and enter through the secure main vestibule, where staff will verify identification and log student entry or release.
- Students who walk or bike will use posted routes with protected crossings and staff supervision during peak travel times. Bike and scooter parking will be located near entrances but outside major vehicle paths.
- No-idling expectations will continue to be enforced through signage, staff monitoring, and transportation protocols, with buses shut down during staging except during extreme weather.

Emergency and Community Access

Emergency access routes and hydrant locations will be designed to comply with South Hadley Fire Department standards and local code requirements. Community access to evening programs will be supported through zoned site circulation that allows use of public areas such as the cafetorium, gym, and Learning Commons without opening academic wings.

Functional and Spatial Relationships

Current Conditions in the Existing Facility (Today)

In the current Mosier facility, functional and spatial relationships require staff and students to operate within a layout that was not designed to support today's instructional delivery, student support models, and efficient supervision. As a result, key adjacencies are often driven by space availability rather than intentional planning. Current challenges include:

- specials spaces that are not centrally located, increasing travel time and transitions;
- student support locations created by subdividing instructional space (e.g., splitting a classroom into offices), which limits confidentiality and program flexibility;

- classrooms converted to specialist spaces, reducing overall instructional capacity and limiting consistent grade-level organization.

These conditions reinforce the need for a coherent plan that intentionally organizes neighborhoods, services, and shared learning/community spaces to minimize travel, strengthen supervision, and improve flexibility.

What Would Be Beneficial in a 1-5 Configuration

A 1-5 configuration benefits from a clear, grade-level organizational structure that aligns instructional space, small-group capacity, and support services with developmentally appropriate learning. The plan is organized to promote communication, collaboration, inclusive practices, flexible grouping, efficient supervision, and safe community use after-hours, anchored by a shared public core.

A. Grade-Level Neighborhoods & Academic Adjacencies

- Five grade-level neighborhoods (Grades 1-5), each designed for six sections per grade, supporting predictable capacity and consistent team structures.

- Each neighborhood includes: (a) standard classrooms; (b) small-group/intervention rooms for WIN/intervention, assessments, and quiet work; and (c) a grade collaboration/PLC room.

- Intentional proximities support continuity and progression (e.g., early-elementary adjacency for shared foundational resources; upper-elementary adjacency for content-area learning), with Grade 5 organized to support increasingly independent routines that prepare students for middle school.

B. Student Support & Health Adjacencies

- Nurse/Medical Suite centrally located and front-proximate for efficient access from the main vestibule and a short, secure path from the covered 7D/ADA curb.

- Counseling/Student Support as a centralized suite, positioned for equitable access to all grades, with a confidential meeting/restore space and nearby small-group rooms for flexible scheduling.

- Related service spaces positioned to support access across the building without relying on converted classrooms or subdivided spaces.

C. Specials, Community Core, and Learning Commons

- The shared core - Art, Music/Ensemble, Cafetorium/Stage, Gym, STEAM/Makerspace, and Learning Commons - is centrally located to ensure equal access for all grades and to reduce travel and transition time compared to current conditions.

- The Learning Commons is positioned as a central hub with adjacent small rooms to support small-group work, research, and flexible instructional use.

D. Outdoor Learning and Play

Outdoor spaces in a 1-5 configuration should be intentionally zoned to support developmentally appropriate play, efficient supervision, and outdoor learning opportunities across all grades.

- Two age-appropriate play areas. A Lower Elementary play area for Grades 1-2 and a separate Upper Elementary play area for Grades 3-4 that are located near their respective neighborhoods to reduce transition time and support safe, efficient supervision.

- Safe circulation and supervision. Pedestrian routes to both play areas are designed to avoid crossing vehicular loops, with clear sightlines and duty locations to support active supervision during recess and outdoor learning blocks.

- Outdoor learning connections. Simple outdoor learning nooks, like a small gathering area or garden space, that are located to support grade-level science and inquiry experiences, with convenient access from core learning spaces and clear storage/clean-up pathways.

E. Community Use After Hours

- After-hours community use is supported through controlled access to priority spaces,Gym, Cafetorium/Stage, and Learning Commons, without opening academic wings.

What It Could Look Like in a 2-4 Configuration

In the current grade configuration (2-4), functional and spatial relationships are best served by a right-sized neighborhood model that reduces travel, clarifies supervision, and consolidates student supports into intentional suites without relying on converted classrooms for specialist or support functions.

A. Grade-Level Neighborhoods & Academic Adjacencies

- Three grade-level neighborhoods (Grades 2, 3, and 4), each designed for six sections per grade, allowing each grade to operate as a coherent team with clear wayfinding and predictable adjacencies.

- Each neighborhood includes: (a) standard classrooms; (b) small-group/intervention rooms supporting WIN/intervention, assessment, and quiet work; and (c) grade collaboration/PLC space.

- With three grades, circulation can be simplified and travel distances reduced, reinforcing efficient transitions and consistent supervision.

B. Student Support & Health Adjacencies

- Counseling/Student Support located in a centralized suite designed for confidential meetings, restorative supports, and coordinated services, with efficient access from all three neighborhoods.

- Nurse/Medical Suite remains centrally located and front-proximate for family access and student safety.

C. Specials, Community Core, and Learning Commons

- Specials and shared learning spaces are planned as the heart of the building to address current challenges with dispersed specials. Central placement reduces travel and supports more efficient scheduling across Grades 2-4.

- The Learning Commons remains central for equitable access and flexible use.

D. Outdoor Learning and Play

- A single shared play zone supports developmentally appropriate outdoor learning and play for Grades 2–4, with safe pedestrian routes that avoid vehicular circulation.

E. Community Use After Hours

- The plan supports secure after-hours access to Gym, Cafetorium/Stage, and Learning Commons through a controlled public zone that can operate independently from academic neighborhoods.

Security and Visual Access Requirements

South Hadley Public Schools collaborates with the South Hadley Police Department (SHPD), South Hadley Fire Districts #1 and #2, State Police, DPW, Town Administration, and district leadership to update emergency response plans and establish physical and operational security requirements. The process includes: (1) annual joint tabletop reviews of procedures; (2) building-level drills during the school year; (3) regular reviews of door hardware, access control, camera locations, and site circulation; and (4) and an annual meeting bringing all parties together prior to the start of the school year. The goal is a unified, consistent response model with clear roles, communications, and access for first responders.

1) Current Situation in the Existing Facility

Mosier currently operates with one main public entrance, and that same entry is also used for bus arrivals and parent pickup/drop-off, which increases congestion at the point of control and limits the ability to maintain a consistent “single secure entry” experience throughout the day. Visitor procedures rely on manual sign-in at the front office, rather than a standardized visitor management platform that supports ID scanning, badge printing, and audit trails.

While classroom doors can be locked from the inside, connecting doors between classrooms create additional vulnerability by expanding access beyond a single secured instructional space during an incident. In addition, the building has no interior camera coverage and only a limited number of exterior cameras, reducing visibility into main circulation areas and limiting the district’s ability to verify events or support investigations. For after-hours use, the current layout results in a separate entrance being left open because the gym and cafeteria are located at opposite ends of the

building making it difficult to support community access without exposing more of the building than desired.

These current conditions highlight the need for a redesigned approach that separates arrival flows, strengthens entry control, increases internal visual access, reduces vulnerabilities created by internal connections, and enables secure after-hours zoning regardless of whether the building serves Grades 2-4 or Grades 1-5.

2) What Would Be Beneficial in Either a 2-4 or 1-5 Configuration

Because security, controlled entry, and visual access expectations are the same in both configurations, the requirements below apply to either a 2-4 or a 1-5 model.

Site Access & Arrival Separation

- Separate arrival flows so that bus/7D operations and family vehicle circulation do not converge at the same door and point of control.
- Clear wayfinding, supervised pedestrian paths, and protected crosswalks that avoid conflicts between vehicles and students.
- Service/loading yard isolated from student circulation with controlled access and screening.

Main Entry Control & Visitor Management

- Secure, double-door vestibule that creates a staffed holding zone; access into the school only through the Main Office/Reception.
- Replace manual sign-in with a visitor management system (check-in, ID scan, badge printing, audit trail) integrated into front office operations.
- Covered ADA/7D curb at the main entry with a short, secure path to the Nurse/Medical Suite and Main Office.

Access Control, Internal Security, and Lockdown Readiness

- Electronic staff access (fobs), time-of-day door schedules, and audit trail capability.

- Zoned electronic lockdown capability to support partitioned lockdowns.

- Classroom doors with interior locking and vision panels with policy-aligned privacy management.

- Address inter-classroom connecting doors through design and hardware strategies that eliminate unnecessary connections and/or ensure they can be secured independently so that one room is not vulnerable through another.

Communications & Duress

- Telephones or intercom access in instructional/support spaces with direct communication to the Main Office and emergency response.

- Building-wide PA system that can be zoned by wing/core with authorized all-call.

- Panic/duress buttons at the Main Office and other critical locations; two-way radio coverage plan for administrators, custodial, and duty staff.

Surveillance & Lines of Sight

- CCTV coverage of entries, main corridors, public/core areas (gym, cafetorium, Learning Commons per policy), and site approaches; retention and access per district policy.

- Improve internal sightlines along primary circulation and key intersections to support natural supervision.

- Use interior glazing strategically (e.g., Learning Commons, collaboration rooms) with operable privacy where needed.

- CPTED strategies: low plantings near windows, defined edges, and site lighting that supports natural surveillance.

After-Hours Zoning for Community Use

- Design a single controlled community entry that provides direct access to the gym, cafetorium/stage, and Learning Commons without opening academic

wings.

- Use access control, doors/partitions, cameras, and lighting schedules to support evening programming while maintaining secure separation.

Training & Drill Alignment

- Annual joint training with SHPD, Fire, and State Police and updated building-specific maps/door numbering shared with first responders; align drills and reunification planning to the new circulation and zoning plan.

Typical Day and Week in the Life of a Student

A typical day for an elementary student in South Hadley is structured to balance core academics, creative specials, social-emotional learning, and necessary breaks. The schedule is designed to protect essential instructional time in literacy and math while providing opportunities for intervention, enrichment, and physical activity. Described below are the educational activities that occur in core academic spaces over the course of a typical day and week, both inside the general classroom and in specialized spaces. We also highlight how these activities support the educational program, and how they are expected to evolve with a new or renovated facility.

Core Academic Activities Inside General Classrooms: Each day, students spend the majority of their time in their homeroom classroom engaged in the core academic program. Every morning begins with a Morning Meeting in the classroom, focused on building classroom community and social-emotional learning (SEL) to get students ready for instruction. This daily routine supports the district's emphasis on SEL by fostering a positive classroom climate and helping students transition into learning mode. After the morning meeting, teachers deliver dedicated blocks of English Language Arts (ELA) and Mathematics instruction. South Hadley schedules approximately 120 minutes of ELA and 75 minutes of Math each day for every grade, reflecting the district's commitment to strong foundations in literacy and numeracy. During these blocks, a variety of activities take place inside the classroom: a teacher might give a whole-group lesson, then work with small groups on targeted skills while other students rotate through literacy or math centers. The district's adoption of evidence-based curricula including UFLI/Bookworms programs for reading/writing and the Illustrative Math program for math means that students experience a rigorous, research-backed approach to learning in these blocks. These classroom activities

(guided reading groups, writer's workshop, math problem-solving tasks, etc.) directly support the educational program by building essential skills aligned with state standards and by using instructional time efficiently for maximum growth in reading, writing, and math.

In addition to ELA and Math, general classrooms incorporate Science and Social Studies lessons several times per week. Currently, each class provides a minimum of three 30-minute science or social studies sessions per week, often alternating subjects by unit or day. These lessons often involve hands-on experiments, discussions, or exploratory projects conducted right in the classroom, integrating content knowledge with literacy and critical thinking. While science/social studies are not long daily blocks, they are vital for a well-rounded curriculum, and teachers often weave science and social studies themes into reading and writing activities as well. Students also have opportunities for independent work and collaborative projects in the classroom throughout the week, which help develop their problem-solving, creativity, and teamwork skills in a controlled setting.

A key component of each day inside the classroom is the WIN block (What I Need), a daily 30-minute intervention/enrichment period. During WIN time, students might remain in their homerooms or go to a nearby breakout area to work in small groups targeting specific needs. Teachers and specialists use assessment data (e.g. i-Ready universal screeners and DIBELS for early literacy) to provide targeted interventions or extensions during this block. This ensures the delivery of the educational program is differentiated and that every student gets additional at their level without pulling away from core instruction time. Currently, due to space limitations, these small-group interventions often happen within the classroom or in any available corner, which can be distracting. In a new facility, dedicated breakout rooms adjacent to classrooms will allow WIN groups and specialist pull-outs to occur in a quiet setting, without disrupting other students' learning. These breakout spaces, located within each grade-level neighborhood, are an important design element to support high-quality teaching and learning; they enable more effective delivery of MTSS interventions and therapies by providing proper space and acoustical separation. Overall, the activities inside the general classroom – from morning meeting through academic blocks and WIN time – are carefully scheduled and executed to maximize student engagement and growth which directly reflects and supports the district's educational goals.

All general classrooms also integrate technology and modern pedagogies the best that they can with the current infrastructure into daily activities. Each classroom is outfitted with a projector and students have access to 1:1 devices (e.g. Chromebooks or iPads). Students at Mosier do not take their Chromebooks home. Having access to Chromebooks, in school, allows teachers to blend digital resources into lessons.

Students might conduct research online during ELA, practice math skills with adaptive software, or create presentations and digital stories, all under teacher guidance. This regular use of technology in the classroom builds digital literacy and creativity, and the district plans to continue and expand these practices. (Notably, in the proposed Grades 1–5 configuration, Grade 5 students will begin taking devices home to build responsibility and prepare for middle school expectations.) Instructionally, teachers employ a mix of whole-group instruction, small group rotations, hands-on learning, and project-based learning inside their classrooms. This variety of activities aligns with the educational program's emphasis on the "whole child," ensuring that different learning styles are addressed and that students can apply skills in diverse contexts.

Core Academic Activities *Outside* General Classrooms: In addition to what happens in their homerooms, students participate in several educational activities outside of the general classroom over the course of a typical day and week. Each day, every class attends a "special" subject class in a dedicated space outside the homeroom. South Hadley operates a five-day specials rotation that currently includes Art, Music, Physical Education, and Library/Media. Each grade level attends one special class twice during a five-day rotation. There is also a weekly assembly serving as the fifth slot and these assemblies occur in order to allow our educators time to have Professional Learning Communities (PLCs) as this is the only way currently to schedule all classrooms to be off at the same time.

Scheduling: Each class goes to one special per day, so over a typical week a student experiences all four special subjects plus each grade level attends a special twice. These classes are built into the master schedule both to enrich students' education and to provide classroom teachers with daily prep time.

Educational benefit: Specials extend learning beyond the core academics, supporting the educational program's goals for a well-rounded education. In art and music, students develop creativity, self-expression, and cultural knowledge. In physical education, students build fitness, motor skills, and learn teamwork and sportsmanship. In the library/media, students practice information literacy, digital skills, and a love of reading. All of these contribute to the "whole child" development - for example, engaging in the arts can improve critical thinking and creativity, and physical activity is linked to better focus and health. The weekly assembly (currently led by the principal) provides a school-wide gathering for community-building and social-emotional learning themes, such as reinforcing school values, recognizing student achievements, or engaging in a group SEL activity. While assemblies are valuable for fostering a positive school culture, using them weekly in order to have PLCs for teachers has been a makeshift solution. There isn't enough space in the current building to allow for the addition of another specialist in order to have all teachers the ability to have specials during the same

period. The current schedule/building can not support a fifth specialist like a STEM class. In the proposed new/renovated building this assembly period will be replaced with a dedicated STEAM/Makerspace special taught by a specialist, and assemblies will occur only occasionally for special events. This shift will give students an additional hands-on learning opportunity each week (in the STEAM class) while still preserving the ability to have assemblies when needed for community purposes.

Beyond specials, there are other academic activities outside the homeroom. Students regularly use the Library/Media Center outside of their scheduled library class – for instance, a teacher might bring the class to the library for a research project or to choose new books. The library serves as an extension of the classroom, supporting the curriculum with resources and a space for quiet reading or inquiry-based learning. Currently, the library is a traditional space; in a new building it is envisioned as a Learning Commons central to the school, with flexible seating and small breakout areas that classes or groups can use for collaborative projects. The constraint with the current space is that there isn't room for a library special class to take place while a classroom teacher is also bringing her class to the library for a research project.

Students also receive specialized support services outside the general classroom when needed. This includes pull-out instruction for special education, reading intervention, English language learning (MLL), and related therapies such as Occupational Therapy or Physical Therapy. In the current Mosier building, such services often take place in repurposed rooms or even in hallway nooks due to lack of dedicated small instructional spaces. This is less than ideal, as it can interrupt nearby classes and doesn't provide an optimal learning environment. The educational program emphasizes inclusion and targeted support, so space is needed to deliver these services in the least disruptive way. The new design or renovation would address this by incorporating small-group rooms and therapy spaces strategically throughout the school. For example, each grade-level neighborhood will include 2–3 small breakout rooms for interventions and testing, and specialized instructional suites will be placed where they best support students (the plan situates the OT room next to the Art room for shared resources, the PT space adjacent to the Gym, and Speech (SLP) offices centrally for easy access to all grades). These adjacencies would mean that students who need additional help can receive it nearby, in a room designed for that purpose, and then quickly return to class – supporting the educational program's goal of inclusion and minimizing lost instructional time. Staff scheduling for these spaces is coordinated so that students receive services (or enrichment, in the case of gifted education) at times that overlap with WIN or other flexible periods, to avoid pulling students from core lessons. All such sessions are monitored by specialist staff (special educators, therapists, tutors), and in a new facility teachers and support staff will benefit from having designated, private areas to work with students, improving the quality and confidentiality of interventions.

Outdoor learning and play are also important parts of a student's week. Students have the option to start their day outside when they get dropped off in the car line or get off the bus. During the school day, recess is scheduled daily, around lunchtime, and takes place on the playground or blacktop. During recess, students engage in free play and physical activity supervised by teachers or aides, which has proven benefits for their physical health, social skills, and even academic readiness. Currently, Mosier has play areas that all classes share, and recess is typically one session per day for each class. The ideal solution in a new or renovated facility would be separate age-appropriate playgrounds for younger and older students, located near their classroom neighborhoods. This will make scheduling recess easier and safer by reducing crowding and mixing of very different age groups, and staff on duty will have clearer lines of sight and proximity to their students' play zones. Besides recess, teachers sometimes take learning outside: for example, a science lesson might involve going to an outdoor area to observe nature, or a teacher might take the class out to read or draw on a nice day. At present, outdoor learning is ad-hoc and limited because there is no dedicated outdoor classroom space other than general playground or field areas. The school would benefit from space that includes outdoor learning nooks and a small garden as extensions of the indoor learning areas. These might be patios or outdoor classrooms adjacent to the STEAM, Art, or playground areas. Giving a class the opportunity to comfortably gather for a lesson in the fresh air. Such spaces will support the science curriculum like gardening projects, environmental observations, and offer an alternative setting for project-based learning, all under teacher supervision in a safe, contained environment. Because these outdoor areas would be located near the building and near relevant indoor resources like sinks or storage, classes could transition in and out smoothly, and teachers can maintain oversight of students in a contained area.

Lunch and recess blocks are staggered in lunch waves. A larger cafetorium is needed to handle two lunch waves efficiently. This will reduce crowding and lost time as currently the school has limited cafeteria space which causes longer transitions or multiple small lunch waves, but a right-sized cafeteria will allow students to eat in fewer shifts, and return to learning more quickly.

Dismissal at the end of the day is currently difficult. The school day ends at 2:55 p.m.. The school is in need of a separate bus and parent pickup loops for safety and efficiency. While dismissal and arrival are not instructional times, they are part of a student's daily experience and the school's operational plan to keep students safe and ready to learn.

A student's daily and weekly life at the elementary school encompasses a rich mix of academic classes in their homeroom, special subject classes in other areas, and additional support and activities that together address the whole range of developmental

needs. The tables below illustrate a sample “Day in the Life” schedule and a “Week in the Life” rotation for a student under the current program, followed by the anticipated schedule with the new program enhancements that a renovated/new facility would enable. These examples show the variety of activities and how each contributes to the educational program through specific learning opportunities and benefits.

Typical Day in the Life of a Student – *Current*

Time & Activity	Program Details and Educational Benefits
8:04 - 8:17: Arrival	**Student Arrival:** Students arrive and either participate in morning recess or go to the cafeteria for breakfast before going to class. Teachers are available beginning at 8:17 which is when students transition to their classrooms
8:17 - 8:30: Homeroom & Morning Meeting	**Morning Meeting (SEL):** Students line up and walk to classrooms with their teacher, unpack, and settle into their classroom. The class begins together on the rug or in a circle to greet each other and share news. The teacher leads brief activities focused on social-emotional learning and previews the day’s schedule. *Educational benefit:* Builds classroom community, reinforces routines, and helps every child feel welcome and ready to learn. Students practice listening, taking turns, and expressing themselves, which sets a positive tone and improves focus for academic work.
8:30 - 10:30: English Language Arts	**ELA Block (120 min):** A comprehensive literacy block covering reading, writing, speaking, and listening skills. Teachers deliver a mix of whole-group mini-lessons and small-group rotations (e.g. guided reading, literacy centers, phonics practice). Students read literature or nonfiction texts, work on phonemic awareness and vocabulary, and write responses or original compositions. *Educational benefit:* This protected two-hour block develops critical reading and writing skills. It allows for differentiated instruction – students receive targeted support or challenge in small groups – resulting in improved literacy outcomes. The extended time lets students delve deeply into texts and build

	stamina in reading and writing, which are foundational for all other learning.
10:30 - 11:45: Mathematics	**Math Block (75 min):** Daily math instruction focusing on number sense, arithmetic skills, problem-solving, and mathematical reasoning. A typical math block might start with a mental math warm-up or review, followed by a core lesson (using the Illustrative Math curriculum) where the teacher introduces a concept and models problems. Students then practice through hands-on activities, math centers, or workbook exercises, often working in pairs or small groups to solve problems. *Educational benefit:* The math block builds students' numeracy and analytical thinking. With over an hour each day, teachers can cover new material and reinforce skills through practice. Students learn to apply math in real-world contexts and explain their thinking, aligning with state math standards. The length of the block also means teachers can work one-on-one with students who need extra help, supporting all learners in meeting math benchmarks.
11:45 - 12:30: Lunch & Recess	**Lunch (approx. 25 min) and Recess (15–20 min):** Students have a midday break for nourishment and play. In the cafeteria, they eat lunch with peers, practicing social skills and good manners in a relaxed setting. Afterwards (or before lunch, depending on schedule), they go outside for recess on the playground. *Educational benefit:* This break is crucial for student well-being. A nutritious lunch refuels their energy, and unstructured play at recess benefits their physical, mental, and social health.

12:30 - 1:00: Science or Social Studies	**Science/Social Studies (30 min, 3×/week):** Several days a week, students have a shorter period for science or social studies instruction. For example, on science days, the class might do a hands-on experiment or observe a demonstration related to their unit (such as weather, plants, or simple physics). On social studies days, students might read about communities, history, or geography and engage in discussion or a related activity. *Educational benefit:* Though not daily, these lessons broaden students' knowledge and connect them to the wider world. Science activities nurture curiosity and inquiry skills and students learn to ask questions, make observations, and draw conclusions. Social studies lessons build civic awareness and cultural understanding. Integrating these subjects enhances critical thinking and often reinforces literacy and math.
1:00 - 1:30: WIN (Intervention Block)	**"What I Need" Block (30 min daily):** All grades have a designated WIN period each day. During this time, students receive targeted instruction tailored to their needs. Some students stay in the classroom for enrichment projects or advanced challenges. Others work with reading/math interventionists or special education teachers in small groups, either within the classroom or in a quiet hallway/alcove due to limited available space in the building. These groups work on specific skills. For example students may work on practicing phonics for struggling readers, or reviewing a math concept for those who are struggling with understanding. *Educational benefit:* WIN time ensures personalized support without pulling students from core lessons. It is driven by data; teachers use assessment results to group students by skill needs. Students who are behind get timely intervention to catch up. This approach supports the educational program's equity goals by helping to close achievement gaps. The lack of dedicated small instructional rooms means these interventions can sometimes disturb nearby classes, highlighting a need for improved space in the future.

1:30–2:15 – Special Subject Class	**Specials (Art, Music, PE, or Library (45 min):** Each day, students attend one special subject class outside their homeroom. The specific class rotates through the week. In Art, students might paint, draw, or do a ceramics project under the guidance of an art teacher, developing creativity and fine motor skills. In Music, they learn songs, rhythms, and perhaps play simple instruments, which builds auditory skills and teamwork. Phys Ed classes take place in the gym or outdoors, where a PE teacher leads games and exercises to improve fitness, coordination, and cooperation. Library/Media special involves visiting the library with the media specialist to hear a story, learn library skills or digital citizenship, and check out books. *Educational benefit:* These specials are integral to educating the whole child. They provide outlets for artistic and physical expression and teach skills that aren't covered in the core academic classroom.
2:15–2:55 – SEL Block & Dismissal	**End-of-Day Wrap-Up:** After the special, students return to their homeroom and participate in an SEL lesson using our Sown To Grow curriculum. They also use this time to pack up and prepare for dismissal. Teachers use this time for a closing circle or review, where they might recap what was learned, allow students to share something positive from the day, or read a short story. Students gather their belongings, notes, and any homework. Dismissal is typically completed by 3:10 p.m.. *Educational benefit:* The closing routine helps students reflect on their learning and ends the day on a calm, organized note. It reinforces personal responsibility and can solidify knowledge through a quick review. A smooth, well-supervised dismissal process also ensures student safety and a positive end to the day, which contributes to their overall school experience.

Typical Week in the Life of a Student – *Current*

Weekly Activity or Subject	**Program Details and Educational Benefits**

Art - 1× per week	**Art Class:** Students attend art once a week in the art room (or art area). They engage in projects using various media – drawing, painting, clay, collage, etc. The art teacher instructs them on techniques and encourages creative expression. *Benefits:* Art education develops creativity, visual-spatial skills, and fine motor coordination. It allows students to explore ideas and emotions through a different medium. Art projects often tie into themes from other subjects (for example, illustrating a scene from a book or drawing a map in social studies), thereby enriching understanding across the curriculum. Students also gain confidence and pride from creating artwork, contributing to their personal growth.
Music - 1× per week	**Music Class:** Held once weekly, music class introduces students to rhythm, melody, singing, and instruments. Students might learn folk songs, practice basic recorder or percussion, and participate in group singing or movement activities. *Benefits:* Music education enhances listening skills, memory, and pattern recognition (which supports mathematical thinking). It exposes students to different cultures and histories through songs. Performing together in class builds teamwork and discipline. Music also offers an emotional outlet and can increase students' self-confidence as they master a song or musical skill.
Physical Education - 1× per week	**Phys Ed Class:** Students have formal PE once a week in the gym or outdoor field, led by a physical education teacher. They engage in exercises, sports, and games that promote fitness and motor skills – for example, running relays, practicing throwing and catching, or learning a simple sport like kickball. *Benefits:* Regular exercise improves students' health and stamina. PE class teaches teamwork, sportsmanship, and goal-setting (e.g., trying to beat one's own score). It also helps students develop gross motor skills and an understanding of lifelong healthy habits. Physical activity has been linked to better behavior and focus in the classroom, so this weekly session supports academic readiness as well.

Library/Media - 1× per week	**Library/Media Class:** Once a week, students visit the library for a lesson with the library media specialist. They might listen to a read-aloud of a story, learn how to use the library to find books, or practice age-appropriate research and computer skills. They also get time to browse and check out books. *Benefits:* This weekly library visit reinforces literacy by encouraging a love of reading. Students improve their information literacy by learning how to find facts in a book or online safely. It supports classroom learning by giving students access to a wide range of reading materials which can spark curiosity and independent learning. The library class also integrates technology guidance, helping students become responsible digital citizens at an early age.
School Assembly - 1× per week	**All-School Assembly:** Currently scheduled about once a week, the principal or staff lead a school-wide assembly, often grouping multiple classes or grades together in the cafeteria. Assemblies may include announcements, a brief lesson on a core value or SEL topic, student recognitions, and group activities like singing the school song or watching a class perform a short presentation. *Benefits:* Assemblies build a sense of community and school spirit. They allow the school to reinforce cultural expectations like kindness, respect in a communal setting. Students get experience being an audience and presenting in front of peers, which are important social skills. However, because this assembly currently occupies the “fifth special” slot, it means students are missing an opportunity for an additional specialized class. The district plans to reclaim this time for a STEAM special in a new facility, making assemblies less frequent but more purposeful.

Intervention/Enrichment - 5× per week	**Daily WIN & Support:** While not a weekly special, it's worth noting that the WIN intervention block happens each day as described in the daily schedule. Over the course of a week, students might work on a particular skill for several sessions and then switch as they master skills or as new needs are identified. Similarly, students who receive additional services might have those pull-out sessions multiple times per week. *Benefits:* Consistent, frequent support throughout the week helps reinforce learning. By the end of a typical week, a student who needed extra help with reading fluency, for example, will have had five focused practice sessions in that skill. This regularity and intensity are what make the intervention effective in supporting the educational program's goal that every student progresses. In the current setting, scheduling and space for these services can be challenging, which is being addressed in the new plans for the facility.

Proposed Enhancements to the Student Schedule in a New Facility

In a renovated or new Mosier Elementary School, students would continue to experience a balanced day that includes core academics, specials, and social-emotional learning. However, several proposed facility-driven enhancements would enrich how these programs are delivered.

A key addition would be a weekly STEAM/Makerspace special, replacing the current weekly assembly. This proposed class would offer all students dedicated time for interdisciplinary, hands-on learning across science, technology, engineering, art, and math supporting creativity, problem-solving, and real-world application.

Small-group learning would also benefit from improved facility design. Proposed grade-level breakout rooms would offer designated space for assessment, intervention, testing, and instructional support, enabling quieter, more focused sessions while minimizing classroom disruptions.

For fifth-grade students, a modified team model would be introduced. Students would gradually shift from a self-contained structure to a subject-based rotation, helping them build independence and confidence ahead of middle school. This model mirrors the district's approach at the secondary level while maintaining the support of an elementary setting.

Specialist programs such as art, music, physical education, and library/media would benefit from upgraded, dedicated instructional spaces designed to enhance program delivery. While more detail is outlined elsewhere in this plan, the overall improvements support smoother transitions, interdisciplinary opportunities, and better access to indoor and outdoor learning environments.

Lastly, a redesigned cafetorium would support a calmer, more efficient lunch experience. By reducing from three to two lunch waves, students would benefit from less crowded conditions and more time for both eating and unstructured movement during recess.

Together, these proposed facility enhancements would enrich a student's daily and weekly experience by supporting instruction, improving transitions, and expanding access to engaging programs.

The renovated/new facility will enhance a student's daily and weekly life by adding enriching programs, improving the settings for all activities, and by enabling more effective scheduling. The essence of the elementary day remains a balance of academic work, arts, physical activity, and social-emotional growth, but the delivery will be more robust and flexible, aligning with the district's vision for a 21st-century learning environment. The following tables illustrate how a typical day and week might look with these improvements in place:

Typical Day in the Life of a Student in a Proposed New Facility

Time & Activity	Program Details and Educational Benefits (with New Facility Enhancements)

8:00 - 8:17: Arrival & Homeroom	**Secure & Welcoming Arrival:** Students arrive through a new secure vestibule and are greeted by staff. Students either participate in morning recess or go to the cafeteria for breakfast before going to class. At 8:17 they proceed to their neighborhoods. In the homeroom, they unpack at personal cubbies/storage designed for organization. *Benefit:* A secure, streamlined arrival process ensures student safety and punctual start. Classroom neighborhoods foster a sense of belonging as students see friends in common areas before the bell. The homeroom's ample storage and seating options help students develop independence and keep materials organized. Teachers welcoming students in a bright, spacious corridor or classroom further improves morning transition and sets a positive tone.
8:17 - 8:30: Morning Meeting	**Morning Meeting:** Held in a comfortable, well-lit classroom, with flexible seating. Students and teacher engage in greeting activities, share news, and review the day's agenda. *Benefit:* The new, larger classrooms accommodate morning meetings easily with the whole class in a circle. This daily SEL ritual continues to build community and readiness. The improved acoustics and layout mean students can hear each other better and feel more at ease. This time still reinforces social skills and emotional check-ins, which the educational program prioritizes, and the supportive environment amplifies its positive effects on student mood and focus.

8:30 - 10:30: English Language Arts	**ELA Block (120 min):** Students engage in a comprehensive literacy block using the latest curriculum materials and technology. The classroom design with breakout niches and ample space allows for literacy centers and small-group reading in parallel. For example, while one group of students meets with the teacher at a kidney table for guided reading, another group might be in an adjacent breakout room working on a collaborative writing project, and others use tablets or Chromebooks to access an e-book or phonics software. The teacher can circulate easily or even station a co-teacher/reading specialist in the breakout space. *Benefit:* The new facility's flexible learning areas make the ELA block more dynamic and tailored. Students can spread out and work without distracting each other, and teachers can provide targeted instruction simultaneously to different groups. Modern tech infrastructure including robust Wi-Fi and interactive boards enriches reading and writing instruction with multimedia resources. All these enhancements support stronger literacy outcomes by accommodating diverse learning modalities and needs. The content of ELA, reading comprehension, writing skills, vocabulary, remains central, but delivery is enriched, keeping students highly engaged.
10:30 - 11:45: Mathematics	**Math Block (75 min):** Daily math instruction continues, now benefiting from enhanced classroom resources. In a new classroom, students have access to math manipulatives stored in built-in cabinets, and space to conduct small group problem-solving at collaboration tables. For instance, after a teacher's lesson, half the class might work on practice problems on interactive tablets, while the other half rotates through hands-on stations. *Benefit:* The larger, well-equipped classrooms and 21st-century tools make math learning more interactive and personalized. Students can engage in project-based math without space constraints. Also, Grade 5 students in the new model might switch to a different teacher's classroom for math to experience a more departmentalized approach. This gives them a developmentally appropriate challenge and novelty, keeping them motivated and preparing them for middle school routines. The math curriculum Illustrative Math is better supported by having room for math talks, group work, and display of student work on classroom math bulletin boards.

11:45 - 12:30: Lunch & Recess	**Lunch & Recess:** Students eat in a bright, spacious cafetorium with proper seating for multiple grades. With the new kitchen and serving area, lunch lines move quickly and students have more time to sit and enjoy their meals. Noise is reduced due to acoustic treatments, making it a more pleasant experience. After lunch, they head directly outdoors through convenient exits to their grade-level playgrounds. Staff supervise as children use modern play structures or play group games on the adjacent play field. *Benefit:* The right-sized dining space and coordinated lunch waves mean students are less rushed and less crowded, reducing stress and conflict during lunch. They return to class on time and are calmer. The new playgrounds, being adjacent and age-tailored, improve safety and enjoyment. Younger students have equipment suited to their size, while older elementary students have space for team sports or more challenging play. The outdoor break continues to offer the cognitive and social benefits of exercise and free play, now maximized by better facilities.
12:30- 1:00: Science / Social Studies	**Science or Social Studies (30 min):** In the new schedule, teachers still alternate science and social studies lessons a few times per week, but now they can make use of enhanced resources and environments. On a science day, a teacher might take the class to the outdoor learning garden or to the STEAM lab for a special experiment related to the unit. For example, during a life science unit on plants, students can plant seeds in the garden beds and make observations. On a social studies day, students might use the Learning Commons to access interactive maps or to collaborate on a group project about world communities. *Benefit:* The new facility enables more hands-on, experiential learning in these subjects. An outdoor classroom and gardens provide living laboratories for science, making lessons more engaging and memorable. A larger library/commons with breakout areas allows social studies classes to do research or cross-class activities like a grade-level “museum walk” of student projects. As a result, students gain deeper understanding in science and social studies – they don’t just read about concepts, they experience them. This aligns with the educational program’s goal of inquiry-based learning and helps students build critical thinking and collaboration skills.

1:00 - 1:30: WIN (Intervention Block)	**WIN Block (30 min):** Targeted intervention time remains a staple of each day, but its delivery improves with the building's design. Now, when it's 1:00, some students step into a nearby small-group breakout room with a reading specialist or special educator for intensive support, while others remain in the classroom for enrichment activities or independent work. The breakout rooms are glass-fronted and situated within the teacher's line of sight (or staffed by specialists), ensuring easy monitoring. *Benefit:* This dedicated space means interventions can occur simultaneously without distraction. Students who need help get a calm, private setting ideal for learning, and their peers in the main room can continue working without interruption. The teacher can easily check in through the glass wall or door. Such an arrangement ensures every minute of WIN is effective. The educational benefit is a more efficient process leading to better outcomes for students who need remediation and more meaningful enrichment for advanced students. It exemplifies how the new facility supports personalized learning by design.
1:30 - 2:15: Special Subject Class	**Specials (Art, Music, PE, Library, or STEAM (45 min):** Each day, students attend one special, now including the new STEAM/Makerspace class in the 5-day rotation. They go to purpose-built rooms: an Art studio with ample natural light, storage for supplies, and areas for 2D and 3D art; a Music room designed for acoustics with space for movement and instruments; a Library/Media center outfitted with a teaching area and production lab; a Gymnasium with a full-size basketball court and specialized equipment; and a Makerspace lab stocked with tools, laptops, and materials for engineering challenges and robotics. *Benefit:* Students now experience a broader and richer special curriculum. All these special subjects bolster the educational program by developing well-rounded skills including creativity, technological literacy, physical wellness, and teamwork. Moreover, the excitement and engagement in these classes tend to carry over into academic motivation in the regular classroom.

2:15 - 2:55: SEL Block, Closure & Dismissal	**Wrap-Up & Dismissal:** In the new school students would still return to their homeroom and participate in an SEL lesson using our Sown To Grow curriculum. The teacher reviews key takeaways from the day and students share something they learned or accomplished. They then pack up at their personal cubbies/lockers. Dismissal is conducted through designated pods/exit points for each age group where buses and parents line up in separate loops. *Benefit:* The new facility's layout allows for a calmer, safer dismissal including less hallway congestion and a shorter wait for rides due to efficient traffic flow. For students, this means a less stressful end to the day. The closing circle or sharing time continues to provide social-emotional benefits, giving students closure and a chance to celebrate the day's successes. With the help of technology, teachers might quickly gauge understanding to inform the next day's plans. By 2:55, students depart from a school environment that is secure and feels supportive. This positive dismissal routine ensures students go home on a good note, which reinforces their readiness to return and learn the next day.

Typical Week in the Life of a Student - Proposed New Facility

Weekly Activity or Subject	Program Details and Educational Benefits

Art - 1× per week	**Art Class:** Students continue to have art once a week, now in a modern art studio. The room features proper lighting, ample supplies, display areas for artwork, and a kiln for ceramics. With more space and resources, projects can be more ambitious including mural painting, sculpture, or digital art using tablets. *Benefits:* A state-of-the-art art room allows the curriculum to incorporate a wider range of media and techniques, deepening students' creative experiences. They learn not only traditional drawing/painting but can also experiment with crafts, printmaking, or pottery. The ability to display student art throughout the school boosts pride and school identity. Overall, the arts program grows, helping students think creatively and critically, skills that benefit all academic areas.
Music - 1× per week	**Music Class:** Held in a dedicated music room with acoustic paneling and space for movement, plus adjacency to the stage. Students can now use a variety of instruments (drums, xylophones, ukuleles, etc.) which the school can securely store. They might have opportunities to perform on the cafetorium stage periodically, integrating music with school assemblies or concerts. *Benefits:* The enriched music program nurtures students' musical talents more effectively. Better acoustics and space mean the class can incorporate ensemble activities like recorder ensembles or rhythm bands without disturbing other classes. The music curriculum can include technology as well using digital keyboards or composition software, taking advantage of the new tech infrastructure. All of this leads to a more engaging music education, contributing to auditory discrimination, pattern recognition, and cultural literacy in students.

Physical Education - 1× per week	**Phys Ed Class:** PE is still once a week with potential consideration to increase frequency if scheduling allows. It takes place in a full-size gymnasium and outdoor athletic areas. The new gym supports activities like basketball, volleyball, gymnastics, and more, with proper flooring and equipment. Doors from the gym lead directly to an outdoor hardtop play court and grassy field, so a single class period might include an indoor lesson and an outdoor segment. *Benefits:* The PE program can expand to cover a greater variety of physical skills and sports. Students benefit from improved facilities and participate in structured playground games on painted courts. The separation of younger and older play areas means PE teachers can tailor activities appropriate to each age group without interference. Physical fitness and motor skill development are better supported, aligning with state physical education standards. Importantly, a quality PE program in a new facility also allows for adaptive PE for students with disabilities ensuring inclusion.
Library/Media - 1× per week	**Library/Media Class in an Enhanced Learning Commons:** Once a week, students visit the new Learning Commons for their library/media class. The experience now might include a mix of traditional library skills and new-media projects. In the larger space, a class can be split into stations: one group doing a research lesson with the librarian, another group recording a short video in a small media studio corner, another quietly reading in a comfy nook. *Benefits:* The weekly media class becomes more interactive and tech-rich. Students still develop a love of reading by exploring books, but they also learn to create content. For instance, making a book review podcast or a stop-motion animation related to a story. These experiences cultivate advanced information literacy and digital skills from an early age. The flexible nature of the Learning Commons means teachers can sign up to bring classes more frequently for research or project work, so the benefit extends beyond the scheduled library class. Students become adept at navigating both print and digital resources, which supports all areas of the curriculum by teaching them how to learn independently.

STEAM/Makerspace - 1× per week	**NEW STEAM Special:** Each student would have a STEAM class once per week in the school's makerspace or innovation lab. In this class, taught by a STEAM specialist, students tackle hands-on projects that integrate science, technology, engineering, art, and math. One week they might be designing and testing paper airplanes while learning about flight and data collection, another week programming simple robots to navigate a maze, or collaborating on an art-meets-engineering project like building cardboard sculptures with circuits to light them up. *Benefits:* This new program is a direct outcome of the renovated facility and represents a major enhancement of the curriculum. It provides a dedicated time for inquiry-based, interdisciplinary learning that wasn't possible before. Students develop critical 21st-century skills: creativity, innovation, problem-solving, and teamwork. They learn to use tools and technology llike coding apps, 3D printers, or woodworking tools under supervision, applying math and science concepts in real-world ways. The STEAM class would also support differentiated learning and students who might struggle in traditional academics often thrive in a hands-on environment.
All-School Assembly - occasional (monthly/quarterly)	**School Assemblies:** Instead of weekly assemblies, the school will hold assemblies only for special occasions. For example there could be a monthly community meeting, cultural celebrations, or guest presentations. When they occur, the cafetorium with a stage, sound system, and seating for all students will be utilized. Assemblies might showcase a grade-level project, feature a guest speaker, or reinforce a character education theme. *Benefits:* By making assemblies special rather than weekly, they become more impactful events that students look forward to. The content is more meaningful when tied to school-wide themes or celebrations. With the cafetorium design, assemblies are logistically smoother. The whole school can gather comfortably and safely. These events would continue to build school spirit and give students a sense of unity. Meanwhile, the recaptured time in the weekly schedule is invested in instructional specials like STEAM, thus balancing community building with academic enrichment.

South Hadley Elementary Building and Grade Reconfiguration Project Proposal
October 2023

Educational Vision

The longstanding and continuing degradation of the Mosier Elementary School building prompted the South Hadley School District's recent submission of a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) for consideration of a project to replace the existing building. This application has created an opportunity for the district to contemplate both a new educational facility and a reimagination of educational delivery systems and structures to meet student/family needs and contemporary educational goals. The vision animating this proposal is to:

- create the conditions for the strongest possible foundation for our beginning learners
- build upon that strong foundation by rejoining all elementary aged students in one physical space
- create a true middle school model in order to buttress that foundation by supporting students in that developmentally critical stage of the education continuum and
- to build a significantly strengthened pre-vocational and vocational program for middle school and high school students in order to expand the educational and professional opportunities for those students whose vision for their own education and professional future continues to expand beyond the traditional secondary constructs of college readiness.

The Plan-Grade Reconfiguration and Programming Impacts-The Four Pillars

Four pillars support the district's emerging educational vision prompted by the proposed building project, each bearing the weight of the pre-k through grade 12 span of service provided by the South Hadley School District. At one end stands the transformation of Plains Elementary School into an Early Child Learning Center comprising grades pre-k and kindergarten only. In support of the emerging vision in support of contemporary educational goals for South Hadley students and enhanced service for young families within our district community, the proposed Early Child Learning Center provides the following benefits:

- Significantly enhanced opportunities to build foundational supports for our earliest learners by focusing on pre-reading, pre-writing, and early math skills
- Full day pre-k to students who are 4 and will be entering kindergarten the following fall and students who have a full day program in their IEP
- Half day pre-k to 3 year olds or early 4's who will be in pre-k for two years or more
- Availability for ½ day students to remain on-site for care the remainder of the day
- Partnership with YMCA and/or Head Start to provide before and after school care

- Creation of a parent resource center (meetings, heat assistance, food bank, winter clothing, etc.)
- Opportunities for expanded sensory spaces, calm down spaces, and/or indoor play spaces
- Increased opportunities for pre-k and kindergarten partnerships for students and for teachers, leading to smoother transitions between grade levels
- Increased opportunities for play-based learning building-wide
- Continued expansion of pre-k and flexibility to create kindergarten classrooms to welcome increased numbers of new students
- Establishment of pre-vocational and vocational Early Childhood programming at Plains to service the emerging interests of middle and high school students seeking academic and pre-professional opportunities in this critical and growing field.

This vision is an extension of efforts already underway in district to strengthen core literacy and math instruction, exemplified by our recent adoption of an entirely new literacy program based on science of reading principles and our top to bottom review of math practices, supported by our district's recent acceptance into the Math Tiered Academy. Both initiatives began as efforts to re-vision the academic experience of our earliest learners with the intention of creating the conditions for future long term social and academic success by securing a strong early foundation.

The opportunity for the district to contemplate grade reconfigurations based upon its original intent to rebuild an old and dying Mosier Elementary School has led the district to focus, not inconsequentially, on a vision that fundamentally reimagines elementary programming as well, the second pillar in our district revisioning plan. This vision includes the reduction of grade one at Plains Elementary School and grade five at Michael E. Smith Middle School, fundamentally reconfiguring the district's elementary programming, by creating a grades one through five Mosier Elementary School. The benefits of this plan closely align with the district's emerging vision for building, and securing, strong educational and social emotional foundations for all South Hadley elementary students in two ways. First, the development of a one through five elementary building consolidates academic programming in our district at a time when it is undergoing comprehensive curriculum and instructional revisions. The resource and professional development opportunities afforded by this consolidation will lead to significantly enhanced and de-siloed service delivery for students progressing through the elementary grade continuum. Second, the reintroduction of grade five to elementary school programming in South Hadley will, we believe, properly align the social emotional needs of all elementary students, consistent with the district's expanding understanding of the centrality of social emotional health to the overall well being and individual success of each unique student. Further, as with academics, consolidated programming in the context of the district's revitalized SEL coordination and initiatives will allow for uniform and mutually reinforcing SEL programming and professional development made possible by grade proximity within one facility.

As with Plains, the vision for a reconfigured Mosier Elementary School amplifies efforts to re-vision the academic experience of our learners as they move past early childhood to a comprehensive and unified one through five learning environment, once again the goal being to crate and reinforce the conditions for future long term social and academic success of our students.

Toward the other end of the district's emerging educational vision stands the pillar of a revised middle school model that will serve students in grades 6-8 only. This pillar extends the district's vision in two specific ways. First, by reducing the grades served to three (down from the current four) this model supports students' academic development.. This proposed model would free up space in the middle school to develop a robust pre-vocational program for students who may wish to experiment with an academic trajectory that also includes exposure to a variety of pre-professional opportunities. The pre-vocational opportunities will align with current high school vocational programs in criminal justice, carpentry and culinary and will allow for an even more robust and evolved program of vocational study at the high school, including the introduction of an Early Childhood program, by leveraging and expanding upon early middle school exposure. This proposed plan also allows for the contemplation of possible further future expansion of high school vocational programming, including, for instance, cosmetology.

This vision is also an extension of efforts currently underway at the middle school to reimagine its service delivery, consistent with our core goal of strengthening and extending academic foundations for all students. Just this year the middle school implemented an entirely new schedule, extending instructional periods, accommodating the inclusion of its first ever advisory program, world language classes (Spanish) and Family and Consumer Science offerings.

The second extension of the district's vision allowed by this proposed model supports students' social emotional and behavioral needs by increasing administrator and counselor oversight achieved through the reduction of one full grade from the current middle school configuration. This grade reduction will directly support efforts currently underway in the district to address the behavioral and social emotional needs of students across the district, and in particular the unique behavioral and emotional needs of the middle school student. Beginning this year, the district now employs a full time Mental Health Coordinator whose impact on the middle school advisory program development and implementation has already yielded tangible improvements in addressing student need. The proposed plan will extend progress made in this critical area by increasing administrator and counselor student contact time. Additionally and consequentially, it will allow increased time for purposeful oversight and continued development of student centered programming for students whose own academic and social emotional development requires unique focus and attention.

The fourth and final pillar of the district's emerging vision recognizes the fundamental fact that, sitting as it does at the end of the pre-k through twelve continuum, South Hadley High School bears responsibility both for its own contribution to student achievement and the consequences of all the curriculum, instruction and programming shaping students through the years leading up to their

tenure at the high school. Recognizing this reality, the educational vision proposed here impacts South Hadley High School in two ways. First, by proposing an early child learning center, a consolidated elementary school, and a reconfigured middle school, the district recognizes the absolute necessity of creating a firm and reliable foundation for all its learners. Supported as they will be by innovative programming informed by contemporary best practices in academic content and social emotional wellness, students will enter their high school years beneficiaries of a firm, coherent and comprehensive educational foundation, upon which the high school can and will build to create the conditions for individual student achievement based on the needs and interests of students as unique learners, thus strengthening the final pillar of the district's pre-k through twelve educational vision. Second, high school vocational programming itself will be directly and positively impacted by lower grade reconfigurations. Benefitting from a vigorous pre-vocational program at the middle school, vocational programming at the high school will transform to next phase instruction, significantly advancing the professional goals and aspirations of a large and growing segment of its population as they look toward post-secondary employment or education. In addition, the development of an early child center will provide a unique opportunity to create and implement an Early Childhood Program for high school students by leveraging a reconfigured Plains Elementary School into both an early childhood instructional space for learners and a lab space for students at the other end of the pre-k through twelve continuum interested in that vocation and seeking practical, and local, ways to engage in it.

The Building Vision

Since the vision described above articulates a clear separation of elementary and middle school grades, the South Hadley School District proposes, at a minimum, the consolidation of grades one through five into one completely new school building. This proposal reflects the following core beliefs: Mosier Elementary School cannot be renovated AND a one through five elementary model is consistent with a contemporary and results driven educational vision for all students in our district. At most, the district proposes consideration of a grades one through eight school, with elementary and middle school grades separated within the facility, thus creating two distinct schools under one roof. Among the expected benefits of this proposed facility, the district highlights the following:

- Maintenance of new programming currently available to grade five students (Spanish, advisory, FACS) made possible by proximity to programming within the same facility
- Enhanced economies of scale for maintenance and custodial services, counseling supports, joint elementary and middle school programming and professional development

Since the district contends that the current Mosier facility is not repairable, this proposal prompts consideration of renovation of the current middle school facility to allow for the introduction of up to five pre-vocational programs and adding onto the current middle school facility to accommodate the new one through five Mosier Elementary School. The district recognizes that if it is invited into the feasibility study that process will determine the ultimate merits of this minimum and maximum

building and grade reconfiguration proposals outlined in this letter. The district also recognizes the possibility, if not even the likelihood, of other designs and configurations not contemplated here. In all cases, we affirm our commitment to working diligently, flexibly and collaboratively alongside the MSBA to develop and implement a plan that secures the best outcome for the students, families, taxpayers and other stakeholders of this community.

Funding Preparation

In anticipation of demonstrating its commitment to this process, the Town of South Hadley has for the last five years built a significant fund, now in excess of 850 thousand dollars, to support the feasibility study whenever the district is invited to participate.

Conclusion

The South Hadley School District and town have worked hand in hand to develop the proposal before you. The collaborative nature of this partnership, extending well past this particular project, makes now a uniquely opportune time to engage in the complicated and transformative work before us. It is our sincere hope that the South Hadley School District and Town of South Hadley is provided the opportunity to work with the MSBA on behalf of the students and families of this community to create a once in a generation opportunity to transform its educational landscape.

FACILITIES MAINTENANCE PLAN

TOWN OF SOUTH HADLEY
&
SOUTH HADLEY PUBLIC SCHOOLS

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MISSION

The Facilities Department will provide a safe, clean, orderly, cost-effective building environment that supports and contributes to the education of our students and the working environment of the teaching and administrative staff. The department will also provide highly maintained Town facilities to support the needs of the town staff members as well as the community.

_____	_____
Town Administrator Signature:	Date:
_____	_____
Superintendent of Schools Signature:	Date:
_____	_____
Director of Facilities Signature:	Date:

1 – SAFETY

General Safety Procedures

- Emergency Phone Numbers:
    a. Fire:
    b. Ambulance:
    c. Poison Control:

- Wear appropriate clothing and Personal Protective Equipment (PPE) for the work being done.
    a. Wear rubber gloves when cleaning washrooms or locker rooms or when using toxic chemicals.
    b. Wear safety glasses or goggles when working close to liquid chemicals or when using hand tools.
    c. Wear steel toe shoes or boots when operating lawn mowing equipment.
    d. Wear hard hat when working beneath objects that may fall.
    e. Wear approved helmet, apron, and gloves when welding

- Follow manufacturer's instructions when mixing chemicals. Always mix chemicals in a well ventilated area with spill protection.

- Always read the Material Safety Data Sheet (MSDS) prior to working with new products for the first time or whenever there are questions about how to properly handle the material. MSDS will be available in the Maintenance Office and in each facility where the materials are used.

- NEVER ever use chains and padlocks to secure exit doors. Security is of great importance. Students and staff will prop doors open and create other nuisances, but in the interest of safety, exit doors must function properly.

- Always use proper lifting techniques when lifting heavy objects. Lift with the legs. Keep the back straight. Do not twist the body and lift at the same time. Request assistance.

- The Lock-Out Tag-Out system will be utilized whenever working on electrical circuits.

- Do not use tools that are broken or that have missing guards, shields, or other protective components. Report broken tools to the Maintenance Supervisor.

- No employee is authorized to operate district owned or leased motor vehicles without first completing the district defensive driver training program.

- All maintenance department employees shall complete asbestos training within 60 days of hire as required by federal law.

- No employee shall attempt to perform tasks for which he or she has not been trained and authorized to perform by the Maintenance Supervisor.

Chemical Hazards

Use, Storage and Disposal of Chemicals:
Toxic, flammable, or otherwise hazardous chemicals are most commonly encountered in the custodial closets, kitchens, science laboratories, and storage rooms. It is very important to know how to use, store and dispose of chemicals and other hazardous substances used by technicians in their areas of responsibility. Safety precautions and guidelines for each of these three aspects of safe practices for chemicals are presented next.

Chemical Use:
No one should use any substance, even household products, without understanding what dangers exist and how to use the product safely. Chemical substances should be used only in the manner and for the purpose for which they were intended. Before using any chemical, the technician should learn about possible hazards, disposal and emergency treatment measures, and handling procedures. All of this information can be found on either the label on the product or its Material Safety Data Sheet (MSDS), which will be available at each site for all chemicals. The major safety precaution to take when working with chemicals is to avoid contact as much as possible. This can be accomplished in many ways. Among the points to remember when working with chemicals:

1. Avoid using hazardous chemicals for any task that can be done some other way.
2. If you must use a hazardous substance, always wear protective clothing (gloves, goggles, shoes) as appropriate.
3. Mix chemicals only in approved combinations and to the proper dilution levels. Prepare mixtures in a safe area.
4. Do not splash or spill liquids.

Chemical storage:
Proper storage of chemicals can avoid many accidents. Certain chemicals should not be stored near each other, because of the risk of combining fumes or spills. For example bleach and ammonia may leak or evaporate from improperly sealed containers. If these fumes combine, they react to form an extremely toxic gas. Acids with alkalis, and chemicals with petroleum products such as cleaning liquids, are also hazardous combinations. Other points to note about chemical storage:

1. Never transfer chemicals into an unlabeled container.
2. Store potentially flammable chemicals in approved containers and areas. NEVER store chemicals in electrical, mechanical, or boiler rooms.
3. Keep chemicals away from sources of heat, such as furnaces or sunshine.
4. Chemical storage areas should not be crowded and should have a systematic, easy to reach arrangement.

Chemical Disposal:
Improper disposal of substances such as cleaning chemicals used on the job can cause serious problems. Material Safety Data Sheets contain information about the safe disposal procedures for the chemical substances used. Some general rules to follow:

1. Never flush corrosive or volatile materials into the sewage system.
2. Always discard unused portions of mixed chemicals unless information on the label specifically states the mixture may be kept for later use. If this is done, label and store the mixed solution properly.
3. In case of spills properly dispose of materials used to clean up spill.

Fluorescent Light Bulb Recycling

Most fluorescent and mercury lamps are hazardous and require special handling. Nationwide, there are over 600 million lamps discarded each year. Until recently, regulations have made it difficult and expensive to properly manage used lamps and most end up in municipal landfills. Now the USEPA has included mercury lamps in the Universal Waste Rule (UWR), a new federal regulation that reduces the cost and regulatory burden on generators who recycle. The NH Department of Environmental Services enforces the Universal Waste Rule in New Hampshire.

DO NOT THROW FLUORESCENT LIGHT BULBS IN SCHOOL DUMPSTERS FOLLOW THE GUIDELINES BELOW TO PROPERLY DISPOSE OF THEM

Guidelines for packing and shipping Fluorescent lamps:

1. Contractor can provide boxes to pack lamps and ballasts. Acceptable shipping containers include manufactures' boxes in which the new lamps were shipped, contractor provided four-foot, five-foot, eight-foot, T-26 and T-43 boxes. All other boxes, must be approved by Contractor prior to use.
2. Fill boxes to capacity with lamps.
3. All precautions should be taken to eliminate breakage of lamps. Extra charges may result from broken lamps.
4. Do not tape lamps together. This results in excess handling of lamps and additional charges.
5. If a box of lamps break, place the entire box in a plastic bag immediately. DO NOT open the box. Close and seal the bag. Notify the Contractor of any broken lamps prior to shipment.
6. Contractor will complete the Lamp Recycling Manifest and leave a copy at the facility.
7. Label boxes and accumulation "Spent Mercury-Containing Lamps for Recycling" along with the starting date of the accumulation.
8. Must have at least 10 cases of bulbs for recycle before calling for pick up. Contact the following Contractor for Fluorescent Light Bulb Recycling.

Electrical Hazards

Working with electricity can be a shocking experience for those not familiar with the hazards of this area. Besides the risk of electrical shock, many fires are caused by electrical misuse or malfunction. Receiving proper training and paying careful attention to safety precautions are important for any tasks involving electricity. Electricity is encountered throughout any school building. Particular electrical hazards occur in kitchens, workshops, and machine rooms. However, it is also possible to find such common hazards as damaged cords or equipment in areas where they might be overlooked – for instance, lounges and offices. The technician should be alert for such potential problems throughout the school. Coffee pots, hot plates, and microwave ovens are common hazards. Equipment with heating elements should be carefully monitored and not left unattended. Electrical hazards also exist any time a technician uses or services a vacuum, power tool or other piece of equipment. An understanding of what happens as a result of carelessness with electricity may help avoid electric shocks. Electric current flows through the path of "least resistance." This path can be the human body, such as happens when a defective piece of electrical equipment is handled when standing on a wet surface. The risk of shock is lessened by the use of a grounding plug or wire, which provides a better path. Insulating the body, such as by wearing rubber gloves or rubber soled shoes, also helps. Here are some general points to remember about electrical safety:

1. Never use defective equipment, or equipment with a cracked, frayed, spliced, or worn electric cord or missing the grounding plug.
2. Always grasp the plug, not the cord, to unplug equipment.
3. Outlets with Ground Fault Circuit Interrupt (GFI) protection devices should be available for use in all areas around water supplies and in damp areas.
4. Always use GFI outlets for tasks involving electrical equipment when they are available. For example, use a GFI for power source for a wet/dry vacuum when picking up scrub water. Portable GFI outlets may be used for areas where they have not been permanently installed but are necessary for safety.
5. Never use electrical equipment around liquids, unless designed for this.

Fire Hazards

Fire safety means both preventing fires and taking the correct steps if a fire should occur. Fire prevention is the responsibility of all building occupants, but the maintenance staff has a special role to play. Good custodial housekeeping practices (for example, keeping litter and debris out of buildings, cleaning equipment, and vents properly) are important precautions to take against fire hazards. The State Fire Code under RSA 153:5 regulates many safety practices in schools. Briefly, the code covers fire resistance ratings of building materials, use of smoke detectors and fire alarms, storage of flammable and combustible materials, required means of egress and other related topics. Areas that often contain fire hazards are storage rooms that tend to accumulate trash, equipment rooms, furnace rooms, and the custodial closet. The custodian is in a unique position to recognize and eliminate potential fire hazards in many of these areas. Any time a problem is noted, the custodian should notify either the maintenance supervisor or a school administrator.

Custodial tasks can sometimes affect the level of fire resistance of an area. In many cases, the structural integrity of all or part of a building is necessary for adequate fire protection. School staff members should never cause holes in partitions or doors, mar the surface of walls, floors, and floor coverings, or create gaps between frames and windows or doors without considering whether a possible fire hazard will arise. Damage is not the only way a fire hazard relating to building structures can be unintentionally created. By not using built in safeguards properly, the risk of fire damage is greatly increased. You should NEVER leave fire doors open, wedge smoke doors so automatic closing cannot occur or prop open doors or lids on flammable storage cabinets. The same is true for exit doors. There is never any justification for blocking routes of egress or for chaining exit doors, no matter how inconvenient a situation may be.

Four major sources of fire hazards are lightning, electricity, human carelessness, and chemical combustion. Lightning cannot be prevented, but its effects can be minimized by keeping buildings in proper shape. There are many other things the technician can do to eliminate many of these other hazard sources.

1. Watch out for defective outlets and be sure they are not used until repaired.
2. Never overload a circuit with extension cords or multiple outlets, and report any overloads that are noticed.
3. Store flammable and combustible materials in approved containers, cabinets, or rooms.
4. Debris should never be allowed to accumulate. Flammable materials and gas-powered equipment shall not be stored in electrical or mechanical rooms.
5. Cleanliness is important in fire hazard areas such as electrical and mechanical rooms. Dust can be flammable so should be removed from surfaces and equipment frequently.
6. Use extreme caution around fuel storage tanks. Any spark, or flame near damaged or defective valves or regulators could cause explosion as well as fire by igniting fumes that may have leaked out.
7. Keep electrical equipment in good shape. Report strange noises or other unusual events observed about fan belts, gears, or any other part of a piece of equipment.
8. Report any suspicious signs, such as a “burning smell”.
9. Hallways, aisles, and doorways must never be restricted or blocked by objects that prevent fast exit in case of emergency.
10. Know what actions to take in case of fire. Prompt action can save lives and property.

Fire Extinguishers

All maintenance staff members shall receive annual training in the proper use of fire extinguishers and in the selection of the proper type extinguisher for the type of fire.

If taking the time to use a fire extinguisher could put a life in danger…. DON’T.

Use the proper type fire extinguisher for the fire. Fire extinguishers have a rating on the faceplate, which shows which class or classes of fire it can put out. If you must use as extinguisher remember the PASS method:

1. Pull the pin
2. Aim the extinguisher nozzle at the base of the flames.
3. Squeeze the trigger while holding the extinguisher upright.
4. Sweep the extinguisher from side to side, covering the fire with the extinguishing agent.

Physical Hazards

Another important area for safety awareness is in physical activity, such as lifting heavy loads and working on a ladder. Physical hazards occur most frequently wherever the technician is working. Wherever a ladder, mop, tools, or other equipment is used, there is potential for accidents for either the technician or others. Stairs, hallways, mechanical or boiler rooms, and school grounds are all likely places for tripping, falls, or cuts. Many back injuries, broken bones and wounds could be avoided through awareness, carefulness, and proper training. There are many job factors in which the technician can change or improve to help avoid this type of hazard. In this section we will discuss lifting techniques, slip and fall hazards, ladder and stairway safety, power and hand tool safety and also dealing with the heat.

Proper Lifting Technique:

The steps to be taken when lifting a heavy object are listed below:

1. Size up the load. If too heavy to handle easily, get help or the proper equipment (such as a hand truck). Delaying the job a few moments to get assistance is better than risking an injury.
2. Check the route. Decide the safest path to take with the load; see that the way is clear; be sure that where the load will be placed is ready.
3. Get a firm footing and take a good grip—feet a little apart for good balance, one beside and one behind the object; keep back straight and aligned with the neck; bend knees, allowing legs instead of back to support the weight; grip the object with the whole hand including palms—not just the fingers.
4. Keep the load close to the body, tuck arms and elbows into the body, and center all body weight over the feet. Lift with a steady thrust, starting with the rear leg.
5. Never twist the body. Move the feet to change direction.
6. Bend knees to put down the load. Be sure fingers are not caught underneath the object as it is put down.
7. Wear proper protective gear, such as gloves, protective foot gear and other clothing, if the load requires special handling. For instance, wear protective gear when carrying liquid chemicals in containers that may leak, or objects with sharp edges.
8. When help is required to move a load, teamwork should be practiced and one person should call the signals.

Remember:

1. PUSH, don't pull
2. MOVE, don't reach
3. SQUAT, don't bend
4. TURN, don't twist

Back Supports Help:

1. Support lower back and abdominal muscles
2. Reduce fatigue
3. Improve lifting posture
4. Act as a reminder
5. Back Supports DO NOT Make You Stronger

Slipping and Falling Hazards:

Most floors and other surfaces look safe. Each year however, thousands of accidents occur by falling or slipping. Falls are the second most common cause of fatal injuries. The technician must be aware of many factors that cause slipping and falling -- either of the technician or others in the school.

1. Clothing can cause falls of inappropriate for the job. Clothing should not be too long or loose. Shoes should be slip resistant, preferably with rubber or other grip type soles. Sandals, clogs, or flip-flops are NOT allowed on the job.
2. Be alert. Watch for things that can trip persons, such as wires, cords, litter, or equipment in the aisles and walkways. This is important both inside buildings and on the grounds. When possible, remove or rearrange such objects so they are not in the way.
3. Wet floors cause a particular hazard. When cleaning floors, place a "caution wet floors" sign to warn people using the area. Added protection is gained by roping off the area whenever possible. Floors should be cleaned when traffic is lightest and should be dried as soon as possible. If the task calls for walking on a wet surface, the technician should place feet carefully and move slowly.
4. Spills and leakage from trash barrels or bags can create another problem situation. Empty a leaking trash container and clean up the spill as soon as possible.
5. Falls are commonly caused by tripping over obstacles in walkways. The technician can thoughtlessly create this type of hazard for others on the school grounds. All equipment and supplies should be stored properly, out of the walkways. Never leave tools or equipment lying around if they are not actually being used.

Stairway and Ladder Safety:

Working at a distance above the ground also creates a potential falling hazard. There are many custodial tasks that require the use of a ladder, scaffold, or other type of support. Stairways and ladders are among the most frequently used items on the job. Routine use of stairs and ladders can lead to carelessness. Accident figures show that traveling up and down stairs is not always as safe as it looks. Safety on ladders and stairways at your facility involves understanding what they were designed for and how to use them.

Custodial staffs have a six, eight or ten foot stepladder and an extension ladder to assist them with the many job tasks.

1. **SAFETY FIRST!**
2. **NEVER** use a support that was not specifically designed for such use.
3. That is, use a stepladder not a chair.

One common portable ladder is the stepladder.

Stepladders:

1. Stand by themselves
2. Are not adjustable in length
3. Have a hinged back
4. Have flat steps that are 6 to 12 inches apart
5. Open at least one inch for each foot of the ladders length.
6. Rules for using stepladders safely:
7. Make sure ladder is fully open and the spreaders are locked.
8. Do not climb, stand or sit on the top two rungs.

Another common portable ladder is the extension ladder.

Extension ladders:

1. Lightweight and durable
2. Adjustable in length
3. Made up of two or more sections that travel in glides or brackets
4. At least 12 inches wide
5. No longer than 24-foot per section
6. Rules for using extension ladders safely:
7. Have a co-worker help you raise and lower the ladder
8. Never raise or lower the ladder with the fly section extended
9. Be sure to secure or foot the ladder firmly before extending it
10. Set up the ladder with about three feet extending above the work surface
11. When using an extension ladder figure out and use the right set up angle or pitch. The distance from the foot of your ladder to the base of what it is leaning against should be about one fourth of the distance from the ladders top support to its bottom support

Inspection and Maintenance of Portable Ladders:

Ladders must be kept in good condition at all times. They need care and cleaning, especially when used in oily or greasy areas or left outside. Regular inspections will help make sure ladders are safe. Check each ladder in these ways:

1. Look for broken or missing steps or rungs.
2. Look for broken or split side rails and other defects.
3. Feel for soft areas on wooden ladders.
4. Check for rust or weakness in the rungs and side rails of metal ladders.
5. Check fallen or misused ladders for excessive dents or damage.
6. Tag defective ladders and remove from service immediately to prevent any accidents.

General Safety Tips for setting up and using portable ladders:

1. Make sure the ladder will be standing on a firm level surface.
2. Try not to set a ladder up in a passageway. If you must use a ladder in a passageway, set out cones or barricades to warn passers-by.
3. Never place a ladder on an unstable base for more height.
4. Use both hands for climbing.
5. Hoist your tools if carrying them would keep you from using both hands.
6. Don't stretch in order to reach something. Climb down and move your ladder.
7. Use wooden or fiberglass ladders for electrical work or in areas where contact with electrical circuits could occur.
8. Only one person should be on a ladder at any time. Whenever possible have an extra person hold the ladder steady.
9. Do not use a ladder for anything other than a ladder.
10. Stairways: A stairway is a series of steps and landings that has four or more risers.
11. Stairways let you move from one level to another. Most stairway accidents occur because technicians do not realize the hazards of climbing stairs. Some common causes of stairway accidents are dangerously high stairways, poor lighting, poor housekeeping, and slippery or greasy steps. Some simple work practices will help you climb stairs safely:
12. Pay close attention as you climb. On the way down look for the leading edge of each step.
13. On poorly lit stairways be extra careful and take your time.
14. Always use railings and handrails.
15. Use the safe platforms provided when working on stairways.
16. Clean up cluttered or slippery steps.

Using ladders and stairways properly is an important part of safeguarding your health. Choose the right ladder for each job, follow the basic rules for using it safely and perform regular inspections and maintenance. On stairways, pay close attention while you climb, use the handrails and help keep steps clean and free of clutter. Taking just a little extra care will enable you to climb stairways and ladders safely and with confidence.

Hand and Power Tool Safety

The school technician uses many tools for performing job tasks. It is easy to understand the need for safe working practices with, for instance, a large and powerful floor machine. However, even a small screwdriver can be hazardous if used improperly. Keeping tools in a state of good repair is an important way to avoid physical hazards. Ladders, jacks, hand trucks and all tools that are in good condition give more "margin of safety" to the technician using them.

1. Always use the proper tool for the job. Approach the use of a tool with respect and care. A moment's carelessness can cost an eye, or worse.
2. Never use a defective tool.
3. Always wear protective gear such as gloves, goggles, and hearing protection when performing any task involving hazardous tool usage.
4. Do not overload a tool's capacity or try to hurry its operation.

5. Disconnect power cord before adjusting tools, such as changing the blade on a skill saw.
6. Always be conscious of where parts of the body are in relation to the tool being used.
7. Keep tools in proper shape. A sharp knife is less dangerous than a dull one that must be forced through what is being cut.
8. Use only tools for which training has been received.
9. Do not reach into waste containers or push trash into a partly full container with bare hands.
10. Put waste with sharp edges in sturdy containers.
11. Be aware of sharp edges on furniture or other objects being moved. Even the edges of a cardboard carton can cut badly.
12. Do not put hands or head into places that have not been visually inspected for possible hazards.

Heat Stress

Your body is affected by heat stress on the job more than you might think. In addition to the medical hazards of heat stress, you are also more likely to have accidents in hot environments. A hot environment with high humidity may overload your body with heat. Wearing excessive amounts of clothing while performing heavy manual work in cold weather can have the same effect as a 95 degree day in the summer. This stress can result in a series of disorders ranging from sunburn to serious heat stroke. Your body metabolism produces internal heat during digestion, muscle activity, energy storage and breathing. In fact, your muscles release about 70 percent of their energy as heat. This warms your muscle and surrounding tissues. Since your body works well at a constant inner temperature of 98.6 ° Fahrenheit, your body works to keep your temperature at 98.6° in a process called thermoregulation. The amount of heat that stays stored in your body depends on the environment, level of physical activity, type of work, time spent working and number and length of breaks between work periods. In addition to recognizing signs of heat stress and knowing first aid measures, you can prevent heat stress disorders through gradually getting used to the environment, proper work procedures and proper food and water intake.

FACILITY INVENTORY

This plan applies to the following school and town facilities:

NAME	ADDRESS	SQ. FT.
Town Hall	116 Main St.	26k
Police Department	41 Bridge St.	11k
Public Library	2 Canal St.	23k
Council on Aging	45 Dayton St.	16k
South Hadley High School	153 Newton St.	144k
M.E.S. Middle School	100 Mosier St.	123k
Mosier Elementary	101 Mosier St.	58k
Plains Elementary	00 Lyman St.	65k
Ledges Golf Course	18 Mulligan Dr.	3.2k
DPW	10 Industrial Dr.	14k

FACILITY INFORMATION

Facility/School Name:	Mosier Elementary
Address:	101 Mosier St.
Phone:	413-538-5077
Grades Included:	2-4
Current Total Size (SF):	58,000
Site Size (acres):	12
Date of Original Construction:	1969
Dates and Description of Additions:	
	Modular classrooms 1988?
Identification and Distance to Nearest Fire Station (miles):	District 2, 1.4 miles
Water Supply (municipal or well):	municipal
Sewage Disposal System (municipal or onsite septic system):	municipal
Description of Fire Protection Systems (alarms, sprinklers etc.):	Alarm system
Date of most recent asbestos inspection:	7/8/2025
Date of most recent fire safety inspection:	11/26/2025
Date of most recent water test:	2023

STRUCTURAL INFORMATION

Roofs:	Type (Flat, Pitched, etc.):	Surfacing Material:	Date Installed:	Location:
	Flat	Built up	1969	throughout
	Flat	Poly membrane	2013	Modular hallway

Structural Frame:	Type:	Date Installed:	Location:
	steel	1969	throughout

Exterior Cladding:	Type (Brick, Vinyl, etc.):	Date Installed:	Location:
	Brick	1969	throughout

Exterior Doors:	Type:	Date Installed:	Location:
	steel	1969	throughout

Windows:	Type:	Date Installed:	Location:
	Double pane	1969	throughout
	aluminum		

FLOORING

Type:	Total Amount (SF):	Date Installed:
Carpet	2000	unknown
Vinyl Composition Tile (VCT)	5500	unknown
Vinyl Asbestos Tile (VAT)		
Sheet Vinyl		
Terrazzo	47,000	1969
Hardwood (Gym)	3500	1969
Quarry Tile		
Resinous Epoxy		
Exposed Concrete		

EQUIPMENT INVENTORY

Boilers:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
	Mech. room	Viessman	VSB-46	7223359200116		2002
	Mech. room	AO Smith	Legend 2000			unknown
	Mech. room	Lochinvar/Knight	KBH285N	1951117492962		unknown
Fuel Tanks:	Location:	Manufacturer:	Type Fuel:		Size:	Date Installed:
Hot Water Heaters:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
	Cust. office	Squire	SIT119	C15I00079144		
Water Treatment:	Location:	Manufacturer:	Model #:	Serial #:		Date Installed:
Fire Pumps:	Location:	Manufacturer:	Model #:	Serial#:	Size:	Date Installed:
Sprinkler Heads:	Manufacturer:		Model #:			Date Installed:
Water Pumps:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
2	Mech. room	Taco	KS3009AE2		7.5 HP	2004

EQUIPMENT INVENTORY

Air Handling Units (AHU):	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
Unit Heaters:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
Packaged Units:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
Air Conditioning Equipment:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
Mini split	library	Fujitsu				2015

EQUIPMENT INVENTORY

Unit Ventilators:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
	classrooms	McQuay Intnl.	AV005C11			1969
Electrical Transformers:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
Main Electrical Panels:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
480/277	Cust. office				3000 amp	
Sub-panels:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
Emergency Generator:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:
	Garage	Kohler	15R081	805965	15kw	1969
UPS:	Location:	Manufacturer:	Model #:	Serial #:	Size:	Date Installed:

EQUIPMENT INVENTORY

FIRE PROTECTION EQUIPMENT:

Type:	Manufacturer:	Control Panel Location:	Date Installed:
Alarm	Symplex Grinnell	Main office closet	unknown

SECURITY EQUIPMENT:

Type:	Manufacturer:	Location:	Date Installed:

ELEVATORS:

Manufacturer:	Location:	Capacity:	Date Installed:	Date of Most Recent Inspection:	Service Contractor:

TELECOMMUNICATIONS EQUIPMENT:

Type:	Manufacturer:	Location:	Date Installed:

INTERIOR BLEACHERS:

Manufacturer:	Model:	Date Installed:

BUILDING AUTOMATION EQUIPMENT

Type:	Manufacturer:	Control Panel Location:	Date Installed:
Schneider Electric	Andover	Cust. office	2000

MAINTENANCE EQUIPMENT

Item/qty.	Manufacturer:	Model #:	Serial #:	Storage Location:
4 HEPA Vacuums	ProTeam	1500		Custodial office
1 Floor machine	Pacific	S-28		Cafeteria storage closet
3 Buffers	unknown	unknown		Cafeteria storage closet
1 carpet cleaner	Tornado	Marathon 1200		Cafeteria storage closet
1 shop vac	unknown			Cafeteria storage closet
1 portable eye wash station	Neutraflush			Custodial office
Misc.mops/brooms				Custodial office

MAINTENANCE STAFFING

Name	Position/shift	Cell number
Head custodian	1st	
Custodian	2nd	
Custodian	2nd	

CUSTODIAL SERVICE

CUSTODIAL CLEANING FREQUENCY

Entrances, Lobbies and Corridors

These areas are generally the first areas seen by students, staff and visitors. Their condition and cleanliness leaves a lasting impression on all that enter the building. It is of the utmost importance that these areas are maintained to a standard of excellence.

Considerable dirt is carried in and deposited in entryways and corridors. The custodian's schedule should include adequate time to sweep these areas of travel more often than once a day. Regular sweeping or snow removal from the sidewalks outside of entryway doors will prevent some dirt and sand from entering the building. Snow and ice should be removed from the entryway as soon as possible using sand or ice melt to avoid slips and falls. Use only those ice melt products that are approved by the school district. Some entryways have floor mats to serve as a dirt and sand trap. These must be cleaned periodically, or daily during the 'mud' season. Entryway carpet is cleaned most effectively with an extractor running the rinse cycle 1-3 times. Fans need to be on during this process to speed drying and help prevent mildew.

Daily:

- Empty waste receptacles, remove debris, police entrance for snow, leaves, and litter, and remove.
- If floor is resilient tile, dust mop floors with a wide, treated dust mop, keeping the dust mop head on the floor at all times. Pick up soil from floor with dustpan. With a lightly dampened mop, spot-mop floors as necessary to remove soil.
- Vacuum carpet areas and mats; remove gum and soil spots.
- Disinfect drinking fountains. *(see following procedures)*
- Clean entrance door glass.

Weekly:

1. Dust the tops of lockers, fire closets, extinguishers and window casings. (Low dusting, below 5')
2. Clean glass partitions, display cases, and interior door glass.
3. Spot-clean finger marks and smudges on walls, door facings, and doors. Use detergent solution in spray bottle and a cloth.
4. Dust Furniture.
5. Restore floor finish on non-carpeted floors.

Monthly:

1. High dust vents, lights, pipes, window blinds, over doorways, hanging light fixtures and connecting and horizontal wall surfaces. (High dusting, above 5')

Note: When cleaning stairways, on a routine schedule clean out the corners and the edges of each step. Remove gum, etc. with a putty knife. Damp mop or spot clean as necessary.

Classrooms and Laboratories

There is more time spent in classroom cleaning than any other phase of custodial duties. Valuable time and many steps can be saved by careful planning. Due to the many different types of furniture and equipment used in the classroom, a careful analysis should be made to determine how to clean each room in the shortest time with the fewest steps and still maintain the required standard of cleanliness. To keep a classroom clean will entail much more than just sweeping the floor and dusting the furniture. It will require a technician with a willingness to work, a custodian who takes pride in his/her work and one who is interested in the welfare of the youngsters. Some classrooms will have desks that may be shifted from side to side each day as you clean the floor, while others have tables that can only be moved a few inches. Some furniture in the rooms can be rolled away from the wall to make sweeping easier; other furniture is stationary and must be cleaned around and underneath. Tables and desks must be wiped off with disinfectant. The custodian's cart will hold the necessary equipment and materials to clean classrooms.

Classrooms should have adequate lighting. Check for burned out tubes or bulbs and replace them with bulbs of the same wattage. Properly dispose of used fluorescent tubes.

Daily:

1. Empty waste receptacles and replace liners.
2. Clean marker boards, chalk boards and chalk trays.
3. Vacuum traffic patterns on carpets floors; remove gum and soil spots.
4. Dust mop and wet mop tiled floors.
5. Clean glass in doors and partitions.

Weekly:

1. Dust furniture surfaces and damp clean desk and table tops. (low dusting, below 5 feet)
2. Empty pencil sharpeners.
3. Vacuum carpeted areas thoroughly.
4. Clean door surfaces.

Twice Monthly:

1. Restore floor finish on non-carpeted floors.

Monthly:

1. High dust vents, lights, pipes, window blinds, and connecting vertical and horizontal wall floors. (high dusting, above 5 feet)
2. Vacuum upholstered furniture.

Office, Lounge and Conference Rooms

Most of the same cleaning procedures, as outlined for 'Classroom Cleaning' in the previous section, can be followed for cleaning office areas, faculty lounges, conference rooms, libraries, media center areas, etc.

Daily:

1. Empty waste receptacles and damp clean.
2. Clean chalkboards and chalk trays and dry erase marker boards.
3. Vacuum traffic patterns on carpeted floors and remove gum and soil spots.
4. Dust mop and wet mop tiled floors.
5. Clean glass in doors and partitions.

Weekly:

1. Dust furniture surfaces and damp clean tabletops. (low dust below 5 feet)
2. Empty pencil sharpeners.
3. Vacuum carpeted areas thoroughly.
4. Clean door surfaces.

Monthly:

1. Restore floor finish on non-carpeted floors.
2. High dust vents, lights, pipes, window blinds, and connecting vertical and horizontal wall surfaces. (High dust above 5 feet)

Restrooms, Locker Rooms and Showers

Daily:

1. Empty waste receptacles and change liners.
2. Thoroughly clean and disinfect toilets and urinals.
3. Thoroughly clean and disinfect shower rooms and dressing rooms.
4. Restock dispensers: soap, paper towel, toilet tissue and sanitary napkins.
5. Clean mirrors; clean and disinfect urinals and stools; clean basins; polish stainless steel and chrome surfaces.
6. Spot wash walls, lockers, and partitions.
7. Dust mop and wet mop floors with disinfectant solution.

Weekly:

1. Damp clean and polish partitions thoroughly.
2. Pour at least one gallon of water down floor drains.
3. Dust wall and ceiling vents.
4. Clean doors and wall tile.

Twice Monthly:

1. De-scale fixtures.
2. Scrub floor with floor scrubber.

Cafeterias and Lunch Areas

Daily:

1. Clean table tops with disinfectant.
2. Empty waste receptacles and replace liners.
3. Dust mop and wet mop tiled areas.
4. Vacuum carpeted areas and mats, remove gum and soil spots.

5. Disinfect drinking fountains.

Weekly:

1. Clean glass partitions, display cases, and interior door glass.
2. Spot clean walls.
3. Dust furniture, fire closets and extinguishers. (low dusting, below 5 feet)
4. Restore floor finish on non-carpet floors.

Twice Monthly:

1. High dust vents, lights, pipes, window blinds, and connecting vertical and horizontal wall surfaces. (high dusting, above 5 feet)

Monthly:

1. Thoroughly clean furniture.

Shop Areas

Daily:

1. Empty waste receptacles and replace liners, dust mop or sweep floors; and spot - mop floors.

Twice Monthly:

1. Dust sills and ledges; spot - clean walls

Monthly:

1. Mop floors with detergent solution and buff floors coated with floor finish or wax.

Gyms and Multipurpose Rooms

Daily:

1. Empty waste receptacles and replace liners.
2. Dust mop court floors and spot clean using recommended treatment for dust mop.
3. Clean glass in doors and partitions.
4. Clean and disinfect drinking fountains.
5. Vacuum traffic patterns on carpeted floors; remove gum and soil spots.
6. Dust furniture.
7. Dust mop and wet mop tiled floors.
8. Spot clean walls; remove graffiti.

Weekly:

1. Vacuum carpeted areas thoroughly.
2. Clean door surfaces.
3. Vacuum upholstered furniture. Clean all wooden and vinyl furniture. (low dusting, below 5 feet)
4. Clean and polish brass or chrome.
5. Spray buff tiled floors; remove scuffmarks.

6. Monthly:
7. High dust (above 5') or vacuum vents, lights, pipes, window blinds, drapes, connecting horizontal and vertical wall surfaces.

Annually:

1. Reseal floor using manufacturer's recommended procedures and finishes.

CUSTODIAL METHODS AND PROCEDURES

Assembling Equipment and Supplies

At the beginning of each shift, the custodian should assemble all tools and materials needed to clean thoroughly. This will minimize frequent return trips to the custodial closet to get something else.

1. Custodian cart with caddy
2. Spray bottles with appropriate solutions to clean glass, counters, sinks, disinfect surfaces, and spot cleaning
3. Dust cloths
4. Paper towels
5. Putty knife/razor blade scrapper
6. Dust mop (treated if needed)
7. Wet mop (if needed)
8. Mop bucket and press (if needed)
9. Vacuum cleaner complete
10. Plastic liners (small and large)
11. Counter brush
12. Dust pan
13. Gum remover
14. Protective glasses and gloves

Drinking Fountains

If drinking fountains are not cleaned regularly and correctly, they can become a health hazard. The public expects clean drinking water, therefore it is the responsibility of the custodian to keep the drinking fountains clean and sanitary. Drinking fountains should be cleaned daily using the following methods:

1. Use spray bottle or bucket with water and detergent/disinfectant solution to spray or wipe solution over all surfaces.
2. Agitate with clean cloth, small brush, or paper towel.
3. Rinse.
4. Use clean cloth or paper towel to wipe dry and polish chrome and other surfaces.
5. Adjust the bubbler so that the water stream is the correct height (not hitting the spout and not spraying).

Chalkboards and Marker Boards

Be sure to check for information to remain on the board before cleaning.

1. Most chalkboards can be cleaned by simply erasing with a clean felt eraser and wiping with a clean cloth.
2. Water is not recommended for most chalkboards as the water plus chalk equals glue and will fill the chalkboard pores, giving a poor writing surface.
3. Some of the newer boards require washing as they are not designed for chalk. If you are not sure, check with your supervisor.
4. An eraser and treated dusting cloth can be used to remove the fine chalk dust if necessary.
5. On occasion, as assigned, fine cleanser can be used carefully on some chalkboards to restore "bite".
6. The chalk tray can be damp wiped at this time or vacuumed out later while vacuuming carpet. Vacuum erasers, if needed.
7. Use only solutions recommended by the manufacturer when cleaning "Dry Erase Marker Boards".

Dusting

From the standpoint of health as well as appearance, dusting is one of the most important jobs of the custodian. Dust can be a carrier of disease germs. Visible dust presents a dirty appearance that needs to be taken care of as soon as possible.

A vacuum cleaner is the best tool for removing dust.

Treated "dust cloths" can be used for most dusting. These are usually rolls of factory treated flannel cloth.

Some surfaces lend themselves well to 'damp dusting' using a clean cloth and plastic sprayer with appropriate solution. Where students eat at their desks, the desk tops are to be cleaned daily with a district-approved disinfectant.

Dust all horizontal surfaces such as window ledges, sills, files, counter tops, and desks. Inspect student desk tops and spot clean them to remove heavy soil, heavy marking or graffiti.

As a general rule all horizontal surfaces less than 5' will receive a thorough dusting weekly. Horizontal surfaces greater than 5' will receive a thorough dusting monthly. Some surfaces may require spot dusting on a daily basis.

Note: Lock all windows when you clean the sills.

Cleaning Classroom Sinks and Counters

1. Clean sinks and replenish paper towels and hand soap daily. Clean sinks by using plastic sprayer with disinfectant/detergent solution. Spray and wipe dry with a paper towel, or use fine cleanser, rinse and wipe dry with clean cloth or paper towel.
2. Spray solution on counter and wipe clean with clean cloth or paper towel.

Dust Mopping Resilient Floors

If the floor is resilient type either totally or partially, the following is recommended:

1. Pick up large pieces of paper or other debris before starting to clean.
2. Use treated dust mop and carefully dust mop all resilient floor areas. Clean under all desks, equipment, etc. that are off the floor.
3. Dust mop debris to one area for pick up with counter brush and dust pan.
4. Dust mop may be lightly shaken or vacuumed to remove dust. Do in appropriate area.
5. Retreat dust mop as necessary by lightly spraying with dust oil and allow setting before using, or hanging up.
6. If area is carpeted, with a strip of resilient flooring, it is permissible to sweep dust onto carpet for pick up when vacuuming.

Trash

Empty all trash receptacles. Do not reach into the receptacles, but carefully dump the contents of the receptacle into the waste collection bag. Damp wipe soiled receptacles. Replace plastic liners only when soiled or otherwise needed.

Note: Remove lunch trash immediately following lunch. Use ramp or steps provided when throwing trash into dumpsters. Do not throw over your head. This will minimize injury.

Carpet Vacuuming

The vacuum cleaner is the most effective tool to remove soil from many surfaces, especially carpeting.

1. Move furniture in room only as necessary to vacuum all areas of the carpeting.
2. Pick up large pieces of paper and other debris before vacuuming (perhaps teachers and students may be asked to assist).
3. Vacuum all carpeted areas, getting under desks, furniture and equipment that is off the floor.
4. Vacuum chalk trays (if not already done) and erasers (as needed).
5. Replace all furniture.
6. Look for and clean up spots or soiled areas on carpeting using plastic sprayer, appropriate cleaner, and clean clothes or paper towels. Remove gum by using gum remover-follow manufacturer's instructions.

Spot Cleaning

1. Spot clean walls, doors, and ledges as previously recommended. Spot clean daily in carpeted areas where students are eating. Use clean cloth or paper towels and detergent solution in plastic spray bottle.
2. Spot clean glass in doors and partitions and on the inside of windows to remove smudges as previously recommended. Use soft, lint free, clean cloth or paper towels and glass cleaner in plastic sprayer.

3. Dust or clean vents in ceilings of classrooms, offices, etc. as previously recommended.
    a. Before leaving the room, visually check to make sure all the following duties are completed:
    b. Windows are locked.
    c. All items are in appropriate place.
    d. Room looks clean and - is clean!
    e. Lights are turned off.
    f. Door is locked.

Restroom Cleaning

The job of cleaning and disinfecting your rest rooms is not a difficult one, if the work is done efficiently and daily as it should be. Modern fixture design usually makes cleaning them fast and effective if proper procedures are followed. Remember that deodorant blocks are not permitted. Deodorants do not clean or sanitize, but merely cover up one odor with another. Clean rest rooms are important for a number of reasons:

1. Bacteria control to help eliminate cross infections to safeguard health.
2. Many times the custodial staff is judged on the appearance and cleanliness of the rest rooms.
3. Clean rest rooms encourage the public to help keep them that way.
4. Clean rest room fixtures greatly reduce the possibility of offensive odors (and complaints).
5. The most frequent lingering cause of odors in rest rooms is due to uric acid salts. Remove these salts through proper cleaning procedures and the odors are gone! Rest rooms also require adequate ventilation.

Refilling Dispensers

1. Check all dispensers daily to insure adequate supply.
2. Refill all dispensers as required (including toilet paper dispensers).
3. Interfold the bottom sheet with the remaining top sheet in the dispenser when adding paper towels.
4. Check the working condition of the units.
5. Close and lock dispenser.
6. Spray the surfaces with germicidal/disinfectant solution and wipe dry with paper towel. At the same time check the soap valve to assure proper operating condition.
7. Clean the surface of the dispenser as above.
8. Fill all soap dispensers.
9. Stock the sanitary napkin/tampon dispenser.
10. In the women's restrooms, it is essential that the sanitary napkin/tampon machine be stocked at all times. If the machine becomes inoperable, it must be repaired or reported promptly.
11. Unlock the machine.
12. Refill machine correctly to ensure that it will dispense napkins properly.
13. Close and lock the machine.

Cleaning Sinks and Wash Basins

Several methods can be used to clean sinks with equal final results, however, the following is recommended:

1. Use spray bottle with germicidal/disinfectant solution and spray sink (inside and outside), faucets and adjacent wall areas.
2. Let sit a minute, and then scrub with paper towel, clean cloth, or brush. (Paper towel preferred.)
3. Use a small amount of fine cleanser if necessary.
4. Rinse as necessary and polish with clean cloth or paper towel.
5. Wipe walls adjacent to sinks to remove grime, spots, etc. as above.
6. Clean pipes underneath sinks daily as part of the procedure.
7. Do not use lime de-scaler on counter tops.

Mirrors

Mirrors in rest rooms are easy to keep clean by spraying lightly with glass cleaner or germicidal/detergent solution and wiping dry and/or polishing with a clean, lint free cloth or paper towel. Never use an abrasive cleaner or acid or dirty cloth on minor. These may mar or scratch surface. Avoid using excessive water as it may get into the frame backing and damage the silvering.

Urinals and Toilet Bowls

Wear rubber gloves at all times. This is for your personal protection.

To clean inside bowl:

1. Flush toilet and/or urinal.
2. Use hospital disinfectant from dispensing system-follow manufacturer's instructions.
3. Use cotton swab (poodle tail) and/or toilet brush and swab inside of bowl using solution.
4. Scrub as necessary-be sure to swab solution up and under the flush rim. Scrub thoroughly.
5. Flush toilet or urinal and rinse swab or brush in clean water before proceeding to next fixture.

To clean seat and outside of fixtures using sprayer:

1. Spray germicidal/disinfectant solution on toilet seat (both sides), and all of the outside surfaces of the fixtures (toilets and urinals).
2. Let stand a minute or so.
3. Wipe dry with paper towels starting with the top of the seat, then underside and finally the balance of the fixture down to the floor.

Note: This procedure is the most effective way to sanitize a fixture, because you are always using clean solution with no chance of cross-contamination. Also, plastic spray bottles or one (1) gallon pressure sprayers can be used.

Note: Be sure to spray plunger with disinfectant after use. Keep in a bucket when not in use.

Bathroom Walls and Partitions:

1. Spray or damp dust with a germicidal/detergent solution on surfaces such as ledges, partitions, dispensers, wainscoting, shelves, areas around urinals and toilets, and lower walls as necessary.
2. Use either sprayers or bucket with germicidal/detergent solution, paper towels, clean clothes or a brush.
3. Wipe dry, if necessary, with paper towels or clean cloth to prevent streaks and spotting.

Additional Notes

To discourage graffiti, always remove it right away. Test chemical or cleaner in an obscure area prior to use. In older buildings it may be necessary to paint the stalls frequently to maintain desired levels of appearance.

Bathroom and Shower Floors: (Does not include wood floors)

The floors are made of a variety of materials. Some judgment is necessary as to the use of strong chemicals and excessive amounts of water. If the floor can be damaged by over-wetting, substitute with light damp mopping.

1. Mix mopping solution per manufacturer's instructions.
2. Use clean, wet mop and wet down the floor thoroughly with the solution (damp mop if floor would be damaged as above).
3. Let stand a few moments for the chemicals to work.
4. Agitate the solution with your mop as needed.
5. Pick up soiled solution with mop, floor squeegee, and pick-up pan or floor drain, or use wet-vac for pick up. Clean all corners and edges. (Scrape if necessary.)
6. Return all receptacles to proper position.

Note: Do not rinse floor as we want to take full advantage of the residual benefits of the germicide. Before leaving the rest room, take a quick visual check of the area and see if it smells clean and looks clean! Be proud of doing the job well.

<u>Shower Rooms, Locker Rooms and Dressing Rooms</u>

Trash

1. Empty all trash containers (including small pieces of soap and other debris) into cart.
2. Reline containers with plastic liner.
3. Spray or wipe containers with germicide/disinfectant solution. Wipe dry with clean cloth or paper towel.

Benches Furniture and Lockers

1. Spray or wipe (with cloth) with germicide/disinfectant solution and scrub or wipe dry with clean cloth.
2. Spot clean walls and lights as needed (as above). Replace burned out lights.
3. Replenish paper towels, soap, etc. Clean dispensers and lock.

Showers

1. Wipe down walls with germicide/disinfectant solution and cloth, wedge mop, sponge mop, or brush. Let solution stay on walls a few minutes to allow chemicals to work.
2. Scrub or agitate solution to loosen soil and scum. Rinse with clean water.
3. Polish handles, shower heads, and other hardware and wipe dry.
4. Clean hair, etc. from shower drain.

Floor Surfaces

The flooring surfaces vary considerably in the different buildings, however, the following is recommended:

1. Sweep or dust mop (treated) floor to remove large pieces of paper and other debris.
2. Pick up towels, socks, shoes, etc. and store appropriately (PE teachers and students should assist).
3. Lightly flood floors with germicide/detergent solution and warm water.
4. Let stand 3 minutes or more for chemical action.
5. Agitate or scrub with wet mop, brush (long handled), or power buffer, if necessary.
6. Pick up soiled solution with mop, squeegee to drain, or wet vacuum up.

Note: Rinsing not necessary as the residual benefits of the germicide are desirable. Clean all equipment and store properly.

Vomit Cleanup

Clean up vomit as soon as possible and always use gloves. Follow the instructions below:

1. If on carpeting only, use absorbent granules, sweep, then extract with disinfectant and dump waste directly into basin.
2. Clean off furniture.
3. Clean all equipment and store properly.

Gym and Multi-Purpose Room Floors

These areas present two (2) different types of flooring material (wood and resilient flooring), therefore each type of flooring will be addressed here.

Resilient Floors

These include such flooring surfaces as asphalt tile, hard vinyl tile, sheet goods, and resilient 'poured' floors. Most of the custodian's work in these areas will consist of floor

care procedures, with a limited amount of time spent dusting or cleaning benches, bleachers, or chairs.

1. Use treated dust mop using factory recommended treatment to clean floor. Do not 'sweep' with dust mop as this will scatter dust into the air. Keep dust mop on the floor and clean in long 'runs'. Clean out dust mop by carefully shaking where appropriate or clean with vacuum cleaner.
2. Re-treat lightly with 'mop dressing' as needed.
3. Pick up dust and debris with dust pan and counter brush or with vacuum and dispose of trash.
4. Wet mop total floor or damp mop as needed to remove spots. Use detergent and water solution. Agitate with wet mop or lightly scrub with buffer if necessary.
5. Pick up soiled solution.
6. Reseal as necessary (floors are sealed when new).
7. High speed buff as needed. Very effective way to clean and repair floor.
8. Spray buff as needed. Very effective, spray as you go.

Maple Wood Floors-Follow manufacturer's instructions.

Daily:

1. Pick up and dispose of debris.
2. Remove chewing gum.
3. Dust mop floor with a clean and properly treated mop.
4. Wipe floor with bare hand to test if dust remains on the floor. If dust is detected, repeat step No. 3.
5. For normal soil removal, use a waterless cleaner suitable for wood surfaces and as recommended by the manufacturer.

Monthly:

1. Remove rubber burns and floor marks with a solvent-dampened cloth as recommended by the manufacturer.
2. Tack or damp-mop floor with solvent cleaner.

Annually:

1. For lightly worn floors, a light "screening" may be required and one coat of floor finish. Consult manufacturer for approved finishes.
2. For badly worn or damaged floors, consult your installer to determine if heavy screening or sanding is needed.
3. Don't use an automatic scrubber on wood floor.
4. Don't allow water or liquids to stand on floor.
5. Most manufacturers recommend maintaining relative humidity between 35-50% year round.

GROUNDS MAINTENANCE

Summer

- Grass shall be cut based on weather according to the schedule established by the Grounds Supervisor.
- Athletic fields shall be over-seeded and re-sodded as necessary.
- Grass shall be irrigated as necessary based on weather.
- Playgrounds and outdoor bleachers shall be inspected annually for general condition of components and tightness of connections. Every two years bleachers must be inspected by a licensed engineer, architect, or individual certified by the manufacturer as required by the Life Safety Code.
- Asphalt surfaces shall be sealed every five years.
- Running tracks and tennis courts shall be sealed every five years.

Fall

1. Grass cutting shall continue until the growing season has ended.
2. Fall athletic fields shall be marked prior to the first competition and as necessary thereafter.
3. Leaves shall be raked and removed weekly.
4. Trash shall be picked up and trash containers emptied after every event.

Winter

1. Snow and ice shall be removed from entry ways and sidewalks at least 30 minutes prior to the start of school for the day.
2. Sidewalks and entry ways shall be sanded as necessary.
3. When snow continues to fall after the start of the school day, the main entrance shall be cleared hourly. Other entrances and sidewalks shall be cleared at least every two hours.
4. The snow plowing contractor shall clear all parking lots and driveways at least one hour prior to the start of school. A decision to plow once school has started shall be made by the Grounds Supervisor in cooperation with the School Principal. Maintenance staff shall assist in coordinating the movement of vehicles as necessary.

Spring

1. All grass surfaces shall be raked as soon as weather conditions allow.
2. All storms drains and culverts shall be cleared of debris.
3. Mulch shall be placed around planted shrubs.
4. Pesticides shall be applied as directed by the Grounds Supervisor.
5. Spring athletic fields shall be marked prior to the first competition and as necessary thereafter.
6. Trash shall be picked up and trash containers emptied after every event.

Playground and Bleacher Maintenance

The purpose of the playground and bleacher inspection is to identify and correct problems with the impact material and to ensure safety and operation of play equipment. Two types of inspections will be utilized.

1. Routine (Daily)
2. Periodic (Weekly during heavy use periods, Bi-weekly during light use periods)

Routine inspections are conducted on a daily basis and typically can be by the technician responsible for taking care of the school grounds or PE Teacher that is using the facility. When conducting a routine inspection, the playground should first be inspected for any obvious hazards such as:

1. Vandalism to equipment
2. Broken glass, trash, and animal feces.
3. The need for raking surfacing material back under the fall zones of play equipment.
4. Sweeping walkways of free of debris and loose surfacing that might create a slippery condition.

If any of the above items are found they should be cleaned up, removed or reported immediately before playground is put in use.

Periodic inspections shall be done weekly during heavy use periods and bi-weekly or monthly during light use periods. Periodic inspections are more in depth and will require more time than a routine inspection. The following items shall be inspected on each playground and set of bleachers at the facility:

1. Any vandalism noted in the area. (Broken equipment, glass, trash, etc.)
2. Inspect all equipment for exposed screws or bolts, protruding end bolts, and loose or missing hardware.
3. Inspect all equipment for rust, chipping paint, sharp edges, splinters or rough surfaces, and excessive wear.
4. Inspect all equipment to ensure no components are missing.
5. Inspect all structures to ensure it has not shifted or bent.
6. Inspect all swing and chain climbers for any kinks, twists, open “S” hooks, or broken links.
7. Inspect platforms and stairway guardrails to determine if they are secure.
8. Inspect all swing seats for missing components, cracks, or cuts.
9. Inspect the surfacing material for adequate depth (minimum 12”) and coverage under equipment.
10. Inspect playground surface for any tripping hazards such as rocks, roots, and exposed concrete footers.
11. Inspect playground borders and landscaping for deterioration.
12. Inspect landscaping in and around the playground environment, such as low hanging branches (less than 7’) signs, bushes or trees that may cause eye injuries or limit the vision of users, supervisors.
13. Inspect physical barriers such as fencing for damage.

Any component determined to be unsafe or other identified safety concern must be corrected as soon as possible. If for some reason the problem cannot be corrected immediately, then whatever measures necessary should be taken to render the equipment safe or unusable until other measures can be taken. Do not fix with inferior or temporary parts/devices. Use only approved hardware or parts for that particular piece of equipment. Immediately upon notice of a problem or safety concern with any playground area or bleachers:

1. Remove broken piece of equipment if possible. Rope or fence off structure. Have a technician stand guard over equipment or area until proper person is notified.
2. Report Hazardous conditions to the principal and director of maintenance.
3. Create a work order and report hazardous conditions to arrange for repair/ removal of equipment.
4. Maintain watch, barrier, and signage until equipment is removed or repaired and deemed safe again.

INTEGRATED PEST MANAGEMENT

1. Prevention of pest population.
2. Application of pesticides only as needed.
3. Selecting the least hazardous pesticides effective for control of targeted pests.
4. Precision targeting of pesticides to areas not accessible to students/staff.

What is IPM?

Integrated pest management (IPM) is a decision-making process following a set of detailed procedures describing how particular pest problems will be avoided or managed. Such pest management tactics may involve the activities of all users of a school facility- teachers, students, administration, and parents- not just staff responsible for pest management. How a school is used has great bearing on the types of pest problems which may occur. Integrated Pest Management (IPM) maintains a high standard of pest control while reducing reliance on pesticides. IPM is:

1. Monitoring pests to detect problems early;
2. Acting against pests only when necessary;
3. Choosing the most effective control option with the least risk to people and the environment; and
4. Applying our growing knowledge about pests to create long-term, low-risk solutions.
5. Routine pesticide applications, made on a regular calendar-based schedule, are not part of IPM. Allowing pests to flourish, increasing health risks to building occupants and others, is also not part of IPM.

IPM Policy

Pest management practices will be based on the following principles:

1. Whenever possible, prevention of pests will be the primary strategy to hinder their establishment and reduce the need for pesticide use.

2. Knowledge of the pest's identity, biology and life cycle will establish the basis for selection of appropriate management strategies.
3. Monitoring of pest numbers and record-keeping will be used to identify pests and sites requiring management action.
4. Management strategies will be selected after consideration of the full variety of available options. Strategies will include all practical structural, nonchemical and biological management measures. Chemical measures will be utilized only as a last resort, when other methods fail.
5. When necessary, monitoring results will be used objectively to determine action thresholds (the defined level of unacceptable numbers of a particular pest) at which least toxic controls will be employed.
6. Educational activities will be conducted to enhance the cooperation and understanding among staff, students and the public.

About KEY PESTS

A key pest is one that is usually encountered at unacceptable levels at least once each school year. Geographic region and climate; surrounding landscape features; and type of construction, age and condition of school buildings influence which pests become key pests for your school. Typical key pests in and around school buildings include ants, birds, cockroaches, head lice, yellow jackets and rodents. Typical pests on grounds are weeds and crabgrass. Routine or regularly scheduled pesticide applications can mask key pests, which may not become apparent for some time after routine pesticide applications have been stopped. For key pests, it makes sense to plan ahead and determine which inspection and monitoring procedures will be used to detect problems early, and how many pests or how much pest damage can be tolerated before action must be taken. Levels of weed tolerance and standards for turf maintenance are included in the IPM plan.

Key pests include:

1. Ants
2. Flies
3. Mice
4. Bees, wasps and yellow jackets
5. Cockroaches (prevention only)
6. Head lice
7. Weeds, crabgrass

Building Pest & Pesticide Risk Management

1. **Pesticide applicators:** All pesticide applications are made by a person licensed and/or certified by the state to apply pesticides in commercial facilities, except that an unlicensed custodian is authorized to apply wasp and hornet and ant treatments in emergency situations. Licensed persons include district and PCO staff.
2. **Pesticide applications** are made only after detection of a verifiable pest problem and accurate identification of the pest. Applications are not made on a routine or regularly scheduled basis (e.g., weekly, monthly applications are not made).
3. **Pest contamination:** Food that has come in direct contact with pests (e.g., ants, cockroaches, mice) is considered contaminated and is disposed of. 4. **Baits:** Chemical baits, if used (e.g., for ants, cockroaches, rodents), are placed in a locked, distinctively marked, tamper-resistant container designed specifically for holding baits and constructed of metal, plastic or wood. Bait containers are securely attached to floors, walls, etc. such that the container cannot be picked up and moved. Baits must always be placed in the baffle protected feeding chamber of the container and not in the runway. Paraffinized or weatherproof baits are used in wet areas. All bait use is in areas inaccessible or off-limits to children, staff or public.

IPM for Grounds: Inspection & Pest & Pesticide Risk Management

1. **IPM Plan:** A written IPM Plan is prepared that includes a schedule for comprehensive inspection and monitoring of school grounds; schedule for areas requiring more frequent inspection/monitoring (e.g., athletic fields); and a list of key pests and action thresholds for each key pest.
2. **Turf and landscape maintenance:** The IPM plan divides turf and landscape areas by basic level of use (i.e., athletic fields vs. lawns, highly visible landscape areas vs. less visible areas). Monitoring schedules and action thresholds are appropriate to each level**.** Turf will be maintained at levels I (high maintenance) to IV (low maintenance), according to use patterns and visibility, as specified in the Turf Maintenance chart.
3. **Inspection:** A comprehensive inspection of all school grounds is conducted by the district ground supervisor and head custodian at least annually to monitor turf quality, health of landscape plants, and other potential problems.
4. **Pesticide applicators:** All pesticide applications are made by a person licensed and/or certified by the state to apply pesticides in commercial settings. This includes contracted PCO or district grounds staff. Unlicensed custodial staff may use and wasp and hornet treatment in emergency situations only**.**
5. **Pesticide applications** are made only after detection of a verifiable pest problem and accurate identification of the pest. Applications are not made on a routine or regularly scheduled basis (e.g., weekly, monthly applications).
6. All **pesticide application equipment** is calibrated at the start of each growing season. Calibration records are dated and maintained with spray records. All pesticide application equipment is re-calibrated at mid-season.
7. **Pesticide and fertilizers are loaded** into application equipment over a hard surface where spills can be promptly and thoroughly cleaned up, without danger of spill runoff or leaching into soil.
8. **Baits:** Chemical baits, if used (e.g., for voles, moles, etc.), are placed in a locked, distinctively marked, tamper-resistant container designed specifically for holding baits and constructed of metal, plastic or wood. Bait containers are securely attached to immovable objects such that the container cannot be picked up and moved. Baits must always be placed in the baffle-protected feeding chamber of the container and not in the runway. Parafinized or weatherproof baits are used in

wet areas. All bait use is in areas inaccessible or off-limits to children (e.g., placed underground in pest nests or on building roofs).

9. **Mapping of baits and traps:** If baits or traps of any kind are used, a map of each area where baits or traps are located is prepared, numbering each bait station or trap, and entering the location of each numbered station or trap on the map. Bait stations or traps are marked with appropriate warning language.
10. **Spot pesticide applications** limited to affected areas, plants or plant parts are made in place of an entire management unit, group of plants or entire plant, respectively (e.g., one corner of a lawn is treated for grubs instead of treating the entire lawn, or one shrub or portion of a shrub is treated instead of treating all like-shrubs or the entire shrub).
11. When **effective control can be achieved at reduced rates**, pesticide applications are made at less of the full-labeled rate.
12. **Use of colorant:** Where appropriate (e.g., herbicide applications), a colorant is used to mark the treated area. (Optional)**.**
13. **Reduced-Risk or Least-Risk Options** are the only controls used.
14. **Landscape plants:**
    a. Pest Manager can correctly identify the landscape plants present on school grounds.
    b. Landscape plants are scouted at least monthly during the growing season for conditions requiring action, including damaged, diseased or dead limbs; soil erosion and compaction; and insect, disease and weed pests and damage. A regular pattern is used to ensure that all plantings are scouted. Scouting results are noted in writing and these records are maintained for at least three years.
15. **Soil testing:** Soil in landscape plantings is tested at least every five years for nitrogen, phosphorus, potassium and pH. Fertilizers and other soil amendments are applied according to soil and/or plant foliage test results, not on a routine or regularly scheduled basis.
16. **Soil compaction is monitored** regularly and problem areas corrected.
17. **Irrigation** of established plants is scheduled according to soil moisture and anticipated weather, and not on a routine or regularly scheduled basis.
18. **Renovation:**
    a. When renovating, adding new plants or establishing new landscape areas, plant species are selected to address site-specific growing conditions (e.g., tolerance to key pests, pH levels, soil type, light levels, hardiness zone, annual rainfall, etc.). Plant spacing is adequate to ensure adequate light, nutrients and water.
    b. When renovating, changes in grade or drainage around established trees is avoided.
    c. Key plants in the landscape are removed and replaced with plants less susceptible to pest problems.
    d. Native species are used, when possible.
19. **Mulching:** Trees, shrubs and perennial beds are mulched to conserve soil moisture, improve organic matter, and reduce compaction and moderate soil temperature.

PREVENTIVE MAINTENANCE

The focus of the district's maintenance program shall be on preventive maintenance. Every part of the facility shall be inspected according to the following schedules. Mechanical equipment shall be serviced according to the instructions from the manufacturer. Filters shall be changed and equipment shall be adjusted and lubricated according to the appropriate operations and maintenance instructions.

Servicing and adjustments shall be done during inspections unless parts need to be ordered. In the event parts are to be ordered, the person conducting the preventive maintenance inspection shall complete and submit a work order for parts and any necessary work that was not completed at the time of the inspection.

Deferred maintenance shall be avoided unless time, facility use, or funding prevents immediate completion of necessary maintenance or repairs. All deferred work orders shall be reviewed monthly and completed at the earliest possible time. Every effort will be made to eliminate all remaining deferred maintenance work orders during the summer months so that no deferred maintenance will remain at the beginning of every school year.

Every six months the Maintenance Supervisor shall review the work order log for the previous 24 months to identify trends and equipment that fails or requires adjustment more frequently than the manufacturer's recommended maintenance schedule or more frequently than other equipment of the same type. Special attention will be given to equipment under warranty.

Equipment identified as requiring an unexpected level of attention will be considered for replacement at the earliest opportunity. If appropriate, technical assistance shall be requested from the manufacturer.

Every two weeks. Inspect the following items. Adjust as appropriate. Repair immediately or complete work order for future repairs.

Automatic Doors

All automatic doors will be inspected biweekly. These include automatic vehicular gates, doors with ADA controls, and overhead doors in delivery areas and shops. Routine maintenance is the best method to ensure operational integrity.

Inspection Item:	Signature:	Date:
Nut, bolt, and fastener conditions		
Operating devices (motors), pneumatic powering		

- Cleanliness		
- Lubrication		
- Overall appearance for damage or vandalism		
Overall operation		
Weatherproofing/caulking condition		
Lubrication of guides, hinges, and locks		
Roller Alignment		
Glazing Integrity		
Hinge Conditions		
Lock conditions and security		
Alignment		
- Plumb		
- Building settlement		
- Straightness of guides		
Overall condition for deficiencies such as water intrusion and corrosion		

Lighting: Exterior and Interior

All lighting systems will be inspected biweekly. Extreme care must be taken to identify and correct deficiencies.

This checklist will be applied to the following lighting systems:

- Building exterior
- Pedestrian
- Parking area
- Field and sports areas
- Building interior (classrooms, common areas, offices, hallways, exits, etc.)
- Emergency

Various fixture and lamp types are used according to area needs, including fluorescent, incandescent, high intensity discharge (HID), mercury vapor, metal halide and arcs, or high pressure sodium (HPS). It is important to fully wash, rather than dry-wipe, exterior surfaces to reclaim light and prevent further deterioration. Illumination will be maintained according to the Illuminating Engineering Society's recommended levels.

Inspection Item:	Signature:	Date:
Cleanliness		

Glassware conditions		
Diffusing louver conditions		
Fixture support conditions		
Stanchion conditions		
Luminary conditions		

Wire conditions		
Ballast conditions		
Timers/sensor function (make seasonal adjustments)		
Junction box and cover conditions		
Switch conditions		
Outlet and cord conditions (if applicable)		
Protective caging conditions (if applicable)		

Security Systems

Bi-weekly preventive maintenance of security systems is critical for occupant safety.

Preventive Maintenance Item:	Signature:	Date:
Portable Radios		
- Charge		
- Battery efficiency		
- Function		
- Possession by authorized users		
- Battery chargers		
- Overall condition		
- Spare batteries		

Surveillance cameras and monitors		
- Function		
- Fixture integrity		
- Mounting condition/stability		
- Location accuracy		
- General console condition		
- Power source continuity		
- Overall condition		
- Function		

Monthly. Inspect the following items. Adjust as appropriate. Repair immediately or complete work order for future repairs.

Alarm Systems

The following checklist covers automated smoke and burglar alarm systems throughout the school. Preventive maintenance consists of validating that all equipment is present and functional on a monthly basis. Only certified professionals shall make repairs or adjustments to alarm systems. Maintenance staff will accompany professionals during statutory inspections.

Inspection Item:	Signature:	Date:
Smoke Detectors		
Operation: (Procedure: Use UL-approved smoke alarm tester in aerosol can. One spray will activate both photo electric and ionization detectors.)		
- Battery efficiency		
- Hard wire connections		
- Housing condition		
- Overall condition		

Inspection Item:	Signature:	Date:
Intruder alarm system		
Note: Many systems are self-tested on a daily basis. Manufacturer's instructions should be followed at all times.		

Quarterly

Fire Suppression System Testing

The fire sprinkler system shall comply with the requirements of the National Fire Protection Association (NFPA) *Fire Protection Handbook* (NFPA 72, *National Fire Alarm Code*).

Preventive maintenance in this area consists of validating that all equipment is present and functional on a monthly basis. Only certified professionals should make repairs or adjustments to sprinkler systems. Maintenance personnel must be familiar with the testing procedures.

Preventive Maintenance Item:	Signature:	Date:
Fire Department connection		
- Inlet cap conditions		
- Couplet conditions		
- Gasket conditions		
- Clipper valve conditions		
Control valve conditions		
Riser conditions		
Gauge conditions		
- System pressure		
- Supply pressure		
Sprinkler conditions and performance		
Gravity condition and function		
Suction tank condition and function		
Reservoir supply		
Pressure tank supply		
Overall condition for signs of obstructions		

Doors and Windows

Inspect all doors and windows for general condition and operability. Adjust and repair as necessary.

Inspection Item:	Signature:	Date:
Windows		
- Pane conditions		
- Screen conditions		
- Storm window conditions		
- Lock operation		
- Frame alignment and conditions		
- Security		

- Weather sealing condition		
- Paint or surface conditions		

- Blind function and conditions		
- Hardware conditions and lubrication		
- Overall condition		

Inspection Item:	Signature:	Date:
Doors and hardware		
- Automatic closure operation. Must open with no more than 5 pounds of force pulling or pushing.		
- Lock operation		
- Hardware conditions and lubrication		
- Weather sealing condition		
- Paint or surface conditions		
- Frame alignment and conditions		
- Door stop placement and stability		
- Alarm system operation		
- Overall condition		

Gas Connections

The following check shall be performed monthly for all gas connections and main valves throughout the facility. The gas company should be contacted if:

- There is an odor of gas anywhere at any time, or
- Valves cannot be turned off or appear to be rusted or damaged, or
- For minor repairs if maintenance personnel do not have adequate training or tools.

When gas is detected by odor, building occupants should immediately evacuate, and the gas company and fire department should be contacted.

Inspection Item:	Signature:	Date:
Possible undetected leakage: Visually check – Do not open and close valves		
Operation Procedure: Perform a bubble test with soap and water, or use a handheld combustible gas detector (of professional quality).		

Restrooms

The following checklist shall be applied monthly to all restrooms within the school facility.

Inspection Item:	Signature:	Date:
Fire Safety		
- Electrical outlet load		
- Positioning of paper/flammable materials away from heat sources		
- Accessible route		
- Visible exit		
ADA accessibility		
- Accessible toilet stalls with wheelchair turning radius		
- Accessible sinks		
- Accessible mirror		
- Hand rail stability and condition		
- Special features function such as “help” mechanisms and automated systems		
- Overall condition		
Plumbing		
- Inspect all component conditions for deficiencies such as leakage, corrosion, and failure potential		
Sinks and hardware		
- Faucet function and hardware conditions		
- Drain function		
- Water flow/pressure		
- Overall condition		
Urinals		
- Water flow/pressure		
- Cap and part conditions		
- Overall condition		
Toilets		
- Water flow/pressure		
- Cap and part conditions		
- Seat support conditions		
- Overall condition		
Dispenser operation and conditions (soap, paper towels, etc.)		
Partitions		

- Stability		
- Surface conditions for deficiencies such as sharp or worn areas or vandalism		
- Part conditions		
- Security		
- Overall condition		
Trash receptacles		
- Sanitation conditions		
- Stability		
- Overall condition		
Mirrors		
- Cleanliness		
- Overall condition for deficiencies such as cracks, sharp edges, or vandalism		
Overall cleanliness		
Overall privacy		
Overall appearance for damage and vandalism such as graffiti		
Fire extinguishers (See also annual inspection of Fire Extinguishers)		
- Tag currency		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		

Offices

Check the following once per month.

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of paper/flammable materials away from heat sources		
- Accessible route		
Visible exit		
Emergency control panels		
- Operation		
- Part conditions		
- Overall condition		

Floor condition for deficiencies such as excessive wear, tears, stains, and tripping hazards		
Walls/ceiling condition		
Furniture: desks, chairs, tables, and shelves		
- Stability		
- Surface conditions for deficiencies such as sharp or rough edges or protruding hardware		
- Lubrication of hardware		
- Overall condition		
File cabinets		
- Stability		
- Lock function		
- Overall condition		
Stationary partitions		
- Stability		
- Surface conditions for deficiencies such as sharp or worn areas and vandalism		
- Overall condition		
PA system		
- Operation		
- Overall condition		
Alarm system for student records (if applicable)		
- Operation		
- Power source stability and continuity		
- Overall condition		
Fire extinguishers (See also annual inspection of Fire Extinguishers)		
- Charge		
- Tag currency		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		

Kitchen and Dining Areas

School kitchens and dining areas contain many pieces of equipment that can jeopardize life safety if preventive maintenance is neglected. The following monthly checklist includes common cooking equipment and dining furniture. Preventive maintenance for general features including **Lighting**, **Alarm Systems**, **Fire Extinguishers**, **Doors and Windows**, and **HVAC Systems** also applies to this area. Refer to the corresponding

checklists.

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of paper/flammable materials away from heat sources		
- Accessible route		
- Emergency exit visibility		
Equipment (Note: When checking kitchen equipment, first consult operating or area personnel for any deficiencies. For each item, check overall condition, switches, timers, piping and valves for leaks, wiring, pilots, doors, gaskets, and belts, where applicable. Always follow manufacturers' guidelines.)		
- Beverage dispenser		
- Broiler		
- Cooker		
- Dishwasher		
- Drink cooler		
- Food slicer or chopper		
- Freezer		
- Fryer		
- Garbage disposal		
- Grill		
- Ice machine		
- Mixer		
- Oven		
- Refrigerator		
- Steamer		
- Toaster		
Gas connections (See Gas Connections checklist)		
Floor condition for deficiencies such as excessive wear, stains, and tripping hazards		
Exhaust system		
- Hood function and condition		
- Grease trap function and condition		
- Filter condition		
- Exhaust duct condition		
- Fan function and condition		

- Supply duct condition (if applicable)		
Furniture: counters, tables, benches, and chairs		
- Stability		
- Surface condition for deficiencies such as rough areas or protruding hardware		
- Overall condition		
Fire extinguishers (See also annual inspection of Fire Extinguishers)		
- Charge		
- Tag currency		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		

Classrooms

Classrooms comprise the bulk of the rooms in a school facility. While their usage can vary and require special equipment, such as in laboratory or shop classrooms, their basic components are similar. Classrooms have, in recent years, grown to accommodate audiovisual, computer, and collaborative learning equipment. Many classrooms have moveable partitions to allow the room to be more functional. All of these elements create a need for more intensive maintenance and greater diligence during the monthly PM process.

Classrooms with special uses may have additional equipment that needs to be inspected and maintained. Examples include laboratory, art, wood and automotive shop, and culinary classrooms. Career-technical centers will have additional space and equipment requirements. Maintenance personnel should clarify preventive maintenance duties with instructors and administrators. Some equipment procedures may include a check of gas valve security, ventilation systems, and special storage areas in laboratories. Art classrooms may require inspections of kilns, pottery wheels, and easels, for example. Staff should check with administration regarding off-hours use of these areas and equipment, which may limit their availability for maintenance procedures. PM for **Gas Connections**, **Lighting**, **Alarm Systems**, **Fire Extinguishers**, **Doors and Windows**, and **HVAC Systems** also applies to classroom areas. Refer to the corresponding checklists.

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of paper/flammable materials away from heat sources		
- Accessible route		
- Emergency exit visibility		

Furniture: desks, chairs, tables, and shelves		
- Surface conditions for deficiencies such as excess wear, rough areas, or protruding hardware		
- Part conditions		
- Cleanliness		
- Stability		
- Overall condition		
Blackboard/marker board		
- Mounting condition/stability		
- Overall appearance		
- Cleaning capability		
- Overall condition		
Audio/visual equipment		
- Overhead equipment condition and stability		
- Housing condition		
- Electrical service condition		
- Part conditions		
- Screen operation and condition		
- Speaker system operation		
- Electrical cord and outlet conditions		
- Overall condition		
Computer system/Work stations		
- Electrical integrity/surge protector conditions		
- Equipment condition		
- Cleanliness		
- Overall operation		
- Work station and member parts function		
- Overall condition		
Partitions		
- Lubrication		
- Stability		
- Overall condition for deficiencies such as excessive wear, vandalism, improper function, or broken/missing parts		
Flooring		
- Surface condition for deficiencies such as excessive wear, stains, tears, and tripping hazards		
Plumbing systems (if applicable)		

- Sink conditions and drainage		
- Overall condition for deficiencies such as leaks, corrosion, or failure potential		
Timer function (if applicable)		
Trash receptacles		
- Location		
- Cleanliness		
- Overall condition		
Inter-class speaker system operation		
Clock function		
Closets/storage areas		
- Door/lock operation		
- Appearance, interior and exterior		
- Overall condition for debris and safety hazards		
Wall map function and general condition		
Panic button/security operation		
Fire extinguishers (See also annual inspection of Fire Extinguishers)		
- Tag currency		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		

Library

K-12 schools employ a library/media center as a central information resource for students, faculty, and staff. In addition to books and periodicals, this area may house videotapes, cassettes, CDs, computers, closed circuit TV programming and production areas, cameras, and projection equipment. Monthly attention to its overall maintenance needs is critical. Preventive maintenance for general features including **Lighting**, **Alarm Systems**, **Fire Extinguishers**, **Doors and Windows**, and **HVAC Systems** also applies to this area. Refer to the corresponding checklists.

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of paper/flammable materials away from heat sources		
- Accessible route		
- Emergency exit visibility		

Furniture: tables, chairs, and other seating		
- Surface conditions for deficiencies such as rough areas, excess wear, or protruding hardware		
- Cleanliness		
- Stability		
- Part conditions		
- Overall condition		
Shelving		
- Structural alignment		
- Overall appearance		
- Stability		
- Overall condition		
Bulletin board		
- Mounting condition/stability		
- General appearance		
- Overall condition		
Audio/visual and micro-fiche equipment		
- Housing condition		
- Electrical service condition		
- Part conditions		
- Screen function and condition		
- Speaker system operation		
- Electrical cord and outlet conditions		
- Overall condition		
Partitions		
- Lubrication		
- Stability		
- Mechanical function, if operable		
- Overall condition for deficiencies such as excessive wear, vandalism, improper function, or broken/missing parts		
Floors		
- Surface integrity		
- Overall condition for deficiencies such as excessive wear, stains, tears, and tripping hazards		
Signage (See also Signage checklist)		
- Cleanliness		
- Visibility		
- General appearance		

- Message currency		
- Overall condition		
Walls/ceiling		
- Structural integrity		
- Paint condition		
- Plaster/drywall condition		
- Molding condition		
- Overall condition		
Inter-class speaker system operation		
Clock operation		
Closets/storage areas		
- Door/lock operation		
- Appearance, interior and exterior		
- Overall condition for debris and safety hazards		
Wall map condition		
Turnstiles		
- Lubrication		
- Operation		
- Edge conditions		
- Integrity of member pieces		
- Overall condition		
File systems		
- Overall function		
- Lubrication		
- Overall condition		
Librarian consoles (including desks, chairs, partitions, and counters)		
- Operation		
- Surface condition for deficiencies such as excessive wear, rough areas, or protruding hardware		
- Part conditions		
- Overall condition		
Security system (See also Alarm Systems checklist		
- Overall operation		
- Speaker/communication system function		
- Hardware conditions		
- Cameras/video operation		
- Panic button operation		

- Alarm operation		
- Light operation and conditions		
- Overall condition		
Computer systems, modules		
- Electrical integrity (including surge protectors)		
- Equipment completeness		
- Cleanliness		
- Operation		
- Work station function		
- Overall condition		
Fire extinguishers (See also annual inspection of Fire Extinguishers)		
- Charge		
- Tag currency		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		

Auditorium

Auditoriums are a focal point in school facilities, as they are areas that service a great number of students, faculty, parents, and community members. Auditoriums must comply with ADA accessibility standards, including those for seating, sight lines, fire egress, and listening systems. These areas are often open for access both during school and after hours, often late into the night. With such use comes wear and abuse. Monthly preventive maintenance serves a vital role in promoting and sustaining the life of this important school asset. Preventive maintenance for general features including **Lighting**, **Alarm Systems**, **Fire Extinguishers**, **Doors and Windows**, and **HVAC Systems** also applies to this area. Refer to the corresponding checklists.

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of flammable materials away from heat sources		
- Accessible route		
- Evacuation plan visibility		
Seating		
- Surface conditions for deficiencies such as tears, blemishes, and excessive ear		

- Track alignment		
- Lubrication of chair mechanisms		
- Stability		
- Overall integrity		
- Upholstery condition		
- Passageway clearance and markings		
- Folding arm conditions		
- Floor mounting conditions		
- Risers		
o Overall condition for tripping hazards		
o Lighting function and conditions		
o Safety tread conditions		
o Overall condition		
Message boards/marquees		
- Stability of mountings		
- Overall appearance		
- Lighting condition		
- Cleanliness		
- Glass condition		
- Lettering condition		
- Overall condition		
Stage		
- Overall condition for deficiencies such as excessive wear, stains, and tripping hazards		
Curtains		
- Cleanliness		
- Alignment		
- Function		
- Pulley, weight, counterweight, and hoist conditions		
- Cable/rope conditions		
- Electrical connection conditions		
- Lubrication		
- General safety conditions		
- Current certifications from authorized agents		
- Overall condition for deficiencies such as tears, tripping hazards, and missing parts		
Costume rooms		

- Cleanliness		
- Overall condition for deficiencies such as excessive wear and safety hazards		
Floor		
- Surface condition for deficiencies such as excessive wear, stains, and tripping hazards		
Area lighting		
- Bulb conditions		
- Switch conditions		
- Guard conditions		
- Fixture conditions and stability		
- Overall condition		
Stage lighting		
- Overall operation		
- Cleanliness of lenses		
- Apparatus stability and movement per design		
- Dimmer circuit operation		
- Light circuit quantities and distribution		
- Electrical feed conditions		
- Control console operation		
- Patch panel operation		
- Transfer panel operation		
- Marquee lighting operation		
- Follow spot operation		
- Lighting fixtures cleanliness and operation		
- Connector strip conditions		
- Box boom conditions		
- Cove, beam, slot, and truss conditions		
- Control booth overall condition		
- Dimmer room overall condition		
- Boom, ladder, torm, and tormentor locations and conditions		
- Pipe, batten, and electric locations and operation		
Catwalks		
- Overall structural stability		
- Railing stability		
- Walkway stability		
- Overall condition for deficiencies such as		

tripping hazards, impediments, and electrical contact		
Staging equipment		
- Member integrity		
- Wheel conditions		
- Overall function as intended		
- Overall condition		
Sound system		
- Operation		
- Part conditions		
- Overall condition		
Trash receptacles		
- Location		
- Overall condition		
Walls/ceiling		
- Paint condition		
- Plaster/drywall conditions		
- Acoustical material conditions		
- Overall condition		
Clock operation		
Closets/storage areas		
- Door/lock operation		
- Overall appearance, interior and exterior		
- Overall condition for debris and safety hazards		
Lobby/entrance area		
- Accessibility		
- Overall condition		
Refreshment stand/area (if applicable)		
- Cleanliness		
- Appliance operation and cleanliness		
- Utility connection conditions (check for gas leaks)		
- Table/chair conditions and stability		
- Roll top door operation		
- Floor conditions		
- Wall and ceiling conditions		
- Grease trap cleanliness		
- Vent cleanliness		
- Overall condition		
Signage (See also Signage checklist)		

- Cleanliness		
- Currency of message		
- General appearance		
- Overall condition		
Emergency exit visibility and lighting conditions		
Fire extinguishers (See also annual checklist for Fire Extinguishers)		
- Charge		
- Tag currency		
o Placement in correct proximity to potential hazards per code (e.g. lighting/curtain areas)		
- Housing condition		
- Hose condition		
- Overall condition		

Gymnasium

The gymnasium is a multi-venue event center where heavy traffic can have a dramatic impact on the life expectancy of the equipment and area. With such extreme use, monthly preventive maintenance is critical. The Life Safety Code requires an annual inspection of bleachers by the school staff and a biennial inspection by a licensed engineer, architect, or individual certified by the manufacturer. *(Preventive maintenance for general features including **Lighting**, **Alarms Systems**, **Fire Extinguishers**, **Doors and Windows**, and **HVAC Systems** also applies to this area. Refer to the corresponding checklists. Also see **Locker Room** checklist.)*

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of flammable materials away from heat sources		
- Accessible route		
- Emergency exit visibility		
Seating		
- Surface conditions for deficiencies such as excessive wear, rough areas, or protruding hardware		
- Track alignment		
- Overall stability		
- Overall integrity		
- Railing conditions (per code requirements)		

- Lubrication		
- Passageway clearance and markings		
- Overall condition		
Floors and mats		
- Surface integrity		
- Overall condition for deficiencies such as excessive wear, stains, tears, and tripping hazards		
Walls/ceiling		
- Paint condition		
- Plaster/drywall condition		
- Overall condition		
Bell system operation		
Scoreboard		
- Operation (audio and visual)		
- Bulb conditions		
- Overall condition		
Sound/speaker system		
- Operation		
- Clarity		
Lighting fixture protection conditions		
Gymnastic equipment		
- Positioning		
- Member integrity		
- Bar/rope conditions		
- Overall condition		
Team/coaches' benches		
- Stability		
- Condition of surfaces for deficiencies such as excessive wear, rough areas, or protruding hardware		
- Cleanliness		
- Positioning		
- Overall condition		
Staging equipment		
- Member integrity		
- Wheel conditions		
- Edge conditions		
- Overall condition		
Signage (See also Signage checklist)		
- Currency of message		

- Location		
- Overall condition		
Fire extinguishers (See also annual checklist for Fire Extinguishers)		
- Charge		
- Tag currency		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		
Trash receptacles		
- Location		
- Overall condition		
Clock operation		
Closets/equipment storage area		
- Door/lock operation		
- Appearance, interior and exterior		
- Overall condition for debris and safety hazards		
Refreshment stand/area (if applicable)		
- Cleanliness		
- Appliance operation and condition (See also Kitchen and Dining Areas checklist)		
- Utility connections (check for gas leaks) *(See also Gas Connections checklist)*		
- Furniture condition and cleanliness		
- Floor condition and cleanliness		
- Wall and ceiling conditions and cleanliness		
- Vent and trap cleanliness		
- Overall condition		

Monthly

Locker Rooms

The following monthly checklist applies to locker areas that house individual student lockers, as well as those that function as part of gymnasium areas that feature sport equipment, sport lockers, showers, and changing areas. *(Preventive maintenance for general features including **Restrooms**, **Lighting**, **Alarm Systems**, **Fire Extinguishers**, **Doors and Windows**, and **HVAC Systems** also applies to this area. Refer to the corresponding checklists.)*

Inspection Item:	Signature:	Date:
Fire safety		
- Electrical outlet load		
- Positioning of flammable materials away from heat sources		
- Accessible route		
- Emergency exit visibility		
Benches		
- Surface conditions for deficiencies such as excessive wear, rough areas, or protruding hardware		
- Stability		
- Overall condition		
Exercise/weight equipment		
- Bolt conditions		
- Fastener conditions		
- Cable conditions		
- Electrical connection conditions		
- Pad conditions		
- Runner conditions		
- Overall condition		
Bulletin board		
- Mounting condition/stability		
- Overall appearance		
- Overall condition		
Floors		
- Surface integrity		
- Overall condition for deficiencies such as excessive wear, stains, tears, and tripping hazards		
Lockers		
- Lock operation		
- Hinge conditions		
- Paint condition		
- Shelf stability and condition		
- Overall appearance		
- Overall condition of lockers (group appearance)		
Plumbing (See also Restrooms checklist)		
- Connection conditions for deficiencies such as leaks, corrosion, and failure potential		

- Overall appearance		
- Overall condition		
Showers		
- Fixture conditions		
- Surface/tile conditions		
- Overall condition		
Whirlpool function (if applicable)		
Sinks and faucets		
- Drainage function		
- Hardware conditions		
- Overall condition		
Timer function (if applicable)		
Trash receptacles		
- Location		
- Overall condition		
Walls/ceiling		
- Paint condition		
- Plaster/drywall condition		
- Ceramic tile condition		
- Overall condition		
Signage (See also Signage checklist)		
- Cleanliness		
- Message currency		
- General appearance		
- Overall condition		
Fire extinguishers (See also annual checklist for Fire Extinguishers)		
- Tag currency		
- Charge		
- Placement in correct proximity to potential hazards per code		
- Housing condition		
- Hose condition		
- Overall condition		

Monthly

Landscape

Due to the comprehensive nature of preventive maintenance, select critical areas within the landscape domain should be inspected monthly. Note: Make sure the actual number of drains and their locations correspond with those shown on the "as built" drawings. *(The **Irrigation Controllers** checklist also applies to this area.)*

Inspection Item:	Signature:	Date:
Drains		
- Proper water flow		
- Piping conditions		
- Cover conditions		
- Overall condition for obstructions		
Vegetation conditions for deficiencies such as root systems near buildings and walkways, shrubs and trees near buildings and power lines, vines on buildings (except as designed), and overgrown shrubs		
Irrigation systems (See also annual Irrigation Controllers checklist)		
- Sprinkler head operation and direction of water flow		
- Piping integrity		
- Runoff conditions		
Overall appearance		

Monthly

Asphalt

Asphalt surfaces at school facilities receive extensive wear and tear from contact with buses, cars, and pedestrians. Because such deficiencies as potholes, broken edges, and eroded areas can jeopardize life safety, it is essential for maintenance personnel to take monthly measures to promptly address and anticipate failing elements. The Americans with Disabilities Act also requires accessible parking spaces and pathways, slip-resistant surfaces, and curb cuts.

This checklist can be applied to all of the following areas.

1. Walkways
2. Parking lots
3. Driveways
4. Other athletic activity areas *(See also **Playgrounds** and **Tennis Courts**)*

Inspection Item:	Signature:	Date:
Parking bumper conditions and position		
Speed bump conditions		
Striping and pavement signage conditions		
ADA accessibility		
Signage (See also Signage checklist		
- Compliance with codes and standards		
- Message currency		

- Visibility		
- Overall condition		
Edge conditions		
Surface conditions for deficiencies such as buildup from salt, ice melting materials, motor oil, or gasoline		
Overall appearance		
Overall condition for deficiencies such as potholes, softening, erosion, weed and root encroachment, chalking, cracking, and tripping hazards		

Monthly

Signage

Signage is not only important for directing school occupants and visitors, but it is also a reflection of the facility's character. Dirty, damaged, or inaccurate signage can send the wrong message to the community by making the school as a whole appear neglected. It can also jeopardize the safety of users. Signage must comply with codes and standards, such as the ADA, and is important for alerting area users of potential hazards, recent changes, or other important messages. A critical eye is needed in the maintenance process to address and anticipate sign inadequacy. The following monthly checklist applies to wall-mounted and pole-mounted exterior signage, as well as interior signage.

Inspection Item:	Signature:	Date:
Compliance with codes and standards		
Cleanliness		
Accuracy of message		
Accuracy of lettering and numbering		
Adherence to surface or stabilizer		
Hardware conditions		
Illumination (if applicable)		
Location and visibility		
Paint condition		
Overall appearance		
Overall condition for deficiencies such as excessive wear, missing or broken parts, obstruction from view, or message inaccuracy		

Monthly (In Season)

Track and Field Areas

The following checklist refers to permanently installed equipment and materials within

track and field areas such as surfaces, bleacher/grandstand systems, goal posts (for sports such as football), water fountains, and surrounding fencing systems. Monthly preventive maintenance of these areas is crucial, as life safety can be jeopardized by something as small as a rusted fastener or missing part. *(The **Exterior Lighting** and **Fences** checklists also apply to this area.)* .

Inspection Item:	Signature:	Date:
Concrete, turf, dirt, and sand areas		
- Overall integrity		
- Overall condition for deficiencies such as tripping hazards, holes, cracks, and stray equipment		
Water fountains		
- Operation		
- Bolt, nut, and anchor conditions		
- Mounting security, if applicable		
- Cleanliness		
- Overall condition		
Bleacher systems		
- Structural stability, including railing, seating, and foundation		
- Bolt, nut, spring, and anchor conditions		
- Edge and surface conditions		
- Overall safety and code compliance		
- Overall condition for deficiencies such as rusted, missing, or broken components		
Equipment		
- Goal post stability		
- Overall integrity		
- Proper function, as intended		
- Overall safety and code compliance		
- Overall condition		
Fencing (See also semiannual Fences checklist)		
- Post stability		
- Overall condition for deficiencies such as gaps, root/weed encroachment, and failing areas		
Paint condition (of equipment, seating, etc.)		

Monthly (In Season)

Playgrounds

Playgrounds are areas of substantial liability and mandate frequent inspections and diligent maintenance. As playgrounds experience intense usage during the school day, after hours, and off-season, the wear of equipment and surfacing must be carefully monitored. Common equipment includes swing sets, climbing equipment and bars, slides, seesaws, sandboxes, merry-go-rounds, and skating areas, among other items.

Surfaced areas are of particular safety concern. Resilient surfaces, such as sand, mulch, and commercially prepared materials, shall be used beneath equipment to provide effective cushioning against falls. Child safety guidelines require a safe fall area extending around all equipment. Playground areas and equipment must be as accessible as possible to students with disabilities. Often special ramps, surfaces, and equipment height requirements may be needed. At the minimum, there must be an accessible route to and through the areas, and 50% of elevated play components must be accessible by ramp or transfer platform.

This checklist provides a general safety and maintenance protocol only, as playground areas, surfaces, and equipment vary widely. Schools should work with insurance companies for additional specific recommendations and should consult manufacturers' specifications. *(The Fences, Signage, and Asphalt checklists also apply to this area.).*

Inspection Item:	Signature:	Date:
General safety		
- Signage visibility and currency (See also monthly Signage checklist)		
- Safety/first aid equipment location near play areas		
- Fence conditions for deficiencies such as holes, weed encroachment, and trash buildup *(See also semiannual Fences checklist)*		
- Overall condition of grounds for deficiencies such as vandalism, debris buildup, trash, or tripping hazards		
Playground equipment		
- Performance as intended, as per manufacturers' specifications		
- Location of each piece of equipment (more than 30" high) at least 9' away from other items and away from curbs, rocks, or other hard surfaces		
- Stability (equipment must be securely anchored into the ground. Footings must be unexposed. Follow manufacturers' guidelines)		
- Surface conditions for deficiencies such as		

excess wear, rough or protruding edges, wood splintering, metal exposed to the sun (can cause burns), or rust		
- Hardware conditions for deficiencies such as open S-hooks, protruding bolt ends, and loose parts		
- Chain/cable conditions for integrity and durability		
- Paint conditions for deficiencies such as paint chips, cracks, chalking, or rust		
- Spring conditions for deficiencies such as improper compression, rust, or breakage		
- Lubrication of all adjacent moving parts		
- Railing stability and surface conditions		
- Drainage from surfaces (equipment should drain water properly to deter slippage)		
- Overall condition and durability for deficiencies such as excess wear, rot, rust, splintering, warping, cracking, insect infestation, or broken or missing parts		
Playground surfaces		
- Asphalt: See Asphalt checklist (Note: Asphalt surfacing should not be used under playground equipment.)		
- Concrete (Note: Concrete surfacing should not be used under playground equipment.)		
o Overall condition for deficiencies such as tripping hazards, alkali-aggregate expansion, cavitation, honeycombing, spalling, chipping, cracks, crazing, dusting, efflorescence, charred surfaces, stains, lifts, pock marks/pop-outs, scaling, slippery areas, unevenness, or voids		
- Loose material: sand, gravel, wood fiber, or shredded rubber		
o Layer depth/coverage of ground (consistent depth of at least 12") (Tip: Place depth marker nearby to ensure constant adequate depth.)		
o Boundary/containment conditions		

to ensure material stays where intended		
o Dispersion to ensure material evenly covers areas at least 6' in all directions from equipment		
o Material conditions for deficiencies such as clumping, rot, or fungus infiltration		
o Drainage		
o Overall condition for deficiencies such as foreign objects, trash, and contamination from oil, grasses, gravel, animal matter, or weeds		
- Compressed rubber matting		
o Overall integrity and durability		
o Adherence to surface		
o Overall condition for deficiencies such as excessive wear, holes, curling, tightness of seams, tears, stains, vandalism, debris buildup, or trash		
o Adjacent area conditions for objects that could harm material such as rocks, sticks, loose gravel, sand, or sprinkler overspray		
- Grass (Note: Grass should not be used under playground equipment.)		
o Overall condition for deficiencies such as overgrowth, exposed soil, excess fertilization (granules left on surface), contamination from foreign substances, rodent infestation (e.g., gopher holes), root encroachment, depressions, or other tripping hazards such as rocks, elevated sprinkler heads, hoses, field markers, exposed irrigation pipes, or base markers		
- Soil (Note: Soil should not be used under playground equipment.)		
o Overall condition for deficiencies such as eroded areas, pot holes, depressions, mud buildup, contamination from foreign substances, uneven surfaces, excess dust buildup, or tripping		

hazards such as root encroachment, base markers, or rocks		

Monthly (In Season)

Tennis Courts (Hard)

The safety of students and visitors is the focus of PM for tennis courts, which should be maintained monthly. Tennis courts are widely used by sporting teams and the general student population, as well as community members. Such use can lead to rapid wear and tear. *(The **Exterior Lighting** and **Fences** checklists also apply to this area.)*

Inspection Item:	Signature:	Date:
Deck		
- Coating condition		
- Overall condition for deficiencies such as ponding, cracks, holes, weed/root encroachment, tripping hazards, or excessive wear		
Fencing (See also semiannual Fences checklist)		
- Post stability		
- Alignment		
- Backdrop condition (where applicable)		
- Overall condition for deficiencies such as gaps, weed/root encroachment, and failing areas		
Gates		
- Lock function		
- Closure function		
- Hinge conditions		
- Alignment		
- Lubrication		
- Webbing condition		
- Overall condition		
Nets		
- Overall condition for deficiencies such as holes, slack areas, and sagging		
Posts		
- Alignment		
- Hardware conditions		
- Stability		
- Base integrity		
- Overall condition		
Overall condition		

Monthly

Exterior Stairs, Decks, and Landings

The following is a PM checklist for exterior stairways, decks, and landings. Maintenance personnel should carefully check the building materials, particularly concrete, on a monthly basis. *(The **Exterior Lighting** checklist is also applicable to these areas.)*

Inspection Item:	Signature:	Date:
Overall appearance		
Concrete		
- Expansion joint conditions		
- Metal spacer conditions		
- Overall condition for deficiencies such as alkali-aggregate expansion, cavitation (honeycombing, spalling around projections), chips, cracks, crazing, dusting, efflorescence, charred and spalled surfaces, stains, lifted areas, pock marks/pop-outs, scaling, tripping hazards, unevenness, or voids		
Railings		
- Stability		
- Hardware conditions		
- Overall condition		
Wood material (if applicable)		
- Stability		
- Overall condition for deficiencies such as dry rot, termites, instability, worn edges, cracks, holes, and splintering		
Coverings		
- Surface condition		
- Overall integrity		
- Overall condition		
Grade appearance		
Footings/foundation		
- Stability		
- Overall condition for deficiencies such as cracks and broken or missing components		

Monthly

Non-Power Gates

The operational integrity of gates on school grounds is crucial to ensure that the elements

of safety and controlled access are not compromised. Whereas automated gates should be inspected biweekly, non-power gates shall be examined monthly.

Inspection Item:	Signature:	Date:
Chains		
- Linkage conditions		
- Lubrication		
- Overall condition for deficiencies such as cracks and excess tension		
Emergency key boxes		
- Hinge conditions and operation		
- Lock conditions and operation		
- Key placement		
- Overall condition		
Hinge conditions and lubrication		
Weld joint conditions		
Bolt and screw conditions		
Locks		
- Overall operation		
- Lubrication		
- Security		
- Overall condition		
Painted surfaces		
- Overall condition for deficiencies such as rust, peeling, and abrasion		
Structural condition		
- Stability		
- Joint conditions		
- Overall condition for deficiencies such as weak spots, rust, or missing parts		
Tracks		
- Alignment		
- Lubrication		
- Adherence to surface		
Overall condition for deficiencies such as dents and rust		

Semiannual

Fences

Fences on school property are usually made of aluminum, steel, concrete block, or wood. Metal fences, such as chain link, require regular inspection of paint condition, rust and other corrosion, and vegetation and trash buildup. Wood fences are additionally susceptible to rot and loose components, such as pickets, planks, and braces. Perimeter and boundary fences shall be checked semiannually.

Inspection Item:	Signature:	Date:
Alignment		
Structural stability		
- Post integrity and alignment		
- Foundation integrity		
- Overall condition		
Paint condition		
Hardware condition and lubrication		
Gate and lock function and conditions		
Safety for deficiencies such as sharp edges, large gaps, and splintering		
Overall condition for deficiencies such as vegetation encroachment, debris buildup, holes, sagging areas, missing segments, rot, fungus, termites, and rust		

Quarterly

HVAC Systems

Regular preventive maintenance of HVAC (heating, ventilation, and air-conditioning) systems is crucial to the quality of air and comfort level within school facilities. HVAC systems should always sufficiently control temperature and humidity, distribute outside air uniformly, and isolate and remove odors and pollutants. Improper function and maintenance can cause indoor air pollution by allowing stale or contaminated air to remain in the building. As there are many areas within a school that house activities with unique ventilation requirements, such as art, shop, culinary, and laboratory classrooms, it is essential that the HVAC system has fully functional and regularly inspected pressure control, filtration, and exhaust equipment.

The following checklist shall be used for semiannual inspections of the HVAC system.

When performing any maintenance procedures, always refer to manufacturers' recommendations.

For all types of HVAC systems, change filters twice a year and post a sticker on the HVAC unit with the date of change and initials of the mechanic. Use only MERV 13 rated filters unless otherwise directed by the Maintenance Supervisor.

Inspection Item:	Signature:	Date:
General conditions		
- Overall cleanliness		
- Wall mount stability		
- System calibration		
- Condensation drain condition (A/C only)		
- Electrical connection conditions		
- Filter conditions (Use only MERV filters)		
- Motor		
o Lubrication		
o Housing stability		
o Connection conditions		
- Oil cup conditions		
- Unit operation and noise level		
- Coil conditions		
- Window seal and gasket conditions		
Central/ground or roof mounted		
- Air filter conditions		
- Burner assembly conditions		
- Circulation		
- Combustion chamber/smoke pipe conditions		
- Condensate drain conditions (A/C only)		
- Condenser/compressor function		
- Cooling coil conditions		
- Electrical disconnect function		
- Electrical heating unit function		
- General wiring and electrical control conditions		
- Guard, casing, hanger, support, platform, and mounting bolt conditions		
- Piping conditions		
- Liquid receiver conditions		
- Lubrication		
- Motor, driver, and assembly conditions		
- Platform stability		
- Pump unit function		
- Refrigerant dryer, strainer, valve, oil trap, and accessories conditions		

- Refrigeration lines/coil conditions for deficiencies such as frosting or icing		
- Registers and ducts for proper air distribution		
- Temperature and humidity control function		
- Thermal insulation and vapor barrier conditions		
- Water spray, weir, and similar device conditions		
- Overall cleanliness		
- Overall condition for deficiencies such as rust, corrosion, and mineral deposits		
Heat pumps (Check all items listed above under "central/ground/roof mounted")		
- Temperature setting		
- Noise and vibration levels		
Heating systems (See also annual checklist for Hot Water Heaters)		
- Amp draw per manufacturer's specs		
- Equipment cleanliness		
- Flow switch operation		
- Mechanical equipment function		
- Pull header conditions (on units more than 5 years in age)		
- Pumps		
o Function		
o Oil condition		
o Overall condition		
- Safety limit switch operation		
- Water temperature (in and out)		
- Overall condition for deficiencies such as corrosion, scale, and entrapped air		
Boilers (Note: Shall be performed by a licensed professional inspector/maintenance contractor to ensure compliance with state and federal regulations.)		
- Air heater function		
- Auxiliary equipment function		
- Back feed pumps function		
- Blow off and blow down lines function		
- Boiler room log condition		

- Burner and control conditions		
- Deaerator function		
- Energy efficiency		
- Electric power function		
- Feed water supply conditions		
- Feed water treatment/control		
- Firing rate control conditions		
- Fuel supply line conditions		
- Fuel system/control conditions		
- Heat recovery equipment conditions		
- Limit device conditions		
- Pressure gauge and relief valve function		
- Overall cleanliness		
- Overall condition		
Overall safety		
- Anchor stability		
- Deck areas for deficiencies such as moisture, grease, mold, and tripping hazards		
- Doors		
o Hinge conditions		
o Lock and knob function		
o Guard stability per code		
o Overall condition		
- Handrail stability		
- Harness		
o Fastener conditions		
o Strap conditions		
o Tie conditions		
o Overall condition		
- Ladders		
o Step conditions		
o Rail stability		
o Overall condition		
- Vibration limit switch function		
- Work area conditions		
- Top surface/fan deck conditions		
- Water distribution system		
o Distribution pipe condition		
o Eliminator conditions		
o Hot water distribution basin		

support member conditions		
o Internal strainer conditions (if applicable)		
o Lubrication of flow control valves		
o Spill flash bar conditions		
o Structural integrity		
o Bolted joint conditions		
o Nozzle conditions		
o Overall condition for deficiencies such as leads between joints, leaks, corrosion, buildup, breaks, and obstructions		
- Overall condition for deficiencies such as leaks, cracks, deterioration, end panel separation, corrosion, pitting, wood casing for signs of rot, brittleness or cracking of fiberglass		
- Safety limit and interlock function		
- Shutdown operation		
- Walkway/platform stability and condition		
Overall condition		

Semiannual

Asbestos

As required by federal law all identified asbestos containing materials (ACM) must be inspected every six months by a trained school staff member. Physically look at each area identified in the school's asbestos management plan to ensure that ACM have not been damaged or deteriorated so as to become friable. In the event any ACM must be removed, mark the area according to the plan and perform abatement as necessary.

Smoke Alarms

The following is a preventive maintenance checklist for individually installed smoke alarms that are not part of the larger automated alarm system. This check shall be performed semiannually. These smoke alarms may be battery-operated or hard-wired, and may be found in various areas of the facility, including out buildings. *(See **Alarm Systems** checklist for automated smoke alarms.)*

Inspection Item:	Signature:	Date:
Battery efficiency (if not hard wired)		
Connection conditions for proper wiring and		

deficiencies such as arcing or exposed wires		
Housing condition		
Mounting security		
Overall operation		
Overall condition		

Semiannual

Structural Members

Preventive maintenance entails a comprehensive visual inspection of each building material twice a year. Particular emphasis during this inspection process should be on load-bearing support areas that can be observed externally during a walking tour. The greatest cause of building demise is the penetration of water. Particular attention should be given at this time to evaluate the potential for access by water into building materials

Inspection Item:	Signature:	Date:
Beam integrity for deficiencies such as rot, termites, bowing, splitting, slippage, or fungus		
Foundation condition for deficiencies such as cracking, slippage, or water encroachment		
Joist conditions for deficiencies such as rot, termites, bowing, splitting, or fungus		
Overall building integrity for signs of structural failure		
Sill conditions for deficiencies such as rot, termites, or fungus		
Stud conditions for deficiencies such as rot, termites, bowing, splitting, or fungus		
Wall conditions		
- Masonry for deficiencies such as cracks, scaling, mortar, crumbling, or efflorescence		
- Wood for deficiencies such as termites, peeling paint, dry rot, popping, or fungus		
Overall condition		

Annual

Emergency Generators

The emergency generator in a school should be maintained annually. However, during the school year, the fuel level, battery charge, cleanliness, and wiring shall be checked monthly. PM shall also be performed after each use of the generators.

Inspection Item:	Signature:	Date:
Operation		
Fuel level		
Oil and engine air filter conditions		
Battery charger condition		
Battery conditions for proper charge and connection		
Gauge conditions		
Circuit breaker conditions		
Activation device conditions (starter, pull cord, switches, etc.)		
Spark plug conditions		
Terminal conditions		
Belt conditions for deficiencies such as wear and stress		
Wiring conditions		
Cleanliness		
Overall condition		

Annual

Backflow Devices

Backflow devices prevent the flow of water or other liquids, mixtures, or substances into the distributing pipes of a potable supply of water from any source other than intended. All backflow devices shall be tested annually by a certified contractor. Maintenance personnel shall monitor the contractor's performance and obtain written certification upon completion of work.

Inspection Item:	Signature:	Date:
Backflow devices (shall be tested only by a certified contractor)		

Annual

Electrical Systems

Electrical systems and closets shall be inspected annually. Maintenance personnel will be familiar with the locations of all electrical equipment, including circuit breakers, fuses, main feeders, sub-feeders, panel boards, and substations. All wiring shall be in compliance with the National Electric Code. The safety of workers is paramount; staff shall ensure that power is shut off and/or lines are de-energized where work is performed and that the LOCK-OUT TAG-OUT system is used. Electrical equipment will be serviced by outside contractors unless there is a licensed journeyman electrician among the in-house staff. .

Inspection Item:	Signature:	Date:
Equipment cleanliness		
Distribution system		
- Wire and cable conditions for deficiencies such as corrosion, dirt, moisture, and fire hazards		
- Connection conditions		
- Overall condition		
Circuit breakers		
- Oil level and potential leakage		
- Hardware conditions		
- Porcelain condition		
- Cotter pin conditions		
- Air supplier operation		
- Overall condition for deficiencies such as corrosion, noise, and excessive temperatures		
Fuses		
- Insulator conditions for deficiencies such as burns or cracks		
- Contact surface conditions for deficiencies such as burning, pressure, and misalignment		
- Fuse holder conditions		
- Hardware condition		
- Overall condition		
Lock security and lubrication		
Utility room cleanliness and safety		
Overall integrity		
Overall condition for deficiencies such as loose wires, debris, corrosion, potential power failure, and water encroachment		

Annual

Elevators

Elevators shall be serviced at a minimum bi-monthly by a licensed elevator contractor. Elevators shall be Inspected annually by the state Department of Labor.

Inspection Item:	Signature:	Date:
Elevators		

Annual

Fire Extinguishers

The following annual PM checklist is for fire extinguishers throughout the school facility. This inspection and certification must be conducted by a licensed specialty contractor and should be scheduled in advance to ensure that the date on extinguishers will not expire. *Monthly inspections of fire extinguishers' general condition, housing, and location per code shall be conducted as part of preventive maintenance procedures in areas of the school including* ***Business Offices****,* ***Kitchen and Dining Areas****,* ***Classrooms****,* ***Auditorium****,* ***Library****,* ***Gymnasium****,* ***Locker Rooms****,* ***Restrooms****, and* ***Swimming Pools****. (See corresponding checklists.)*

Inspection Item:	Signature:	Date:
Certification		
Charge		
Housing condition		
Hose condition		
Proper location per code		
Overall condition		

Annual

Hot Water Heaters

Preventive maintenance of hot water heaters shall be performed annually. *(See also* ***HVAC Systems*** *for other heating components.)*

Inspection Item:	Signature:	Date:
Circulation pump connections		
Gas flame color (gas pilot should be blue with yellow at tip)		
Burner conditions for deficiencies such as corrosion, inordinate flame pattern, and cinders		
Pilot function		

Tank plate and jacket conditions for deficiencies such as corrosion or rust		
Door and lock function		
Drain valve lubrication and function		
Earthquake strap and bolt conditions		
Gas shut-off valve lubrication and function		
Piping supply lines for leaks (Note: Use soap and water and/or hand-held gas detector)		
Pressure relief valve function		
Temperature setting (Note: Use commercial grade thermometer)		
Draft diverter conditions		
Flue and chimney conditions		
Vent condition		
Utility room for deficiencies such as dirt, debris, and storage of materials		
Overall condition for deficiencies such as rust in water, water and fuel leaks, and unusual sounds or odors		

Bi-annual

Roofing

The roof is the most costly and abused area of the facility, subject to a variety of weather conditions and temperature fluctuations. The early discovery and preventive maintenance of minor deficiencies extends its life and reduces the chance of premature failure and costly repairs.

Annual inspections of both membrane and building components shall be conducted for all roofs, including newly installed ones. Adequate time will be allotted to properly perform the many tasks involved in inspection. A roof will be surveyed completely, either by carefully walking it in its entirety where accessible (wearing soft shoes), or by visual inspection with binoculars where inaccessible. Visual inspection from the attic side is also important.

Attention should be paid to southern and northern exposures, weather-generated problems, horizontal lines, peak areas, and areas of sagging. Ventilation areas should also be examined for obstructions. *(For preventive maintenance of **Gutters/Roof Drains**, see corresponding annual checklist.)*

Inspection Item:	Signature:	Date:
Supporting structural integrity for deficiencies such as cracks, moisture stains, and potential failure		
Flashing conditions for deficiencies such as		

water penetration, displacement, oxidation, excessive stretching, delamination, and tearing		
Surface conditions for deficiencies such as contaminants such as exhaust or vegetation buildup		
Subsurface conditions (including insulation) for signs of moisture penetration		
Membrane conditions		
Chimney conditions		
Parapet integrity		
Plumbing stack vent and roof connection conditions		
Roof ventilation conditions		
Skylight conditions for deficiencies such as broken glass or frames and flashing corrosion or rust		
Structural conditions for deficiencies such as settling of the deck, membrane splits, or cracks in walls		
Roof edging conditions for deficiencies such as deterioration and loose fasteners		
Expansion joint conditions for punctures, splits, and insecure fasteners		
Shingle conditions		
Asphalt roof conditions for deficiencies such as brittle or missing shingles, cracking, curled edges, erosion, or exposed wood		
Flat roof conditions for evenness across the horizontal plane and deficiencies such as bare areas, blisters, cove areas abutting parapets, cracks, curling, exposed nail heads, or ponding		
Overall condition		

Monthly

Gutters/Roof Drains

Drainage devices are important in protecting buildings from water intrusion and damage. The following is an annual preventive maintenance checklist for gutters, downspouts, scuppers, and roof drains. Maintenance personnel shall ensure that these areas are free of debris such as leaves and branches, and that large debris has also been removed from the roof.

Inspection Item:	Signature:	Date:
Mounting stability		
Bolt, screw, and strap conditions		
Discharge area function for proper drainage away from building		
Joint conditions and stability		
Roof atrium drains		
- Cleanliness		
- Caulking condition		
- Mounting stability		
- Overall condition for deficiencies such as blockage and cracks		
Splash block location		
Seam and elbow conditions		
Caulking condition		
Gutter positioning toward downspouts		
Overall condition for deficiencies such as corrosion, rust, blockage, obstructions, and disconnection		

Annual

Sewer Laterals

All drain lines in the physical school facility connect to the main drain, which is referred to as the "sewer" beyond the foundation. All sewer lines outside of the foundation have clean-out points at various locations. Reaming from these points requires the use of a high-power hose, hydro-jet, or power equipment. Sewer laterals should be annually reamed from clean-out points by in-house personnel.

Inspection Item:	Signature:	Date:
Caulking condition adjacent to building exit point		
Plug conditions		
Pipe integrity		
Plaster condition adjacent to building exit point		
Overall condition for deficiencies such as soil erosion (if line exits ground)		

Annual

Irrigation Controllers

Annual inspection of each irrigation controller helps guarantee operational performance. This should be done jointly with a landscape contractor. *(See also monthly **Landscape** checklist.)*

Inspection Item:	Signature:	Date:
Timer accuracy		
Housing condition for deficiencies such as water encroachment		
Door and lock function and conditions		
Electrical connection conditions		
Security (stations should be locked)		
Overall condition		

Annual

Storm Drains

Storm drains or sewers are underground systems used to collect and dispose of surface water. They shall be cleaned and flushed annually to ensure blockages are removed and piping is functional.

Inspection Item:	Signature:	Date:
Grate conditions		
Cover conditions		
Adjacent concrete or asphalt conditions		
Drainage		
General safety conditions		
Overall condition for deficiencies such as dirt buildup around drain that might preclude proper directional flow		

Every Two Years

Outdoor Grandstands and Indoor Bleachers must be inspected by a professional engineer, registered architect, or individual certified by the manufacturer as required by the Life safety Code, NFPA 101-2003 Sections 13.7.9 and 13.7.10.

Every Three Years

Asbestos. Every three years an inspection of all asbestos containing materials (ACM) must be performed by a licensed asbestos contractor as required by federal law.

Annual

Fire Alarm System Inspection

Comprehensive servicing and certification of the entire fire suppression system should be done every five years in accordance with current local, state, and federal requirements, including NFPA-defined guidelines. A licensed state contractor must be used, and this work shall be validated by local fire authorities.

The following items should be inspected by the contractor during this process.

1. Signal initiation
2. Manual alarm operation
3. Water flow system components including valves, piping, pressure regulators, gauges, sprinkler heads, and shut-off operation
4. Smoke detection systems
5. Voice systems
6. Automatic extinguishing systems
7. Signage, visual notifications
8. Supervisory signals
9. Maintenance testing and protocol
10. Central station monitoring
11. Code compliance

Inspection Item:	Signature:	Date:
Fire system certification (should be tested only by a certified contractor)		

Winter pipe freeze protection-prior to every cold weather event

- Verify the building temperature is at an acceptable level in each section of the building (60 degrees is recommended).
- Ensure all windows and doors are firmly closed.
- Ensure low temperature alarms and sensors are working properly.
- Check univents to ensure outside dampers are closed. Even a small opening can allow enough cold air in to cause problems.
- Ensure that tops of heating units (a favorite gathering spot for books, plants, displays, etc.) are kept clear so that air/heat can circulate freely.
- Maintain freeze stat controls on univents.
- If anti-freeze solution is installed in your heating system, verify that appropriate levels and that the system is working properly.

WORK ORDER SYSTEM

Any school staff member may submit a work order for facility maintenance or an event support request using one of the following forms. The requestor shall complete section 1 of the appropriate form and submit the form to the maintenance department administrative assistant. In the event of an emergency such as a broken pipe, the requester shall notify the maintenance department by the fastest possible means. A work order for emergency work shall be completed after the fact by the maintenance department administrative assistant.

The maintenance department administrative assistant shall initiate work orders for preventive maintenance (PM) according to the PM schedule.

The maintenance department administrative assistant shall review all submitted forms for completeness, assign a work order number, enter the form in the work order log, and forward the form to the maintenance supervisor.

The maintenance supervisor shall review the request and assign one of the following priorities:

- IMMEDIATE – Work must be completed within 4 hours to prevent further damage to property or to correct an immediate safety risk.

- URGENT – Work must be completed within 48 hours to prevent an unacceptable interruption of school operations.

- ROUTINE – Work must be completed as soon as possible, but the problem is not expected to adversely affect school operations.

- DEFERRED – Work shall be completed at a future date when resources are available.

The maintenance supervisor shall assign the work to a technician and schedule the work for completion.

The technician shall complete the assigned work or indicate that parts need to be ordered. If parts need to be ordered the technician shall enter the necessary information on the work order and return it to the maintenance supervisor. If parts do not need to be ordered, the technician shall complete the work and indicate completion on the work order which shall then be returned to the maintenance supervisor.The maintenance supervisor shall log all completed work orders and notify the requestor that the work has been completed.

CONTRACTED SERVICES

Refuse Removal:

Name:	
Address:	
Phone Number	

Snow Removal:

Name:	
Address:	
Phone Number	

Cleaning Service:

Name:	
Address:	
Phone Number	

Elevator Service:

Name:	
Address:	
Phone Number	

Security Systems:

Name:	
Address:	
Phone Number	

Fire Protection:

Name:	
Address:	
Phone Number	

Electrician:

Name:	
Address:	
Phone Number	

Plumber:

Name:	
Address:	
Phone Number	

Telephone Systems:

Name:	
Address:	
Phone Number	

Cable TV:

Name:	
Address:	
Phone Number	

Hazardous Materials Disposal:

Name:	
Address:	
Phone Number	

Recycling:

Name:	
Address:	
Phone Number	

Sewer/Septic System:

Name:	
Address:	
Phone Number	

ENERGY MANAGEMENT

Energy Management Guidelines

Wise energy management is good for everyone. It contributes to the national goal of energy conservation, therefore extending the life of our available natural fuel reserves. It helps preserve our environment. Reducing the demand for electricity will reduce the amounts of emissions that power plants add to the air. This will also reduce the number of new power plants that will need to be built. Whatever we can do to modify our behavior and become more conscious of how electricity is used and wasted will benefit us all.

Energy Saving Strategies (Behavior Modification)

Keep the doors closed when A/C is running. Air conditioning is a wonderful thing, but it is very costly. We have the capability of monitoring and controlling most of our systems from a central point and of adjusting run-time schedules that will keep the buildings comfortable and clean and still be efficient.

Turn the lights off when the room is unoccupied, even for only a few minutes. As much as 40% of the energy consumed is for lighting. Some rooms have wall switches that allow for partial lighting. Some have occupancy sensors. Both of these strategies can help

reduce lighting costs. But, the biggest savings will be achieved by turning the lights OFF when the room is unoccupied. While it is true the life of a bulb can be shortened by turning it on and off, the balance point between turning a light on and off many times versus the energy savings gained by turning lights off when not needed is usually ten minutes or less. So, the rule of thumb should be: If a room is unoccupied for ten minutes or longer the lights should be turned off. This rule applies to either incandescent or fluorescent lights. Modern fluorescent lights use little starting energy contrary to the myth that operating fluorescent lights is cheaper than turning them on and off for brief periods. Turning them off helps them last longer and lowers energy costs.

Unplug appliances over the summer.
Appliances draw a small amount of power even when turned off. Although the savings on each appliance is small, the number of TVs and VCRs in the building magnifies it.

Energy Management Checklist

To reduce energy consumption for air conditioning:

- Reset or set back thermostats to maintain specified settings for cooling and heating.
- Minimize conditioning of seldom-used spaces, such as storerooms or unoccupied classrooms.
- Where possible, such as in portable classrooms, turn the air conditioning off on weekends, holidays and off-shift hours.

- Turn off ventilating and exhaust equipment when not in use, such as in bathrooms and storerooms.
- Check for good fitting doors and windows.
- Block out morning and afternoon sun from shining through windows.
- Be sure the thermostat is working and the fan is set in the “Auto” mode.

To reduce energy consumption for lighting:

- Turn lights off in areas when they are not occupied.
- Reduce lighting levels where safety and performance would not be adversely affected, for example in hallways.
- Check the level of outdoor security lighting and make sure is turned off during daylight hours.
- Turn off sport fields, parking lot and gymnasium lights when not in use.

To reduce energy consumption for equipment:

- Turn off computers, overhead projectors, TV’s and copiers when not in use.
- Turn off water coolers and vending machines during vacation periods.
- Disconnect AV equipment during vacation periods.
- If possible stagger the start times on major equipment, such as air handlers and exhaust fans.

Proposed Space Summary - Elementary School

Alternative #1, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**26,125**			**0**			**0**			**0**			**-15,200**			**15,200**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet	1,230	2	2,460										-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom with Toilet	1,170	1	1,170																
General Classroom (Grades 1-6)													-950	-16	-15,200	950	16	15,200	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom (Grades 1-6)	805	4	3,220																
General Classroom (Grades 1-6)	910	1	910										0	0	0				
General Classroom (Grades 1-6)	940	2	1,880										0	0	0				
General Classroom (Grades 1-6)	945	2	1,890										0	0	0				
General Classroom (Grades 1-6)	955	2	1,910										0	0	0				
General Classroom (Grades 1-6)	970	4	3,880										0	0	0				
General Classroom (Grades 1-6)	975	3	2,925										0	0	0				
General Classroom (Grades 1-6)	980	6	5,880										0	0	0				
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0										-1,080	0	0	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0										-120	0	0	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.

Proposed Space Summary - Elementary School

Alternative #1, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
SPECIAL EDUCATION			**3,380**			**0**			**0**			**0**			**-4,350**			**4,350**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0										-950	-3	-2,850	950	3	2,850	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Classroom	1,325	1	1,325																
Self-Contained Special Education Classroom	690	2	1,380																
Self-Contained Special Education Toilet Room	25	2	50																
Self-Contained Special Education Toilet Room	20	2	40																
Resource Room	585	1	585										-500	-2	-1,000	500	2	1,000	1/2 size of a General Classroom
Small Group Room			0										-500	-1	-500	500	1	500	1/2 size of a General Classroom
Public Day Education Spaces (List rooms separately below)																			
Collaborative Program Spaces (List rooms separately below)																			

Proposed Space Summary - Elementary School

Alternative #1, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
ART & MUSIC			**0**			**0**			**0**			**0**			**-2,500**			**2,500**	
Art Classroom (25 seats)			0										-1,000	-1	-1,000	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0										-150	-1	-150	150	1	150	
Music Classroom / Large Group (25-50 seats)			0										-1,200	-1	-1,200	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0										-75	-2	-150	75	2	150	
HEALTH & PHYSICAL EDUCATION			**5,645**			**0**			**0**			**0**			**-6,300**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium	3,755	1	3,755										-6,000	-1	-6,000	6,000	1	6,000	
Gym Storeroom	200	2	400										-150	-1	-150	150	1	150	
Health Instructor's Office with Shower and Toilet			0										-150	-1	-150	150	1	150	
Dress	645	2	1,290																
Office	100	2	200																
MEDIA CENTER			**2,090**			**0**			**0**			**0**			**-2,290**			**2,290**	
Media Center / Reading Room	1,545	1	1,545										-2,290	-1	-2,290	2,290	1	2,290	
Media Office	275	1	275																
Audio Visual	270	1	270																
DINING & FOOD SERVICE			**7,040**			**0**			**0**			**0**			**-5,880**			**5,880**	
Cafeteria / Dining	3,895	1	3,895										-2,700	-1	-2,700	2,700	1	2,700	Based on 2 lunch seatings - 15 NSF per seat
Stage	870	1	870										-1,000	-1	-1,000	1,000	1	1,000	
Chair / Table / Equipment Storage	175	1	175										-320	-1	-320	320	1	320	
Kitchen	2,100	1	2,100										-1,660	-1	-1,660	1,660	1	1,660	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0										-200	-1	-200	200	1	200	20 NSF per student
Lunch Bunch			0										0	0	0				
MEDICAL			**430**			**0**			**0**			**0**			**-510**			**510**	
Medical Suite Toilet	15	2	30										-60	-1	-60	60	1	60	
Nurses' Office / Waiting Room	400	1	400										-250	-1	-250	250	1	250	
Examination Room / Resting													-100	-2	-200	100	2	200	
ADMINISTRATION & GUIDANCE			**1,095**			**0**			**0**			**0**			**-2,075**			**2,075**	
General Office / Waiting Room with Toilet	295	1	295										-330	-1	-330	330	1	330	
Teachers' Mail and Time Room			0										-100	-1	-100	100	1	100	
Copy Room			0										-150	-1	-150	150	1	150	
Records Room			0										-110	-1	-110	110	1	110	
Principal's Office with Conference Area	125	1	125										-375	-1	-375	375	1	375	
Principal's Secretary / Waiting			0										-125	-1	-125	125	1	125	
Assistant Principal's Office			0										-120	0	0	120	0	-	
Supervisory / Spare Office			0										-120	-1	-120	120	1	120	
Conference Room			0										-250	-1	-250	250	1	250	
Guidance Office			0										-150	-1	-150	150	1	150	
Guidance Storeroom	90	1	90										-35	-1	-35	35	1	35	
Teachers' Work Room	585	1	585										-330	-1	-330	330	1	330	
SRO			0										0	0	0				
CUSTODIAL & MAINTENANCE			**2,725**			**0**			**0**			**0**			**-1,960**			**1,960**	
I			0										-150	-1	-150	150	1	150	
Custodian's Workshop			0										-375	-1	-375	375	1	375	
Custodian's Storage			0										-375	-1	-375	375	1	375	
Recycling Room / Trash			0										-400	-1	-400	400	1	400	
Receiving and General Supply	1,745	1	1,745										-220	-1	-220	220	1	220	
Storeroom	255	2	510										-240	-1	-240	240	1	240	
Network / Telecom Room			0										-200	-1	-200	200	1	200	
Outside Equipment	470	1	470																

Proposed Space Summary - Elementary School

Alternative #1, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM: EXISTING TO REMAIN / RENOVATED			PROPOSED PROGRAM: NEW CONSTRUCTION			PROPOSED PROGRAM: TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			**0**			**0**			**0**			**0**			**0**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0										-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0										0	0	0				
Mothers			0										0	0	0				
Total Building Net Floor Area (NFA)			**48,530**			**0**			**0**			**0**			**-41,065**			**41,065**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	3	**360**	**Total Enrollment (Enter Design Enrollment)**
																K	0	**0**	Kindergarten Enrollment
																Grade 1	0	**120**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	**240**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	0		
																Grade 6	0		
NON-PROGRAMMED SPACES					% of GFA	**50,025**		% of GFA	**26,000**		% of GFA	**76,025**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Unoccupied MEP / FP Spaces				-	0.0%		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	0.0%		-	0.0%		-	0.0%	0							
Toilet Rooms				-	0.0%		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	0.0%		-	0.0%		-	0.0%	0							
Remaining[3]				-	100.0%	**50,025**	-	100.0%	**26,000**	-	100.0%	**76,025**							
Total Building Gross Floor Area (GFA)[2]			**62,237**			**50,025**			**26,000**			**76,025**			**13,745**			**62,280**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.28**			**#DIV/0!**			**#DIV/0!**			**#DIV/0!**			**#DIV/0!**			**1.52**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025

Proposed Space Summary - Elementary School

Alternative #2, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**26,125**			**16,865**			**1,900**			**18,765**			**3,565**			**15,200**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet	1,230	2	2,460			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom with Toilet	1,170	1	1,170																
General Classroom (Grades 1-6)				900	5	4,500			0	900	5	4,500	-50	-11	-10,700	950	16	15,200	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom (Grades 1-6)				905	1	905				905	1	905	905	1	905				
General Classroom (Grades 1-6)	805	4	3,220																
General Classroom (Grades 1-6)	910	1	910			0						0	0	0	0				
General Classroom (Grades 1-6)				925	1	925				925	1	925	925	1	925				
General Classroom (Grades 1-6)				930	1	930				930	1	930	930	1	930				
General Classroom (Grades 1-6)				935	1	935				935	1	935	935	1	935				
General Classroom (Grades 1-6)	940	2	1,880			0						0	0	0	0				
General Classroom (Grades 1-6)	945	2	1,890	945	1	945			0	945	1	945	945	1	945				
General Classroom (Grades 1-6)			0	950	2	1,900			0	950	2	1,900	950	2	1,900				
General Classroom (Grades 1-6)	955	2	1,910	955	1	955			0	955	1	955	955	1	955				
General Classroom (Grades 1-6)	970	4	3,880	970	3	2,910			0	970	3	2,910	970	3	2,910				
General Classroom (Grades 1-6)	975	3	2,925			0						0	0	0	0				
General Classroom (Grades 1-6)	980	6	5,880	980	2	1,960			0	980	2	1,960	980	2	1,960				
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Multi Language Learners (MLL)			0			0	500	1	500	500	1	500	500	1	500				
Academic Coaches							200	1	200	200	1	200	200	1	200				

Proposed Space Summary - Elementary School

Alternative #2, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
SPECIAL EDUCATION			3,855			5,945			4,750			10,695			6,165			4,530	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0	910	1	910			0	910	1	910	-40	-2	-1,940	950	3	2,850	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Classroom	1,325	1	1,325																
Self-Contained Special Education Classroom	690	2	1,380																
Self-Contained Special Education Classroom			0	930	1	930			0	930	1	930	930	1	930				
Self-Contained Special Education Classroom			0	940	1	940			0	940	1	940	940	1	940				
Self-Contained Special Education Toilet Room			0	60	3	180			0	60	3	180	0	0	0	60	3	180	
Self-Contained Special Education Toilet Room	25	2	50																
Self-Contained Special Education Toilet Room	20	2	40																
Resource Room	585	1	585	500	3	1,500			0	500	3	1,500	0	1	500	500	2	1,000	1/2 size of a General Classroom
Small Group Room			0	485	1	485			0	485	1	485	-15	0	-15	500	1	500	1/2 size of a General Classroom
Small Group Room			0	495	1	495			0	495	1	495	495	1	495				
Small Group Room			0	505	1	505			0	505	1	505	505	1	505				
Small Group Room			0				500	3	1,500	500	3	1,500	500	3	1,500				
Educational Team Leader (ETL)			0			0	150	1	150	150	1	150	150	1	150				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	350	1	350	350	1	350	350	1	350				
PT			0			0	750	1	750	750	1	750	750	1	750				
Speech			0			0	500	1	500	500	1	500	500	1	500				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor (SAC)			0			0	150	1	150	150	1	150	150	1	150				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	1	500	500	1	500	500	1	500				
De-escalation			0			0	100	3	300	100	3	300	100	3	300				
Workroom	475	1	475																
Public Day Education Spaces (List rooms separately below)																			
Collaborative Program Spaces (List rooms separately below)																			

Proposed Space Summary - Elementary School

Alternative #2, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
ART & MUSIC			**0**			**1,350**			**1,150**			**2,500**			**0**			**2,500**	
Art Classroom (25 seats)			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Music Classroom / Large Group (25-50 seats)			0	1,200	1	1,200				1,200	1	1,200	0	0	0	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0	75	2	150				75	2	150	0	0	0	75	2	150	
HEALTH & PHYSICAL EDUCATION			**5,645**			**300**			**6,000**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium	3,755	1	3,755			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom	200	2	400	150	1	150				150	1	150	0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0	150	1	150				150	1	150	0	0	0	150	1	150	
Dress	645	2	1,290																
Office	100	2	200																
MEDIA CENTER			**2,090**			**0**			**2,290**			**2,290**			**0**			**2,290**	
Media Center / Reading Room	1,545	1	1,545			0	2,290	1	2,290	2,290	1	2,290	0	0	0	2,290	1	2,290	
Media Office	275	1	275																
Audio Visual	270	1	270																
DINING & FOOD SERVICE			**7,040**			**6,080**			**0**			**6,080**			**200**			**5,880**	
Cafeteria / Dining	3,895	1	3,895	2,500	1	2,700				2,500	1	2,700	-200	0	0	2,700	1	2,700	Based on 2 lunch seatings - 15 NSF per seat
Stage	870	1	870	1,000	1	1,000				1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	175	1	175	320	1	320				320	1	320	0	0	0	320	1	320	
Kitchen	2,100	1	2,100	1,600	1	1,660				1,600	1	1,660	-60	0	0	1,660	1	1,660	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0	200	1	200				200	1	200	0	0	0	200	1	200	20 NSF per student
Lunch Bunch			0	200	1	200				200	1	200	1	200	200				
MEDICAL			**430**			**410**			**0**			**410**			**-100**			**510**	
Medical Suite Toilet	15	2	30	60	1	60				60	1	60	0	0	0	60	1	60	
Nurses' Office / Waiting Room	400	1	400	250	1	250				250	1	250	0	0	0	250	1	250	
Examination Room / Resting				100	1	100				100	1	100	0	-1	-100	100	2	200	
ADMINISTRATION & GUIDANCE			**1,095**			**2,195**			**0**			**2,195**			**120**			**2,075**	
General Office / Waiting Room with Toilet	295	1	295	330	1	330				330	1	330	0	0	0	330	1	330	
Teachers' Mail and Time Room			0	100	1	100				100	1	100	0	0	0	100	1	100	
Copy Room			0	150	1	150				150	1	150	0	0	0	150	1	150	
Records Room			0	110	1	110				110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area	125	1	125	375	1	375				375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0	125	1	125				125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0	120	0	0				120	0	0	0	0	0	120	0	-	
Supervisory / Spare Office			0	120	1	120				120	1	120	0	0	0	120	1	120	
Conference Room			0	250	1	250				250	1	250	0	0	0	250	1	250	
Guidance Office			0	150	1	150				150	1	150	0	0	0	150	1	150	
Guidance Storeroom	90	1	90	35	1	35				35	1	35	0	0	0	35	1	35	
Teachers' Work Room	585	1	585	330	1	330				330	1	330	0	0	0	330	1	330	
SRO			0	120	1	120			0	120	1	120	120	1	120				
CUSTODIAL & MAINTENANCE			**2,725**			**1,960**			**0**			**1,960**			**0**			**1,960**	
I			0	150	1	150				150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0	375	1	375				375	1	375	0	0	0	375	1	375	
Custodian's Storage			0	375	1	375				375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0	400	1	400				400	1	400	0	0	0	400	1	400	
Receiving and General Supply	1,745	1	1,745	220	1	220				220	1	220	0	0	0	220	1	220	
Storeroom	255	2	510	240	1	240				240	1	240	0	0	0	240	1	240	
Network / Telecom Room			0	200	1	200				200	1	200	0	0	0	200	1	200	
Outside Equipment	470	1	470																

Proposed Space Summary - Elementary School

Alternative #2, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			**0**			**0**			**700**			**700**			**700**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
Total Building Net Floor Area (NFA)			**49,005**			**35,105**			**16,790**			**51,895**			**10,650**			**41,245**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	3	**360**	**Total Enrollment (Enter Design Enrollment)**
																K	0	**0**	Kindergarten Enrollment
																Grade 1	0	**120**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	**240**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	0		
																Grade 6	0		
NON-PROGRAMMED SPACES					% of GFA	**14,920**		% of GFA	**9,210**		% of GFA	**24,130**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Unoccupied MEP / FP Spaces				-	0.0%		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	0.0%		-	0.0%		-	0.0%	0							
Toilet Rooms				-	0.0%		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	0.0%		-	0.0%		-	0.0%	0							
Remaining[3]				-	29.8%	**14,920**	-	35.4%	**9,210**	-	31.7%	**24,130**							
Total Building Gross Floor Area (GFA)[2]			**62,237**			**50,025**			**26,000**			**76,025**			**13,745**			**62,280**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.27**			**1.43**			**1.55**			**1.46**			**-0.05**			**1.51**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025

Proposed Space Summary - Elementary School

Alternative #3, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**26,125**			**11,580**			**20,600**			**32,180**			**7,480**			**24,700**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet	1,230	2	2,460			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
Kindergarten Classroom with Toilet	1,170	1	1,170			0													
General Classroom (Grades 1-6)			0			0	1,000	18	18,000	1,000	18	18,000	50	-8	-6,700	950	26	24,700	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom (Grades 1-6)	805	4	3,220																
General Classroom (Grades 1-6)			0	900	1	900			0	900	1	900	900	1	900				
General Classroom (Grades 1-6)	910	1	910			0			0	0	0	0							
General Classroom (Grades 1-6)	940	2	1,880	940	2	1,880			0	940	2	1,880	940	2	1,880				
General Classroom (Grades 1-6)	945	2	1,890																
General Classroom (Grades 1-6)	955	2	1,910	955	1	955			0	955	1	955	955	1	955				
General Classroom (Grades 1-6)	970	4	3,880	970	2	1,940			0	970	2	1,940	970	2	1,940				
General Classroom (Grades 1-6)	975	3	2,925			0			0	0	0	0							
General Classroom (Grades 1-6)	980	6	5,880	980	5	4,900			0	980	5	4,900	980	5	4,900				
General Classroom (Grades 1-6)			0	1,005	1	1,005			0	1,005	1	1,005	1,005	1	1,005				
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Multi Language Learners (MLL)			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Academic Coaches						0	200	2	400	200	2	400	200	2	400				
SPECIAL EDUCATION			**3,855**			**4,980**			**12,480**			**15,380**			**9,340**			**6,040**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	3	3,000	1,000	3	3,000	50	-1	-800	950	4	3,800	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Classroom			0	980	2	1,960													
Self-Contained Special Education Classroom	1,325	1	1,325																
Self-Contained Special Education Classroom	690	2	1,380																
Self-Contained Special Education Toilet Room			0			0	60	3	180	60	3	180	0	-1	-60	60	4	240	
Self-Contained Special Education Toilet Room			0	60	2	120			0										
Self-Contained Special Education Toilet Room	25	2	50																
Self-Contained Special Education Toilet Room	20	2	40																
Resource Room	585	1	585	500	2	1,000	500	3	1,500	1,000	5	2,500	500	2	1,000	500	3	1,500	1/2 size of a General Classroom
Small Group Room			0	475	4	1,900	500	6	3,000	975	10	4,900	475	9	4,400	500	1	500	1/2 size of a General Classroom
Educational Team Leader (ETL)			0			0	150	2	300	150	2	300	150	2	300				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	400	1	400	400	1	400	400	1	400				
PT			0			0	800	1	800	800	1	800	800	1	800				
Speech			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor (SAC)			0			0	150	2	300	150	2	300	150	2	300				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Social Worker			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
De-escalation			0			0	100	3	300	100	3	300	100	3	300				
Work room	475	1	475																
Public Day Education Spaces (List rooms separately below)																			
Collaborative Program Spaces (List rooms separately below)																			

Proposed Space Summary - Elementary School

Alternative #3, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
ART & MUSIC			**0**			**5,000**			**0**			**5,000**			**0**			**5,000**	
Art Classroom (25 seats)			0	1,000	2	2,000				1,000	2	2,000	0	0	0	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0	150	2	300				150	2	300	0	0	0	150	2	300	
Music Classroom / Large Group (25-50 seats)			0	1,200	2	2,400				1,200	2	2,400	0	0	0	1,200	2	2,400	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0	75	4	300				75	4	300	0	0	0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**5,645**			**300**			**6,000**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium	3,755	1	3,755			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom	200	2	400	150	1	150				150	1	150	0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0	150	1	150				150	1	150	0	0	0	150	1	150	
Dress	645	2	1,290																
Office	100	2	200																
MEDIA CENTER			**2,090**			**0**			**3,325**			**3,325**			**0**			**3,325**	
Media Center / Reading Room	1,545	1	1,545			0	3,325	1	3,325	3,325	1	3,325	0	0	0	3,325	1	3,325	
Media Office	275	1	275																
Storage	270	1	270																
DINING & FOOD SERVICE			**7,040**			**7,963**			**0**			**7,963**			**4**			**7,959**	
Cafeteria / Dining	3,895	1	3,895	4,075	1	4,075				4,075	1	4,075	-350	0	-350	4,425	1	4,425	Based on 2 lunch seatings - 15 NSF per seat
Stage	870	1	870	1,000	1	1,000				1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	175	1	175	200	2	400				200	2	400	-197	1	3	397	1	397	
Kitchen	2,100	1	2,100	1,890	1	1,890				1,890	1	1,890	0	0	0	1,890	1	1,890	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0	248	1	248				248	1	248	1	0	1	248	1	248	20 NSF per student
Lunch Bunch			0	350	1	350				350	1	350	1	350	350				

Proposed Space Summary - Elementary School

Alternative #3, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDICAL			**430**			**0**			**610**			**610**			**0**			**610**	
Medical Suite Toilet	15	2	30			0	60	1	60	60	1	60	0	0	0	60	1	60	
Nurses' Office / Waiting Room	400	1	400			0	250	1	250	250	1	250	0	0	0	250	1	250	
Examination Room / Resting			0			0	100	3	300	100	3	300	0	0	0	100	3	300	
ADMINISTRATION & GUIDANCE			**1,095**			**2,455**			**150**			**2,605**			**150**			**2,455**	
General Office / Waiting Room with Toilet	295	1	295	445	1	445			0	445	1	445	0	0	0	445	1	445	
Teachers' Mail and Time Room			0	100	1	100			0	100	1	100	0	0	0	100	1	100	
Copy Room			0	150	1	150			0	150	1	150	0	0	0	150	1	150	
Records Room			0	110	1	110			0	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area	125	1	125	375	1	375			0	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0	125	1	125			0	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0	120	0	0			0	120	0	0	0	0	0	120	0	-	
Supervisory / Spare Office			0	120	1	120			0	120	1	120	0	0	0	120	1	120	
Conference Room			0	250	1	250			0	250	1	250	0	0	0	250	1	250	
Guidance Office			0	150	1	150	150	1	150	300	2	300	150	0	0	150	2	300	
Guidance Storeroom	90	1	90	35	1	35			0	35	1	35	0	0	0	35	1	35	
Teachers' Work Room	585	1	585	445	1	445			0	445	1	445	0	0	0	445	1	445	
SRO			0	150	1	150			0	150	1	150	150	1	150				
CUSTODIAL & MAINTENANCE			**2,725**			**1,500**			**697**			**2,197**			**7**			**2,190**	
Custodian's Office			0	150	1	150			0	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0	375	1	375			0	375	1	375	0	0	0	375	1	375	
Custodian's Storage			0	375	1	375			0	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply	1,745	1	1,745			0	297	1	297	297	1	297	0	0	0	297	1	297	
Storeroom	255	2	510	65	1	65			0	65	1	65	-328	0	-328	393	1	393	
Storeroom				135	1	135			0	135	1	135							
Storeroom				200	1	200			0	200	1	200							
Network / Telecom Room			0	200	1	200			0	200	1	200	0	0	0	200	1	200	
Outside Equipment	470	1	470																

Proposed Space Summary - Elementary School

Alternative #3, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			**0**			**0**			**700**			**700**			**700**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
Total Building Net Floor Area (NFA)			**49,005**			**33,778**			**44,562**			**76,260**			**17,681**			**58,579**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	5	**590**	**Total Enrollment (Enter Design Enrollment)**
																K	0	**0**	Kindergarten Enrollment
																Grade 1	1	**236**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	**354**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	1		
																Grade 6	0		
NON-PROGRAMMED SPACES					% of GFA	**17,842**		% of GFA	**21,443**		% of GFA	**41,365**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Unoccupied MEP / FP Spaces				-	0.0%		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	0.0%		-	0.0%		-	0.0%	0							
Toilet Rooms				-	0.0%		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	0.0%		-	0.0%		-	0.0%	0							
Remaining[3]				-	34.6%	**17,842**	-	32.5%	**21,443**	-	35.2%	**41,365**							
Total Building Gross Floor Area (GFA)[2]			**62,237**			**51,620**			**66,005**			**117,625**			**31,387**			**86,238**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.27**			**1.53**			**1.48**			**1.54**			**0.07**			**1.47**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025

Proposed Space Summary - Elementary School

Alternative #4, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**0**			**0**			**19,900**			**19,900**			**4,700**			**15,200**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)			0			0	1,000	18	18,000	1,000	18	18,000	50	2	2,800	950	16	15,200	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Multi Language Learners (MLL)			0			0	500	1	500	500	1	500	500	1	500				
Academic Coaches							200	1	200	200	1	200	200	1	200				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
SPECIAL EDUCATION			**0**			**0**			**10,930**			**10,930**			**6,400**			**4,530**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	3	3,000	1,000	3	3,000	50	0	150	950	3	2,850	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	3	180	60	3	180	0	0	0	60	3	180	
Resource Room			0			0	500	3	1,500	500	3	1,500	0	1	500	500	2	1,000	1/2 size of a General Classroom
Small Group Room			0			0	500	6	3,000	500	6	3,000	0	5	2,500	500	1	500	1/2 size of a General Classroom
Educational Team Leader (ETL)			0			0	150	1	150	150	1	150	150	1	150				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	350	1	350	350	1	350	350	1	350				
PT			0			0	750	1	750	750	1	750	750	1	750				
Speech			0			0	500	1	500	500	1	500	500	1	500				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor (SAC)			0			0	150	1	150	150	1	150	150	1	150				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	1	500	500	1	500	500	1	500				
De-escalation			0			0	100	3	300	100	3	300	100	3	300				
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**0**			**0**			**2,500**			**2,500**			**0**			**2,500**	
Art Classroom (25 seats)			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	1	1,200	1,200	1	1,200	0	0	0	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0			0	150	1	150	150	1	150	75	-1	0	75	2	150	

Proposed Space Summary - Elementary School

Alternative #4, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
HEALTH & PHYSICAL EDUCATION			**0**			**0**			**6,300**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
MEDIA CENTER			**0**			**0**			**2,290**			**2,290**			**0**			**2,290**	
Media Center / Reading Room			0			0	2,290	1	2,290	2,290	1	2,290	0	0	0	2,290	1	2,290	
DINING & FOOD SERVICE			**0**			**0**			**6,080**			**6,080**			**200**			**5,880**	
Cafeteria / Dining			0			0	2,500	1	2,700	2,500	1	2,700	-200	0	0	2,700	1	2,700	Based on 2 lunch seatings - 15 NSF per seat
Stage			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage			0			0	320	1	320	320	1	320	0	0	0	320	1	320	
Kitchen			0			0	1,600	1	1,660	1,600	1	1,660	-60	0	0	1,660	1	1,660	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	20 NSF per student
Lunch Bunch			0			0	200	1	200	200	1	200	2	400	200				
MEDICAL			**0**			**0**			**410**			**410**			**-100**			**510**	
Medical Suite Toilet			0			0	60	1	60	60	1	60	0	0	0	60	1	60	
Nurses' Office / Waiting Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Examination Room / Resting			0			0	100	1	100	100	1	100	0	-1	-100	100	2	200	
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**0**			**0**			**2,225**			**2,225**			**150**			**2,075**	
General Office / Waiting Room with Toilet			0			0	330	1	330	330	1	330	0	0	0	330	1	330	
Teachers' Mail and Time Room			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0			0	120	0	0	120	0	0	0	0	0	120	0	-	
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Guidance Office			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Guidance Storeroom			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room			0			0	330	1	330	330	1	330	0	0	0	330	1	330	
SRO			0			0	150	1	150	150	1	150	150	1	150				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**0**			**0**			**1,960**			**1,960**			**0**			**1,960**	
Custodian's Office			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Custodian's Storage			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply			0			0	220	1	220	220	1	220	0	0	0	220	1	220	
Storeroom			0			0	240	1	240	240	1	240	0	0	0	240	1	240	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
[insert room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

Alternative #4, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM: EXISTING TO REMAIN / RENOVATED			PROPOSED PROGRAM: NEW CONSTRUCTION			PROPOSED PROGRAM: TOTAL			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			**0**			**0**			**700**			**700**			**700**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			**0**			**0**			**53,295**			**53,295**			**12,050**			**41,245**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	3	**360**	**Total Enrollment (Enter Design Enrollment)**
																K	0	**0**	Kindergarten Enrollment
																Grade 1	0	**120**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	**240**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	0		
																Grade 6	0		
NON-PROGRAMMED SPACES				% of GFA		**0**	% of GFA		**25,805**	% of GFA		**25,805**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	**0**	-	32.6%	**25,805**	-	32.6%	**25,805**							
Total Building Gross Floor Area (GFA)[2]			**0**			**0**			**79,100**			**79,100**			**16,820**			**62,280**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**#DIV/0!**			**#DIV/0!**			**1.48**			**1.48**			**-0.03**			**1.51**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025

Proposed Space Summary - Elementary School

Alternative #5, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**0**			**0**			**32,600**			**32,600**			**7,900**			**24,700**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)			0			0	1,000	30	30,000	1,000	30	30,000	50	4	5,300	950	26	24,700	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Multi Language Learners (MLL)			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Academic Coaches							200	2	400	200	2	400	200	2	400				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
SPECIAL EDUCATION			**0**			**0**			**17,800**			**17,800**			**11,760**			**6,040**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	5	5,000	1,000	5	5,000	50	1	1,200	950	4	3,800	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	5	300	60	5	300	0	1	60	60	4	240	
Resource Room			0			0	500	5	2,500	500	5	2,500	0	2	1,000	500	3	1,500	1/2 size of a General Classroom
Small Group Room			0			0	500	10	5,000	500	10	5,000	0	9	4,500	500	1	500	1/2 size of a General Classroom
Educational Team Leader (ETL)			0			0	150	2	300	150	2	300	150	2	300				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	400	1	400	400	1	400	400	1	400				
PT			0			0	800	1	800	800	1	800	800	1	800				
Speech			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor (SAC)			0			0	150	2	300	150	2	300	150	2	300				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Social Worker			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
De-escalation			0			0	100	5	500	100	5	500	100	5	500				
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**0**			**0**			**5,000**			**5,000**			**0**			**5,000**	
Art Classroom (25 seats)			0			0	1,000	2	2,000	1,000	2	2,000	0	0	0	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	150	2	300	150	2	300	0	0	0	150	2	300	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	2	2,400	1,200	2	2,400	0	0	0	1,200	2	2,400	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0			0	75	4	300	75	4	300	0	0	0	75	4	300	

Proposed Space Summary - Elementary School

Alternative #5, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
HEALTH & PHYSICAL EDUCATION			**0**			**0**			**6,300**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
MEDIA CENTER			**0**			**0**			**3,325**			**3,325**			**0**			**3,325**	
Media Center / Reading Room			0			0	3,325	1	3,325	3,325	1	3,325	0	0	0	3,325	1	3,325	
DINING & FOOD SERVICE			**0**			**0**			**7,960**			**7,960**			**1**			**7,959**	
Cafeteria / Dining			0			0	4,075	1	4,075	4,075	1	4,075	-350	0	-350	4,425	1	4,425	Based on 2 lunch seatings - 15 NSF per seat
Stage			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage			0			0	397	1	397	397	1	397	0	0	0	397	1	397	
Kitchen			0			0	1,890	1	1,890	1,890	1	1,890	0	0	0	1,890	1	1,890	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0	248	1	248	248	1	248	1	0	1	248	1	248	20 NSF per student
Lunch Bunch			0			0	350	1	350	350	1	350	2	700	350				
MEDICAL			**0**			**0**			**610**			**610**			**0**			**610**	
Medical Suite Toilet			0			0	60	1	60	60	1	60	0	0	0	60	1	60	
Nurses' Office / Waiting Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Examination Room / Resting			0			0	100	3	300	100	3	300	0	0	0	100	3	300	
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**0**			**0**			**2,605**			**2,605**			**150**			**2,455**	
General Office / Waiting Room with Toilet			0			0	445	1	445	445	1	445	0	0	0	445	1	445	
Teachers' Mail and Time Room			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0			0	120	0	0	120	0	0	0	0	0	120	0	-	
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Guidance Office			0			0	150	2	300	150	2	300	0	0	0	150	2	300	
Guidance Storeroom			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room			0			0	445	1	445	445	1	445	0	0	0	445	1	445	
SRO			0			0	150	1	150	150	1	150	150	1	150				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**0**			**0**			**2,190**			**2,190**			**0**			**2,190**	
Custodian's Office			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Custodian's Storage			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply			0			0	297	1	297	297	1	297	0	0	0	297	1	297	
Storeroom			0			0	393	1	393	393	1	393	0	0	0	393	1	393	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
[insert room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

Alternative #5, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			**0**			**0**			**700**			**700**			**700**			**0**	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			**0**			**0**			**79,090**			**79,090**			**20,511**			**58,579**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	5	**590**	**Total Enrollment (Enter Design Enrollment)**
																K	0	**0**	Kindergarten Enrollment
																Grade 1	1	**236**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	**354**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	1		
																Grade 6	0		
NON-PROGRAMMED SPACES				% of GFA		**0**	% of GFA		**39,910**	% of GFA		**39,910**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	**0**	-	33.5%	**39,910**	-	33.5%	**39,910**							
7																			
Total Building Gross Floor Area (GFA)[2]			**0**			**0**			**119,000**			**119,000**			**32,762**			**86,238**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**#DIV/0!**			**#DIV/0!**			**1.50**			**1.50**			**0.03**			**1.47**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025

Proposed Space Summary - Elementary School

Alternative #6, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**0**			**0**			**19,900**			**19,900**			**4,700**			**15,200**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)			0			0	1,000	18	18,000	1,000	18	18,000	50	2	2,800	950	16	15,200	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Multi Language Learners (MLL)			0			0	500	1	500	500	1	500	500	1	500				
Academic Coaches						0	200	1	200	200	1	200	200	1	200				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
SPECIAL EDUCATION			**0**			**0**			**10,930**			**10,930**			**6,400**			**4,530**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	3	3,000	1,000	3	3,000	50	0	150	950	3	2,850	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	3	180	60	3	180	0	0	0	60	3	180	
Resource Room			0			0	500	3	1,500	500	3	1,500	0	1	500	500	2	1,000	1/2 size of a General Classroom
Small Group Room			0			0	500	6	3,000	500	6	3,000	0	5	2,500	500	1	500	1/2 size of a General Classroom
Educational Team Leader (ETL)			0			0	150	1	150	150	1	150	150	1	150				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OTPT			0			0	350	1	350	350	1	350	350	1	350				
PT			0			0	750	1	750	750	1	750	750	1	750				
Speech			0			0	500	1	500	500	1	500	500	1	500				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor (SAC)			0			0	150	1	150	150	1	150	150	1	150				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	1	500	500	1	500	500	1	500				
De-escalation			0			0	100	3	300	100	3	300	100	3	300				
			0			0													
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**0**			**0**			**2,500**			**2,500**			**0**			**2,500**	
Art Classroom (25 seats)			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	1	1,200	1,200	1	1,200	0	0	0	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0			0	75	2	150	75	2	150	0	0	0	75	2	150	

Proposed Space Summary - Elementary School

Alternative #6, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
HEALTH & PHYSICAL EDUCATION			**0**			**0**			**6,300**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
MEDIA CENTER			**0**			**0**			**2,290**			**2,290**			**0**			**2,290**	
Media Center / Reading Room			0			0	2,290	1	2,290	2,290	1	2,290	0	0	0	2,290	1	2,290	
DINING & FOOD SERVICE			**0**			**0**			**6,080**			**6,080**			**200**			**5,880**	
Cafeteria / Dining			0			0	2,500	1	2,700	2,500	1	2,700	-200	0	0	2,700	1	2,700	Based on 2 lunch seatings - 15 NSF per seat
Stage			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage			0			0	320	1	320	320	1	320	0	0	0	320	1	320	
Kitchen			0			0	1,600	1	1,660	1,600	1	1,660	-60	0	0	1,660	1	1,660	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	20 NSF per student
Lunch Bunch			0			0	200	1	200	200	1	200	2	400	200				
MEDICAL			**0**			**0**			**410**			**410**			**-100**			**510**	
Medical Suite Toilet			0			0	60	1	60	60	1	60	0	0	0	60	1	60	
Nurses' Office / Waiting Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Examination Room / Resting			0			0	100	1	100	100	1	100	0	-1	-100	100	2	200	
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**0**			**0**			**2,225**			**2,225**			**150**			**2,075**	
General Office / Waiting Room with Toilet			0			0	330	1	330	330	1	330	0	0	0	330	1	330	
Teachers' Mail and Time Room			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0			0	120	0	0	120	0	0	0	0	0	120	0	-	
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Guidance Office			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Guidance Storeroom			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room			0			0	330	1	330	330	1	330	0	0	0	330	1	330	
SRO			0			0	150	1	150	150	1	150	150	1	150				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**0**			**0**			**1,960**			**1,960**			**0**			**1,960**	
Custodian's Office			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Custodian's Storage			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply			0			0	220	1	220	220	1	220	0	0	0	220	1	220	
Storeroom			0			0	240	1	240	240	1	240	0	0	0	240	1	240	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
[insert room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

Alternative #6, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			0			0			700			700			700			0	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			0			0			53,295			53,295			12,050			41,245	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	3	360	**Total Enrollment (Enter Design Enrollment)**
																K	0	0	Kindergarten Enrollment
																Grade 1	0	120	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	240	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	0		
																Grade 6	0		
NON-PROGRAMMED SPACES				% of GFA		0	% of GFA		28,136	% of GFA		28,136							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	0	-	34.6%	28,136	-	34.6%	28,136							
Total Building Gross Floor Area (GFA)[2]			0			0			81,431			81,431			19,151			62,280	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			#DIV/0!			#DIV/0!			1.53			1.53			0.02			1.51	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025

Proposed Space Summary - Elementary School

Alternative #7, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			**0**			**0**			**32,600**			**32,600**			**7,900**			**24,700**	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)			0			0	1,000	30	30,000	1,000	30	30,000	50	4	5,300	950	26	24,700	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Multi Language Learners (MLL)			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Academic Coaches							200	2	400	200	2	400	200	2	400				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
SPECIAL EDUCATION			**0**			**0**			**17,800**			**17,800**			**11,760**			**6,040**	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	5	5,000	1,000	5	5,000	50	1	1,200	950	4	3,800	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	5	300	60	5	300	0	1	60	60	4	240	
Resource Room			0			0	500	5	2,500	500	5	2,500	0	2	1,000	500	3	1,500	1/2 size of a General Classroom
Small Group Room			0			0	500	10	5,000	500	10	5,000	0	9	4,500	500	1	500	1/2 size of a General Classroom
Educational Team Leader (ETL)			0			0	150	2	300	150	2	300	150	2	300				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	400	1	400	400	1	400	400	1	400				
PT			0			0	800	1	800	800	1	800	800	1	800				
Speech			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor (SAC)			0			0	150	2	300	150	2	300	150	2	300				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Social Worker			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
De-escalation			0			0	100	5	500	100	5	500	100	5	500				
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			**0**			**0**			**5,000**			**5,000**			**0**			**5,000**	
Art Classroom (25 seats)			0			0	1,000	2	2,000	1,000	2	2,000	0	0	0	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	150	2	300	150	2	300	0	0	0	150	2	300	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	2	2,400	1,200	2	2,400	0	0	0	1,200	2	2,400	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0			0	75	4	300	75	4	300	0	0	0	75	4	300	

Proposed Space Summary - Elementary School

Alternative #7, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
HEALTH & PHYSICAL EDUCATION			**0**			**0**			**6,300**			**6,300**			**0**			**6,300**	Excess Physical Education Spaces Policy
Gymnasium			0			0	6,000	1	6,000	6,000	1	6,000	0	0	0	6,000	1	6,000	
Gym Storeroom			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
MEDIA CENTER			**0**			**0**			**3,325**			**3,325**			**0**			**3,325**	
Media Center / Reading Room			0			0	3,325	1	3,325	3,325	1	3,325	0	0	0	3,325	1	3,325	
DINING & FOOD SERVICE			**0**			**0**			**7,960**			**7,960**			**1**			**7,959**	
Cafeteria / Dining			0			0	4,075	1	4,075	4,075	1	4,075	-350	0	-350	4,425	1	4,425	Based on 2 lunch seatings - 15 NSF per seat
Stage			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage			0			0	397	1	397	397	1	397	0	0	0	397	1	397	
Kitchen			0			0	1,890	1	1,890	1,890	1	1,890	0	0	0	1,890	1	1,890	1,600 NSF for first 300 students + 1 NSF per additional student
Staff Lunch Room			0			0	248	1	248	248	1	248	1	0	1	248	1	248	20 NSF per student
Lunch Bunch			0			0	350	1	350	350	1	350	2	700	350				
MEDICAL			**0**			**0**			**610**			**610**			**0**			**610**	
Medical Suite Toilet			0			0	60	1	60	60	1	60	0	0	0	60	1	60	
Nurses' Office / Waiting Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Examination Room / Resting			0			0	100	3	300	100	3	300	0	0	0	100	3	300	
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ADMINISTRATION & GUIDANCE			**0**			**0**			**2,605**			**2,605**			**150**			**2,455**	
General Office / Waiting Room with Toilet			0			0	445	1	445	445	1	445	0	0	0	445	1	445	
Teachers' Mail and Time Room			0			0	100	1	100	100	1	100	0	0	0	100	1	100	
Copy Room			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Records Room			0			0	110	1	110	110	1	110	0	0	0	110	1	110	
Principal's Office with Conference Area			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Principal's Secretary / Waiting			0			0	125	1	125	125	1	125	0	0	0	125	1	125	
Assistant Principal's Office			0			0	120	0	0	120	0	0	0	0	0	120	0	-	
Supervisory / Spare Office			0			0	120	1	120	120	1	120	0	0	0	120	1	120	
Conference Room			0			0	250	1	250	250	1	250	0	0	0	250	1	250	
Guidance Office			0			0	150	2	300	150	2	300	0	0	0	150	2	300	
Guidance Storeroom			0			0	35	1	35	35	1	35	0	0	0	35	1	35	
Teachers' Work Room			0			0	445	1	445	445	1	445	0	0	0	445	1	445	
SRO			0			0	150	1	150	150	1	150	150	1	150				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
CUSTODIAL & MAINTENANCE			**0**			**0**			**2,190**			**2,190**			**0**			**2,190**	
Custodian's Office			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Custodian's Workshop			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Custodian's Storage			0			0	375	1	375	375	1	375	0	0	0	375	1	375	
Recycling Room / Trash			0			0	400	1	400	400	1	400	0	0	0	400	1	400	
Receiving and General Supply			0			0	297	1	297	297	1	297	0	0	0	297	1	297	
Storeroom			0			0	393	1	393	393	1	393	0	0	0	393	1	393	
Network / Telecom Room			0			0	200	1	200	200	1	200	0	0	0	200	1	200	
[insert room type here]			0			0			0	0	0	0	0	0	0				

Proposed Space Summary - Elementary School

Alternative #7, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			0			0			700			700			700			0	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			**0**			**0**			**79,090**			**79,090**			**20,511**			**58,579**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																# of Grades	5	**590**	**Total Enrollment (Enter Design Enrollment)**
																K	0	**0**	Kindergarten Enrollment
																Grade 1	1	**236**	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	**354**	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	1		
																Grade 6	0		
NON-PROGRAMMED SPACES				% of GFA		**0**	% of GFA		**39,910**	% of GFA		**39,910**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	**0**	-	33.5%	**39,910**	-	33.5%	**39,910**							
7																			
Total Building Gross Floor Area (GFA)[2]			**0**			**0**			**119,000**			**119,000**			**32,762**			**86,238**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**#DIV/0!**			**#DIV/0!**			**1.50**			**1.50**			**0.03**			**1.47**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

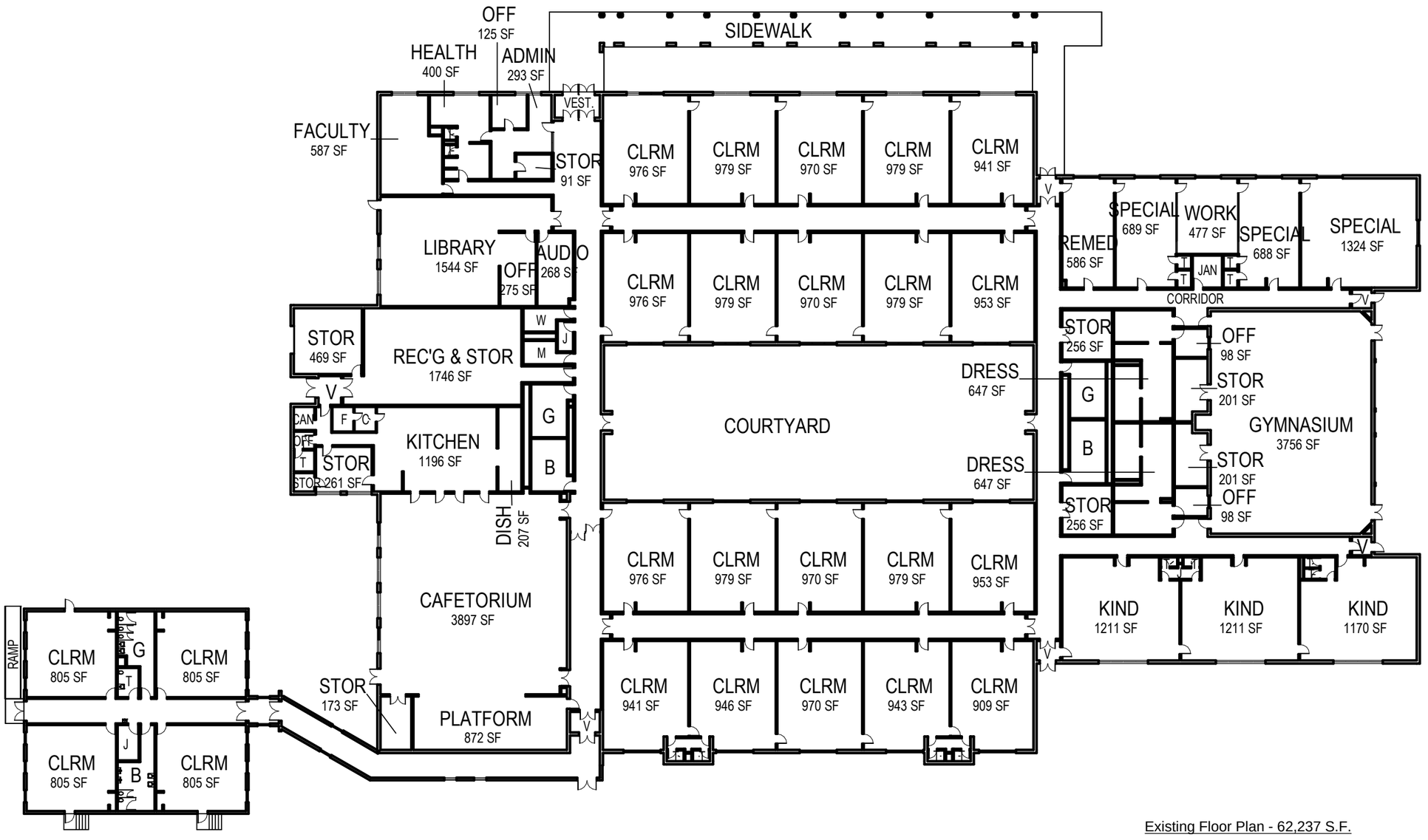
I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building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

Name of Architecture Firm: Mount Vernon Group Architects

Name of Principal Architect: Dennis Daly

Signature of Principal Architect:

Date: Dec. 18, 2025



Existing Floor Plan - 62,237 S.F.

MODULE 3.1.3 DESCRIPTION OF VARIANCES BETWEEN THE DISTRICTS PROPOSED PROGRAM AND MSBA GUIDELINES

To fulfill the existing Educational Program, there are several existing precedents as well as programmatic demands that a renovated and expanded or new Mosier Elementary School must contain in order to meet the requirements of the Districts Educational Program needs.

As part of the PDP, two grades configuration are being considered as noted below.

Grades 2-4, 360 Students
Grades 1-5, 590 Students

Core Academic Spaces

Based on and even number of students per grade and 23 students in a General Classroom (per the MSBA guidelines), the number of proposed classrooms for each design enrollment is indicated in the charts below.

360 Students
16 General Classrooms per MSBA guidelines

Grade	Students per grade	Students per classroom	Number of classrooms required
2	120	23	6 (5.2)
3	120	23	6 (5.2)
4	120	23	6 (5.2)

This will increase the number of general classrooms by 2 for this design enrollment. The proposed total number of general classrooms is 18.

590 Students
25 General Classrooms per MSBA guidelines

Grade	Students per grade	Students per classroom	Number of classrooms required
1	118	23	6 (5.1)
2	118	23	6 (5.1)
3	118	23	6 (5.1)
4	118	23	6 (5.1)
5	118	23	6 (5.1)

This will increase the number of general classrooms by 4 for this design enrollment. The total number of classrooms is 30.

The district will utilize the high range of the allowable area per MSBA guidelines for General Classrooms. Some of the allowable area may be used to create break out areas. The district has proposed including space for team areas at each grade level as flexible and collaborative learning spaces for smaller groups of students away from the distraction of an active classroom setting.

For each enrollment option, 1 **STEAM** room will be included. With more than 50% of student population in grades 3 or higher, a dedicated space with safe tool zones, robust power, display areas and capacity for robotics and projects showcases that are not available in a general classroom will be scheduled as a weekly special.

Please note that the Space summary guidelines for this category do not include area for STE space or the allowable maximum for General Classrooms.

Currently, the district has two .5FTE **Academic Coaches** which will remain if there is no change to the current grade configuration. If the Mosier school operates as grades 1-5 school, both positions will convert to full time positions. Dedicated space is needed for Academic coaches to meet with teachers and students in a private setting.

Currently, the district provides **English Language Learner (ELL)** serves in spaces that serve multiple instructional spaces that limit acoustical quality and instructional efficiency. In the proposed project, dedicated, acoustical separated spaces will be needed for instruction.

Special Education

To continue existing SPED programs, an increase to the MSBA guidelines will be required, including an additional full-size Self-Contained **Classroom** for a Grade 1-5 grade configuration, as well as additional **Resource and Small Group** rooms.

For each enrollment option, individual dedicated spaces are needed for ongoing programs including **OT, PT, Psychologist, Speech, ETL (Educational Team Leader), BCBA, and SAC (School Adjustment Counselors**). However, in a Grades 1-5 grade configuration, one additional ETL, Speech, SAC, MLL Sensory as well as a space for a **Social Worker**, will be required to meet the needs of a larger population of students.

To better serve students with special needs, spaces that are lacking in the current Mosier school are needed, including **Conference** room for IEP meetings of 15-20 participants, and **De-scalation** rooms for each grade level.

Art and Music

There are no proposed changes to this category.

Health and Physical Education

There are no proposed changes to this category.

Media Center

There are no proposed changes to this category.

Dining and Food Service

There are no proposed changes to this category.

Medical

There are no proposed changes to this category.

Administration and Guidance

There are no proposed changes to this category.

Custodial and Maintenance

There are no proposed changes to this category.

Other

Parent Rooms are an essential part of the fabric of the community. The vision for this space includes dedicated space for SEPAC, PTO and family engagement programming that will be used during the school day and after hours.

Mothers rooms are critical spaces to keep nursing mothers engaged and comfortable as they return to work.

These modifications to the MSBA Guidelines will help fulfill the requirements of the Educational Program, will provide allowable and proposed spaces as identified in the Initial Space Summary, and will address Building Committee Project Goals.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL – OVERALL SITE EVALUATION

The Town of South Hadley, Skanska (OPM), and the Mount Vernon Group Architects have endeavored in this Feasibility Study to review the Districts' current overcrowding of the Mosier Elementary School with a current grade configuration of 2 thru 4 including possible solutions to alleviate the issues with either proposed additions and renovations to the existing elementary school building for grade structures of 2 thru 4 or 1 thru 5. Also being considered is the potential for construction of a new 2-4 or 1-5 Elementary School building on the current Mosier Elementary School site or the Michael Smith Middle School site with a design occupancy of 360 or 590 students respectively.

The existing Mosier Elementary School is a 57,788 square foot, single story building originally constructed in the year 1969, and is comprised of classrooms, administration, library, faculty room and minimal support spaces long with common areas including a gym, cafetorium and courtyard. In 1998, (4) modular classrooms with toilet rooms and storage space totaling approximately 4,449 s.f., were added with a connecting corridor to the main school building to the southwest for a total building square footage of 62,237 s.f.. Over the years, some classrooms and storage spaces were converted into needed support spaces and the health suite. The existing school is currently overcrowded and does not meet the current educational needs, and without the need for acquisition of adjacent properties the existing school site could support an addition and renovation, or a newly constructed school building with parking and play spaces.

Due to limited Town owned property, the School Building Committee recommended that the existing Mosier Elementary School site as well as the Michael Smith Middle School site be studied and provided with test fits of building options to accommodate grade configurations of 2 thru 4 or 1 thru 5 with populations of 360 and 590 respectively including adequate criteria parking, age-appropriate play space(s) for the population of elementary school students, and adequate site access and egress for drop off and pick up of students.

It was determined by the Core Building Committee that both the Mosier Elementary School and Smith Middle School sites were feasible to accommodate various options for either agreed upon total student enrollment population and staff, with areas for parking and/or play space, improvement of student drop off and pick up, safety and traffic flow in a neighborhood school area, and make them preferred locations for maintaining the current school location area and current campus atmosphere between the Mosier Elementary School and Smith Middle School.

As part of the analysis of all site options reviewed, site circulation, site access, and site constraints had a major role in assessing the possible development of each test fit within this study. In addition, the current educational needs and future needs also informed the development of each option. Input from the School Building Committee, School Committee

members, District, Teachers, and community via the visioning workshops helped inform the development of each option.

Many of the Town owned properties have been previously developed and not available, are very limited in size or available utilities making development a major undertaking.

The following is a list of sites the design team reviewed for viability of development with multiple test fits of additions and renovations and/or new construction with solutions being mindful of building, parking/circulation, site access and play space requirements.

Sites Include:

#1 – Existing Mosier Elementary School Site on Mosier Street

#2 – Existing Michael Smith Middle School on Mosier Street

MODULE 3.1.4 SITE LEGAL STATUS

The existing Mosier Elementary School site and Michael Smith Middle School site, both located on Mosier Street across from one another, and owned by the Town of South Hadley, are the only two sites currently being considered as part of this feasibility study as directed by the School Building Committee.

As part of this status narrative and attached to this section are the following support documents:

- Mosier and Smith School Property Deeds
- Mosier and Smith School Property Cards
- Order of Property Taking for 127 Mosier Street
- Order of Property Taking for Parkview Street
- 100 Mosier Street Custody Affidavit
- 100 Mosier Street Scriveners Affidavit

As currently owned, both the existing Mosier Elementary School site and Michael Smith Middle School site are available for development of building additions to the existing Mosier Elementary School building and/or construction of a new school building on either site pending compliance with all state and local governing agencies and requirements. Current research to date indicates the sites are not deemed to be covered by any known legal restrictions and/or easements.

Both School sites will be subject to the varying degrees of restraints including but not limited to buildable area, topography, soil types, wetland regulations, and Owner input regarding programming and access needs, etc.. The test fit options and layouts will respond to the information gathered during the feasibility study and continue to be refined throughout the process as more information may reveal itself with the final selected option prior to Schematic Design and submission to MSBA for the Board's approval.

SEE BOOK 3621 PAGE 262

SEE BOOK 3761 PAGE 367

1928
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KNOW ALL MEN BY THESE PRESENTS

THAT WE, HELEN B. JENKS, unmarried, ESTELLE JENKS WHITING, married, both of Holyoke, Hampden County, Massachusetts; NANCY JENKS SEVRENS, married, of the Town and County of Nantucket, in said Massachusetts; JOSEPH C. JENKS, married, of the City and County of Baltimore, in the State of Maryland; DANIEL G. JENKS, [redacted], married, of the City, County and State of New York; and the HADLEY FALLS TRUST COMPANY, a banking corporation duly established under the laws of the Commonwealth of Massachusetts and having a usual place of business in said Holyoke, in said County of Hampden, Massachusetts, TRUSTEE UNDER THE WILL OF CHARLES C. JENKS, deceased, late of said Holyoke, in said County of Hampden and said Commonwealth of Massachusetts, for consideration paid, grant to THE INHABITANTS OF THE TOWN OF SOUTH HADLEY, a municipal corporation duly established by law and located in the County of Hampshire, in said Commonwealth of Massachusetts, with QUITCLAIM covenants, all our right, title and interest in and to the following described three parcels of land situated in South Hadley, Hampshire County, Massachusetts, bounded and described as follows, viz:

PARCEL No. 1. Beginning at an old stone highway bound in the Town of South Hadley, Hampshire County, Massachusetts, said stone bound being located on the NORTHERLY side of Mosier Street, also called Mosher Street, and being the SOUTHEASTERLY corner of land of Benson, recorded in Hampshire County Registry of Deeds, Book 1010, Page 71;

Thence running NORTH 8°58'20" EAST a distance of three hundred sixty-one and fifty-nine one-hundredths (361.59) feet along the land now or formerly owned by Benson, to an iron pin;

Thence running NORTH 25°10'30" EAST a distance of two hundred thirty-five and thirty one-hundredths (235.30) feet along the land now or formerly owned by Benson, to a stone bound;

Thence running NORTH 1°35'20" EAST along the land now or formerly owned by the Holyoke Water Power Co., a distance of two hundred seventy-two and twenty-nine one-hundredths (272.29) feet, to an iron pin;

Thence running SOUTH 81°34'25" WEST a distance of one hundred sixty-three and ninety-six one-hundredths (163.96) feet along the land now or formerly owned by the Holyoke Water Power Co., to an iron pin and the EASTERLY side of College Street, formerly College Highway;

Thence running NORTH 20°03'57" EAST a distance of sixty-five and forty-nine one-hundredths (65.49) feet along the EASTERLY side of College Street, formerly College Highway, to a Massachusetts highway bound;

Thence running NORTH 23°18'38" EAST a distance of twenty-nine and ten one-hundredths (29.10) feet along the EASTERLY side of College Street, formerly College Highway, to an iron pin;

Thence running SOUTH 70°41'30" EAST a distance of one hundred thirty-six and twelve one-hundredths (136.12) feet along the land now or formerly owned by the Marcalus Manufacturing Co.Inc., to an iron pin;

Thence running NORTH 12°57'40" EAST a distance of eighty-two and twenty-two one-hundredths (82.22) feet along the land now or formerly owned by the Marcalus Manufacturing Co.Inc., to an iron pin;

Thence running NORTH 56°35'30" EAST a distance of one hundred ninety-one and eleven one-hundredths (191.11) feet along land now or formerly owned by the Marcalus Manufacturing Co.Inc., to an iron pin;

Thence running NORTH 11°12'00" WEST a distance of thirty-one and sixty-two one-hundredths (31.62) feet along the land now or formerly owned by the Marcalus Manufacturing Co.Inc., to an iron pin at the EASTERLY edge of Stony Brook, also called Stoney Brook;

Thence running NORTHERLY a distance of approximately two hundred seventy-five (275) feet along the EASTERLY edge of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being two hundred sixty-seven and twenty-six one-hundredths (267.26) feet at a bearing of NORTH 62°37'30" EAST;

Thence running NORTHEASTERLY a distance of approximately seventy-five (75) feet along the EASTERLY side of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being sixty-eight and forty-four one-hundredths (68.44) feet at a bearing of NORTH 74°51'15" EAST;

Thence running SOUTHEASTERLY a distance of approximately six hundred (600) feet along the SOUTHERLY side of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being five hundred twenty-six and twenty-eight one-hundredths (526.28) feet at a bearing of SOUTH 62°26'05" EAST;

Thence running SOUTHERLY a distance of approximately two hundred (200) feet along the WESTERLY side of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being one hundred eighty-one and eighty-five one-hundredths (181.85) feet at a bearing of SOUTH 13°07'50" EAST;

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Thence running SOUTHERLY a distance of approximately nine hundred fifty (950) feet along the WESTERLY side of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being eight hundred sixty-nine and fifty-five one-hundredths (869.55) feet at a bearing of SOUTH 12°47'05" WEST;

Thence running EASTERLY a distance of approximately one hundred ten (110) feet along the SOUTHERLY side of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being one hundred three and sixty one-hundredths (103.60) feet at a bearing of SOUTH 84°00'55" EAST;

Thence running SOUTHEASTERLY a distance of approximately ninety (90) feet along the SOUTHERLY side of Stony Brook, also called Stoney Brook, to an iron pin, the straight line distance to said iron pin being eighty-three and twenty one-hundredths (83.20) feet at a bearing of SOUTH 49°47'05" EAST;

Thence running SOUTH 22°55'40" WEST a distance of eighty and seventy-nine one-hundredths (80.79) feet along the land now or formerly owned by Jenks, to the center of a manhole on the NORTHERLY side of Mosier Street, also called Mosher Street;

Thence running NORTH 87°32'00" WEST a distance of two hundred fifty-seven and twenty-one one-hundredths (257.21) feet along the NORTHERLY side of Mosier Street, also called Mosher Street, toan iron pin;

Thence running SOUTH 83°30'00" WEST a distance of five hundred fifty-six and twenty-four one-hundredths (556.24) feet along the NORTHERLY side of Mosier Street, also called Mosher Street, to a stone bound;

Thence running SOUTH 86°40'20" WEST a distance of eighty-two and fifty-eight one-hundredths (82.58) feet along the NORTHERLY side of Mosier Street, also called Mosher Street, to an old highway bound;

Thence running NORTH 68°40'45" WEST a distance of thirty-two and eighty one-hundredths (32.80) feet along the NORTHERLY side of Mosier Street, also called Mosher Street, to an old highway bound;

Thence running NORTH 35°37'10" WEST a distance of two hundred eighty-seven and forty-five one-hundredths (287.45) feet along the NORTHERLY side of Mosier Street, also called Mosher Street, to an old highway bound, and the point of beginning.

Containing twenty-seven and six-tenths (27.6) acres of land, more or less.

Being the same premises described as "Parcel #1" on a plan entitled "Preliminary Map for South Hadley School Committee, South Hadley, Mass., by W.D.Pharmer, Civil Engineer, Holyoke, Mass., Sept; 1959", to be recorded herewith in Hampshire County Registry of Deeds; and being more particularly described in

"Plan of Land in South Hadley, Scale 100 feet to an inch, William D. Pharmer, Surveyor, February, 1960" to be recorded herewith in said Hampshire County Registry of Deeds.

PARCEL No. 2. Beginning at a point in the SOUTHEASTERLY intersection of Mosier Street, also called Mosher Street, and College Street, formerly College Highway; thence running SOUTHEASTERLY along the SOUTHERLY side of said Mosier Street, also called Mosher Street, to an iron pin; thence running WESTERLY along land of Jenks, to said College Street, formerly College Highway; thence running NORTHERLY along the EASTERLY side of said College Street, formerly College Highway, a distance of approximately four hundred fifteen (415) feet, to the place of beginning.

Containing one and five-tenths (1.5) acres of land, more or less.

Being the same premises described as "Parcel #2" on a plan entitled "Preliminary Map for South Hadley School Committee, South Hadley, Mass., by W. D. Pharmer, Civil Engineer, Holyoke, Mass., Sept. 1959" to be recorded herewith in Hampshire County Registry of Deeds.

PARCEL No. 3. Beginning at the SOUTHEASTERLY corner of Parcel No. 2 above described; thence running along the SOUTHERLY side of Mosier Street, also called Mosher Street, in an EASTERLY direction to land of Aller; thence running SOUTHERLY along said land of Aller and land of Obremski, to land of Michael Toth; thence running WESTERLY along land of Michael Toth and land of Audette, to land of Jenks; thence running NORTHERLY along land of Jenks, a distance of approximately three hundred five (305) feet, to the SOUTHERLY side of Mosier Street, also called Mosher Street, to the point of beginning.

Containing twelve (12) acres of land, more or less.

Being the same premises described as "Parcel #3" on a plan entitled "Preliminary Map for South Hadley School Committee, South Hadley, Mass., by W. D. Pharmer, Civil Engineer, Holyoke, Mass., Sept. 1959" to be recorded herewith in Hampshire County Registry of Deeds.

WE, PHILIP C. WHITING, JR., husband of Estelle Jenks Whiting,

WILLIAM A. SEVRENS, husband of Nancy Jenks Sevrens,

LOLA M. JENKS, wife of Joseph C. Jenks,

ELIZABETH F. JENKS, wife of Daniel A. Jenks, [redacted],

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the said grantors herein, release to said grantee, all rights of tenancy by the curtesy and dower and homestead and other interests therein.

Signed in the presence of:

June 6th, 1960.

Louis L Davidson
Louis L Davidson Jr.
Harry E Castle
Harry E Castle
Charles C Johnson Jr.
Charles C Johnson Jr.
Clarke S Lyon
Clarke S Lyon
Clarke S Lyon

Henry Jenks Seeger
William C Seeger
Lola M Jenks
Joseph C Jenks
Elizabeth F Jenks
David A Jenks
Estelle J Whiting
(Estelle Jenks Whiting)
Robert C Whiting Jr.
Helen B Jenks

Ruth E Kemp

HADLEY FALLS TRUST COMPANY, TRUSTEE UNDER THE WILL OF CHARLES C. JENKS, DECEASED.

BY: [signature]
Its Vice Pres. & Trust Officer

The Commonwealth of Massachusetts

Hampden, ss June 6 1960

Then personally appeared Estelle Jenks Whiting and acknowledged the foregoing instrument to be her free act and deed, before me,

Clarke S. Lyon Notary Public

My commission expires: Feb. 24, 1962

June 13, 1960 at 2 o'clock and 40 mins. P.M. Rec'd, Ent'd & Exam'd.

Property Location 101 MOSIER ST | Map ID 38/ 19/ / / | Bldg Name | State Use 9033
Vision ID 5011 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 1/8/2025 11:40:27 AM

CURRENT OWNER

SO HADLEY TOWN OF
(SCHOOL DEPARTMENT)
116 MAIN ST

SOUTH HADLEY MA 01075

TOPO / UTILITIES / STRT / ROAD / LOCATION

SUPPLEMENTAL DATA

Alt Prcl ID
Exemption
Precinct E: 2
GIS ID M_111243_888816
Water
Sntary Wa TOWN:
Sump Pum
Assoc Pid#

CURRENT ASSESSMENT

Description	Code	Appraised	Assessed
EXEMPT	9033	2,228,500	2,228,500
EXM LAND	9033	272,700	272,700
EXEMPT	9033	63,700	63,700
Total		2,564,900	2,564,900

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SOUTH HADLEY, MA

VISION

RECORD OF OWNERSHIP

RECORD OF OWNERSHIP	BK-VOL/PAGE		SALE DATE	Q/U	V/I	SALE PRICE	VC
SO HADLEY TOWN OF	01328	0134	06-13-1960	U	V	0	

PREVIOUS ASSESSMENTS (HISTORY)

Year	Code	Assessed	Year	Code	Assessed	Year	Code	Assessed
2024	9033	2,090,700	2023	9033	1,893,800	2022	9033	1,795,300
	9033	249,100		9033	233,400		9033	233,400
	9033	63,700		9033	63,700		9033	63,700
	Total	2,403,500		Total	2,190,900		Total	2,092,400

EXEMPTIONS

Year	Code	Description	Amount
		Total	0.00

OTHER ASSESSMENTS

Code	Description	Number	Amount	Comm Int

This signature acknowledges a visit by a Data Collector or Assessor

ASSESSING NEIGHBORHOOD

Nbhd	Nbhd Name	B	Tracing	Batch
0001				

NOTES

MOSIER SCHOOL
140 X 50 FT COURTYARD
90 X 60 GYM

NEW ROOF FY 06

APPRAISED VALUE SUMMARY

Appraised Bldg. Value (Card)	2,205,700
Appraised Xf (B) Value (Bldg)	22,800
Appraised Ob (B) Value (Bldg)	63,700
Appraised Land Value (Bldg)	272,700
Special Land Value	0
Total Appraised Parcel Value	2,564,900
Valuation Method	C
Total Appraised Parcel Value	2,564,900

BUILDING PERMIT RECORD

Permit Id	Issue Date	Type	Description	Amount	Insp Date	% Comp	Date Comp	Comments
B-21-637	10-25-2021	CM	Commercial	40,150		0		REPAIR/RENO RAMPS
19BP42	02-22-2019	CM		22,300		0		ROOF
19BP33	02-14-2019	CM		76,168		0		RECONFIGURED MODULAR
17BP290	08-11-2017	CM	Commercial	138,000		0		RENOVATE LOBBY
15BP346	09-18-2015	CM	Commercial	348,000		0		ROOF
14BP282	07-23-2014	CM	Commercial	1,400		0		REPAIR FLOOR IN MOBILE C
13BP364	09-18-2013	CM	Commercial	1,100		0		REPAIR TO BATHROOM

VISIT / CHANGE HISTORY

Date	Id	Type	Is	Cd	Purpost/Result
03-29-1982	11			0	

LAND LINE VALUATION SECTION

B	Use Code	Description	Zone	District	Land Units		Unit Price	I. Factor	Site Index	Cond.	Nbhd.	Nhbd Adj	Notes	Location Adjustment		Adj Unit Pric	Land Value
1	9033	PUB-SCHOOL	RA1	2	43,560	SF	2.69	1.05000	6	1.50		1.000			0	4.24	184,700
1	9033	PUB-SCHOOL	RA1	2	11.000	AC	4,000	1.00000	5	2.00		1.000			0	8,000	88,000
				Total Card Land Units	12.00	AC	Parcel Total Land Area:			12.00						Total Land Value	272,700

Property Location	101 MOSIER ST		Map ID	38/ 19/ / /		Bldg Name	State Use 9033
Vision ID	5011	Account #		Bldg # 1	Sec # 1 of 1	Card # 1 of 1	Print Date 1/8/2025 11:40:27 AM

CONSTRUCTION DETAIL

Element	Cd	Description
Style:	83	Schools-Public
Model	94	Commercial
Grade	03	Average
Stories:	1.5	
Occupancy	1.00	
Exterior Wall 1	20	Brick/Masonry
Exterior Wall 2		
Roof Structure	01	Flat
Roof Cover	02	Rolled Compos
Interior Wall 1	01	Minim/Masonry
Interior Wall 2		
Interior Floor 1	10	Terrazzo Monol
Interior Floor 2		
Heating Fuel	04	Electric
Heating Type	07	Electr Basebrd
AC Type	01	None
Bldg Use	9033	PUB-SCHOOL
Total Rooms		
Total Bedrms	00	
Total Baths	2	
Heat/AC	00	NONE
Frame Type	03	MASONRY
Baths/Plumbing	02	AVERAGE
Ceiling/Wall	04	CEIL & MIN WL
Rooms/Prtns	02	AVERAGE
Wall Height	12.00	
% Comn Wall	0.00	
1st Floor Use:	9033	

CONSTRUCTION DETAIL (CONTINUED)

Element	Cd	Description

MIXED USE

Code	Description	Percentage
9033	PUB-SCHOOL	100
		0
		0

COST / MARKET VALUATION

RCN	5,251,728
Year Built	1969
Effective Year Built	1986
Depreciation Code	
Remodel Rating	
Year Remodeled	
Depreciation %	58
Functional Obsol	0
External Obsol	0
Trend Factor	1
Condition	
Condition %	
Percent Good	42
Cns Sect Rcnld	2,205,700
Dep % Ovr	
Dep Ovr Comment	
Misc Imp Ovr	
Misc Imp Ovr Comment	
Cost to Cure Ovr	
Cost to Cure Ovr Comment	

OB - OUTBUILDING & YARD ITEMS(L) / XF - BUILDING EXTRA FEATURES(B)

Code	Description	L/B	Units	Unit Price	Yr Blt	Cond. Cd	% Good	Grade	Grade Adj	Appr. Value
PAV1	PAVING-ASPH	L	50,800	0.90	1965		60		0.00	27,400
MSC6	TRNS	L	750	37.50	1965		60		0.00	16,900
LT3	W/TRIPLE LIG	L	18	1500.00	1965		60		0.00	16,200
FN1	FENCE-4' CHAI	L	880	6.00	1965		60		0.00	3,200
CLR1	COOLER	B	2,700	20.00	1986		42		0.00	22,800

BUILDING SUB-AREA SUMMARY SECTION

Code	Description	Living Area	Floor Area	Eff Area	Unit Cost	Undeprec Value
BAS	First Floor	57,788	57,788	57,788	90.27	5,216,523
CAN	Canopy	0	1,952	390	18.04	35,205
	Ttl Gross Liv / Lease Area	57,788	59,740	58,178		5,251,728

Property Location 100 MOSIER ST | Map ID 38/ 1/ / / | Bldg Name | State Use 9033
Vision ID 4993 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 1/8/2025 10:51:55 AM

CURRENT OWNER

SO HADLEY TOWN OF
SCHOOL DEPARTMENT
116 MAIN ST

SOUTH HADLEY MA 01075

TOPO / UTILITIES / STRT / ROAD / LOCATION

SUPPLEMENTAL DATA

Alt Prcl ID
Exemption
Precinct E: 2
GIS ID M_111040_889072
Water
Sntary Wa TOWN:
Sump Pum
Assoc Pid#

CURRENT ASSESSMENT

Description	Code	Appraised	Assessed
EXEMPT	9033	3,483,900	3,483,900
EXM LAND	9033	436,300	436,300
EXEMPT	9033	377,900	377,900
Total		4,298,100	4,298,100

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SOUTH HADLEY, MA

VISION

RECORD OF OWNERSHIP

RECORD OF OWNERSHIP	BK-VOL/PAGE		SALE DATE	Q/U	V/I	SALE PRICE	VC
SO HADLEY TOWN OF	01328	0134	06-13-1960	U	V	100	

PREVIOUS ASSESSMENTS (HISTORY)

Year	Code	Assessed	Year	Code	Assessed	Year	Code	Assessed
2024	9033	3,266,300	2023	9033	2,955,200	2022	9033	2,799,500
	9033	394,900		9033	376,100		9033	376,100
	9033	377,900		9033	375,000		9033	375,000
	Total	4,039,100		Total	3,706,300		Total	3,550,600

EXEMPTIONS

Year	Code	Description	Amount
		Total	0.00

OTHER ASSESSMENTS

Code	Description	Number	Amount	Comm Int

This signature acknowledges a visit by a Data Collector or Assessor

ASSESSING NEIGHBORHOOD

Nbhd	Nbhd Name	B	Tracing	Batch
0001				

NOTES

60 X 90 GYM
BOOK 10954 PAGE 259 6/27/12 AND
55863 BAS ADDED PER BLDG
BOOK 11088 PAGE 20 10/19/12
MES MIDDLE SCHOOL

WARNER ARBORETIUM
CONSERVATION COMM. CONTROL AFFIDAVIT

APPRAISED VALUE SUMMARY

Appraised Bldg. Value (Card)	3,483,400
Appraised Xf (B) Value (Bldg)	500
Appraised Ob (B) Value (Bldg)	377,900
Appraised Land Value (Bldg)	436,300
Special Land Value	0
Total Appraised Parcel Value	4,298,100
Valuation Method	C
Total Appraised Parcel Value	4,298,100

BUILDING PERMIT RECORD

Permit Id	Issue Date	Type	Description	Amount	Insp Date	% Comp	Date Comp	Comments
16BP57	02-25-2016	CM	Commercial	149,350		0		INSTALL SECURITY MODIFIC
15BP254	10-02-2015	CM	Commercial	0		0		TEMP TENT
14BP301	07-29-2014	CM	Commercial	7,000		0		HANDICAP LIFT
13BP278	07-16-2013	CM	Commercial	1,255,000		0		ROOF
2003BP221	07-23-2003	CM	Commercial					HANDICAP RAMP
96BP188	07-17-1996	CM	Commercial	36,500		0		POOL DRAI
96BP96	05-16-1996	RE	Remodel	241,144		0		ADA RENOV

VISIT / CHANGE HISTORY

Date	Id	Type	Is	Cd	Purpost/Result
04-20-2005	TM			40	No change
03-30-1982	11			0	

LAND LINE VALUATION SECTION

B	Use Code	Description	Zone	District	Land Units		Unit Price	I. Factor	Site Index	Cond.	Nbhd.	Nhbd Adj	Notes	Location Adjustment		Adj Unit Pric	Land Value
1	9033	PUB-SCHOOL	RA1	2	43,560	SF	2.69	1.25000	7	1.50		1.000			0	5.04	219,500
1	9033	PUB-SCHOOL	RA1	2	17.000	AC	4,000	1.00000	5	2.00		1.000			0	8,000	136,000
1	9033	PUB-SCHOOL	RA1	2	10.100	AC	4,000	1.00000	5	2.00		1.000			0	8,000	80,800
				Total Card Land Units	28.10	AC	Parcel Total Land Area:		28.10							Total Land Value	436,300

Property Location 100 MOSIER ST | Map ID 38/ 1/ / / | Bldg Name | State Use 9033
Vision ID 4993 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 1/8/2025 10:51:55 AM

CONSTRUCTION DETAIL

Element	Cd	Description
Style:	83	Schools-Public
Model	94	Commercial
Grade	03	Average
Stories:	1.5	
Occupancy	1.00	
Exterior Wall 1	20	Brick/Masonry
Exterior Wall 2		
Roof Structure	01	Flat
Roof Cover	04	Tar & Gravel
Interior Wall 1	01	Minim/Masonry
Interior Wall 2		
Interior Floor 1	10	Terrazzo Monol
Interior Floor 2		
Heating Fuel	02	Oil
Heating Type	05	Hot Water
AC Type	01	None
Bldg Use	9033	PUB-SCHOOL
Total Rooms		
Total Bedrms	00	
Total Baths	2	
Heat/AC	00	NONE
Frame Type	03	MASONRY
Baths/Plumbing	02	AVERAGE
Ceiling/Wall	04	CEIL & MIN WL
Rooms/Prtns	02	AVERAGE
Wall Height	12.00	
% Comn Wall	0.00	
1st Floor Use:	9033	

CONSTRUCTION DETAIL (CONTINUED)

Element	Cd	Description

MIXED USE

Code	Description	Percentage
9033	PUB-SCHOOL	100
		0
		0

COST / MARKET VALUATION

RCN	11,611,468
Year Built	1960
Effective Year Built	1974
Depreciation Code	
Remodel Rating	
Year Remodeled	
Depreciation %	70
Functional Obsol	0
External Obsol	0
Trend Factor	1
Condition	
Condition %	
Percent Good	30
Cns Sect Rcnld	3,483,400
Dep % Ovr	
Dep Ovr Comment	
Misc Imp Ovr	
Misc Imp Ovr Comment	
Cost to Cure Ovr	
Cost to Cure Ovr Comment	

OB - OUTBUILDING & YARD ITEMS(L) / XF - BUILDING EXTRA FEATURES(B)

Code	Description	L/B	Units	Unit Price	Yr Blt	Cond. Cd	% Good	Grade	Grade Adj	Appr. Value
MSC2	COOL	L	120	31.92	1960		100		0.00	3,800
SPL1	POOL-INGR C	L	1,976	20.00	1960		75		0.00	29,600
PAV1	PAVING-ASPH	L	26,400	0.90	1955		60		0.00	14,300
FN1	FENCE-4' CHAI	L	170	6.00	1955		60		0.00	600
LT1	LIGHTS-IN W/P	L	11	690.00	1955		60		0.00	4,600
MSC3	MODULAR RO	L	4	81250.00	1995		100		0.00	325,000
CLR1	COOLER	B	120	20.00	1974		21		0.00	500

BUILDING SUB-AREA SUMMARY SECTION

Code	Description	Living Area	Floor Area	Eff Area	Unit Cost	Undeprec Value
BAS	First Floor	107,087	107,087	107,087	93.95	10,060,824
CAN	Canopy	0	384	77	18.84	7,234
FUS	Upper Story, Finished	16,428	16,428	16,428	93.95	1,543,411
	Ttl Gross Liv / Lease Area	123,515	123,899	123,592		11,611,469

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TOWN OF SOUTH HADLEY
HAMPSHIRE COUNTY
COMMONWEALTH OF MASSACHUSETTS

ORDER OF TAKING

KNOW ALL MEN BY THESE PRESENTS:

That Michael J. Clifford, Joseph W. Long, and George E. Boudreau, acting as the Board of Selectmen of the Town of South Hadley, Hampshire County, Commonwealth of Massachusetts, did on the day of January, 1971, adopt the following order:

Ordered that Michael J. Clifford, Joseph W. Long, and George E. Boudreau acting as the Board of Selectmen of the Town of South Hadley, Hampshire County, Commonwealth of Massachusetts in the exercise of the powers conferred upon them as such Board by Chapter 40, Section 14 and Chapter 79 of the General Laws of Massachusetts and of all other Acts in addition thereto and in amendment thereof and of all other power and authority hereto enabling, having been duly authorized by a vote of the Town Meeting of South Hadley, on October 23, 1968, appropriations having been made at said Town Meeting, do the following things:

Take and we do hereby take in fee simple the land, including all structures and trees thereon standing, now or formerly of Emil Aller and Phyllis N. Aller, their heirs or devisees of 521 East Groton Drive, Burbank, California, lying in South Hadley, Hampshire County, Massachusetts, for municipal purposes, bounded and described as follows:

Beginning at a point on the Southerly side of Mosier Street, so called, at a point at the Northwesterly corner of the lot herein conveyed, thence Southerly along land of the said Jenks one hundred seventy-five (175) feet; thence Easterly along other land of the grantor sixty (60) feet to a point on other land of the grantor; thence Northerly along other land of the grantor one hundred seventy-five (175) feet to the Southerly side of Mosier Street; thence Westerly along the Southerly side of Mosier

1583-715

Street sixty (60) feet to the place of beginning.

Being the same premises conveyed to Emil Aller and Phyllis M. Aller by deed of Stanley E. Warner and Robertina Woods Warner, dated June 23, 1941 and recorded in the Hampshire County Registry of Deeds Book 959, Pages 425 and 426.

The Board of Selectmen award damages in the amount of Three Hundred and 00/100 ($300.00) Dollars for the described taking.

IN WITNESS WHEREOF, the said Michael J. Clifford, Joseph W. Long, and George E. Boudreau, acting as the Board of Selectmen as aforesaid, do hereby set our hands and seals and the seal of the Town of South Hadley this 26th day of January, 1971.

Board of Selectmen
Town of South Hadley

(Michael J. Clifford)

(Joseph W. Long)

(George E. Boudreau)

COMMONWEALTH OF MASSACHUSETTS

Hampshire, ss. January 26, 1971

Then personally appeared the above-named Michael J. Clifford, Joseph W. Long and George E. Boudreau, and acknowledged the foregoing instrument to be their free act and deed, and the free act and deed of the Town of South Hadley, before me.

Notary Public

My commission expires February 14,1975

Jan. 28, 1971, at 5 o'clock & 2 Mins. P.M.
Rec'd, Ent'd & Exam'd.

TOWN OF SOUTH HADLEY
HAMPSHIRE COUNTY
COMMONWEALTH OF MASSACHUSETTS

ORDER OF TAKING

KNOW ALL MEN BY THESE PRESENTS:

That Michael J. Clifford, Joseph W. Long, and George E. Boudreau, acting as the Board of Selectmen of the Town of South Hadley, Hampshire County, Commonwealth of Massachusetts, did on the day of January, 1971, adopt the following order:

Ordered that Michael J. Clifford, Joseph W. Long and George E. Boudreau acting as the Board of Selectmen of the Town of South Hadley, Hampshire County, Commonwealth of Massachusetts in the exercise of the powers conferred upon them as such Board by Chapter 40, Section 14 and Chapter 79 of the General Laws of Massachusetts and of all other Acts in addition thereto and in amendment thereof and of all other power and authority hereto enabling, having been duly authorized by a vote of the Town Meeting of South Hadley, on October 23, 1968, appropriations having been made at said Town Meeting, do the following things:

Take and we do hereby take in fee simple the land, including all structures and trees thereon standing, now or formerly of George B. Coursey and Arlene C. Coursey, their heirs or devisees of Holyoke, Hampden County, Massachusetts, lying in South Hadley, Hampshire County, Massachusetts, for municipal purposes, bounded and described as follows:

Beginning at a point one hundred seventy-five (175) feet Southerly from the Southerly side of Mosier Street which point marks the Southwesterly corner of land now or formerly of one Aller, the Northwesterly corner of the lot herein conveyed, and the Easterly line of land now or formerly of one Jenks; thence Southerly two hundred (200) feet more or less to a fence which borders other land now or formerly of Warner; thence Easterly along said fence sixty (60) feet to the Westerly side of the passage way above mentioned; thence Northerly along the Westerly

1586-717

side of the said pagsage way two hundred (200) feet more or less to land now or formerly of Aller;thence Westerly sixty feet to the point of beginning.

Being a portion of the premises conveyed to George B. Coursey and Arlene C. Coursey by deed of Grace E. Ingham, dated March 17, 1944 and recorded in the Hampshire County Registry of Deeds Book 980, Pages 203 and 204.

The Board of Selectmen award damages in the amount of Two Hundred and 00/100 ($200.00) Dollars for the described taking.

IN WITNESS WHEREOF, the said Michael J. Clifford, Joseph W. Long, and George E. Boudreau, acting as the Board of Selectmen as aforesaid, do hereby set our hands and seals and the seal of the Town of South Hadley this 26th day of January, 1971.

Board of Selectmen
Town of South Hadley

(Michael J. Clifford)

(Joseph W. Long)

(George E. boudreau)

COMMONWEALTH OF MASSACHUSETTS

Hampshire, ss. January 26, 1971

Then personally appeared the above-named Michael J. Clifford, Joseph W. Long and George E. Boudreau, and acknowledged the foregoing instrument to be their free act and deed, and the free act and deed of the Town of South Hadley, before me.

Notary Public

My commission expires February 14,1975

Jan. 28, 1971, at 5 o'clock & 2 Mins. P.M. Rec'd, Ent'd & Exam'd.

2012 00014845
Bk: 10954Pg: 259 Page: 1 of 3
Recorded: 06/27/2012 12:19 PM

AFFIDAVIT

South Hadley

Re: Off Mosier Street, Portion of Parcel 1 in Book 1328, Page 134.

I, **CARLENE C. HAMLIN, Clerk** of the Town of South Hadley, Hampshire County, Massachusetts, having personal knowledge of the facts herein stated, under oath depose and say as follows:

THAT, on May 12, 2012, at the Annual Town Meeting for the Town of South Hadley, the Town voted by two-thirds vote, to transfer the custody of the above referenced Property to the Conservation Commission for conservation purposes pursuant to Chapter 40, Section 8C.

THAT, attached hereto and made a part hereof is a certified copy of the Town Meeting vote evidencing this transfer.

SIGNED under the penalties of perjury this 22nd day of June, 2012.

Barry C G. Mayo
WITNESS:

Carlene C Hamlin
CARLENE C. HAMLIN, Clerk

COMMONWEALTH OF MASSACHUSETTS

Hampshire, ss.

On this 22nd day of June, 2011, before me, the undersigned Notary Public, personally appeared Carlene C. Hamlin, Clerk of the Town of South Hadley, personally known to me to be the person whose name is signed on the preceding or attached document, and acknowledged to me that she signed it voluntarily for its stated purpose.

Edward J. Ryan Jr.

EDWARD J. RYAN, JR.
Notary Public

My Commission Expires: 01/06/17

EDWARD J. RYAN, JR.
NOTARY PUBLIC
COMMONWEALTH OF MASSACHUSETTS
My Commission Expires Jan. 6, 2017

LAWYER'S CERTIFICATE

I, **EDWARD J. RYAN, JR.,** of 129 College Street, South Hadley, Hampshire County, Massachusetts, being an attorney at law duly admitted to practice within the Commonwealth of Massachusetts, do hereby certify that the facts stated in the above affidavit are relevant to the title of the land described, and will be of benefit and assistance in clarifying the chain of title.

Dated this 22nd day of June, 2012.

WITNESS: _____ EDWARD J. RYAN, JR.

COMMONWEALTH OF MASSACHUSETTS

Hampshire, ss.

On this 22nd day of June, 2012, before me, the undersigned Notary Public, personally appeared Edward J. Ryan, Jr., personally known to me to be the person whose name is signed on the preceding or attached document, and acknowledged to me that he signed it voluntarily, for its stated purpose.

_____
Notary Public

My Commission Expires:

JAMES E. BAKER
NOTARY PUBLIC
COMMONWEALTH OF MASSACHUSETTS
My Commission Expires Jan. 24, 2014

ATTEST: HAMPSHIRE, Patricia A. Plaza REGISTER
PATRICIA A. PLAZA

2012 00025385
Bk: 11088Pg: 20 Page: 1 of 4
Recorded: 10/19/2012 02:30 PM

AFFIDAVIT

I, **EDWARD J. RYAN, JR.**, of 129 College Street, South Hadley, MA 01075, having been duly sworn, depose and say that:

1) I am a licensed practicing attorney in the Town of South Hadley in good standing and have served as the Town Counsel for the Town of South Hadley from October, 1995 up to and including the present.

2) On or about June 27, 2012, I recorded in the Hampshire County Registry of Deeds in Book 10954, Page 159, an Affidavit together with a Lawyer's Certificate. The Affidavit was duly executed by the Town Clerk, Carlene C. Hamlin, and was her certification that the South Hadley Town Meeting, at its meeting on May 12, 2012, voted to transfer a portion of a parcel of land under the control of the School Department to the South Hadley Conservation Commission.

3) As part of that motion that the Town Meeting voted on, there was attached a "plan sketch" marked Exhibit "A" designating the 6.03 acre portion of the parcel that was transferred.

4) Through inadvertence, I neglected to include with the recording of the documents described in paragraph two (2) above and referenced therein, the copy of the certified vote and the "plan sketch" marked Exhibit "A" which is attached hereto and made a part hereof.

5) That pursuant to M.G.L. Chapter 183, Section 5B, I make this Affidavit and state that the facts set forth herein are based upon my personal knowledge and are relevant to the title to the subject parcel and will be of benefit and assistance in clarifying the chain of title to the parcel described herein.

SIGNED under the penalties of perjury this 17th day of October, 2012.

Lenore P. Klein
WITNESS:

Edward J. Ryan Jr.
EDWARD J. RYAN, JR.
Town Counsel

COMMONWEALTH OF MASSACHUSETTS

Hampshire, ss.

On this 17th day of October, 2012, before me, the undersigned Notary Public, personally appeared Edward J. Ryan, Jr., Town Counsel for the Town of South Hadley, personally known to me to be the person whose name is signed on the preceding or attached document, and acknowledged to me that he signed it voluntarily, for its stated purpose.

Lenore F. Dion

Notary Public

My Commission Expires: 2·11·16

LENORE F. DION
NOTARY PUBLIC
COMMONWEALTH OF MASSACHUSETTS
My Commission Expires Feb. 11, 2016

Town of South Hadley

Office of the Town Clerk/Treasurer

Carlene C. Hamlin
Town Clerk/Treasurer

Michael J. Fitzsimmons
Assistant Clerk/Treasurer



116 Main Street • Room 108 • South Hadley, MA 01075
Phone (413) 538-5017 • Fax (413) 538-7565
E-Mail: chamlin@southhadleyma.gov

CERTIFIED COPY OF VOTE

At the Annual Town Meeting, held May 12, 2012, the elected Town Meeting Members of the Town of South Hadley voted on the following business under Article 34.

ARTICLE 34.

The Town voted pursuant to the consent vote by the School Committee, that the ***care, custody, management and control*** of the following land (Exhibit A attached) known as the George Hahn/Edwin Warner Arboretum, being a portion of Map 38 Parcel 1, is hereby transferred from the School Committee & Selectboard to the Conservation Commission for the conservation purposes set out under G.L. Ch. 40 §8C.

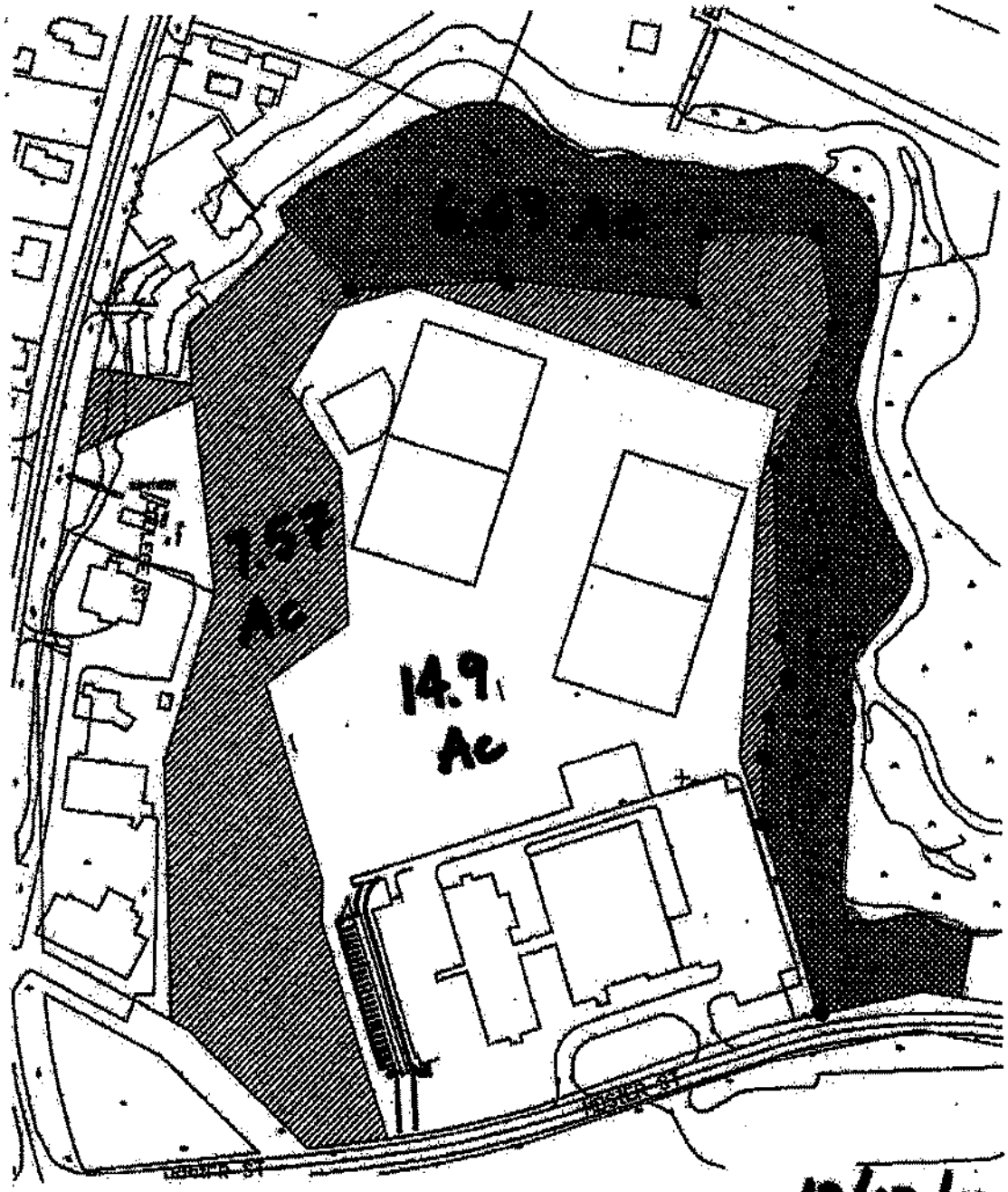
The Town Moderator informed the elected members that a two thirds majority vote of the town meeting body was required to pass the article under MGL 40:15A. Voice vote was called for. The Town Moderator was satisfied with the voice vote, declared the article approved by a two thirds majority vote and the motion carried.

A true copy Attest:

Carlene C. Hamlin

Carlene C. Hamlin, Town Clerk/Treasurer

Exhibit "A"



12/13/11

1" = 200'

● DENOTES STAKED FIELD LOCATION

MIDDLE SCHOOL CONSERVATION SKETCH

ATTEST: HAMPSHIRE, Patricia A. Plaza REGISTER
PATRICIA A. PLAZA

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL - BUILDING EVALUATION

A. GENERAL DESCRIPTION

The existing Mosier Elementary School is comprised of the original single-story 57,788 square foot building built in 1969, with (4) modular classrooms, toilet rooms and storage space totaling 4,449 square feet, that were installed and connected to the southwest of the existing school building in 1998 via a corridor for a total building square footage of 62,237 s.f..

The single-story school building currently houses a grade configuration for 2 thru 4 with approximately 360 students and approximately 100 staff, contains general classrooms, art and music rooms, gymnasium and locker room(s), cafeteria and platform, kitchen, library/media center, administrative offices, faculty dining/work room, a health room, toilet rooms, specialty and support spaces, mechanical/electrical room and custodial workshop, as well as an enclosed courtyard. The building is comprised of a structural steel frame and open web steel trusses, with load bearing and non-load bearing glazed cmu wall systems, gypsum board and stud walls, and concrete slab-on-grade, with double loaded corridors throughout.

The building envelope and interior are in need of repairs including roof systems that are approaching the end of their useful lifespan. Storefront and window systems are inefficient resulting in energy loss and uneven temperatures in classrooms and interior spaces. The current building layout does not afford the opportunity to maintain the required appropriate programmatic and support space sizes and flexibility, nor the ability to create the necessary adjacencies the district requires to address and deliver today's educational program needs. The various classrooms, public and ancillary spaces are undersized relative to today's educational standards resulting in areas of overcrowding, and the support spaces have been created from repurposed storage rooms. The courtyard as it exists does not offer an easy means for outdoor learning opportunities due to maintenance inefficiencies. While the kitchen is a full-service facility with two serving lines, the equipment and layout are somewhat inefficient.

The classroom mechanical systems have exceeded their useful life and do not deliver the proper conditioned environment and air quality resulting in staff and parent concerns, as well as disruption in educational services. The mechanical system does provide air conditioning and the proper air changes and exhaust for healthy environments. There are deficiencies and non-compliance of accessibility throughout the building including, but not limited to accessibility , egress, toilet facilities, classroom features, etc..



Partial Front Elevation



Partial Front Elevation



Partial Side Elevation



Partial Side Elevation



Partial Rear Elevation



Partial Rear Elevation



Partial Rear Elevation



Partial Side Elevation



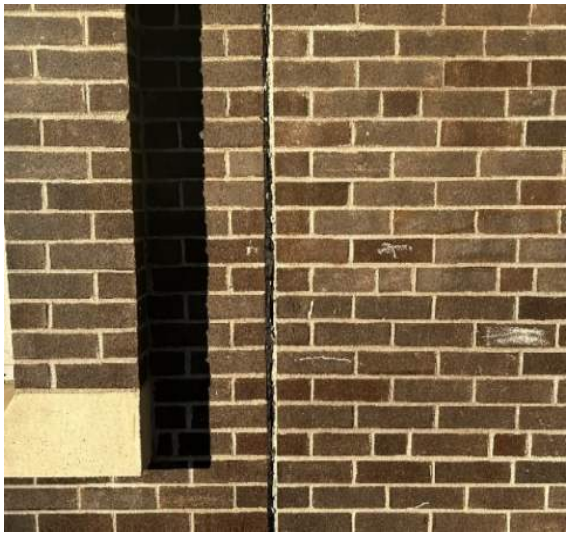
Courtyard View



Courtyard View

B. BUILDING ENVELOPE – Exterior Walls

The original 1969 building is constructed of brick masonry veneer with CMU backup without an airspace between the two wythes allowing potential thermal bridging to occur. A review of the exposed foundation found it to be in decent shape with some minor localized deterioration due to age and weather exposure. The exterior brick veneer was observed to be in satisfactory condition overall with minor areas of deterioration and cracking at mortar joints where movement and moisture penetration has occurred over time. There are expansion joint locations where the caulking has deteriorated and is allowing moisture into the wall system. The overall condition of the steel framed colonnade along the front of the school appears to be in satisfactory shape, however, there are a couple of locations where the steel columns are in contact or in close proximity of the ground and are deteriorating due to weather and/or exposure to snow melt products. The shipping/receiving room has a small exterior platform. The concrete stairs are deteriorating and have been fitted with metal treads and risers as a repair option.



Missing expansion Joint Material



Brick Veneer Cracks



Receiving Platform

There are unit ventilators under each window unit location and in close proximity to the ground thereby open to pollutants and moisture exposure. The caulking around the unit ventilators is deteriorating and creating gaps allowing weather infiltration to the inside.



Typical Unit Ventilator



Missing Caulk

The painted metal exterior doors are in rough condition and showing signs of deterioration along the bottom in several locations. Most door locations are flush to grade to meet accessibility requirements. The glazing in the doors does not appear to have any insulative value for energy efficiency, nor do they appear to offer extensive security protection similar to that of security glazing. Not all of the exterior doors have the appropriate hardware to meet the accessibility code requirements.



Typical Door Deterioration



Glazed Exterior Door

The egress fiberglass doors at the gym which lead to the play area(s) do not have exterior hardware, likely for security purposes. However, this would be a good location for some type of access control system for ease of getting back into the building from recess. The only

location where access control exists is at the main entrance where there is a typical video/phone system with buzz-in control. Direct egress from the modular classrooms exits out to a landing and stairs with common egress from the corridor exits out to a landing and handicap ramp.

The exterior doors to the courtyard have push plates on both sides and are locked via two slide deadbolts on the inside. These doors are also elevated approximately 6”-8” above grade and not handicap accessible.



Courtyard Doors



Courtyard Doors

The school windows are older aluminum non-thermally broken frames with double glazing, operable sashes and opaque infill panels at the top and do not meet the energy efficiency required of today’s requirements. In many of the windows, the glass was modified in one pane to accommodate the implementation of portable air conditioner exhaust tubes. There are several locations where the operable sash is distorted and does not appear to sit properly in the frame when closed. Also, several windows have a film applied to the inside which is bubbling which distorts the view and requires maintenance. There are a few locations where the glazing is started to show fogging around the perimeter indicating the insulative value is deteriorating. Some of the modular classroom windows have duct tape around the operable sashes indicating air leakage issues and not being sealed properly. Sealants around the windows in the original building are deteriorated and exhibiting gaps between the window and brick veneer allowing the potential for water and air penetration. The one-piece precast sills are in good condition.



Window Penetrations



Taped Window Sash



Deteriorated Window Caulk



Perimeter Fog @ Glazing

C. BUILDING ENVELOPE – Roof

The one-story building has multiple roof configurations varying in condition, slope and height as well as the system composition. Much of the building has a flat roof configuration with differing construction make-up. The administrative area along the west end of the building as well as a portion of the classroom wing to the southeast have a ballasted built-up roof system which appears to be in fair condition with the stone ballast either thin or missing in

some areas. This roof system consists of 1-1/2" corrugated steel deck, (2) layers of 1" rigid insulation and then the finish roof covering material and ballast. Future test cuts will reveal the actual composition of materials including vapor barriers, coverboards and any potential hazardous materials.



Overall Roof Aerial View

The majority of the classroom wings have either a flat roof or a single sloped roof. These roofs have the same finished roof material and similar construction makeup. The flat roofs consist of 1-1/2" corrugated deck, (2) layers of 1" rigid insulation, coverboard and a finish roof membrane such as a TPO or similar material. Again, test cuts will inform the existence of vapor barriers and/or coverboards. The sloped roofs over the classroom wings slope in one direction, sloping down from north to south thereby creating the ability to provide natural light via clerestory windows on the north side to provide natural light into the classrooms and the construction makeup of the sloped roofs is similar to the flat areas at classroom locations.



Classroom Wing Deteriorating Membrane

The roof over the cafeteria is a dual sloped roof with a high point in the center and pitched in opposite directions. This roof system has a TPO or similar membrane finish material. One

note of consequence is that it appears that these membrane roof materials have deteriorated and may have had a coating applied in past years to extend the useful lifespan of the roof systems.

Lastly, the roof over the gymnasium is a ballasted built-up floor system with 3" corrugated deck and has an inverted pitch in two directions from the outside walls towards the center of the roof to roof drains. This condition creates a leaking hazard when the roof drains become clogged due to lack of maintenance and/or snow and ice conditions. Overall roof condition observations indicate that the roof systems are insufficient by today's energy requirements and standards and a full roof replacement would likely be needed in the future to meet the latest energy codes and protection of interior spaces from leaks.

The roof edge copings and flashings appear to be in satisfactory condition without damage. The roof edge gutters remain intact and functional. The roof drains on the flat roofs have a smaller and deeper sump area which may lead to easier clogging and more maintenance. Overall, there are fewer roof drains on the flat roofs and none of the drains have overflow protection. Much of the roof equipment is located on lower curbs that do not provide the recommended clearance for snow and roof terminations. The roof system on the modulars is in rough condition and in need of continuous repairs.



Ballasted Roof w/ Low Equipment Curbs



Roof Patch Location



Coping and Gutter

D. Interior Environment

Overall, interior walls throughout the existing school building consist primarily of glazed cmu block and/or painted cmu block walls throughout in good condition with minor locations of damage, but there are also some stud framed and sheet rocked walls in various areas of spatial reorganization to create and meet required learning and support spaces. The majority of the floors in the corridors are terrazzo, the classroom floors are typically VCT and will be analyzed for asbestos (Refer to Hazmat Report as part of this submission). The ceilings are primarily lay-in acoustical ceiling systems. The ceiling tiles are old and cupping from age and possibly environmental conditions, wit some locations of staining due to water leaks generated form either roof leaks or mechanical issues. There are some gypsum board and/or plaster ceilings that are in fair condition with locations evident of damage and repaired scenarios. Toilet rooms typically consist of glazed cmu walls and tiled floors. The ceilings throughout the existing building are typically lay-in acoustical panel ceiling systems with some gypsum board ceilings in select areas such as toilet rooms, etc.. Alternately, the gymnasium floor is wood with an exposed acoustical metal roof deck. The media center floor is carpeted as well as some administration spaces. There are expansion joints in interior walls at various locations where the building changes direction and/or height.

The interior wood doors are in fair condition. Most of the door hardware has been changed to meet basic handicap requirements, however there are many locations in need of an upgrade. The student and staff toilet room doors have push/pull hardware with staff toilet rooms having keyed deadbolts for locked privacy. Many doors do not meet the necessary floor clearance on the pull side of the door. The interior corridor doors have offset door sizes with a center mullion preventing full width opening. Vestibule doors at other than the main vestibule location have push/pull hardware eliminating the capability to have double locking secure access.



Non-Compliant Hardware



Deficient Floor Clearance



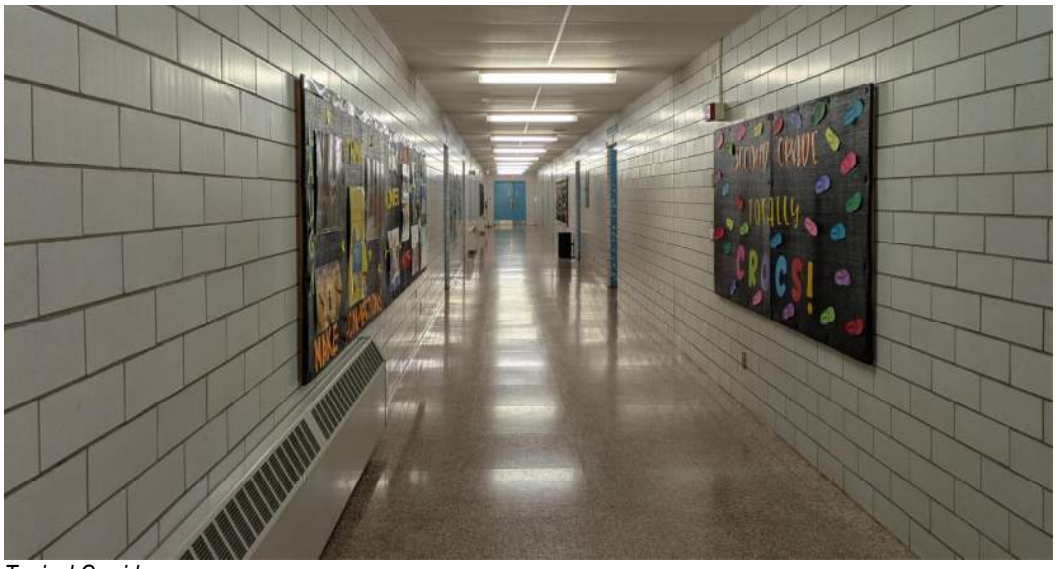
Typical Corridor Doors

The entrance vestibule provides for secure entrance to the school, visitors must be "buzzed-in" to the vestibule as well as into the school building. There is a transaction window and pass-thru to the administration office with a locked door for secure interaction with visitors.

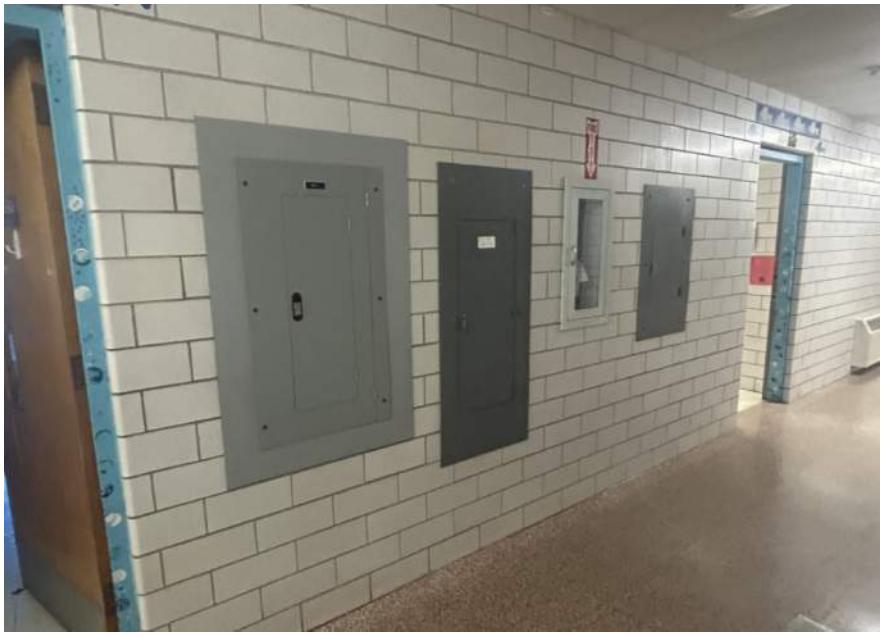


Main Entrance Vestibule

The corridors are somewhat narrow, from 6' to 8' in many locations, have fin tube radiation located within as well as electrical panels in a couple of locations. Surface mounted tack able surfacing exists in the corridors to display student artwork, as well as a couple of built-in display cabinets in a few locations.



Typical Corridor



Electrical Panels in Corridors

Typical classrooms are small in size relative to today's needs and educational requirements. Most have student coat closets as part of the original design which continue to be used and/or have been converted to storage, either way, taking up valuable floor space. Also part of the typical classroom makeup are base and wall cabinets with a sink for storage and convenience. Clerestory windows provide natural light in about half of the classrooms. Many classrooms still have chalkboards as well as whiteboards and a short throw projection device.

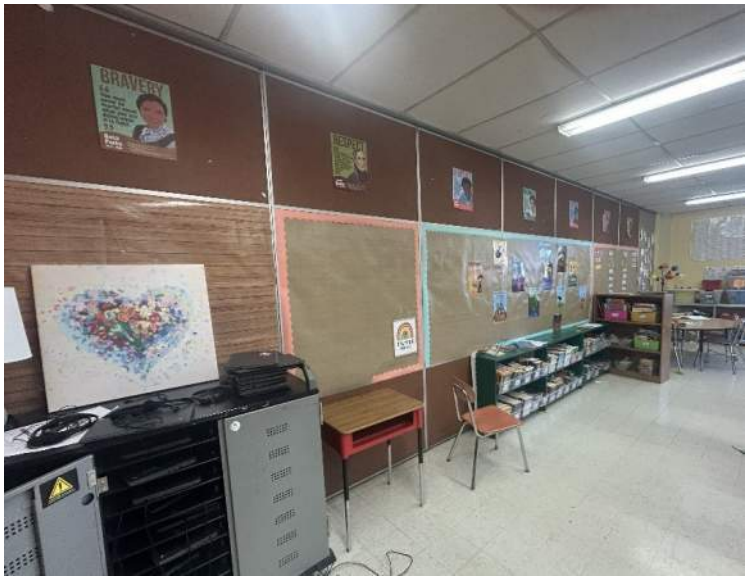


Typical Classroom Sink



Typical Classroom Closet

There are some classrooms that have full-width operable partitions which are no longer being used. These partitions do not offer the necessary noise separation needed between teaching spaces.



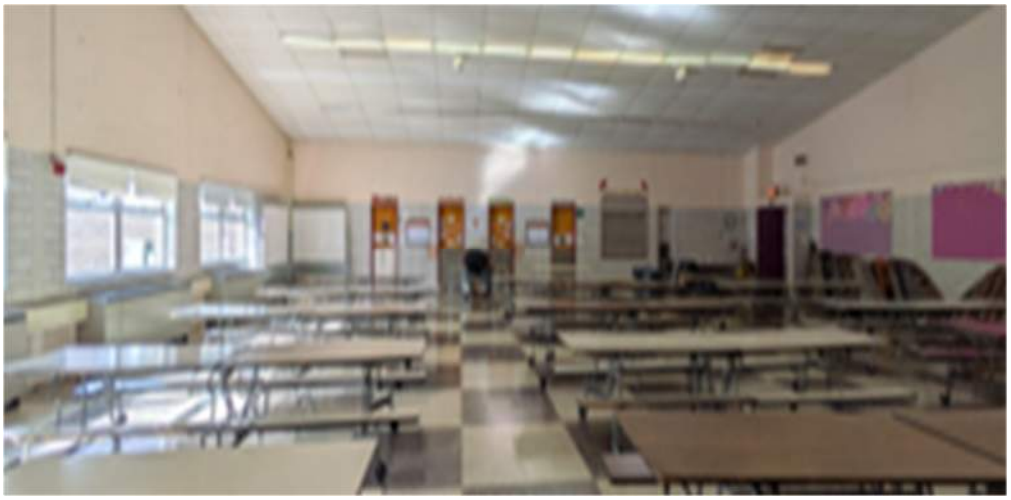
Classroom Moveable Partition

The cafetorium is adequate in size for the student population, but lacks the acoustical treatment to maintain adequate noise levels and comfort. The floor and walls consist of durable, maintainable materials. The stage is not easily accessible, but does have an older chair lift in the closet to access the back of the stage. A distinct lighting and sound system is

non-existent and limits the functionality of the space for the school and community. The kitchen is adjacent to the cafetoria and has two serving lines to meet the student needs and lunch period timeframe. The office space, dry storage, cooler/freezer spaces are smaller in size, but staff works with the space available. Much of the equipment has been replaced over time but still older and inefficient in preparing today's menu requirements. The layout of the kitchen is spread out and production flow is somewhat inefficient by today's standards.



Cafeteria Stage


Cafeteria Serving Wall



Kitchen View

The gymnasium is undersized by today's requirements to meet school and community needs. There are only two basketball backboards which are fixed to the wall and not adjustable in height for the range of students and adults that may use the facility. Having only two locations limits the flexibility of teaching stations when the gym is split in half by the folding partition. The folding partition is difficult to operate and does not offer the necessary acoustical value for multiple activities taking place at the same time and splits the gym in half for two teaching stations. There are crash pads on only two of the walls at either end of the basketball court. Currently, the gym also lacks some variation of seating for visitors and observers to athletic activities. Lastly, the overall lack of acoustical treatment on the walls creates a loud environment during school and community use. Low hanging mechanical units contribute to the background noise in the gym and are susceptible to damage from errant balls, etc. during regular use activities.



Gymnasium View



Gymnasium View

There are locker rooms with toilet and shower facilities adjacent to the Gymnasium. These spaces are not used as intended in the elementary school environment. These spaces are currently used for school storage purposes.



Locker Room Storage



Locker Room Storage

The existing library is small in size and has minimal defined areas for book shelves, separate reading area, and/or an area for specialized training space or meeting space. The space does not offer an abundance of natural light. Currently, the space effectively only permits a single use space and not multiple activities taking place at once.



Library / Media Center

The Nurse's Suite is a single space created form a converted classroom. There is not a dedicated office to lock files and medications or to take private calls, nor a private exam room for those students needing special attention. The resting area is part of the overall space and does not provide a quiet space for students. A dedicated toilet room is also non-existent for sick children to use without leaving the space. The lack of dedicated exhaust to create/maintain a healthier environment during flu season, etc. for the occupants.



Nurse Suite

The typical student toilet rooms are in fair condition, with tile floors, glazed tile cmu walls and gypsum board ceilings. They appear to have an adequate number of fixtures for the students including ADA available fixtures and stalls. There is a lack of urinal screens between urinals for privacy, a likely important feature for this school age group of students. The spaces seem to be in good shape, well maintained but dimly lit. A full fixture count analysis will be required for any code upgrades and/or renovation work for a compliance determination.



Typical Toilet Room



Typical Toilet Room

The art room resides in a typical smaller classroom with conventional features This space is tight with limited storage area and minimal claeanup area such as multiple sinks including a deeper sink for conveninece. There is an adjacent storage room with a kiln and additional sink. The Art room would benefit from more natural light and easily accessible sinks and counter space.



Art Room Sink Area



Art Storage/Kiln Room

The Music Room is situated in one of the modular classroom units. The space does not have any associated practice rooms, instrument storage space, or the appropriate acoustical treatment for this type of teaching activity.

The modular classrooms that were added around 1998, include four classrooms, toilet rooms and storage and mechanical space and house the music room a special education room and typical classrooms. The modular units are connected to the main building via an attached constructed corridor. There is direct access to the outside from each of the modular units presenting security concerns. The modular units are in fair condition at best, there are roof leaks, window issues. The units are separately controlled environmentally and there are visible signs of humidity and moisture issues. The suspended ceiling tiles are warped due to humidity and the VCT floor tiles are deteriorating and lifting. There is visible wall finish damage in the toilet rooms as well as areas where floor tile has been replaced. The toilet partitions have evidence of deterioration. The corridor VCT floors are also deteriorating and present tripping hazards.



Typical Modular Classroom



Boy's Toilet Room



Girl's Toilet Room



Modular unit Connector Corridor

The custodial space includes the workshop, storage, office area and electrical switchgear and water heater in the same space. There is lockable storage vis chain link type fencing within. The newer boiler equipment is located in an adjacent small room with the associated pumps. This space offers minimal equipment access for maintenance. There is also an adjacent room with a small emergency generator and fuel tank, this appears to be the original boiler room.



Custodial Office / Workshop / Electrical Room



Custodial Storage / Workshop

K. Overall Recommendations

In order to increase the overall life span and energy efficiency of the existing building, basic repairs should be made to include full ADA compliance, an energy efficient building envelope and the necessary programmatic alterations to accommodate the District's educational program.

- Repair exterior façade where required at deteriorated locations.
- Repair and/or replace roofing where needed, install additional insulation.
- Exterior window and door replacement
- Provide handicap lift at stage.
- Abate hazardous materials and replace where required.
- Provide ADA compliant egress from existing exterior doors where deficient.
- Review and update toilet rooms for compliance as required.
- Update necessary door hardware where required for ADA compliance.
- Make necessary repairs to modulars or replace with newer units.
- Mechanical, electrical and plumbing systems repairs and upgrades.
- Furnish and install new sprinkler system throughout.
- Repairs to paved drives and walks as well as site accessibility.
- Furnish and install security systema and fire alarm system to meet today's code and safety needs.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL - CODE EVALUATION

Review based on renovations and additions. Any new school building additions, renovations and/or a new construction solution would be designed and comply with all applicable codes.

CODE REFERENCES

1. 780 CMR, Massachusetts Building Code, 10th Ed. (2021 International Building Code w/Mass. Amendments)
2. 527 CMR Massachusetts Fire Prevention Regulations
3. 2021 IEBC (International Existing Buildings Code) w/ Mass Amendments
4. 524 CMR Massachusetts Elevator Regulations incorporating ASME, A17.1, 2004, Safety Code for Elevators
5. 521 CMR, 2006 Massachusetts Architectural Access Board Regulations
6. 248 CMR, Massachusetts Fuel Gas and Plumbing Code
7. 2021 International Mechanical Code
8. 2018 International Energy Conservation Code w/ Mass Amendments
9. 527 CMR 12 MA Electrical Code (Amendments to 2017 National Electric Code)
10. 2021 NFPA (Amended per MA)

EXISTING BUILDING CONSTRUCTION

The existing Mosier Elementary School consists of an original 62,237 square foot single-story building built in 1969 with (4) modular classrooms, toilet rooms and storage space totaling 5,960 square feet attached to the school building via an enclosed constructed corridor. It is also contains an enclosed courtyard and double loaded corridors.

The single story building is comprised of a slab on grade with concrete foundation walls and spread footings, a structural steel frame and open web steel joists, exterior brick veneer with cmu backup which does not include an airspace, interior load-bearing and non-load bearing glazed and painted cmu walls and partitions, stud and gypsum partitions, flat and pitched built-up and membrane roof systems, and central heating plant with fin tube radiation and unit ventilators throughout.

CHAPTER 3: USE AND OCCUPANCY CLASSIFICATION

Area Description

303.0 Assembly Use Group A-3
Gymnasium, Cafeteria
(N/A, Assembly Use Group in schools is classified as Use Group E and accessory to E).

305.0 Educational Use Group E
Classrooms, Administrative Offices, Assembly and related accessory areas

CHAPTER 5: GENERAL BUILDING HEIGHTS AND AREAS

Height Calculation: Existing Building Upgrade

Number of Stories: 1 story (Gymnasium and Cafetorium 2-story space)
Overall Building Height: 14'-0" +/- @ single story spaces
25'-0" +/- @ 2-story spaces (Gymnasium & Cafetorium)

The existing school building is currently not fully sprinklered, therefore a new automatic sprinkler system will be installed as part of any renovations. As a fully sprinkled building, the building will comply with the maximum allowable height of 75 feet, and the maximum allowable number of stories above the grade plane, 3, in accordance with Table 504.3 and Table 504.4, this building can be reasonably classified as a Type IIB building, noncombustible construction, fully sprinklered.

The school includes (4) modular classroom units with toilet rooms and storage spaces totaling 5,960 s.f. connected to the existing building in 1998 with a constructed corridor. The modular classroom units consist of prefabricated construction, sitting on concrete piers and do not contain a sprinkler system. Should the modular classroom units be deemed to remain a part of the project, any code upgrades and/or renovations to the modular units would include the installation of a full sprinkler system.

Area Calculation:

Existing Building Area:	62,237 sf
Modular Classrooms Area:	5,960 sf
Total Building Area:	68,197 sf

The existing school building is currently not fully sprinkled, and a new Automatic Sprinkler System would be installed as part of any renovations. As a fully sprinklered building, the building (Type E) occupancy will comply with the maximum allowable area of 58,000 in accordance with Table 506.2 with an open perimeter frontage increase in accordance with 506.3 of 50% (existing building has more than 50% open perimeter) or 29,000 s.f. for a

total of 87,000 s.f. maximum allowable per floor without firewalls. In addition, adding an Automatic Sprinkler system will increase the allowable area and height for a future addition, see below.

Maximum allowable area with automatic sprinkler system:	87,000 sf
First floor area existing building:	68,197 sf
Total allowable first floor area for addition without a firewall:	18,803 sf

Max. allowable height & stories with Automatic Sprinkler System:	75' and 3 stories
Existing building height and stories:	14' @ single story 25' @ two-story spaces
Total height and stories for addition without a firewall:	75' and 3 stories

With the inclusion of fire walls, the existing building and new additions will become multiple buildings and areas can increase from the maximum total allowable of, 87,000 sf noted above and will meet the requirements of Table 503. The building as a whole can be considered occupancy Type E, with assembly spaces accessory to E as indicated in Section 303.1.4., except when applying occupancy requirements of Chapter 10 of the 10th Edition of the Massachusetts State Building Code.

In addition to the sprinkler allowances, the code allows additional area and height adjustments with perimeter open space of the building.

CHAPTER 6: TYPE OF CONSTRUCTION NEW ADDITION

Buildings and structures of Type IIB construction are those in which building elements listed in Table 601 are of noncombustible materials.

The new building will be constructed of structural tubular steel columns and wide flange beams at exterior and interior walls, steel flange beams, long span and open web steel joists with metal decking for roof systems, reinforced concrete masonry units (CMU) walls as primary lateral seismic/wind structural resistant elements, with supplemental small portal and moment frames as required.

The building can reasonably be classified as Type IIA, Noncombustible, Unprotected.

CHAPTER 6: TYPE OF CONSTRUCTION EXISTING BUILDING

The existing building is composed of Type IIB construction which includes non-combustible construction of concrete floor and steel roof framing with exterior/interior masonry non-bearing walls.

The existing building will be fully sprinkled as part of the renovation project.

Additions to the existing building may require the construction of firewalls to separate the existing and new construction into separate buildings.

CHAPTER 7: FIRE RESISTANT MATERIALS AND CONSTRUCTION

705.0, Fire Walls:

The new addition may contain fire wall's separating the new buildings from the existing building. The fire wall will be constructed of noncombustible materials in accordance with Table 705.4 Fire Wall Fire Resistance Ratings.

715.0, Fire Door Assemblies:

Approved fire door assemblies as defined in 780 CMR shall be constructed of any approved material or assembly of components, and shall comply with requirements of Table 715.3 Fire Door and Fire Shutter Fire Protection Ratings.

CHAPTER 9: FIRE PROTECTION AND LIFE SAFETY SYSTEMS

903.0 Automatic Sprinkler Systems:

An Automatic Sprinkler System will be provided throughout all portions in accordance with 903.2.3 for Use Group E.

CHAPTER 10: MEANS OF EGRESS

Occupancy loads will be calculated for each occupancy type as indicated in Table 1004.1

1005.0 Egress Width

From Section 1005.3.1 Egress Width Per Occupant Served (with sprinkler system).

Use Group	Exit Stairways	Exit Doors
A-3	.2in. / occupant	.15 in. / occupant
E	.2 in. / occupant	.15 in. / occupant

Exit Stairways and Exit Doors shall comply with requirements of Section 1005.1 Means of Egress Sizing.

1007.0 Accessible Means of Egress:

All spaces required to be accessible by 521 CMR, the Rules and Regulations of the Architectural Access Board shall be provided with not less than one accessible means of egress that complies with 780 CMR 1007.0. When more than one means of egress is required from any required accessible space, each accessible portion of the space shall be served by not less than two accessible means of egress.

Table 1017.2 Exit Access Travel Distance:

Use Groups A-3 and E (with a sprinkler system) 250 feet.

All areas of the new addition in Use Groups A-3 and E comply with Exit Access Travel Distance in accordance with Table 1017.2

CHAPTER 10: MEANS OF EGRESS (Cont)

1006.1 Minimum Number of Exits and Continuity:

Every floor shall be provided with the minimum number of approved independent exits as required by Section 1006 and Table 1006.3.1.

Minimum Number of Exits for Occupant Load. For occupancy loads of 1 to 500 the minimum number of exits required is two. 501 to 1,000 the minimum number of exits required is three. As configured the new building will comply.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL - ADA EVALUATION

Existing Conditions

The existing Mosier Elementary School building was constructed prior to the establishment of the current ADA (American Disabilities Act) and MAAB (Massachusetts Architectural Access Board) requirements.

As currently configured, there are (4) designated handicap van accessible parking spaces in the front parking lot of the existing school. Thes parking spaces are located approximately 80' or more from the school entrance. There is a designated striped pathway from the ADA spaces to the building that crosses the bus and parent drop-off lanes. The entire walkaway along the front of the school is at the same grade elevation as the parking and access drives making it handicap accessible, but presents a security concern in that it has not protected from vehicular access. Any alterations should include appropriately spaced bollards to protect pedestrians from errant vehicles. The main entrance meets the majority of accessibility requirements with respect to grade access and hardware, but should be fitted with a handicap power assist door opener.



Handicap Parking Location



Main Entrance

The remainder of the school's exterior secondary exit egress doors are at grade level and accessible except the doors to the courtyard and individual modular classrooms. The courtyard doors have a height differential of about 6"-8" and the individual modular classrooms exit to a platform and staircase. The modular unit corridor exits to a common landing and ADA compliant ramp.



Courtyard Door



Modular Classroom Door



Modular Classroom Unit Ramp

While most of the exterior and interior doors have been retrofitted with the approriate ADA compliant door handle hardware, there are several locations that do not and would require the appropriate hardware upgrades. Also, handicap assist door operators are non-existant at the main public entrance access door locations. The courtyard doors have push plates on both sides with slide latches for locking puposes, one of which is out of reach for occupants with mobility issues, this does not allow for users to open the doors from the inside without pulling on the slide latch.



Non-compliant Hardware



Non-compliant Hardware

Within the building proper, the majority of classrooms doors do not have the required ADA floor clearance on the pull side of the door, this also occurs in other select locations. Given the building interior partitions are glazed cmu, accommodating this requirement will necessitate extensive demolition and repair of wall materials likely no longer available.



Non-Compliant Floor Clearance



Non-Compliant Door Clearance

The platform at the cafetorium has stairs that extend side to side and would recommend having additional handrails a specific distances. The school installed a chairlift in an adjacent closet with access at thhe back of the platform requiring those with disabilities tio have access to the closet and navigate stored items in odrer to use it. Any alterations should include either relocating the chairlift to the cafeteria and/or an accessible ramp should be constucted for direct access to the platform from the cafetorium.



Platform Stairs

Overall the student and staff toilet rooms have many of the appropriate accessibility features, however, these are some of the additional locations previously mentioned where the doors do not have the required floor clearance on the pull side of the door. Accommodating this need would be difiicult given the construction makeup and fixture locations on the adjacent wall(s). As part of any code ugrade and/or renovation project, a full fixture assessment would be required to determine code, ADA and MAAB compliance for quantity, type, clearances, etc.. Currently, there are no privacy screens between the urinals in the boys toilet rooms, the installation of privacy screens would be appropriate for this age group and would require a review of the fixture spacing for any screen installation consideration. Also, some of the staff toilet rooms include a wall mounted changing station. There are single use toilet rooms in some classrooms previously used for Pre-K and Kindergarten in the original building design. These toilet rooms are small in size and not in compliance with today's accessibility requirements. The boy's and girl's toilets are each in a separate romm with a shared sink in the commmon space. While these toilet rooms are in use today, they would require a full renovation including walls(s) and fixture locations for compliance. It would make sens to abandone these spaces and reallocate to classroom use if the overall fixture count meets the student occupancy requirements. There are also locations where toilet accessories are not compliant within the toilet rooms.

Within the modular classroom units, the toilet room walls are detriorating and the material behind some of the fixtures had to be repaired and are not of an impervious material, therefore may be able to absorb fluids making it unsanitary.



Pull Side Clearance



Non-Compliant Toilet Room



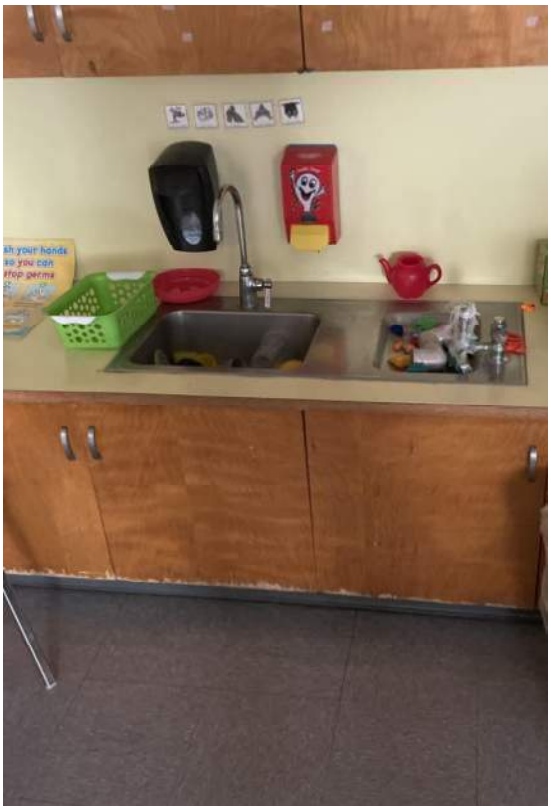
Toilet Accessories



Absorbant Wall Material

Classroom counters and sinks are not fully accessible with the required knee clearances and faucet types. Some classrooms have been retrofitted with the appropriate fixture type,

but floor clearance is still an issue. Existing drinking fountains are located in corridors, but again, are outdated and do not meet today's usage needs, required quantities and accessibility requirements.



Typical Classroom Sink



Classroom Retrofitted Sink



Drinking Fountain



Modular Drinking Fountain

Specialty and support spaces do not have the appropriate size and adjacencies required in today's educational environment. For example, there is a special education classroom located in the modular classroom unit and a sensory space carved out in the main building. The OT/PT room is small in size for current needs and lack of adjacent storage leads to a cluttered area with limited available space making it challenging to provide some of the services required to those with handicap disabilities and/or needing physical and occupational therapy.



Special Ed. Classroom



Makeshift Sensory Room

Currently, directional and informational signage is very limited throughout the building making wayfinding difficult especially given the age group of the student population. As suspected, the signage that does exist is for the most part non-compliant in with many of the ADA requirements including braille. There is emergency egress signage located at each classroom space.

Recommendations

The following list of alterations would be required to comply with current applicable handicap code guidelines and requirements.

- Provide the appropriate number of handicap parking spaces including the required van accessible spaces. Perhaps locate closer to the building.
- Provide handicap access to courtyard and entire area.
- An ADA compliant chairlift should be installed at one end of the stage platform.

- Student and staff toilet rooms should be reconfigured to meet floor clearance and accessibility requirements – plumbing to review changes to fixture counts if encountered.
- Plumbing fixtures and accessories should be reviewed for quantities and revised where required to meet full ADA guidelines.
- Classroom counters and sinks should be changed to provide the necessary clearances and reach guidelines for installed accessories.
- Install appropriate door hardware where needed including handicap assist operators, reconfigure doors to provide necessary floor approach clearances.
- Installation of directional and informational signage throughout for easy wayfinding.

Given the age, configuration and construction makeup of the existing building spaces, it may be difficult to achieve the necessary recommendations for a fully accessible building without sacrificing some of the core and classroom spaces which are already deficient in size.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL – STRUCTURAL ASSESSMENT

A structural assessment of the existing Mosier Elementary School was performed by Souza, True & Partners, Inc. as part of this feasibility study. A report containing the structural findings and recommendations is attached as part of this section.

I. BUILDING DESCRIPTION

A. GENERAL DESCRIPTION

The Mosier Elementary School building, which consists of one-story above grade structure, totals approximately 62,237 square feet. According to the existing original structural drawings, the school building was constructed around 1969. In the north-south direction, the building is as much as 213' long, and approximately as much as 264' wide in the east-west direction. There is an approximate 140' by 50' open courtyard near the center footprint of the school building. Based on our structural walk-through of the existing building and our review of the existing original structural drawings, it appears that the roof framing, in general, consists of 1½" deep steel roof decking supported by open web steel roof joists that are supported by structural steel beams and girders which in turn frame into structural steel columns. The roof level above the gymnasium slopes downward to a valley and consists of 28" deep LH steel roof joists spaced about 4'-0" OC that clear-span about 53'.

The first-floor level (at grade) is constructed with a 4" deep concrete slab-on-grade (soil-supported) and reinforced with welded wire fabric.

The foundation walls of the building are supported on conventional strip footings, while the interior columns are typically supported on conventional spread footings (as much as 5'-0" by 5'-0" in footprint). The exterior walls of the school building consist of composite CMU and brick veneer walls with punched windows and loose steel lintels above the window openings to support the masonry and brick veneer wall above.

A structural steel framed canopy at the entrance of the school building is present along the north side of the main school building.

Along portions of the south and west sides of the main school building, a modular building addition was constructed adjacent to the original school building. The existing documents associated with the modular building addition were not made available for our review.

In general, the existing original school building is in relatively good structural condition. The extent of any structural deterioration to any non-exposed structural elements is unknown at this time, since the majority of the existing structural elements were not exposed-to-view during our site walk-through. However, moderate deterioration of the existing exterior foundation wall (at grade level) around the perimeter of the building was observed. Additionally, the bases of the entrance canopy columns are severely corroded. Please refer to the photos taken during our site walk-through for observed structural deficiencies.

B. STRUCTURAL SYSTEMS

Existing Conditions:

Based on existing original structural drawings, the elementary school building is founded on conventional spread footings (at the interior) and continuous strip footings (along the exterior walls and interior foundation walls) with the bottom of the footing elevation that is, in general, at Elevation 165'-6". According to the existing original structural drawings, the foundations bear on an allowable soil bearing pressure of only 2 kips per square foot (ksf) with some individual spread footings as large as 5'-0" x 5'-0" x 14" thick.

Per the existing documents, the first-floor level is constructed with a 4" deep concrete slab-on-grade (soil-supported) and reinforced with welded wire fabric. The existing slab-on-grade system can safely support a design live load of at least 100 psf. Some areas of the first-floor slab are depressed to receive a terrazzo floor finish.

In general, based on existing documentation, the roof framing of the original school building appears to consist of 1½" deep steel roof decking supported by open web steel roof joists that are supported by structural steel beams and girders which in turn frame into structural steel columns. The roof level above the gymnasium consists of 28" deep LH steel roof joists spaced about 4'-0" OC that clear-span about 53'.

According to the existing structural drawings, the roof framing system of the original school building was designed and constructed to sustain a design snow load of 30 psf (minimum) and an approximate 15 psf dead load (not including the weigh to the steel roof joists).

Currently, the majority of the existing roofing system of the original school building is overlaid with a stone ballast system. There are some short parapets at the edge of the roof with a height to thickness ratio of the masonry parapets of about 1.67 (which is less than allowable of 2.5 without bracing). However, most of the roof does not have any parapets and any ponding of water on the roof will eventually run off the side of the roof.

Based on existing documentation, a significant amount of the steel columns in the original school building are HSS4x4 columns, while a few other columns are W8x24 members. Our limited observations have determined that the existing steel roof framing members are not encased in concrete or protected with sprayed-on fireproofing material for fire-resistance purposes.

Lateral resistance to wind loads appears to consist of either masonry shear walls along the perimeter of the original school building (as there is no indication of any steel cross-bracing or steel moment frames on the existing original structural drawings). Seismic loads were not yet invoked in Massachusetts at the time the building was designed / constructed in 1968.

There appears to be one expansion joint through the footprint of the original school building, which runs in the north-south direction, essentially down the middle of the building, which results in two separate structures within the overall building footprint. Although double steel columns where not utilized at the building expansion joint, horizontal slotted holes in the beams supported by a single column have been used – as indicated on the existing documents.

At the main entrance canopy, 4½" deep steel roof deck is supported by structural steel beams and W10 columns.

In general, the existing original structural drawings appear to be representative of the existing as-built structural conditions of the original school building.

At the exterior perimeter of the building, the exterior loose steel lintels (over window and door openings) appeared to be in relatively good structural condition. Some of the observed loose steel lintels exhibit rust, deterioration, and minor vertical deflection.

Along portions of the south and west sides of the original school building, a modular building addition is constructed. Based on limited observations during our walk-through, the roof framing system of the modular building appears to be plywood roof decking supported by CFMF joists.

Structural Deficiencies:

Moderate cracks and concrete spalls in the exterior foundation walls (slightly above the exterior grade level) were observed at several locations at the perimeter of the building, which will require moderate structural repairs.

The bases of the structural steel columns supporting the exterior entrance canopy are severely corroded and deteriorated (please see attached photos). The webs of several entrance canopy columns are completely corroded - to the point where daylight is evident (meaning, the entire thickness of the web section of the column has deteriorated).

The above-mentioned structural deficiencies and the items depicted in the photos below will require structural repairs.





Representative photos of severely corroded base of exterior structural steel canopy columns. Structural repairs will be required.





View of loose steel lintel system above head of doors and strip window system. Steel lintels are slightly rusted / corroded and will require a coating of zinc-rich primer or possibly removal and replacement.





Representative photos of exterior brick wall with loose laid steel lintel over doors. The ends of the steel lintel have spalled the brick veneer system and will require repairs.





Photos of cracks in exterior brick veneer wall system that will require minor structural repairs.



Photo of damaged bricks at corner of exterior brick veneer wall system that will require minor structural repairs.







View of exterior concrete stoop, small loading dock, and CIP concrete stairs at exterior of building. Structural repairs will be required.







Representative photos of minor to moderate concrete spalls along the outside face of exterior concrete foundation wall. Structural repairs to the exterior concrete foundation wall at localized areas will be required.



View of flooring at apparent joint in floor slab. Floor tiles are cracked and will need to be repaired.





Representative photos of the vertical expansion joint in the exterior brick veneer wall of building where caulking along the expansion joint is deteriorated. Caulking will need to be removed and replaced at all building expansion joints along the exterior of the building to minimize water infiltration.

Representative Photos of Existing Building:



View of steel roof joist supporting steel roof decking. Steel joists and underside of steel roof deck are not protected with any SOFP material.



View of underside of steel roof decking supported by structural steel roof beams (on a slope). Steel framing and underside of steel roof decking are not protected with SOFP material.







Representative photos of existing roof framing system at modular building addition, which consists of plywood roofing supported by CFMF joists.



Representative photo of open web steel roof joist supporting steel roof decking.



Representative photo of modular building addition at south and west sides of original school building.







Photos of modular building addition at south and west sides of original school building. A portion of the modular building is supported on concrete piers. Wood deck / ramp is also supported on concrete piers.



View of stone ballast on the majority of the existing roof of original school building. Most of the perimeter of building does not have a parapet.





Additional photos of roofing system showing areas of stone ballast (at flat roofs) and non-ballast areas (at sloped roofs).



Representative photo of main entrance canopy roof system (along north side of building), which consists of steel roof decking supported by structural steel beams and columns.

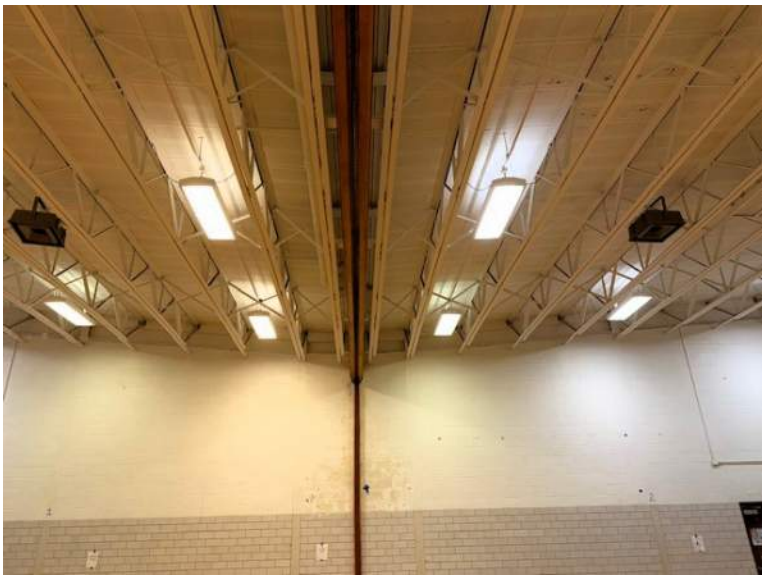
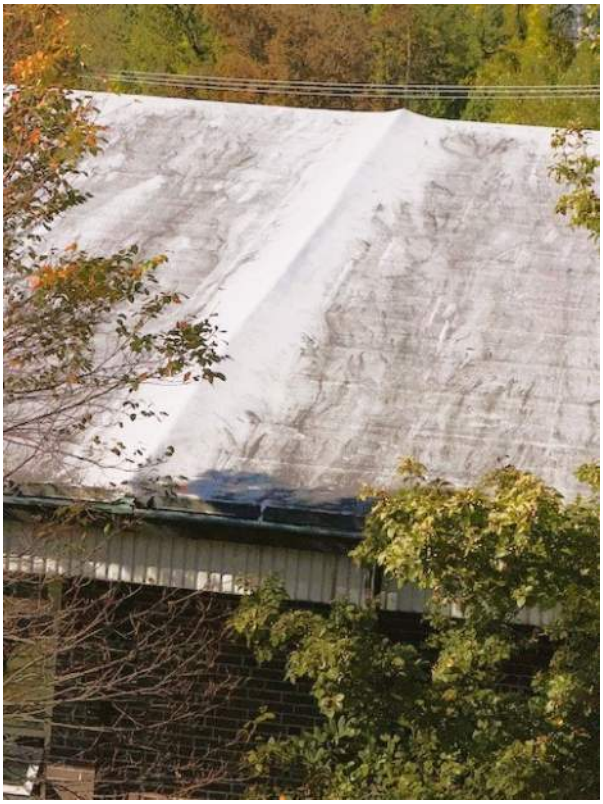


Photo of steel roof joist framing system above gymnasium where support for divider curtain is present.





Representative photos of expansion joint at roof of original school building.





View of loose steel lintel over door head and louver system, which is in slightly deteriorated structural condition, bearing on brick veneer wall at each end of lintel.



View of main entrance to school building.

Structural Recommendations:

All structural deficiencies, as mentioned above and depicted in the previous photos, will require minor to moderate structural repairs. However, the entrance canopy structural steel column bases will require major structural repairs (due to the excessive corrosion to the web of the columns caused by long-term exposure to water and possibly deicing salts.

If alterations are proposed for this building, structural requirements per the MSBC will be triggered (depending upon the level of work and reconfiguration of space for the building). Any existing structural elements resisting lateral loads whose demand-capacity ratio with the alteration considered is more than 10% greater than its demand-capacity ratio with the alteration ignored shall comply with the seismic and wind requirements noted in the IEBC and the MSBC. If modifications or removal of any existing lateral resisting systems (such as the removal of large sections of existing masonry walls) are proposed, and the 10% threshold is exceeded, a lateral analysis of the existing building will be required and may result in the need for additional structural steel cross-bracing elements to resist lateral loads.

If more than 50% of the floor area of the existing building is re-configured, the proposed alterations will be considered **Level 3 Work** (the most stringent for building alterations).

Alterations with less than 50% of the floor area of the existing building planned to be reconfigured would need to conform to **Level 2 Work** (which is not as stringent as Level 3 Work). If the building alterations are considered Level 3 Work, specific seismic hazards would need to be addressed / improved, such as roof / floor diaphragm and wall connections in order to brace any existing unreinforced and unbraced masonry walls.

The existing building may also need to be investigated for wind uplift forces with respect to IBC level wind forces, which may require additional fasteners between the existing steel roof decking and supporting steel members. For the existing school building, which is considered a Risk Category III building, the building would need to resist a basic wind speed in South Hadley, MA, of 123 mph. If the existing stone ballast system is removed from the roof, the existing steel roof joists would most likely require additional bridging lines along the first bottom chord panel point of each steel roof joists at each end and in each bay (to negate wind uplift forces).

Where additional gravity loads are imparted on the structure or where the existing gravity members are reduced in capacity, a gravity load check in accordance with the IEBC and MSBC will be required, including current design snow loads any snow drift loads. Structural reinforcement to the existing roof framing system may be required to accommodate any additional loads from new mechanical rooftop equipment. Furthermore, if added loads are imparted on the existing roof framing, the roof framing at the affected areas / bays would need to resist a minimum flat roof design snow load of 35 psf (which is higher than the minimum 30 psf snow load that the roof was designed for at the time of the original building construction).

For any proposed horizontal additions to the existing building (unless the new horizontal addition is quite small), we recommend that all new horizontal additions be structurally-detached, but contiguous, from the existing building with a 1” +/- wide expansion joint. If

the new addition is detached from the existing building, fewer structural upgrades (including the reinforcement of existing lateral resistance systems) to the existing building would be necessary. If the new addition is structurally-attached to the existing building, all existing lateral force resisting elements (existing masonry walls) within the existing building affected by the new addition would need to comply with full IBC wind forces and full IBC seismic forces, unless the story shear force is not increased by more than 10% as a result of the new horizontally-attached addition.

Any new vertical addition to the existing building (if proposed) would require the existing building to conform to full IBC wind and seismic forces, which would most likely consist of major structural reinforcement / strengthening to the existing lateral resisting system of the building (existing masonry walls) to negate increased lateral loads. A new vertical addition to the existing building is not recommended from a structural perspective.

At this time, it is unknown whether alterations to the existing building will be proposed. However, we recommend limiting the proposed alterations to less than 50% reconfiguration of space of the existing building. If the proposed alterations are less than 50% reconfiguration of space, the proposed alterations would be considered Level 2 Work.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL HVAC EVALUATION

Existing Conditions

Plumbing Systems

The existing school building is equipped with several plumbing systems including domestic hot and cold water; sanitary drain, waste, and vent; natural gas; storm drainage; laboratory waste and vent; and compressed air.

The building's domestic water is supplied underground through a four-inch (4") ductile iron service. The four-inch (4") domestic water supply is equipped with strainers, isolation valves, pressure reducing valve, and a 2" meter. The water service piping is a mixture of ductile iron and copper, appears to be in fair to good condition.



Photo 1 – Incoming Water Service

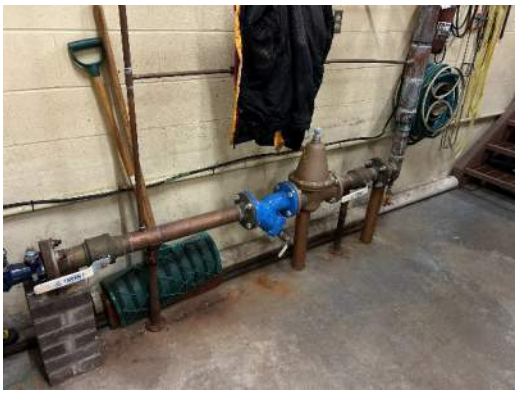


Photo 2- Strainer & PRV

Only the exposed piping scattered throughout the building could be observed and evaluated. The domestic water piping is hard drawn copper tube and appears to be in fair to good condition, with some evidence of previous leaks.

The water heating plant is located in the storage room and consists of an A.O. Smith Legend 2000 gas-fired boiler with a 120-gallon Lochinvar Squire indirect tank-type water heater. The domestic hot water is a single -temperature system with a Leonard high-low mixing valve station. A hot water recirculation pump was not encountered. The piping around the boiler and water heater is in good condition. The mixing valve and surrounding piping is in poor condition and actively leaking. The water heater vent piping is positive pressure factory built chimney with a stainless steel inner liner and aluminized steel outer jacket. The water heater is connected to a masonry chimney.



Photo 3 – Water Heater



Photo 4- Mixing Valve

What could be seen of the existing sanitary drain, waste and vent system appears to be a combination of drainage pattern copper and cast iron. The majority of the piping is hub and spigot cast iron with either gasketed or leaded and caulked joints, with some no-hub cast iron pipe with rubber couplings and stainless steel bands with shields. Copper drainage piping is limited primarily to fixture connections. Visible piping appeared to be in good condition, with little evidence of active leaks. Some plumbing vents on the roof appear to be too close to fresh air intakes.



Photo 5 – Sanitary Drain & Vent Piping



Photo 6- Storm Drain Piping

What could be seen of the existing storm drainage piping is hub and spigot cast iron with either gasketed or leaded and caulked joints, along with some no-hub cast iron pipe with rubber couplings and stainless steel bands with shields. Visible piping appeared to be in good condition. Storm water is collected through roof drains with interior storm drainage piping. Roof drains appear to be in fair to good condition, with many strainers being clogged with leaves and debris.

The building is equipped with a natural gas service located outside the boiler room. The natural gas system serves the domestic water heater, building heating equipment, and kitchen equipment. The kitchen gas supply is equipped with emergency gas shutoffs, although the kitchen gas system may not

be interlocked with the kitchen exhaust. Gas piping is steel with welded or threaded fittings, and appears to be in good condition.



Photo 7 – Gas service entering mechanical room



Photo 8- Kitchen Gas Solenoids

The total combined load of all gas fired equipment is unknown at this time.

The heating system includes two hot water boilers. The Lochinvar boiler uses room air for combustion, and in vented through the roof with PVC piping. The Viessman boiler uses room air for combustion and is vented through the roof with positive pressure factory-built chimney with a stainless steel inner liner and aluminized steel outer jacket. The water heater is a two-pipe direct vent unit, vented through the roof above, with single wall galvanized steel combustion air duct and positive pressure factory-built chimney with a stainless steel inner liner and aluminized steel outer jacket. Boiler gas trains are vented through the roof with schedule 40 threaded steel.

Combustion air for the heating boilers is supplied into the room via an inline fand and ductwork connected to a sheet metal gooseneck on the roof. The cfm (cubic feet per minute) of the combustion air fan is unknown.



Photo 9 – Combustion Air Gooseneck



Photo 10- Combustion Air Fan above Ceiling

Plumbing Fixtures

Restroom plumbing fixtures include wall hung toilets, urinals, and lavatories with manual flush valves and manual faucets.

There are various other fixtures located throughout the building including drinking fountains and bottle fillers, multiple user handwashing sinks, service sinks, classroom and general use sinks, bubblers, gang style showers, floor drains, and kitchen equipment.

Classroom sinks appear to be supplied with cold water only.

Gang style showers include mixing valve control stations

Various original plumbing fixtures, flush valves, and faucets have been replaced over the years. Many faucets and bubblers throughout the buildings are inoperable or in various stages of disrepair. Many fixtures do not appear to meet accessibility requirements.



Photo 11 – Toilet



Photo 12- Lavatory



Photo 13 – Drinking Fountain with Bottle Filler



Photo 14- Urinals



Photo 15 – Classroom Sink & Bubbler

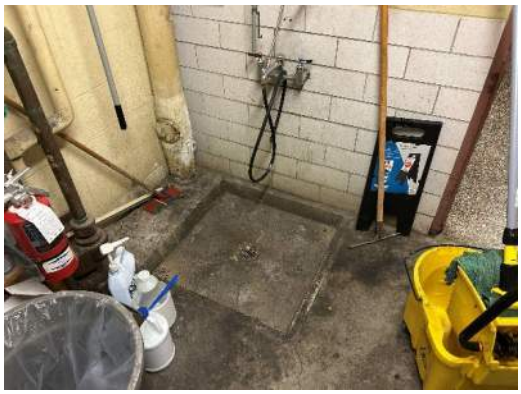


Photo 16- Mop Sink

Kitchen is equipped with a grease interceptor serving the triple pot sink, and an emergency equipment shutoff, although it is unclear if this system is interconnected with the gas supply and exhaust fans.



Photo 17 – Prep Sink



Photo 18- Controls



Photo 19 – Triple Pot Sink



Photo 20- Grease Interceptor



Photo 21 – Floor Sink



Photo 22- Mop Sink

Deficiencies

There were various deficiencies noted. While many of the items may have been allowed by the codes in force at the time of construction, they do not meet the latest edition of the codes and would most likely need to be addressed during any major renovation.

These items include:

- The building is not equipped with hot water recirculation
- PVC has been used for venting of gas fired equipment
- The triple pot sink drain is not equipped with a trap
- It is unknown if there is a flow control device installed on the grease interceptor
- The grease interceptor does not have proper signage
- Not all required fixtures drain through the grease interceptor
- The kitchen prep sink is directly connected to the sanitary drainage system

- Plumbing fixtures appear to be in various conditions of disrepair
- Plumbing fixtures may not meet current codes for flow rates and/or accessibility.
- Automatic detergent and sanitizer dispenser water connections are not protected with backflow preventers.
- Some rooftop plumbing vents are too close to fresh air intakes.
- Various hose connections throughout the building are not equipped with vacuum breakers.
- Floor drains throughout the building do not appear to be equipped with automatic trap primers.
- Kitchen gas supply may not be properly interlocked with the kitchen hoods.
- Domestic water piping insulation thickness may not meet current energy code requirements.

Recommendations

All deficiencies noted above should be addressed.

Any work to the building should include an analysis of the current fixture count and plumbing code requirements, and provide the correct type and quantity of plumbing fixtures, including separate restroom facilities for faculty and kitchen staff.

Although the storm and sanitary drainage system piping appears to be in fair to good condition, a minimal amount was visible during our visit, therefore extensive investigation should be conducted prior to reuse or modifications if the existing cast iron drainage piping system needs to last for an extended period of time, as should be expected with a major renovation.

Although it appears to be in fair to good condition, we do not believe that the existing domestic water piping system in the building would last for an extended period of time, as should be expected with a major renovation, and would be prone to failure before the building reached its life expectancy. Due to its' unknown condition and age, any major renovation should consider the replacement of the domestic water piping system in the building.

With the replacement of the water piping in the original building, the hot water piping system should be modified to provide the proper water temperature to the various fixtures, with the hot water serving the kitchen and janitorial sinks, and tempered water serving the remainder of the fixtures. Hot water piping for the lavatories should be re-piped to meet the energy code requirements, and all emergency eye wash and shower stations should be equipped with thermostatic mixing valves and tempered water.

The water heater and storage tank are reaching the end of their life expectancy and should be replaced. Consideration should be given to installing two water heaters and two storage tanks for redundancy and maintenance/repair.

The mixing valve is in poor condition and should be replaced.

The natural gas piping could remain and be modified as needed. The kitchen system should be interlocked with the kitchen hood, and all emergency shut-off systems should be tested.

In general, the existing plumbing fixtures, while dated and worn, are in fair to good condition and functional and could remain in service. However, many fixtures may fail to comply with current accessibility and water conservation standards. In addition, the existing water closets and urinals may

not function properly with the newer water conserving flush valves. Given the assessed value of the existing building, the respective cost of any proposed building renovation or addition could require replacement of most of the existing fixtures. If not replaced, damaged or malfunctioning fixtures or equipment should be repaired.

Substantial renovations would require the existing floor drains, floor sinks, and unused showers to be retrofitted with automatic trap primers.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL HVAC EVALUATION

Existing Conditions

Fire Protection

The current school building was constructed 57 years ago, and was not sprinklered at the time of construction. There have been no modifications, renovations, or additions which would have required retrofitting the building with an automatic fire suppression system since that time.

The existing kitchen hood is equipped with an integral fire suppression system.

There are two sprinklers located within the boiler room which are supplied from the domestic cold water piping and include an unsupervised control valve (handle has been removed), a supervised control valve, flow switch, and test and drain assembly which discharges into a sump pit in the closet. These sprinklers appear to have been retrofitted when the new boiler room was created.

Deficiencies

The existing building does not meet current code requirements.

The current Massachusetts State Building Code requires all newly constructed buildings of Use Group E – Educational which are over 12,000 square feet in area to be equipped with an automatic sprinkler system. In addition, legitimate stages are required to be equipped with automatic standpipe systems.

Massachusetts General Laws, Part I, Title XX, Chapter 148, Section 26G, requires automatic sprinkler systems be installed in all buildings, including additions, with a gross area totaling more than 7,500 square feet. This law is only triggered if a new building is constructed, an addition is built onto an existing building, or major alterations or modifications are planned for an existing structure. Major alterations and modifications are further defined and discussed in the 2009 advisory memorandum issued by the Executive Office of Public Safety and Security's Department of Fire Services.

Hydrant flow test data was not available, so it is unknown at this time if the existing public water supply system is of adequate capacity to support a fire sprinkler system.

Notes

If a fire pump is required, it would need to be diesel engine driven, or electric motor driven with an emergency generator for back-up. The fire pump needs to be located within a dedicated 2-hour fire rated room with exterior access. With some minor modifications, the fire pump could be located in the existing water room.

Based on the building's footprint of approximately 64,000sf, the building will need to have two separate sprinkler system risers.

The building appears to be of non-combustible construction, so sprinklers would not be required in the non-combustible interstitial spaces above suspended ceilings.

Recommendations

In accordance with Chapter 34 of the current Massachusetts State Building Code, existing buildings in Use Group E are not required to be retrofitted with an automatic fire sprinkler system unless they undergo major alterations or additions. However, because of the proven property and life-saving benefits of these systems, this office would recommend retrofitting the original building in the near future regardless of renovation plans.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL HVAC EVALUATION

Existing Conditions

The HVAC systems currently serving the school are a mixture of older and new equipment. The notable system upgrades include the replacement of the original boilers along with limited energy conservation measures. The building systems are described as follows:

Heat for the building is provided by two gas-fired hot water boilers located in an undersized boiler room. The main heating boiler a Viessmann high efficiency condensing boiler model VSB-45 with natural gas burners. The secondary heating boiler is an A.O. Smith Legend boiler. It appears to be piped as a secondary loop off of the main boiler loop. There was no pump visible serving the A.O. Smith boiler. The main Viessman boiler was manufactured in 2002. The boilers appear to have been installed in 2002 along with expansion tanks and other equipment in the boiler room. The Viessman boiler has a Net IBR rating of 1,498 MBH. The boiler appears to be in fair condition but is nearing the end of its service life between 25-30 years (approximately 23 years' operating at the time of this report). A tag was not visible, but it appears that the existing drawings note that the model is LW-1000 with a 1,000 MBH input. At 84% efficiency, the maximum output is 840 MBH. The existing boiler room does not provide proper clearance for the equipment and makes servicing the equipment difficult.



Photo 1 – Existing Viessmann Boiler



Photo 2 – Existing A.O. Smith Boiler

Heating hot water is distributed throughout the building to air handling units, classroom unit ventilators, and other terminal units via an insulated piping loop consisting of steel and copper piping depending on size. The piping in the boiler room is newer and fiberglass. It is unknown if the piping throughout the building is insulated with asbestos insulation.

There are two, TACO wall mounted, in-line pumps that supply water throughout the building. The piping appears to be a primary, secondary arrangement with a main pump and secondary pump for back-up. It does not appear that the pumps have variable frequency drives (VFD). The pumps to be appear to have been replaced as part of the renovation in 2002.



Photo 3 – Existing Taco Main Circulating Pump

Combustion Air: Combustion air is provided to the boiler room through a combustion air fan and heating coil located outside of the boiler room. The ductwork goes up to a gooseneck up on the roof.



Photo 4 – Existing Combustion Air Ductwork and Hot Water Heating Coil (Fan not shown)

Automatic Temperature Controls: It appears that the majority of the temperature controls have been upgraded to new electronic controls based on the existing drawings from 2002.

Kitchen Heating: Heating of the entire kitchen area is through an individual ceiling suspended horizontal unit heater which ties into the hot water system. The bottom of the unit heater is hanging into the occupied area and does present a hazard to the occupants. The heaters appear in fair condition.



Picture 5: Hot Water Unit Heater serving Kitchen

Kitchen Cooking Exhaust Hood: The kitchen area is provided with a single wall, wall mounted type exhaust hood located over the cooking area. The hood is provided with removable cartridge filters and two incandescent lights. The hood is protected by a chemical extinguishing system. The hood is provided with lighting control. The exhaust hood is controlled by a manual switch which starts a roof mounted exhaust fan. Makeup air for the exhaust system is through operable doors located in the wall between the cafeteria and the kitchen. There was no makeup air provided mechanically for the exhaust

hood and it could not be determined if proper air flows are being achieved in the exhaust system. The hood appears to be relatively new and in good working order.



Picture 6: Kitchen Hood Serving Kitchen

Cafetorium: The cafetorium appears to be served by four classroom unit ventilators located along the exterior wall of the cafetorium. The classroom unit ventilators appear to be in fair condition and appear to be controlled by the automatic temperature control system and provide the cafetorium with ventilation air and kitchen with make-up air. Registers on the opposite wall to the classroom unit ventilators appears to be removing the fresh air from space up to an exhaust fan on the roof. The age of these units is unknown but they appear in good condition.

It does not appear that there is any ventilation or air conditioning behind the stage except for finned tube radiation at the back wall. It appears that there is a portable dehumidifier in the corridor near the cafetorium which may be indicative of a humidity issue in the building.



Picture 7: Classroom Unit Ventilator Serving Cafetorium

Gymnasium: The gymnasium is served by two heating and ventilating units mounted high on either side of the gymnasium with hot water heating coils and ductwork routed over to louvers located on the exterior of the building. It appears that these units are in fair condition and provide ventilation air and provide heating to the gymnasium. Return ductwork is routed down to the floor level with return air registers. It appears that these are controlled by the automatic building temperature control system with wall mounted sensors.

Based on existing drawings, it appears that these were replaced back in 2002 as part of the renovation project.



Picture 8: Typical Hot Water Air Handling Unit serving Gymnasium with Floor Mounted Return Register

Classrooms: Each classroom is typically provided with wall mounted vertical discharge classroom unit ventilators located along the exterior wall. Each unit ventilator is provided with the intake louver for fresh

air, heating coil with valve control, filters, supply fan, and return air. The exact date of unit ventilators could not be determined but are consistent with units 10-15 years in age. It could not be determined if the outside ventilation dampers in each unit ventilator are operating correctly. Located on the opposite interior walls are exhaust registers which communicate to roof mounted exhaust fans through galvanized sheet metal ductwork. It does appear that exhaust fans are running, however, it could not be determined if code required amounts of ventilation air are actually being exhausted. For the most part the classroom unit ventilators appear to be in working order but may be reaching the end of the normal life expectance.



Picture 9: Classroom Unit Ventilator in Typical Classroom

Temporary Classrooms: Each temporary classroom is typically provided with a self-contained HVAC unit on the backside of the building, with ceiling mounted diffusers and wall mounted return registers. Each temporary classroom is provided with wall mounted thermostats. The equipment in these temporary classrooms appears in good condition.



Picture 10: Typical Temporary Classroom

Library: The library is provided with two wall mounted vertical discharge classroom unit ventilators located along the exterior wall. Each unit ventilator is provided with the intake louver for fresh air, heating coil with valve control, filters, supply fan, and return air. The exact date of unit ventilators could not be determined but are consistent with units 10-15 years in age. It could not be determined if the outside ventilation dampers in each unit ventilator are operating correctly. Located on the opposite interior walls are exhaust registers which communicate to roof mounted exhaust fans through galvanized sheet metal ductwork. It does appear that exhaust fans are running, however, it could not be determined if code required amounts of ventilation air are actually being exhausted. For the most part the classroom unit ventilators appear to be in working order but may be reaching the end of the normal life expectance.

The library is also served by a wall mounted ductless split system located high on the wall. It appears that this is a Fujitsu system installed is a 2 Ton System and it is not known when the system was installed. This appears in fair condition but is most likely nearing the end of its useful life.

Nurses Office and Area: The nurse's area and office are served by what appears to be a cabinet unit heater located on the exterior wall underneath the window. It appears that there is a portable air conditioner connected to the wall and propped up on a desk. It does not appear that the nurse's office has adequate ventilation for the room.



Picture 12: Nurse's Office and Area

Administration Area: The administration area is provided with heating by a series of fin tube radiation located along the exterior wall which is controlled by individual wall mounted thermostats. All radiation was noted to have slight surface soiling and a slight damage, however, does operate and maintain adequate space temperature control.

It appears that an existing air handling unit with distribution ductwork provided air conditioning to the office area, but it is not apparent if this unit is provided with outdoor air ductwork for ventilation. Based on the existing documentation and drawings that this unit does not provide ventilation to the office and ventilation for the office is via natural ventilation through operable windows.

Communicating Corridors: The communicating corridors are served by the hot water finned tube radiation located on the walls. It appears that these are served by wall mounted thermostats. These appear to be in good condition and based on existing documentation were installed in 2002.



Picture 13: Typical Hot Water Finned Tube Radiation and Portable Humidifier in Corridor

The corridor serving the temporary classrooms is served by electric baseboard but there is no ventilation serving this area. It appears that these pieces of electric baseboard are controlled by tamper resistant thermostats located on the equipment.



Picture 14: Electric Baseboard Serving Corridor to Temporary Classrooms

Public Toilet Areas: The common public toilet areas in the original portion of the building are provided with a series of wall mounted exhaust registers located adjacent to the plumbing fixtures. All wall exhaust registers were noted to be antiquated; many of which were damaged. There is no evidence of makeup air being provided for the exhaust systems. Heating of the spaces is through various wall mounted convectors which tie into the heating hot water distribution system which are controlled by wall

mounted thermostats. All heaters were noted to be antiquated; however, they appear to be operating, and maintaining reasonable space temperature control, despite their age and condition.



Picture 15: Bathroom Exhaust Register

Roof Exhaust Fans: Throughout the building, exhaust and ventilation relief for the building is provided through rooftop exhaust fans. It appears that many of these rooftop exhaust fans are either original to the building, or have been replaced as part of equipment failures over the years.



Picture 16: Exhaust Fan Located on Roof.

Deficiencies

In general, the existing HVAC systems currently serving this building is nearing the end of its service life and equipment should be replaced. All of the unit ventilators and air handling units are original equipment and have exceeded or are nearing the end of their life expectancy.

All of the building's toilet and general exhaust systems are original and in fair condition. It is assumed that the systems are not operating at design capacity.

There are numerous code violations at the kitchen grease exhaust hood/system, including a lack of the required fire suppression system, lack of manual pull stations, insufficient coverage of all grease producing cooking equipment, and there is no make-up air during hood operation. Based on the current cooking equipment layout the existing hood should be replaced with a larger hood that is equipped with the appropriate fire suppression and make-up air systems.

The window air conditioning units are typical residential type with unit mounted controls. Units that were visible for inspection were in good condition. The computer room ductless split system air conditioning unit was also in good condition.

Temperature control systems were replaced back in 2002 and are likely not capable of meeting the demands of current energy codes or modern HVAC systems and equipment without a substantial overhaul or upgrade.

It is unclear if proper ventilation is being provided to the classrooms, nurses office, administration office or other areas of the building to meet current code requirements.

Corridors, custodial closest and other select areas which would require ventilation under current code, are not provided with any ventilation or exhaust.

There is no heat located in the existing vestibules.

Recommendations
Due to the age and deteriorating condition of the existing HVAC systems, it is recommended that a complete replacement of all systems and equipment, with the exception of the heating hot water system piping, be undertaken. This includes replacement of the existing exhaust fans, classroom unit ventilators, boilers, pumps, air handling units, heating and ventilating units and automatic temperature control systems to meet current occupancy loads for the school and to meet current code requirements.

INTRODUCTION

ART Engineering (ART) has completed a site survey for the existing structure, and we have developed a Failed/Poor/Fair/Good/Excellent/Indeterminate rating system for the various electrical systems for the Mosier Elementary School, South Hadley.

Failed – The equipment, component or system is no longer in proper operating condition.

Poor – The equipment, component or system is still in operation, but failure is imminent. Significant signs of deterioration are present and/or components may be missing from equipment. Significant repair work may be required.

Fair – The equipment, component, or system in still in operation and still has some operational life left. Minor signs of deterioration may be present. Equipment has all its required components and is still working correctly. Minor repair work may be required.

Good - The equipment, components, or system is still in operation and still has significant operational life left. No signs of deterioration are present, and all components are in proper working order. Some clearing may be required, but no repair work should be necessary.

Excellent - The equipment, components, or system is in "like-new" condition. No signs of deterioration are present, and all components are in present and in proper working order. No repair work is required, and very minor cleaning is necessary.

Indeterminate – The equipment, component of system could not be accessed to determine its condition.

Most of the systems included in this study were found to have fair ratings. There are many reasons for this, including the age and systems that do not meet current code requirements. The rating system considers the condition of the electrical systems as well as the types of systems, sizing, and applicability for their respective spaces.

The Massachusetts State Building Code 780 CMR requires all buildings and structures and all parts thereof, both existing and new, and all systems and equipment therein which are regulated by the State Building Code to be maintained in a safe, operable, and sanitary condition. All service equipment means of egress, devices and safeguards which are required by the State Building Code in a building or structure, or which were required by a previous statute in a building or structure, when erected, altered, or repaired, shall be maintained in good working order.

BUILDING ASSESSMENT

MAIN ELECTRICAL SERVICE & DISTRIBUTION EQUIPMENT:

The main electrical service is a 3000A, 480Y/277V, 3-phase, 4-wire panel, located in a mixed-use storage space. The panel is fed by an exterior pad mount Utility-Co. The Main Distribution Panel (MDP) is by Federal Pacific and original to the 1969 installation. The MDP covers the single-story facility consisting of Classroom, Administrative Offices, Cafetorium, Media Center, and Gymnasium.

The MDP and distribution panelboards in the building are by Federal Pacific. The recessed panelboards in the Common Areas are more recent, Siemens, Cir. 2003, circuit breaker type. The wiring in the building is a combination of type AC and MC. Additional surface mount Siemens distribution panels have been added to support Classroom Technology, and Administration areas systems where needed since early 2000s.

Finding breakers and replacement components for this newer electrical system is not likely to be a problem for Siemens panels. While the Electrical System appears to be well maintained, a rating of fair is assigned due to the risk associated with its support of the 56-yr old Federal Pacific MDP and branch panel distribution system original to the construction date.

Branch panels are distributed throughout the school and consist of original recessed Federal Pacific and Siemens, located in corridors, outside of classrooms. There is no use of dedicated Electrical Rooms with the design concept. A rating of poor is assigned due to the risk associated with its support of 56-yr old technology. The newer Siemens panels could be updated to include GFCI Breakers where needed and are rated as fair.

No Photovoltaic rooftop or canopy system was noted.



Federal Pacific MDP


Federal Pacific MDP

Rating: Poor – Recommend selective panel updates of the Electrical System with new code

compliant main distribution panels and branch panels and with surge protection devices, Arc Fault Circuit Interrupter (AFCI) and Ground Fault Circuit Interrupter (GFCI) breakers.

EGRESS & EXIT LIGHTING:

EXIT signs were observed at each egress door and at egress pathways. Normally Off egress lighting in egress pathways is backed up by an Emergency/Standby Generator.



EXIT Signage


Egress Lighting

Rating: Fair – Recommend maintaining egress lighting system with integral lighting and check battery age/performance in all areas: classrooms, cafeteria, gym, offices, toilet rooms and meeting spaces.

GENERAL PURPOSE POWER:

The general-purpose receptacles are located throughout the building. The location and the quantity of the receptacles may not be adequate for new program space. Receptacle outlets should be replaced with tamper resistant units, select kitchen equipment placed on GFCI breakers and wet area receptacles outlets with GFCI. Surface mounted conduit to power and data outlets reflects incremental updates have been made over the years to try and meet in-class power requirements.

Rating: Poor – Replace all receptacles with tamper resistant units and add receptables to meet program needs

EMERGENCY POWER:

A diesel Kohler 15kW / 18.8 kVA generator supplies backup power for the school in the event of a prolonged outage.

Rating: Poor – Recommend replacement of the unit given the age (56-yrs), its interior location - exposed to stored items, and its limited size. Recommend to continue routine testing and service to ensure Emergency/Standby generator is always ready to provide power.

LIGHTING AND CONTROLS:

The lighting in the building is by a mix of fluorescent and LED lamp replacements. The fluorescent fixtures are being phased out by substituting LED replacement lamps within surface-mount 1x4, 2x2 and 2x4 surface mount fixtures that use T-8 fluorescent lamps. Many fixtures were observed to be off or burned out.

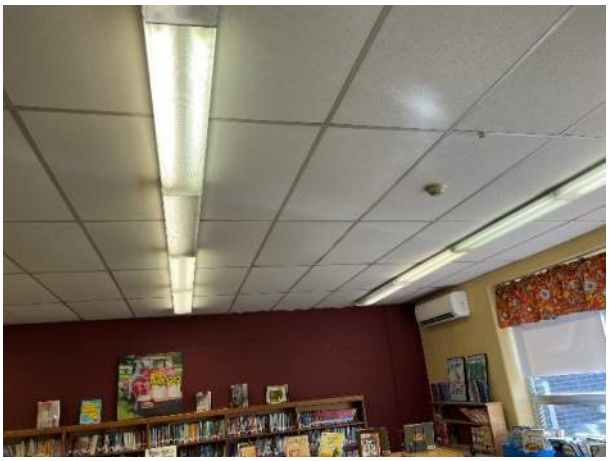
Lighting control is by wall mounted snap switches. There are automated controls in corridors and timeclocks employed for exterior lighting schedules. The building's perimeter lighting utilizes wall-mount packs which produce light pollution and glare. In general, the interior/exterior lighting system can be improved with layout efficiencies, expanded lighting controls, and addressing exterior light pollution guidelines.



Gym Lighting



Common Area Lighting



Typical 1x4 Fluorescent Lighting

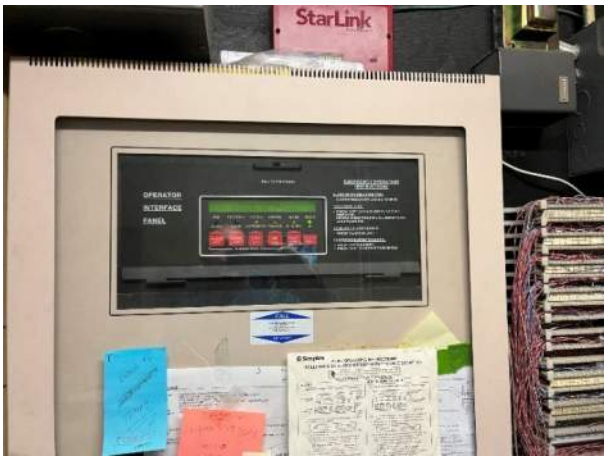


Wall-Mount LED Perimeter Lighting

Rating: Fair – Recommend modernizing all fixtures to LED and update fixture counts to deliver a consistent lighting level. Add lighting control and dimming capability for classroom, meeting room space.

FIRE ALARM SYSTEM:

The fire alarm system is a multi-zone tonal notification system monitored system by **Simplex**. The Simplex 4300 Main Fire Alarm Panel is a replacement for the original Multi-zone System installed during construction. The quantity and location of audible-visual signaling devices is adequate in mechanical spaces. Signaling devices have been updated to include strobes in classrooms. Overall coverage of the automatic fire detection devices is adequate in common and classroom spaces. Today's fire alarm system would include a fully addressable Voice Evacuation System with microphone Annunciator at Main Entryway/Admin Office.



Simplex 4100 - Fire Alarm



Fire Alarm Signaling Device



Fire Alarm Initiating Device



Fire Alarm Pull Station

Rating: Fair - Recommend replacing the Fire Alarm system with addressable Voice Evacuation System.

TELECOMMUNICATIONS CABLING INFRASTRUCTURE:

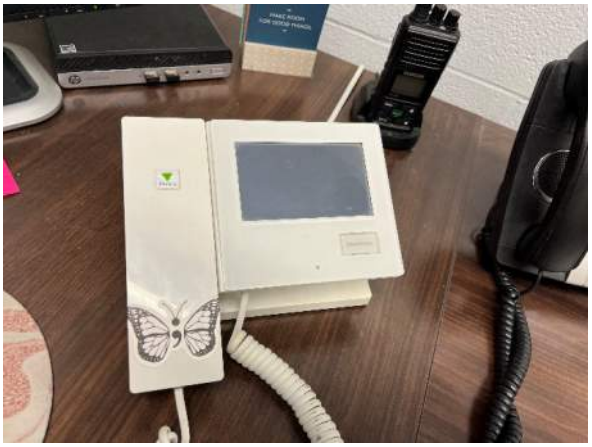
The telecommunications system comprises mostly of Category 6 cables for data and voice communications. The system is expanding to address Wi-Fi Technology requirements, but rack and storage closets do not comply with the BICSI standards for telecommunications infrastructure. Telecommunications distribution is hosted in the Facilities/Mechanical Room. Switches are 1 Gbps, 48-port managed devices with the capability of 10 Gbps. The DELL N2048 switches are listed as end of life (EoL) in 2025. The telecommunications wiring is run in surface non-metallic raceway to surface mounted outlets. Phones service provider is VOIP based using Mitel MiVoice IP Speakerphone.



Communcations network distribution



Communications Headend Equipment



Paxton Ethernet Door Entry



Mitel MiVoice IP Speakerphone

Rating: Fair – Recommend upgrade of IT Systems to Cat 6a and creation of dedicated IT rooms.

CLASSROOM TECHNOLOGY AND COMMUNICATIONS

The Rauland Telecenter® paging and intercom system is well serviced Phone Handset PA and Simplex 2350 Tone Generator System. The Phones also provide a gateway to the Paging System. The phone system is digital POTS-Line with handsets in classroom. All classrooms have two-way communication with the Main Office. Each classroom has a projector. I did not observe an enhanced sound system in the classrooms. The Staff and Teachers have Simplex Time synchronized clocks supplemented with simple battery-operated clocks for smaller teaching and administrative space. The clocks were 4-hrs slow during the observed period and were not synchronizing to the headend system.



Epson 536WI LCD Projector



Simplex 2350 Master Clock and Bell

Rating: Poor - Recommend a review of Classroom Technology needs and consider adding an enhanced speech reinforcement system and replacing the master clock and bell equipment with new.

SECURITY:

Exterior cameras are located at the main entry and egress points of the perimeter of the school. There is a Paxton Video/Access Control Master Station with Intercom with select door release from the Administration Office. Interior cameras monitor exterior doors and egress pathways. The video system does not integrate with the access control system and the intrusion detection system; however, saved video data can be viewed remotely by the School Administration.

Surveillance and Event Monitoring manage access control over the main entryway and Staff access points. An IP Video Management System monitors limited viewing activity and is remotely accessible through a secure VPN. Paxton system manages intrusion detection.



Card Access



Paxton Voice and Video Access



Walkie talkie Communications



Surveillance Cameras

Rating: Good – Upgrades planned for this 10-yr old system to include more camera coverage and unification with access control and emergency/duress calls with door lockdown and security/police notification.

END OF NARRATIVE

MODULE 3.1.4 SITE EVALUATION NARRATIVE

A. General Description and Orientation

The existing Mosier Elementary School is a single-story building consisting of approximately 57,788 s.f. with 4,449 s.f. of modular classrooms connected via a constructed corridor and is located centrally towards the south side of a 12 acre parcel of land owned by the Town of South Hadley. The property is located at 101 Mosier Street, just off College Street (Rte 116) in South Hadley, MA. Currently, the site consists of the school building, associated parking area and drives, play areas and open play fields as well as wooded areas. The site is bordered by Mosier Street to the north, a half-acre of town owned property along Parkview Drive to the east which is an extension of the open play fields, and Town owned property to the south west currently undeveloped for conservation. The parcel of land also contains the Leaping Well Nature Trail to the west of the existing school, which also extends onto the property to the south.

B. Structures and Fences

The existing Mosier Elementary School along with the modular classroom units is the only significant building on the site. There are a couple of storage containers at the east side of the existing building. Currently the only existing fencing on site runs along Parkview Drive and Mosier Street for the length of the multi-use open fields that encompasses the eastern portion of the lot. The existing play structures area does not have fencing around it which provides a safety and security concern for keeping the occupants safe when utilizing this area and preventing younger students from running off un-noticed.

C. Topography and Soils

The topography of the site varies minimally around the immediate area of the school building and open play fields. The play fields to the east are level and elevated approximately 3 feet or so above the finish floor elevation of the school with the elevation change creating a 3:1 slope between the fields and paved play areas. The immediate hard surfaced play areas to the east of the school are also relatively flat and at the same approximate elevation as the finish floor area of the school.

The access drive from the west slopes up to the general parking area which has a gentle grade increase from west to east and leveling out along the front of the school. The site slopes dramatically down from approximately 80’ away from the west end of the school building towards the west ern portion of the site. This is also true from 20’ or so away from the south side of the school building towards the south property line. Both of these areas are wooded towards the bottom of the slopes.

Initial review of the soil borings from the original building construction found that the soils are made up of brown fine sands, varies silty sands and clay at lower depths with some water at around 10’-

15' depths. As part of the evaluation, several geotechnical borings were taken in areas of potential development with the results being provided in the geotechnical report and boring logs provided as part of this submission. the soil samples taken from the borings will also be analyzed for environmental criteria. and impact. This information will also be disclosed in the Phase I environmental review.

D. SITE ACCESS AND CIRCULATION

The elementary school has a single one-way entrance and exit off Mosier Street without traffic signals. Initial observations did not reveal excessive traffic congestion on Mosier Street during the elementary school pick-up / drop-off timeframe. Currently there are 4 drop-off / pick-up lanes at the entrance for parents to line up with the closest lane to the school specifically for buses and the remaining 3 lanes for parents. The existing school does not have a perimeter vehicular access drive, but does have pedestrian access around 80% of the building perimeter. There are crosswalks and pedestrian pathways from Mosier Street and the parking areas to the school building. Currently, there are no pedestrian signals at the crosswalks at Mosier Street. The parking lot has limited parking spaces due to many of the original spaces being eliminated to create the drop-off and pick-up lanes, leaving very few spaces for visitors. There are several spaces to the west of the school building near the shipping /receiving area for custodians and kitchen staff.



Existing Egress onto Mosier Street Facing East



Existing Parking Lot with Four Pick up/Drop Off Lanes



Behind Existing School Facing East



West Side of Existing School Facing North

E. PAVING AND PARKING

There is currently one parking lot area in front of the school that facilitates staff parking with minimal spaces available for visitor parking. A row of 30 parking spaces was recently removed to make room for an additional pickup/drop off lane(s), reducing the parking even further from 93 spaces to 63 spaces. There is also a small 4 stall lot to the west of the school for facility parking.

Overall, the paving is in poor condition with cracking occurring everywhere. There does not seem to be any significant potholes at this time, but will occur in the near future. All pedestrian access areas are paved with no on-site concrete walks, etc..



Existing Parking Removed for Drop off/Pick up Lane



Curbing and Pavement in Poor Condition



Existing Canopy at Bus Drop Off/Pick Up Lane



Existing Parking Lot – Pavement in Poor Condition

F. Easements

There are no known easements running through the property. Continued research will take place with the Town, utility companies, etc..

G. Utilities

The existing school building is serviced by municipal and private utilities including storm drainage, sanitary sewer, water, gas, electric and cable. Many of these utilities were installed as part of the original 1969 building construction.

There are multiple fire hydrants on Mosier Street. There are no hydrants on the school property near the building itself. The domestic water main enters the school building to the west in the mechanical room. The existing sanitary line connects the building via Mosier Street to the west side of the of the school building.

There are a few catch basins and manholes in the parking areas and courtyard for the storm water system with connections to the roof drainage system and downspouts. The site's storm system connects to the an outfall at the west end of the property to the wetland area.

The natural gas service is fed from Mosier Street.

The electrical service is connected to the building via underground service from Mosier Street to the transformer at the school, then underground to the electrical. See the various MEP/FP narratives included in this section for additional information. All existing utility sizes, capacities, conditions and locations that service the current school building will be further analyzed for suitability based on the selected alternative solution requirements and needs.

The telephone and communications service is supplied from a utility pole along Mosier Street and fed to the front of the building via underground conduit.

H. Zoning and Permitting

The existing building school site is zoned Residence A-1 (Low-Density Residential)District 1 (RA-1) with a minimal lot size requirement of 22,500 s.f., minimum lot frontage of 125' and minimum width of 80', and setbacks as follows – Front yard = 40', Side yard = 20' and Rear yard = 25'.
The maximum building coverage allowed is 30% while the maximum impervious surface coverage is 60%. The maximum building height allowed is 6 Stories/60'' for churches, schools, colleges, libraries, and Town buildings. There doesn't appear to be any current zoning violations with the existing building and property.

Any proposed additions and/or new building construction alternative solutions will conform to the current building code requirements being enforced for the use and construction types. The existing school site is zoned residential and initial review of the zoning bylaws does not appear to be a limiting factor in the proper development of the site for either additions or new construction.

Hadley building department for the desired alternative solution selected. Ste plan review and approval will also be required of the Town planning department.

Given the presence of wetlands on the existing property, the appropriate permitting will have to be undertaken with the Town of South Hadley Conservation Commission and local DEP including filing of Notice of Intent, RDAs, Stormwater Management Report, etc. as required by the local governing agencies.

A complete survey including, but not limited to, improved and unimproved areas, parcel legal information, flagging of wetlands, utility information and topography will be undertaken as part of the schematic design submission process.

I. Wetlands and/or Flood Plains

Currently, there are a portion of wetlands located to the west of the existing site parcel, as well as on the neighboring site parcels to the north across Mosier Street. The existing site is well outside of the 200ft riverfront area for Stony Brook, located behind the abutting properties to the north. Any alternative solution and associated site development will accommodate the location of these wetlands. Any wetlands setbacks, regulations and appropriate permitting will be undertaken per the local governing agencies as part of the development process. The existing site parcel does not appear to be in a FEMA flood zone.

J. Open Play Fields / Play Areas

There is currently a play area with play equipment located to the south of the existing school building, this area is not fenced in. There are also basketball courts and a multi-use baseball field and open play fields to the east. The play area lacks the appropriate safety surfacing found in today's designs. These spaces are currently also used by the community and Town athletic groups as well as the school for recess and after-school events. Currently, the open play fields are in good condition.



Existing Play Area South of School



Basketball Courts East of School



Multi-Use Fields and Baseball Field East of School

L. RECOMMENDATIONS

- Furnish and install fencing around specific play area locations for student safety.
- Increase parking to include additional visitor and appropriate accessible spaces.
- Repair and/or replace asphalt paved drives and walkways where deterioration has created operational, maintenance and safety concerns.
- Provide a separate parent drop-off and pick-up circulation drive to better service the needs of the school community and occupants.
- Widen perimeter access drive and extend it for the entire perimeter of the building for ease of emergency vehicle access.
- Conform to all accessibility challenges and requirements.

MODULE 3.1.5 SITE DEVELOPMENT REQUIREMENTS

Described below are the project requirements related to site development at the Michael Smith Middle School site to be considered during the preliminary and final evaluation of alternatives.

A. SITE LOCATION AND ORIENTATION

The existing Smith Middle School site is located towards the south side of a 28.1 acre parcel of land owned by the Town of South Hadley and bordered by Mosier Street to the south, a residential property to the east, Stony Brook to the east and north, and office buildings and Leaping Well Brook to the west.

Currently, there is adequate space available for the construction of a new stand-alone building in the existing multi-use fields to the north of the existing middle school. Adjustments in the current layout of the developed site in the way of parking and drives, play areas and fields would need to be made to accommodate and/or better facilitate the proposed new construction solutions.

There is a significant grade change between the existing school and the multi-use fields with the school at around 165ft and the fields at varying elevations of around 172ft, 179ft, and 190ft. The construction of a new elementary school will most likely involve significant earth moving. Site balance and minimizing cut/fill will be a priority during site design.

Proposed solutions would be oriented on the site to take advantage of potential natural light opportunities, preferred views, accessibility, and energy efficiencies with respect to the educational program and delivery methods.



Existing Field at 172ft Looking South Toward Middle School



Existing Field at 179ft Looking Southest Toward Middle School



Existing Field at 190ft Looking South Toward Middle School

B. STRUCTURES AND FENCES

The existing Smith Middle School is the only significant building on the site. Currently there is no existing fencing on the property. Temporary fences would be located in response to the selected alternative solution whether that be building addition(s) or new construction in order to maintain a separate safe and functional existing school site area during the construction period. Any proposed permanent fences would be located to provide and maintain student and pedestrian safety in the various play areas and play fields.

C. SITE ACCESS AND CIRCULATION

The middle school has two two-way drives off Mosier Street as well as a one-way drop off loop at the front entrance for buses. Initial observations did not reveal excessive traffic congestion during the middle school school pick-up timeframe. Currently there is one drop off/pick up lane for parents that queues around the back of the school and a separate one way loop for buses at the front of the school. There are sidewalks along Mosier Street for pedestrian access to the school, these would be maintained as part of all potential solutions. There is emergency vehicle perimeter access around the building, which is utilized by parents to queue during pick up and drop off. A pedestrian walkway is not available around the entire perimeter of the building. A full traffic study will be undertaken to establish the adequacy and safety of the Mosier Street and Newton Street intersection.



Existing East Access on Mosier Street Facing East



Existing West Access on Mosier Street Facing South



Existing Bus Loop to Front Entrance Facing East



Rear Emergency Access and Parent Drop Off/Pick Up Lane Facing West



West Parking and Parent Pick Up/Drop Off Lane Facing South

D. PAVING AND PARKING

There are currently three parking areas for the existing middle school: a full 80 space lot to the east of the school, 17 spaces in the rear, and 22 spaces to the west of the school for a total of 119 spaces. An analysis of the existing and future parking needs will be evaluated to best arrange parking areas around the proposed building to facilitate the site and building access. The bituminous paved drive and parking area are in poor condition with cracking and potholes. Any alternative solution will address this issue and look to provide separate bus/parent drop-off zones for the existing middle school and proposed elementary school to enhance the safety and efficiency of site circulation.



Existing Parking With Parent Drop Off/Pick Up Lane Facing South



Pavement in Poor Condition



Existing Canopy at Bus Drop Off/Pick Up Lane



Existing Parking Lot – Pavement in Poor Condition

E. CODE AND ZONING REQUIREMENTS

Any proposed new building construction alternative solutions will conform to the current building code requirements being enforced for the use and construction types. The existing school site is

zoned residential and initial review of the zoning bylaws does not appear to be a limiting factor in the proper development of the site for either additions or new construction.

Dimensional Requirements Within Residence A-1 (RA1)	
Dimensional Requirement	**Required**
Minimum Lot Area	22,500 sf
Minimum Lot Frontage	125/a
Front Yard Setback	40/b
Side Yard Setback	20/c
Rear Yard Setback	25
Maximum Building Coverage	30%
Maximum Impervious Coverage	60%
Maximum Building Height	6 Stories/60 ft*

**Churches, schools, colleges, libraries, Town buildings, and similar uses*

a. Frontage when measured on an inside curve may be less than 125 feet. It must, however, be a minimum of 125 feet on the front setback line, and the minimum total lot area must be 22,500 square feet or according to Footnote h.
b. Front yard setback of any building or structure shall be at least as great as that of the nearest building on either side thereof facing the same street and within 500 feet or within the same block or district, whichever is the lesser distance. When the setback required by this provision exceeds 40 feet, such setback need not be greater than 80% of the distance so required if said distance is between 40 feet and 50 feet, and need never be more than 50 feet. The front setback for a dwelling or its attached garage on a lot with a side lot line adjoining a business or industrial district, need not exceed 15 feet.
c. On a corner lot, no building or structure shall be erected or altered to be less than 40 feet from any street line. On a lot recorded or registered at the time of adoption of this bylaw with a frontage of 100 feet or less, the minimum side yard dimension shall be 10 feet.

F. ACCESSIBILITY REQUIREMENTS

Any alterations of the site will include the appropriate grading throughout to conform to the ADA and MAAB regulations for site and building accessibility, including necessary parking spaces and

locations, curb cuts and ramps, and general pedestrian ways. Consideration for moving occupants away from the building in egress emergencies will be part of any alternative solution pursued.

G. WETLANDS AND/OR FLOOD RESTRICTIONS

Currently, there are a portion of wetlands located to the east of the existing site parcel, as well as on the neighboring site parcels to the south across Mosier Street. There is also Stony Brook that runs along the back of the site. The existing site is within the 200ft riverfront area for Stony Brook. Any alternative solution and associated site development will accommodate the location of these wetlands and Stony Brook. Any wetlands setbacks, regulations and appropriate permitting will be undertaken per the local governing agencies as part of the development process. The existing site parcel does not appear to be in a FEMA flood zone.

H. EMERGENCY VEHICLE ACCESS

There is full emergency vehicle access around the existing building. See “Site Access and Circulation” above for description of the existing perimeter vehicle access. Any proposed construction will include adequate emergency access around the proposed elementary school.

I. SAFETY AND SECURITY REQUIREMENTS

Safety and security are paramount to any school building and its occupants. Security cameras as well as the appropriate building and site lighting will be part of any proposed alternative solution. Any site development will also be a result of safety and security considerations to provide clear site lines and visibility for vehicle and pedestrian ways. Play areas will also be fenced in and protected from vehicular traffic where needed.

J. UTILITIES

The existing site has both public and private utilities available to the existing building. 8” water and 15” sewer is currently available in Mosier Street. Three-phase power appears to be available on Mosier Street. Furter review of the available utilities, including size/capacity and location will be undertaken as part of any proposed alternative solution design to ensure adequate service based on needs. Initial geotechnical investigation shows a majority of the site consisting of well-drained soils that are conducive to stormwater infiltration. A hydrant flow test will be performed to determine the potential need for a fire pump.

K. ATHLETIC FIELDS AND OUTDOOR EDUCATIONAL SPACES

There is currently a play area with play equipment located to the northeast of the existing school building as well as a basketball court and multi-use fields to the north. The play area lacks the

appropriate safety surfacing found in today's designs. Any proposed development of the site to coincide with the preferred alternative solution will incorporate the necessary fenced-in accessible play areas, athletic fields and potentially an outdoor classroom learning area, to promote the connection between the outdoor environment and classroom space. Such spaces can and should also be used by the community.

The proposed elementary school would be constructed in the space currently occupied by the existing fields. These fields would be relocated across Mosier Street to the space currently occupied by the existing Mosier Elementary School. Current deficiencies in the existing play area are the result of changes in today's standards. Any alternative solution will address the current deficiencies as well as the building committee's goals and needs for both school and community uses.



Existing Play Area Northeast of School Facing Southeast



Basketball Courts North of School Facing East



Multi-Use Fields and Baseball Field North of School Facing East

L. RECOMMENDATIONS

- Furnish and install fencing around specific play area locations for student safety.
- Repair and/or replace asphalt paved drives and walkways where deterioration has created operational, maintenance and safety concerns.
- Conform to all accessibility challenges and requirements.

MODULE 3.1.4 GEOTECHNICAL ASSESSMENT

A Geotechnical survey including soil borings for the existing Mosier Elementary School site and the Michael Smith Middle School site have been conducted by LGCI. The initial borings were taken in general areas of anticipated alternative solution locations for an Add/Reno and/or new construction option. The attached geotechnical report contains the boring location plans, boring logs and associated report documents and information and is attached as part of this section. The findings contained within are preliminary with initial deficiencies and recommendations noted.

Once a preferred alternative solution has been determined and located on the site, further borings shall be undertaken in the areas of development to further determine the full make-up and extent of the existing soil conditions and help determine the appropriate design requirements.

LGCI
Lahlaf Geotechnical Consulting, Inc.

December 13, 2025

Mr. Chris LeBlanc, MCPPO
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Re: **Preliminary Geotechnical Report**
Proposed Mosier Elementary School
Mosier Elementary School Site
South Hadley, Massachusetts
LGCI Proposal No. 2526

Dear Mr. Leblanc:

Lahlaf Geotechnical Consulting, Inc. (LGCI) has completed a preliminary geotechnical study for the proposed Mosier Elementary School in South Hadley, Massachusetts. We are submitting our preliminary geotechnical report electronically.

The soil samples from our explorations are currently stored at LGCI for further analysis, if requested. Unless notified otherwise, we will dispose of the soil samples after three (3) months.

Thank you for choosing LGCI as your geotechnical engineer.

Very truly yours,

Lahlaf Geotechnical Consulting, Inc.

Abdelmadjid M. Lahlaf, Ph.D., P.E.
Principal Engineer

LGCI
Lahlaf Geotechnical Consulting, Inc.

PRELIMINARY GEOTECHNICAL REPORT
PROPOSED MOSIER ELEMENTARY SCHOOL
MOSIER ELEMENTARY SCHOOL SITE
SOUTH HADLEY, MASSACHUSETTS

LGCI Project No. 2526
December 13, 2025

Prepared for:

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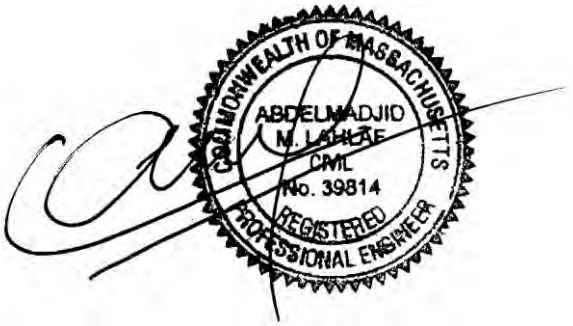
PRELIMINARY GEOTECHNICAL REPORT
PROPOSED MOSIER ELEMENTARY SCHOOL
MOSIER ELEMENTARY SCHOOL SITE
SOUTH HADLEY, MASSACHUSETTS
LGCI Project No. 2526
December 13, 2025

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Abdelmadjid M. Lahlaf, Ph.D., P.E.
Principal Engineer

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Preliminary Geotechnical Report
Proposed Mosier Elementary School
Mosier Elementary School Site
South Hadley, Massachusetts
LGCI Proposal No. 2526

1. PROJECT INFORMATION

1.1 Project Authorization

This preliminary geotechnical report presents the results of the preliminary subsurface explorations and a preliminary geotechnical evaluation performed by Lahlaf Geotechnical Consulting, Inc. (LGCI) for the Proposed Mosier Elementary School at the existing Mosier Elementary School site in South Hadley, Massachusetts. We performed our services in general accordance with our proposal No. 25090-Rev. 1 dated October 8, 2025. Mr. Frank Tedesco of Mount Vernon Group Architects, Inc. (MVG) authorized our services by signing our proposal on October 9, 2025.

1.2 Purpose and Scope of Services

The purpose of our geotechnical services was to perform preliminary subsurface explorations at the site for the proposed Mosier Elementary School at the Mosier Elementary School site, and to provide preliminary foundation design and construction recommendations. LGCI performed the following services:

- Coordinated our preliminary exploration locations with MVG, marked the exploration locations at the site, and notified Dig Safe Systems, Inc. (Dig Safe) and the Town of South Hadley for utility clearance.

- Engaged a drilling subcontractor for three (3) days to advance seven (7) soil borings at the site. Our drilling subcontractor installed one (1) groundwater observation well in one (1) of the soil borings.

- Provided an LGCI geotechnical field representative at the site to coordinate and observe the borings, collect and describe the soil samples, and prepare field logs.

- Submitted two (2) soil samples collected from the borings for grain-size analysis.

- Prepared this preliminary geotechnical report containing the results of our preliminary subsurface explorations and our preliminary recommendations for foundation design and construction.

Our scope does not include preparing specifications, reviewing contract documents, attending meetings, or providing construction services. LGCI would be pleased to perform these services when needed.

Recommendations for unsupported slopes, stormwater management, erosion control, pavement design, slope stability analyses, liquefaction and/or site-specific seismic analysis, pile analysis and design, FEMA 100-year flood elevation, historic uses of site, contaminated soil and groundwater



treatment and disposal requirements and techniques, and cost or quantity estimates are not included in our scope of work.

LGCI's scope of services does not include an environmental assessment for the presence or absence of wetlands or analytical testing for hazardous or toxic materials in the soil, surface water, groundwater, or air, on or below or around this site, or mold in the soil or in any structure at the site. Any statements regarding odors, colors, or unusual or suspicious items or conditions are strictly for the information of the client.

1.3 Site Description

Our understanding of the site is based on our field observations, our discussions with MVG, and the following documents:

- Aerial Imagery with Site Limits (Proposed New School Alternative) provided to LGCI by MVG via e-mail on September 22, 2025.

- Aerial Imagery with Site Limits (Proposed Addition Alternative) provided to LGCI by MVG via e-mail on September 22, 2025.

- Drawing No. 1134-CD-4 titled: "Site Plan, Elementary School, Mosier Street, South Hadley, Massachusetts," (Site Plan), prepared by Alderman & MacNeish Architects and Engineers of West Springfield, Massachusetts, dated January 25, 1968, and provide to LGCI by MVG via e-amil on December 11, 2025.

- Drawings No. 1134-CD-6, (and Nos. 7, and 8) titled: "Foundation Plan, Bldg. A (and B and C), Elementary School, Mosier Street, South Hadley, Massachusetts," (Existing Foundation Plan), prepared by Alderman & MacNeish Architects and Engineers of West Springfield, Massachusetts, dated January 25, 1968, and provide to LGCI by MVG via e-amil on December 11, 2025.

We understand MVG is currently considering two (2) sites for the proposed construction: the existing Mosier Elementary School site and the existing Michael E. Smith Middle School site. This report focuses on the existing Mosier Elementary School Site.

The site is at the existing Mosier Elementary School, located at 101 Mosier Street in South Hadley, Massachusetts as shown in Figure 1. The site is bordered by Mosier Street on the northern side, by Parkview Drive on the eastern side and by wooded land on the western and southern sides. The site is occupied by the existing school building, a paved parking lot and a driveway on the northern side of the site, and athletic fields on the eastern side of the site. The existing grades at the site are not available at the time of this report.

Based on the Site Plan, cuts up to 6 feet were performed to achieve the existing building FFE near the center of the existing building. Little fill was required near the eastern side of the existing building and fill of up to 10 feet was required near the southwestern corner of the existing building.



Based on the Existing Foundation Plan, the existing building appears to be supported on shallow spread and wall footings.

1.4 Project Description

Our understanding of the proposed construction is based on discussions with MVG and the documents listed in Section 1.3. We understand that currently, options to renovate and add to the existing school, as well as construct a new school are being considered for the Mosier Elementary School site.

Proposed Addition Alternative – Based on the Proposed Addition Alternative, we understand this option would consist of constructing a new, rectangular-shaped addition on the western side of the existing school building with a footprint of about 37,000 square feet. This option would include reusing the existing paved parking lot on the northern side of site.

Proposed New School Alternative – Based on the Proposed New School Alternative, we understand this option would consist of constructing a new, irregularly shaped school building to the west of the existing school building in the athletic fields with a footprint of about 61,000 square feet. This option would include new paved parking lots to the west and east of the new school building and a paved access loop encompassing the new school and parking lots.



2. SITE AND SUBSURFACE CONDITIONS

2.1 Surficial Geology

LGCI reviewed a surficial geologic map titled: "Surficial Materials Map of the Springfield North Quadrangle, Massachusetts," prepared by Stone, B.D., and DiGiacomo-Cohen, M.L., Scientific Investigation Map 3402, Quadrangle 45 – Springfield North, 2018.

The surficial geologic map indicates that the natural soils in the general vicinity of the Mosier Elementary School site consist primarily of fine deposits and flood-plain alluvium.

Fine Deposits – The fine deposits are described as very fine sand, silt, and clay that occur as well-sorted, thin layers of alternating silt and clay (varves), or as thicker layers of very fine sand and silt. Very fine to fine sand commonly occurs at the surface of these lake-bottom deposits and grades downward into rhythmically bedded silt and clay varves. Locally, this map unit may include areas underlain by fine sand.

Flood Plan Alluvium – The flood-plain alluvium is described as sand, gravel, silt, and some organic material, stratified and well sorted to poorly sorted, beneath the flood plains of modern streams. The texture of alluvium commonly varies over short distances both laterally and vertically and generally is similar to the texture of adjacent glacial deposits. Along smaller streams, alluvium is commonly less than 5 feet (ft) thick. The most extensive deposits of alluvium in Massachusetts are along the Housatonic, Deerfield, Westfield, Connecticut, Nashua, Merrimack, and Blackstone Rivers. Alluvium typically overlies thicker glacial stratified deposits.

The Surficial Geologic Map is shown in Figure 2.

2.2 Previous Explorations

LGCI reviewed the logs of previous borings performed at the site before the construction of the existing school from the following drawing:

- Drawings No. 1134-CD-3 titled: "Survey, Elementary School, Mosier Street, South Hadley, Massachusetts," (Survey Plan), prepared by Alderman & MacNeish Architects and Engineers of West Springfield, Massachusetts, dated January 25, 1968, and provide to LGCI by MVG via e-amil on December 11, 2025.

Based on the Survey Plan, fourteen (14) borings were previously advanced at the site by American Drilling & Boring Co., Inc. of East Providence, Rhode Island in September 1967. The previous borings extended to depths ranging between 11.5 and 41.5 feet beneath the original grade at the site. The previous borings generally indicated 4 to 10 feet of loose sand, overlying stiff varved clay that extended to the termination depths of the borings. The logs and locations of the previous borings are shown in Appendix A.



2.3 LGCI's Explorations

2.3.1 General

LGCI coordinated our exploration locations with MVG and marked the exploration locations in the field. LGCI notified Dig Safe and the Town of South Hadley for utility clearance prior to starting our explorations at the site.

Unless notified otherwise, we will dispose of the soil samples obtained during our explorations after three (3) months.

2.3.2 LGCI's Soil Borings

LGCI engaged Soil X, Corp. (Soil X) of Leominster, Massachusetts to advance seven (7) soil borings (B-1 to B-7) at the site on October 20, 21, and 23, 2025. The borings were advanced with a Diedrich D-70 Turbo ATV drill rig using 4-¼-inch inner-diameter hollow stem augers and drive and wash with 3-inch casing. The borings extended to depths ranging between 24.8 and 51.0 feet beneath the ground surface. Upon completion, the boreholes were backfilled with the drill cuttings and gravel, as noted on the boring logs. The ground surface was restored with cold patch asphalt in paved areas. Soil X installed one (1) groundwater observation well in boring B-3-OW.

Soil X performed Standard Penetration Tests (SPT) and obtained split spoon samples with an automatic hammer at typical depth intervals of 2 feet or 5 feet as noted on the boring logs in general accordance with ASTM D-1586.

An LGCI geotechnical field representative observed and logged the borings in the field.

2.3.3 Exploration Logs and Locations

The boring locations are shown in Figure 3. Appendix B contains LGCI's boring logs and Table 1 includes a summary of LGCI's borings.

2.4 Subsurface Conditions

The subsurface description in this report is based on a limited number of explorations and is intended to highlight the major soil strata encountered during our explorations. The subsurface conditions are known only at the actual exploration locations. Variations may occur and should be expected between exploration locations. The exploration logs represent conditions that we observed at the time of our explorations and were edited, as appropriate, based on the results of the laboratory test data and inspection of the soil samples in the laboratory. The strata boundaries shown in our exploration logs are based on our interpretations and the actual transitions may be gradual. Graphic soil symbols are for illustration only.



The soil strata encountered in LGCI's borings were as follows, starting at the ground surface.

Topsoil – A layer of surficial organic topsoil was encountered at the ground surface in all borings except borings B-1 and B-7. The thickness of the topsoil ranged between 0.4 and 0.5 feet.

Asphalt – A layer of asphalt was encountered at the ground surface in borings B-1 and B-7, and had a thickness of 0.4 and 0.2 feet, respectively.

Fill – A layer of fill was encountered beneath the topsoil and asphalt in borings B-1, B-2, and B-7. The fill extended to depths ranging between 2.0 feet and 2.5 feet beneath the ground surface. The samples in this layer were described as poorly graded sand with silt. One (1) sample was described as silty sand. The fines content in the fill ranged between 5 and 45 percent, and the gravel content ranged between 5 and 20 percent. The fill contained traces of asphalt.

The SPT N-values in this layer ranged between 11 blows per foot (bpf) and 22 bpf, indicating medium dense material.

Clay – A layer of clay was encountered beneath the asphalt, topsoil, and fill in all borings. The clay extended to depths ranging between 19.0 feet and 44.0 feet beneath the ground surface. A layer of sand was observed near the top of the clay layer in boring B-7. The samples in this layer were described as lean clay. The clay generally contained thin partings/lenses (varves) of silt at 1- to 2-inch intervals. Five (5) samples were described as silt. The sand content in the clay ranged between 10 and 20 percent.

The SPT N-values in this layer ranged between 2 bpf and 21 bpf, with most values ranging between 4 bpf and 13 bpf, indicating mostly medium stiff to stiff clay. Generally, the higher SPT N-values were observed in the top 5 feet, indicating a stiff clay crust over soft clay.

Sand and Gravel– A layer of sand and gravel was encountered beneath the layer of clay in all borings and extended to their termination depths. The samples in this layer were described as silty sand. The fines content in the sand and gravel layer ranged between 15 and 25 percent, and the gravel content ranged between 10 and 20 percent.

The SPT N-values in this layer ranged between 27 bpf and refusal, with most values ranging between 30 bpf and 86 bpf indicating medium to very dense material. Please note that the high SPT N-values in the sand and gravel may be due to obstructions such as cobbles and boulders in the sand and gravel and may not represent the true density of the sand and gravel.

2.5 Groundwater

Groundwater was encountered in all borings at depths ranging between 8.0 to 25.0 feet beneath the ground surface, as shown in Table 1 and in the boring logs.



The groundwater information reported herein is based on observations made during or shortly after the completion of drilling. Therefore, the reported groundwater levels may not represent the actual groundwater conditions, as additional time may be required for the groundwater levels to stabilize. The groundwater information presented in this report only represents the conditions encountered at the time and location of the explorations. Seasonal fluctuation should be anticipated.

2.6 Laboratory Test Data

LGCI submitted two (2) soil samples for grain-size analysis. The results of the grain-size analyses are provided in the test data sheets included in Appendix C and are summarized in the table below:

Grain-Size Analysis Test Results

Boring No.	Sample No.	Stratum	Sample Depth (ft.)	Percent Gravel	Percent Sand	Percent Fines
B-1	S1 Bot. 10”	Fill	0.5 – 2.5	0.0	55.3	44.7
B-5	S1 Bot. 14”	Clay	0.0 – 2.0	0.0	15.7	84.3



3. EVALUATION AND RECOMMENDATIONS

3.1 General

3.1.1 General

Based on our understanding of the proposed construction, our observation of our borings, and the results of our laboratory testing, the subsurface conditions encountered in the borings indicated deep clay extending to depths ranging between 19 and 44 feet beneath the ground surface. The clay could be suitable to support shallow foundation depending on the magnitude of the column loads and whether the clay is over-consolidated as further elaborated on below. There are a few issues that we would like to highlight for consideration and discussion.

3.1.2 Surficial Topsoil, Asphalt, and Existing Fill

- Surficial topsoil, asphalt, and existing fill were encountered in the borings. These materials are not suitable to support foundations.

- The topsoil and asphalt should be removed from within the entire construction area, including the proposed building footprint and the paved areas.

- The existing fill was observed to be variable in composition and density. In addition, the existing fill contained traces of asphalt. Existing fill that was not placed with strict moisture, density, and gradation control presents risk of unpredictable settlement that may result in poor performance of floor slabs and foundations. Due to these risks, the existing fill should be entirely removed from within the proposed building footprint and replaced with Structural Fill. We anticipate that the removal will extend up to depths of about 2.5 feet. The removal may extend to greater depths at locations not explored by LGCI. Laterally, the removal should extend beyond the proposed building footprint a distance equal to the distance between the bottom of the proposed footings and the top of the clay or 5 feet, whichever is greater.

- The subgrade of footings should be prepared in accordance with the recommendations in Section 4.1.

- Within paved areas, the existing fill should be removed to the top of the clay or to a depth of 18 inches beneath the bottom of the proposed pavement, whichever occurs first. Where organic soil is exposed, the organic soil should be removed. The existing fill deeper than 18 inches beneath the bottom of the proposed pavement can remain in place provided these materials are firm and unyielding following proofrolling as described in Section 4.1.



3.1.3 Shallow Footings and Slabs-on-Grade

Based on the results of the borings, the subsurface conditions may be suitable to support shallow spread and continuous footings bearing on Structural Fill placed directly on top of the clay layer after entirely removing the topsoil, subsoil, and the existing fill. The proposed slabs may be designed as slabs-on-grade placed on Structural Fill placed over the clay. Please note that depending on whether the clay is normally consolidated or over-consolidated, it could exhibit significant settlement especially under the loads of columns carrying multiple stories.

To assess whether the clay is normally consolidated or over-consolidated, additional borings and laboratory testing are needed. Settlement analyses will need to be performed using actual column loads (not available at the time of this report) after additional borings and laboratory testing are performed. At that time, LGCI will confirm whether shallow footings bearing on Structural Fill placed over the clay are feasible, or whether deep foundation or ground improvements are needed.

Our preliminary recommendations for net allowable bearing capacity in the clay are presented in Section 3.2.1. Our recommendations for slabs-on-grade are presented in Section 3.3. Our recommendations for lateral pressures for the proposed basement walls and other retaining walls, if any, are presented in Section 3.5. Section 4.1 provides recommendations for preparation of subgrades.

3.1.4 Additional Explorations

We recommend performing additional explorations at the site. We recommend performing soil borings and test pits, and additional laboratory testing including consolidation and undrained shear strength tests on the clay. We also recommend installing at least two (2) groundwater observation wells at the site. LGCI will provide a proposal for the additional services after the proposed building layout, size, and locations are established.

3.2 Foundation Recommendations

3.2.1 Footing Design

- We recommend entirely removing the surficial topsoil, the asphalt, and the existing fill from within the proposed building footprint as described in Section 3.1.1.

- We preliminarily recommend supporting the proposed building on spread footings bearing on a minimum of 12 inches of Structural Fill placed directly on top of the clay. Please note that this recommendation may change to possibly include deep foundations or ground improvements after we perform additional explorations and we estimate the settlement in the clay using the actual proposed building loads.



- We recommend designing the proposed footings using a net allowable bearing pressure of 3 kips per square foot (ksf). We recommend that the footings bear on a minimum of 12 inches of Structural Fill placed directly on top of the clay. The Structural Fill should extend at least 1 foot laterally beyond the limits of the footings.

- Footing subgrades should be prepared in accordance with the recommendations in Section 4.1.

- Foundations should be designed in accordance with The Commonwealth of Massachusetts State Building Code 780 CMR, Tenth Edition (MSBC 10th Edition).

- Exterior footings and footings in unheated areas should be placed at a minimum depth of 4 feet below the final exterior grade to provide adequate frost protection. Interior footings in heated areas may be designed and constructed at a minimum depth of 2 feet below finished floor grades.

- Wall footings should be designed and constructed with continuous, longitudinal steel reinforcement for greater bending strength to span across small areas of loose or soft soils that may go undetected during construction.

- A representative of LGCI should be engaged to observe that the subgrade has been prepared in accordance with our recommendations.

3.2.2 Settlement Estimates

Based on our experience with similar soils and designs using a net allowable bearing pressure of 3 ksf, we anticipate that the total settlement will be approximately 1.5 inch if the clay is over-consolidated and could range up to 3 to 4 inches if the clay is normally consolidated. The differential settlement of the footings will be 3/4 inch to 1 inch over a distance of 25 feet if the clay is over-consolidated. The differential settlement would be higher if the clay is normally consolidated. The settlement would be even higher if the grades are raised at the site.

3.3 Concrete Slab Considerations

3.3.1 Slabs-on-Grade

- Floor slabs should be constructed as slabs-on-grade bearing on a minimum of 12 inches of Structural Fill placed directly on top of the clay. The subgrade of the slabs should be prepared as described in Section 4.1.

- To reduce the potential for dampness in the proposed floor slab, the project architect may consider placing a vapor barrier beneath the floor slab. The vapor barrier should be protected from puncture during the placement of the proposed slab reinforcement.



- For the design of the floor slab bearing on the materials described above, we recommend using a modulus of subgrade reaction, k_{s1}, of 80 tons per cubic foot (tcf). Please note that the values of k_{s1} are for a 1 x 1 square foot area. These values should be adjusted for larger areas using the following expression:

$$Modulus\ of\ Subgrade\ \mathrm{Re}action\ (k_s) = k_{s1} * \left(\frac{B+1}{2B}\right)^2$$

where:

k_s = Coefficient of vertical subgrade reaction for loaded area;
k_{s1} = Coefficient of vertical subgrade reaction for a 1 x 1 square foot area; and
B = Width of area loaded, in feet.

Please note that cracking of slabs-on-grade can occur as a result of heaving or compression of the underlying soil, but also as a result of concrete curing stresses. To reduce the potential for cracking, the precautions listed below should be closely followed during the construction of all slabs-on-grade:

- Construction joints should be provided between the floor slab and the walls and columns in accordance with the American Concrete Institute (ACI) requirements, or other applicable code.

- The backfill in interior utility trenches should be properly compacted.

- In order for the movement of exterior slabs not to be transmitted to foundations or superstructures, exterior slabs, such as approach slabs and sidewalks, should be isolated from the superstructure.

3.3.2 Under-slab Drains and Waterproofing

The finished floor elevation (FFE) of the proposed ground floor was not provided to us. LGCI will make a recommendation about the need for an under-slab drainage system after additional explorations are performed at the site and the proposed FFE is established.

3.4 Seismic Design

Based on the SPT N-values from the borings, we estimate that the seismic criteria for the site are as follows:

- Site Class: E
- Spectral Response Acceleration at short period (Ss): 0.167g



- Spectral Response Acceleration at 1 sec. (S_1): 0.056g
- Site Coefficient Fa (Table 1613.5.3(1)): 2.4
- Site Coefficient Fv (Table 1613.5.3(2): 4.2
- Adjusted spectral response S_{MS}: 0.267g
- Adjusted spectral response S_{M1}: 0.134g

Based on the SPT data from the borings, the site soils are not susceptible to liquefaction.

3.5 Lateral Pressures for Wall Design

3.5.1 Lateral Earth Pressures

Lateral earth pressures for the design of below-grade walls, and site retaining walls, if any, are provided below.

Coefficient of Active Earth Pressure, K_A:	0.31
Coefficient of At-Rest Earth Pressure, K_o:	0.47
Coefficient of Passive Earth Pressure, K_p:	3.25
Total Unit Weight γ:	125 pcf

Note: The values in the table are based on a friction angle for the backfill of 32 degrees and neglecting friction between the backfill and the wall. The design active and passive coefficients are based on horizontal surfaces (non-sloping backfill) on both the active and passive sides, and on a vertical wall face.

- Exterior walls of below-ground spaces and other retaining walls braced at the top to restrain movement/rotation, should be designed using the "at-rest" pressure coefficient.

- We recommend placing free-draining material within the 3 feet immediately behind retaining walls.

- We recommend providing weep holes at the bottom of site retaining walls, including temporary SOE systems, to promote drainage where possible. Alternatively, a pipe should be placed at the base of the wall to collect the water. Groundwater collected by the wall drains should be discharged into a lower area if gravity flow is possible.

- Passive earth pressures should only be used at the toe of the wall where special measures or provisions are taken to prevent the disturbance or future removal of the soil on the passive side of the wall, or in areas where the wall design includes a key. In any case, the passive pressures should be neglected in the top 4 feet.

- Where a permanent vertical uniform load will be applied to the active side immediately adjacent to the wall, a horizontal surcharge load equal to half of the uniform vertical load should be applied over the height of the wall. At a minimum, a temporary lateral construction surcharge load of 100 pounds per square foot (psf) should be applied uniformly over the height of the wall.



- We recommend using an ultimate friction factor of 0.5 between the weathered rock and the bottom of the wall. Below-grade walls should be designed for minimum factors of safety of 1.5 for sliding and 2.0 for overturning.

3.5.2 Seismic Pressures

In accordance with MSBC 10th Edition, Section 1610, a lateral earthquake force equal to $0.100*(S_s)*(F_a)*\gamma*H^2$ should be included in the design of the walls (for horizontal backfill), where S_s is the maximum considered earthquake spectral response acceleration (defined in Section 3.4), F_a is the site coefficient (defined in Section 3.4), γ is the total unit weight of the soil backfill, and H is the height of the wall.

The earthquake force should be distributed as an inverted triangle over the height of the wall. In accordance with MSBC 10th Edition, Section 1610.2, a load factor of 1.43 should be applied to the earthquake force for wall strength design.

Temporary surcharges should not be included when designing for earthquake loads. Surcharge loads applied for extended periods of time should be included in the total static lateral soil pressure, and their earthquake lateral force should be computed and added to the force determined above.

3.5.3 Perimeter Drains

- We recommend that free-draining material be placed within 3 feet of the exterior of walls of below-ground spaces, if any. To reduce the potential for dampness in below-ground spaces, proposed below-ground walls should be damp-proofed.

- We recommend that drains be provided behind the exterior of walls of below-ground spaces. The drains should consist of 4-inch perforated PVC pipes installed with the slots facing down. Perimeter drains should be installed at the bottom of the wall in 18 inches of crushed stone wrapped in a geotextile for separation and filtration.

- To the extent possible, groundwater collected by the wall drains should be discharged in a lower area if gravity flow is possible. In any case, the groundwater collected by the wall drains should be discharged in accordance with municipal, state, and other applicable standards.

3.6 Parking Lots, Driveways, and Sidewalks

3.6.1 General

The subsurface conditions encountered at the site are generally suitable to support the proposed driveways, parking lots, and sidewalks after preparation of the subgrade as described in Section 4.1.



- We recommend entirely removing the topsoil from within the footprint of the proposed driveways and parking lots.

- The existing fill and asphalt should be improved in accordance with the recommendations in Section 4.1.

- Cobbles and boulders should be removed to at least 18 inches below the bottom of the pavement.

3.6.2 Sidewalks

- Sidewalks should be placed on a minimum of 12 inches of Structural Fill with less than 5 percent fines.

- To reduce the potential for heave caused by surface water penetrating under the sidewalk, the joints between sidewalk concrete sections should be sealed with a waterproof compound. The sidewalks should be sloped away from the building or other vertical surfaces to promote flow of water. To the extent possible, roof leaders should not discharge onto sidewalk surfaces.

3.6.3 Pavement Sections

A typical, minimum, standard-duty pavement section that could be used for parking areas is as follows:

1.5" Asphalt "Top Course"
2.0" Asphalt "Base Course"
8" Processed Gravel for Sub-Base (MassDOT M1.03.1)

A typical, minimum, heavy-duty pavement section that could be used for areas of heavy truck traffic is as follows:

2.0" Asphalt "Top Course"
2.5" Asphalt "Base Course"
12" Processed Gravel for Sub-Base (MassDOT M1.03.1)

The pavement sections shown above represent minimum thicknesses representative of typical local construction practices for similar use. Periodic maintenance should be anticipated.

Pavement material types and construction procedures should conform to specifications of the "Standard Specifications for Highways and Bridges," prepared by the Commonwealth of Massachusetts Department of Transportation dated 2025.



Areas to receive relatively highly concentrated, sustained loads such as dumpsters, loading areas, and storage bins are typically installed over a rigid pavement section to distribute concentrated loads and reduce the possibility of high stress concentrations on the subgrade. Typical rigid pavement sections consist of 6 inches of concrete placed over a minimum of 12 inches of subbase material.

3.7 Underground Utilities

Boulders at the bottom of utility trenches should be removed to at least 12 inches below the pipe invert and the resulting excavation should be backfilled with suitable backfill. Utilities should be placed on suitable bedding material in accordance with the manufacturer's recommendations. "Cushion" material should be placed, by hand, above the utility pipe in maximum 6-inch lifts. The lift should be compacted by hand to avoid damage to the utility. Where the bedding/cushion material consists of crushed stone, it should be wrapped in a geotextile fabric.

Compaction of fill in utility trenches should be in accordance with our recommendations in Section 4.3. To reduce the potential for damage to utilities, placement and compaction of fill immediately above the utilities should be performed in accordance with the manufacturer's recommendations.



4. CONSTRUCTION CONSIDERATIONS

4.1 Subgrade Preparation

- Asphalt, topsoil, organic materials, existing fill, buried organic soil, buried subsoil, abandoned utilities, buried foundations, and other below-ground structures should be entirely removed from within the footprints of the proposed buildings and site structures, including site retaining walls, and exterior stairs, if any, before the start of foundation work.

- Tree stumps, root balls, and roots larger than ½ inch in diameter should be removed and the cavities filled with suitable material and compacted per Section 4.3 of this report.

- Cobbles and boulders should be removed at least 6 inches from beneath footings and 18 inches beneath the bottom of slabs and paved areas. The resulting excavations should be backfilled with compacted Structural Fill under the building and with Ordinary Fill under the subbase of paved areas.

- Excavation of the subgrade in the stiff clay should be performed with a smooth bladed bucket, and the subgrade should be compacted with one (1) pass of a roller compactor operating statically (with vibrations turned off).

- The base of the footing excavations in Structural Fill should be compacted with a dynamic vibratory compactor weighing at least 200 pounds and imparting a minimum of 4 kips of force to the subgrade.

- After the surficial materials are removed to a depth of 18 inches within the proposed paved areas in accordance with the recommendations in Section 3.1, the exposed existing fill deeper than 18 inches beneath the bottom of the proposed pavement should be improved by compacting the exposed surface with at least six (6) passes of a vibratory roller compactor imparting a dynamic effort of at least 40 kips. Where soft zones of soil are observed, the soft soil should be removed, and the grade should be restored using Ordinary Fill to the bottom of the proposed subbase layer. If pumping of the existing fill deeper than 18 inches beneath the bottom of the proposed pavement is observed, the soft and/or pumping material should be removed and replaced.

- We recommend removing the clay to a depth of at least 24 inches beneath the bottom of the sidewalks and walkways and backfilling with Ordinary Fill to the bottom of the 12 inches of the subbase layer.

- Fill placed within the footprint of the proposed buildings should meet the gradation and compaction requirements of Structural Fill, shown in Section 4.3.1.



- Fill placed under the subbase of paved areas should meet the gradation and compaction requirements of Ordinary Fill, shown in Section 4.3.2.

- Fill placed in the top 12 inches beneath sidewalks and walkways should consist of Structural Fill with less than 5 percent fines.

- Loose or soft soils identified during the compaction of the footing or floor slab subgrades should be excavated to a suitable bearing stratum, as determined by the representative of LGCI. Grades should be restored by backfilling with Structural Fill or crushed stone.

- When crushed stone is required in the drawings or is used for the convenience of the contractor, it should be wrapped in a geotextile fabric for separation except where introduction of the geotextile fabric promotes sliding. A geotextile fabric should not be placed between the bottoms of the footings and the crushed stone.

- An LGCI representative should observe the exposed subgrades prior to fill and concrete placement to verify that the exposed bearing materials are suitable for the design soil bearing pressure. If soft or loose pockets are encountered in the footing excavations, the soft or loose materials should be removed and the bottom of the footing should be placed at a lower elevation on firm soil, or the resulting excavation should be backfilled with Structural Fill, or crushed stone wrapped in a filter fabric.

4.2 Subgrade Protection

The onsite fill and natural soils are frost susceptible. If construction takes place during freezing weather, special measures should be taken to prevent the subgrade from freezing. Such measures should include the use of heat blankets or excavating the final 6 inches of soil just before pouring the concrete. Footings should be backfilled as soon as possible after footing construction. Soil used as backfill should be free of frozen material, as should the ground on which it is placed. Filling operations should be halted during freezing weather.

Materials with high fines contents are typically difficult to handle when wet, as they are sensitive to moisture content variations. Subgrade support capacities may deteriorate when such soils become wet and/or disturbed. The contractor should keep exposed subgrades properly drained and free of ponded water. Subgrades should be protected from machine and foot traffic to reduce disturbance.

4.3 Fill Materials

Structural Fill and Ordinary Fill should consist of inert, hard, durable sand and gravel free from organic matter, clay, surface coatings, and deleterious materials, and should conform to the gradation requirements shown below.



4.3.1 Structural Fill

The Structural Fill should have a plasticity index of less than 6 and should meet the gradation requirements shown below. Structural Fill should be compacted in maximum 9- inch loose lifts to at least 95 percent of the Modified Proctor maximum dry density (ASTM D1557), with moisture contents within ±2 percentage points of the optimum moisture content.

Sieve Size Percent	Passing by Weight
3 inches	100
1 ½ inch	80-100
½ inch	50-100
No. 4	30-85
No. 20	15-60
No. 60	5-35
No. 200*	0-10

* 0 – 5 for the top 12 inches under sidewalks, exterior slabs, pads, and walkways

4.3.2 Ordinary Fill

Ordinary Fill should have a plasticity index of less than 6 and should meet the gradation requirements shown below. Ordinary Fill should be compacted in maximum 9-inch loose lifts to at least 95 percent of the Modified Proctor maximum dry density (ASTM D1557), with moisture contents within ±2 percentage points of the optimum moisture content.

Sieve Size Percent	Passing by Weight
6 inches	100
1 inch	50-100
No. 4	20-100
No. 20	10-70
No. 60	5-45
No. 200	0-20

4.4 Reuse of Onsite Materials

Based on our field observations and the results of the grain-size analyses, the onsite fill is too silty and does not meet the gradation requirements for Ordinary Fill or Structural Fill. The existing fill can be used in landscaped areas.

Should reusable soils be encountered at the site, they should not be mixed with fine-grained and/or organic soils. The soils to be reused should be excavated and stockpiled separately for compliance testing. Soils with 20 percent or greater fines contents are generally very sensitive to moisture content variations and are susceptible to frost. Such soils are very difficult to compact at moisture contents that are much higher or much lower than the optimum moisture content determined from



the laboratory compaction test. Therefore, strict moisture control should be implemented during the compaction of onsite soils with fines contents of 20 percent or greater. The contractor should be prepared to remove and replace such soils if pumping occurs.

Suitable imported material and amended/improved onsite materials should be stockpiled separately from unimproved onsite soils.

Materials to be used as fill should first be tested for compliance with the applicable gradation specifications.

4.5 Groundwater Control Procedures

Based on the groundwater levels measured in our borings, we anticipate that groundwater control procedures will be needed during construction. We anticipate that filtered deep sump pumps and sump pumps installed in a series of pits located at least 3 feet below the bottom of planned excavations may be sufficient to handle groundwater and surface runoff that may enter the excavation during wet weather. The contractor should be prepared to use multiple sump pumps to maintain a dry excavation during the removal of the existing fill.

The contractor should be permitted to employ whatever commonly accepted means and practices are necessary to maintain the groundwater level below the bottom of the excavation and to maintain a dry excavation during wet weather. Groundwater levels should be maintained at a minimum of 1 foot below the bottom of the excavations during construction. The placement of reinforcing steel or concrete in standing water should not be permitted.

To reduce the potential for sinkholes developing over sump pump pits after the sump pumps are removed, the crushed stone placed in the sump pump pits should be wrapped in a geotextile fabric. Alternatively, the crushed stone should be entirely removed after the sump pump is no longer in use, and the sump pump pit should be restored with suitable backfill.

4.6 Temporary Excavations

All excavations to receive human traffic should be constructed in accordance with OSHA guidelines.

The site soils should generally be considered Type “C” and should have a maximum allowable slope of 1.5 Horizontal to 1 Vertical (1.5H:1V) for excavations less than 20 feet deep. Deeper excavations, if needed, should have shoring designed by a professional engineer.

The contractor is solely responsible for designing and constructing stable, temporary excavations and should shore, slope, or bench the sides of the excavations as required to maintain the stability of the excavation sides and bottom.



5. RECOMMENDATIONS FOR FUTURE WORK

We recommend engaging LGCI to perform the following services:

- Perform additional explorations and testing at the site, and update our geotechnical report.
- Prepare Earth Moving Specifications and review the geotechnical aspect of contract drawings.
- Review contractor submittals and Request for Information (RFIs);
- Provide a field representative during construction to observe the removal of the unsuitable soil, and to observe the subgrade of footings and slabs.



6. REPORT LIMITATIONS

Our analyses and recommendations are based on project information provided to us at the time of this report. If changes to the type, size, and location of the proposed structures or to the site grading are made, the recommendations contained in this report shall not be considered valid unless the changes are reviewed, and the conclusions and recommendations modified in writing by LGCI. LGCI cannot accept responsibility for designs based on our recommendations unless we are engaged to review the final plans and specifications to determine whether any changes in the project affect the validity of our recommendations, and whether our recommendations have been properly implemented in the design.

It is not part of our scope to perform a more detailed site history; therefore, we have not explored for or researched the locations of buried utilities or other structures in the area of the proposed construction. Our scope did not include environmental services or services related to moisture, mold, or other biological contaminants in or around the site.

The recommendations in this report are based in part on the data obtained from the subsurface explorations. The nature and extent of variations between explorations may not become evident until construction. If variations from anticipated conditions are encountered, it may be necessary to revise the recommendations in this report. We cannot accept responsibility for designs based on recommendations in this report unless we are engaged to 1) make site visits during construction to check that the subsurface conditions exposed during construction are in general conformance with our design assumptions and 2) ascertain that, in general, the work is being performed in compliance with the contract documents.

Our report has been prepared in accordance with generally accepted engineering practices and in accordance with the terms and conditions set forth in our agreement. No other warranty, expressed or implied, is made. This report has been prepared for the exclusive use of Mount Vernon Group Architects, Inc. for the Proposed Mosier Elementary School, Mosier Elementary School Site in South Hadley, Massachusetts as conceived at this time.



7. REFERENCES

In addition to the references included in the text of the report, we used the following references:

American Society of Civil Engineers, "Minimum Design Loads and Associated Criteria for Buildings and Other Structures," ASCE/SEI 7-16, 2017.

The Commonwealth of Massachusetts (2024), "The Massachusetts State Building Code, Tenth (10th) Edition."

The Department of Labor, Occupational Safety and Health Administration (1989), "Occupational Safety and Health Standards - Excavations; Final Rule," 20 CFR Part 1926, Subpart P.

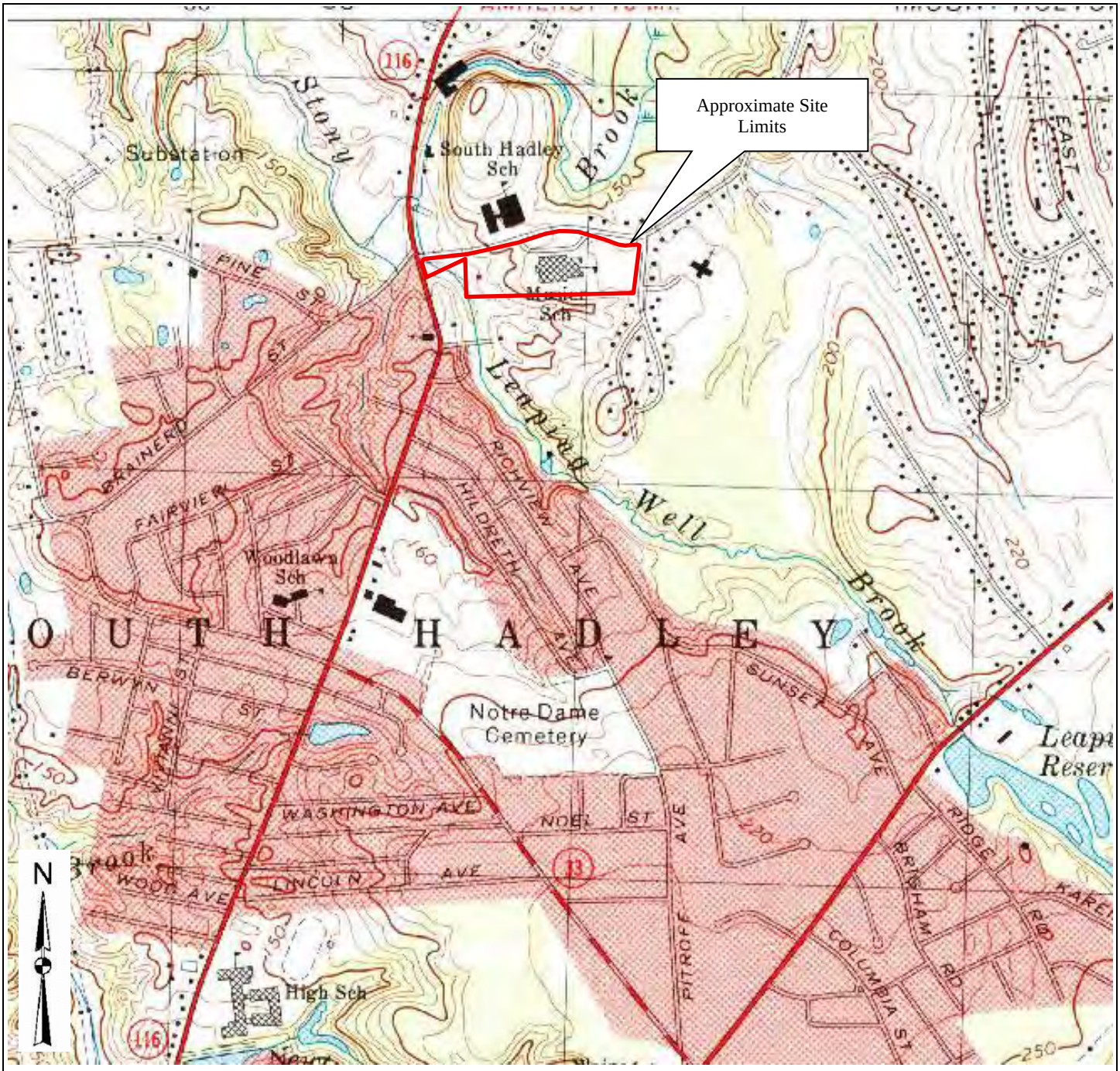
USGS S. Hadley, MA topographic map from http://mapserver.mytopo.com.



Table 1 - Summary of LGCI's Borings
Proposed Mosier Elementary School
Elementary School Site
South Hadley, MA
LGCI Project No. 2526

Boring No.	Ground Surface Elevation (ft.)[1]	Groundwater[2] Depth / El. (ft.)	Bottom of Topsoil / **Asphalt** Depth / El. (ft.)	Bottom of Fill Depth / El. (ft.)	Bottom of Clay Depth / El. (ft.)	Bottom of Sand and Gravel [3] Depth / El. (ft.)	Bottom of Boring Depth / El. (ft.)
B-1	-	11.0	**0.4**	2.5	44.0	51.0	51.0
B-2	-	25.0	0.5	2.0	39.0	46.0	46.0
B-3-OW	-	8.0	0.4	-	35.0	40.1	40.1
B-4	-	14.0	0.5	-	34.0	41.0	41.0
B-5	-	13.0	0.5	-	29.0	36.0	36.0
B-6	-	9.0	0.4	-	19.0	24.8	24.8
B-7	-	11.0	**d**	2.5	40.5	47.0	47.0

1. Ground surface elevation information was not available at this time.
2. Groundwater depth based on level at the end of drilling, level after drilling, or based on sample moisture, whichever is shallower.
3. Boring terminated in the sand and gravel layer.
4. "-" means layer was not encountered.

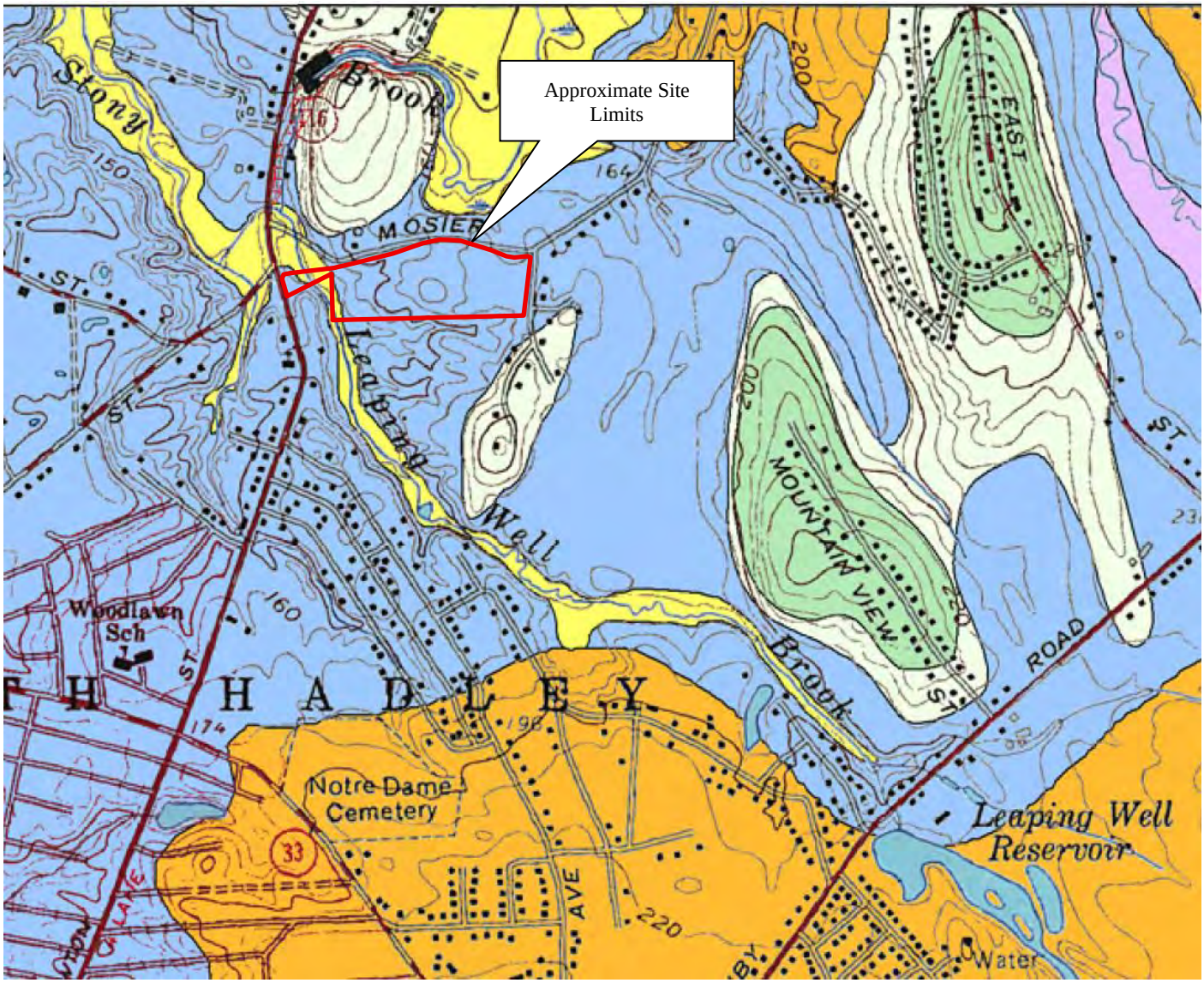


Contour Intervals: 10 feet

1,000 m

Note: Figure based on USA Topo Maps of Springfield North, MA from https://apps.nationalmap.gov/viewer/. Site limits based on aerial imagery provided to LGCI by MVG via e-mail on September 22, 2025.

Client:	Project:	Figure 1 – Site Location Map	
Mount Vernon Group Architects, Inc.	Proposed Mosier Elementary School – Elementary School Site		
LGCI Lahlaf Geotechnical Consulting, Inc.	Project Location: South Hadley, MA	LGCI Project No.: 2526	Date: Dec. 2025



Fine deposits include very fine sand, silt, and clay that occur as well-sorted, thin layers of alternating silt and clay (varves), or as thicker layers of very fine sand and silt. Very fine to fine sand commonly occurs at the surface of these lake-bottom deposits and grades downward into rhythmically bedded silt and clay varves. In some places on the lake-bottom surface of glacial Lake Hitchcock (in the Connecticut Valley lowland) and glacial Lake Narragansett (in southeastern Massachusetts), fine deposits are overlain by as much as 30 ft of fine to medium sand, deposited as the lake level lowered or the lake shallowed; this sand has not been mapped separately. Locally, this map unit may include areas underlain by fine sand

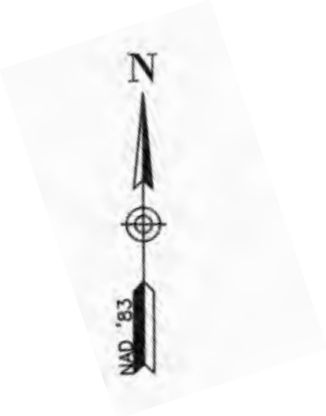
Flood-plain alluvium—Sand, gravel, silt, and some organic material, stratified and well sorted to poorly sorted, beneath the flood plains of modern streams. The texture of alluvium commonly varies over short distances both laterally and vertically, and generally is similar to the texture of adjacent glacial deposits. Along smaller streams, alluvium is commonly less than 5 feet (ft) thick. The most extensive deposits of alluvium in Massachusetts are along the Housatonic, Deerfield, Westfield, Connecticut, Nashua, Merrimack, and Blackstone Rivers. Alluvium typically overlies thicker glacial stratified deposits

Note: Figure based on map titled: "Surficial Materials Map of the Springfield North Quadrangle, Massachusetts," prepared by Stone, B.D., and DiGiacomo-Cohen, M.L., Scientific Investigation Map 3402, Quadrangle 45 – Springfield North, 2018.

Client:	Project	
Mount Vernon Group Architects, Inc.	Proposed Mosier Elementary School – Elementary School Site	Figure 2 – Surficial Geologic Map
LGCI Lahlaf Geotechnical Consulting, Inc.	Project Location: South Hadley, MA	LGCI Project No.: 2526 / Date: Dec. 2025

Legend

⊕ Approximate location of borings advanced by Soil X, Corp. (Soil X) of Leominster, MA on October 20 to 23, 2025 and observed by Lahlaf Geotechnical Consulting, Inc. (LGCI).



Approximate Scale (ft.)

50 0 50 100



Note
Figure based on readily available aerial of the site obtained by LGCI from google.com/maps.

Client:	Project:	Figure 3 – Boring Location Plan	
Mount Vernon Group Architects, Inc.	Proposed Mosier Elementary School – Elementary School Site		
LGCI Lahlaf Geotechnical Consulting, Inc.	Project Location: South Hadley, MA	LGCI Project No.: 2526	Date: Dec. 2025

Appendix A – Logs and Locations of Previous Borings

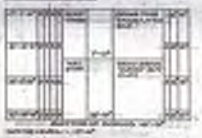
BORING "A"



BORING "B"



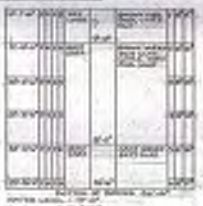
BORING "C"



BORING "D"



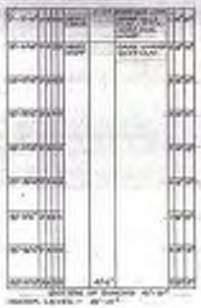
BORING "E"



BORING "F"



BORING "G"



BORING "H"



BORING "I"



BORING "J"



BORING "K"



BORING "S-1"



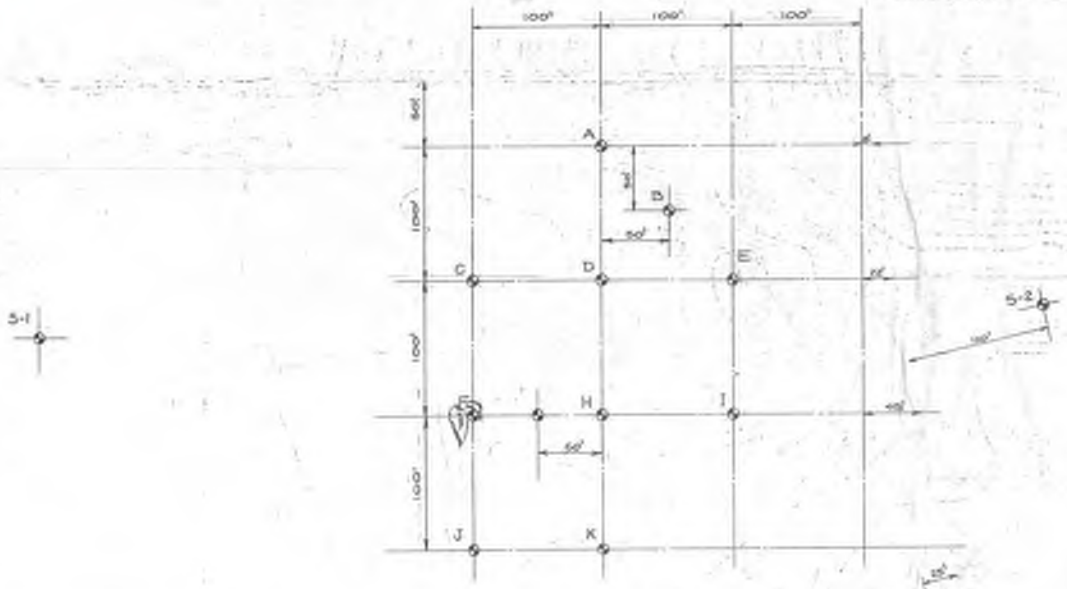
BORING "S-2"



BORING "S-3"



BORINGS TAKEN BY AMERICAN DRILLING & BORING CO., INC., EAST PROVIDENCE, R.I. IN SEPT. 7, 1967.



SURVEY MADE BY W.D. PHARMER
HOLYOKE, MASS. IN MAY 1967.

LEGEND		SURVEY	SCALE 1"=40'-0"
SSMH.	SANITARY MANHOLE	ELEMENTARY SCHOOL MOSER STREET SOUTH HADLEY, MASSACHUSETTS	DATE 28 FEB 1968 DRWN. JDM CHKD. WAC
CB	CATCH BASIN		
DWELS	PO HADLEY ELECTRIC LIGHT DEPT.		
D.H.P.	DEPARTMENT WATER POWER, HD.		
	TUBE WELL		
	TREE SHRUB		
		ALDERMAN & MacHUGH ARCHITECTS AND ENGINEERS 350 RIVERSIDE DRIVE WEST SPRINGFIELD, MASS.	
		1134-CD-3	

Appendix B – LGCI's Boring Logs

BORING LOG

B-1
PAGE 1 OF 2

LGCI Lahlaf Geotechnical Consulting, Inc.

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/23/25 **DATE COMPLETED:** 10/23/25
BORING LOCATION: East side of existing parking lot
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 51 ft.
WEATHER: 50's / Sunny
GROUNDWATER LEVELS:
DURING DRILLING: 5.0 ft. Based on sample moisture
AT END OF DRILLING: 11.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 3-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0.4					Asphalt	0.4	5" Asphalt
		2.4	S1	18-13-9-11 (22)	24/18		Fill		S1 - Top 8": Poorly Graded SAND with Silt and Gravel (SP-SM), fine to medium, trace coarse, 5-10% fines, 15-20% fine gravel, brown, moist (fill) Bot. 10": Silty SAND (SM), mostly fine, ~45% fines, brown (sieve performed)
		2.5						2.5	
		4.5	S2	12-10-11-12 (21)	24/20				S2 - Silt (ML), slightly plastic, gray, moist
5		5							
		7	S3	7-6-7-6 (13)	24/18				S3 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, saturated at 5', PP - 1.5 tsf
		9							
10		11	S4	2-1-2-2 (3)	24/24				S4 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, PP - 1.0 tsf
		14					Clay		
15		16	S5	1-2-2-3 (4)	24/24				S5 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, PP - 0.5 tsf
		19							
20		21	S6	1-2-2-2 (4)	24/24				S6 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, PP - 0.5 tsf
		24							
25				2-2-2-2					S7 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, PP - 0.5 tsf

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-1
PAGE 2 OF 2

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		24	S7	(4)	24/24		Clay		
		26							
		29	S8	2-2-3-3 (5)	24/22				S8 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet
30		31							
		34	S9	1-2-2-2 (4)	24/24				S9 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, PP - 0.25 tsf
35		36							
		39	S10	2-2-3-4 (5)	24/24				S10 - Lean CLAY (CL), moderately plastic, silt lenses every 1-2", gray, wet, PP - 0.5 tsf
40		41							
		44	S11	14-14-13-16 (27)	24/12			44.0	
45		46					Sand and Gravel		S11 - Silty SAND with Gravel (SM), fine to medium, 20-25% fines, 15-20% fine to coarse gravel, red-brown, wet
		49	S12	26-24-21-22 (45)	24/10				S12 - Silty SAND with Gravel (SM), fine to medium, 20-25% fines, 15-20% fine to coarse gravel, red-brown, wet
50		51						51.0	
									Bottom of borehole at 51.0 feet. Borehole backfilled with drill cuttings and 3 bags of gravel. Roadway repaired with cold patch asphalt.
55									
60									

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-2
PAGE 1 OF 2

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/20/25 **DATE COMPLETED:** 10/20/25
BORING LOCATION: North of existing basketball court
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 46 ft.
WEATHER: 60's / Rain
GROUNDWATER LEVELS:
DURING DRILLING: 9.0 ft. Based on sample moisture
AT END OF DRILLING: 25.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 3-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.5	S1 - Top 6": Topsoil
		2	S1	3-6-5-4 (11)	24/14		Fill	2.0	Bot 8": Poorly Graded SAND with Silt (SP-SM), fine to medium, trace coarse, 5-10% fines, ~10% fine gravel, brown, moist
		4	S2	4-3-4-6 (7)	24/18				S2 - Lean CLAY (CL), moderately plastic, 10-15% fine sand, gray, moist, PP - 1.5 tsf
5		6	S3	5-6-6-6 (12)	24/18				S3 - Lean CLAY (CL), moderately plastic, 10-15% fine sand, 2" layer of silty fine sand, brown, moist, PP - 1.0 tsf
		9							▽
10		11	S4	3-2-2-3 (4)	24/24				S4 - Lean CLAY (CL), moderately plastic, 10-15% fine sand, gray, wet, PP - 1.0 tsf
		14					Clay		
15		16	S5	2-1-2-3 (3)	24/24				S5 - Lean CLAY (CL), moderately plastic, 10-15% fine sand, red-brown silt partings every 1-2", gray, wet, PP - 0.9 tsf
		19							
20		21	S6	2-1-2-3 (3)	24/24				S6 - Lean CLAY (CL), moderately plastic, 10-15% fine sand, red-brown silt partings every 1-2", gray, wet, PP - 0.75 tsf
		24							
25				3-2-3-3					S7 - Lean CLAY (CL), moderately plastic, 10-15% fine sand, red-brown silt partings every 1-2", gray, wet, PP - 1.0 tsf ▼

GENERAL NOTES:
The ground surface elevation is not available.

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		24	S7	(5)	24/24				
		26							
		29	S8	2-1-2-3 (3)	24/24		Clay		S8 - Lean CLAY (CL), moderately plastic, red-brown silt partings every 1-2", gray, wet, PP - 0.75 to 1.0 tsf
30		31							
		34	S9	2-2-2-3 (4)	24/24				S9 - Lean CLAY (CL), moderately plastic, red-brown silt partings every 1-2", gray, wet, PP - 0.75 to 1.0 tsf
35		36				1			REMARK 1: Strata change based on drilling action.
		39	S10	19-15-17-30 (32)	24/12			39.0	
40		41					Sand and Gravel		S10 - Silty SAND (SM), fine to medium, 20-25% fines, ~10% fine to coarse gravel, red-brown, wet
		44	S11	24-36-50-64 (86)	24/12				S11 - Silty SAND (SM), fine to medium, 20-25% fines, ~10% fine to coarse gravel, red-brown, wet
45		46						46.0	
									Bottom of borehole at 46.0 feet. Borehole backfilled with drill cuttings and gravel.
50									
55									
60									

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-3-OW
PAGE 1 OF 2

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/21/25 **DATE COMPLETED:** 10/21/25
BORING LOCATION: East of existing basketball court
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 40.1 ft.
WEATHER: 50's / Sunny
GROUNDWATER LEVELS:
DURING DRILLING: 5.0 ft. Based on sample moisture
AT END OF DRILLING: 8.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 4-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0	S1	2-2-5-5 (7)	24/19		Topsoil	0.4	S1 - Top 5": Topsoil Bot. 14": Lean CLAY (CL), moderately plastic, numerous thin silt lenses, brown, moist
		2	S2	5-5-5-5 (10)	24/24				S2 - SILT (ML), nonplastic, 2"-3" layers of silty fine sand, brown, moist
5		4	S3	4-4-4-7 (8)	24/18				S3 - Lean CLAY (CL), moderately plastic, brown, wet
		6							
		9	S4	2-3-2-3 (5)	24/24				S4 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet, PP - 1.0 tsf
10		11					Clay		
		14	S5	1-2-2-3 (4)	24/24				S5 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet, PP - 1.0 tsf
15		16							
		19	S6	3-3-4-4 (7)	24/24				S6 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet, PP - 1.0 tsf
20		21							
		24		2-2-2-3					S7 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet, PP - 1.0 tsf
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-3-OW
PAGE 2 OF 2

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		24	S7	(4)	24/24				
		26							
		29	S8	2-1-2-2 (3)	24/24		Clay		S8 - Lean CLAY (CL), moderately plastic, gray, wet
30		31							
		34	S9	2-15-33-80 (48)	24/24	1			REMARK 1: Advanced through 18" boulder S9 - Top 12": Lean CLAY (CL), moderately plastic, gray, wet
35		36						35.0	
							Sand and Gravel		Bot. 12": Silty SAND (SM), fine to medium, 20-25% fines, ~10% fine to coarse gravel, red-brown, wet
		39	S10	20-30-50/1" (80/7")	13/10				S10 - Silty SAND (SM), fine to medium, 20-25% fines, ~10% fine to coarse gravel, red-brown, wet
40		40.1						40.1	
									Bottom of borehole at 40.1 feet. Installed observation well.
45									
50									
55									
60									

BORING LOG

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PAGE 1 OF 2

LGCI Lahlaf Geotechnical Consulting, Inc.

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/21/25 **DATE COMPLETED:** 10/23/25
BORING LOCATION: Southeast of existing building
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 36 ft.
WEATHER: 60's / Sunny
GROUNDWATER LEVELS:
DURING DRILLING: 9.0 ft. Based on sample moisture
AT END OF DRILLING: 13.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 3-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.5	S1 - Top 6": Topsoil
			S1	1-3-3-5 (6)	24/20				Bot. 14": SILT with Sand (ML), nonplastic, 15-20% fine to medium sand, brown (sieve performed)
		2							
			S2	4-4-5-7 (9)	24/24				S2 - Lean CLAY (CL), slightly plastic, brown, moist
		4							
5			S3	3-4-4-5 (8)	24/24				S3 - Lean CLAY (CL), slightly plastic, brown, moist
		6							
		9							▽
			S4	1-2-3-4 (5)	24/24				S4 - Lean CLAY (CL), moderatley plastic, few thin silty fine lenses, brown, moist, bottom 18" wet
10		11							
							Clay		▼
		14							
			S5	2-2-3-3 (5)	24/24				S5 - Lean CLAY (CL), moderatley plastic, few thin silty fine lenses, top half brown, bottom half gray, wet
15		16							
		19							
			S6	3-3-3-3 (6)	24/24				S6 - Lean CLAY (CL), moderatley plastic, few thin silty fine lenses, gray, wet, PP - 0.5 tsf
20		21							
		24							
				1-2-3-3					S7 - Lean CLAY (CL), moderatley plastic, few thin silty fine lenses, gray, wet, PP - 1.0 tsf
25									

GENERAL NOTES:
The ground surface elevation is not available.

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		24	S7	(5)	24/24				
		26					Clay	29.0	
		29	S8	16-30-42-30 (72)	24/14		Sand and Gravel		S8 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, 10-15% fine gravel, red-brown, wet
30		31							
		34	S9	20-18-26-25 (44)	24/14				S9 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, 10-15% fine gravel, red-brown, wet
35		36						36.0	
									Bottom of borehole at 36.0 feet. Borehole backfilled with drill cuttings.
40									
45									
50									
55									
60									

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-6
PAGE 1 OF 1

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/21/25 **DATE COMPLETED:** 10/21/25
BORING LOCATION: East of existing building
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 24.8 ft.
WEATHER: Sunny
GROUNDWATER LEVELS:
DURING DRILLING: 9.0 ft. Based on sample moisture
AT END OF DRILLING: 9.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 3-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS / HK **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.4	S1 - Top 5": Topsoil Bot 16": Lean CLAY (CL), moderately plastic, brown, moist
		2	S1	4-2-2-4 (4)	24/21				
		4	S2	4-5-5-5 (10)	24/24				S2 - Lean CLAY (CL), moderately plastic, brown, moist
5		6	S3	3-3-5-6 (8)	24/24				S3 - Lean CLAY (CL), moderately plastic, partings of fine sand every 1"-2", brown, moist
		9							
10		11	S4	4-2-2-3 (4)	24/24		Clay		S4 - Lean CLAY (CL), moderately plastic, partings of fine sand every 1"-2", brown, wet
		14							
15		16	S5	2-1-1-3 (2)	24/24				S5 - Lean CLAY (CL), moderately plastic, partings of fine sand every 1"-2", brown, moist
		19						19.0	
20		21	S6	28-60-51-47 (111)	24/20		Sand and Gravel		S6 - Silty SAND (SM), fine to medium, ~20% fines, 10-15% fine to coarse gravel, red-brown, wet
		24	S7	65-50/3" (50/3")	9/6.5			24.8	S7 - Silty SAND (SM), fine, 15-20% fines, ~20% fine to coarse gravel, brown, wet
25		24.8							Bottom of borehole at 24.8 feet. Borehole backfilled with drill cuttings and gravel.

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-7

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/20/25 **DATE COMPLETED:** 10/20/25
BORING LOCATION: East of existing building
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 47 ft.
WEATHER: 60's / Rain
GROUNDWATER LEVELS:
DURING DRILLING: 10.0 ft. Based on sample moisture
AT END OF DRILLING: 11.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
							Asphalt	0.2	
		0.5	S1	3-5-8-6 (13)	24/6		Fill		S1 - Top 2": Poorly Graded SAND with Silt (SP-SM), fine to medium, trace coarse, 5-10% fines, 5-10% fine subangular gravel, trace asphalt, black, moist Bot. 4": Poorly Graded SAND with Silt (SP-SM), fine to medium, trace coarse, 5-10% fines, 5-10% fine subangular gravel, trace asphalt, brown, moist
		2.5	S2	6-8-6-5 (14)	24/5		Sand	2.5	S2 - Silty SAND (SM), fine, 15-20% fines, brown, moist
5		4.5						4.5	
		5	S3	2-2-3-3 (5)	24/19				S3 - Lean CLAY (CL), moderately plastic, brown, moist
		7							
10		10	S4	1-1-1-2 (2)	24/24				S4 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", top 4" brown, bottom gray, moist
		12							
15		15	S5	1-1-2-3 (3)	24/24		Clay		S5 - Lean CLAY (CL), moderately plastic, gray, wet, PP - 1.0 tsf
		17							
20		20	S6	1-2-2-3 (4)	24/24				S6 - Lean CLAY (CL), moderately plastic, gray, wet, PP - 0.5 tsf
		22							
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-7

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		25	S7	1-2-2-3 (4)	24/24		Clay		S7 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet
		27							
30		30	S8	1-1-2-2 (3)	24/24				S8 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet, PP - 0.25 tsf
		32							
35		35	S9	1-2-2-3 (4)	24/24				S9 - Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet, PP - 0.5 tsf
		37							
40		40	S10	8-13-17-17 (30)	24/17			40.5	S10 - Top 6": Lean CLAY (CL), moderately plastic, thin silt partings every 1"-2", gray, wet
		42					Sand and Gravel		Bot. 11": Silty SAND (SM), fine to medium, 20-25% fines, ~10% fine gravel, red-brown, wet
45		45	S11	21-27-23-22 (50)	24/12				S11 - Silty SAND (SM), fine to medium, 20-25% fines, ~10% fine gravel, red-brown, wet
		47						47.0	Bottom of borehole at 47.0 feet. Borehole backfilled with drill cuttings and gravel. Roadway repaired with cold patch asphalt.
50									
55									
60									

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

B-4

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/23/25 **DATE COMPLETED:** 10/23/25
BORING LOCATION: East of existing basketball court
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 41 ft.
WEATHER: 40-50's / Partly Cloudy
GROUNDWATER LEVELS:
DURING DRILLING: 5.0 ft. Based on sample moisture
AT END OF DRILLING: 14.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 3-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.5	S1 - Top 6": Topsoil
			S1	1-2-4-6 (6)	24/24				Bot 18": SILT (ML), non-plastic, brown, moist
		2							
			S2	6-7-6-7 (13)	24/24				S2 - SILT (ML), non-plastic, brown, moist
		4							
5			S3	4-4-4-4 (8)	24/24				S3 - Lean CLAY (CL), moderately plastic, silt partings every 1"-2", gray, wet, PP - 1.0 tsf
		6							
		9							
10			S4	2-2-3-3 (5)	24/24				S4 - Lean CLAY (CL), moderately plastic, silt partings every 1"-2", gray, wet, PP - 1.0 tsf
		11					Clay		
		14							
15			S5	2-2-3-3 (5)	24/24				S5 - Lean CLAY (CL), moderately plastic, silt partings every 1"-2", gray, wet, PP - 0.5 tsf
		16							
		19							
20			S6	2-2-3-3 (5)	24/24				S6 - Lean CLAY (CL), moderately plastic, silt partings every 1"-2", gray, wet, PP - 1.0 tsf
		21							
		24							
25				2-3-3-3					S7 - Lean CLAY (CL), moderately plastic, silt partings every 1"-2", gray, wet, PP - 1.0 tsf

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
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BORING LOG

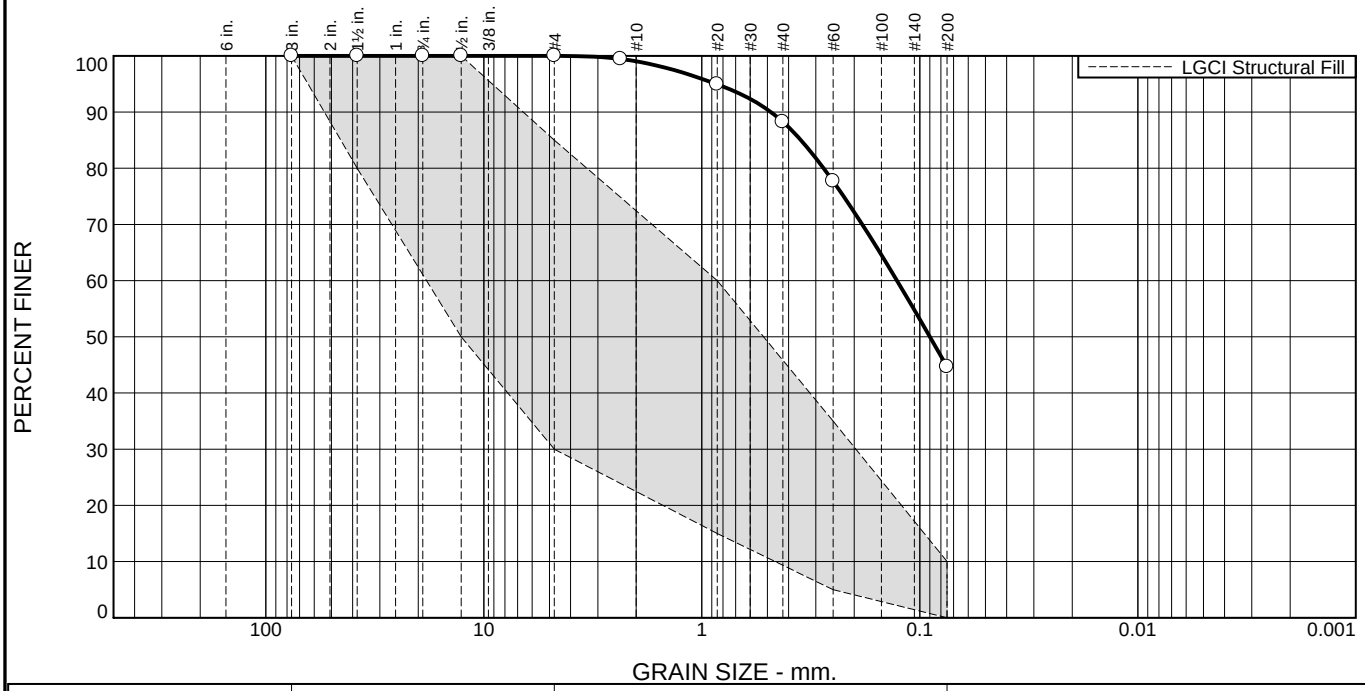
B-4

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Elementary School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		24	S7	(6)	24/24				
		26							
		29	S8	1-2-3-3 (5)	24/24		Clay	34.0	S8 - Lean CLAY (CL), moderately plastic, red silt partings every 1"-2", gray, wet, PP - 1.0 tsf
30		31							
		34	S9	24-30-46-62 (76)	24/24		Sand and Gravel		S9 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, 10-15% fine to coarse gravel, red-brown, wet
35		36							
		39	S10	28-32-36-40 (68)	24/24			41.0	S10 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, 10-15% fine to coarse gravel, red-brown, wet
40		41							Bottom of borehole at 41.0 feet. Borehole backfilled with drill cuttings and 3 bags of gravel.
45									
50									
55									
60									

Appendix C – Laboratory Test Results

Particle Size Distribution Report



% +3"	% Gravel		% Sand			% Fines	
	Coarse	Fine	Coarse	Medium	Fine	Silt	Clay
0.0	0.0	0.0	1.0	10.7	43.6	44.7	

TEST RESULTS

Opening Size	Percent Finer	Spec.* (Percent)	Pass? (X=Fail)
3"	100.0	100.0	
1.5"	100.0	80.0 - 100.0	
0.75"	100.0		
0.5"	100.0	50.0 - 100.0	
#4	100.0	30.0 - 85.0	X
#8	99.4		
#20	94.9	15.0 - 60.0	X
#40	88.3		
#60	77.7	5.0 - 35.0	X
#200	44.7	0.0 - 10.0	X

* LGCI Structural Fill

Material Description

ASTM (D 2488) Classification: Silty SAND (SM), mostly fine, 44.7% fines, brown

Atterberg Limits (ASTM D 4318)

PL= **LL=** **PI=**

Classification

USCS (D 2487)= **AASHTO (M 145)=**

Coefficients

D_{90}= 0.4820 D_{85}= 0.3512 D_{60}= 0.1273
D_{50}= 0.0899 D_{30}= D_{15}=
D_{10}= C_u= C_c=

Remarks

Fill sample.

Date Received: 10/23/25 **Date Tested:** 10/28/25

Tested By: NP

Checked By: JA

Location: Boring B-1
Sample Number: S1 Bot. 10" **Depth:** 0.5'-2.5'

Date Sampled: 10/23/25

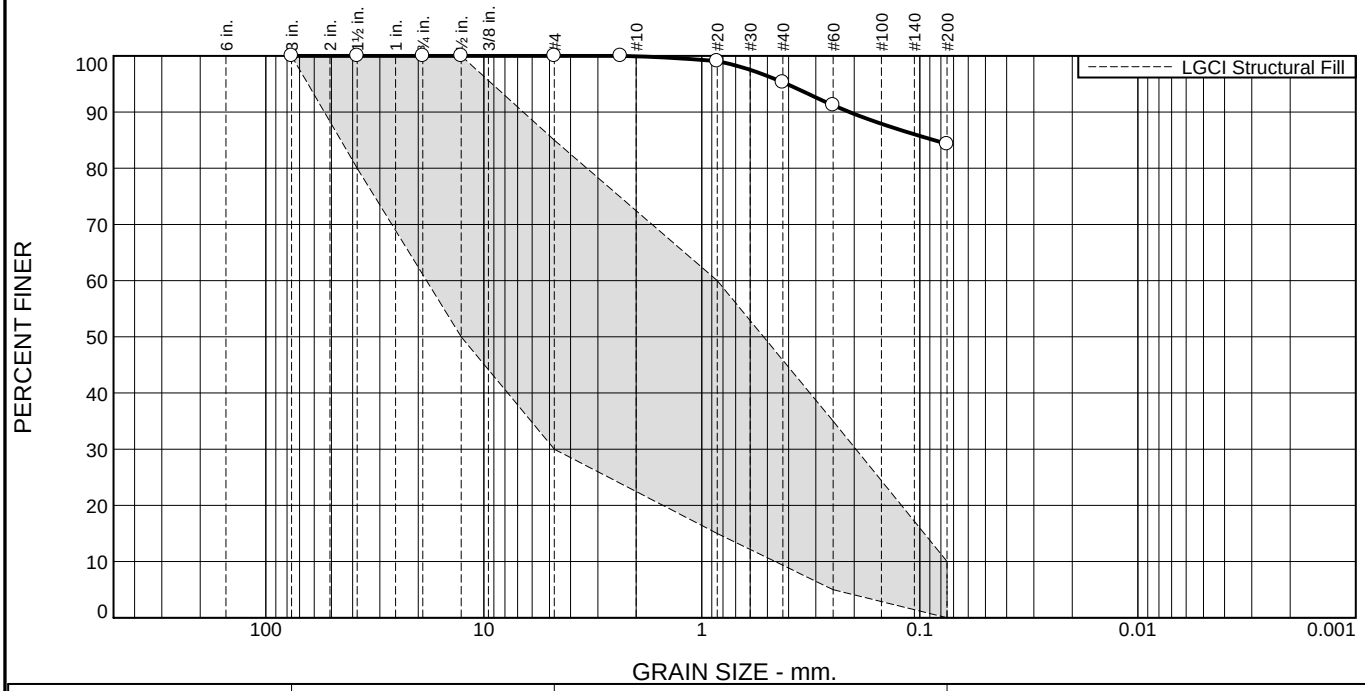
LGCI
Lahlaf Geotechnical Consulting, Inc.

Client: Mount Vernon Group Architects, Inc.

Project: Proposed Mosier Elementary School - Elementary School Site, South Hadley, MA

Project No: 2526 **Figure**

Particle Size Distribution Report



% +3"	% Gravel		% Sand			% Fines	
	Coarse	Fine	Coarse	Medium	Fine	Silt	Clay
0.0	0.0	0.0	0.1	4.6	11.0	84.3	

TEST RESULTS

Opening Size	Percent Finer	Spec.* (Percent)	Pass? (X=Fail)
3"	100.0	100.0	
1.5"	100.0	80.0 - 100.0	
0.75"	100.0		
0.5"	100.0	50.0 - 100.0	
#4	100.0	30.0 - 85.0	X
#8	100.0		
#20	99.1	15.0 - 60.0	X
#40	95.3		
#60	91.2	5.0 - 35.0	X
#200	84.3	0.0 - 10.0	X

* LGCI Structural Fill

Material Description

ASTM (D 2488) Classification: SILT with Sand (ML), non-plastic, 15.7% fine to medium sand, brown

Atterberg Limits (ASTM D 4318)

PL= **LL=** **PI=**

Classification

USCS (D 2487)= **AASHTO (M 145)=**

Coefficients

D_{90}= 0.2100 D_{85}= 0.0860 D_{60}=
D_{50}= D_{30}= D_{15}=
D_{10}= C_u= C_c=

Remarks

Natural silt sample.

Date Received: 10/21/25 **Date Tested:** 10/28/25

Tested By: NP

Checked By: JA

Location: Boring B-5
Sample Number: S1 Bot. 14" **Depth:** 0.0'-2.0'

Date Sampled: 10/21/25

LGCI
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Client: Mount Vernon Group Architects, Inc.

Project: Proposed Mosier Elementary School - Elementary School Site, South Hadley, MA

Project No: 2526 **Figure**

LGCI
Lahlaf Geotechnical Consulting, Inc.

December 12, 2025

Mr. Chris LeBlanc, MCPPO
Mount Vernon Group Architects, Inc.
200 Harvard Mill Square
Suite 140
Wakefield, MA 01880
Phone: (413) 377-2866
Mobile: (413) 530-0817
E-mail: cleblanc@mvgarchitects.com

Re: **Preliminary Geotechnical Report**
Proposed Mosier Elementary School
Middle School Site
South Hadley, Massachusetts
LGCI Proposal No. 2526

Dear Mr. LeBlanc:

Lahlaf Geotechnical Consulting, Inc. (LGCI) has completed a preliminary geotechnical study for the proposed Mosier Elementary School in South Hadley, Massachusetts. We are submitting our preliminary geotechnical report electronically.

The soil samples from our explorations are currently stored at LGCI for further analysis, if requested. Unless notified otherwise, we will dispose of the soil samples after three (3) months.

Thank you for choosing LGCI as your geotechnical engineer.

Very truly yours,

Lahlaf Geotechnical Consulting, Inc.



Abdelmadjid M. Lahlaf, Ph.D., P.E.
Principal Engineer

LGCI
Lahlaf Geotechnical Consulting, Inc.

PRELIMINARY GEOTECHNICAL REPORT
PROPOSED MOSIER ELEMENTARY SCHOOL
MIDDLE SCHOOL SITE
SOUTH HADLEY, MASSACHUSETTS

LGCI Project No. 2526
December 12, 2025

Prepared for:

Mount Vernon Group Architects, Inc.
200 Harvard Mill Square
Suite 140
Wakefield, MA 01880
Phone: (413) 377-2866

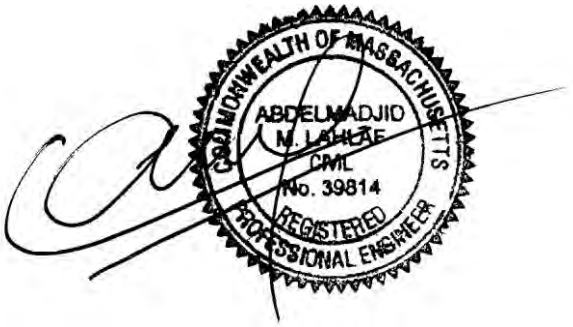
PRELIMINARY GEOTECHNICAL REPORT
PROPOSED MOSIER ELEMENTARY SCHOOL
MIDDLE SCHOOL SITE
SOUTH HADLEY, MASSACHUSETTS
LGCI Project No. 2526
December 12, 2025

Prepared for:

Mount Vernon Group Architects, Inc.
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Wakefield, MA 01880
Phone: (413) 377-2866

Prepared by:

LAHLAF GEOTECHNICAL CONSULTING, INC.
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Phone: (978) 330-5912
Fax: (978) 330-5056



Abdelmadjid M. Lahlaf, Ph.D., P.E.
Principal Engineer

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Preliminary Geotechnical Report
Proposed Mosier Elementary School
Middle School Site
South Hadley, Massachusetts
LGCI Proposal No. 2526

1. PROJECT INFORMATION

1.1 Project Authorization

This preliminary geotechnical report presents the results of the preliminary subsurface explorations and a preliminary geotechnical evaluation performed by Lahlaf Geotechnical Consulting, Inc. (LGCI) for the Proposed Mosier Elementary School at the existing Smith Middle School site in South Hadley, Massachusetts. We performed our services in general accordance with our proposal No. 25090-Rev. 1 dated October 8, 2025. Mr. Frank Tedesco of Mount Vernon Group Architects, Inc. (MVG) authorized our services by signing our proposal on October 9, 2025.

1.2 Purpose and Scope of Services

The purpose of our geotechnical services was to perform preliminary subsurface explorations at the existing Michael E. Smith Middle School site for the proposed Mosier Elementary School, and to provide preliminary foundation design and construction recommendations. LGCI performed the following services:

- Coordinated our preliminary exploration locations with MVG, marked the exploration locations at the site, and notified Dig Safe Systems, Inc. (Dig Safe) and the Town of South Hadley for utility clearance.

- Engaged a drilling subcontractor for two and a half days to advance seven (7) soil borings at the site. Our drilling subcontractor installed one (1) groundwater observation well in one (1) of the soil borings.

- Provided an LGCI geotechnical field representative at the site to coordinate and observe the borings, describe the soil samples, and prepare field logs.

- Submitted two (2) soil samples collected from the borings for grain-size analysis.

- Prepared this preliminary geotechnical report containing the results of our preliminary subsurface explorations and our preliminary recommendations for foundation design and construction.

Our scope does not include preparing specifications, reviewing contract documents, attending meetings, or providing construction services. LGCI would be pleased to perform these services when needed.

Recommendations for unsupported slopes, stormwater management, erosion control, pavement design, slope stability analyses, liquefaction and/or site-specific seismic analysis, pile analysis and design, FEMA 100-year flood elevation, historic uses of site, contaminated soil and



groundwater treatment and disposal requirements and techniques, and cost or quantity estimates are not included in our scope of work.

LGCI's scope of services does not include an environmental assessment for the presence or absence of wetlands or analytical testing for hazardous or toxic materials in the soil, surface water, groundwater, or air, on or below or around this site, or mold in the soil or in any structure at the site. Any statements regarding odors, colors, or unusual or suspicious items or conditions are strictly for the information of the client.

1.3 Site Description

Our understanding of the site is based on our field observations, available subsurface data, our discussions with MVG, and the following document:

- Drawing with Site Limits (Proposed Construction Sketch) provided to LGCI by MVG via e-mail on September 22, 2025.

We understand MVG is currently considering two (2) sites for the proposed construction: the existing Mosier Elementary School site and the existing Michael E. Smith Middle School site. This report focuses on the existing Michael E. Smith Middle School site.

The site is at the existing Michael E. Smith Middle School, located at 100 Mosier Street in South Hadley, Massachusetts as shown in Figure 1. The site is bordered by Mosier Street on the southern side and by wooded land on the northern, western, and southern sides. Stony Brook runs along the site's eastern and northern sides. The site is occupied by the existing school building, a paved parking lot and a driveway on the western and eastern sides of the middle school, and athletic fields on the northern side of the site.

1.4 Project Description

Our understanding of the proposed construction is based on discussions with MVG and the document listed in Section 1.3.

We understand that MVG has been engaged to perform a feasibility study for the Mosier Elementary School project. Based on the Proposed Construction Sketch, we understand the proposed construction at the Middle School Site will consist of a new, irregularly shaped school building located in the athletic fields to the north of the existing Michael E. Smith Middle School. The proposed construction will also include paved parking lots on the eastern side of the new school building with a paved access road encompassing the new school building and parking lots. Details about the construction such as the size and finished floor elevations for the new building are not currently available.



2. SITE AND SUBSURFACE CONDITIONS

2.1 Surficial Geology

LGCI reviewed a surficial geologic map titled: "Surficial Materials Map of the Springfield North Quadrangle, Massachusetts," prepared by Stone, B.D., and DiGiacomo-Cohen, M.L., Scientific Investigation Map 3402, Quadrangle 45 – Springfield North, 2018.

The surficial geologic map indicates that the natural soils in the general vicinity of the site consist primarily of beach and dune deposits, with fine deposits and flood-plain alluvium near the eastern and northern edges of the site.

Beach and Dune Deposits – The beach and dune deposits are described as sand and fine gravel deposited along the shoreline by waves and currents, and by wind action. The texture of beach deposits varies over short distances and is generally controlled by the texture of nearby glacial materials exposed to wave action. Sand beach deposits are composed of moderately sorted, very coarse to fine sand, and are commonly laminated. Coarser layers may contain some fine gravel particles; finer layers may contain some very fine sand and silt. Gravel beach deposits are composed of granule- to cobble-size clasts in moderately sorted thin beds; deposits contain minor amounts of sand within gravel beds, and thin beds of sand as alternating layers. Beach deposits are rarely more than a few feet thick.

Dune deposits are composed of moderately sorted to well-sorted, fine to medium sand, and are variably massive, laminated, and cross-bedded. Dune deposits are as much as 100 feet thick. Unit includes artificial sand deposits in locally replenished beaches.

Fine Deposits and Flood-Plain Alluvium – The fine deposits are described as very fine sand, silt, and clay that occur as well-sorted, thin layers of alternating silt and clay (varves), or as thicker layers of very fine sand and silt. Very fine to fine sand commonly occurs at the surface of these lake-bottom deposits and grades downward into rhythmically bedded silt and clay varves. Locally, these deposits may include areas underlain by fine sand.

The flood-plain alluvium is described as sand, gravel, silt, and some organic material, stratified and well sorted to poorly sorted, beneath the flood plains of modern streams. The texture of alluvium commonly varies over short distances both laterally and vertically, and generally is similar to the texture of adjacent glacial deposits. Along smaller streams, alluvium is commonly less than 5 feet thick. Alluvium typically overlies thicker glacial stratified deposits.

The Surficial Geologic Map is shown in Figure 2.



2.2 LGCI's Explorations

2.2.1 General

LGCI coordinated our exploration locations with MVG and marked the exploration locations in the field. LGCI notified Dig Safe and the Town of South Hadley for utility clearance prior to starting our explorations at the site.

Unless notified otherwise, we will dispose of the soil samples obtained during our explorations after three (3) months.

2.2.2 LGCI's Soil Borings

LGCI engaged Soil X, Corp. (Soil X) of Leominster, Massachusetts to advance seven (7) soil borings (B-1 to B-7) at the site on October 22 and 24, 2025. The borings were advanced with a Diedrich D-70 Turbo ATV drill rig using 4-¼-inch inner-diameter hollow stem augers and drive and wash with 3-inch casing. The borings extended to depths ranging between 20.8 and 34.8 feet beneath the ground surface. Upon completion, the boreholes were backfilled with the drill cuttings, filter sand, and bentonite, as noted on the boring logs. Soil X installed one (1) groundwater observation well in boring B-4-OW.

Soil X performed Standard Penetration Tests (SPT) and obtained split spoon samples with an automatic hammer at typical depth intervals of 2 feet or 5 feet as noted on the boring logs in general accordance with ASTM D-1586.

An LGCI geotechnical field representative observed and logged the borings in the field.

2.2.3 Exploration Logs and Locations

The boring locations are shown in Figure 3. Appendix A contains LGCI's boring logs and Table 1 includes a summary of LGCI's borings.

2.3 Subsurface Conditions

The subsurface description in this report is based on a limited number of explorations and is intended to highlight the major soil strata encountered during our explorations. The subsurface conditions are known only at the actual exploration locations. Variations may occur and should be expected between exploration locations. The exploration logs represent conditions that we observed at the time of our explorations and were edited, as appropriate, based on the results of the laboratory test data and inspection of the soil samples in the laboratory. The strata boundaries shown in our exploration logs are based on our interpretations and the actual transitions may be gradual. Graphic soil symbols are for illustration only.

The soil strata encountered in LGCI's borings were as follows, starting at the ground surface.



Topsoil – A layer of surficial organic topsoil was encountered at the ground surface in all borings. The thickness of the topsoil ranged between 0.3 and 0.7 feet.

Subsoil – A layer of subsoil was encountered beneath the topsoil in borings B-1, B-2, and B-4-OW. The subsoil extended to depths ranging between 2.0 feet and 4.5 feet beneath the ground surface. The samples in this layer were described as silt. Two (2) samples were described as silty sand. The fines content in the subsoil ranged between 15 and 35 percent, and the gravel content was about 10 percent. When described as a silt, the sand content in the subsoil ranged between 10 and 35 percent.

The SPT N-values in this layer ranged between 12 blows per foot (bpf) and 36 bpf, with most values equal to or lower than 25 bpf, indicating mostly medium dense material.

Fill – A layer of fill was encountered beneath the topsoil in borings B-5 to B-7. The fill extended to depths ranging between 0.8 feet and 3.2 feet beneath the ground surface. The samples in this layer were described as silty sand. One (1) sample was described as poorly graded sand with silt. The fines content in the fill ranged between 5 and 25 percent, and the gravel content ranged between 15 to 30 percent. The existing fill contained traces of roots.

The SPT N-values in this layer ranged between 6 bpf and 10 bpf, indicating loose material.

Sand and Gravel– A layer of sand and gravel was encountered beneath the layers of topsoil, fill, and subsoil in all borings and extended to their termination depths. The samples in this layer were described as silty sand. The fines content in the sand and gravel layer ranged between 15 and 35 percent, and the gravel content ranged between 0 and 20 percent.

The SPT N-values in this layer ranged between 10 bpf and refusal, with most values above 40 bpf, indicating mostly dense to very dense material. Please note that the high SPT N-values in the sand and gravel may be due to obstructions such as cobbles and boulders in the sand and gravel and may not represent the true density of the sand and gravel.

2.4 Groundwater

Groundwater was encountered in boring B-7 at a depth of 4.0 feet beneath the ground surface, as shown in Table 1 and in the boring logs. Groundwater was not encountered in the remainder of the borings nor in groundwater observation well B-4-OW.

The groundwater information reported herein is based on observations made during or shortly after the completion of drilling. Therefore, the reported groundwater levels may not represent the actual groundwater conditions, as additional time may be required for the groundwater levels to stabilize. The groundwater information presented in this report only represents the conditions encountered at the time and location of the explorations. Seasonal fluctuation should be anticipated.



2.5 Laboratory Test Data

LGCI submitted two (2) soil samples for grain-size analysis. The results of the grain-size analyses are provided in the test data sheets included in Appendix B and are summarized in the table below:

Grain-Size Analysis Test Results

Boring No.	Sample No.	Stratum	Sample Depth (ft.)	Percent Gravel	Percent Sand	Percent Fines
B-2	S2	Subsoil	2.0 – 4.0	0.0	32.7	67.3
B-6	S1 Bot. 12”	Fill	0.0 – 2.0	25.9	49.4	24.7



3. EVALUATION AND RECOMMENDATIONS

3.1 Evaluation

3.1.1 General

Based on our understanding of the proposed construction, our observation of our borings, and the results of our laboratory testing, the subsurface conditions encountered in the borings are suitable to support shallow foundations. There are a few issues that we would like to highlight for consideration and discussion.

3.1.2 Surficial Topsoil, Subsoil, and Existing Fill

- Surficial topsoil, subsoil, and existing fill were encountered in the borings. These materials are not suitable to support foundations.

- The topsoil should be removed from within the entire construction area, including the proposed building footprint and the paved areas.

- The subsoil should be entirely removed from within the proposed building footprint.

- The existing fill was observed to be variable in composition and density. In addition, the existing fill contained traces of roots. Existing fill that was not placed with strict moisture, density, and gradation control presents risk of unpredictable settlement that may result in poor performance of floor slabs and foundations. Due to these risks, the existing fill should be entirely removed from within the proposed building footprint and replaced with Structural Fill.

- We anticipate that the removal of the subsoil and existing fill within the proposed building footprint will extend up to depths of about 4.5 feet. The removal may extend to greater depths at locations not explored by LGCI. Laterally, the removal should extend beyond the proposed building footprint a distance equal to the distance between the bottom of the proposed footings and the top of the natural sand and gravel, or 5 feet, whichever is greater.

- The subgrade of footings should be prepared in accordance with the recommendations in Section 4.1.

- Within paved areas, the existing fill and subsoil should be removed to the top of the natural sand and gravel or to a depth of 18 inches beneath the bottom of the proposed pavement, whichever occurs first. Where organic soil is exposed, the organic soil should be removed. The existing fill and subsoil deeper than 18 inches beneath the bottom of the



proposed pavement can remain in place provided these materials are firm and unyielding following proofrolling as described in Section 4.1.

3.1.3 Shallow Footings and Slabs-on-Grade

Based on the results of the borings, the subsurface conditions are suitable to support shallow spread and continuous footings bearing on Structural Fill placed directly on top of the sand and gravel layer after entirely removing the topsoil, subsoil, and the existing fill. The proposed slabs may be designed as slabs-on-grade.

Our recommendation for net allowable bearing capacity in the sand and gravel is presented in Section 3.2.1. Our recommendations for slabs-on-grade are presented in Section 3.3. Our recommendations for lateral pressures for the proposed basement walls and other retaining walls, if any, are presented in Section 3.5. Section 4.1 provides recommendations for preparation of subgrades.

3.1.4 Additional Explorations

We recommend performing additional explorations at the site. We recommend performing soil borings and test pits. We also recommend installing at least two (2) groundwater observation wells at the site. LGCI will provide a proposal for the additional services after the proposed building layout, size, and locations are established.

3.2 Foundation Recommendations

3.2.1 Footing Design

- We recommend entirely removing the surficial topsoil, the subsoil, and the existing fill from within the proposed building footprint as described in Section 3.1.1.

- We recommend supporting the proposed building on spread footings bearing on Structural Fill placed directly on the natural sand and gravel.

- We preliminarily recommend designing the proposed footings using a net allowable bearing pressure of 5 kips per square foot (ksf). We recommend that the footings bear on a minimum of 12 inches of Structural Fill placed directly on top of the natural sand and gravel or on weathered rock. The Structural Fill should extend at least 1 foot laterally beyond the limits of the footings.

- Footing subgrades should be prepared in accordance with the recommendations in Section 4.1.

- Foundations should be designed in accordance with The Commonwealth of Massachusetts State Building Code 780 CMR, Ninth Edition (MSBC 9th Edition).



- Exterior footings and footings in unheated areas should be placed at a minimum depth of 4 feet below the final exterior grade to provide adequate frost protection. Interior footings in heated areas may be designed and constructed at a minimum depth of 2 feet below finished floor grades.

- Wall footings should be designed and constructed with continuous, longitudinal steel reinforcement for greater bending strength to span across small areas of loose or soft soils that may go undetected during construction.

- A representative of LGCI should be engaged to observe that the subgrade has been prepared in accordance with our recommendations.

3.2.2 Settlement Estimates

Based on our experience with similar soils and designs using a net allowable bearing pressure of 5 ksf, we anticipate that the total settlement will be approximately 1 inch, and that the differential settlement of the footings will be 3/4 inch or less over a distance of 25 feet. We believe that total and differential settlements of this magnitude are tolerable for a similar structure. However, the tolerance of the proposed structure to the predicted total and differential settlements should be assessed by the structural engineer.

3.3 Concrete Slab Considerations

3.3.1 Slabs-on-Grade

- Floor slabs should be constructed as slabs-on-grade bearing on a minimum of 12 inches of Structural Fill placed directly on top of the sand and gravel. The subgrade of the slabs should be prepared as described in Section 4.1.

- To reduce the potential for dampness in the proposed floor slab, the project architect may consider placing a vapor barrier beneath the floor slab. The vapor barrier should be protected from puncture during the placement of the proposed slab reinforcement.

- For the design of the floor slab bearing on the materials described above, we recommend using a modulus of subgrade reaction, k_{s1}, of 100 tons per cubic foot (tcf). Please note that the values of k_{s1} are for a 1 x 1 square foot area. These values should be adjusted for larger areas using the following expression:

$$Modulus\ of\ Subgrade\ \mathrm{Re}action\ (k_s) = k_{s1} * \left(\frac{B+1}{2B}\right)^2$$

where:

k_s = Coefficient of vertical subgrade reaction for loaded area;
k_{s1} = Coefficient of vertical subgrade reaction for a 1 x 1 square foot area; and
B = Width of area loaded, in feet.

Please note that cracking of slabs-on-grade can occur as a result of heaving or compression of the underlying soil, but also as a result of concrete curing stresses. To reduce the potential for cracking, the precautions listed below should be closely followed during the construction of all slabs-on-grade:

- Construction joints should be provided between the floor slab and the walls and columns in accordance with the American Concrete Institute (ACI) requirements, or other applicable code.

- The backfill in interior utility trenches should be properly compacted.

- In order for the movement of exterior slabs not to be transmitted to foundations or superstructures, exterior slabs, such as approach slabs and sidewalks, should be isolated from the superstructure.

3.3.2 Under-slab Drains and Waterproofing

The finished floor elevation (FFE) of the proposed ground floor was not provided to us. Based on our preliminary borings, we do not believe that an under-slab drainage system would be required. LGCI will finalize our recommendation about the need for an under-slab drainage system after additional explorations are performed at the site and the proposed FFE is established.

3.4 Seismic Design

Based on the SPT N-values from the borings, we estimate that the seismic criteria for the site are as follows:

- Site Class: D
- Spectral Response Acceleration at short period (Ss): 0.167g
- Spectral Response Acceleration at 1 sec. (S_1): 0.056g
- Site Coefficient Fa (Table 1613.5.3(1)): 1.6
- Site Coefficient Fv (Table 1613.5.3(2): 2.4
- Adjusted spectral response S_{MS}: 0.267g
- Adjusted spectral response S_{M1}: 0.134g

Based on the SPT data from the borings, the site soils are not susceptible to liquefaction.



3.5 Lateral Pressures for Wall Design

3.5.1 Lateral Earth Pressures

Lateral earth pressures for the design of below-grade walls, and site retaining walls, if any, are provided below.

Coefficient of Active Earth Pressure, K_A:	0.31
Coefficient of At-Rest Earth Pressure, K_o:	0.47
Coefficient of Passive Earth Pressure, K_p:	3.25
Total Unit Weight γ:	125 pcf

Note: The values in the table are based on a friction angle for the backfill of 32 degrees and neglecting friction between the backfill and the wall. The design active and passive coefficients are based on horizontal surfaces (non-sloping backfill) on both the active and passive sides, and on a vertical wall face.

- Exterior walls of below-ground spaces and other retaining walls braced at the top to restrain movement/rotation, should be designed using the "at-rest" pressure coefficient.

- We recommend placing free-draining material within the 3 feet immediately behind retaining walls.

- We recommend providing weep holes at the bottom of site retaining walls, including temporary SOE systems, to promote drainage where possible. Alternatively, a pipe should be placed at the base of the wall to collect the water. Groundwater collected by the wall drains should be discharged into a lower area if gravity flow is possible.

- Passive earth pressures should only be used at the toe of the wall where special measures or provisions are taken to prevent the disturbance or future removal of the soil on the passive side of the wall, or in areas where the wall design includes a key. In any case, the passive pressures should be neglected in the top 4 feet.

- Where a permanent vertical uniform load will be applied to the active side immediately adjacent to the wall, a horizontal surcharge load equal to half of the uniform vertical load should be applied over the height of the wall. At a minimum, a temporary lateral construction surcharge load of 100 pounds per square foot (psf) should be applied uniformly over the height of the wall.

- We recommend using an ultimate friction factor of 0.5 between the natural sand and gravel or Structural Fill and the bottom of the wall. Below-grade walls should be designed for minimum factors of safety of 1.5 for sliding and 2.0 for overturning.



3.5.2 Seismic Pressures

In accordance with the Massachusetts State Building Code, 9th Edition (MSBC 9th Edition), Section 1610, a lateral earthquake force equal to $0.100*(S_s)*(F_a)*\gamma*H^2$ should be included in the design of the walls (for horizontal backfill), where S_s is the maximum considered earthquake spectral response acceleration (defined in Section 3.4), F_a is the site coefficient (defined in Section 3.4), γ is the total unit weight of the soil backfill, and H is the height of the wall.

The earthquake force should be distributed as an inverted triangle over the height of the wall. In accordance with MSBC 9th Edition, Section 1610.2, a load factor of 1.43 should be applied to the earthquake force for wall strength design.

Temporary surcharges should not be included when designing for earthquake loads. Surcharge loads applied for extended periods of time should be included in the total static lateral soil pressure, and their earthquake lateral force should be computed and added to the force determined above.

3.5.3 Perimeter Drains

- We recommend that free-draining material be placed within 3 feet of the exterior of walls of below-ground spaces, if any. To reduce the potential for dampness in below-ground spaces, proposed below-ground walls should be damp-proofed.

- We recommend that drains be provided behind the exterior of walls of below-ground spaces. The drains should consist of 4-inch perforated PVC pipes installed with the slots facing down. Perimeter drains should be installed at the bottom of the wall in 18 inches of crushed stone wrapped in a geotextile for separation and filtration.

- To the extent possible, groundwater collected by the wall drains should be discharged in a lower area if gravity flow is possible. In any case, the groundwater collected by the wall drains should be discharged in accordance with municipal, state, and other applicable standards.

3.6 Parking Lots, Driveways, and Sidewalks

3.6.1 General

The subsurface conditions encountered at the site are generally suitable to support the proposed driveways, parking lots, and sidewalks after preparation of the subgrade as described in Section 4.1.

- We recommend entirely removing the topsoil from within the footprint of the proposed driveways and parking lots.



- The existing fill and subsoil should be improved in accordance with the recommendations in Section 4.1.

- Cobbles and boulders should be removed to at least 18 inches below the bottom of the pavement.

3.6.2 Sidewalks

- Sidewalks should be placed on a minimum of 12 inches of Structural Fill with less than 5 percent fines.

- To reduce the potential for heave caused by surface water penetrating under the sidewalk, the joints between sidewalk concrete sections should be sealed with a waterproof compound. The sidewalks should be sloped away from the building or other vertical surfaces to promote flow of water. To the extent possible, roof leaders should not discharge onto sidewalk surfaces.

3.6.3 Pavement Sections

A typical, minimum, standard-duty pavement section that could be used for parking areas is as follows:

1.5" Asphalt "Top Course"
2.0" Asphalt "Base Course"
8" Processed Gravel for Sub-Base (MassDOT M1.03.1)

A typical, minimum, heavy-duty pavement section that could be used for areas of heavy truck traffic is as follows:

2.0" Asphalt "Top Course"
2.5" Asphalt "Base Course"
12" Processed Gravel for Sub-Base (MassDOT M1.03.1)

The pavement sections shown above represent minimum thicknesses representative of typical local construction practices for similar use. Periodic maintenance should be anticipated.

Pavement material types and construction procedures should conform to specifications of the “Standard Specifications for Highways and Bridges,” prepared by the Commonwealth of Massachusetts Department of Transportation dated 2025.

Areas to receive relatively highly concentrated, sustained loads such as dumpsters, loading areas, and storage bins are typically installed over a rigid pavement section to distribute concentrated loads and reduce the possibility of high stress concentrations on the subgrade.



Typical rigid pavement sections consist of 6 inches of concrete placed over a minimum of 12 inches of subbase material.

3.7 Underground Utilities

Boulders at the bottom of utility trenches should be removed to at least 12 inches below the pipe invert and the resulting excavation should be backfilled with suitable backfill. Utilities should be placed on suitable bedding material in accordance with the manufacturer's recommendations. "Cushion" material should be placed, by hand, above the utility pipe in maximum 6-inch lifts. The lift should be compacted by hand to avoid damage to the utility. Where the bedding/cushion material consists of crushed stone, it should be wrapped in a geotextile fabric.

Compaction of fill in utility trenches should be in accordance with our recommendations in Section 4.3. To reduce the potential for damage to utilities, placement and compaction of fill immediately above the utilities should be performed in accordance with the manufacturer's recommendations.



4. CONSTRUCTION CONSIDERATIONS

4.1 Subgrade Preparation

- Asphalt, topsoil, organic materials, existing fill, buried organic soil, buried subsoil, abandoned utilities, buried foundations, and other below-ground structures should be entirely removed from within the footprints of the proposed buildings and site structures, including site retaining walls, and exterior stairs, if any, before the start of foundation work.

- Tree stumps, root balls, and roots larger than ½ inch in diameter should be removed and the cavities filled with suitable material and compacted per Section 4.3 of this report.

- Cobbles and boulders should be removed at least 6 inches from beneath footings and 18 inches beneath the bottom of slabs and paved areas. The resulting excavations should be backfilled with compacted Structural Fill under the building and with Ordinary Fill under the subbase of paved areas.

- The bottom of the excavation resulting from the removal of the existing fill and subsoil or natural soil should be compacted with a dynamic vibratory compactor imparting a minimum of 40 kips of force to the subgrade.

- The base of the footing excavations in granular soil should be compacted with a dynamic vibratory compactor weighing at least 200 pounds and imparting a minimum of 4 kips of force to the subgrade.

- After the surficial materials are removed to a depth of 18 inches within the proposed paved areas and walkways in accordance with the recommendations in Section 3.1, the exposed existing fill and subsoil deeper than 18 inches beneath the bottom of the proposed pavement should be improved by compacting the exposed surface with at least six (6) passes of a vibratory roller compactor imparting a dynamic effort of at least 40 kips. Where soft zones of soil are observed, the soft soil should be removed, and the grade should be restored using Ordinary Fill to the bottom of the proposed subbase layer. If pumping of the existing fill deeper than 18 inches beneath the bottom of the proposed pavement is observed, the soft and/or pumping material should be removed and replaced.

- Fill placed within the footprint of the proposed buildings should meet the gradation and compaction requirements of Structural Fill, shown in Section 4.3.1.

- Fill placed under the subbase of paved areas should meet the gradation and compaction requirements of Ordinary Fill, shown in Section 4.3.2.

- Fill placed in the top 12 inches beneath sidewalks should consist of Structural Fill with less than 5 percent fines.



- Loose or soft soils identified during the compaction of the footing or floor slab subgrades should be excavated to a suitable bearing stratum, as determined by the representative of LGCI. Grades should be restored by backfilling with Structural Fill or crushed stone.

- When crushed stone is required in the drawings or is used for the convenience of the contractor, it should be wrapped in a geotextile fabric for separation except where introduction of the geotextile fabric promotes sliding. A geotextile fabric should not be placed between the bottoms of the footings and the crushed stone.

- An LGCI representative should observe the exposed subgrades prior to fill and concrete placement to verify that the exposed bearing materials are suitable for the design soil bearing pressure. If soft or loose pockets are encountered in the footing excavations, the soft or loose materials should be removed and the bottom of the footing should be placed at a lower elevation on firm soil, or the resulting excavation should be backfilled with Structural Fill, or crushed stone wrapped in a filter fabric.

4.2 Subgrade Protection

The onsite fill and natural soils are frost susceptible. If construction takes place during freezing weather, special measures should be taken to prevent the subgrade from freezing. Such measures should include the use of heat blankets or excavating the final 6 inches of soil just before pouring the concrete. Footings should be backfilled as soon as possible after footing construction. Soil used as backfill should be free of frozen material, as should the ground on which it is placed. Filling operations should be halted during freezing weather.

Materials with high fines contents are typically difficult to handle when wet, as they are sensitive to moisture content variations. Subgrade support capacities may deteriorate when such soils become wet and/or disturbed. The contractor should keep exposed subgrades properly drained and free of ponded water. Subgrades should be protected from machine and foot traffic to reduce disturbance.

4.3 Fill Materials

Structural Fill and Ordinary Fill should consist of inert, hard, durable sand and gravel free from organic matter, clay, surface coatings, and deleterious materials, and should conform to the gradation requirements shown below.

4.3.1 Structural Fill

The Structural Fill should have a plasticity index of less than 6 and should meet the gradation requirements shown below. Structural Fill should be compacted in maximum 9-inch loose lifts to at least 95 percent of the Modified Proctor maximum dry density (ASTM D1557), with moisture contents within ±2 percentage points of the optimum moisture content.



Sieve Size Percent	Passing by Weight
3 inches	100
1 ½ inch	80-100
½ inch	50-100
No. 4	30-85
No. 20	15-60
No. 60	5-35
No. 200*	0-10

* 0 – 5 for the top 12 inches under sidewalks, exterior slabs, pads, and walkways

4.3.2 Ordinary Fill

Ordinary Fill should have a plasticity index of less than 6 and should meet the gradation requirements shown below. Ordinary Fill should be compacted in maximum 9-inch loose lifts to at least 95 percent of the Modified Proctor maximum dry density (ASTM D1557), with moisture contents within ±2 percentage points of the optimum moisture content.

Sieve Size Percent	Passing by Weight
6 inches	100
1 inch	50-100
No. 4	20-100
No. 20	10-70
No. 60	5-45
No. 200	0-20

4.4 Reuse of Onsite Materials

Based on our field observations and the results of the grain-size analyses, the onsite fill is too silty and does not meet the gradation requirements for Ordinary Fill or Structural Fill. The existing fill can be used in landscaped areas. The natural sand and gravel may be used as Ordinary Fill.

The contractor should avoid mixing the reusable soils with fine-grained and/or organic soils. The soils to be reused should be excavated and stockpiled separately for compliance testing. Soils with 20 percent or greater fines contents are generally very sensitive to moisture content variations and are susceptible to frost. Such soils are very difficult to compact at moisture contents that are much higher or much lower than the optimum moisture content determined from the laboratory compaction test. Therefore, strict moisture control should be implemented during the compaction of onsite soils with fines contents of 20 percent or greater. The contractor should be prepared to remove and replace such soils if pumping occurs.



Suitable imported material and amended/improved onsite materials should be stockpiled separately from unimproved onsite soils.

Materials to be used as fill should first be tested for compliance with the applicable gradation specifications.

4.5 Groundwater Control Procedures

Based on the groundwater levels measured in our borings, we do not anticipate that groundwater control procedures will be needed during construction. We anticipate that filtered deep sump pumps and sump pumps installed in a series of pits located at least 3 feet below the bottom of planned excavations may be sufficient to handle groundwater and surface runoff that may enter the excavation during wet weather. The contractor should be prepared to use multiple sump pumps to maintain a dry excavation during the removal of the existing fill.

The contractor should be permitted to employ whatever commonly accepted means and practices are necessary to maintain the groundwater level below the bottom of the excavation and to maintain a dry excavation during wet weather. Groundwater levels should be maintained at a minimum of 1 foot below the bottom of the excavations during construction. The placement of reinforcing steel or concrete in standing water should not be permitted.

To reduce the potential for sinkholes developing over sump pump pits after the sump pumps are removed, the crushed stone placed in the sump pump pits should be wrapped in a geotextile fabric. Alternatively, the crushed stone should be entirely removed after the sump pump is no longer in use, and the sump pump pit should be restored with suitable backfill.

4.6 Temporary Excavations

All excavations to receive human traffic should be constructed in accordance with OSHA guidelines.

The site soils should generally be considered Type “C” and should have a maximum allowable slope of 1.5 Horizontal to 1 Vertical (1.5H:1V) for excavations less than 20 feet deep. Deeper excavations, if needed, should have shoring designed by a professional engineer.

The contractor is solely responsible for designing and constructing stable, temporary excavations and should shore, slope, or bench the sides of the excavations as required to maintain the stability of the excavation sides and bottom.



5. RECOMMENDATIONS FOR FUTURE WORK

We recommend engaging LGCI to perform the following services:

- Perform additional explorations at the site and update our geotechnical report.
- Prepare Earth Moving Specifications and review the geotechnical aspect of contract drawings.
- Review contractor submittals and Request for Information (RFIs);
- Provide a field representative during construction to observe the removal of the unsuitable soil, and to observe the subgrade of footings and slabs.



6. REPORT LIMITATIONS

Our analyses and recommendations are based on project information provided to us at the time of this report. If changes to the type, size, and location of the proposed structures or to the site grading are made, the recommendations contained in this report shall not be considered valid unless the changes are reviewed, and the conclusions and recommendations modified in writing by LGCI. LGCI cannot accept responsibility for designs based on our recommendations unless we are engaged to review the final plans and specifications to determine whether any changes in the project affect the validity of our recommendations, and whether our recommendations have been properly implemented in the design.

It is not part of our scope to perform a more detailed site history; therefore, we have not explored for or researched the locations of buried utilities or other structures in the area of the proposed construction. Our scope did not include environmental services or services related to moisture, mold, or other biological contaminants in or around the site.

The recommendations in this report are based in part on the data obtained from the subsurface explorations. The nature and extent of variations between explorations may not become evident until construction. If variations from anticipated conditions are encountered, it may be necessary to revise the recommendations in this report. We cannot accept responsibility for designs based on recommendations in this report unless we are engaged to 1) make site visits during construction to check that the subsurface conditions exposed during construction are in general conformance with our design assumptions and 2) ascertain that, in general, the work is being performed in compliance with the contract documents.

Our report has been prepared in accordance with generally accepted engineering practices and in accordance with the terms and conditions set forth in our agreement. No other warranty, expressed or implied, is made. This report has been prepared for the exclusive use of Mount Vernon Group Architects, Inc. for the Proposed Mosier Elementary School, Middle School Site in South Hadley, Massachusetts as conceived at this time.



7. REFERENCES

In addition to the references included in the text of the report, we used the following references:

American Society of Civil Engineers, "Minimum Design Loads and Associated Criteria for Buildings and Other Structures," ASCE/SEI 7-16, 2017.

The Commonwealth of Massachusetts (2024), "The Massachusetts State Building Code, Tenth (10th) Edition."

The Department of Labor, Occupational Safety and Health Administration (1989), "Occupational Safety and Health Standards - Excavations; Final Rule," 20 CFR Part 1926, Subpart P.

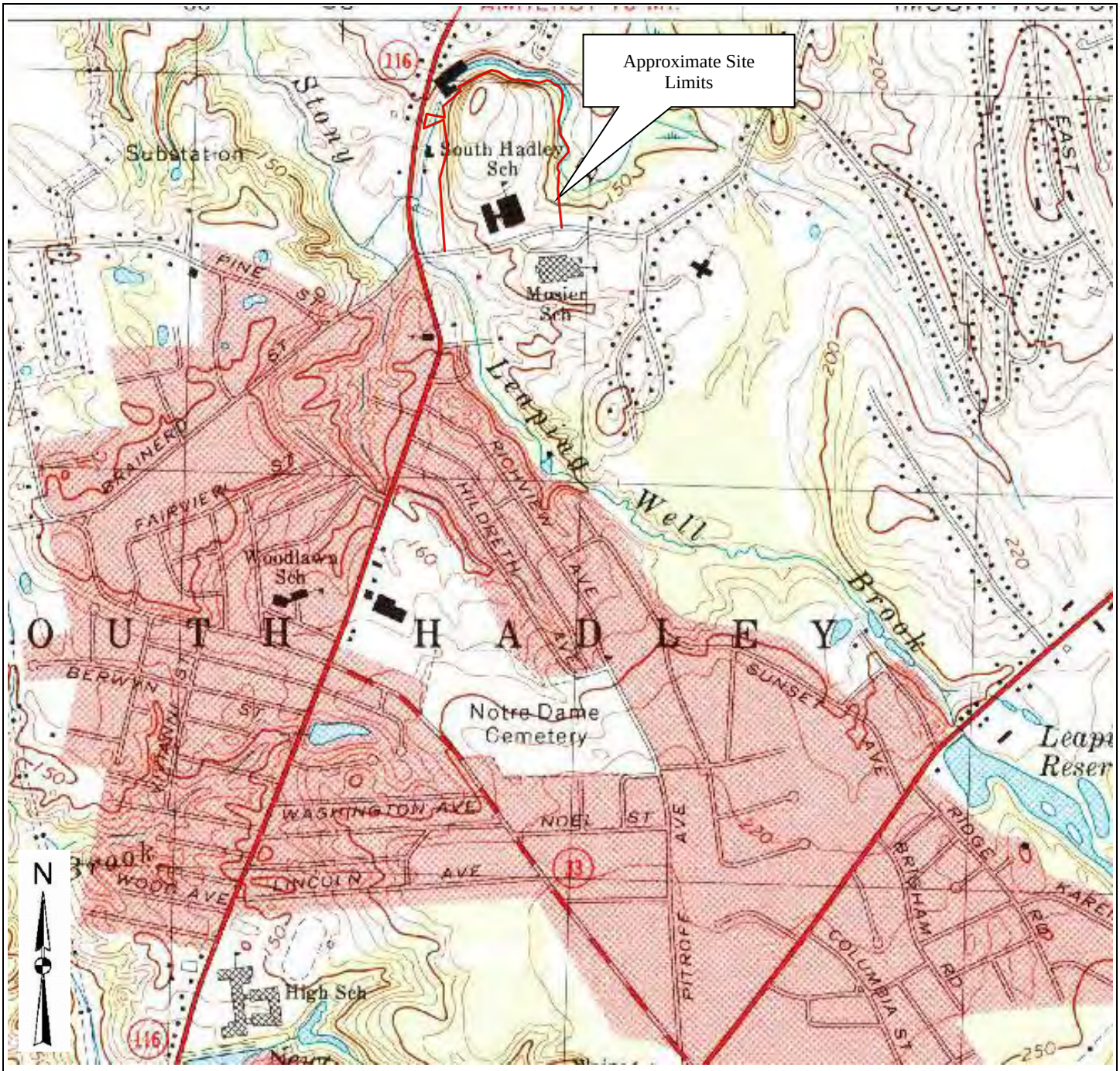
USGS S. Hadley, MA topographic map from http://mapserver.mytopo.com.



Table 1 - Summary of LGCI's Borings
Proposed Mosier Elementary School
Middle School Site
South Hadley, MA
LGCI Project No. 2526

Boring No.	Groundwater[2] Depth (ft.)	Bottom of Topsoil Depth (ft.)	Bottom of Subsoil Depth (ft.)	Bottom of Fill Depth (ft.)	Bottom of Sand and Gravel[3] Depth (ft.)	Bottom of Boring Depth (ft.)
B-1	-	0.7	2.0	-	20.8	20.8
B-2	-	0.3	4.5	-	22.0	22.0
B-3	-	0.6	-	-	20.8	20.8
B-4-OW	-	0.5	2.0	-	22.0	22.0
B-5	-	0.7	-	2.0	21.3	21.3
B-6	-	0.5	-	3.2	22.0	22.0
B-7	4.0	0.4	-	0.8	34.8	34.8

1. Ground surface elevation information was not provided for this site.
2. Groundwater depths based on level at the end of drilling, level after drilling, or based on sample moisture, whichever is shallower.
3. Boring terminated in the sand and gravel layer.
4. "-" means layer was not encountered.

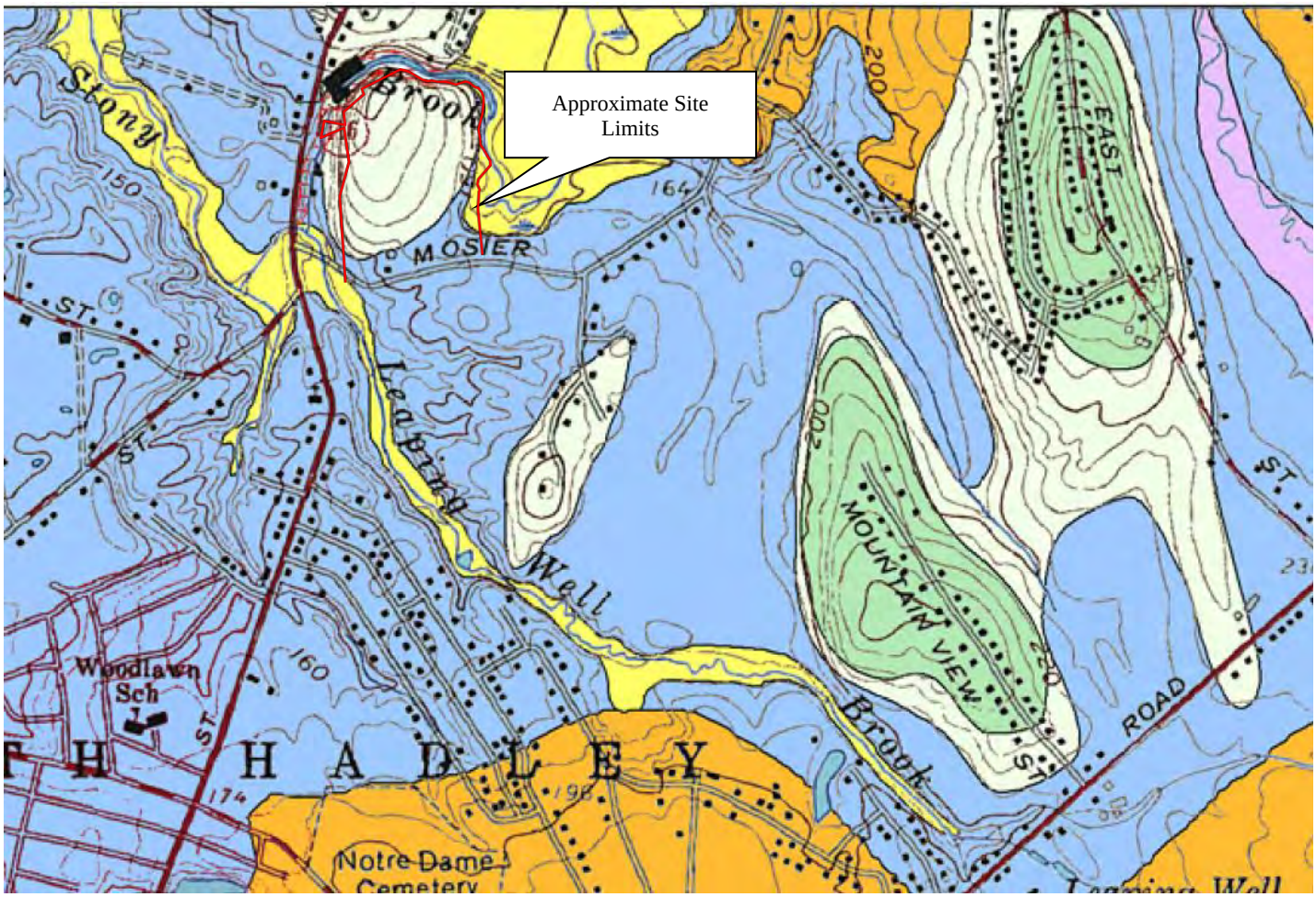


Contour Intervals: 10 feet

1,000 m

Note: Figure based on USA Topo Maps of Springfield North, MA from https://apps.nationalmap.gov/viewer/. Site limits based on aerial imagery provided to LGCI by MVG via e-mail on September 22, 2025.

Client:	Project:	Figure 1 – Site Location Map	
Mount Vernon Group Architects, Inc.	Proposed Mosier Elementary School – Middle School Site		
LGCI Lahlaf Geotechnical Consulting, Inc.	Project Location: South Hadley, MA	LGCI Project No.: 2526	Date: Dec. 2025



Beach and dune deposits—Sand and fine gravel deposited along the shoreline by waves and currents, and by wind action. The texture of beach deposits varies over short distances and is generally controlled by the texture of nearby glacial materials exposed to wave action. Sand beach deposits are composed of moderately sorted, very coarse to fine sand, and are commonly laminated. Coarser layers may contain some fine gravel particles; finer layers may contain some very fine sand and silt. Gravel beach deposits are composed of granule- to cobble-size clasts in moderately sorted thin beds; deposits contain minor amounts of sand within gravel beds, and thin beds of sand as alternating layers. Beach deposits are rarely more than a few feet thick. Dune deposits are composed of moderately sorted to well-sorted, fine to medium sand, and are variably massive, laminated, and crossbedded. Dune deposits are as much as 100 ft thick. Unit includes artificial sand deposits in locally replenished beaches

N

Fine deposits include very fine sand, silt, and clay that occur as well-sorted, thin layers of alternating silt and clay (varves), or as thicker layers of very fine sand and silt. Very fine to fine sand commonly occurs at the surface of these lake-bottom deposits and grades downward into rhythmically bedded silt and clay varves. In some places on the lake-bottom surface of glacial Lake Hitchcock (in the Connecticut Valley lowland) and glacial Lake Narragansett (in southeastern Massachusetts), fine deposits are overlain by as much as 30 ft of fine to medium sand, deposited as the lake level lowered or the lake shallowed; this sand has not been mapped separately. Locally, this map unit may include areas underlain by fine sand

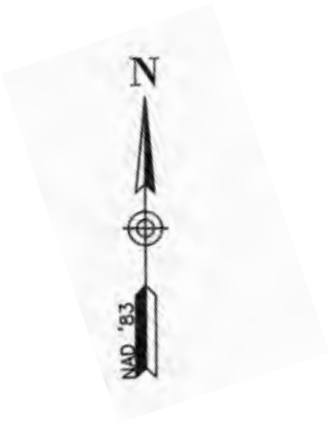
Flood-plain alluvium—Sand, gravel, silt, and some organic material, stratified and well sorted to poorly sorted, beneath the flood plains of modern streams. The texture of alluvium commonly varies over short distances both laterally and vertically, and generally is similar to the texture of adjacent glacial deposits. Along smaller streams, alluvium is commonly less than 5 feet (ft) thick. The most extensive deposits of alluvium in Massachusetts are along the Housatonic, Deerfield, Westfield, Connecticut, Nashua, Merrimack, and Blackstone Rivers. Alluvium typically overlies thicker glacial stratified deposits

Note: Figure based on map titled: “Surficial Materials Map of the Springfield North Quadrangle, Massachusetts,” prepared by Stone, B.D., and DiGiacomo-Cohen, M.L., Scientific Investigation Map 3402 , Quadrangle 45 – Springfield North, 2018.

Client:	Project:	Figure 2 – Surficial Geologic Map	
Mount Vernon Group Architects, Inc.	Proposed Mosier Elementary School – Middle School Site		
LGCI Lahlaf Geotechnical Consulting, Inc.	Project Location: South Hadley, MA	LGCI Project No.: 2526	Date: Dec. 2025

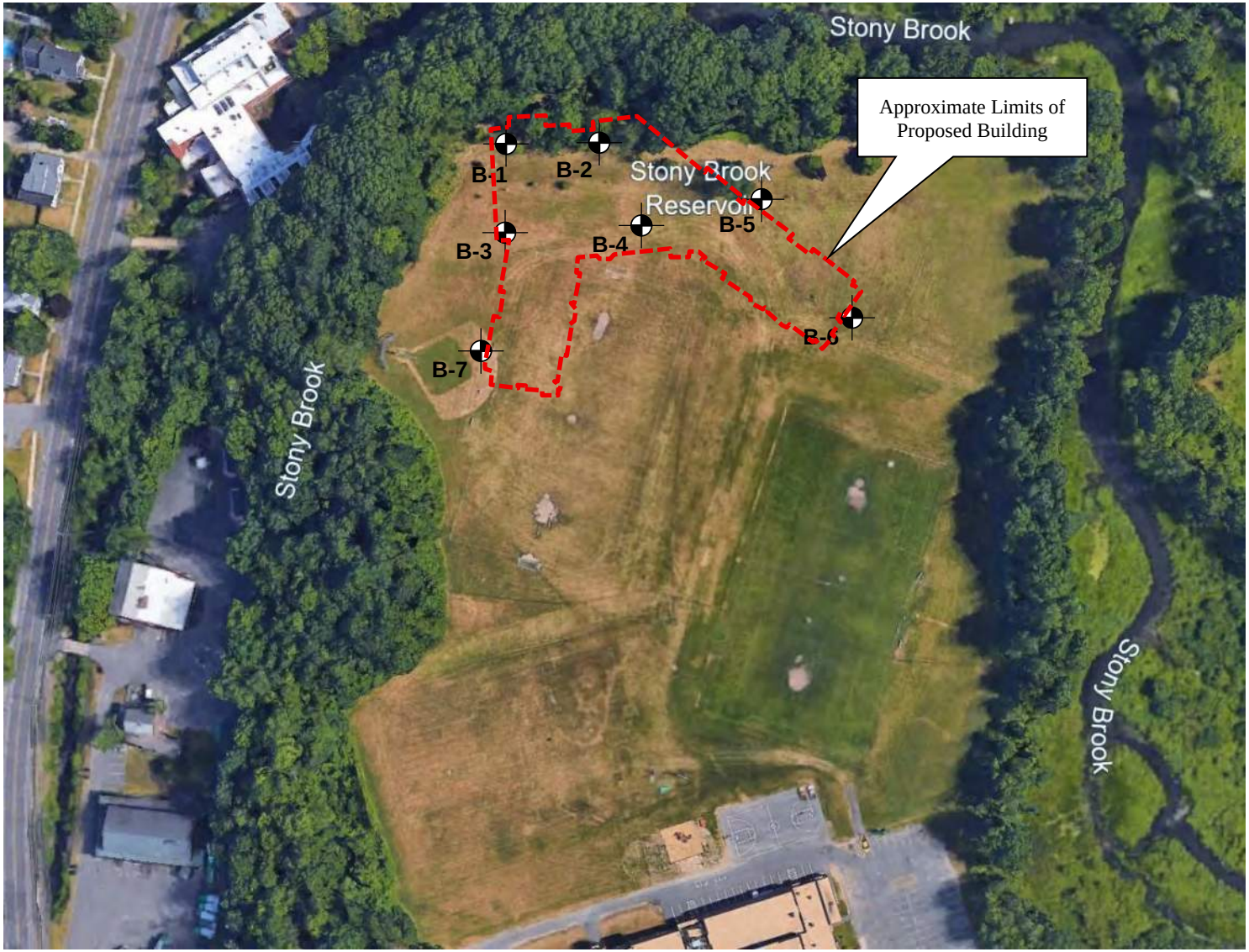
Legend

Approximate location of borings advanced by Soil X, Corp. (Soil X) of Leominster, MA on October 22 and 24, 2025 and observed by Lahlaf Geotechnical Consulting, Inc. (LGCI).



Approximate Scale (ft.)

50 0 50 100



Note

Figure based on readily available aerial of the site obtained by LGCI from google.com/maps. Proposed building footprint based on sketch provided to LGCI by Mount Vernon Group Architects, Inc. on September 19, 2025.

Client: Mount Vernon Group Architects, Inc.	Project: Proposed Mosier Elementary School – Middle School Site	Figure 3 – Boring Location Plan	
LGCI Lahlaf Geotechnical Consulting, Inc.	Project Location: South Hadley, MA	LGCI Project No.: 2526	Date: Dec. 2025

Appendix A – LGCI's Boring Logs

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

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PAGE 1 OF 1

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/22/25 **DATE COMPLETED:** 10/22/25
BORING LOCATION: North of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 20.8 ft.
WEATHER: Sunny - Cloudy
GROUNDWATER LEVELS:
DURING DRILLING: -
AT END OF DRILLING: Not encountered
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Mike Houde
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Mobile Drill B-57 ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS / HK **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0	S1	2-7-18-25 (25)	24/22		Topsoil	0.7	S1 - Top 8": Topsoil
							Subsoil		Bot. 14": Silty SAND (SM), fine to medium, 30-35% fines, trace of roots, brown, moist
		2	S2	15-20-19-32 (39)	24/19			2.0	S2 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, trace of fine gravel, brown, moist
5		4							
		5	S3	14-13-29-33 (42)	24/24				S3 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, trace of fine gravel, brown, moist
		7				1			REMARK 1: Augers grinding from a depth of 7.5' to 9'
10		10	S4	25-38-38-60/3" (76)	21/21		Sand and Gravel		S4 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, trace of fine gravel, brown, moist
		11.8							
15		15	S5	17-50-50/5" (100/11")	17/12				S5 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, trace of fine gravel, brown, moist
		16.4							
20		20	S6	34-60/4" (60/4")	10/10			20.8	S6 - Silty SAND (SM), fine to medium, trace coarse, 20-25% fines, trace of fine gravel, brown, moist
		20.8							Bottom of borehole at 20.8 feet. Borehole backfilled with drill cuttings.
25									

GENERAL NOTES:
The ground surface elevation is not available.

BORING LOG

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PAGE 1 OF 1

LGCI Lahlaf Geotechnical Consulting, Inc.

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/22/25 **DATE COMPLETED:** 10/22/25
BORING LOCATION: Northeast of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 22 ft.
WEATHER: Rainy
GROUNDWATER LEVELS:
DURING DRILLING: -
AT END OF DRILLING: Not encountered
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Mike Houde
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Mobile Drill B-57 ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS / HK **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0	S1	2-4-8-8 (12)	24/19		Topsoil	0.3	S1 - Top 4": Topsoil Bot. 15": Sandy SILT (ML), nonplastic, 30-35% fine sand, trace of roots, brown, moist (subsoil)
		2	S2	11-11-25-32 (36)	24/12		Subsoil		S2 - Sandy SILT (ML), non-plastic, 30-35% fine to medium sand, trace of roots, brown (sieve performed)
5		4				1		4.5	REMARK 1: Strata change assumed based on drilling effort
		5	S3	13-17-26-60 (43)	24/20				S3 - Silty SAND (SM), fine, trace medium, ~20% fines, 0-5% fine subrounded gravel, red-brown, moist
		7							
10		10	S4	30-42-65-50/3" (107)	21/20		Sand and Gravel		S4 - Silty SAND (SM), fine, trace medium, ~20% fines, 0-5% fine subrounded gravel, red-brown, moist
		11.8							
15		15	S5	25-35-55-80 (90)	24/20				S5 - Silty SAND (SM), fine, trace medium, ~20% fines, 0-5% fine subrounded gravel, red-brown, moist
		17							
20		20	S6	25-30-50-55 (80)	24/24				S6 - Silty SAND (SM), fine, trace medium, ~20% fines, 0-5% fine subrounded gravel, red-brown, moist
		22						22.0	Bottom of borehole at 22.0 feet. Borehole backfilled with drill cuttings and gravel.
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

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PAGE 1 OF 1

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/22/25 **DATE COMPLETED:** 10/22/25
BORING LOCATION: Northwest of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 20.8 ft.
WEATHER: Sunny - Cloudy
GROUNDWATER LEVELS:
DURING DRILLING: Not encountered
AT END OF DRILLING: -
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Mike Houde
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Mobile Drill B-57 ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS / HK **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0	S1	2-5-8-10 (13)	24/12		Topsoil	0.6	S1 - Top 7": Topsoil Bot. 5": Silty SAND (SM), fine, 15-20% fines, trace of roots, brown, moist
		2	S2	13-27-27-30 (54)	24/18				S2 - Silty SAND (SM), fine to medium, 20-25% fines, 0-5% fine subrounded gravel, brown, moist
5		4							
		5	S3	17-23-31-14 (54)	24/22				S3 - Silty SAND (SM), fine to medium, 20-25% fines, 0-5% fine subrounded gravel, brown, moist
		7							
10		10	S4	20-23-25-34 (48)	24/24		Sand and Gravel		S4 - Silty SAND (SM), fine to medium, 20-25% fines, 0-5% fine subrounded gravel, brown, moist
		12							
15		15	S5	24-21-52-65 (73)	24/22				S5 - Silty SAND (SM), fine to medium, 20-25% fines, 0-5% fine subrounded gravel, brown, moist
		17							
20		20	S6	29-70/3" (70/3")	9/9			20.8	S6 - Silty SAND (SM), fine to medium, 20-25% fines, 0-5% fine subrounded gravel, brown, moist Bottom of borehole at 20.8 feet. Borehole backfilled with drill cuttings.
		20.8							
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

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PAGE 1 OF 1

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/24/25 **DATE COMPLETED:** 10/24/25
BORING LOCATION: North side of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 22 ft.
WEATHER: 40's / Sunny
GROUNDWATER LEVELS:
DURING DRILLING: -
AT END OF DRILLING: Not encountered
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.5	S1 - Top 6": Topsoil
			S1	2-6-7-14 (13)	24/20		Subsoil		Mid 12": SILT (ML), nonplastic, 10-15% fine sand, brown, moist
		2						2.0	Bot. 2": Silty SAND (SM), fine, trace medium, 15-20% fines, ~10% fine to coarse gravel, trace of roots, brown, wet
			S2	21-50-60 (110)	18/15				S2 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		3.5							
5		5	S3	19-24-30-26 (54)	24/20				S3 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		7							
10		10	S4	24-44-70-70 (114)	24/24		Sand and Gravel		S4 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		12							
15		15	S5	34-54-100 (154)	18/18				S5 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		16.5							
20		20	S6	28-40-45-50 (85)	24/24				S6 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		22						22.0	Bottom of borehole at 22.0 feet. Installed observation well.
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
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BORING LOG

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PAGE 1 OF 1

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/22/25 **DATE COMPLETED:** 10/22/25
BORING LOCATION: Northeast of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 21.3 ft.
WEATHER: 50's / Cloudy
GROUNDWATER LEVELS:
DURING DRILLING: Not encountered
AT END OF DRILLING: -
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Mike Houde
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Mobile Drill B-57 ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0	S1	3-3-3-3 (6)	24/12		Topsoil	0.7	S1 - Top 9": Topsoil
							Fill	2.0	Bot. 3": Silty SAND (SM), fine, trace medium, 20-25% fines, trace fine subrounded gravel, brown, moist (fill)
		2	S2	7-25-30-30 (55)	24/19		Sand and Gravel		S2 - Silty SAND (SM), fine, trace medium, 20-25% fines, trace fine subrounded gravel, brown, moist
5		4							
		5	S3	17-25-27-32 (52)	24/22				S3 - Silty SAND (SM), fine, trace medium, 20-25% fines, trace fine subrounded gravel, brown, moist (natural)
		7							
10		10	S4	16-20-25-32 (45)	24/20				S4 - Silty SAND (SM), fine, trace medium, 20-25% fines, trace fine subrounded gravel, red-brown, moist
		12							
15		15	S5	9-18-30-42 (48)	24/20				S5 - Top 9": Silty SAND (SM), fine, trace medium, 20-25% fines, trace fine subrounded gravel, red-brown, moist Bot. 11": Silty SAND (SM), fine to medium, trace coarse, 15-20% fines, 5-10% fine subrounded gravel, brown, moist
		17							
20		20	S6	18-48-65/4" (113/10")	16/16			21.3	S6 - Silty SAND (SM), fine to medium, trace coarse, 15-20% fines, 5-10% fine subrounded gravel, brown, moist
		21.3							Bottom of borehole at 21.3 feet. Borehole backfilled with drill cuttings. Field repaired with turf.
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
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BORING LOG

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PAGE 1 OF 1

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/22/25 **DATE COMPLETED:** 10/22/25
BORING LOCATION: East of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 22 ft.
WEATHER: Sunny
GROUNDWATER LEVELS:
DURING DRILLING: Not encountered
AT END OF DRILLING: -
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Mike Houde
DRILLING METHOD: Hollow Stem Auger (4-1/4" I.D.)
DRILL RIG TYPE/MODEL: Mobile Drill B-57 ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS / HK **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.5	S1 - Top 6": Topsoil
		0	S1	2-3-3-9 (6)	24/18		Fill		Bot 12": Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 25-30% fine to coarse subrounded gravel, trace of roots, brown, moist (sieve performed)
		2	S2	8-19-23-30 (42)	24/18				S2 - Top 15": Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 25-30% fine to coarse subrounded gravel, trace of roots, brown, moist
		4						3.2	Bot. 3": Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
5		5	S3	30-20-28-24 (48)	24/15				S3 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, ~15% fine to coarse subangular gravel, brown, moist
		7							
10		10	S4	10-24-32-80 (56)	24/20		Sand and Gravel		S4 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		12							
15		15	S5	10-22-18-20 (40)	24/17				S5 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		17							
20		20	S6	21-23-20-32 (43)	24/18				S6 - Silty SAND with Gravel (SM), fine to coarse, 20-25% fines, 15-20% fine to coarse subangular gravel, brown, moist
		22						22.0	Bottom of borehole at 22.0 feet. Borehole backfilled with drill cuttings.
25									

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
Lahlaf Geotechnical Consulting, Inc.

BORING LOG

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PAGE 1 OF 2

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

DATE STARTED: 10/24/25 **DATE COMPLETED:** 10/24/25
BORING LOCATION: West of existing lacrosse field
COORDINATES: NA
SURFACE El.: (see note 1) **TOTAL DEPTH:** 34.8 ft.
WEATHER: 50's / Cloudy
GROUNDWATER LEVELS:
DURING DRILLING: 4.0 ft. Based on sample moisture
AT END OF DRILLING: 4.0 ft.
OTHER: -

DRILLING SUBCONTRACTOR: Soil X, Corp.
DRILLING FOREMAN: Edwin Fajardo
DRILLING METHOD: Drive and wash with 4-inch casing
DRILL RIG TYPE/MODEL: Diedrich D-70 Turbo ATV
HAMMER TYPE: Automatic
HAMMER WEIGHT: 140 lb. **HAMMER DROP:** 30 in.
SPLIT SPOON DIA.: 1.375 in. I.D., 2 in. O.D.
CORE BARREL SIZE: NA
LOGGED BY: AS **CHECKED BY:** NP

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		0					Topsoil	0.4	S1 - Top 5": Topsoil
			S1	2-5-5-31 (10)	24/12		Fill	0.8	Mid 5": Poorly Graded SAND with Silt and Gravel (SP-SM), fine to medium, trace coarse, 5-10% fines, 15-20% fine gravel, brown, moist (fill)
		2							Bot. 2": Silty SAND (SM), fine to medium, 15-20% fines, 10-15% fine to coarse subrounded gravel, red-brown, moist
			S2	21-24-26-35 (50)	24/20				S2 - Silty SAND (SM), fine to medium, 15-20% fines, 10-15% fine to coarse subrounded gravel, red-brown, moist
		4							
5			S3	76-82-100 (182)	18/10				S3 - Silty SAND (SM), fine to medium, 15-20% fines, 10-15% fine to coarse subrounded gravel, red-brown, wet
		5.5							
		9							
10			S4	47-63-60-62 (123)	24/24				S4 - Silty SAND (SM), fine to medium, 15-20% fines, 10-15% fine to coarse subrounded gravel, red-brown, wet
		11							
							Sand and Gravel		
		14							
15			S5	70-65-80 (145)	18/18				S5 - Silty SAND (SM), fine to medium, 15-20% fines, 10-15% fine to coarse subrounded gravel, red-brown, wet
		15.5							
		19							
20			S6	16-22-100 (122)	18/17				S6 - Silty SAND (SM), fine to medium, 15-20% fines, 10-15% fine to coarse subrounded gravel, red-brown, wet
		20.5							
		24							
25				20-38-46-45					S7 - Silty SAND (SM), fine to medium, 30-35% fines, 10-15% fine to coarse subrounded gravel, red-brown, wet

GENERAL NOTES:
The ground surface elevation is not available.

LGCI
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BORING LOG

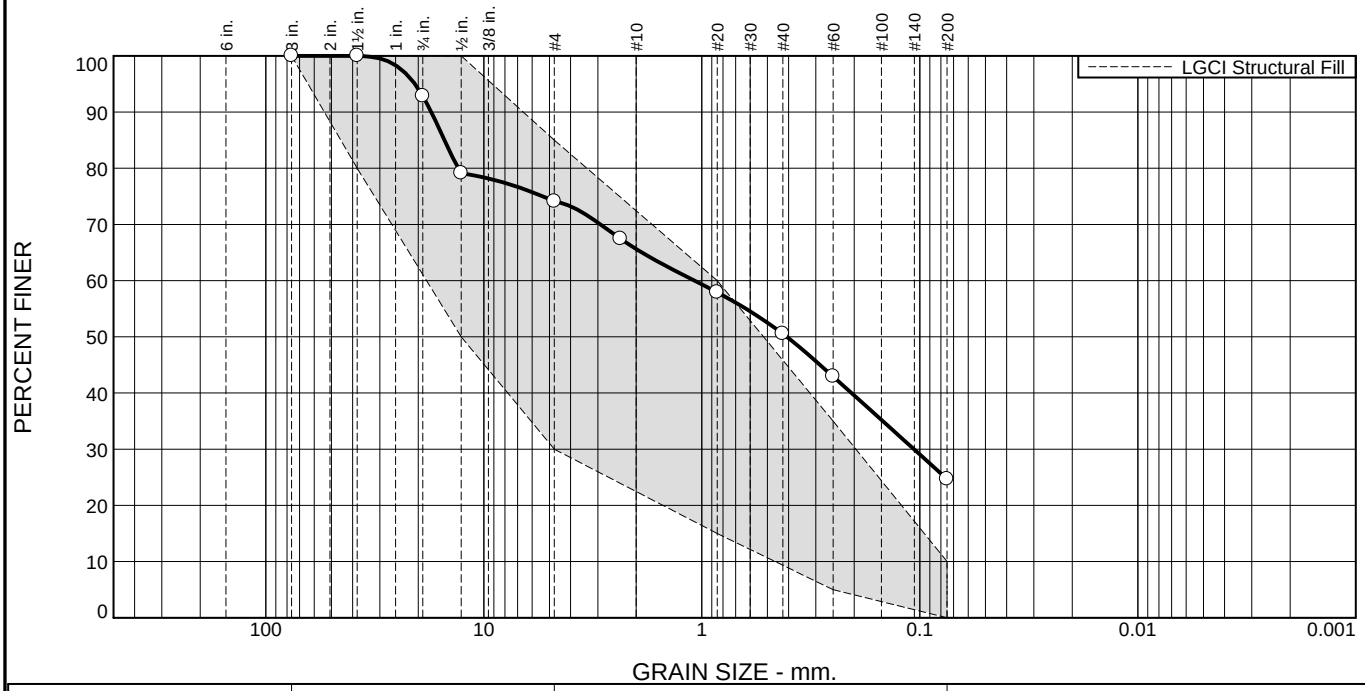
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PAGE 2 OF 2

CLIENT: Mount Vernon Group Architects, Inc.
PROJECT NAME: Prop. Mosier Elementary School - Middle School Site
LGCI PROJECT NUMBER: 2526
PROJECT LOCATION: South Hadley, MA

Depth (ft.)	El. (ft.)	Sample Interval (ft.)	Sample Number	Blow Counts (N Value)	Pen./Rec. (in.)	Remark	Strata	Depth El.(ft.)	Material Description
		24	S7	(84)	24/24				
		26							
		29							
30			S8	35-70-100 (170)	18/18		Sand and Gravel		S8 - Silty SAND (SM), fine to medium, 20-25% fines, 10-15% fine to coarse subrounded gravel, red-brown, moist
		30.5							
		34	S9	95-100/3" (100/3")	9/9				S9 - Silty SAND (SM), fine to medium, 20-25% fines, 10-15% fine to coarse subrounded gravel, red-brown, moist
35		34.8						34.8	Bottom of borehole at 34.8 feet. Borehole backfilled with drill cuttings and gravel.
40									
45									
50									
55									
60									

Appendix B – Laboratory Test Results

Particle Size Distribution Report



% +3"	% Gravel		% Sand			% Fines	
	Coarse	Fine	Coarse	Medium	Fine	Silt	Clay
0.0	7.1	18.8	8.5	15.1	25.8	24.7	

TEST RESULTS

Opening Size	Percent Finer	Spec.* (Percent)	Pass? (X=Fail)
3"	100.0	100.0	
1.5"	100.0	80.0 - 100.0	
0.75"	92.9		
0.5"	79.1	50.0 - 100.0	
#4	74.1	30.0 - 85.0	
#8	67.4		
#20	57.9	15.0 - 60.0	
#40	50.5		
#60	42.9	5.0 - 35.0	X
#200	24.7	0.0 - 10.0	X

* LGCI Structural Fill

Material Description

ASTM (D 2488) Classification: Silty SAND with Gravel (SM), fine to coarse, 24.7% fines, 25.9% fine to coarse subrounded gravel, trace of roots, brown

Atterberg Limits (ASTM D 4318)

PL= **LL=** **PI=**

Classification

USCS (D 2487)= **AASHTO (M 145)=**

Coefficients

D_{90}= 17.4228 D_{85}= 15.1688 D_{60}= 1.0811
D_{50}= 0.4080 D_{30}= 0.1064 D_{15}=
D_{10}= C_u= C_c=

Remarks

Fill sample.

Date Received: 10/22/25 **Date Tested:** 10/28/25

Tested By: NP

Checked By: JA

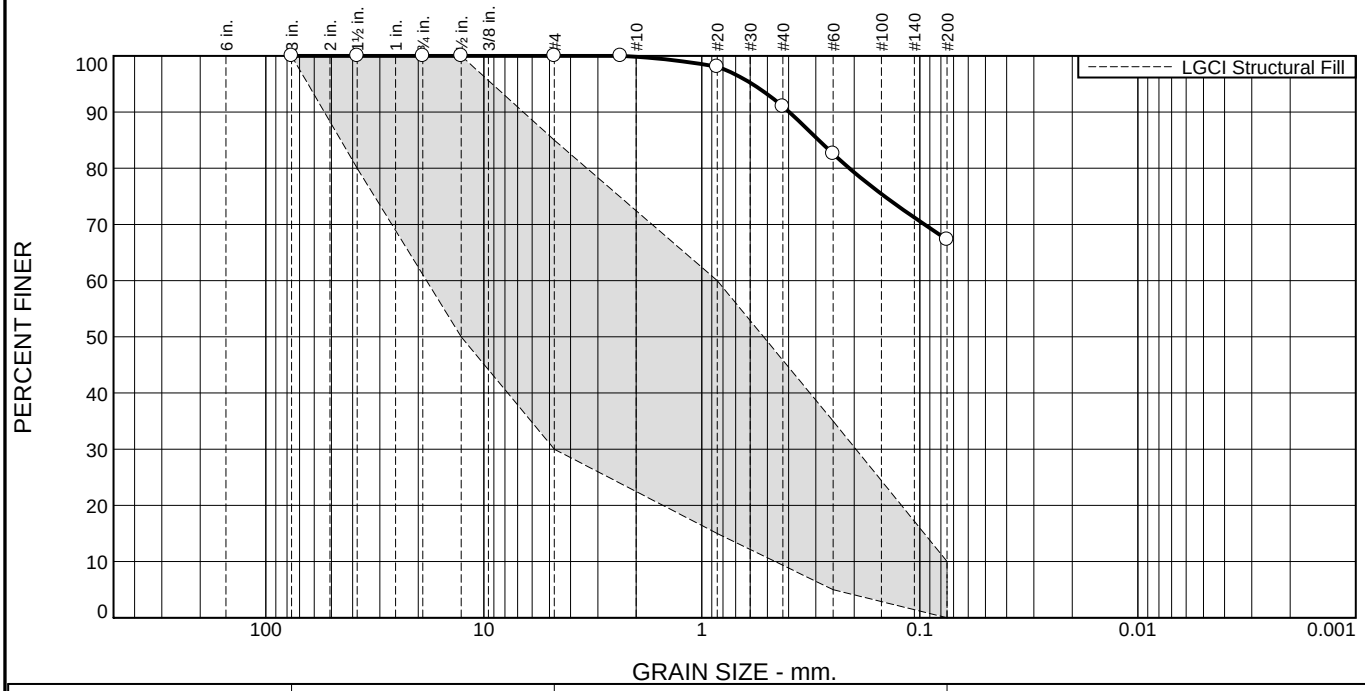
Location: Boring B-6
Sample Number: S1 Bot. 12" **Depth:** 0.0'-2.0'

Date Sampled: 10/22/25

LGCI
Lahlaf Geotechnical Consulting, Inc.

Client: Mount Vernon Group Architects, Inc.
Project: Proposed Mosier Elementary School - Middle School Site, South Hadley, MA
Project No: 2526 **Figure**

Particle Size Distribution Report



% +3"	% Gravel		% Sand			% Fines	
	Coarse	Fine	Coarse	Medium	Fine	Silt	Clay
0.0	0.0	0.0	0.2	8.8	23.7	67.3	

TEST RESULTS

Opening Size	Percent Finer	Spec.* (Percent)	Pass? (X=Fail)
3"	100.0	100.0	
1.5"	100.0	80.0 - 100.0	
0.75"	100.0		
0.5"	100.0	50.0 - 100.0	
#4	100.0	30.0 - 85.0	X
#8	100.0		
#20	98.1	15.0 - 60.0	X
#40	91.0		
#60	82.6	5.0 - 35.0	X
#200	67.3	0.0 - 10.0	X

* LGCI Structural Fill

Material Description

ASTM (D 2488) Classification: Sandy SILT (ML), non-plastic, 32.7% fine to medium sand, trace of roots, brown

Atterberg Limits (ASTM D 4318)

PL= **LL=** **PI=**

Classification

USCS (D 2487)= **AASHTO (M 145)=**

Coefficients

D_{90}= 0.3977 D_{85}= 0.2909 D_{60}=
D_{50}= D_{30}= D_{15}=
D_{10}= C_u= C_c=

Remarks

Subsoil sample.

Date Received: 10/22/25 **Date Tested:** 10/28/25

Tested By: NP

Checked By: JA

Location: Boring B-2
Sample Number: S2 **Depth:** 2.0'-4.0'

Date Sampled: 10/22/25

LGCI
Lahlaf Geotechnical Consulting, Inc.

Client: Mount Vernon Group Architects, Inc.
Project: Proposed Mosier Elementary School - Middle School Site, South Hadley, MA
Project No: 2526 **Figure**

CONECO
Engineers & Scientists

ENVIRONMENTAL
ECOLOGICAL
SURVEY
CIVIL

December 4, 2025
Coneco Project No. 13559.001

Mr. Chris Leblanc, MCPPO
Mount Vernon Group Architects, Inc.
200 Harvard Mill Square
Suite 140
Wakefield, Massachusetts 01880

RE: Subsurface Investigation Summary Letter
101 Mosier Street
South Hadley, Massachusetts

Dear Mr. Leblanc:

Coneco Engineers & Scientists, Incorporated (Coneco) has prepared this summary letter pertaining to soil sampling at 101 Mosier Street, South Hadley, MA (Subject Property). Mount Vernon Group Architects, Inc contracted Coneco to conduct environmental sampling and analysis of soil at the subject property concurrent with predetermined geotechnical efforts to determine if materials that are expected to be disturbed and/or removed during proposed construction activities contain certain oil or hazardous materials, which may be regulated for disposal in accordance with applicable state and/or federal regulations.

Soil Pre-Characterization Activities

Environmental Soil Sampling and Analyses

On October 20th to the 23rd, 2025, Coneco conducted environmental sampling activities concurrent with a geotechnical investigation performed by Lahlaf Geotechnical Consulting, Incorporated (Lahlaf). The geotechnical investigation consisted of advancing seven soil borings at predetermined locations, identified as B-01 through B-03, and B-05, B-06, B-08, and B-09 as detailed on the Site Plan appended for reference as Figure 1. In order to characterize materials anticipated to be disturbed during the proposed construction activities, discrete soil samples were collected in 2-foot intervals using a split barrel sampler at each boring location. Two composite soil samples were collected from each boring; one composite soil sample from shallow soil and one composite soil sample from soil collected at depth. Soil borings were advanced to depths of 51 feet below surface grade (bsg) in B-01, 46 feet bsg at B-02, 40 feet bsg at B-03, 36 feet bsg at B-05, 25 feet bsg at B-06, 47 feet bsg at B-08, and 41 feet bsg at B-09.

Observations made during the soil pre-characterization activities indicate that overburden stratigraphy throughout the investigation area is generally coarse to fine sand with varying amounts of gravel and silt from grade to approximately 51 feet below grade, the maximum depth of environmental observation during the geotechnical investigation. Visual or olfactory indications of a release of oil and/or hazardous materials (OHM) were not observed during the subsurface assessment. Groundwater and bedrock were not encountered during the investigation activities. Soil boring logs detailing the observations at each boring location are enclosed for reference (see Appendix A).

Representative soil samples collected were placed in clean, tightly sealed glass jars topped with aluminum foil cover liners for in-field headspace screening using a RAE Systems® MiniRAE 2000 photoionization detection (PID) equipped with a 10.6 eV lamp, calibrated to an isobutylene standard. Throughout the investigation, headspace readings ranged from below the instrument detection limit of 0.1 parts per million (ppm) to a maximum concentration of 0.2 ppm. Discrete soil samples collected were subsequently composited and submitted for laboratory analysis in accordance with proposed soil disposal activities associated with the proposed construction activities at the Site.

The composite soil samples collected from B-01 through B-03, B-05, B-06, B-08, and B-09 were submitted for laboratory analysis for off-Site disposal characterization including Comm-97 plus MCP-14 metals and hazardous waste parameters. The composite soil samples were submitted to Phoenix Environmental Laboratories, Incorporated (Phoenix) a Massachusetts-certified environmental laboratory located in Manchester, Connecticut.

Soil Analytical Results

Analytical results for the submitted soil samples are tabulated in Table 1 which is enclosed for reference. Soil samples collected from soil borings B-01 through B-03, B-05, B-06, B-08, and B-09 were submitted for the above referenced analyses (see Appendix B).

A total of fourteen (14) soil samples, two from each boring (excluding B-08 and B-09), were submitted to a state-certified laboratory for Comm-97 plus MCP 14 metals and soil disposal criteria. The results of the laboratory testing were compared to both Massachusetts RCS-1 and RCS-2 Reportable Concentrations, as well as Massachusetts landfill criteria. Table 1 enclosed is a summary of soil analyses.

Soil analyses did not detect any reactive cyanide, reactive sulfide, polychlorinated biphenyls (PCBs), volatile organic compounds (VOCs), semi-volatile organic compounds (SVOCs), or total petroleum hydrocarbons (TPH). Metals were detected in all fourteen soil samples. The concentrations of metals in all fourteen soil samples were all below the MassDEP RCS-1 Reportable Concentrations.

Should you have any questions regarding the above-referenced information, please do not hesitate to contact the undersigned.

Sincerely,
Coneco Engineers & Scientists, Incorporated

Bailee A. Brown
Environmental Scientist

Jonathan Puliafico, CPG
Senior Project Manager

BAB:JP
U://13559.001/LimitedSubsurfaceInvestigation.doc

Enclosures: Figure 1 - Site Plan
Table 1 - Soil Sampling Analytical Results
Appendix A - Soil Boring Logs
Appendix B - Laboratory Analytical Documentation

NOTE: THE LOCATION AND DIMENSIONS OF THE SUBJECT PROPERTY AND VICINITY FEATURES ARE APPROXIMATE AND BASED UPON MASSGIS ONLINE ASSESSOR'S MAP CONECO FIELD OBSERVATIONS.

MICHAEL E SMITH MIDDLE SCHOOL
100 MOSIER STREET

RESIDENTIAL PROPERTIES

CONECO

COLLEGE STREET (ASPHALT-PAVED ROADWAY)

MOSIER STREET (ASPHALT-PAVED ROADWAY)

WOODED AREA

ASPHALT-PAVED PARKING LOT

B-1

B-2

B-9

LOADING DOCK AREA

MAINTENANCE AREA

COURTYARD

B-3-OW

ATHLETIC FIELD

B-6

B-8

B-5

PARKVIEW DRIVE (ASPHALT-PAVED ROADWAY)

RESIDENTIAL PROPERTIES

NEWTON STREET (ASPHALT-PAVED ROADWAY)

WOODED AREA

LEAPING WELL NORTH

WOODED AREA

LEAPING WELL BROOK

BEERS & STORY FUNERAL HOMES
646 NEWTON STREET

RESIDENTIAL PROPERTIES

RESIDENTIAL PROPERTIES

RESIDENTIAL PROPERTIES

LEGEND

- SUBJECT PROPERTY BOUNDARY
- PROPERTY BOUNDARIES
- OHW — OVERHEAD ELECTRICAL WIRES
- X — CHAIN LINK FENCE
- POLE-MOUNTED ELECTRICAL TRANSFORMER
- HYDRANT
- NATURAL GAS METER
- SUMP PUMP
- PAD-MOUNTED ELECTRICAL TRANSFORMER
- VENT & FILL PIPES
- B-1 — SOIL BORING LOCATION AND IDENTIFICATION

150' 0 150' 300'

SCALE: 1" = 150'

U:\13500 - 13599\13559 - SouthHadley,MA-101MosierSt\Figures\GIS\13559.001_Subject_Property_Plan.dwg

REVISIONS

NO.	DATE	DESCRIPTION	DR/CK

DRAWING: SITE PLAN

PROJECT: COMMERCIAL PROPERTY
101 MOSIER STREET
SOUTH HADLEY, MASSACHUSETTS

CONECO Engineers & Scientists
PHONE: 800-548-3355 WEBSITE: www.coneco.com

CHECK:	JDP 12/2/25
DRAWN:	EGM 12/2/25
SCALE:	1" = 150'
PROJECT NO.	13559.001
FIGURE NO.	1

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57403		CU57404		CU57405		CU57406		CU57407		CU57408		CU57409		CU57410		CU57411		CU57412		CU57413		CU57414		CU57415		CU57416		CU57417		CU57418	
PO # : 13559.001.3			Collection Date	10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025	
			Client Id	B-8 (0.5-5`)		B-8 (0.5-5`)		B-8 (10-20`)		B-8 (10-20`)		B-2 (0-6`)		B-2 (0-6`)		B-2 (9-21`)		B-2 (9-21`)		B-3 (0-6`)		B-3 (0-6`)		B-3 (9-21`)		B-3 (9-21`)		B-6 (0-6`)		B-6 (0-6`)		B-6 (9-21`)		B-6 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Miscellaneous/Inorganics																																			
Percent Solid	%			73				73				75				75				70				73				75				68			
Conductivity - Soil Matrix	umhos/cm			261	5			65	5			78	5			42	5			45	5			26	5			30	5			51	5		
Corrosivity	Pos/Neg			Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative			
Flash Point	Degree F			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200		
Ignitability	degree F			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140		
pH at 23C - Soil	pH Units			6.38	1.00			7.71	1.00			6.69	1.00			8.03	1.00			8.04	1.00			6.69	1.00			6.38	1.00			7.21	1.00		
Reactivity Cyanide	mg/Kg			< 7	7			< 7	7			< 7	7			< 7	7			< 7	7			< 6	6			< 6	6			< 7	7		
Reactivity Sulfide	mg/Kg			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20		
Reactivity	Pos/Neg			Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative			
Metals, Total																																			
Antimony	mg/Kg	20	20	< 4.7	4.7			< 4.5	4.5			< 4.1	4.1			< 4.5	4.5			< 5.0	5.0			< 4.5	4.5			< 4.4	4.4			< 4.8	4.8		
Arsenic	mg/Kg	20	20	6.3	0.94			2.84	0.90			3.17	0.82			3	0.90			5.7	1.0			4.44	0.90			3.58	0.89			5.05	0.97		
Barium	mg/Kg	1,000	1,000	265	0.47			201	0.45			146	0.41			166	0.45			241	0.50			142	0.45			165	0.44			224	0.48		
Beryllium	mg/Kg	100	100	1.46	0.38			1.1	0.36			0.8	0.33			0.81	0.36			1.09	0.40			0.83	0.36			0.78	0.36			1.09	0.39		
Cadmium	mg/Kg	80	80	0.99	0.47			0.78	0.45			0.67	0.41			0.72	0.45			0.8	0.50			0.61	0.45			0.66	0.44			0.83	0.48		
Chromium	mg/Kg	100	100	67.5	0.47			41.3	0.45			34.7	0.41			35.5	0.45			41.4	0.50			31.1	0.45			31.2	0.44			40.1	0.48		
Lead	mg/Kg	200	200	16	0.47			18.2	0.45			15.7	0.41			12.9	0.45			17.4	0.50			10.5	0.45			12.7	0.44			17	0.48		
Mercury	mg/Kg	20	20	< 0.04	0.04			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.04	0.04			< 0.04	0.04			< 0.04	0.04		
Nickel	mg/Kg	700	700	53.1	0.47			36.2	0.45			31	0.41			30.5	0.45			34.1	0.50			18.7	0.45			23.5	0.44			33	0.48		
Selenium	mg/Kg	400	400	< 1.9	1.9			< 1.8	1.8			< 1.6	1.6			< 1.8	1.8			< 2.0	2.0			< 1.8	1.8			< 1.8	1.8			< 1.9	1.9		
Silver	mg/Kg	100	100	< 0.47	0.47			< 0.45	0.45			< 0.41	0.41			< 0.45	0.45			< 0.50	0.50			< 0.45	0.45			< 0.44	0.44			< 0.48	0.48		
Thallium	mg/Kg	8	8	< 4.2	4.2			< 4.1	4.1			< 3.7	3.7			< 4.1	4.1			< 4.5	4.5			< 4.1	4.1			< 4.0	4.0			< 4.4	4.4		
Vanadium	mg/Kg	500	500	86.3	0.47			65.8	0.45			59.1	0.41			54.6	0.45			69.6	0.50			59.3	0.45			61.6	0.44			70.8	0.48		
Zinc	mg/Kg	1,000	1,000	123	0.9			91.1	0.9			82.1	0.8			79.1	0.9			91.9	1.0			61.3	0.9			70.7	0.9			90.2	1.0		
TPH By SW8015D																																			
Fuel Oil #2 / Diesel Fuel	mg/kg			< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
Fuel Oil #4	mg/kg			< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
Fuel Oil #6	mg/kg			< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
Kerosene	mg/kg			< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
Motor Oil	mg/kg			< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
Total TPH	mg/kg	1,000	1,000	< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
Unidentified	mg/kg			< 68	68			< 67	67			< 66	66			< 65	65			< 69	69			< 68	68			< 65	65			< 73	73		
PCBs By SW8082A																																			
PCB-1016	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1221	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1232	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1242	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1248	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1254	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1260	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1262	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1268	ug/Kg	1,000	1,000	< 90	90			< 90	90			< 89	89			< 87	87			< 92	92			< 90	90										
PCB-1016	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1221	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1232	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1242	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1248	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1254	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1260	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1262	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
PCB-1268	ug/Kg	1,000	1,000																									< 87	87			< 97	97		
Total PCBs	ug/Kg																											< 87	87			< 97	97		

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57403		CU57404		CU57405		CU57406		CU57407		CU57408		CU57409		CU57410		CU57411		CU57412		CU57413		CU57414		CU57415		CU57416		CU57417		CU57418	
PO # : 13559.001.3			Collection Date	10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025	
			Client Id	B-8 (0.5-5`)		B-8 (0.5-5`)		B-8 (10-20`)		B-8 (10-20`)		B-2 (0-6`)		B-2 (0-6`)		B-2 (9-21`)		B-2 (9-21`)		B-3 (0-6`)		B-3 (0-6`)		B-3 (9-21`)		B-3 (9-21`)		B-6 (0-6`)		B-6 (0-6`)		B-6 (9-21`)		B-6 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Volatiles By SW8260D																																	
1,1,1,2-Tetrachloroethane	ug/Kg	100	100			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,1,1-Trichloroethane	ug/Kg	30,000	30,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,1,2,2-Tetrachloroethane	ug/Kg	5	5			< 2.6	2.6			< 2.5	2.5			< 2.8	2.8			< 2.9	2.9			< 2.7	2.7			< 2.8	2.8			< 2.6	2.6		< 2.6	2.6
1,1,2-Trichloroethane	ug/Kg	100	100			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,1-Dichloroethane	ug/Kg	400	400			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,1-Dichloroethene	ug/Kg	3,000	3,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,1-Dichloropropene	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2,3-Trichlorobenzene	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2,3-Trichloropropane	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2,4-Trimethylbenzene	ug/Kg	1,000,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2-Dibromo-3-chloropropane	ug/Kg	10,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2-Dibromoethane	ug/Kg	100	100			< 0.43	0.43			< 0.42	0.42			< 0.46	0.46			< 0.48	0.48			< 0.45	0.45			< 0.46	0.46			< 0.43	0.43		< 0.44	0.44
1,2-Dichlorobenzene	ug/Kg	9,000	9,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2-Dichloroethane	ug/Kg	100	100			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,2-Dichloropropane	ug/Kg	100	100			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,3,5-Trimethylbenzene	ug/Kg	10,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,3-Dichlorobenzene	ug/Kg	3,000	3,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,3-Dichloropropane	ug/Kg	500,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
1,4-Dichlorobenzene	ug/Kg	700	700			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
2,2-Dichloropropane	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
2-Chlorotoluene	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
2-Hexanone	ug/Kg	100,000				< 22	22			< 21	21			< 23	23			< 24	24			< 23	23			< 23	23			< 21	21		< 22	22
2-Isopropyltoluene	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
4-Chlorotoluene	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
4-Methyl-2-pentanone	ug/Kg	400	400			< 22	22			< 21	21			< 23	23			< 24	24			< 23	23			< 23	23			< 21	21		< 22	22
Acetone	ug/Kg	6,000	6,000			< 220	220			< 210	210			< 230	230			< 240	240			< 230	230			< 230	230			< 210	210		< 220	220
Acrylonitrile	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Benzene	ug/Kg	2,000	2,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Bromobenzene	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Bromochloromethane	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Bromodichloromethane	ug/Kg	100	100			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Bromoform	ug/Kg	100	100			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Bromomethane	ug/Kg	500	500			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Carbon Disulfide	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Carbon tetrachloride	ug/Kg	5,000	10,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Chlorobenzene	ug/Kg	1,000	1,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Chloroethane	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Chloroform	ug/Kg	200	400			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Chloromethane	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
cis-1,2-Dichloroethene	ug/Kg	100	300			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
cis-1,3-Dichloropropene	ug/Kg	10				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Dibromochloromethane	ug/Kg	5	5			< 2.6	2.6			< 2.5	2.5			< 2.8	2.8			< 2.9	2.9			< 2.7	2.7			< 2.8	2.8			< 2.6	2.6		< 2.6	2.6
Dibromomethane	ug/Kg	500,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Dichlorodifluoromethane	ug/Kg	1,000,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Ethylbenzene	ug/Kg	40,000	40,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Hexachlorobutadiene	ug/Kg	30,000	30,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Isopropylbenzene	ug/Kg	1,000,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
m&p-Xylene	ug/Kg	100,000	400,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
Methyl Ethyl Ketone	ug/Kg	4,000	4,000			< 26	26			< 25	25			< 28	28			< 29	29			< 27	27			< 28	28			< 26	26		< 26	26
Methyl t-butyl ether (MTBE)	ug/Kg	100	100			< 8.6	8.6			< 8.4	8.4			< 9.2	9.2			< 9.5	9.5			< 9.0	9.0			< 9.2	9.2			< 8.5	8.5		< 8.7	8.7
Methylene chloride	ug/Kg	100	100			< 8.6	8.6			< 8.4	8.4			< 9.2	9.2			< 9.5	9.5			< 9.0	9.0			< 9.2	9.2			< 8.5	8.5		< 8.7	8.7
Naphthalene	ug/Kg	4,000	4,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
n-Butylbenzene	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
n-Propylbenzene	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
o-Xylene	ug/Kg	100,000	400,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4
p-Isopropyltoluene	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3		< 4.4	4.4

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57403		CU57404		CU57405		CU57406		CU57407		CU57408		CU57409		CU57410		CU57411		CU57412		CU57413		CU57414		CU57415		CU57416		CU57417		CU57418	
PO # : 13559.001.3			Collection Date	10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025	
			Client Id	B-8 (0.5-5`)		B-8 (0.5-5`)		B-8 (10-20`)		B-8 (10-20`)		B-2 (0-6`)		B-2 (0-6`)		B-2 (9-21`)		B-2 (9-21`)		B-3 (0-6`)		B-3 (0-6`)		B-3 (9-21`)		B-3 (9-21`)		B-6 (0-6`)		B-6 (0-6`)		B-6 (9-21`)		B-6 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
sec-Butylbenzene	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Styrene	ug/Kg	3,000	3,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
tert-Butylbenzene	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Tetrachloroethene	ug/Kg	1,000	1,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Tetrahydrofuran (THF)	ug/Kg	500,000				< 8.6	8.6			< 8.4	8.4			< 9.2	9.2			< 9.5	9.5			< 9.0	9.0			< 9.2	9.2			< 8.5	8.5			< 8.7	8.7
Toluene	ug/Kg	30,000	30,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Total Xylenes	ug/Kg	100,000	400,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
trans-1,2-Dichloroethene	ug/Kg	1,000	1,000			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
trans-1,3-Dichloropropene	ug/Kg	10				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
trans-1,4-dichloro-2-butene	ug/Kg	10,000				< 8.6	8.6			< 8.4	8.4			< 9.2	9.2			< 9.5	9.5			< 9.0	9.0			< 9.2	9.2			< 8.5	8.5			< 8.7	8.7
Trichloroethene	ug/Kg	300	300			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Trichlorofluoromethane	ug/Kg	1,000,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Trichlorotrifluoroethane	ug/Kg					< 8.6	8.6			< 8.4	8.4			< 9.2	9.2			< 9.5	9.5			< 9.0	9.0			< 9.2	9.2			< 8.5	8.5			< 8.7	8.7
Vinyl chloride	ug/Kg	300	300			< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Semivolatiles By SW8270E																																			
1,1-Biphenyl	ug/Kg	50	50	< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50		
1,2,4,5-Tetrachlorobenzene	ug/Kg	1,000,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
1,2-Dichlorobenzene	ug/Kg	9,000	9,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
1,2-Diphenylhydrazine	ug/Kg	50,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
1,3-Dichlorobenzene	ug/Kg	3,000	3,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
1,4-Dichlorobenzene	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2,2'-Oxybis(1-Chloropropane)	ug/Kg	700		< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2,4,5-Trichlorophenol	ug/Kg	4,000	4,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
2,4,6-Trichlorophenol	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2,4-Dichlorophenol	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2,4-Dimethylphenol	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2,4-Dinitrophenol	ug/Kg	3,000	3,000	< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
2,4-Dinitrotoluene	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2,6-Dinitrotoluene	ug/Kg	100,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
2-Chloronaphthalene	ug/Kg	1,000,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
2-Chlorophenol	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2-Methylnaphthalene	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
2-Methylphenol (o-cresol)	ug/Kg	500,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
2-Nitroaniline	ug/Kg			< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
2-Nitrophenol	ug/Kg	100,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
3&4-Methylphenol (m&p-cres	ug/Kg	500,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
3,3'-Dichlorobenzidine	ug/Kg	3,000	3,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
3-Nitroaniline	ug/Kg			< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
4,6-Dinitro-2-methylphenol	ug/Kg	50,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
4-Bromophenyl phenyl ether	ug/Kg	100,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
4-Chloro-3-methylphenol	ug/Kg	1,000,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
4-Chloroaniline	ug/Kg	1,000	1,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
4-Chlorophenyl phenyl ether	ug/Kg	1,000,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
4-Nitroaniline	ug/Kg	1,000,000		< 1600	1,600			< 1600	1,600			< 1400	1,400			< 1600	1,600			< 1800	1,800			< 1100	1,100			< 890	890			< 1500	1,500		
4-Nitrophenol	ug/Kg	100,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Acenaphthene	ug/Kg	4,000	4,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Acenaphthylene	ug/Kg	2,000	2,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Acetophenone	ug/Kg	1,000,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Aniline	ug/Kg	1,000,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Anthracene	ug/Kg	1,000,000	1,000,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benz(a)anthracene	ug/Kg	20,000	20,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benzidine	ug/Kg	10,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benzo(a)pyrene	ug/Kg	2,000	2,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benzo(b)fluoranthene	ug/Kg	20,000	20,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benzo(ghi)perylene	ug/Kg	1,000,000	1,000,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benzo(k)fluoranthene	ug/Kg	200,000	200,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Benzoic acid	ug/Kg	1,000,000		< 2000	2,000			< 2000	2,000			< 1700	1,700			< 2000	2,000			< 2300	2,300			< 1300	1,300			< 1100	1,100			< 1900	1,900		

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57403		CU57404		CU57405		CU57406		CU57407		CU57408		CU57409		CU57410		CU57411		CU57412		CU57413		CU57414		CU57415		CU57416		CU57417		CU57418	
PO # : 13559.001.3			Collection Date	10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/20/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025		10/21/2025	
			Client Id	B-8 (0.5-5`)		B-8 (0.5-5`)		B-8 (10-20`)		B-8 (10-20`)		B-2 (0-6`)		B-2 (0-6`)		B-2 (9-21`)		B-2 (9-21`)		B-3 (0-6`)		B-3 (0-6`)		B-3 (9-21`)		B-3 (9-21`)		B-6 (0-6`)		B-6 (0-6`)		B-6 (9-21`)		B-6 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Benzyl butyl phthalate	ug/Kg	100,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Bis(2-chloroethoxy)methane	ug/Kg	500,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Bis(2-chloroethyl)ether	ug/Kg	700	700	< 700	700			< 700	700			< 700	700			< 700	700			< 700	700			< 660	660			< 560	560			< 700	700		
Bis(2-ethylhexyl)phthalate	ug/Kg	100,000	100,000	< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Carbazole	ug/Kg			< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Chrysene	ug/Kg	200,000	200,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Dibenz(a,h)anthracene	ug/Kg	2,000	2,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Dibenzofuran	ug/Kg	100,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Diethyl phthalate	ug/Kg	10,000	10,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Dimethylphthalate	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
Di-n-butylphthalate	ug/Kg	50,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Di-n-octylphthalate	ug/Kg	1,000,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Fluoranthene	ug/Kg	1,000,000	1,000,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Fluorene	ug/Kg	1,000,000	1,000,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Hexachlorobenzene	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
Hexachlorobutadiene	ug/Kg	30,000	30,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Hexachlorocyclopentadiene	ug/Kg	50,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Hexachloroethane	ug/Kg	700	700	< 700	700			< 690	690			< 600	600			< 700	700			< 700	700			< 460	460			< 390	390			< 650	650		
Indeno(1,2,3-cd)pyrene	ug/Kg	20,000	20,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Isophorone	ug/Kg	100,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Naphthalene	ug/Kg	4,000	4,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Nitrobenzene	ug/Kg	500,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
N-Nitrosodimethylamine	ug/Kg	50,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
N-Nitrosodi-n-propylamine	ug/Kg	50,000		< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
N-Nitrosodiphenylamine	ug/Kg	100,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Pentachloronitrobenzene	ug/Kg	100,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Pentachlorophenol	ug/Kg	3,000	3,000	< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Phenanthrene	ug/Kg	10,000	10,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Phenol	ug/Kg	900	900	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Pyrene	ug/Kg	1,000,000	1,000,000	< 700	700			< 690	690			< 600	600			< 710	710			< 790	790			< 460	460			< 390	390			< 650	650		
Pyridine	ug/Kg	500,000		< 1000	1,000			< 990	990			< 860	860			< 1000	1,000			< 1100	1,100			< 660	660			< 560	560			< 930	930		
Oxygenates & Dioxane By SW8260D (OXY)																																			
1,4-Dioxane	ug/Kg	200	200			< 86	86			< 84	84			< 92	92			< 95	95			< 90	90			< 92	92			< 85	85			< 87	87
Diethyl ether	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Di-isopropyl ether	ug/Kg	100,000				< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
Ethyl tert-butyl ether	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4
tert-amyl methyl ether	ug/Kg					< 4.3	4.3			< 4.2	4.2			< 4.6	4.6			< 4.8	4.8			< 4.5	4.5			< 4.6	4.6			< 4.3	4.3			< 4.4	4.4

Notes:

RL: Reporting Limit

RCS-1: S-1 Reportable Concentration

S-1/GW-1: Risk Characterization standard for S-1 soil in a GW-1 area

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59522		CU59524		CU59526		CU59528		CU59530		CU59532	
PO # : 13560.001.3			Collection Date	10/21/2025		10/21/2025		10/23/2025		10/23/2025		10/23/2025		10/23/2025	
			Client Id	B-5 (0-6`)		B-5 (9-21`)		B-1 (0-7`)		B-1 (9-21`)		B-9 (0-6`)		B-9 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Miscellaneous/Inorganics															
Percent Solid	%			76		71		82		70		76		71	
Conductivity - Soil Matrix	umhos/cm			35	5	48	5	807	5	260	5	26	5	31	5
Corrosivity	Pos/Neg			Negative		Negative		Negative		Negative		Negative		Negative	
Flash Point	Degree F			>200	200	>200	200	>200	200	>200	200	>200	200	>200	200
Ignitability	degree F			Passed	140	Passed	140	Passed	140	Passed	140	Passed	140	Passed	140
pH at 23C - Soil	pH Units			7.42	1.00	7	1.00	6.71	1.00	7.32	1.00	6.77	1.00	6.86	1.00
Reactivity Cyanide	mg/Kg			< 6	6	< 7	7	< 6	6	< 7	7	< 6	6	< 7	7
Reactivity Sulfide	mg/Kg			< 20	20	< 20	20	< 20	20	< 20	20	< 20	20	< 20	20
Reactivity	Pos/Neg			Negative		Negative		Negative		Negative		Negative		Negative	
Metals, Total															
Antimony	mg/Kg	20	20	< 4.6	4.6	< 4.8	4.8	< 4.1	4.1	< 4.4	4.4	< 4.0	4.0	< 4.5	4.5
Arsenic	mg/Kg	20	20	3.81	0.93	3.79	0.96	3.01	0.81	5.32	0.88	3.55	0.80	3.63	0.90
Barium	mg/Kg	1,000	1,000	122	0.46	238	0.48	109	0.41	251	0.44	138	0.40	200	0.45
Beryllium	mg/Kg	100	100	0.78	0.37	1.04	0.39	0.64	0.33	1.06	0.35	0.69	0.32	0.93	0.36
Cadmium	mg/Kg	80	80	< 0.46	0.46	0.92	0.48	0.49	0.41	0.92	0.44	0.6	0.40	0.84	0.45
Chromium	mg/Kg	100	100	29.9	0.46	44.8	0.48	28.3	0.41	44.1	0.44	30.8	0.40	40.9	0.45
Lead	mg/Kg	200	200	8.68	0.46	16.2	0.48	8.8	0.41	16.8	0.44	9.38	0.40	15	0.45
Mercury	mg/Kg	20	20	< 0.03	0.03	< 0.04	0.04	< 0.03	0.03	< 0.04	0.04	< 0.03	0.03	< 0.04	0.04
Nickel	mg/Kg	700	700	24	0.46	31.3	0.48	16	0.41	34.3	0.44	20	0.40	33.3	0.45
Selenium	mg/Kg	400	400	< 1.9	1.9	< 1.9	1.9	< 1.6	1.6	< 1.8	1.8	< 1.6	1.6	< 1.8	1.8
Silver	mg/Kg	100	100	< 0.46	0.46	< 0.48	0.48	< 0.41	0.41	< 0.44	0.44	< 0.40	0.40	< 0.45	0.45
Thallium	mg/Kg	8	8	< 4.2	4.2	< 4.3	4.3	< 3.7	3.7	< 4.0	4.0	< 3.6	3.6	< 4.1	4.1
Vanadium	mg/Kg	500	500	50.1	0.46	82.7	0.48	48.4	0.41	76	0.44	56	0.40	68	0.45
Zinc	mg/Kg	1,000	1,000	62.8	0.9	97.3	1.0	49.9	0.8	97.8	0.9	64	0.8	90	0.9
TPH By SW8015D															
Fuel Oil #2 / Diesel Fuel	mg/kg			< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
Fuel Oil #4	mg/kg			< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
Fuel Oil #6	mg/kg			< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
Kerosene	mg/kg			< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
Motor Oil	mg/kg			< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
Total TPH	mg/kg	1,000	1,000	< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
Unidentified	mg/kg			< 64	64	< 69	69	< 59	59	< 71	71	< 64	64	< 110	110
PCBs By SW8082A															
PCB-1016	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1221	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1232	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1242	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1248	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1254	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1260	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1262	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92
PCB-1268	ug/Kg	1,000	1,000	< 86	86	< 93	93	< 79	79	< 94	94	< 87	87	< 92	92

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59522		CU59524		CU59526		CU59528		CU59530		CU59532	
PO # : 13560.001.3			Collection Date	10/21/2025		10/21/2025		10/23/2025		10/23/2025		10/23/2025		10/23/2025	
			Client Id	B-5 (0-6`)		B-5 (9-21`)		B-1 (0-7`)		B-1 (9-21`)		B-9 (0-6`)		B-9 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Volatiles By SW8260D															
1,1,1,2-Tetrachloroethane	ug/Kg	100	100	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,1,1-Trichloroethane	ug/Kg	30,000	30,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,1,2,2-Tetrachloroethane	ug/Kg	5	5	< 2.6	2.6	< 3.5	3.5	< 3.6	3.6	< 2.7	2.7	< 3.3	3.3	< 3.9	3.9
1,1,2-Trichloroethane	ug/Kg	100	100	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,1-Dichloroethane	ug/Kg	400	400	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,1-Dichloroethene	ug/Kg	3,000	3,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,1-Dichloropropene	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2,3-Trichlorobenzene	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2,3-Trichloropropane	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2,4-Trimethylbenzene	ug/Kg	1,000,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2-Dibromo-3-chloropropane	ug/Kg	10,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2-Dibromoethane	ug/Kg	100	100	< 0.44	0.44	< 0.58	0.58	< 0.60	0.60	< 0.46	0.46	< 0.55	0.55	< 0.66	0.66
1,2-Dichlorobenzene	ug/Kg	9,000	9,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2-Dichloroethane	ug/Kg	100	100	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,2-Dichloropropane	ug/Kg	100	100	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,3,5-Trimethylbenzene	ug/Kg	10,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,3-Dichlorobenzene	ug/Kg	3,000	3,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,3-Dichloropropane	ug/Kg	500,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
1,4-Dichlorobenzene	ug/Kg	700	700	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
2,2-Dichloropropane	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
2-Chlorotoluene	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
2-Hexanone	ug/Kg	100,000		< 22	22	< 29	29	< 30	30	< 23	23	< 28	28	< 33	33
2-Isopropyltoluene	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
4-Chlorotoluene	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
4-Methyl-2-pentanone	ug/Kg	400	400	< 22	22	< 29	29	< 30	30	< 23	23	< 28	28	< 33	33
Acetone	ug/Kg	6,000	6,000	< 220	220	< 290	290	< 300	300	< 230	230	< 280	280	< 330	330
Acrylonitrile	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Benzene	ug/Kg	2,000	2,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Bromobenzene	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Bromochloromethane	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Bromodichloromethane	ug/Kg	100	100	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Bromoform	ug/Kg	100	100	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Bromomethane	ug/Kg	500	500	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Carbon Disulfide	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Carbon tetrachloride	ug/Kg	5,000	10,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Chlorobenzene	ug/Kg	1,000	1,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Chloroethane	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Chloroform	ug/Kg	200	400	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Chloromethane	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
cis-1,2-Dichloroethene	ug/Kg	100	300	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
cis-1,3-Dichloropropene	ug/Kg	10		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Dibromochloromethane	ug/Kg	5	5	< 2.6	2.6	< 3.5	3.5	< 3.6	3.6	< 2.7	2.7	< 3.3	3.3	< 3.9	3.9
Dibromomethane	ug/Kg	500,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Dichlorodifluoromethane	ug/Kg	1,000,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Ethylbenzene	ug/Kg	40,000	40,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Hexachlorobutadiene	ug/Kg	30,000	30,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Isopropylbenzene	ug/Kg	1,000,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
m&p-Xylene	ug/Kg	100,000	400,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Methyl Ethyl Ketone	ug/Kg	4,000	4,000	< 26	26	< 35	35	< 36	36	< 27	27	< 33	33	< 39	39
Methyl t-butyl ether (MTBE)	ug/Kg	100	100	< 8.8	8.8	< 12	12	< 12	12	< 9.1	9.1	< 11	11	< 13	13
Methylene chloride	ug/Kg	100	100	< 8.8	8.8	< 12	12	< 12	12	< 9.1	9.1	< 11	11	< 13	13
Naphthalene	ug/Kg	4,000	4,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
n-Butylbenzene	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
n-Propylbenzene	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
o-Xylene	ug/Kg	100,000	400,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
p-Isopropyltoluene	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
sec-Butylbenzene	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Styrene	ug/Kg	3,000	3,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
tert-Butylbenzene	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Tetrachloroethene	ug/Kg	1,000	1,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Tetrahydrofuran (THF)	ug/Kg	500,000		< 8.8	8.8	< 12	12	< 12	12	< 9.1	9.1	< 11	11	< 13	13
Toluene	ug/Kg	30,000	30,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Total Xylenes	ug/Kg	100,000	400,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
trans-1,2-Dichloroethene	ug/Kg	1,000	1,000	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
trans-1,3-Dichloropropene	ug/Kg	10		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
trans-1,4-dichloro-2-butene	ug/Kg	10,000		< 8.8	8.8	< 12	12	< 12	12	< 9.1	9.1	< 11	11	< 13	13
Trichloroethene	ug/Kg	300	300	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Trichlorofluoromethane	ug/Kg	1,000,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Trichlorotrifluoroethane	ug/Kg			< 8.8	8.8	< 12	12	< 12	12	< 9.1	9.1	< 11	11	< 13	13
Vinyl chloride	ug/Kg	300	300	< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59522		CU59524		CU59526		CU59528		CU59530		CU59532	
PO # : 13560.001.3			Collection Date	10/21/2025		10/21/2025		10/23/2025		10/23/2025		10/23/2025		10/23/2025	
			Client Id	B-5 (0-6`)		B-5 (9-21`)		B-1 (0-7`)		B-1 (9-21`)		B-9 (0-6`)		B-9 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Semivolatiles By SW8270E															
1,1-Biphenyl	ug/Kg	50	50	< 50	50	< 50	50	< 50	50	< 50	50	< 50	50	< 50	50
1,2,4,5-Tetrachlorobenzene	ug/Kg	1,000,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
1,2-Dichlorobenzene	ug/Kg	9,000	9,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
1,2-Diphenylhydrazine	ug/Kg	50,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
1,3-Dichlorobenzene	ug/Kg	3,000	3,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
1,4-Dichlorobenzene	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,2'-Oxybis(1-Chloropropane)	ug/Kg	700		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,4,5-Trichlorophenol	ug/Kg	4,000	4,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,4,6-Trichlorophenol	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,4-Dichlorophenol	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,4-Dimethylphenol	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,4-Dinitrophenol	ug/Kg	3,000	3,000	< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
2,4-Dinitrotoluene	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2,6-Dinitrotoluene	ug/Kg	100,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2-Chloronaphthalene	ug/Kg	1,000,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2-Chlorophenol	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2-Methylnaphthalene	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2-Methylphenol (o-cresol)	ug/Kg	500,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
2-Nitroaniline	ug/Kg			< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
2-Nitrophenol	ug/Kg	100,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
3&4-Methylphenol (m&p-cresol)	ug/Kg	500,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
3,3'-Dichlorobenzidine	ug/Kg	3,000	3,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
3-Nitroaniline	ug/Kg			< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
4,6-Dinitro-2-methylphenol	ug/Kg	50,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
4-Bromophenyl phenyl ether	ug/Kg	100,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
4-Chloro-3-methylphenol	ug/Kg	1,000,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
4-Chloroaniline	ug/Kg	1,000	1,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
4-Chlorophenyl phenyl ether	ug/Kg	1,000,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
4-Nitroaniline	ug/Kg	1,000,000		< 680	680	< 730	730	< 630	630	< 740	740	< 690	690	< 1400	1,400
4-Nitrophenol	ug/Kg	100,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Acenaphthene	ug/Kg	4,000	4,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Acenaphthylene	ug/Kg	2,000	2,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Acetophenone	ug/Kg	1,000,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Aniline	ug/Kg	1,000,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Anthracene	ug/Kg	1,000,000	1,000,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Benzidine	ug/Kg	10,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
benzo(a)anthracene	ug/Kg	20,000	20,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Benzo(a)pyrene	ug/Kg	2,000	2,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Benzo(b)fluoranthene	ug/Kg	20,000	20,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Benzo(ghi)perylene	ug/Kg	1,000,000	1,000,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Benzo(k)fluoranthene	ug/Kg	200,000	200,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Benzoic acid	ug/Kg	1,000,000		< 860	860	< 910	910	< 790	790	< 930	930	< 860	860	< 1800	1,800
Benzyl butyl phthalate	ug/Kg	100,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Bis(2-chloroethoxy)methane	ug/Kg	500,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Bis(2-chloroethyl)ether	ug/Kg	700	700	< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 700	700
Bis(2-ethylhexyl)phthalate	ug/Kg	100,000	100,000	< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Carbazole	ug/Kg			< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Chrysene	ug/Kg	200,000	200,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Dibenz(a,h)anthracene	ug/Kg	2,000	2,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Dibenzofuran	ug/Kg	100,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Diethyl phthalate	ug/Kg	10,000	10,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Dimethylphthalate	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Di-n-butylphthalate	ug/Kg	50,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Di-n-octylphthalate	ug/Kg	1,000,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Fluoranthene	ug/Kg	1,000,000	1,000,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Fluorene	ug/Kg	1,000,000	1,000,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Hexachlorobenzene	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Hexachlorobutadiene	ug/Kg	30,000	30,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Hexachlorocyclopentadiene	ug/Kg	50,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Hexachloroethane	ug/Kg	700	700	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Indeno(1,2,3-cd)pyrene	ug/Kg	20,000	20,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Isophorone	ug/Kg	100,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Naphthalene	ug/Kg	4,000	4,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Nitrobenzene	ug/Kg	500,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
N-Nitrosodimethylamine	ug/Kg	50,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
N-Nitrosodi-n-propylamine	ug/Kg	50,000		< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
N-Nitrosodiphenylamine	ug/Kg	100,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Pentachloronitrobenzene	ug/Kg	100,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Pentachlorophenol	ug/Kg	3,000	3,000	< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880
Phenanthrene	ug/Kg	10,000	10,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Phenol	ug/Kg	900	900	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Pyrene	ug/Kg	1,000,000	1,000,000	< 300	300	< 320	320	< 280	280	< 320	320	< 300	300	< 620	620
Pyridine	ug/Kg	500,000		< 430	430	< 460	460	< 390	390	< 460	460	< 430	430	< 880	880

Table 1A
Laboratory Analysis Results
101 Mosier Street, South Hadley, MA

101 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59522		CU59524		CU59526		CU59528		CU59530		CU59532	
PO # : 13560.001.3			Collection Date	10/21/2025		10/21/2025		10/23/2025		10/23/2025		10/23/2025		10/23/2025	
			Client Id	B-5 (0-6`)		B-5 (9-21`)		B-1 (0-7`)		B-1 (9-21`)		B-9 (0-6`)		B-9 (9-21`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Oxygenates & Dioxane By SW8260D															
1,4-Dioxane	ug/Kg	200	200	< 88	88	< 120	120	< 120	120	< 91	91	< 110	110	< 130	130
Diethyl ether	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Di-isopropyl ether	ug/Kg	100,000		< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
Ethyl tert-butyl ether	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5
tert-amyl methyl ether	ug/Kg			< 4.4	4.4	< 5.8	5.8	< 6.0	6.0	< 4.6	4.6	< 5.5	5.5	< 6.5	6.5

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-01
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	2
DRILLING CO:	Soil X	DATE STARTED:	10/23/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/23/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2.5': 2" pavement, 8" medium sand and gravel, 8" medium sand with dense, gray clay	0-2.5'	18"	0.0
				2.5-4.5': Gray-tan fine sand and silt, some clay	2.5-4.5'	20"	0.0
5.0							
				5-7': Light brown fine sand, some wet light brown clay	5-7'	18"	0.0
10.0							
				9-11': Wet, gray clay	9-11'	24"	0.0
15.0							
				14-16': Same as above	14-16'	24"	0.0
20.0							
				19-21': Same as above	19-21'	24"	0.0
25.0					24-26'	24"	0.0
				24-26': Same as above			
30.0							
				29-31': Same as above	29-31'	24"	0.0
35.0							
				34-36': Same as above	34-36'	24"	0.0
				39-41': Same as above	39-41'	24"	0.0
40.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-01
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 2 OF	2
DRILLING CO:	Soil X	DATE STARTED:	10/23/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/23/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
45.0				44-46': Reddish brown, fine sand and silt, some gravel	44-46'	12"	0.0
50.0				49-51': Same as above	49-51'	10"	0.0
55.0							
60.0							
65.0							
70.0							
75.0							
80.0							
85.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS: 24" split soon sampling. Initial drilling done with hollow stem augers. Crew switched to washing out cuttings to eliminate excess cuttings and mess.

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-02
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	2
DRILLING CO:	Soil X	DATE STARTED:	10/20/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/20/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Brown, fine to medium sand, some gravel	0-2'	6-8"	0.0
				2-4': Gray silty sand, some clay	2-4'	20"	0.0
5.0				4-6': Reddish brown, fine sand and silt, some clay	4-6'	18"	0.0
10.0			9-10' ▽	9-11': Wet, gray clay	9-11'	24"	0.0
15.0							
20.0				19-21': Same as above	19-21'	24"	0.0
25.0				24-26': Same as above	24-26'	24"	0.0
30.0				29-31': Same as above	29-31'	24"	0.0
35.0				34-36': Same as above	34-36'	24"	0.0
40.0				39-41': Reddish brown, dense, fine sand	39-41'	14"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
▽ Denotes approximate groundwater elevation

GENERAL REMARKS: Washing out of drill cuttings continues on this boring.

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-02
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 2 OF	2
DRILLING CO:	Soil X	DATE STARTED:	10/20/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/20/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
45.0				44-46': Same as above	44-46'	16"	0.0
50.0							
55.0							
60.0							
65.0							
70.0							
75.0							
80.0							
85.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS: Washing out of drill cuttings continues on this boring.

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-03
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/21/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/21/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Loam, tan, fine sand and silt, some clay	0-2'	18"	0.0
				2-4': Gray silty sand, some clay	2-4'	24"	0.0
5.0				4-6': Same as above	4-6'	18"	0.0
10.0			9-10' ▽	9-11': Wet, gray clay	9-11'	24"	0.0
15.0				14-16': Same as above	14-16'	20"	0.0
20.0				19-21': Same as above	19-21'	22"	0.0
25.0				24-26': Same as above	24-26'	24"	0.0
30.0				29-31': Same as above	29-31'	24"	0.0
35.0				34-35': Same as above			
				35-36': Reddish brown, dense, fine sand and silt	34-36'	22"	0.0
40.0				39-40': Reddish brown, fine sand and silt, some gravel	39-40'	10"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
▽ Denotes approximate groundwater elevation

GENERAL REMARKS: (20')-2" diameter PVC monitoring well installed. 10'-screen, 10'-riser (Typical monitoring well construction)

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS | GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-05
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/21/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/21/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	SAMPLE DATA: LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Loam, brownish gray silty sand, some clay	0-2'	20"	0.1
				2-4': Brownish gray, silty sand, some clay	2-4'	24"	0.0
5.0							
				4-6': Same as above	4-6'	20"	0.0
10.0			9-10' ▽				
				9-11': Wet, gray clay	9-11'	24"	0.0
15.0							
				14-16': Same as above	14-16'	22"	0.0
20.0							
				19-21': Same as above	19-21'	24"	0.0
25.0							
				24-26': Same as above	24-26'	24"	0.0
30.0					29-31'	12"	0.0
				29-31': Reddish brown, dense silty sand			
35.0							
				34-36': Same as above, some gravel	34-36'	14"	0.0
40.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
▽ Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-06
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/21/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/21/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Loam, gray silty sand, some clay	0-2'	20"	0.0
				2-4': Gray silty sand, some clay	2-4'	24"	0.0
5.0				4-6': Same as above	4-6'	20"	0.0
10.0			9-10' ▽	9-11': Wet, gray clay	9-11'	24"	0.0
15.0				14-16': Same as above	14-16'	24"	0.0
20.0				19-21': Reddish brown, dense, fine sand, some gravel	19-21'	20"	0.0
25.0				24-25': Same as above	24-25'	8"	0.0
30.0							
35.0							
40.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
▽ Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-08
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	2
DRILLING CO:	Soil X	DATE STARTED:	10/20/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/20/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0							
				0-2.5': Pavement, light brown to medium sand	0.5-2.5'	4"	0.0
				2.5-4.5': Dense gray silty sand	2.5-4.5'	8"	0.2
5.0							
				5-7': Dense gray silt with some clay	5-7'	20"	0.0
			9.0' ▽				
10.0							
				10-12': Soft gray clay	10-12'	24"	0.0
15.0							
				15-17': Same as above	15-17'	24"	0.0
20.0							
				20-22': Same as above	20-22'	24"	0.0
25.0							
				25-27': Same as above	25-27'	24"	0.0
30.0							
				30-32': Same as above	30-32'	24"	0.0
35.0							
				35-37': Same as above	35-37'	24"	0.0
40.0							
				40-42': ~~Soft gray clay, some dense, reddish, brown fine sand~~	40-42'	18"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
▽ Denotes approximate groundwater elevation

GENERAL REMARKS: 24" split soon sampling. Initial drilling done with hollow stem augers. Crew switched to washing out cuttings to eliminate excess cuttings and mess.

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-08
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 2 OF	2
DRILLING CO:	Soil X	DATE STARTED:	10/20/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/20/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

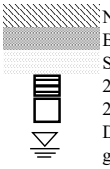
GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
45.0				45-47': Reddish brown, dense, fine sand	45-47'	12"	0.0
50.0							
55.0							
60.0							
65.0							
70.0							
75.0							
80.0							
85.0							



Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS: 24" split soon sampling. Initial drilling done with hollow stem augers. Crew switched to washing out cuttings to eliminate excess cuttings and mess.

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13559	BORING NO.	B-09
LOCATION:	101 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/23/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/23/2025
DRILLED BY:	Edwin Fajareo	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Loam, light tan, fine sand and silt	0-2'	22"	0.1
				2-4': Tan, fine sand and silt	2-4'	20"	0.0
5.0				4-6': Same as above, some wet clay	4-6'	20"	0.0
10.0				9-11': Wet, gray clay	9-11'	24"	0.0
15.0				14-16': Same as above	14-16'	24"	0.0
20.0					19-21'	24"	0.0
				19-21': Same as above			
25.0					24-26'	24"	0.0
				24-26': Same as above			
30.0					29-31'	24"	0.0
				29-31': Same as above			
35.0							
				34-36': Reddish brown, fine sand and silt, some dense gravel	34-36'	12"	0.0
40.0				39-41': Same as above	39-41'	16"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

PHOENIX
Environmental Laboratories, Inc.

Wednesday, November 26, 2025

Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
SDG ID: GCU59522
Sample ID#s: CU59522, CU59524, CU59526, CU59528, CU59530, CU59532

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

November 26, 2025

SDG I.D.: GCU59522

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA

Client Id	Lab Id	Matrix	Col Date
B-5 (0-6`)	CU59522	SOIL	10/21/25 14:45
B-5 (9-21`)	CU59524	SOIL	10/21/25 15:15
B-1 (0-7`)	CU59526	SOIL	10/23/25 12:40
B-1 (9-21`)	CU59528	SOIL	10/23/25 13:02
B-9 (0-6`)	CU59530	SOIL	10/23/25 9:28
B-9 (9-21`)	CU59532	SOIL	10/23/25 9:56

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	14:45
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59522
Phoenix ID: CU59522

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.46	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Arsenic	3.81	0.93	mg/Kg	1	10/30/25	TH	SW6010D
Barium	122	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Beryllium	0.78	0.37	mg/Kg	1	10/30/25	TH	SW6010D
Cadmium	< 0.46	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Chromium	29.9	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	24.0	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Lead	8.68	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Antimony	< 4.6	4.6	mg/Kg	1	10/30/25	TH	SW6010D
Selenium	< 1.9	1.9	mg/Kg	1	10/30/25	TH	SW6010D
Thallium	< 4.2	4.2	mg/Kg	1	10/30/25	TH	SW6010D
Vanadium	50.1	0.46	mg/Kg	1	10/30/25	TH	SW6010D
Zinc	62.8	0.9	mg/Kg	1	10/30/25	TH	SW6010D
Percent Solid	76		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	35	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	7.42	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (0-6`)

Phoenix I.D.: CU59522

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1221	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1232	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1242	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1248	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1254	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1260	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1262	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1268	ND	86	ug/Kg	2	11/01/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	55		%	2	11/01/25	KCA	30 - 150 %
% DCBP (Confirmation)	62		%	2	11/01/25	KCA	30 - 150 %
% TCMX	54		%	2	11/01/25	KCA	30 - 150 %
% TCMX (Confirmation)	55		%	2	11/01/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	84		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	79		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.44	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (0-6`)

Phoenix I.D.: CU59522

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	22	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	22	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	220	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	2.6	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	26	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	8.8	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	8.8	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	8.8	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	8.8	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	8.8	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	98		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	93		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	97		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	101		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	88	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	4.4	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Dichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
1,3-Dichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,4-Dichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dichlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dimethylphenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrophenol	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrotoluene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,6-Dinitrotoluene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Chloronaphthalene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Chlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylnaphthalene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitroaniline	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitrophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
3-Nitroaniline	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloroaniline	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitroaniline	ND	680	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitrophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthylene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (0-6`)

Phoenix I.D.: CU59522

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference	
Acetophenone	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Aniline	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Anthracene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzidine	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
benzo(a)anthracene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(a)pyrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(b)fluoranthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(ghi)perylene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(k)fluoranthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzoic acid	ND	860	ug/Kg	1	11/01/25	MR	SW8270E	
Benzyl butyl phthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethoxy)methane	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethyl)ether	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-ethylhexyl)phthalate	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Carbazole	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Chrysene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenz(a,h)anthracene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenzofuran	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Diethyl phthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Dimethylphthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-butylphthalate	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-octylphthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Fluoranthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Fluorene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobutadiene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorocyclopentadiene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachloroethane	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Indeno(1,2,3-cd)pyrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Isophorone	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Naphthalene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Nitrobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodimethylamine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodi-n-propylamine	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodiphenylamine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachloronitrobenzene	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachlorophenol	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Phenanthrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Phenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Pyrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Pyridine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
QA/QC Surrogates								
% 2,4,6-Tribromophenol	<10		%	1	11/01/25	MR	30 - 130 %	3
% 2-Fluorobiphenyl	77		%	1	11/01/25	MR	30 - 130 %	
% 2-Fluorophenol	51		%	1	11/01/25	MR	30 - 130 %	
% Nitrobenzene-d5	76		%	1	11/01/25	MR	30 - 130 %	
% Phenol-d5	69		%	1	11/01/25	MR	30 - 130 %	
% Terphenyl-d14	85		%	1	11/01/25	MR	30 - 130 %	

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

3 = This parameter exceeds laboratory specified limits.
Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

Semi-Volatile Comment:
Poor surrogate recovery was observed for one acid and/or one base surrogate. The other surrogates associated with this sample were within QA/QC criteria. No significant bias suspected.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	15:15
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59522
Phoenix ID: CU59524

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.48	0.48	mg/Kg	1	10/29/25	TH	SW6010D
Arsenic	3.79	0.96	mg/Kg	1	10/29/25	TH	SW6010D
Barium	238	0.48	mg/Kg	1	10/29/25	CPP	SW6010D
Beryllium	1.04	0.39	mg/Kg	1	10/29/25	TH	SW6010D
Cadmium	0.92	0.48	mg/Kg	1	10/29/25	TH	SW6010D
Chromium	44.8	0.48	mg/Kg	1	10/29/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	31.3	0.48	mg/Kg	1	10/29/25	TH	SW6010D
Lead	16.2	0.48	mg/Kg	1	10/29/25	TH	SW6010D
Antimony	< 4.8	4.8	mg/Kg	1	10/29/25	TH	SW6010D
Selenium	< 1.9	1.9	mg/Kg	1	10/29/25	TH	SW6010D
Thallium	< 4.3	4.3	mg/Kg	1	10/29/25	TH	SW6010D
Vanadium	82.7	0.48	mg/Kg	1	10/29/25	TH	SW6010D
Zinc	97.3	1.0	mg/Kg	1	10/29/25	TH	SW6010D
Percent Solid	71		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	48	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	7.00	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (9-21`)

Phoenix I.D.: CU59524

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1221	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1232	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1242	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1248	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1254	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1260	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1262	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1268	ND	93	ug/Kg	2	10/31/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	66		%	2	10/31/25	KCA	30 - 150 %
% DCBP (Confirmation)	65		%	2	10/31/25	KCA	30 - 150 %
% TCMX	71		%	2	10/31/25	KCA	30 - 150 %
% TCMX (Confirmation)	56		%	2	10/31/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	69	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	75		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	74		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.58	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (9-21`)

Phoenix I.D.: CU59524

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	29	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	29	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	290	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	35	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (9-21`)

Phoenix I.D.: CU59524

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	99		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	97		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	102		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	120	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	5.8	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Dichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
1,3-Dichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,4-Dichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dichlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dimethylphenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrophenol	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrotoluene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,6-Dinitrotoluene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Chloronaphthalene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Chlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylnaphthalene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitroaniline	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitrophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
3-Nitroaniline	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloroaniline	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitroaniline	ND	730	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitrophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthylene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-5 (9-21`)

Phoenix I.D.: CU59524

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference	
Acetophenone	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Aniline	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Anthracene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzidine	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
benzo(a)anthracene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(a)pyrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(b)fluoranthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(ghi)perylene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(k)fluoranthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzoic acid	ND	910	ug/Kg	1	11/01/25	MR	SW8270E	
Benzyl butyl phthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethoxy)methane	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethyl)ether	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-ethylhexyl)phthalate	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Carbazole	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Chrysene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenz(a,h)anthracene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenzofuran	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Diethyl phthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Dimethylphthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-butylphthalate	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-octylphthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Fluoranthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Fluorene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobutadiene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorocyclopentadiene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachloroethane	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Indeno(1,2,3-cd)pyrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Isophorone	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Naphthalene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Nitrobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodimethylamine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodi-n-propylamine	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodiphenylamine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachloronitrobenzene	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachlorophenol	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Phenanthrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Phenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Pyrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Pyridine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
QA/QC Surrogates								
% 2,4,6-Tribromophenol	<10		%	1	11/01/25	MR	30 - 130 %	3
% 2-Fluorobiphenyl	68		%	1	11/01/25	MR	30 - 130 %	
% 2-Fluorophenol	43		%	1	11/01/25	MR	30 - 130 %	
% Nitrobenzene-d5	70		%	1	11/01/25	MR	30 - 130 %	
% Phenol-d5	58		%	1	11/01/25	MR	30 - 130 %	
% Terphenyl-d14	76		%	1	11/01/25	MR	30 - 130 %	

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

3 = This parameter exceeds laboratory specified limits.
Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

Semi-Volatile Comment:
Poor surrogate recovery was observed for one acid and/or one base surrogate. The other surrogates associated with this sample were within QA/QC criteria. No significant bias suspected.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/23/25	12:40
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59522
Phoenix ID: CU59526

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (0-7`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.41	0.41	mg/Kg	1	10/29/25	TH	SW6010D
Arsenic	3.01	0.81	mg/Kg	1	10/29/25	TH	SW6010D
Barium	109	0.41	mg/Kg	1	10/29/25	CPP	SW6010D
Beryllium	0.64	0.33	mg/Kg	1	10/29/25	TH	SW6010D
Cadmium	0.49	0.41	mg/Kg	1	10/29/25	TH	SW6010D
Chromium	28.3	0.41	mg/Kg	1	10/29/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	16.0	0.41	mg/Kg	1	10/29/25	TH	SW6010D
Lead	8.80	0.41	mg/Kg	1	10/29/25	TH	SW6010D
Antimony	< 4.1	4.1	mg/Kg	1	10/29/25	TH	SW6010D
Selenium	< 1.6	1.6	mg/Kg	1	10/29/25	TH	SW6010D
Thallium	< 3.7	3.7	mg/Kg	1	10/29/25	TH	SW6010D
Vanadium	48.4	0.41	mg/Kg	1	10/29/25	TH	SW6010D
Zinc	49.9	0.8	mg/Kg	1	10/29/25	TH	SW6010D
Percent Solid	82		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	807	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	6.71	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (0-7`)

Phoenix I.D.: CU59526

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1221	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1232	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1242	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1248	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1254	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1260	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1262	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1268	ND	79	ug/Kg	2	10/31/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	62		%	2	10/31/25	KCA	30 - 150 %
% DCBP (Confirmation)	63		%	2	10/31/25	KCA	30 - 150 %
% TCMX	67		%	2	10/31/25	KCA	30 - 150 %
% TCMX (Confirmation)	53		%	2	10/31/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	59	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	114		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	81		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.60	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (0-7`)

Phoenix I.D.: CU59526

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	30	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	30	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	300	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.6	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	36	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (0-7`)

Phoenix I.D.: CU59526

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	12	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	99		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	97		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	101		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	120	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	6.0	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Dichlorobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
1,3-Dichlorobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
1,4-Dichlorobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dichlorophenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dimethylphenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrophenol	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrotoluene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2,6-Dinitrotoluene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2-Chloronaphthalene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2-Chlorophenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylnaphthalene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitroaniline	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitrophenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
3-Nitroaniline	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloroaniline	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitroaniline	ND	630	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitrophenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthylene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (0-7`)

Phoenix I.D.: CU59526

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acetophenone	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Aniline	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Anthracene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Benzidine	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
benzo(a)anthracene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Benzo(a)pyrene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Benzo(b)fluoranthene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Benzo(ghi)perylene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Benzo(k)fluoranthene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Benzoic acid	ND	790	ug/Kg	1	11/01/25	MR	SW8270E
Benzyl butyl phthalate	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Bis(2-chloroethyl)ether	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Carbazole	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Chrysene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Dibenz(a,h)anthracene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Dibenzofuran	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Diethyl phthalate	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Dimethylphthalate	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Di-n-butylphthalate	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Di-n-octylphthalate	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Fluoranthene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Fluorene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Hexachlorobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Hexachlorobutadiene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Hexachlorocyclopentadiene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Hexachloroethane	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Isophorone	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Naphthalene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Nitrobenzene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
N-Nitrosodimethylamine	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
N-Nitrosodiphenylamine	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Pentachloronitrobenzene	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Pentachlorophenol	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
Phenanthrene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Phenol	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Pyrene	ND	280	ug/Kg	1	11/01/25	MR	SW8270E
Pyridine	ND	390	ug/Kg	1	11/01/25	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	125		%	1	11/01/25	MR	30 - 130 %
% 2-Fluorobiphenyl	82		%	1	11/01/25	MR	30 - 130 %
% 2-Fluorophenol	73		%	1	11/01/25	MR	30 - 130 %
% Nitrobenzene-d5	79		%	1	11/01/25	MR	30 - 130 %
% Phenol-d5	62		%	1	11/01/25	MR	30 - 130 %
% Terphenyl-d14	97		%	1	11/01/25	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/23/25	13:02
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59522
Phoenix ID: CU59528

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.44	0.44	mg/Kg	1	10/29/25	TH	SW6010D
Arsenic	5.32	0.88	mg/Kg	1	10/29/25	TH	SW6010D
Barium	251	0.44	mg/Kg	1	10/29/25	CPP	SW6010D
Beryllium	1.06	0.35	mg/Kg	1	10/29/25	TH	SW6010D
Cadmium	0.92	0.44	mg/Kg	1	10/29/25	TH	SW6010D
Chromium	44.1	0.44	mg/Kg	1	10/29/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	34.3	0.44	mg/Kg	1	10/29/25	TH	SW6010D
Lead	16.8	0.44	mg/Kg	1	10/29/25	TH	SW6010D
Antimony	< 4.4	4.4	mg/Kg	1	10/29/25	TH	SW6010D
Selenium	< 1.8	1.8	mg/Kg	1	10/29/25	TH	SW6010D
Thallium	< 4.0	4.0	mg/Kg	1	10/29/25	TH	SW6010D
Vanadium	76.0	0.44	mg/Kg	1	10/29/25	TH	SW6010D
Zinc	97.8	0.9	mg/Kg	1	10/29/25	TH	SW6010D
Percent Solid	70		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	260	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	7.32	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (9-21`)

Phoenix I.D.: CU59528

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1221	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1232	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1242	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1248	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1254	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1260	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1262	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1268	ND	94	ug/Kg	2	10/31/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	72		%	2	10/31/25	KCA	30 - 150 %
% DCBP (Confirmation)	72		%	2	10/31/25	KCA	30 - 150 %
% TCMX	78		%	2	10/31/25	KCA	30 - 150 %
% TCMX (Confirmation)	63		%	2	10/31/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	71	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	109		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	77		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.7	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.46	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (9-21`)

Phoenix I.D.: CU59528

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	23	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	23	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	230	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	2.7	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	27	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.1	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	9.1	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.1	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.1	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (9-21`)

Phoenix I.D.: CU59528

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.1	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	101		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	102		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	99		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	102		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	91	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	4.6	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Dichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
1,3-Dichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
1,4-Dichlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dichlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dimethylphenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrophenol	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrotoluene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2,6-Dinitrotoluene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Chloronaphthalene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Chlorophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylnaphthalene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitroaniline	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitrophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
3-Nitroaniline	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	460	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloroaniline	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitroaniline	ND	740	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitrophenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthylene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-1 (9-21`)

Phoenix I.D.: CU59528

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference	
Acetophenone	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Aniline	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Anthracene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzidine	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
benzo(a)anthracene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(a)pyrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(b)fluoranthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(ghi)perylene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(k)fluoranthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Benzoic acid	ND	930	ug/Kg	1	11/01/25	MR	SW8270E	
Benzyl butyl phthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethoxy)methane	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethyl)ether	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-ethylhexyl)phthalate	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Carbazole	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Chrysene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenz(a,h)anthracene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenzofuran	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Diethyl phthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Dimethylphthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-butylphthalate	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-octylphthalate	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Fluoranthene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Fluorene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobutadiene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorocyclopentadiene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachloroethane	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Indeno(1,2,3-cd)pyrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Isophorone	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Naphthalene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Nitrobenzene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodimethylamine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodi-n-propylamine	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodiphenylamine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachloronitrobenzene	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachlorophenol	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
Phenanthrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Phenol	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Pyrene	ND	320	ug/Kg	1	11/01/25	MR	SW8270E	
Pyridine	ND	460	ug/Kg	1	11/01/25	MR	SW8270E	
QA/QC Surrogates								
% 2,4,6-Tribromophenol	<10		%	1	11/01/25	MR	30 - 130 %	3
% 2-Fluorobiphenyl	72		%	1	11/01/25	MR	30 - 130 %	
% 2-Fluorophenol	46		%	1	11/01/25	MR	30 - 130 %	
% Nitrobenzene-d5	75		%	1	11/01/25	MR	30 - 130 %	
% Phenol-d5	63		%	1	11/01/25	MR	30 - 130 %	
% Terphenyl-d14	82		%	1	11/01/25	MR	30 - 130 %	

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

3 = This parameter exceeds laboratory specified limits.
Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

Semi-Volatile Comment:
Poor surrogate recovery was observed for one acid and/or one base surrogate. The other surrogates associated with this sample were within QA/QC criteria. No significant bias suspected.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/23/25	9:28
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59522
Phoenix ID: CU59530

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.40	0.40	mg/Kg	1	10/29/25	TH	SW6010D
Arsenic	3.55	0.80	mg/Kg	1	10/29/25	TH	SW6010D
Barium	138	0.40	mg/Kg	1	10/29/25	CPP	SW6010D
Beryllium	0.69	0.32	mg/Kg	1	10/29/25	TH	SW6010D
Cadmium	0.60	0.40	mg/Kg	1	10/29/25	TH	SW6010D
Chromium	30.8	0.40	mg/Kg	1	10/29/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	20.0	0.40	mg/Kg	1	10/29/25	TH	SW6010D
Lead	9.38	0.40	mg/Kg	1	10/29/25	TH	SW6010D
Antimony	< 4.0	4.0	mg/Kg	1	10/29/25	TH	SW6010D
Selenium	< 1.6	1.6	mg/Kg	1	10/29/25	TH	SW6010D
Thallium	< 3.6	3.6	mg/Kg	1	10/29/25	TH	SW6010D
Vanadium	56.0	0.40	mg/Kg	1	10/29/25	TH	SW6010D
Zinc	64.0	0.8	mg/Kg	1	10/29/25	TH	SW6010D
Percent Solid	76		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	26	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	6.77	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	10/31/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (0-6`)

Phoenix I.D.: CU59530

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1221	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1232	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1242	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1248	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1254	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1260	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1262	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1268	ND	87	ug/Kg	2	10/31/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	66		%	2	10/31/25	KCA	30 - 150 %
% DCBP (Confirmation)	69		%	2	10/31/25	KCA	30 - 150 %
% TCMX	69		%	2	10/31/25	KCA	30 - 150 %
% TCMX (Confirmation)	59		%	2	10/31/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	64	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	101		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	89		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.55	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (0-6`)

Phoenix I.D.: CU59530

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	28	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	28	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	280	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.3	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	33	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (0-6`)

Phoenix I.D.: CU59530

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	99		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	100		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	98		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	102		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	110	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Dichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
1,3-Dichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
1,4-Dichlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dichlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dimethylphenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrophenol	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrotoluene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2,6-Dinitrotoluene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Chloronaphthalene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Chlorophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylnaphthalene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitroaniline	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitrophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
3-Nitroaniline	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	430	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloroaniline	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitroaniline	ND	690	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitrophenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthylene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (0-6`)

Phoenix I.D.: CU59530

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference	
Acetophenone	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Aniline	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Anthracene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzidine	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
benzo(a)anthracene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(a)pyrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(b)fluoranthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(ghi)perylene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(k)fluoranthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Benzoic acid	ND	860	ug/Kg	1	11/01/25	MR	SW8270E	
Benzyl butyl phthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethoxy)methane	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethyl)ether	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-ethylhexyl)phthalate	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Carbazole	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Chrysene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenz(a,h)anthracene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenzofuran	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Diethyl phthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Dimethylphthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-butylphthalate	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-octylphthalate	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Fluoranthene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Fluorene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobutadiene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorocyclopentadiene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachloroethane	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Indeno(1,2,3-cd)pyrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Isophorone	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Naphthalene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Nitrobenzene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodimethylamine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodi-n-propylamine	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodiphenylamine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachloronitrobenzene	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachlorophenol	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
Phenanthrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Phenol	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Pyrene	ND	300	ug/Kg	1	11/01/25	MR	SW8270E	
Pyridine	ND	430	ug/Kg	1	11/01/25	MR	SW8270E	
QA/QC Surrogates								
% 2,4,6-Tribromophenol	<10		%	1	11/01/25	MR	30 - 130 %	3
% 2-Fluorobiphenyl	71		%	1	11/01/25	MR	30 - 130 %	
% 2-Fluorophenol	45		%	1	11/01/25	MR	30 - 130 %	
% Nitrobenzene-d5	70		%	1	11/01/25	MR	30 - 130 %	
% Phenol-d5	59		%	1	11/01/25	MR	30 - 130 %	
% Terphenyl-d14	78		%	1	11/01/25	MR	30 - 130 %	

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

3 = This parameter exceeds laboratory specified limits.
Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

Semi-Volatile Comment:
Poor surrogate recovery was observed for one acid and/or one base surrogate. The other surrogates associated with this sample were within QA/QC criteria. No significant bias suspected.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/23/25	9:56
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59522
Phoenix ID: CU59532

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.45	0.45	mg/Kg	1	10/29/25	TH	SW6010D
Arsenic	3.63	0.90	mg/Kg	1	10/29/25	TH	SW6010D
Barium	200	0.45	mg/Kg	1	10/29/25	CPP	SW6010D
Beryllium	0.93	0.36	mg/Kg	1	10/29/25	TH	SW6010D
Cadmium	0.84	0.45	mg/Kg	1	10/29/25	TH	SW6010D
Chromium	40.9	0.45	mg/Kg	1	10/29/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	33.3	0.45	mg/Kg	1	10/29/25	TH	SW6010D
Lead	15.0	0.45	mg/Kg	1	10/29/25	TH	SW6010D
Antimony	< 4.5	4.5	mg/Kg	1	10/29/25	TH	SW6010D
Selenium	< 1.8	1.8	mg/Kg	1	10/29/25	TH	SW6010D
Thallium	< 4.1	4.1	mg/Kg	1	10/29/25	TH	SW6010D
Vanadium	68.0	0.45	mg/Kg	1	10/29/25	TH	SW6010D
Zinc	90.0	0.9	mg/Kg	1	10/29/25	TH	SW6010D
Percent Solid	71		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	31	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	6.86	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/31/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				11/01/25	P/A/A	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (9-21`)

Phoenix I.D.: CU59532

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1221	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1232	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1242	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1248	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1254	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1260	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1262	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
PCB-1268	ND	92	ug/Kg	2	11/03/25	AW	SW8082A
QA/QC Surrogates							
% DCBP	76		%	2	11/03/25	AW	30 - 150 %
% DCBP (Confirmation)	90		%	2	11/03/25	AW	30 - 150 %
% TCMX	69		%	2	11/03/25	AW	30 - 150 %
% TCMX (Confirmation)	71		%	2	11/03/25	AW	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	110	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	136		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	84		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.9	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.66	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (9-21`)

Phoenix I.D.: CU59532

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	33	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	33	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	330	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.9	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	39	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	13	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	13	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	13	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	13	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	13	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	100		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	96		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	101		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	130	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	6.5	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Dichlorobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
1,3-Dichlorobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
1,4-Dichlorobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dichlorophenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dimethylphenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrophenol	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
2,4-Dinitrotoluene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2,6-Dinitrotoluene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2-Chloronaphthalene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2-Chlorophenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylnaphthalene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitroaniline	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
2-Nitrophenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
3-Nitroaniline	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	880	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
4-Chloroaniline	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitroaniline	ND	1400	ug/Kg	1	11/01/25	MR	SW8270E
4-Nitrophenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E
Acenaphthylene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E

Project ID: 101 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-9 (9-21`)

Phoenix I.D.: CU59532

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference	
Acetophenone	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Aniline	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Anthracene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Benzidine	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
benzo(a)anthracene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(a)pyrene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(b)fluoranthene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(ghi)perylene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Benzo(k)fluoranthene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Benzoic acid	ND	1800	ug/Kg	1	11/01/25	MR	SW8270E	
Benzyl butyl phthalate	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethoxy)methane	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	11/01/25	MR	SW8270E	
Bis(2-ethylhexyl)phthalate	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Carbazole	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Chrysene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenz(a,h)anthracene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Dibenzofuran	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Diethyl phthalate	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Dimethylphthalate	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-butylphthalate	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Di-n-octylphthalate	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Fluoranthene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Fluorene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorobutadiene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachlorocyclopentadiene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Hexachloroethane	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Indeno(1,2,3-cd)pyrene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Isophorone	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Naphthalene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Nitrobenzene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodimethylamine	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodi-n-propylamine	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
N-Nitrosodiphenylamine	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachloronitrobenzene	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Pentachlorophenol	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
Phenanthrene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Phenol	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Pyrene	ND	620	ug/Kg	1	11/01/25	MR	SW8270E	
Pyridine	ND	880	ug/Kg	1	11/01/25	MR	SW8270E	
QA/QC Surrogates								
% 2,4,6-Tribromophenol	<10		%	1	11/01/25	MR	30 - 130 %	3
% 2-Fluorobiphenyl	69		%	1	11/01/25	MR	30 - 130 %	
% 2-Fluorophenol	44		%	1	11/01/25	MR	30 - 130 %	
% Nitrobenzene-d5	72		%	1	11/01/25	MR	30 - 130 %	
% Phenol-d5	62		%	1	11/01/25	MR	30 - 130 %	
% Terphenyl-d14	84		%	1	11/01/25	MR	30 - 130 %	

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

3 = This parameter exceeds laboratory specified limits.
Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

Semi-Volatile Comment:
Poor surrogate recovery was observed for one acid and/or one base surrogate. The other surrogates associated with this sample were within QA/QC criteria. No significant bias suspected.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

November 26, 2025

QA/QC Data

SDG I.D.: GCU59522

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 810767 (mg/kg), QC Sample No: CU58058 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)														
Mercury - Soil	BRL	0.02	<0.03	<0.03	NC	114	117	2.6	109	108	0.9	75 - 125	30	
Comment:														
Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.														
QA/QC Batch 810680 (mg/kg), QC Sample No: CU59400 (CU59522)														
ICP Metals - Soil														
Antimony	BRL	3.3	<3.6	<4.0	NC	85.7	92.8	8.0	71.4			75 - 125	30	m
Arsenic	BRL	0.67	4.17	3.66	NC	88.2	96.0	8.5	81.5			75 - 125	30	
Barium	BRL	0.33	166	108	42.3	81.2	97.9	18.6	88.7			75 - 125	30	r
Beryllium	BRL	0.27	0.57	0.54	NC	88.2	101	13.5	88.2			75 - 125	30	
Cadmium	BRL	0.33	0.74	0.68	NC	81.1	89.8	10.2	82.6			75 - 125	30	
Chromium	BRL	0.33	18.6	15.7	16.9	86.4	98.5	13.1	91.1			75 - 125	30	
Lead	BRL	0.33	116	83.7	32.3	84.1	90.3	7.1	87.8			75 - 125	30	r
Nickel	BRL	0.33	21.1	18.0	15.9	85.3	96.4	12.2	82.9			75 - 125	30	
Selenium	BRL	1.3	<1.4	<1.6	NC	79.0	85.9	8.4	71.6			75 - 125	30	m
Silver	BRL	0.33	<0.36	<0.40	NC	91.8	100	8.6	88.7			75 - 125	30	
Thallium	BRL	3.0	<3.2	<3.6	NC	85.3	90.1	5.5	83.3			75 - 125	30	
Vanadium	BRL	0.33	72.0	90.9	23.2	86.1	96.9	11.8	89.8			75 - 125	30	
Zinc	BRL	0.67	133	109	19.8	82.9	91.7	10.1	81.2			75 - 125	30	
Comment:														
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.														
QA/QC Batch 810930 (mg/kg), QC Sample No: CU59805 (CU59524, CU59526, CU59528, CU59530, CU59532)														
ICP Metals - Soil														
Antimony	BRL	3.3	<3.4	<3.2	NC	104	94.0	10.1	93.4			75 - 125	30	
Arsenic	BRL	0.67	2.13	3.61	NC	106	99.2	6.6	97.3			75 - 125	30	
Barium	BRL	0.33	41.1	17.0	83.0	124	118	5.0	90.4			75 - 125	30	r
Beryllium	BRL	0.27	0.28	0.22	NC	111	99.6	10.8	103			75 - 125	30	
Cadmium	BRL	0.33	0.49	<0.32	NC	113	97.8	14.4	104			75 - 125	30	
Chromium	BRL	0.33	16.7	13.5	21.2	107	97.6	9.2	101			75 - 125	30	
Lead	BRL	0.33	20.5	15.6	27.1	100	95.6	4.5	102			75 - 125	30	
Nickel	BRL	0.33	27.1	7.21	116	107	97.6	9.2	88.5			75 - 125	30	r
Selenium	BRL	1.3	<1.4	<1.3	NC	95.8	87.7	8.8	85.4			75 - 125	30	
Silver	BRL	0.33	<0.34	<0.32	NC	109	103	5.7	102			75 - 125	30	
Thallium	BRL	3.0	<1.4	<2.9	NC	113	97.5	14.7	101			75 - 125	30	
Vanadium	BRL	0.33	22.5	17.1	27.3	106	97.4	8.5	105			75 - 125	30	
Zinc	BRL	0.67	42.1	48.6	14.3	106	97.9	7.9	112			75 - 125	30	
Comment:														
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.														

QA/QC Data

SDG I.D.: GCU59522

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits

m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

Environmental Laboratories, Inc.
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QA/QC Report

November 26, 2025

QA/QC Data

SDG I.D.: GCU59522

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 811563 (mg/Kg), QC Sample No: CU59136 (CU59530, CU59532)													
Reactivity Cyanide	BRL	5	<5	<5.3	NC	97.2						80 - 120	30
Reactivity Sulfide	BRL	20	<20	<20	NC	92.0						80 - 120	30
Comment:													
Additional: MS acceptance range is 75-125%.													
QA/QC Batch 811359 (mg/Kg), QC Sample No: CU59505 (CU59522, CU59524, CU59526, CU59528)													
Reactivity Cyanide	BRL	5	<6	<5.6	NC	98.6						80 - 120	30
Reactivity Sulfide	BRL	20	<20	<20	NC	92.0						80 - 120	30
Comment:													
Additional: MS acceptance range is 75-125%.													
QA/QC Batch 811438 (Degree F), QC Sample No: CU59292 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)													
Flash Point			>200	>200	NC	103						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 810982 (umhos/cm), QC Sample No: CU59399 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)													
Conductivity - Soil Matrix	BRL	5	152	154	1.30	111						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 810682 (PH), QC Sample No: CU59501 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)													
pH			6.82	6.83	0.10	101						85 - 115	20
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													

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QA/QC Report

November 26, 2025

QA/QC Data

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Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 811576 (mg/Kg), QC Sample No: CU59530 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)										
TPH by GC (Extractable Products) - Soil										
Total TPH	ND	50	64	70	9.0	67	74	9.9	50 - 150	30
% Terphenyl-d14	119	%	59	75	23.9	55	69	22.6	50 - 150	30
% Tricosane(C23)	87	%	76	85	11.2	76	83	8.8	50 - 150	30
Comment:										
The ETPH/DRO LCS has been normalized based on the alkane calibration.										
QA/QC Batch 811763 (ug/Kg), QC Sample No: CU53848 (CU59532)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	33	90	81	10.5	83	82	1.2	40 - 140	30
PCB-1221	ND	33							40 - 140	30
PCB-1232	ND	33							40 - 140	30
PCB-1242	ND	33							40 - 140	30
PCB-1248	ND	33							40 - 140	30
PCB-1254	ND	33							40 - 140	30
PCB-1260	ND	33	90	86	4.5	88	85	3.5	40 - 140	30
PCB-1262	ND	33							40 - 140	30
PCB-1268	ND	33							40 - 140	30
% DCBP (Surrogate Rec)	84	%	82	80	2.5	89	87	2.3	30 - 150	30
% DCBP (Surrogate Rec) (Confirm	64	%	76	71	6.8	80	79	1.3	30 - 150	30
% TCMX (Surrogate Rec)	87	%	86	78	9.8	88	88	0.0	30 - 150	30
% TCMX (Surrogate Rec) (Confirm	56	%	69	62	10.7	70	72	2.8	30 - 150	30
QA/QC Batch 811464 (ug/Kg), QC Sample No: CU62251 (CU59522, CU59524, CU59526, CU59528, CU59530)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	33	78	78	0.0	68	66	3.0	40 - 140	30
PCB-1221	ND	33							40 - 140	30
PCB-1232	ND	33							40 - 140	30
PCB-1242	ND	33							40 - 140	30
PCB-1248	ND	33							40 - 140	30
PCB-1254	ND	33							40 - 140	30
PCB-1260	ND	33	75	84	11.3	73	70	4.2	40 - 140	30
PCB-1262	ND	33							40 - 140	30
PCB-1268	ND	33							40 - 140	30
% DCBP (Surrogate Rec)	66	%	78	96	20.7	85	78	8.6	30 - 150	30
% DCBP (Surrogate Rec) (Confirm	61	%	77	90	15.6	73	66	10.1	30 - 150	30
% TCMX (Surrogate Rec)	70	%	82	88	7.1	83	81	2.4	30 - 150	30
% TCMX (Surrogate Rec) (Confirm	53	%	70	83	17.0	79	77	2.6	30 - 150	30
QA/QC Batch 811701 (ug/kg), QC Sample No: CU53497 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)										
Semivolatiles - Soil										
1,1-Biphenyl	ND	230	68	66	3.0	63	63	0.0	40 - 140	30
1,2,4,5-Tetrachlorobenzene	ND	230	69	68	1.5	66	65	1.5	40 - 140	30

QA/QC Data

SDG I.D.: GCU59522

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
1,2,4-Trichlorobenzene	ND	230	73	70	4.2	68	66	3.0	40 - 140	30	
1,2-Dichlorobenzene	ND	180	62	61	1.6	56	56	0.0	40 - 140	30	
1,2-Diphenylhydrazine	ND	230	72	72	0.0	67	68	1.5	40 - 140	30	
1,3-Dichlorobenzene	ND	230	62	60	3.3	54	53	1.9	40 - 140	30	
1,4-Dichlorobenzene	ND	230	60	59	1.7	53	52	1.9	40 - 140	30	
2,2'-Oxybis(1-Chloropropane)	ND	230	50	52	3.9	50	51	2.0	40 - 140	30	
2,4,5-Trichlorophenol	ND	230	77	75	2.6	68	75	9.8	30 - 130	30	
2,4,6-Trichlorophenol	ND	130	79	78	1.3	74	71	4.1	30 - 130	30	
2,4-Dichlorophenol	ND	130	72	75	4.1	77	81	5.1	30 - 130	30	
2,4-Dimethylphenol	ND	230	73	78	6.6	79	83	4.9	30 - 130	30	
2,4-Dinitrophenol	ND	230	58	78	29.4	30	<10	NC	30 - 130	30	m
2,4-Dinitrotoluene	ND	130	78	80	2.5	72	73	1.4	40 - 140	30	
2,6-Dinitrotoluene	ND	130	78	79	1.3	76	78	2.6	40 - 140	30	
2-Chloronaphthalene	ND	230	75	72	4.1	67	67	0.0	40 - 140	30	
2-Chlorophenol	ND	230	64	73	13.1	68	67	1.5	30 - 130	30	
2-Methylnaphthalene	ND	230	73	75	2.7	75	77	2.6	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230	65	74	12.9	68	73	7.1	30 - 130	30	
2-Nitroaniline	ND	330	116	153	27.5	144	156	8.0	40 - 140	30	l,m
2-Nitrophenol	ND	230	80	85	6.1	>200	>200	NC	30 - 130	30	m
3&4-Methylphenol (m&p-cresol)	ND	230	67	77	13.9	73	77	5.3	30 - 130	30	
3,3'-Dichlorobenzidine	ND	130	71	93	26.8	79	85	7.3	40 - 140	30	
3-Nitroaniline	ND	330	66	87	27.5	85	87	2.3	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230	81	83	2.4	51	<10	NC	30 - 130	30	m
4-Bromophenyl phenyl ether	ND	230	76	76	0.0	71	72	1.4	40 - 140	30	
4-Chloro-3-methylphenol	ND	230	77	83	7.5	80	85	6.1	30 - 130	30	
4-Chloroaniline	ND	230	56	78	32.8	73	74	1.4	40 - 140	30	r
4-Chlorophenyl phenyl ether	ND	230	75	75	0.0	72	73	1.4	40 - 140	30	
4-Nitroaniline	ND	230	79	80	1.3	82	83	1.2	40 - 140	30	
4-Nitrophenol	ND	230	91	71	24.7	87	91	4.5	30 - 130	30	
Acenaphthene	ND	230	70	69	1.4	67	68	1.5	40 - 140	30	
Acenaphthylene	ND	130	59	58	1.7	56	57	1.8	40 - 140	30	
Acetophenone	ND	230	63	70	10.5	66	66	0.0	40 - 140	30	
Aniline	ND	330	47	65	32.1	57	56	1.8	40 - 140	30	r
Anthracene	ND	230	72	72	0.0	69	73	5.6	40 - 140	30	
Benzidine	ND	330	<10	76	NC	50	50	0.0	40 - 140	30	l
benzo(a)anthracene	ND	230	73	73	0.0	90	108	18.2	40 - 140	30	
Benzo(a)pyrene	ND	130	72	70	2.8	85	97	13.2	40 - 140	30	
Benzo(b)fluoranthene	ND	160	74	74	0.0	96	118	20.6	40 - 140	30	
Benzo(ghi)perylene	ND	230	76	71	6.8	73	76	4.0	40 - 140	30	
Benzo(k)fluoranthene	ND	230	76	73	4.0	69	81	16.0	40 - 140	30	
Benzoic Acid	ND	670	71	62	13.5	<10	<10	NC	30 - 130	30	m
Benzyl butyl phthalate	ND	230	79	78	1.3	69	70	1.4	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230	67	69	2.9	69	69	0.0	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130	59	64	8.1	61	60	1.7	40 - 140	30	
Bis(2-ethylhexyl)phthalate	ND	230	78	76	2.6	68	70	2.9	40 - 140	30	
Carbazole	ND	230	71	72	1.4	68	74	8.5	40 - 140	30	
Chrysene	ND	230	73	72	1.4	82	96	15.7	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	76	72	5.4	60	60	0.0	40 - 140	30	
Dibenzofuran	ND	230	73	72	1.4	68	70	2.9	40 - 140	30	
Diethyl phthalate	ND	230	80	81	1.2	77	79	2.6	40 - 140	30	
Dimethylphthalate	ND	230	75	76	1.3	71	72	1.4	40 - 140	30	
Di-n-butylphthalate	ND	670	79	78	1.3	74	76	2.7	40 - 140	30	
Di-n-octylphthalate	ND	230	80	77	3.8	72	74	2.7	40 - 140	30	

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
Fluoranthene	ND	230	74	73	1.4	111	129	15.0	40 - 140	30	
Fluorene	ND	230	71	72	1.4	70	72	2.8	40 - 140	30	
Hexachlorobenzene	ND	130	79	76	3.9	79	73	7.9	40 - 140	30	
Hexachlorobutadiene	ND	230	78	72	8.0	69	68	1.5	40 - 140	30	
Hexachlorocyclopentadiene	ND	230	81	42	63.4	17	<10	NC	40 - 140	30	m,r
Hexachloroethane	ND	130	68	65	4.5	58	59	1.7	40 - 140	30	
Indeno(1,2,3-cd)pyrene	ND	230	78	73	6.6	76	80	5.1	40 - 140	30	
Isophorone	ND	130	62	64	3.2	65	66	1.5	40 - 140	30	
Naphthalene	ND	230	65	64	1.6	63	64	1.6	40 - 140	30	
Nitrobenzene	ND	130	66	72	8.7	65	67	3.0	40 - 140	30	
N-Nitrosodimethylamine	ND	230	59	65	9.7	59	56	5.2	40 - 140	30	
N-Nitrosodi-n-propylamine	ND	130	61	68	10.9	64	65	1.6	40 - 140	30	
N-Nitrosodiphenylamine	ND	130	66	73	10.1	71	72	1.4	40 - 140	30	
Pentachloronitrobenzene	ND	230	86	84	2.4	79	71	10.7	40 - 140	30	
Pentachlorophenol	ND	230	82	85	3.6	61	37	49.0	30 - 130	30	r
Phenanthrene	ND	130	73	71	2.8	83	103	21.5	40 - 140	30	
Phenol	ND	230	60	74	20.9	70	72	2.8	30 - 130	30	
Pyrene	ND	230	73	73	0.0	113	148	26.8	40 - 140	30	m
Pyridine	ND	230	49	53	7.8	45	44	2.2	40 - 140	30	
% 2,4,6-Tribromophenol	98	%	91	89	2.2	79	87	9.6	30 - 130	30	
% 2-Fluorobiphenyl	72	%	75	73	2.7	66	67	1.5	30 - 130	30	
% 2-Fluorophenol	71	%	63	73	14.7	65	63	3.1	30 - 130	30	
% Nitrobenzene-d5	74	%	68	75	9.8	69	69	0.0	30 - 130	30	
% Phenol-d5	73	%	63	75	17.4	69	72	4.3	30 - 130	30	
% Terphenyl-d14	83	%	77	75	2.6	71	74	4.1	30 - 130	30	

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 811380 (ug/kg), QC Sample No: CU59522 (CU59522, CU59524, CU59526, CU59528, CU59530, CU59532)

Volatiles - Soil (Low Level)

1,1,1,2-Tetrachloroethane	ND	5.0	101	102	1.0				70 - 130	20	
1,1,1-Trichloroethane	ND	5.0	101	101	0.0				70 - 130	20	
1,1,2,2-Tetrachloroethane	ND	3.0	110	108	1.8				70 - 130	20	
1,1,2-Trichloroethane	ND	5.0	112	112	0.0				70 - 130	20	
1,1-Dichloroethane	ND	5.0	100	100	0.0				70 - 130	20	
1,1-Dichloroethene	ND	5.0	101	101	0.0				70 - 130	20	
1,1-Dichloropropene	ND	5.0	95	96	1.0				70 - 130	20	
1,2,3-Trichlorobenzene	ND	5.0	107	108	0.9				70 - 130	20	
1,2,3-Trichloropropane	ND	5.0	113	115	1.8				70 - 130	20	
1,2,4-Trichlorobenzene	ND	5.0	108	109	0.9				70 - 130	20	
1,2,4-Trimethylbenzene	ND	1.0	99	100	1.0				70 - 130	20	
1,2-Dibromo-3-chloropropane	ND	5.0	124	124	0.0				70 - 130	20	
1,2-Dibromoethane	ND	5.0	110	111	0.9				70 - 130	20	
1,2-Dichlorobenzene	ND	5.0	100	101	1.0				70 - 130	20	
1,2-Dichloroethane	ND	5.0	107	107	0.0				70 - 130	20	
1,2-Dichloropropane	ND	5.0	100	99	1.0				70 - 130	20	
1,3,5-Trimethylbenzene	ND	1.0	98	100	2.0				70 - 130	20	
1,3-Dichlorobenzene	ND	5.0	100	101	1.0				70 - 130	20	
1,3-Dichloropropane	ND	5.0	106	107	0.9				70 - 130	20	
1,4-Dichlorobenzene	ND	5.0	100	102	2.0				70 - 130	20	
1,4-dioxane	ND	100	85	82	3.6				40 - 160	20	
2,2-Dichloropropane	ND	5.0	97	98	1.0				70 - 130	20	

QA/QC Data

SDG I.D.: GCU59522

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
2-Chlorotoluene	ND	5.0	97	100	3.0				70 - 130	20
2-Hexanone	ND	25	120	117	2.5				40 - 160	20
2-Isopropyltoluene	ND	5.0	98	99	1.0				70 - 130	20
4-Chlorotoluene	ND	5.0	97	99	2.0				70 - 130	20
4-Methyl-2-pentanone	ND	25	122	121	0.8				40 - 160	20
Acetone	ND	10	121	114	6.0				40 - 160	20
Acrylonitrile	ND	5.0	121	120	0.8				70 - 130	20
Benzene	ND	1.0	98	98	0.0				70 - 130	20
Bromobenzene	ND	5.0	100	101	1.0				70 - 130	20
Bromochloromethane	ND	5.0	104	104	0.0				70 - 130	20
Bromodichloromethane	ND	5.0	104	103	1.0				70 - 130	20
Bromoform	ND	5.0	113	112	0.9				70 - 130	20
Bromomethane	ND	5.0	95	95	0.0				40 - 160	20
Carbon Disulfide	ND	5.0	99	99	0.0				70 - 130	20
Carbon tetrachloride	ND	5.0	97	100	3.0				70 - 130	20
Chlorobenzene	ND	5.0	97	98	1.0				70 - 130	20
Chloroethane	ND	5.0	93	93	0.0				70 - 130	20
Chloroform	ND	5.0	100	101	1.0				70 - 130	20
Chloromethane	ND	5.0	94	93	1.1				40 - 160	20
cis-1,2-Dichloroethene	ND	5.0	103	104	1.0				70 - 130	20
cis-1,3-Dichloropropene	ND	5.0	108	106	1.9				70 - 130	20
Dibromochloromethane	ND	3.0	103	103	0.0				70 - 130	20
Dibromomethane	ND	5.0	108	107	0.9				70 - 130	20
Dichlorodifluoromethane	ND	5.0	94	90	4.3				40 - 160	20
Diethyl ether	ND	5.0	109	107	1.9				70 - 130	20
Di-isopropyl ether	ND	5.0	105	103	1.9				70 - 130	20
Ethyl tert-butyl ether	ND	5.0	106	105	0.9				70 - 130	20
Ethylbenzene	ND	1.0	98	99	1.0				70 - 130	20
Hexachlorobutadiene	ND	5.0	102	103	1.0				70 - 130	20
Isopropylbenzene	ND	1.0	97	98	1.0				70 - 130	20
m&p-Xylene	ND	2.0	99	102	3.0				70 - 130	20
Methyl ethyl ketone	ND	5.0	117	115	1.7				40 - 160	20
Methyl t-butyl ether (MTBE)	ND	1.0	112	109	2.7				70 - 130	20
Methylene chloride	ND	5.0	95	96	1.0				70 - 130	20
Naphthalene	ND	5.0	117	117	0.0				70 - 130	20
n-Butylbenzene	ND	1.0	104	105	1.0				70 - 130	20
n-Propylbenzene	ND	1.0	98	99	1.0				70 - 130	20
o-Xylene	ND	2.0	98	99	1.0				70 - 130	20
p-Isopropyltoluene	ND	1.0	99	101	2.0				70 - 130	20
sec-Butylbenzene	ND	1.0	98	98	0.0				70 - 130	20
Styrene	ND	5.0	103	104	1.0				70 - 130	20
tert-amyl methyl ether	ND	5.0	108	107	0.9				70 - 130	20
tert-Butylbenzene	ND	1.0	96	98	2.1				70 - 130	20
Tetrachloroethene	ND	5.0	99	100	1.0				70 - 130	20
Tetrahydrofuran (THF)	ND	5.0	115	112	2.6				70 - 130	20
Toluene	ND	1.0	99	100	1.0				70 - 130	20
trans-1,2-Dichloroethene	ND	5.0	100	99	1.0				70 - 130	20
trans-1,3-Dichloropropene	ND	5.0	115	114	0.9				70 - 130	20
trans-1,4-dichloro-2-butene	ND	5.0	117	117	0.0				70 - 130	20
Trichloroethene	ND	5.0	101	103	2.0				70 - 130	20
Trichlorofluoromethane	ND	5.0	101	102	1.0				70 - 130	20
Trichlorotrifluoroethane	ND	5.0	113	113	0.0				70 - 130	20
Vinyl chloride	ND	5.0	97	98	1.0				70 - 130	20

QA/QC Data

SDG I.D.: GCU59522

Parameter	Blank	Blk RL		LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
% 1,2-dichlorobenzene-d4	101	%		102	103	1.0				70 - 130	20
% Bromofluorobenzene	101	%		101	101	0.0				70 - 130	20
% Dibromofluoromethane	100	%		102	102	0.0				70 - 130	20
% Toluene-d8	102	%		103	102	1.0				70 - 130	20

Comment:

The MS/MSD are not reported for this batch.

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
November 26, 2025

Wednesday, November 26, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU59522 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU59532	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU59532	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg
CU59532	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	880		670	ug/Kg

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: 101 MOSIER STREET, SOUGH HADLEY **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CU59522, CU59524, CU59526, CU59528, CU59530, CU59532

Matrices: ☐ Groundwater/Surface Water ☐ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☑	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☐	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☑	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☐	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☑	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☐ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☐ Yes ☑ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved?	☐ Yes ☑ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Wednesday, November 26, 2025

Printed Name: Ethan Lee

Position: Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59522

Cyanide Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

LACHAT 10/30/25-1 Nicholas Pappas, Greg Danielewski, Chemist 10/30/25

CU59522 , CU59524 , CU59526 , CU59528

The samples were distilled in accordance with the method.
The initial calibration met criteria.
The calibration check standards (ICV,CCV) met criteria.
The initial and continuing calibration blanks (ICB,CCB) met criteria.

The method blank, laboratory control sample (LCS), and matrix spike (MS) were distilled with the samples.

LACHAT 10/31/25-1 Ian Gray, Greg Danielewski, Chemist 10/31/25

CU59530 , CU59532

The samples were distilled in accordance with the method.
The initial calibration met criteria.
The calibration check standards (ICV,CCV) met criteria.
The initial and continuing calibration blanks (ICB,CCB) met criteria.

The method blank, laboratory control sample (LCS), and matrix spike (MS) were distilled with the samples.

QC (Batch Specific):

Batch 811359 (CU59505)

CU59522, CU59524, CU59526, CU59528

All LCS recoveries were within 80 - 120 with the following exceptions: None.
Additional: MS acceptance range is 75-125%.

Batch 811563 (CU59136)

CU59530, CU59532

All LCS recoveries were within 80 - 120 with the following exceptions: None.
Additional: MS acceptance range is 75-125%.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ETPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-FID21 11/01/25-1 Jeff Bucko, Chemist 11/01/25

CU59522 (1X), CU59524 (1X), CU59526 (1X), CU59528 (1X), CU59530 (1X), CU59532 (1X)

The initial calibration (ET_0929I) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (N01A004_1) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:None.

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NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59522

ETPH Narration

Instrument:

QC (Batch Specific):

Batch 811576 (CU59530)

CU59522, CU59524, CU59526, CU59528, CU59530, CU59532

All LCS recoveries were within 50 - 150 with the following exceptions: None.
All LCSD recoveries were within 50 - 150 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
The ETPH/DRO LCS has been normalized based on the alkane calibration.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? Yes.

Instrument:

ARCOS-3 10/29/25 13:39 Cindy Pearce, Tina Hall, Chemist 10/29/25

CU59524, CU59526, CU59528, CU59530, CU59532

TThe initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

ARCOS-4 10/29/25 11:30 Tina Hall, Chemist 10/29/25

CU59522

The initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 810680 (CU59400)

CU59522

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

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Certification Report

November 26, 2025

SDG I.D.: GCU59522

ICP Metals Narration

QC (Batch Specific):

Batch 810930_(CU59805)

CU59524, CU59526, CU59528, CU59530, CU59532

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

PCB Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-ECD3 10/31/25-1 Saadia Chudary, Chemist 10/31/25

CU59522 (2X)

The initial calibration (PC1020AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1020BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD3 11/03/25-1 Keith Aloisa, Chemist 11/03/25

CU59532 (2X)

The initial calibration (PC1020AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1020BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD5 10/31/25-1 Saadia Chudary, Chemist 10/31/25

CU59524 (2X), CU59526 (2X), CU59528 (2X), CU59530 (2X)

The initial calibration (PC1009AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1009BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

QC (Batch Specific):

Batch 811464_(CU62251)

CU59522, CU59524, CU59526, CU59528, CU59530

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

Batch 811763_(CU53848)

CU59532

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for

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NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59522

PCB Narration

obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

SVOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

CHEM22 10/31/25-1 Matt Richard, Chemist 10/31/25

CU59526 (1X)

Initial Calibration Evaluation (CHEM22/22_SVFULL_1023):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: None.

Continuing Calibration Verification (CHEM22/1031_06-22_SVFULL_1023) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
92% of target compounds met criteria.
The following compounds did not meet % deviation criteria: % 2,4,6-Tribromophenol 33%H (20%), 2-Nitrophenol 26%H (20%), 4-Chloroaniline 23%H (20%), Hexachlorobenzene 21%H (20%), N-Nitrosodimethylamine 29%L (20%), Pentachloronitrobenzene 24%H (20%), Pyridine 31%L (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: None.

CHEM36 10/31/25-2 Matt Richard, Chemist 10/31/25

CU59522 (1X), CU59524 (1X), CU59528 (1X), CU59530 (1X), CU59532 (1X)

Initial Calibration Evaluation (CHEM36/36_SVFULL_1023):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.083 (0.1)

Continuing Calibration Verification (CHEM36/1031_29-36_SVFULL_1023) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
100% of target compounds met criteria.
The following compounds did not meet % deviation criteria: None.
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.095 (0.1)

QC (Batch Specific):

Batch 811701 (CU53497)

CU59522, CU59524, CU59526, CU59528, CU59530, CU59532

All LCS recoveries were within 40 - 140 with the following exceptions: Benzidine(<10%)
All LCSD recoveries were within 40 - 140 with the following exceptions: 2-Nitroaniline(153%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: 4-Chloroaniline(32.8%), Aniline(32.1%), Hexachlorocyclopentadiene(63.4%)
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for

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NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59522

SVOA Narration

obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

VOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

CHEM26 10/29/25-1 Jane Li, Chemist 10/29/25

CU59522 (1X, 50X), CU59524 (1X), CU59526 (1X), CU59528 (1X), CU59530 (1X), CU59532 (1X)

Initial Calibration Evaluation (CHEM26/VT-102725):
98% of target compounds met criteria.
The following compounds had %RSDs >20%: Acetone 23% (20%), Chloroethane 21% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: 1,1,2-Trichloroethane 0.186 (0.2), Bromodichloromethane 0.297 (0.3)

Continuing Calibration Verification (CHEM26/1029_01-VT-102725) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
88% of target compounds met criteria.
The following compounds did not meet % deviation criteria: 1,2-Dibromo-3-chloropropane 24%H (20%), 2-Hexanone 22%H (20%), 4-Methyl-2-pentanone 23%H (20%), Acetone 21%H (20%), Acrylonitrile 23%H (20%), Methyl Ethyl Ketone 21%H (20%), trans-1,4-dichloro-2-butene 25%H (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: None.

QC (Batch Specific):

Batch 811380 (CU59522) CHEM26 10/29/2025-1

CU59522(1X), CU59524(1X), CU59526(1X), CU59528(1X), CU59530(1X), CU59532(1X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
The MS/MSD are not reported for this batch.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

Temp 2.2° C Coolant: Cooler: Yes ☑ No ☐ IPK ☑ ICE ☐ No ☐

Pg 2 of 2

PHOENIX Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com Fax (860) 645-0823
Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone: (401) 487-7630
Email(s): khazel@coneco.com; jpuliafico@coneco.com

Customer: Coneco Engineers & Scientists, Inc.
Address: 4 First Street, Bridgewater, MA, 401-487-7630

Project: 101 Mosier Street, South Hadley, MA
Report to (name): Jon Puliafico
Invoice to: Coneco Enviornmental AP
Quote #

Project P.O: 13559.001.3

This section MUST be completed with Bottle Quantities.

Sampler's Signature: [signature] Date:

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid

PHOENIX USE ONLY SAMPLE #	Client Sample Information - Identification: Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TPH 8100M	SVOCs by EPA Method 8270	PCBs by EPA Method 8082	MCP 14 Metals by EPA 6000/7000	pH	Reactivity	Flashpoint/Ignitability	Specific Conductance	Reactive Cyanide/Reactive Sulfide	Corrosivity	VOCs by EPA Method 8260 (low detection limits)	GL Amber ( ) oz. [ ] H_3PO_4 [ ] NAHSO4 [ ] NH_4	Soil VOA Vials [1] methanol [2] H_2O	GL Soil container (4) oz	GL Soil container (8) oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCl [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml	PL HNO_3 [ ] 250ml [ ] 1000ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
59522	B-5 (0-6')	S	10/21/2025	14:45		X	X	X	X	X	X	X	X	X				1	1									
~~59523~~	* B-5 (0-6')	S	10/21/2025	14:43											X		3		X									
59524	B-5 (9-21')	S	10/21/2025	15:15		X	X	X	X	X	X	X	X	X				1	1									
~~59525~~	* B-5 (9-21')	S	10/21/2025	15:13											X		3		X									
59526	B-1 (0-7')	S	10/23/2025	12:40		X	X	X	X	X	X	X	X	X				1	1									
~~59527~~	* B-1 (0-7')	S	10/23/2025	12:38											X		3		X									
59528	B-1 (9-21')	S	10/23/2025	13:02		X	X	X	X	X	X	X	X	X				1	1									
~~59529~~	* B-1 (9-21')	S	10/23/2025	13:00											X		3		X									
59530	B-9 (0-6')	S	10/23/2025	9:28		X	X	X	X	X	X	X	X	X				1	1									
~~59531~~	* B-9 (0-6')	S	10/23/2025	9:26											X		3		X									
59532	B-9 (9-21')	S	10/23/2025	9:56		X	X	X	X	X	X	X	X	X				1	1									
~~59533~~	* B-9 (9-21')	S	10/23/2025	9:54											X		3		X									

Relinquished by:	Accepted by:	Date:	Time:
[signature]	[signature]	10/27	12:15
[signature]	[signature]	10/27/25	14:57

Comments, Special Requirements or Regulations:
> per client Phone Call Jars & Vials Same # (RA)
Please email results to jpullafico, khazel@coneco.com. Preserved with Ice
**Do TCLP if indicated*
*did not rec 1x 40z jar (RA)

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

Turnaround Time:
☐ 1 Day* ☐ 2 Days* ☐ 3 Days* ☐ 4 Days* ☐ 5 Days*
☑ Standard ☐ Other _____
* SURCHARGES MAY APPLY

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ SWPC
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☑ MCP Certification
☐ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3 ☐ S-1 Calc.
☐ S-1
☐ S-2 ☐ _____
☐ S-3
☐ SW Protection

State where samples were collected:

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☐ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☑ Phoenix Std
☐ MAT-212 Form

* SURCHARGE APPLIES

GCU 59516

Jordan Wesoloskie

From: Jordan Wesoloskie
Sent: Monday, October 27, 2025 5:43 PM
To: jpullafico@conneco.com
Cc: Krystal Delgado; Jordan Wesoloskie
Subject: Sample confortmation
Attachments: SKM_450i25102716350.pdf; SKM_450i25102716480.pdf

Importance: High

Good evening, Jon,

For the attached COC's above, we did not receive 4 oz soil jars marked.

Please advise thank you.

Jordan Wesoloskie
Phoenix Environmental Laboratories, Inc.
Sample/Receiving
587 East Middle Turnpike | Manchester, CT 06040
(860)-645-1102 EXT 365
www.phoenixlabs.com
PHOENIX
Environmental Laboratories, Inc.

Monday, November 03, 2025

Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Project ID: **101 MOSIER STREET, SOUTH HADLEY, MA**
SDG ID: **GCU57403**
Sample ID#s: CU57403 - CU57418

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

SDG Comments

November 03, 2025

SDG I.D.: GCU57403

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

1,1-Biphenyl is evaluated below the lowest calibration standard in order to meet the MA S1 criteria.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

November 03, 2025

SDG I.D.: GCU57403

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA

Client Id	Lab Id	Matrix	Col Date
B-8 (0.5-5`)	CU57403	SOIL	10/20/25 7:56
B-8 (0.5-5`)	CU57404	SOIL	10/20/25 7:54
B-8 (10-20`)	CU57405	SOIL	10/20/25 8:38
B-8 (10-20`)	CU57406	SOIL	10/20/25 8:36
B-2 (0-6`)	CU57407	SOIL	10/20/25 12:02
B-2 (0-6`)	CU57408	SOIL	10/20/25 12:00
B-2 (9-21`)	CU57409	SOIL	10/20/25 12:37
B-2 (9-21`)	CU57410	SOIL	10/20/25 12:35
B-3 (0-6`)	CU57411	SOIL	10/21/25 7:35
B-3 (0-6`)	CU57412	SOIL	10/21/25 7:33
B-3 (9-21`)	CU57413	SOIL	10/21/25 8:20
B-3 (9-21`)	CU57414	SOIL	10/21/25 8:18
B-6 (0-6`)	CU57415	SOIL	10/21/25 11:55
B-6 (0-6`)	CU57416	SOIL	10/21/25 11:53
B-6 (9-21`)	CU57417	SOIL	10/21/25 12:30
B-6 (9-21`)	CU57418	SOIL	10/21/25 12:28

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	7:56
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57403

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (0.5-5`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.47	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	6.30	0.94	mg/Kg	1	10/27/25	TH	SW6010D
Barium	265	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	1.46	0.38	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.99	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	67.5	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	53.1	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Lead	16.0	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.7	4.7	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.9	1.9	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.2	4.2	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	86.3	0.47	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	123	0.9	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	73		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	261	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	6.38	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	S/Z	SW3546
Soil Extraction for PCB	Completed				10/24/25	S/U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (0.5-5`)

Phoenix I.D.: CU57403

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1221	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1232	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1242	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1248	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1254	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1260	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1262	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1268	ND	90	ug/Kg	2	10/28/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	61		%	2	10/28/25	SC	30 - 150 %
% DCBP (Confirmation)	69		%	2	10/28/25	SC	30 - 150 %
% TCMX	59		%	2	10/28/25	SC	30 - 150 %
% TCMX (Confirmation)	62		%	2	10/28/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	100		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	90		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/28/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dichlorophenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dimethylphenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dinitrophenol	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2-Chloronaphthalene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2-Chlorophenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2-Methylnaphthalene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
2-Methylphenol (o-cresol)	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Phoenix I.D.: CU57403
Client ID: B-8 (0.5-5`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Nitroaniline	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
2-Nitrophenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
3-Nitroaniline	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
4-Chloroaniline	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
4-Nitroaniline	ND	1600	ug/Kg	1	10/28/25	KCA	SW8270E
4-Nitrophenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Acenaphthene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Acenaphthylene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Acetophenone	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Aniline	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
Anthracene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benz(a)anthracene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benzidine	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(a)pyrene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(ghi)perylene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Benzoic acid	ND	2000	ug/Kg	1	10/28/25	KCA	SW8270E
Benzyl butyl phthalate	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
Carbazole	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
Chrysene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Dibenzofuran	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Diethyl phthalate	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Dimethylphthalate	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Di-n-butylphthalate	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
Di-n-octylphthalate	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Fluoranthene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Fluorene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachlorobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachlorobutadiene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachloroethane	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Isophorone	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Naphthalene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Nitrobenzene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
N-Nitrosodiphenylamine	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (0.5-5`)

Phoenix I.D.: CU57403

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Pentachloronitrobenzene	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
Pentachlorophenol	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
Phenanthrene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Phenol	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Pyrene	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Pyridine	ND	1000	ug/Kg	1	10/28/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	92		%	1	10/28/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	67		%	1	10/28/25	KCA	30 - 130 %
% 2-Fluorophenol	66		%	1	10/28/25	KCA	30 - 130 %
% Nitrobenzene-d5	73		%	1	10/28/25	KCA	30 - 130 %
% Phenol-d5	72		%	1	10/28/25	KCA	30 - 130 %
% Terphenyl-d14	78		%	1	10/28/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

November 03, 2025

Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	7:54
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57404

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (0.5-5`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/20/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.43	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	22	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (0.5-5`)

Phoenix I.D.: CU57404

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	22	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	220	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	26	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	8.6	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	8.6	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	8.6	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	8.6	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	8.6	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	97		%	1	10/24/25	JLI	70 - 130 %

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (0.5-5`)

Phoenix I.D.: CU57404

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	90		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	101		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	89		%	1	10/24/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	86	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
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Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	8:38
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57405

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.45	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	2.84	0.90	mg/Kg	1	10/27/25	TH	SW6010D
Barium	201	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	1.10	0.36	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.78	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	41.3	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	36.2	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Lead	18.2	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.5	4.5	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.8	1.8	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.1	4.1	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	65.8	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	91.1	0.9	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	73		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	65	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	7.71	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	S/Z	SW3546
Soil Extraction for PCB	Completed				10/24/25	S/U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Phoenix I.D.: CU57405

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1221	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1232	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1242	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1248	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1254	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1260	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1262	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1268	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	76		%	2	10/27/25	SC	30 - 150 %
% DCBP (Confirmation)	87		%	2	10/27/25	SC	30 - 150 %
% TCMX	76		%	2	10/27/25	SC	30 - 150 %
% TCMX (Confirmation)	80		%	2	10/27/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	67	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	106		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	100		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/28/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dichlorophenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dimethylphenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dinitrophenol	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2-Chloronaphthalene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2-Chlorophenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2-Methylnaphthalene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
2-Methylphenol (o-cresol)	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Phoenix I.D.: CU57405

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Nitroaniline	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
2-Nitrophenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
3-Nitroaniline	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
4-Chloroaniline	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
4-Nitroaniline	ND	1600	ug/Kg	1	10/28/25	KCA	SW8270E
4-Nitrophenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Acenaphthene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Acenaphthylene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Acetophenone	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Aniline	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
Anthracene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benz(a)anthracene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benzidine	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(a)pyrene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(ghi)perylene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Benzoic acid	ND	2000	ug/Kg	1	10/28/25	KCA	SW8270E
Benzyl butyl phthalate	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	10/28/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
Carbazole	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
Chrysene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Dibenzofuran	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Diethyl phthalate	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Dimethylphthalate	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Di-n-butylphthalate	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
Di-n-octylphthalate	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Fluoranthene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Fluorene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachlorobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachlorobutadiene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Hexachloroethane	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Isophorone	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Naphthalene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Nitrobenzene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
N-Nitrosodiphenylamine	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Phoenix I.D.: CU57405

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Pentachloronitrobenzene	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
Pentachlorophenol	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
Phenanthrene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Phenol	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Pyrene	ND	690	ug/Kg	1	10/28/25	KCA	SW8270E
Pyridine	ND	990	ug/Kg	1	10/28/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	96		%	1	10/28/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	71		%	1	10/28/25	KCA	30 - 130 %
% 2-Fluorophenol	78		%	1	10/28/25	KCA	30 - 130 %
% Nitrobenzene-d5	81		%	1	10/28/25	KCA	30 - 130 %
% Phenol-d5	78		%	1	10/28/25	KCA	30 - 130 %
% Terphenyl-d14	85		%	1	10/28/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	8:36
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57406

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/20/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.42	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	21	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Phoenix I.D.: CU57406

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	21	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	210	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.5	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	25	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	8.4	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	8.4	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	8.4	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	8.4	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	8.4	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	95		%	1	10/24/25	JLI	70 - 130 %

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-8 (10-20`)

Phoenix I.D.: CU57406

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	93		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	99		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	92		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	84	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.2	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	12:02
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57407

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.41	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	3.17	0.82	mg/Kg	1	10/27/25	TH	SW6010D
Barium	146	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	0.80	0.33	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.67	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	34.7	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	31.0	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Lead	15.7	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.1	4.1	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.6	1.6	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 3.7	3.7	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	59.1	0.41	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	82.1	0.8	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	75		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	78	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	6.69	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	S/Z	SW3546
Soil Extraction for PCB	Completed				10/24/25	S/U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Phoenix I.D.: CU57407

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1221	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1232	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1242	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1248	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1254	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1260	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1262	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1268	ND	89	ug/Kg	2	10/27/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	66		%	2	10/27/25	SC	30 - 150 %
% DCBP (Confirmation)	60		%	2	10/27/25	SC	30 - 150 %
% TCMX	66		%	2	10/27/25	SC	30 - 150 %
% TCMX (Confirmation)	65		%	2	10/27/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	66	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	98		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	84		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dichlorophenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dimethylphenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrophenol	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chloronaphthalene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chlorophenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylnaphthalene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylphenol (o-cresol)	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Phoenix I.D.: CU57407

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Nitroaniline	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitrophenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
3-Nitroaniline	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloroaniline	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitroaniline	ND	1400	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitrophenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthylene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Acetophenone	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Aniline	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
Anthracene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benz(a)anthracene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benzidine	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(a)pyrene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(ghi)perylene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Benzoic acid	ND	1700	ug/Kg	1	10/29/25	KCA	SW8270E
Benzyl butyl phthalate	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
Carbazole	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
Chrysene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenzofuran	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Diethyl phthalate	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Dimethylphthalate	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-butylphthalate	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-octylphthalate	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Fluoranthene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Fluorene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobutadiene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachloroethane	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Isophorone	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Naphthalene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Nitrobenzene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodiphenylamine	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Phoenix I.D.: CU57407

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Pentachloronitrobenzene	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachlorophenol	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
Phenanthrene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Phenol	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Pyrene	ND	600	ug/Kg	1	10/29/25	KCA	SW8270E
Pyridine	ND	860	ug/Kg	1	10/29/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	95		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	73		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorophenol	74		%	1	10/29/25	KCA	30 - 130 %
% Nitrobenzene-d5	79		%	1	10/29/25	KCA	30 - 130 %
% Phenol-d5	75		%	1	10/29/25	KCA	30 - 130 %
% Terphenyl-d14	82		%	1	10/29/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

November 03, 2025

Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	12:00
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57408

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/20/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.46	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	23	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Phoenix I.D.: CU57408

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	23	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	230	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.8	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	28	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	93		%	1	10/24/25	JLI	70 - 130 %

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (0-6`)

Phoenix I.D.: CU57408

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	85		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	104		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	88		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	92	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	12:37
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57409

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.45	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	3.00	0.90	mg/Kg	1	10/27/25	TH	SW6010D
Barium	166	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	0.81	0.36	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.72	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	35.5	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	30.5	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Lead	12.9	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.5	4.5	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.8	1.8	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.1	4.1	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	54.6	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	79.1	0.9	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	75		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	42	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	8.03	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	S/Z	SW3546
Soil Extraction for PCB	Completed				10/24/25	S/U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Phoenix I.D.: CU57409

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1221	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1232	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1242	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1248	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1254	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1260	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1262	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
PCB-1268	ND	87	ug/Kg	2	10/28/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	70		%	2	10/28/25	SC	30 - 150 %
% DCBP (Confirmation)	82		%	2	10/28/25	SC	30 - 150 %
% TCMX	70		%	2	10/28/25	SC	30 - 150 %
% TCMX (Confirmation)	73		%	2	10/28/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	101		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	98		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dichlorophenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dimethylphenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrophenol	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chloronaphthalene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chlorophenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylnaphthalene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylphenol (o-cresol)	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Phoenix I.D.: CU57409

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Nitroaniline	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitrophenol	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
3-Nitroaniline	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloroaniline	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitroaniline	ND	1600	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitrophenol	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthylene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Acetophenone	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Aniline	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
Anthracene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benz(a)anthracene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benzidine	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(a)pyrene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(ghi)perylene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Benzoic acid	ND	2000	ug/Kg	1	10/29/25	KCA	SW8270E
Benzyl butyl phthalate	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
Carbazole	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
Chrysene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenzofuran	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Diethyl phthalate	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Dimethylphthalate	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-butylphthalate	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-octylphthalate	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Fluoranthene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Fluorene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobenzene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobutadiene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachloroethane	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Isophorone	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Naphthalene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Nitrobenzene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodiphenylamine	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Phoenix I.D.: CU57409

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Pentachloronitrobenzene	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachlorophenol	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
Phenanthrene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Phenol	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Pyrene	ND	710	ug/Kg	1	10/29/25	KCA	SW8270E
Pyridine	ND	1000	ug/Kg	1	10/29/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	97		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	72		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorophenol	76		%	1	10/29/25	KCA	30 - 130 %
% Nitrobenzene-d5	80		%	1	10/29/25	KCA	30 - 130 %
% Phenol-d5	79		%	1	10/29/25	KCA	30 - 130 %
% Terphenyl-d14	85		%	1	10/29/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

November 03, 2025

Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/20/25	12:35
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57410

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/20/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.9	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.48	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	24	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Phoenix I.D.: CU57410

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	24	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	240	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.9	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	29	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.5	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	9.5	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.5	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.5	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.5	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	95		%	1	10/24/25	JLI	70 - 130 %

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-2 (9-21`)

Phoenix I.D.: CU57410

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	92		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	103		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	90		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	95	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.8	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	7:35
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57411

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.50	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	5.7	1.0	mg/Kg	1	10/27/25	TH	SW6010D
Barium	241	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	1.09	0.40	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.80	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	41.4	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	34.1	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Lead	17.4	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 5.0	5.0	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 2.0	2.0	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.5	4.5	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	69.6	0.50	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	91.9	1.0	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	70		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	45	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	8.04	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	S/Z	SW3546
Soil Extraction for PCB	Completed				10/24/25	S/U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (0-6`)

Phoenix I.D.: CU57411

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1221	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1232	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1242	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1248	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1254	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1260	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1262	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1268	ND	92	ug/Kg	2	10/27/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	78		%	2	10/27/25	SC	30 - 150 %
% DCBP (Confirmation)	91		%	2	10/27/25	SC	30 - 150 %
% TCMX	76		%	2	10/27/25	SC	30 - 150 %
% TCMX (Confirmation)	79		%	2	10/27/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	69	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	100		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	94		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dichlorophenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dimethylphenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrophenol	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chloronaphthalene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chlorophenol	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylnaphthalene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylphenol (o-cresol)	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Phoenix I.D.: CU57411
Client ID: B-3 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Nitroaniline	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitrophenol	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
3-Nitroaniline	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloroaniline	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitroaniline	ND	1800	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitrophenol	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthylene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Acetophenone	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Aniline	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Anthracene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benz(a)anthracene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benzidine	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(a)pyrene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(ghi)perylene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Benzoic acid	ND	2300	ug/Kg	1	10/29/25	KCA	SW8270E
Benzyl butyl phthalate	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Carbazole	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Chrysene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenzofuran	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Diethyl phthalate	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Dimethylphthalate	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-butylphthalate	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-octylphthalate	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Fluoranthene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Fluorene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobenzene	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobutadiene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachloroethane	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Isophorone	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Naphthalene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Nitrobenzene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodiphenylamine	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (0-6`)

Phoenix I.D.: CU57411

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Pentachloronitrobenzene	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachlorophenol	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Phenanthrene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Phenol	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Pyrene	ND	790	ug/Kg	1	10/29/25	KCA	SW8270E
Pyridine	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	87		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	68		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorophenol	71		%	1	10/29/25	KCA	30 - 130 %
% Nitrobenzene-d5	75		%	1	10/29/25	KCA	30 - 130 %
% Phenol-d5	74		%	1	10/29/25	KCA	30 - 130 %
% Terphenyl-d14	78		%	1	10/29/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

November 03, 2025

Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	7:33
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57412

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/21/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.7	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.45	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	23	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (0-6`)

Phoenix I.D.: CU57412

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	23	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	230	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.7	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	27	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.0	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	9.0	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.0	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.0	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.0	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	95		%	1	10/24/25	JLI	70 - 130 %

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (0-6`)

Phoenix I.D.: CU57412

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	90		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	101		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	92		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	90	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.5	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	8:20
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57413

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.45	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	4.44	0.90	mg/Kg	1	10/27/25	TH	SW6010D
Barium	142	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	0.83	0.36	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.61	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	31.1	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	18.7	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Lead	10.5	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.5	4.5	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.8	1.8	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.1	4.1	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	59.3	0.45	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	61.3	0.9	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	73		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	26	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	6.69	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	S/Z	SW3546
Soil Extraction for PCB	Completed				10/24/25	S/U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Phoenix I.D.: CU57413

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1221	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1232	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1242	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1248	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1254	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1260	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1262	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
PCB-1268	ND	90	ug/Kg	2	10/27/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	64		%	2	10/27/25	SC	30 - 150 %
% DCBP (Confirmation)	59		%	2	10/27/25	SC	30 - 150 %
% TCMX	65		%	2	10/27/25	SC	30 - 150 %
% TCMX (Confirmation)	64		%	2	10/27/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	68	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	90		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	87		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dichlorophenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dimethylphenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrophenol	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chloronaphthalene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chlorophenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylnaphthalene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylphenol (o-cresol)	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Phoenix I.D.: CU57413

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Nitroaniline	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitrophenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
3-Nitroaniline	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloroaniline	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitroaniline	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitrophenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthylene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Acetophenone	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Aniline	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Anthracene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benz(a)anthracene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benzidine	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(a)pyrene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(ghi)perylene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Benzoic acid	ND	1300	ug/Kg	1	10/29/25	KCA	SW8270E
Benzyl butyl phthalate	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Carbazole	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Chrysene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenzofuran	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Diethyl phthalate	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Dimethylphthalate	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-butylphthalate	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-octylphthalate	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Fluoranthene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Fluorene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobutadiene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachloroethane	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Isophorone	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Naphthalene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Nitrobenzene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodiphenylamine	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Phoenix I.D.: CU57413

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Pentachloronitrobenzene	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachlorophenol	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
Phenanthrene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Phenol	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Pyrene	ND	460	ug/Kg	1	10/29/25	KCA	SW8270E
Pyridine	ND	660	ug/Kg	1	10/29/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	91		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	71		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorophenol	73		%	1	10/29/25	KCA	30 - 130 %
% Nitrobenzene-d5	77		%	1	10/29/25	KCA	30 - 130 %
% Phenol-d5	75		%	1	10/29/25	KCA	30 - 130 %
% Terphenyl-d14	83		%	1	10/29/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	8:18
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57414

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/21/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.8	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.46	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	23	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Phoenix I.D.: CU57414

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	23	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	230	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.8	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	28	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.2	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	93		%	1	10/24/25	JLI	70 - 130 %

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-3 (9-21`)

Phoenix I.D.: CU57414

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	93		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	101		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	90		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	92	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.6	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	11:55
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57415

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.44	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	3.58	0.89	mg/Kg	1	10/27/25	TH	SW6010D
Barium	165	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	0.78	0.36	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.66	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	31.2	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	23.5	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Lead	12.7	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.4	4.4	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.8	1.8	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.0	4.0	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	61.6	0.44	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	70.7	0.9	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	75		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	30	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	6.38	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	ND//U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546
Extraction for PCB	Completed				10/29/25	M/NG	SW3540C

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Phoenix I.D.: CU57415

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
PCB (Soxhlet SW3540C)							
PCB-1016	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1221	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1232	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1242	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1248	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1254	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1260	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1262	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1268	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
Total PCBs	ND	87	ug/Kg	2	10/30/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	69		%	2	10/30/25	SC	30 - 150 %
% DCBP (Confirmation)	61		%	2	10/30/25	SC	30 - 150 %
% TCMX	65		%	2	10/30/25	SC	30 - 150 %
% TCMX (Confirmation)	66		%	2	10/30/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	65	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	81		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	86		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dichlorophenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dimethylphenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrophenol	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chloronaphthalene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chlorophenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylnaphthalene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Phoenix I.D.: CU57415

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Methylphenol (o-cresol)	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitroaniline	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitrophenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
3-Nitroaniline	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloroaniline	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitroaniline	ND	890	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitrophenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthylene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Acetophenone	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Aniline	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Anthracene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benz(a)anthracene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benzidine	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(a)pyrene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(ghi)perylene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Benzoic acid	ND	1100	ug/Kg	1	10/29/25	KCA	SW8270E
Benzyl butyl phthalate	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Carbazole	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Chrysene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenzofuran	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Diethyl phthalate	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Dimethylphthalate	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-butylphthalate	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-octylphthalate	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Fluoranthene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Fluorene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobutadiene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachloroethane	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Isophorone	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Naphthalene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Nitrobenzene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Phoenix I.D.: CU57415

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
N-Nitrosodiphenylamine	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachloronitrobenzene	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachlorophenol	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
Phenanthrene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Phenol	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Pyrene	ND	390	ug/Kg	1	10/29/25	KCA	SW8270E
Pyridine	ND	560	ug/Kg	1	10/29/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	91		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	72		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorophenol	75		%	1	10/29/25	KCA	30 - 130 %
% Nitrobenzene-d5	80		%	1	10/29/25	KCA	30 - 130 %
% Phenol-d5	78		%	1	10/29/25	KCA	30 - 130 %
% Terphenyl-d14	83		%	1	10/29/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

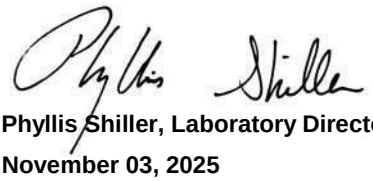
The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	11:53
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57416

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/21/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.43	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	21	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Phoenix I.D.: CU57416

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	21	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	210	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	26	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	8.5	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	8.5	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	8.5	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	8.5	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	8.5	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	94		%	1	10/24/25	JLI	70 - 130 %

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (0-6`)

Phoenix I.D.: CU57416

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	92		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	102		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	91		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	85	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.3	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
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Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	12:30
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57417

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.48	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Arsenic	5.05	0.97	mg/Kg	1	10/27/25	TH	SW6010D
Barium	224	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Beryllium	1.09	0.39	mg/Kg	1	10/27/25	TH	SW6010D
Cadmium	0.83	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Chromium	40.1	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Mercury	< 0.04	0.04	mg/Kg	2	10/27/25	ZT	SW7471B
Nickel	33.0	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Lead	17.0	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Antimony	< 4.8	4.8	mg/Kg	1	10/27/25	TH	SW6010D
Selenium	< 1.9	1.9	mg/Kg	1	10/27/25	TH	SW6010D
Thallium	< 4.4	4.4	mg/Kg	1	10/27/25	TH	SW6010D
Vanadium	70.8	0.48	mg/Kg	1	10/27/25	TH	SW6010D
Zinc	90.2	1.0	mg/Kg	1	10/27/25	TH	SW6010D
Percent Solid	68		%		10/23/25	CV	SW846-%Solid
Conductivity - Soil Matrix	51	5	umhos/cm	1	10/24/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/23/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/28/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/28/25	G	SW846-Ignit
pH at 23C - Soil	7.21	1.00	pH Units	1	10/23/25 22:32	KG	SW846 9045D
Reactivity Cyanide	< 7	7	mg/Kg	1	10/29/25	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	NP/GD	SW846-React
Mercury Digestion	Completed				10/25/25	AC1/AC1	SW7471B
Extraction of ETPH	Completed				10/28/25	ND//U	SW3546
Soil Extraction for SVOA	Completed				10/28/25	NG/Z	SW3546
Extraction for PCB	Completed				10/29/25	M/NG	SW3540C

Ver 1

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Phoenix I.D.: CU57417

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/24/25	P/AG/BF	SW3050B
PCB (Soxhlet SW3540C)							
PCB-1016	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1221	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1232	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1242	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1248	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1254	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1260	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1262	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1268	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
Total PCBs	ND	97	ug/Kg	2	10/30/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	73		%	2	10/30/25	SC	30 - 150 %
% DCBP (Confirmation)	63		%	2	10/30/25	SC	30 - 150 %
% TCMX	69		%	2	10/30/25	SC	30 - 150 %
% TCMX (Confirmation)	68		%	2	10/30/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #4	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
Fuel Oil #6	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
Kerosene	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
Motor Oil	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
Total TPH	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
Unidentified	ND	73	mg/kg	1	10/30/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	75		%	1	10/30/25	JRB	50 - 150 %
% Tricosane(C23)	76		%	1	10/30/25	JRB	50 - 150 %
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
1,2,4-Trichlorobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Dichlorobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
1,2-Diphenylhydrazine	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
1,3-Dichlorobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
1,4-Dichlorobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,5-Trichlorophenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,4,6-Trichlorophenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dichlorophenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dimethylphenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrophenol	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
2,4-Dinitrotoluene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2,6-Dinitrotoluene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chloronaphthalene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2-Chlorophenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2-Methylnaphthalene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Phoenix I.D.: CU57417

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
2-Methylphenol (o-cresol)	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitroaniline	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
2-Nitrophenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
3,3'-Dichlorobenzidine	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
3-Nitroaniline	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
4,6-Dinitro-2-methylphenol	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
4-Bromophenyl phenyl ether	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloro-3-methylphenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chloroaniline	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
4-Chlorophenyl phenyl ether	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitroaniline	ND	1500	ug/Kg	1	10/29/25	KCA	SW8270E
4-Nitrophenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Acenaphthylene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Acetophenone	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Aniline	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Anthracene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benz(a)anthracene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benzidine	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(a)pyrene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(b)fluoranthene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(ghi)perylene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benzo(k)fluoranthene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Benzoic acid	ND	1900	ug/Kg	1	10/29/25	KCA	SW8270E
Benzyl butyl phthalate	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethoxy)methane	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-chloroethyl)ether	ND	700	ug/Kg	1	10/29/25	KCA	SW8270E
Bis(2-ethylhexyl)phthalate	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Carbazole	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Chrysene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenz(a,h)anthracene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Dibenzofuran	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Diethyl phthalate	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Dimethylphthalate	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-butylphthalate	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Di-n-octylphthalate	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Fluoranthene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Fluorene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorobutadiene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachlorocyclopentadiene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Hexachloroethane	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Indeno(1,2,3-cd)pyrene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Isophorone	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Naphthalene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Nitrobenzene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodimethylamine	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
N-Nitrosodi-n-propylamine	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Phoenix I.D.: CU57417

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
N-Nitrosodiphenylamine	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachloronitrobenzene	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Pentachlorophenol	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
Phenanthrene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Phenol	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Pyrene	ND	650	ug/Kg	1	10/29/25	KCA	SW8270E
Pyridine	ND	930	ug/Kg	1	10/29/25	KCA	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	97		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorobiphenyl	76		%	1	10/29/25	KCA	30 - 130 %
% 2-Fluorophenol	79		%	1	10/29/25	KCA	30 - 130 %
% Nitrobenzene-d5	82		%	1	10/29/25	KCA	30 - 130 %
% Phenol-d5	81		%	1	10/29/25	KCA	30 - 130 %
% Terphenyl-d14	85		%	1	10/29/25	KCA	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

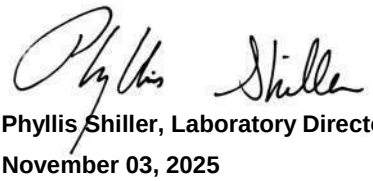
Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 03, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/21/25	12:28
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:58
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13559.001.3				

Laboratory Data

SDG ID: GCU57403
Phoenix ID: CU57418

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Field Extraction	Completed				10/21/25		SW5035A
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.6	ug/Kg	1	10/24/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloroethene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,1-Dichloropropene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.44	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloroethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,2-Dichloropropane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,3-Dichloropropane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
2,2-Dichloropropane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
2-Chlorotoluene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
2-Hexanone	ND	22	ug/Kg	1	10/24/25	JLI	SW8260D
2-Isopropyltoluene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Phoenix I.D.: CU57418

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorotoluene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	22	ug/Kg	1	10/24/25	JLI	SW8260D
Acetone	ND	220	ug/Kg	1	10/24/25	JLI	SW8260D
Acrylonitrile	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Benzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Bromobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Bromochloromethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Bromodichloromethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Bromoform	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Bromomethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon Disulfide	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Carbon tetrachloride	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Chlorobenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Chloroform	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Chloromethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromochloromethane	ND	2.6	ug/Kg	1	10/24/25	JLI	SW8260D
Dibromomethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Dichlorodifluoromethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Ethylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Hexachlorobutadiene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Isopropylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
m&p-Xylene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	26	ug/Kg	1	10/24/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	8.7	ug/Kg	1	10/24/25	JLI	SW8260D
Methylene chloride	ND	8.7	ug/Kg	1	10/24/25	JLI	SW8260D
Naphthalene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
n-Butylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
n-Propylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
o-Xylene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
p-Isopropyltoluene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
sec-Butylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Styrene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
tert-Butylbenzene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrachloroethene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	8.7	ug/Kg	1	10/24/25	JLI	SW8260D
Toluene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Total Xylenes	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	8.7	ug/Kg	1	10/24/25	JLI	SW8260D
Trichloroethene	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorofluoromethane	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	8.7	ug/Kg	1	10/24/25	JLI	SW8260D
Vinyl chloride	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	94		%	1	10/24/25	JLI	70 - 130 %

Project ID: 101 MOSIER STREET, SOUTH HADLEY, MA
Client ID: B-6 (9-21`)

Phoenix I.D.: CU57418

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Bromofluorobenzene	91		%	1	10/24/25	JLI	70 - 130 %
% Dibromofluoromethane	100		%	1	10/24/25	JLI	70 - 130 %
% Toluene-d8	89		%	1	10/24/25	JLI	70 - 130 %

Oxygenates & Dioxane

1,4-Dioxane	ND	87	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Diethyl ether	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.4	ug/Kg	1	10/24/25	JLI	SW8260D (OXY)

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Results are reported on an ``as received`` basis, and are not corrected for dry weight.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 03, 2025
Reviewed and Released by: Phyllis Shiller, Laboratory Director

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

November 03, 2025

QA/QC Data

SDG I.D.: GCU57403

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 810440 (mg/kg), QC Sample No: CU57041 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)														
Mercury - Soil	BRL	0.03	<0.02	<0.03	NC	111	109	1.8	<30	<30	NC	75 - 125	30	m
Comment: Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.														
QA/QC Batch 810149 (mg/kg), QC Sample No: CU57000 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)														
ICP Metals - Soil														
Antimony	BRL	3.3	<3.7	<3.7	NC	96.7	92.0	5.0	90.3			75 - 125	30	
Arsenic	BRL	0.67	2.73	3.42	NC	105	102	2.9	94.5			75 - 125	30	
Barium	BRL	0.33	53.5	64.2	18.2	122	128	4.8	103			75 - 125	30	l
Beryllium	BRL	0.27	0.52	0.63	NC	106	104	1.9	102			75 - 125	30	
Cadmium	BRL	0.33	0.58	0.50	NC	97.9	97.2	0.7	96.0			75 - 125	30	
Chromium	BRL	0.33	16.3	18.0	9.90	105	101	3.9	104			75 - 125	30	
Lead	BRL	0.33	27.8	38.1	31.3	103	101	2.0	106			75 - 125	30	r
Nickel	BRL	0.33	14.5	13.6	6.40	103	101	2.0	97.3			75 - 125	30	
Selenium	BRL	1.3	<1.5	<1.5	NC	97.2	93.5	3.9	85.5			75 - 125	30	
Silver	BRL	0.33	<0.37	<0.37	NC	114	111	2.7	106			75 - 125	30	
Thallium	BRL	3.0	<3.4	<3.4	NC	101	99.2	1.8	97.7			75 - 125	30	
Vanadium	BRL	0.33	63.1	45.2	33.1	104	100	3.9	82.2			75 - 125	30	r
Zinc	BRL	0.67	59.7	63.9	6.80	107	104	2.8	97.6			75 - 125	30	
Comment: Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.														

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

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QA/QC Report

November 03, 2025

QA/QC Data

SDG I.D.: GCU57403

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 811053 (mg/Kg), QC Sample No: CU57413 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)													
Reactivity Cyanide	BRL	5	<6	<6.5	NC	97.8						80 - 120	30
Reactivity Sulfide	BRL	20	<20	<20	NC	92.0						80 - 120	30
Comment:													
Additional: MS acceptance range is 75-125%.													
QA/QC Batch 810195 (PH), QC Sample No: CU53231 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)													
pH			6.64	6.65	0.20	100						85 - 115	20
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 810405 (umhos/cm), QC Sample No: CU57403 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)													
Conductivity - Soil Matrix	BRL	5	261	259	0.80	101						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 810815 (Degree F), QC Sample No: CU59594 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)													
Flash Point			>200	>200	NC	103						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													

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QA/QC Report

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QA/QC Data

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Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 810994 (mg/Kg), QC Sample No: CU57429 (CU57415, CU57417)										
TPH by GC (Extractable Products) - Soil										
Total TPH	ND	50	100	99	1.0	92	101	9.3	50 - 150	30
% Terphenyl-d14	86	%	83	78	6.2	78	86	9.8	50 - 150	30
% Tricosane(C23)	92	%	83	78	6.2	78	84	7.4	50 - 150	30
Comment:										
The ETPH/DRO LCS has been normalized based on the alkane calibration.										
QA/QC Batch 810952 (mg/Kg), QC Sample No: CU59123 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413)										
TPH by GC (Extractable Products) - Soil										
Total TPH	ND	50	65	62	4.7	77	85	9.9	50 - 150	30
% Terphenyl-d14	97	%	94	114	19.2	85	89	4.6	50 - 150	30
% Tricosane(C23)	71	%	83	89	7.0	85	89	4.6	50 - 150	30
Comment:										
The ETPH/DRO LCS has been normalized based on the alkane calibration.										
QA/QC Batch 811165 (ug/Kg), QC Sample No: CU35991 (CU57415, CU57417)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	170	80	85	6.1	72	60	18.2	40 - 140	30
PCB-1221	ND	170							40 - 140	30
PCB-1232	ND	170							40 - 140	30
PCB-1242	ND	170							40 - 140	30
PCB-1248	ND	170							40 - 140	30
PCB-1254	ND	170							40 - 140	30
PCB-1260	ND	170	89	90	1.1	80	66	19.2	40 - 140	30
PCB-1262	ND	170							40 - 140	30
PCB-1268	ND	170							40 - 140	30
% DCBP (Surrogate Rec)	95	%	104	104	0.0	83	71	15.6	30 - 150	30
% DCBP (Surrogate Rec) (Confirm	89	%	97	97	0.0	81	67	18.9	30 - 150	30
% TCMX (Surrogate Rec)	87	%	93	96	3.2	83	70	17.0	30 - 150	30
% TCMX (Surrogate Rec) (Confirm	82	%	90	92	2.2	80	67	17.7	30 - 150	30
QA/QC Batch 810351 (ug/Kg), QC Sample No: CU58578 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	33	83	73	12.8	69	76	9.7	40 - 140	30
PCB-1221	ND	33							40 - 140	30
PCB-1232	ND	33							40 - 140	30
PCB-1242	ND	33							40 - 140	30
PCB-1248	ND	33							40 - 140	30
PCB-1254	ND	33							40 - 140	30
PCB-1260	ND	33	90	75	18.2	72	78	8.0	40 - 140	30
PCB-1262	ND	33							40 - 140	30
PCB-1268	ND	33							40 - 140	30
% DCBP (Surrogate Rec)	90	%	108	81	28.6	82	88	7.1	30 - 150	30

QA/QC Data

SDG I.D.: GCU57403

Parameter	Blank	Blk RL		LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
% DCBP (Surrogate Rec) (Confirm	89	%		103	84	20.3	80	87	8.4	30 - 150	30	
% TCMX (Surrogate Rec)	84	%		99	85	15.2	79	87	9.6	30 - 150	30	
% TCMX (Surrogate Rec) (Confirm	84	%		97	84	14.4	77	86	11.0	30 - 150	30	
QA/QC Batch 810653 (ug/kg), QC Sample No: CU59356 (CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417)												
Semivolatiles - Soil												
1,1-Biphenyl	ND	230		72	77	6.7	74	71	4.1	40 - 140	30	
1,2,4,5-Tetrachlorobenzene	ND	230		68	74	8.5	73	69	5.6	40 - 140	30	
1,2,4-Trichlorobenzene	ND	230		68	76	11.1	72	72	0.0	40 - 140	30	
1,2-Dichlorobenzene	ND	180		62	67	7.8	65	65	0.0	40 - 140	30	
1,2-Diphenylhydrazine	ND	230		77	81	5.1	82	77	6.3	40 - 140	30	
1,3-Dichlorobenzene	ND	230		60	66	9.5	62	64	3.2	40 - 140	30	
1,4-Dichlorobenzene	ND	230		59	65	9.7	62	63	1.6	40 - 140	30	
2,2'-Oxybis(1-Chloropropane)	ND	230		54	59	8.8	61	61	0.0	40 - 140	30	
2,4,5-Trichlorophenol	ND	230		83	91	9.2	89	83	7.0	30 - 130	30	
2,4,6-Trichlorophenol	ND	130		84	90	6.9	88	83	5.8	30 - 130	30	
2,4-Dichlorophenol	ND	130		78	83	6.2	82	78	5.0	30 - 130	30	
2,4-Dimethylphenol	ND	230		81	86	6.0	83	81	2.4	30 - 130	30	
2,4-Dinitrophenol	ND	230		89	94	5.5	89	83	7.0	30 - 130	30	
2,4-Dinitrotoluene	ND	130		85	89	4.6	87	81	7.1	40 - 140	30	
2,6-Dinitrotoluene	ND	130		86	93	7.8	88	83	5.8	40 - 140	30	
2-Chloronaphthalene	ND	230		77	83	7.5	80	77	3.8	40 - 140	30	
2-Chlorophenol	ND	230		73	79	7.9	79	77	2.6	30 - 130	30	
2-Methylnaphthalene	ND	230		78	84	7.4	82	80	2.5	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230		81	85	4.8	88	85	3.5	30 - 130	30	
2-Nitroaniline	ND	330		172	183	6.2	134	126	6.2	40 - 140	30	l
2-Nitrophenol	ND	230		77	87	12.2	88	86	2.3	30 - 130	30	
3&4-Methylphenol (m&p-cresol)	ND	230		72	74	2.7	76	71	6.8	30 - 130	30	
3,3'-Dichlorobenzidine	ND	130		86	92	6.7	12	15	22.2	40 - 140	30	m
3-Nitroaniline	ND	330		93	100	7.3	63	65	3.1	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230		85	91	6.8	90	82	9.3	30 - 130	30	
4-Bromophenyl phenyl ether	ND	230		82	83	1.2	76	73	4.0	40 - 140	30	
4-Chloro-3-methylphenol	ND	230		85	89	4.6	90	86	4.5	30 - 130	30	
4-Chloroaniline	ND	230		73	80	9.2	37	49	27.9	40 - 140	30	m
4-Chlorophenyl phenyl ether	ND	230		76	81	6.4	82	76	7.6	40 - 140	30	
4-Nitroaniline	ND	230		83	89	7.0	87	83	4.7	40 - 140	30	
4-Nitrophenol	ND	230		86	92	6.7	98	93	5.2	30 - 130	30	
Acenaphthene	ND	230		74	80	7.8	80	75	6.5	40 - 140	30	
Acenaphthylene	ND	130		65	68	4.5	69	65	6.0	40 - 140	30	
Acetophenone	ND	230		71	78	9.4	77	76	1.3	40 - 140	30	
Aniline	ND	330		64	67	4.6	57	<10	NC	40 - 140	30	m
Anthracene	ND	230		81	85	4.8	80	76	5.1	40 - 140	30	
Benz(a)anthracene	ND	230		78	79	1.3	78	72	8.0	40 - 140	30	
Benzidine	ND	330		66	71	7.3	<10	<10	NC	40 - 140	30	m
Benzo(a)pyrene	ND	130		78	80	2.5	74	69	7.0	40 - 140	30	
Benzo(b)fluoranthene	ND	160		80	83	3.7	79	72	9.3	40 - 140	30	
Benzo(ghi)perylene	ND	230		83	85	2.4	73	65	11.6	40 - 140	30	
Benzo(k)fluoranthene	ND	230		81	82	1.2	76	72	5.4	40 - 140	30	
Benzoic Acid	ND	670		78	85	8.6	84	81	3.6	30 - 130	30	
Benzyl butyl phthalate	ND	230		82	85	3.6	81	75	7.7	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230		71	76	6.8	75	76	1.3	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130		90	98	8.5	92	88	4.4	40 - 140	30	

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
Bis(2-ethylhexyl)phthalate	ND	230	82	84	2.4	81	76	6.4	40 - 140	30	
Carbazole	ND	230	82	85	3.6	78	72	8.0	40 - 140	30	
Chrysene	ND	230	72	75	4.1	73	69	5.6	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	85	88	3.5	74	68	8.5	40 - 140	30	
Dibenzofuran	ND	230	76	79	3.9	79	73	7.9	40 - 140	30	
Diethyl phthalate	ND	230	85	89	4.6	87	80	8.4	40 - 140	30	
Dimethylphthalate	ND	230	80	86	7.2	81	76	6.4	40 - 140	30	
Di-n-butylphthalate	ND	670	88	92	4.4	87	79	9.6	40 - 140	30	
Di-n-octylphthalate	ND	230	85	88	3.5	85	78	8.6	40 - 140	30	
Fluoranthene	ND	230	83	88	5.8	89	82	8.2	40 - 140	30	
Fluorene	ND	230	75	79	5.2	79	75	5.2	40 - 140	30	
Hexachlorobenzene	ND	130	85	86	1.2	80	76	5.1	40 - 140	30	
Hexachlorobutadiene	ND	230	67	73	8.6	73	72	1.4	40 - 140	30	
Hexachlorocyclopentadiene	ND	230	57	62	8.4	33	18	58.8	40 - 140	30	m,r
Hexachloroethane	ND	130	69	77	11.0	69	65	6.0	40 - 140	30	
Indeno(1,2,3-cd)pyrene	ND	230	85	88	3.5	75	68	9.8	40 - 140	30	
Isophorone	ND	130	68	74	8.5	72	71	1.4	40 - 140	30	
Naphthalene	ND	230	64	70	9.0	68	68	0.0	40 - 140	30	
Nitrobenzene	ND	130	71	77	8.1	80	81	1.2	40 - 140	30	
N-Nitrosodimethylamine	ND	230	65	71	8.8	60	64	6.5	40 - 140	30	
N-Nitrosodi-n-propylamine	ND	130	75	80	6.5	83	78	6.2	40 - 140	30	
N-Nitrosodiphenylamine	ND	130	76	79	3.9	76	71	6.8	40 - 140	30	
Pentachloronitrobenzene	ND	230	87	87	0.0	80	76	5.1	40 - 140	30	
Pentachlorophenol	ND	230	92	97	5.3	96	90	6.5	30 - 130	30	
Phenanthrene	ND	130	80	83	3.7	77	72	6.7	40 - 140	30	
Phenol	ND	230	77	82	6.3	80	79	1.3	30 - 130	30	
Pyrene	ND	230	80	84	4.9	89	81	9.4	40 - 140	30	
Pyridine	ND	230	48	55	13.6	<10	29	NC	40 - 140	30	m
% 2,4,6-Tribromophenol	96	%	91	95	4.3	92	84	9.1	30 - 130	30	
% 2-Fluorobiphenyl	75	%	71	75	5.5	74	70	5.6	30 - 130	30	
% 2-Fluorophenol	84	%	71	76	6.8	75	72	4.1	30 - 130	30	
% Nitrobenzene-d5	83	%	70	75	6.9	77	76	1.3	30 - 130	30	
% Phenol-d5	83	%	74	79	6.5	82	75	8.9	30 - 130	30	
% Terphenyl-d14	86	%	80	82	2.5	83	76	8.8	30 - 130	30	

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 810533 (ug/kg), QC Sample No: CU55758 (CU57404, CU57406, CU57408, CU57410, CU57412, CU57414, CU57416, CU57418)

Volatiles - Soil (Low Level)

1,1,1,2-Tetrachloroethane	ND	5.0	105	105	0.0				70 - 130	20	
1,1,1-Trichloroethane	ND	5.0	101	103	2.0				70 - 130	20	
1,1,2,2-Tetrachloroethane	ND	3.0	97	98	1.0				70 - 130	20	
1,1,2-Trichloroethane	ND	5.0	104	107	2.8				70 - 130	20	
1,1-Dichloroethane	ND	5.0	97	98	1.0				70 - 130	20	
1,1-Dichloroethene	ND	5.0	106	105	0.9				70 - 130	20	
1,1-Dichloropropene	ND	5.0	98	100	2.0				70 - 130	20	
1,2,3-Trichlorobenzene	ND	5.0	102	104	1.9				70 - 130	20	
1,2,3-Trichloropropane	ND	5.0	100	92	8.3				70 - 130	20	
1,2,4-Trichlorobenzene	ND	5.0	100	101	1.0				70 - 130	20	
1,2,4-Trimethylbenzene	ND	1.0	95	97	2.1				70 - 130	20	
1,2-Dibromo-3-chloropropane	ND	5.0	114	114	0.0				70 - 130	20	

QA/QC Data

SDG I.D.: GCU57403

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
1,2-Dibromoethane	ND	5.0	101	102	1.0				70 - 130	20
1,2-Dichlorobenzene	ND	5.0	101	103	2.0				70 - 130	20
1,2-Dichloroethane	ND	5.0	93	93	0.0				70 - 130	20
1,2-Dichloropropane	ND	5.0	97	100	3.0				70 - 130	20
1,3,5-Trimethylbenzene	ND	1.0	98	100	2.0				70 - 130	20
1,3-Dichlorobenzene	ND	5.0	98	100	2.0				70 - 130	20
1,3-Dichloropropane	ND	5.0	97	99	2.0				70 - 130	20
1,4-Dichlorobenzene	ND	5.0	101	103	2.0				70 - 130	20
1,4-dioxane	ND	100	96	96	0.0				40 - 160	20
2,2-Dichloropropane	ND	5.0	99	100	1.0				70 - 130	20
2-Chlorotoluene	ND	5.0	102	102	0.0				70 - 130	20
2-Hexanone	ND	25	82	82	0.0				40 - 160	20
2-Isopropyltoluene	ND	5.0	103	105	1.9				70 - 130	20
4-Chlorotoluene	ND	5.0	99	101	2.0				70 - 130	20
4-Methyl-2-pentanone	ND	25	90	91	1.1				40 - 160	20
Acetone	ND	10	79	80	1.3				40 - 160	20
Acrylonitrile	ND	5.0	94	94	0.0				70 - 130	20
Benzene	ND	1.0	100	101	1.0				70 - 130	20
Bromobenzene	ND	5.0	105	106	0.9				70 - 130	20
Bromochloromethane	ND	5.0	102	105	2.9				70 - 130	20
Bromodichloromethane	ND	5.0	100	102	2.0				70 - 130	20
Bromoform	ND	5.0	106	108	1.9				70 - 130	20
Bromomethane	ND	5.0	97	98	1.0				40 - 160	20
Carbon Disulfide	ND	5.0	105	104	1.0				70 - 130	20
Carbon tetrachloride	ND	5.0	103	104	1.0				70 - 130	20
Chlorobenzene	ND	5.0	103	104	1.0				70 - 130	20
Chloroethane	ND	5.0	102	104	1.9				70 - 130	20
Chloroform	ND	5.0	95	95	0.0				70 - 130	20
Chloromethane	ND	5.0	101	101	0.0				40 - 160	20
cis-1,2-Dichloroethene	ND	5.0	108	108	0.0				70 - 130	20
cis-1,3-Dichloropropene	ND	5.0	106	109	2.8				70 - 130	20
Dibromochloromethane	ND	3.0	102	104	1.9				70 - 130	20
Dibromomethane	ND	5.0	105	105	0.0				70 - 130	20
Dichlorodifluoromethane	ND	5.0	135	136	0.7				40 - 160	20
Diethyl ether	ND	5.0	82	82	0.0				70 - 130	20
Di-isopropyl ether	ND	5.0	87	88	1.1				70 - 130	20
Ethyl tert-butyl ether	ND	5.0	93	94	1.1				70 - 130	20
Ethylbenzene	ND	1.0	100	102	2.0				70 - 130	20
Hexachlorobutadiene	ND	5.0	102	104	1.9				70 - 130	20
Isopropylbenzene	ND	1.0	102	103	1.0				70 - 130	20
m&p-Xylene	ND	2.0	97	99	2.0				70 - 130	20
Methyl ethyl ketone	ND	5.0	77	77	0.0				40 - 160	20
Methyl t-butyl ether (MTBE)	ND	1.0	93	94	1.1				70 - 130	20
Methylene chloride	ND	5.0	96	96	0.0				70 - 130	20
Naphthalene	ND	5.0	103	104	1.0				70 - 130	20
n-Butylbenzene	ND	1.0	100	103	3.0				70 - 130	20
n-Propylbenzene	ND	1.0	99	102	3.0				70 - 130	20
o-Xylene	ND	2.0	98	100	2.0				70 - 130	20
p-Isopropyltoluene	ND	1.0	102	104	1.9				70 - 130	20
sec-Butylbenzene	ND	1.0	99	100	1.0				70 - 130	20
Styrene	ND	5.0	99	101	2.0				70 - 130	20
tert-amyl methyl ether	ND	5.0	102	104	1.9				70 - 130	20
tert-Butylbenzene	ND	1.0	102	104	1.9				70 - 130	20

QA/QC Data

SDG I.D.: GCU57403

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
Tetrachloroethene	ND	5.0	107	111	3.7				70 - 130	20
Tetrahydrofuran (THF)	ND	5.0	80	80	0.0				70 - 130	20
Toluene	ND	1.0	103	105	1.9				70 - 130	20
trans-1,2-Dichloroethene	ND	5.0	101	100	1.0				70 - 130	20
trans-1,3-Dichloropropene	ND	5.0	105	107	1.9				70 - 130	20
trans-1,4-dichloro-2-butene	ND	5.0	100	101	1.0				70 - 130	20
Trichloroethene	ND	5.0	110	111	0.9				70 - 130	20
Trichlorofluoromethane	ND	5.0	105	107	1.9				70 - 130	20
Trichlorotrifluoroethane	ND	5.0	113	116	2.6				70 - 130	20
Vinyl chloride	ND	5.0	106	106	0.0				70 - 130	20
% 1,2-dichlorobenzene-d4	95	%	102	102	0.0				70 - 130	20
% Bromofluorobenzene	94	%	98	98	0.0				70 - 130	20
% Dibromofluoromethane	102	%	102	100	2.0				70 - 130	20
% Toluene-d8	90	%	101	101	0.0				70 - 130	20

Comment:

The MS/MSD are not reported for this batch.

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
November 03, 2025

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57403	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2-Chlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	1,3-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	1,4-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	1,2-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2-Methylphenol (o-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	N-Nitrosodi-n-propylamine	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Acetophenone	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Hexachloroethane	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Nitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Isophorone	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2-Nitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,4-Dimethylphenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Bis(2-chloroethoxy)methane	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,4-Dichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	1,2,4-Trichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Hexachlorobutadiene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2-Methylnaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Hexachlorocyclopentadiene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	1,2,4,5-Tetrachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,4,6-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,4,5-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2-Chloronaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Dimethylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,6-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Acenaphthylene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Acenaphthene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Dibenzofuran	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	2,4-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Diethyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Fluorene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	4-Chlorophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Hexachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Phenanthrene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57403	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Benzidine	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Benzyl butyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57403	$8270-SMRMA	Benz(a)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Chrysene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Di-n-octylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	3,3'-Dichlorobenzidine	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Benzo(b)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Benzo(k)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Benzo(a)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Indeno(1,2,3-cd)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Dibenz(a,h)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57403	$8270-SMRMA	Benzo(ghi)perylene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57405	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57405	$8270-SMRMA	2-Chlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	1,3-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	1,4-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	1,2-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2-Methylphenol (o-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	N-Nitrosodi-n-propylamine	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Acetophenone	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Hexachloroethane	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Nitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Isophorone	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2-Nitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,4-Dimethylphenol	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Bis(2-chloroethoxy)methane	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,4-Dichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	1,2,4-Trichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Hexachlorobutadiene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2-Methylnaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Hexachlorocyclopentadiene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	1,2,4,5-Tetrachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,4,6-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,4,5-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57405	$8270-SMRMA	2-Chloronaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Dimethylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,6-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Acenaphthylene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Acenaphthene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Dibenzofuran	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	2,4-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Diethyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Fluorene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	4-Chlorophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Hexachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Phenanthrene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Benzidine	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Benzyl butyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	990		670	ug/Kg
CU57405	$8270-SMRMA	Benz(a)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Chrysene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Di-n-octylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	3,3'-Dichlorobenzidine	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Benzo(b)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Benzo(k)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Benzo(a)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Indeno(1,2,3-cd)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Dibenz(a,h)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57405	$8270-SMRMA	Benzo(ghi)perylene	MA / CAM Protocol / SVOA SOIL RL	ND	690		670	ug/Kg
CU57407	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57407	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57407	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57407	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	860		670	ug/Kg
CU57409	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	2-Chlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	1,3-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	1,4-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	1,2-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2-Methylphenol (o-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	N-Nitrosodi-n-propylamine	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Acetophenone	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Hexachloroethane	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	Nitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Isophorone	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2-Nitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2,4-Dimethylphenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	Bis(2-chloroethoxy)methane	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2,4-Dichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	1,2,4-Trichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Hexachlorobutadiene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2-Methylnaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	Hexachlorocyclopentadiene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	1,2,4,5-Tetrachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2,4,6-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	2,4,5-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2-Chloronaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Dimethylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	2,6-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Acenaphthylene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Acenaphthene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Dibenzofuran	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	2,4-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57409	$8270-SMRMA	Diethyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Fluorene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	4-Chlorophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Hexachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57409	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Phenanthrene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Benzidine	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Benzyl butyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	1000		670	ug/Kg
CU57409	$8270-SMRMA	Benz(a)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Chrysene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Di-n-octylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	3,3'-Dichlorobenzidine	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Benzo(b)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Benzo(k)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Benzo(a)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Indeno(1,2,3-cd)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Dibenz(a,h)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57409	$8270-SMRMA	Benzo(ghi)perylene	MA / CAM Protocol / SVOA SOIL RL	ND	710		670	ug/Kg
CU57411	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	2-Chlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	1,3-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	1,4-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	1,2-Dichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2-Methylphenol (o-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	N-Nitrosodi-n-propylamine	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Acetophenone	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Hexachloroethane	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	Nitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Isophorone	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2-Nitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2,4-Dimethylphenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	Bis(2-chloroethoxy)methane	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2,4-Dichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	1,2,4-Trichlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Hexachlorobutadiene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2-Methylnaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	Hexachlorocyclopentadiene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57411	$8270-SMRMA	1,2,4,5-Tetrachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2,4,6-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	2,4,5-Trichlorophenol	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2-Chloronaphthalene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Dimethylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	2,6-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Acenaphthylene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Acenaphthene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Dibenzofuran	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	2,4-Dinitrotoluene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	Diethyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Fluorene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	4-Chlorophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Hexachlorobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57411	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Phenanthrene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Benzidine	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Benzyl butyl phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	1100		670	ug/Kg
CU57411	$8270-SMRMA	Benz(a)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Chrysene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Di-n-octylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	3,3'-Dichlorobenzidine	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Benzo(b)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Benzo(k)fluoranthene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Benzo(a)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Indeno(1,2,3-cd)pyrene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Dibenz(a,h)anthracene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57411	$8270-SMRMA	Benzo(ghi)perylene	MA / CAM Protocol / SVOA SOIL RL	ND	790		670	ug/Kg
CU57417	$8270-SMRMA	N-Nitrosodimethylamine	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	Pyridine	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	Bis(2-chloroethyl)ether	MA / CAM Protocol / SVOA SOIL RL	ND	700		670	ug/Kg
CU57417	$8270-SMRMA	3&4-Methylphenol (m&p-cresol)	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	2,4-Dinitrophenol	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg

Monday, November 03, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU57403 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units
CU57417	$8270-SMRMA	N-Nitrosodiphenylamine	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	4-Bromophenyl phenyl ether	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	Pentachloronitrobenzene	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	Di-n-butylphthalate	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg
CU57417	$8270-SMRMA	Bis(2-ethylhexyl)phthalate	MA / CAM Protocol / SVOA SOIL RL	ND	930		670	ug/Kg

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: 101 MOSIER STREET, SOUTH HADLEY, **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CU57403, CU57404, CU57405, CU57406, CU57407, CU57408, CU57409, CU57410, CU57411, CU57412, CU57413, CU57414, CU57415, CU57416, CU57417, CU57418

Matrices: ☐ Groundwater/Surface Water ☑ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☑	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☐	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☑	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☐	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☑	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☐ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☐ Yes ☑ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved? See Sections: ICP, SVOA Narrations .	☐ Yes ☑ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Monday, November 03, 2025

Printed Name: Ethan Lee

Position: Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

November 03, 2025

SDG I.D.: GCU57403

SDG Comments

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

1,1-Biphenyl is evaluated below the lowest calibration standard in order to meet the MA S1 criteria.

Cyanide Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

LACHAT 10/29/25-1 Mekha Jebbu, Chemist 10/29/25

CU57403 , CU57405 , CU57407 , CU57409 , CU57411 , CU57413 , CU57415 , CU57417

The samples were distilled in accordance with the method.
The initial calibration met criteria.
The calibration check standards (ICV,CCV) met criteria.
The initial and continuing calibration blanks (ICB,CCB) met criteria.

The method blank, laboratory control sample (LCS), and matrix spike (MS) were distilled with the samples.

QC (Batch Specific):

Batch 811053_(CU57413)

CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417

All LCS recoveries were within 80 - 120 with the following exceptions: None.
Additional: MS acceptance range is 75-125%.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ETPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-FID1 10/30/25-1 Jeff Bucko, Chemist 10/30/25

CU57415 (1X), CU57417 (1X)

The initial calibration (ET_O27I) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (O30A003) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:None.

AU-FID21 10/30/25-1 Jeff Bucko, Chemist 10/30/25

CU57403 (1X), CU57405 (1X), CU57407 (1X), CU57409 (1X), CU57411 (1X), CU57413 (1X)

The initial calibration (ET_0929I) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (O30A005_1) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:None.

QC (Batch Specific):

Environmental Laboratories, Inc.
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ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

November 03, 2025

SDG I.D.: GCU57403

ETPH Narration

Batch 810952 (CU59123)

CU57403, CU57405, CU57407, CU57409, CU57411, CU57413

All LCS recoveries were within 50 - 150 with the following exceptions: None.
All LCSD recoveries were within 50 - 150 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
The ETPH/DRO LCS has been normalized based on the alkane calibration.

Batch 810994 (CU57429)

CU57415, CU57417

All LCS recoveries were within 50 - 150 with the following exceptions: None.
All LCSD recoveries were within 50 - 150 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
The ETPH/DRO LCS has been normalized based on the alkane calibration.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? No.

QC Batch 810149 (Samples: CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417): -----

The LCS and/or the LCSD recovery is above the upper range, therefore a slight high bias is possible. (Barium)

The Sample/Duplicate RPD exceeds the method criteria for one or more analytes, therefore there may be variability in the reported result. (Lead, Vanadium)

Instrument:

ARCOS-3 10/27/25 14:41 Tina Hall, Chemist 10/27/25

CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417

TThe initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 810149 (CU57000)

CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: Barium(128%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS

Environmental Laboratories, Inc.
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NY # 11301

Certification Report

November 03, 2025

SDG I.D.: GCU57403

ICP Metals Narration

acceptance range 75-125%.

PCB Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-ECD29 10/27/25-1 Saadia Chudary, Chemist 10/27/25

CU57407 (2X), CU57413 (2X)

The initial calibration (PC1008AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1008BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD29 10/30/25-1 Saadia Chudary, Chemist 10/30/25

CU57415 (2X), CU57417 (2X)

The initial calibration (PC1008AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1008BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD3 10/27/25-1 Saadia Chudary, Chemist 10/27/25

CU57403 (2X), CU57405 (2X), CU57409 (2X), CU57411 (2X)

The initial calibration (PC1020AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1020BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

QC (Batch Specific):

Batch 810351 (CU58578)

CU57403, CU57405, CU57407, CU57409, CU57411, CU57413

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

Batch 811165 (CU35991)

CU57415, CU57417

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

SVOA Narration

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

November 03, 2025

SDG I.D.: GCU57403

SVOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? No.

QC Batch 810653 (Samples: CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417): -----

The LCS and/or the LCSD recovery is above the upper range for one or more analytes that were not reported in the sample(s), therefore no significant bias is suspected. (2-Nitroaniline)

Instrument:

CHEM07 10/28/25-2 Robert Looney, Chemist 10/28/25

CU57403 (1X), CU57405 (1X), CU57407 (1X), CU57409 (1X), CU57411 (1X), CU57413 (1X), CU57415 (1X), CU57417 (1X)

For 8270 full list, the DDT breakdown and pentachlorophenol & benzidine peak tailing were evaluated in the DFTPP tune and were found to be in control.
For 8270 BN list, benzidine peak tailing was evaluated in the DFTPP tune and was found to be in control.

Initial Calibration Evaluation (CHEM07/7_SVFULL_1023):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.078 (0.1), Bis(2-chloroethyl)ether 0.687 (0.7), Hexachlorobenzene 0.078 (0.1)

Continuing Calibration Verification (CHEM07/1028_16-7_SVFULL_1023) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
100% of target compounds met criteria.
The following compounds did not meet % deviation criteria: None.
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.087 (0.1), Hexachlorobenzene 0.082 (0.1)

QC (Batch Specific):

Batch 810653 (CU59356)

CU57403, CU57405, CU57407, CU57409, CU57411, CU57413, CU57415, CU57417

All LCS recoveries were within 40 - 140 with the following exceptions: 2-Nitroaniline(172%)
All LCSD recoveries were within 40 - 140 with the following exceptions: 2-Nitroaniline(183%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

VOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

CHEM14 10/24/25-1 Jane Li, Chemist 10/24/25

CU57404 (1X), CU57406 (1X), CU57408 (1X), CU57410 (1X), CU57412 (1X), CU57414 (1X), CU57416 (1X), CU57418 (1X)

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

November 03, 2025

SDG I.D.: GCU57403

VOA Narration

Initial Calibration Evaluation (CHEM14/VT102025):
95% of target compounds met criteria.
The following compounds had %RSDs >20%: Acetone 30% (20%), Chloroethane 22% (20%), Methyl Ethyl Ketone 25% (20%), Tetrahydrofuran (THF) 21% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: None.

Continuing Calibration Verification (CHEM14/1024_02-VT102025) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
94% of target compounds met criteria.
The following compounds did not meet % deviation criteria: 2-Hexanone 22%L (20%), Acetone 28%L (20%), Methyl Ethyl Ketone 30%L (20%), Tetrahydrofuran (THF) 23%L (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: None.

QC (Batch Specific):

Batch 810533 (CU55758) CHEM14 10/24/2025-1

CU57404(1X), CU57406(1X), CU57408(1X), CU57410(1X), CU57412(1X), CU57414(1X), CU57416(1X), CU57418(1X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
The MS/MSD are not reported for this batch.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

Temp 2.1 °C Cooler: Yes ☑ No ☐ Coolant: IPK ☑ ICE ☐ No ☐

CT/MA/RI CHAIN OF CUSTODY RECORD

Pg 1 of 2

PHOENIX *Environmental Laboratories, Inc.*

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com Fax (860) 645-0823
Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone: (401) 487-7630
Email(s): khazel@coneco.com; jpuliafico@coneco.com

Customer: Coneco Engineers & Scientists, Inc.
Address: 4 First Street, Bridgewater, MA, 401-487-7630

Project: 101 Mosier Street, South Hadley, MA
Report to (name): Jon Puliafico
Invoice to: Coneco Envionmental AP
Quote #

Project P.O: 13559.001.3

This section MUST be completed with Bottle Quantities.

Sampler's Signature: Date:

Client Sample - Information - Identification

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TPH 8100M	SVOCs by EPA Method 8270	PCBs by EPA Method 8082	MCP 14 Metals by EPA 6000/7000	pH	Reactivity	Flashpoint/Ignitability	Specific Conductance	Reactive Cyanide/Reactive Sulfide	Corrosivity	VOCs by EPA Method 8260 (low detection limits)	GL Amber ( ) oz [ ] H_3PO_4 [ ] NAHSO4 [ ] NH4	Soil VOA Vials [1] methanol [2] H_2O	GL Soil container (8) oz	GL Soil container (4) oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCL [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml [ ] 1000ml	PL HNO_3 [ ] 250ml [ ] 1000ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
57403	B-8 (0.5-5')	S	10/20/2025	7:56		X	X	X	X	X	X	X	X	X	X				1	1								
57404	B-8 (0.5-5')	S	10/20/2025	7:54												X		3		1								
57405	B-8 (10-20')	S	10/20/2025	8:38		X	X	X	X	X	X	X	X	X	X				1	1								
57406	B-8 (10-20')	S	10/20/2025	8:36												X		3		1								
57407	B-2 (0-6')	S	10/20/2025	12:02		X	X	X	X	X	X	X	X	X	X				1	1								
57408	B-2 (0-6')	S	10/20/2025	12:00												X		3		1								
57409	B-2 (9-21')	S	10/20/2025	12:37		X	X	X	X	X	X	X	X	X	X				1	1								
57410	B-2 (9-21')	S	10/20/2025	12:35												X		3		1								
57411	B-3 (0-6')	S	10/21/2025	7:35		X	X	X	X	X	X	X	X	X	X				1	1								
57412	B-3 (0-6')	S	10/21/2025	7:33												X		3		1								
57413	B-3 (9-21')	S	10/21/2025	8:20		X	X	X	X	X	X	X	X	X	X				1	1								
57414	B-3 (9-21')	S	10/21/2025	8:18												X		3		1								

Relinquished by:	Accepted by:	Date:	Time:
		10/23	13:20
		10/23/25	15:58

Comments, Special Requirements or Regulations:

Please email results to jpuliafico, khazel@coneco.com. Preserved with ice
**Do TCLP if indicated*

Turnaround Time:
☐ 1 Day* ☑ Standard
☐ 2 Days* ☐ Other
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ SWPC
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☑ MCP Certification
☐ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3 ☐ S-1 Calc.
☐ S-1
☐ S-2
☐ S-3 ☐
☐ SW Protection

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☐ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☑ Phcenix Std
☐ MAT-212 Form

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

* SURCHARGES MAY APPLY

State where samples were collected:

* SURCHARGE APPLIES

Temp 2.1 °C Coolant: IPK ☑ ICE ☐ Cooler: Yes ☑ No ☐ No ☐

PHOENIX Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com Fax (860) 645-0823
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Customer: Coneco Engineers & Scientists, Inc.
Address: 4 First Street
Bridgewater, MA
401-487-7630

Project: 101 Mosier Street, South Hadley, MA
Report to (name): Jon Puliafico
Invoice to: Coneco Envionmental AP
Quote #

Project P.O: 13559.001.3

This section MUST be completed with Bottle Quantities.

Sampler's Signature: [signature] Date:

Client Sample - Information - Identification

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TPH 8100M	SVOCs by EPA Method 8270	PCBs by EPA Method 8082	MCP 14 Metals by EPA 6000/7000	pH	Reactivity	Flashpoint/Ignitability	Specific Conductance	Reactive Cyanide/Reactive Sulfide	Corrosivity	VOCs by EPA Method 8260 (low detection limits)	GL Amber ( ) oz [ ] H_3PO_4 [ ] NAHSO4 [ ] NH_4	Soil VOA Vials [1] methanol [2] H_2O	GL Soil container (8) oz	GL Soil container (4) oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCL [ ] H_2S	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml	PL HNO_3 [ ] 250ml [ ] 1000ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
57415	B-6 (0-6')	S	10/21/2025	11:55		x	x	x	x	x	x	x	x	x				1	1										
57416	B-6 (0-6')	S	10/21/2025	11:53											x		3		1										
57417	B-6 (9-21')	S	10/21/2025	12:30		x	x	x	x	x	x	x	x	x				1	1										
57418	B-6 (9-21')	S	10/21/2025	12:28											x		3		1										

Relinquished by: [signature] **Accepted by:** [signature]
Date: 10/23 Time: 18:20
Date: 10/23/25 Time: 15:58

Comments, Special Requirements or Regulations:
Please email results to jpuliafico, khazel@coneco.com. Preserved with ice
**Do TCLP if indicated*

Turnaround Time:
☐ 1 Day* ☑ Standard
☐ 2 Days* ☐ Other
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

* SURCHARGES MAY APPLY

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ SWPC
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☑ MCP Certification
☐ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3
☐ S-1 ☐ S-1 Calc.
☐ S-2
☐ S-3 ☐
☐ SW Protection

State where samples were collected:

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☐ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☑ Phoenix Std
☐ MAT-212 Form

* SURCHARGE APPLIES

CONECO
Engineers & Scientists

ENVIRONMENTAL
ECOLOGICAL
SURVEY
CIVIL

December 4, 2025
Coneco Project No. 13560.001

Mr. Chris LeBlanc, MCPPO
Mount Vernon Group Architects, Inc
200 Harvard Mill Square
Suite 140
Wakefield, Massachusetts 01880

RE: Limited Subsurface Investigation Summary Letter
100 Mosier Street
South Hadley, Massachusetts

Dear Mr. LeBlanc:

Coneco Engineers & Scientists, Incorporated (Coneco) has prepared this summary letter pertaining to soil sampling at 100 Mosier Street, Wakefield, MA (Subject Property). Mount Vernon Group Architects, Inc. contracted Coneco to conduct environmental sampling and analysis of soil at the subject property concurrent with predetermined geotechnical efforts to determine if soil that is expected to be disturbed and/or removed during proposed construction activities contains certain oil or hazardous materials, which may be regulated for disposal in accordance with applicable state and/or federal regulations.

Soil Pre-Characterization Activities

Environmental Soil Sampling and Analyses

On October 22 and 24 , 2024, Coneco conducted environmental sampling activities concurrent with a geotechnical investigation performed by Lahlaf Geotechnical Consulting, Incorporated (Lahlaf). The geotechnical investigation consisted of advancing seven soil borings at predetermined locations, identified as B-01 through B-07, as detailed on the Site Plan appended for reference as Figure 1. In order to characterize materials anticipated to be disturbed during the proposed construction activities, discrete soil samples were collected in 2-foot intervals using a split barrel sampler at each boring location. Two composite soil samples were collected from each boring; one composite soil sample from shallow soil and one composite soil sample from soil collected at depth. Soil borings were advanced to depths of 22 feet below surface grade (bsg) in B-01, 22 feet bsg at B-02, 21 feet bsg at B-03, 22 feet bsg at B-04, 21.5 feet bsg at B-05, 22 feet bsg at B-06, and 34.7 feet bsg at B-07.

Observations made during the soil pre-characterization activities indicate that overburden stratigraphy throughout the investigation area is generally coarse to fine sand with varying amounts of gravel and silt from grade to approximately 34.7 feet below grade, the maximum depth of environmental observation during the geotechnical investigation. Visual or olfactory indications of a release of oil and/or hazardous materials (OHM) were not observed during the subsurface assessment activities. Groundwater and bedrock were not encountered during the investigation activities. Soil boring logs detailing the observations at each boring location are enclosed for reference (see Appendix A).

Representative soil samples collected were placed in clean, tightly sealed glass jars topped with aluminum foil cover liners for in-field headspace screening using a RAE Systems® MiniRAE 2000 photoionization detection (PID) equipped with a 10.6 eV lamp, calibrated to an isobutylene standard. Field screening with the PID measures the total organic vapor concentration in the soil sample. Throughout the investigation, no organic vapors were detected above the instrument detection limit of 0.1 parts per million by volume (ppmv).
Discrete soil samples collected were subsequently composited and submitted for laboratory analysis in accordance with proposed soil disposal activities associated with the proposed construction activities at the Site.

The composite soil samples collected from B-01 through B-07 were submitted for laboratory analysis for off-Site disposal characterization including Comm-97 plus MCP-14 metals and hazardous waste parameters. The composite soil samples were submitted to Phoenix Environmental Laboratories, Incorporated (Phoenix) a Massachusetts-certified environmental laboratory located in Manchester, Connecticut for COMM-97-01 Soil Disposal Characterization, MCP 14 metals and hazardous waste characteristics.

Soil Analytical Results and Conclusions

Analytical results for the submitted soil samples are tabulated in Table 1 which is enclosed for reference. Soil samples collected from soil borings B-01 through B-07 were submitted for the above referenced analyses (see Appendix B).

A total of fourteen (14) soil samples, two from each boring, were submitted to a state-certified laboratory for Comm-97 plus MCP 14 metals and soil disposal criteria. The results of the laboratory testing were compared to both Massachusetts RCS-1 and RCS-2 Reportable Concentrations, as well as Massachusetts landfill criteria. Table 1 enclosed is a summary of soil analyses.

Soil analyses did not detect any reactive cyanide, reactive sulfide, polychlorinated biphenyls (PCBs), volatile organic compounds (VOCs), semi-volatile organic compounds (SVOCs), or total petroleum hydrocarbons (TPH). Metals were detected in all fourteen soil samples. The concentrations of metals in all fourteen soil samples were all below the MassDEP RCS-1 Reportable Concentrations.

Should you have any questions regarding the above-referenced information, please do not hesitate to contact the undersigned.

Sincerely,
Coneco Engineers & Scientists, Incorporated

Bailee A. Brown
Environmental Scientist

Jonathan Puliafico, CPG
Senior Project Manager

BAB:JP
U://13560.001/LimitedSubsurfaceInvestigation.doc

Enclosures: Figure 1 - Site Plan
Table 1 - Soil Sampling Analytical Results
Appendix A - Soil Boring Logs
Appendix B - Laboratory Analytical Documentation

NOTE: THE LOCATION AND DIMENSIONS OF THE SUBJECT PROPERTY AND VICINITY FEATURES ARE APPROXIMATE AND BASED UPON MASSGIS ONLINE ASSESSOR'S MAP CONECO FIELD OBSERVATIONS.

CONECO

WOODED AREA

RESIDENTIAL PROPERTIES

WOODED AREA

COLLEGE STREET (ASPHALT-PAVED ROADWAY)

BLINK LASHES & HAIR REMOVAL 130 COLLAGE STREET

CHAP DE LAINES INTERIORS,INC. 136 COLLEGE STREET

FALLS DRIVING SCHOOL 138 COLLAGE STREET

WOODED AREA

STONY BROOK

B-1

B-2

B-5

B-3

B-4

B-7

B-6

ATHLETIC COURT

WOODED AREA

MAINTENANCE AREA

ASPHALT-PAVED PARKING LOT

POOL

COURTYARD

ASPHALT-PAVED PARKING LOT

COURTYARD

MOSIER ELEMENTARY SCHOOL
101 MOSIER STREET

MOSIER STREET (ASPHALT-PAVED ROADWAY)

LEGEND

- SUBJECT PROPERTY BOUNDARY
- SURFACE WATER STREAMS
- PROPERTY BOUNDARIES
- HYDRANT
- PAD-MOUNTED ELECTRICAL TRANSFORMER
- ELEVATOR MACHINE ROOM
- NATURAL GAS-POWERED BACKUP GENERATOR
- NATURAL GAS METER
- ACID NEUTRALIZATION TANK
- GREASE TRAP
- B-1 SOIL BORING LOCATION AND IDENTIFICATION

150' 0 150' 300'

SCALE: 1"=150'

U:\13500 - 13599\13560 - SouthHadley,MA-100MosierSt\Figures\Original\13560.001_Fig3_Subject_Property_Plan.dwg

REVISIONS

NO.	DATE	DESCRIPTION	DR/CK

DRAWING: SITE PLAN

PROJECT: COMMERCIAL PROPERTY
100 MOSIER STREET
SOUTH HADLEY, MASSACHUSETTS

CONECO Engineers & Scientists
PHONE: 800-548-3355 WEBSITE: www.coneco.com

CHECK:	JDP 12/2/25
DRAWN:	EGM 12/2/25
SCALE:	1"=150'
PROJECT NO.	13560.001
FIGURE NO.	1

Table 1
Laboratory Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57429		CU57430		CU57431		CU57432		CU57433		CU57434		CU57435		CU57436		CU57437		CU57438		CU57439		CU57440		CU57441		CU57442		CU57443		CU57444		CU57445		CU57446		CU57447		CU57448	
PO # : 13560.001.3			Collection Date	10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025	
			Client Id	B-1 (0-7`)		B-1 (0-7`)		B-1 (10-22`)		B-1 (10-22`)		B-2 (0-7`)		B-2 (0-7`)		B-2 (10-22`)		B-2 (10-22`)		B-3 (0-7`)		B-3 (0-7`)		B-3 (10-22`)		B-3 (10-22`)		B-5 (0-7`)		B-5 (0-7`)		B-5 (10-22`)		B-5 (10-22`)		B-6 (0-7`)		B-6 (0-7`)		B-6 (10-22`)		B-6 (10-22`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Miscellaneous/Inorganics																																									
Percent Solid	%			93				92				86				92				89				87				92				89				88				90			
Conductivity - Soil Matrix	umhos/cm			16	5			120	5			19	5			19	5			16	5			11	5			13	5			16	5			19	5			43	5		
Corrosivity	Pos/Neg			Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative			
Flash Point	Degree F			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200			>200	200		
Ignitability	degree F			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140			Passed	140		
pH at 23C - Soil	pH Units			6.44	1.00			8.1	1.00			6.04	1.00			7.3	1.00			6.08	1.00			6.1	1.00			7.79	1.00			6.85	1.00			8.44	1.00			7.54	1.00		
Reactivity Cyanide	mg/Kg			< 5	5			< 5	5			< 6	6			< 5	5			< 5	5			< 6	6			< 5	5			< 5	5			< 5	5			< 6	6		
Reactivity Sulfide	mg/Kg			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20			< 20	20		
Reactivity	Pos/Neg			Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative				Negative			
Metals, Total																																									
Antimony	mg/Kg	20	20	< 3.8	3.8			< 3.8	3.8			< 3.9	3.9			< 3.4	3.4			< 3.3	3.3			< 3.6	3.6			< 3.8	3.8			< 3.4	3.4			< 3.4	3.4			< 3.8	3.8		
Arsenic	mg/Kg	20	20	4.2	0.77			2.7	0.77			4.01	0.79			2.94	0.67			5.35	0.67			6.02	0.73			4.16	0.77			3.95	0.68			3.66	0.68			3.32	0.75		
Barium	mg/Kg	1,000	1,000	56.3	0.38			67.4	0.38			140	0.39			72.2	0.34			78.7	0.33			84.1	0.36			60.8	0.38			96.5	0.34			50.9	0.34			94.6	0.38		
Beryllium	mg/Kg	100	100	0.5	0.31			0.46	0.31			0.99	0.31			0.45	0.27			0.62	0.27			0.66	0.29			0.55	0.31			0.59	0.27			0.45	0.27			0.82	0.30		
Cadmium	mg/Kg	80	80	0.43	0.38			0.4	0.38			0.72	0.39			0.42	0.34			0.42	0.33			0.48	0.36			0.4	0.38			0.52	0.34			0.36	0.34			0.64	0.38		
Chromium	mg/Kg	100	100	23.3	0.38			20.4	0.38			37.8	0.39			20.5	0.34			22	0.33			23.7	0.36			20.5	0.38			35.2	0.34			18.1	0.34			36.8	0.38		
Lead	mg/Kg	200	200	14.3	0.38			5.93	0.38			12.4	0.39			6.4	0.34			8.64	0.33			13.4	0.36			13.9	0.38			7.97	0.34			7.23	0.34			10.6	0.38		
Mercury	mg/Kg	20	20	< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03			< 0.03	0.03		
Nickel	mg/Kg	700	700	17.1	0.38			16.8	0.38			29.8	0.39			15	0.34			16.7	0.33			16.8	0.36			16.1	0.38			23.2	0.34			13	0.34			29.1	0.38		
Selenium	mg/Kg	400	400	< 1.5	1.5			< 1.5	1.5			< 1.6	1.6			< 1.3	1.3			< 1.3	1.3			< 1.5	1.5			< 1.5	1.5			< 1.4	1.4			< 1.4	1.4			< 1.5	1.5		
Silver	mg/Kg	100	100	< 0.38	0.38			< 0.38	0.38			< 0.39	0.39			< 0.34	0.34			< 0.33	0.33			< 0.36	0.36			< 0.38	0.38			< 0.34	0.34			< 0.34	0.34			< 0.38	0.38		
Thallium	mg/Kg	8	8	< 3.5	3.5			< 3.4	3.4			< 3.5	3.5			< 3.0	3.0			< 3.0	3.0			< 3.3	3.3			< 3.4	3.4			< 3.0	3.0			< 3.1	3.1			< 3.4	3.4		
Vanadium	mg/Kg	500	500	42.5	0.38			34.5	0.38			77.6	0.39			37.6	0.34			46.1	0.33			48.7	0.36			40	0.38			54.3	0.34			36.2	0.34			70.2	0.38		
Zinc	mg/Kg	1,000	1,000	38.7	0.8			43.2	0.8			73.5	0.8			41	0.7			37.3	0.7			47.6	0.7			43	0.8			43.9	0.7			33.7	0.7			72	0.8		
TPH By SW8015D																																									
Fuel Oil #2 / Diesel Fuel	mg/kg			< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			< 270	270		
Fuel Oil #4	mg/kg			< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			< 270	270		
Fuel Oil #6	mg/kg			< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			< 270	270		
Kerosene	mg/kg			< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			< 270	270		
Motor Oil	mg/kg			< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			< 270	270		
Total TPH	mg/kg	1,000	1,000	< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			890	270		
Unidentified	mg/kg			< 53	53			< 53	53			< 57	57			< 54	54			< 55	55			< 56	56			< 54	54			< 55	55			< 56	56			**	270		
PCBs By SW8082A																																									
PCB-1016	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1221	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1232	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1242	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1248	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1254	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1260	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1262	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
PCB-1268	ug/Kg	1,000	1,000	< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		
Total PCBs	ug/Kg			< 70	70			< 71	71			< 76	76			< 70	70			< 73	73			< 75	75			< 72	72			< 73	73			< 76	76			< 72	72		

Table 1
Laboratory Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57429		CU57430		CU57431		CU57432		CU57433		CU57434		CU57435		CU57436		CU57437		CU57438		CU57439		CU57440		CU57441		CU57442		CU57443		CU57444		CU57445		CU57446		CU57447		CU57448	
PO # : 13560.001.3			Collection Date	10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025	
			Client Id	B-1 (0-7`)		B-1 (0-7`)		B-1 (10-22`)		B-1 (10-22`)		B-2 (0-7`)		B-2 (0-7`)		B-2 (10-22`)		B-2 (10-22`)		B-3 (0-7`)		B-3 (0-7`)		B-3 (10-22`)		B-3 (10-22`)		B-5 (0-7`)		B-5 (0-7`)		B-5 (10-22`)		B-5 (10-22`)		B-6 (0-7`)		B-6 (0-7`)		B-6 (10-22`)		B-6 (10-22`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Volatiles By SW8260D																																									
1,1,1,2-Tetrachloroethan	ug/Kg	100	100			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,1,1-Trichloroethane	ug/Kg	30,000	30,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,1,2,2-Tetrachloroethan	ug/Kg	5	5			< 2.9	2.9			< 3.0	3.0			< 3.0	3.0			< 3.2	3.2			< 3.4	3.4			< 3.1	3.1			< 2.7	2.7			< 2.9	2.9			< 2.5	2.5			< 3.2	3.2
1,1,2-Trichloroethane	ug/Kg	100	100			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,1-Dichloroethane	ug/Kg	400	400			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,1-Dichloroethene	ug/Kg	3,000	3,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,1-Dichloropropene	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2,3-Trichlorobenzene	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2,3-Trichloropropane	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2,4-Trimethylbenzene	ug/Kg	1,000,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2-Dibromo-3-chloropro	ug/Kg	10,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2-Dibromoethane	ug/Kg	100	100			< 0.48	0.48			< 0.50	0.50			< 0.50	0.50			< 0.53	0.53			< 0.56	0.56			< 0.51	0.51			< 0.46	0.46			< 0.49	0.49			< 0.42	0.42			< 0.53	0.53
1,2-Dichlorobenzene	ug/Kg	9,000	9,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2-Dichloroethane	ug/Kg	100	100			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,2-Dichloropropane	ug/Kg	100	100			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,3,5-Trimethylbenzene	ug/Kg	10,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,3-Dichlorobenzene	ug/Kg	3,000	3,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,3-Dichloropropane	ug/Kg	500,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
1,4-Dichlorobenzene	ug/Kg	700	700			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
2,2-Dichloropropane	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
2-Chlorotoluene	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
2-Hexanone	ug/Kg	100,000				< 24	24			< 25	25			< 25	25			< 26	26			< 28	28			< 26	26			< 23	23			< 25	25			< 21	21			< 26	26
2-Isopropyltoluene	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
4-Chlorotoluene	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
4-Methyl-2-pentanone	ug/Kg	400	400			< 24	24			< 25	25			< 25	25			< 26	26			< 28	28			< 26	26			< 23	23			< 25	25			< 21	21			< 26	26
Acetone	ug/Kg	6,000	6,000			< 6000	6,000			< 6000	6,000			< 250	250			< 260	260			< 280	280			< 6000	6,000			< 230	230			< 6000	6,000			< 210	210			< 260	260
Acrylonitrile	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Benzene	ug/Kg	2,000	2,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Bromobenzene	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Bromochloromethane	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Bromodichloromethane	ug/Kg	100	100			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Bromoform	ug/Kg	100	100			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Bromomethane	ug/Kg	500	500			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Carbon Disulfide	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Carbon tetrachloride	ug/Kg	5,000	10,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Chlorobenzene	ug/Kg	1,000	1,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Chloroethane	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Chloroform	ug/Kg	200	400			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Chloromethane	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
cis-1,2-Dichloroethene	ug/Kg	100	300			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
cis-1,3-Dichloropropene	ug/Kg	10				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Dibromochloromethane	ug/Kg	5	5			< 2.9	2.9			< 3.0	3.0			< 3.0	3.0			< 3.2	3.2			< 3.4	3.4			< 3.1	3.1			< 2.7	2.7			< 2.9	2.9			< 2.5	2.5			< 3.2	3.2
Dibromomethane	ug/Kg	500,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Dichlorodifluoromethane	ug/Kg	1,000,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Ethylbenzene	ug/Kg	40,000	40,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Hexachlorobutadiene	ug/Kg	30,000	30,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Isopropylbenzene	ug/Kg	1,000,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
m&p-Xylene	ug/Kg	100,000	400,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Methyl Ethyl Ketone	ug/Kg	4,000	4,000			< 29	29			< 30	30			< 30	30			< 32	32			< 34	34			< 31	31			< 27	27			< 29	29			< 25	25			< 32	32
Methyl t-butyl ether (MT	ug/Kg	100	100			< 9.5	9.5			< 9.9	9.9			< 10	10			< 11	11			< 11	11			< 10	10			< 9.1	9.1			< 9.8	9.8			< 8.4	8.4			< 11	11
Methylene chloride	ug/Kg	100	100			< 9.5	9.5			< 9.9	9.9			< 10	10			< 11	11			< 11	11			< 10	10			< 9.1	9.1			< 9.8	9.8			< 8.4	8.4			< 11	11
Naphthalene	ug/Kg	4,000	4,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
n-Butylbenzene	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
n-Propylbenzene	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
o-Xylene	ug/Kg	100,000	400,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
p-Isopropyltoluene	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
sec-Butylbenzene	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Styrene	ug/Kg	3,000	3,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
tert-Butylbenzene	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Tetrachloroethene	ug/Kg	1,000	1,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Tetrahydrofuran (THF)	ug/Kg	500,000				< 9.5	9.5			< 9.9	9.9			< 10	10			< 11	11			< 11	11			< 10	10			< 9.1	9.1			< 9.8	9.8			< 8.4	8.4			< 11	11
Toluene	ug/Kg	30,000	30,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Total Xylenes	ug/Kg	100,000	400,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
trans-1,2-Dichloroethene	ug/Kg	1,000	1,000			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
trans-1,3-Dichloropropen	ug/Kg	10				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
trans-1,4-dichloro-2-bute	ug/Kg	10,000				< 9.5	9.5			< 9.9	9.9			< 10	10			< 11	11			< 11	11			< 10	10			< 9.1	9.1			< 9.8	9.8			< 8.4	8.4			< 11	11
Trichloroethene	ug/Kg	300	300			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Trichlorofluoromethane	ug/Kg	1,000,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Trichlorotrifluoroethane	ug/Kg					< 9.5	9.5			< 9.9	9.9			< 10	10			< 11	11			< 11	11			< 10	10			< 9.1	9.1			< 9.8	9.8			< 8.4	8.4			< 11	11
Vinyl chloride	ug/Kg	300	300			< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3

Table 1
Laboratory Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57429		CU57430		CU57431		CU57432		CU57433		CU57434		CU57435		CU57436		CU57437		CU57438		CU57439		CU57440		CU57441		CU57442		CU57443		CU57444		CU57445		CU57446		CU57447		CU57448	
PO # : 13560.001.3			Collection Date	10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025	
			Client Id	B-1 (0-7`)		B-1 (0-7`)		B-1 (10-22`)		B-1 (10-22`)		B-2 (0-7`)		B-2 (0-7`)		B-2 (10-22`)		B-2 (10-22`)		B-3 (0-7`)		B-3 (0-7`)		B-3 (10-22`)		B-3 (10-22`)		B-5 (0-7`)		B-5 (0-7`)		B-5 (10-22`)		B-5 (10-22`)		B-6 (0-7`)		B-6 (0-7`)		B-6 (10-22`)		B-6 (10-22`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Semivolatiles By SW8270E																																									
1,1-Biphenyl	ug/Kg	50	50	< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50			< 50	50		
1,2,4,5-Tetrachlorobenze	ug/Kg	1,000,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
1,2-Dichlorobenzene	ug/Kg	9,000	9,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
1,2-Diphenylhydrazine	ug/Kg	50,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
1,3-Dichlorobenzene	ug/Kg	3,000	3,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
1,4-Dichlorobenzene	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,2'-Oxybis(1-Chloroprop	ug/Kg	700		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,4,5-Trichlorophenol	ug/Kg	4,000	4,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,4,6-Trichlorophenol	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,4-Dichlorophenol	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,4-Dimethylphenol	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,4-Dinitrophenol	ug/Kg	3,000	3,000	< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
2,4-Dinitrotoluene	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2,6-Dinitrotoluene	ug/Kg	100,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2-Chloronaphthalene	ug/Kg	1,000,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2-Chlorophenol	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2-Methylnaphthalene	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2-Methylphenol (o-creso	ug/Kg	500,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
2-Nitroaniline	ug/Kg			< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
2-Nitrophenol	ug/Kg	100,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
3&4-Methylphenol (m&p	ug/Kg	500,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
3,3'-Dichlorobenzidine	ug/Kg	3,000	3,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
3-Nitroaniline	ug/Kg			< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
4,6-Dinitro-2-methylpher	ug/Kg	50,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
4-Bromophenyl phenyl et	ug/Kg	100,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
4-Chloro-3-methylphenol	ug/Kg	1,000,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
4-Chloroaniline	ug/Kg	1,000	1,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
4-Chlorophenyl phenyl et	ug/Kg	1,000,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
4-Nitroaniline	ug/Kg	1,000,000		< 570	570			< 580	580			< 620	620			< 570	570			< 580	580			< 600	600			< 570	570			< 580	580			< 590	590			< 580	580		
4-Nitrophenol	ug/Kg	100,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Acenaphthene	ug/Kg	4,000	4,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Acenaphthylene	ug/Kg	2,000	2,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Acetophenone	ug/Kg	1,000,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Aniline	ug/Kg	1,000,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Anthracene	ug/Kg	1,000,000	1,000,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benz(a)anthracene	ug/Kg	20,000	20,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benzidine	ug/Kg	10,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benzo(a)pyrene	ug/Kg	2,000	2,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benzo(b)fluoranthene	ug/Kg	20,000	20,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benzo(ghi)perylene	ug/Kg	1,000,000	1,000,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benzo(k)fluoranthene	ug/Kg	200,000	200,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Benzoic acid	ug/Kg	1,000,000		< 710	710			< 720	720			< 770	770			< 710	710			< 730	730			< 750	750			< 720	720			< 730	730			< 740	740			< 720	720		
Benzyl butyl phthalate	ug/Kg	100,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Bis(2-chloroethoxy)meth	ug/Kg	500,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Bis(2-chloroethyl)ether	ug/Kg	700	700	< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Bis(2-ethylhexyl)phthalat	ug/Kg	100,000	100,000	< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Carbazole	ug/Kg			< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Chrysene	ug/Kg	200,000	200,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Dibenz(a,h)anthracene	ug/Kg	2,000	2,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Dibenzofuran	ug/Kg	100,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Diethyl phthalate	ug/Kg	10,000	10,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Dimethylphthalate	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Di-n-butylphthalate	ug/Kg	50,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Di-n-octylphthalate	ug/Kg	1,000,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Fluoranthene	ug/Kg	1,000,000	1,000,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Fluorene	ug/Kg	1,000,000	1,000,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Hexachlorobenzene	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Hexachlorobutadiene	ug/Kg	30,000	30,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Hexachlorocyclopentadie	ug/Kg	50,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Hexachloroethane	ug/Kg	700	700	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Indeno(1,2,3-cd)pyrene	ug/Kg	20,000	20,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Isophorone	ug/Kg	100,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Naphthalene	ug/Kg	4,000	4,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Nitrobenzene	ug/Kg	500,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
N-Nitrosodimethylamine	ug/Kg	50,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
N-Nitrosodi-n-propylamir	ug/Kg	50,000		< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
N-Nitrosodiphenylamine	ug/Kg	100,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Pentachloronitrobenzene	ug/Kg	100,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Pentachlorophenol	ug/Kg	3,000	3,000	< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		
Phenanthrene	ug/Kg	10,000	10,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Phenol	ug/Kg	900	900	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Pyrene	ug/Kg	1,000,000	1,000,000	< 250	250			< 250	250			< 270	270			< 250	250			< 250	250			< 260	260			< 250	250			< 260	260			< 260	260			< 250	250		
Pyridine	ug/Kg	500,000		< 360	360			< 360	360			< 390	390			< 360	360			< 360	360			< 370	370			< 360	360			< 360	360			< 370	370			< 360	360		

Table 1
Laboratory Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUTH HADLEY, MA			Lab Sample Id	CU57429		CU57430		CU57431		CU57432		CU57433		CU57434		CU57435		CU57436		CU57437		CU57438		CU57439		CU57440		CU57441		CU57442		CU57443		CU57444		CU57445		CU57446		CU57447		CU57448	
PO # : 13560.001.3			Collection Date	10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025		10/22/2025	
			Client Id	B-1 (0-7`)		B-1 (0-7`)		B-1 (10-22`)		B-1 (10-22`)		B-2 (0-7`)		B-2 (0-7`)		B-2 (10-22`)		B-2 (10-22`)		B-3 (0-7`)		B-3 (0-7`)		B-3 (10-22`)		B-3 (10-22`)		B-5 (0-7`)		B-5 (0-7`)		B-5 (10-22`)		B-5 (10-22`)		B-6 (0-7`)		B-6 (0-7`)		B-6 (10-22`)		B-6 (10-22`)	
			Matrix	Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL	Result	RL
Oxygenates & Dioxane By SW8260D (OXY)																																									
1,4-Dioxane	ug/Kg	200	200			< 95	95			< 99	99			< 100	100			< 110	110			< 110	110			< 100	100			< 91	91			< 98	98			< 84	84			< 110	110
Diethyl ether	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Di-isopropyl ether	ug/Kg	100,000				< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
Ethyl tert-butyl ether	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3
tert-amyl methyl ether	ug/Kg					< 4.8	4.8			< 5.0	5.0			< 5.0	5.0			< 5.3	5.3			< 5.6	5.6			< 5.1	5.1			< 4.6	4.6			< 4.9	4.9			< 4.2	4.2			< 5.3	5.3

Notes:
RL: Reporting Limit
RCS-1: S-1 Reportable Concentration
S-1/GW-1: Risk Characterization standard for S-1 soil in a GW-1 area

Table 1A
Soil Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59514		CU59516		CU59518		CU59520	
PO # : 13560.001.3			Collection Date	10/24/2025		10/24/2025		10/24/2025		10/24/2025	
			Client Id	B-4 (0-7`)		B-4 (9-22`)		B-7 (0-5.5`)		B-7 (9-20.5`)	
			Matrix	Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL
Miscellaneous/Inorganics											
Percent Solid	%			90		90		88		88	
Conductivity - Soil Matrix	umhos/cm			20	5	13	5	446	5	93	5
Corrosivity	Pos/Neg			Negative		Negative		Negative		Negative	
Flash Point	Degree F			>200	200	>200	200	>200	200	>200	200
Ignitability	degree F			Passed	140	Passed	140	Passed	140	Passed	140
pH at 23C - Soil	pH Units			6.35	1.00	8.97	1.00	8.18	1.00	8.86	1.00
Reactivity Cyanide	mg/Kg			< 5	5	< 5	5	< 6	6	< 5	5
Reactivity Sulfide	mg/Kg			< 20	20	< 20	20	< 20	20	< 20	20
Reactivity	Pos/Neg			Negative		Negative		Negative		Negative	
Metals, Total											
Antimony	mg/Kg	20	20	< 3.4	3.4	< 3.9	3.9	< 3.8	3.8	< 3.5	3.5
Arsenic	mg/Kg	20	20	2.93	0.69	4.07	0.78	5.14	0.76	3.23	0.69
Barium	mg/Kg	1,000	1,000	75.6	0.34	96.8	0.39	67.8	0.38	119	0.35
Beryllium	mg/Kg	100	100	0.52	0.27	0.51	0.31	0.46	0.30	0.59	0.28
Cadmium	mg/Kg	80	80	< 0.34	0.34	< 0.39	0.39	< 0.38	0.38	0.36	0.35
Chromium	mg/Kg	100	100	19.5	0.34	18.8	0.39	23.4	0.38	24.4	0.35
Lead	mg/Kg	200	200	6.17	0.34	5.28	0.39	5.28	0.38	4.91	0.35
Mercury	mg/Kg	20	20	< 0.03	0.03	< 0.03	0.03	< 0.03	0.03	< 0.03	0.03
Nickel	mg/Kg	700	700	14.8	0.34	15.8	0.39	13.3	0.38	20.3	0.35
Selenium	mg/Kg	400	400	< 1.4	1.4	< 1.6	1.6	< 1.5	1.5	< 1.4	1.4
Silver	mg/Kg	100	100	< 0.34	0.34	< 0.39	0.39	< 0.38	0.38	< 0.35	0.35
Thallium	mg/Kg	8	8	< 3.1	3.1	< 3.5	3.5	< 3.4	3.4	< 3.1	3.1
Vanadium	mg/Kg	500	500	32.6	0.34	37.6	0.39	42	0.38	38.5	0.35
Zinc	mg/Kg	1,000	1,000	40.9	0.7	38.5	0.8	55.1	0.8	50.8	0.7
TPH By SW8015D											
Fuel Oil #2 / Diesel Fuel	mg/kg			< 54	54	< 55	55	< 56	56	< 56	56
Fuel Oil #4	mg/kg			< 54	54	< 55	55	< 56	56	< 56	56
Fuel Oil #6	mg/kg			< 54	54	< 55	55	< 56	56	< 56	56
Kerosene	mg/kg			< 54	54	< 55	55	< 56	56	< 56	56
Motor Oil	mg/kg			< 54	54	< 55	55	< 56	56	< 56	56
Total TPH	mg/kg	1,000	1,000	< 54	54	< 55	55	< 56	56	< 56	56
Unidentified	mg/kg			< 54	54	< 55	55	< 56	56	< 56	56

Table 1A
Soil Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59514		CU59516		CU59518		CU59520	
PO # : 13560.001.3			Collection Date	10/24/2025		10/24/2025		10/24/2025		10/24/2025	
			Client Id	B-4 (0-7`)		B-4 (9-22`)		B-7 (0-5.5`)		B-7 (9-20.5`)	
			Matrix	Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL
PCBs By SW8082A											
PCB-1016	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1221	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1232	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1242	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1248	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1254	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1260	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1262	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
PCB-1268	ug/Kg	1,000	1,000	< 72	72	< 73	73	< 73	73	< 74	74
Volatiles By SW8260D											
1,1,1,2-Tetrachloroethane	ug/Kg	100	100	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,1,1-Trichloroethane	ug/Kg	30,000	30,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,1,2,2-Tetrachloroethane	ug/Kg	5	5	< 3.2	3.2	< 3.2	3.2	< 3.3	3.3	< 3.4	3.4
1,1,2-Trichloroethane	ug/Kg	100	100	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,1-Dichloroethane	ug/Kg	400	400	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,1-Dichloroethene	ug/Kg	3,000	3,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,1-Dichloropropene	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2,3-Trichlorobenzene	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2,3-Trichloropropane	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2,4-Trimethylbenzene	ug/Kg	1,000,000		1,800	280	< 5.4	5.4	< 5.5	5.5	130	120
1,2-Dibromo-3-chloropropa	ug/Kg	10,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2-Dibromoethane	ug/Kg	100	100	< 0.53	0.53	< 0.54	0.54	< 0.55	0.55	< 0.56	0.56
1,2-Dichlorobenzene	ug/Kg	9,000	9,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2-Dichloroethane	ug/Kg	100	100	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,2-Dichloropropane	ug/Kg	100	100	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,3,5-Trimethylbenzene	ug/Kg	10,000		450	280	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,3-Dichlorobenzene	ug/Kg	3,000	3,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,3-Dichloropropane	ug/Kg	500,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
1,4-Dichlorobenzene	ug/Kg	700	700	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
2,2-Dichloropropane	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
2-Chlorotoluene	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
2-Hexanone	ug/Kg	100,000		< 26	26	< 27	27	< 28	28	< 28	28
2-Isopropyltoluene	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
4-Chlorotoluene	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
4-Methyl-2-pentanone	ug/Kg	400	400	< 26	26	< 27	27	< 28	28	< 28	28
Acetone	ug/Kg	6,000	6,000	< 6000	6,000	< 270	270	< 280	280	< 6000	6,000
Acrylonitrile	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Benzene	ug/Kg	2,000	2,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Bromobenzene	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Bromochloromethane	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Bromodichloromethane	ug/Kg	100	100	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Bromoform	ug/Kg	100	100	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Bromomethane	ug/Kg	500	500	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Carbon Disulfide	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6

Table 1A
Soil Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59514		CU59516		CU59518		CU59520	
PO # : 13560.001.3			Collection Date	10/24/2025		10/24/2025		10/24/2025		10/24/2025	
			Client Id	B-4 (0-7`)		B-4 (9-22`)		B-7 (0-5.5`)		B-7 (9-20.5`)	
			Matrix	Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL
Carbon tetrachloride	ug/Kg	5,000	10,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Chlorobenzene	ug/Kg	1,000	1,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Chloroethane	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Chloroform	ug/Kg	200	400	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Chloromethane	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
cis-1,2-Dichloroethene	ug/Kg	100	300	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
cis-1,3-Dichloropropene	ug/Kg	10		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Dibromochloromethane	ug/Kg	5	5	< 3.2	3.2	< 3.2	3.2	< 3.3	3.3	< 3.4	3.4
Dibromomethane	ug/Kg	500,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Dichlorodifluoromethane	ug/Kg	1,000,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Ethylbenzene	ug/Kg	40,000	40,000	1,900	280	< 5.4	5.4	< 5.5	5.5	130	120
Hexachlorobutadiene	ug/Kg	30,000	30,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Isopropylbenzene	ug/Kg	1,000,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
m&p-Xylene	ug/Kg	100,000	400,000	8,500	280	< 5.4	5.4	< 5.5	5.5	600	290
Methyl Ethyl Ketone	ug/Kg	4,000	4,000	< 32	32	< 32	32	< 33	33	< 34	34
Methyl t-butyl ether (MTBE	ug/Kg	100	100	< 11	11	< 11	11	< 11	11	< 11	11
Methylene chloride	ug/Kg	100	100	< 11	11	< 11	11	< 11	11	< 11	11
Naphthalene	ug/Kg	4,000	4,000	180	170	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
n-Butylbenzene	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
n-Propylbenzene	ug/Kg	100,000		290	280	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
o-Xylene	ug/Kg	100,000	400,000	2,900	280	< 5.4	5.4	< 5.5	5.5	200	170
p-Isopropyltoluene	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
sec-Butylbenzene	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Styrene	ug/Kg	3,000	3,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
tert-Butylbenzene	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Tetrachloroethene	ug/Kg	1,000	1,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Tetrahydrofuran (THF)	ug/Kg	500,000		< 11	11	< 11	11	< 11	11	< 11	11
Toluene	ug/Kg	30,000	30,000	1,200	280	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Total Xylenes	ug/Kg	100,000	400,000	11,400	280	< 5.4	5.4	< 5.5	5.5	800	170
trans-1,2-Dichloroethene	ug/Kg	1,000	1,000	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
trans-1,3-Dichloropropene	ug/Kg	10		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
trans-1,4-dichloro-2-butene	ug/Kg	10,000		< 11	11	< 11	11	< 11	11	< 11	11
Trichloroethene	ug/Kg	300	300	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Trichlorofluoromethane	ug/Kg	1,000,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Trichlorotrifluoroethane	ug/Kg			< 11	11	< 11	11	< 11	11	< 11	11
Vinyl chloride	ug/Kg	300	300	< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6

Table 1A
Soil Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59514		CU59516		CU59518		CU59520	
PO # : 13560.001.3			Collection Date	10/24/2025		10/24/2025		10/24/2025		10/24/2025	
			Client Id	B-4 (0-7`)		B-4 (9-22`)		B-7 (0-5.5`)		B-7 (9-20.5`)	
			Matrix	Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL
Semivolatiles By SW8270E											
1,1-Biphenyl	ug/Kg	50	50	< 50	50	< 50	50	< 50	50	< 50	50
1,2,4,5-Tetrachlorobenzene	ug/Kg	1,000,000		< 260	260	< 260	260	< 260	260	< 260	260
1,2,4-Trichlorobenzene	ug/Kg	2,000	2,000	< 260	260	< 260	260	< 260	260	< 260	260
1,2-Dichlorobenzene	ug/Kg	9,000	9,000	< 260	260	< 260	260	< 260	260	< 260	260
1,2-Diphenylhydrazine	ug/Kg	50,000		< 370	370	< 370	370	< 370	370	< 370	370
1,3-Dichlorobenzene	ug/Kg	3,000	3,000	< 260	260	< 260	260	< 260	260	< 260	260
1,4-Dichlorobenzene	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2,2'-Oxybis(1-Chloropropan	ug/Kg	700		< 260	260	< 260	260	< 260	260	< 260	260
2,4,5-Trichlorophenol	ug/Kg	4,000	4,000	< 260	260	< 260	260	< 260	260	< 260	260
2,4,6-Trichlorophenol	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2,4-Dichlorophenol	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2,4-Dimethylphenol	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2,4-Dinitrophenol	ug/Kg	3,000	3,000	< 370	370	< 370	370	< 370	370	< 370	370
2,4-Dinitrotoluene	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2,6-Dinitrotoluene	ug/Kg	100,000		< 260	260	< 260	260	< 260	260	< 260	260
2-Chloronaphthalene	ug/Kg	1,000,000		< 260	260	< 260	260	< 260	260	< 260	260
2-Chlorophenol	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2-Methylnaphthalene	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
2-Methylphenol (o-cresol)	ug/Kg	500,000		< 260	260	< 260	260	< 260	260	< 260	260
2-Nitroaniline	ug/Kg			< 370	370	< 370	370	< 370	370	< 370	370
2-Nitrophenol	ug/Kg	100,000		< 260	260	< 260	260	< 260	260	< 260	260
3&4-Methylphenol (m&p-cr	ug/Kg	500,000		< 370	370	< 370	370	< 370	370	< 370	370
3,3'-Dichlorobenzidine	ug/Kg	3,000	3,000	< 260	260	< 260	260	< 260	260	< 260	260
3-Nitroaniline	ug/Kg			< 370	370	< 370	370	< 370	370	< 370	370
4,6-Dinitro-2-methylphenol	ug/Kg	50,000		< 370	370	< 370	370	< 370	370	< 370	370
4-Bromophenyl phenyl ethe	ug/Kg	100,000		< 370	370	< 370	370	< 370	370	< 370	370
4-Chloro-3-methylphenol	ug/Kg	1,000,000		< 260	260	< 260	260	< 260	260	< 260	260
4-Chloroaniline	ug/Kg	1,000	1,000	< 260	260	< 260	260	< 260	260	< 260	260
4-Chlorophenyl phenyl ethe	ug/Kg	1,000,000		< 260	260	< 260	260	< 260	260	< 260	260
4-Nitroaniline	ug/Kg	1,000,000		< 590	590	< 590	590	< 600	600	< 590	590
4-Nitrophenol	ug/Kg	100,000		< 260	260	< 260	260	< 260	260	< 260	260
Acenaphthene	ug/Kg	4,000	4,000	< 260	260	< 260	260	< 260	260	< 260	260
Acenaphthylene	ug/Kg	2,000	2,000	< 260	260	< 260	260	< 260	260	< 260	260
Acetophenone	ug/Kg	1,000,000		< 260	260	< 260	260	< 260	260	< 260	260
Aniline	ug/Kg	1,000,000		< 370	370	< 370	370	< 370	370	< 370	370
Anthracene	ug/Kg	1,000,000	1,000,000	< 260	260	< 260	260	< 260	260	< 260	260
Benzidine	ug/Kg	10,000		< 260	260	< 260	260	< 260	260	< 260	260
benzo(a)anthracene	ug/Kg	20,000	20,000	< 260	260	< 260	260	< 260	260	< 260	260
Benzo(a)pyrene	ug/Kg	2,000	2,000	< 260	260	< 260	260	< 260	260	< 260	260
Benzo(b)fluoranthene	ug/Kg	20,000	20,000	< 260	260	< 260	260	< 260	260	< 260	260
Benzo(ghi)perylene	ug/Kg	1,000,000	1,000,000	< 260	260	< 260	260	< 260	260	< 260	260
Benzo(k)fluoranthene	ug/Kg	200,000	200,000	< 260	260	< 260	260	< 260	260	< 260	260
Benzoic acid	ug/Kg	1,000,000		< 740	740	< 740	740	< 740	740	< 740	740
Benzyl butyl phthalate	ug/Kg	100,000		< 260	260	< 260	260	< 260	260	< 260	260
Bis(2-chloroethoxy)methan	ug/Kg	500,000		< 260	260	< 260	260	< 260	260	< 260	260
Bis(2-chloroethyl)ether	ug/Kg	700	700	< 370	370	< 370	370	< 370	370	< 370	370

Table 1A
Soil Analysis Results
100 Mosier Street, South Hadley, MA

100 MOSIER STREET, SOUGH HADLEY, MA			Lab Sample Id	CU59514		CU59516		CU59518		CU59520	
PO # : 13560.001.3			Collection Date	10/24/2025		10/24/2025		10/24/2025		10/24/2025	
			Client Id	B-4 (0-7`)		B-4 (9-22`)		B-7 (0-5.5`)		B-7 (9-20.5`)	
			Matrix	Soil		Soil		Soil		Soil	
	Units	RCS-1	S-1/GW-1	Result	RL	Result	RL	Result	RL	Result	RL
Bis(2-ethylhexyl)phthalate	ug/Kg	100,000	100,000	< 370	370	< 370	370	< 370	370	< 370	370
Carbazole	ug/Kg			< 370	370	< 370	370	< 370	370	< 370	370
Chrysene	ug/Kg	200,000	200,000	< 260	260	< 260	260	< 260	260	< 260	260
Dibenz(a,h)anthracene	ug/Kg	2,000	2,000	< 260	260	< 260	260	< 260	260	< 260	260
Dibenzofuran	ug/Kg	100,000		< 260	260	< 260	260	< 260	260	< 260	260
Diethyl phthalate	ug/Kg	10,000	10,000	< 260	260	< 260	260	< 260	260	< 260	260
Dimethylphthalate	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
Di-n-butylphthalate	ug/Kg	50,000		< 370	370	< 370	370	< 370	370	< 370	370
Di-n-octylphthalate	ug/Kg	1,000,000		< 260	260	< 260	260	< 260	260	< 260	260
Fluoranthene	ug/Kg	1,000,000	1,000,000	< 260	260	< 260	260	< 260	260	< 260	260
Fluorene	ug/Kg	1,000,000	1,000,000	< 260	260	< 260	260	< 260	260	< 260	260
Hexachlorobenzene	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
Hexachlorobutadiene	ug/Kg	30,000	30,000	< 260	260	< 260	260	< 260	260	< 260	260
Hexachlorocyclopentadiene	ug/Kg	50,000		< 260	260	< 260	260	< 260	260	< 260	260
Hexachloroethane	ug/Kg	700	700	< 260	260	< 260	260	< 260	260	< 260	260
Indeno(1,2,3-cd)pyrene	ug/Kg	20,000	20,000	< 260	260	< 260	260	< 260	260	< 260	260
Isophorone	ug/Kg	100,000		< 260	260	< 260	260	< 260	260	< 260	260
Naphthalene	ug/Kg	4,000	4,000	< 260	260	< 260	260	< 260	260	< 260	260
Nitrobenzene	ug/Kg	500,000		< 260	260	< 260	260	< 260	260	< 260	260
N-Nitrosodimethylamine	ug/Kg	50,000		< 370	370	< 370	370	< 370	370	< 370	370
N-Nitrosodi-n-propylamine	ug/Kg	50,000		< 260	260	< 260	260	< 260	260	< 260	260
N-Nitrosodiphenylamine	ug/Kg	100,000		< 370	370	< 370	370	< 370	370	< 370	370
Pentachloronitrobenzene	ug/Kg	100,000		< 370	370	< 370	370	< 370	370	< 370	370
Pentachlorophenol	ug/Kg	3,000	3,000	< 370	370	< 370	370	< 370	370	< 370	370
Phenanthrene	ug/Kg	10,000	10,000	< 260	260	< 260	260	< 260	260	< 260	260
Phenol	ug/Kg	900	900	< 260	260	< 260	260	< 260	260	< 260	260
Pyrene	ug/Kg	1,000,000	1,000,000	< 260	260	< 260	260	< 260	260	< 260	260
Pyridine	ug/Kg	500,000		< 370	370	< 370	370	< 370	370	< 370	370
Oxygenates & Dioxane By SW8260D											
1,4-Dioxane	ug/Kg	200	200	< 110	110	< 110	110	< 110	110	< 110	110
Diethyl ether	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Di-isopropyl ether	ug/Kg	100,000		< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
Ethyl tert-butyl ether	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6
tert-amyl methyl ether	ug/Kg			< 5.3	5.3	< 5.4	5.4	< 5.5	5.5	< 5.6	5.6

Notes:
RL: Reporting Limit
RCS-1: S-1 Reportable Concentration
S-1/GW-1: Risk Characterization standard for S-1 soil in a GW-1 area

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-01
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/22/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/22/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0							
				0-2': Loam, tan, fine sand, some reddish brown, fine sand and silt	0-2'	18"	0.1
				2-4': Tan, fine sand, some reddish brown, fine sand and silt	2-4'	18"	0.0
5.0							
				5-7': Reddish brown, fine sand and silt, some gravel	5-7'	24"	0.0
10.0							
				10-12': Same as above	10-12'	20"	0.0
15.0				12-15': Some cobbles			
				15-17': Reddish brown, fine sand and silt, some gravel	15-17'	14"	0.0
20.0				20-22': Same as above	20-22'	22"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS | GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-02
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/22/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/22/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	SAMPLE DATA: LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0							
				0-2': Loam, brown, silty, fine sand	0-2'	18"	0.0
					2-4'	20"	0.0
				2-4': Fine, brown, silty sand			
5.0							
				5-7': Reddish brown, fine sand and silt	5-7'	20"	0.0
10.0							
				10-12': Same as above	10-12'	22"	0.0
15.0							
				15-17': Same as above, some gravel	15-17'	20"	0.0
					20-22'	24"	0.0
20.0				20-22': Same as above			

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS | GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-03
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/22/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/22/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	SAMPLE DATA: LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0							
					0-2'	12"	0.0
				0-2': Loam, some gravel			
					2-4'	20"	0.0
				2-4': Reddish brown, fine sand, some silt			
5.0							
					5-7'	20"	0.0
				5-7': Same as above (dense)			
10.0							
				10-12': Same as above (dense)	10-12'	24"	0.0
15.0							
					15-17'	24"	0.0
				15-17': Same as above (dense)			
				20-21': Same as above, some gravel (dense)	20-21'	12"	0.0
20.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS | GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-04
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/24/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/24/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	SAMPLE DATA: LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0							
				0-2': Loam, reddish brown, fine sand and silt, some gravel	0-2'	20"	0.1
				2-4': Reddish brown, fine sand and silt (dense)	2-4'	12"	0.0
5.0							
				5-7': Same as above	5-7'	18"	0.0
10.0							
				9-11': Same as above	9-11'	22"	0.0
15.0							
				15-17': Same as above, moist at 15'	15-17'	16"	0.0
				20-22': Same as above, moist	20-22'	24"	0.0
20.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS: 2" diameter well set to 20' depth, 10' screen, 10' riser. No groundwater encountered. Installed per request of Majid.

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-05
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/22/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/22/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Loam, brown, fine sand	0-2'	12"	0.0
				2-4': Brown, fine sand and silt	2-4'	18"	0.0
5.0				5-7': Same as above	5-7'	22"	0.0
10.0				10-12': Reddish brown, fine sand, some gravel	10-12'	20"	0.0
15.0				15-16': Same as above 16-17': Gray, fine sand and silt, some dense gravel	15-17'	18"	0.0
20.0				20-21.5': Gray, fine sand and silt, some dense gravel	20-21.5'	18"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS	GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-06
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/22/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/22/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

				SAMPLE DATA			
DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
0.0				0-2': Loam, brown, fine sand and silt	0-2'	18"	0.1
				2-4': Brown, fine sand and silt (dense)	2-4'	15"	0.0
5.0				5-7': Reddish brown, fine sand and silt	5-7'	16"	0.0
10.0				10-12': Same as above	10-12'	18"	0.0
15.0				15-17': Same as above, some gravel	15-17'	18"	0.0
20.0				20-22': Same as above	20-22'	18"	0.0

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

CONECO ENGINEERS & SCIENTISTS | GEOPROBE SOIL BORING & MONITORING WELL REPORT

PROJECT:	13560	BORING NO.	B-07
LOCATION:	100 Mosier Street, South Hadley, MA	PAGE 1 OF	1
DRILLING CO:	Soil X	DATE STARTED:	10/24/2025
EQUIPMENT:	Diedrich D70 (track-mounted)	DATE FINISHED:	10/24/2025
DRILLED BY:	Mike Houde	SURFACE ELEVATION:	
INSPECTED BY:	Kevin Hazel		

GROUNDWATER OBSERVATIONS

NOT ENCOUNTERED: ____

DEPTH	STABILIZATION TIME

	ROD	SAMPLER	CORE BAR
TYPE:	Geoprobe	Macro-core	Geoprobe
SIZE ID:			
PENETRATION:			

DEPTH (ft)	SAMPLING DEPTH FROM - TO	WELL DATA	WATER TABLE (ft)	LITHOLOGY (Description of materials)	SAMPLE ID	PEN/ RECOV (in./in.)	FIELD SCREENING (ppmv)
				SAMPLE DATA			
0.0				0-2': Loam, tan, fine to medium sand	0-2'	15"	0.0
				2-4': Reddish brown, fine sand and silt, some gravel	2-4'	20"	0.0
5.0				4-5.5': Same as above, very dense	4-5.5'	10"	0.0
10.0				9-11': Same as above	9-11'	23"	0.0
15.0				14-15.5': Same as above	14-15.5'	18"	0.0
20.0				19-20.5': Same as above	19-20.5'	14"	0.0
25.0				24-26': Same as above, some clay	24-26'	24"	0.0
30.0				29-30.5': Same as above	29-30.5'	12"	0.0
35.0				34-34.7': Same as above	34-34.7'	12"	0.0
40.0							

Native Materials
Bentonite
Sand
2" PVC Well Screen
2" PVC Well Riser
Denotes approximate groundwater elevation

GENERAL REMARKS:

Headspace screening conducted using a MiniRAE Model 3000 PID, calibrated to a 100 ppm isobutylene standard.

Wednesday, November 26, 2025

Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
SDG ID: GCU59514
Sample ID#s: CU59514, CU59516, CU59518, CU59520

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

SDG Comments

November 26, 2025

SDG I.D.: GCU59514

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

November 26, 2025

SDG I.D.: GCU59514

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA

Client Id	Lab Id	Matrix	Col Date
B-4 (0-7`)	CU59514	SOIL	10/24/25 7:35
B-4 (9-22`)	CU59516	SOIL	10/24/25 8:20
B-7 (0-5.5`)	CU59518	SOIL	10/24/25 10:50
B-7 (9-20.5`)	CU59520	SOIL	10/24/25 12:20

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/24/25	7:35
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59514
Phoenix ID: CU59514

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (0-7`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.34	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Arsenic	2.93	0.69	mg/Kg	1	10/30/25	TH	SW6010D
Barium	75.6	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Beryllium	0.52	0.27	mg/Kg	1	10/30/25	TH	SW6010D
Cadmium	< 0.34	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Chromium	19.5	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	1	10/29/25	AJ1	SW7471B
Nickel	14.8	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Lead	6.17	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Antimony	< 3.4	3.4	mg/Kg	1	10/30/25	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	10/30/25	TH	SW6010D
Thallium	< 3.1	3.1	mg/Kg	1	10/30/25	TH	SW6010D
Vanadium	32.6	0.34	mg/Kg	1	10/30/25	TH	SW6010D
Zinc	40.9	0.7	mg/Kg	1	10/30/25	TH	SW6010D
Percent Solid	90		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	20	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	6.35	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 5	5	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	:B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/29/25	C/Q	SW3546
Soil Extraction for SVOA	Completed				10/31/25	/SM1/RB/S	SW3546

Ver 1

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (0-7`)

Phoenix I.D.: CU59514

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1221	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1232	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1242	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1248	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1254	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1260	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1262	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1268	ND	72	ug/Kg	2	10/30/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	48		%	2	10/30/25	SC	30 - 150 %
% DCBP (Confirmation)	52		%	2	10/30/25	SC	30 - 150 %
% TCMX	56		%	2	10/30/25	SC	30 - 150 %
% TCMX (Confirmation)	57		%	2	10/30/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	54	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	110		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	86		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.2	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	1800	280	ug/Kg	50	10/30/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.53	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	450	280	ug/Kg	50	10/30/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (0-7`)

Phoenix I.D.: CU59514

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	26	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	26	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	6000	ug/Kg	50	10/30/25	JLI	SW8260D
Acrylonitrile	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.2	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	1900	280	ug/Kg	50	10/30/25	JLI	SW8260D
Hexachlorobutadiene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	8500	280	ug/Kg	50	10/30/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	32	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	180	170	ug/Kg	50	10/30/25	JLI	SW8260D
n-Butylbenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	290	280	ug/Kg	50	10/30/25	JLI	SW8260D
o-Xylene	2900	280	ug/Kg	50	10/30/25	JLI	SW8260D
p-Isopropyltoluene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	1200	280	ug/Kg	50	10/30/25	JLI	SW8260D
Total Xylenes	11400	280	ug/Kg	50	10/30/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (0-7`)

Phoenix I.D.: CU59514

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	100		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	99		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	102		%	1	10/29/25	JLI	70 - 130 %
% 1,2-dichlorobenzene-d4 (50x)	97		%	50	10/30/25	JLI	70 - 130 %
% Bromofluorobenzene (50x)	99		%	50	10/30/25	JLI	70 - 130 %
% Dibromofluoromethane (50x)	91		%	50	10/30/25	JLI	70 - 130 %
% Toluene-d8 (50x)	99		%	50	10/30/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	110	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	5.3	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/03/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
1,3-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,4-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dimethylphenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dinitrophenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dinitrotoluene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,6-Dinitrotoluene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Chloronaphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Chlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Methylnaphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Nitroaniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
2-Nitrophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
3-Nitroaniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Chloroaniline	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	260	ug/Kg	1	11/03/25	MR	SW8270E

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (0-7`)

Phoenix I.D.: CU59514

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Nitroaniline	ND	590	ug/Kg	1	11/03/25	MR	SW8270E
4-Nitrophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acenaphthylene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acetophenone	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Aniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzidine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
benzo(a)anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(a)pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(b)fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzoic acid	ND	740	ug/Kg	1	11/03/25	MR	SW8270E
Benzyl butyl phthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-chloroethyl)ether	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Carbazole	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dibenzofuran	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Diethyl phthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dimethylphthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Di-n-butylphthalate	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Di-n-octylphthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorobutadiene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorocyclopentadiene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachloroethane	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Isophorone	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Nitrobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodimethylamine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodiphenylamine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Pentachloronitrobenzene	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Pentachlorophenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Phenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Pyridine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	102		%	1	11/03/25	MR	30 - 130 %
% 2-Fluorobiphenyl	81		%	1	11/03/25	MR	30 - 130 %
% 2-Fluorophenol	70		%	1	11/03/25	MR	30 - 130 %

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (0-7`)

Phoenix I.D.: CU59514

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Nitrobenzene-d5	76		%	1	11/03/25	MR	30 - 130 %
% Phenol-d5	71		%	1	11/03/25	MR	30 - 130 %
% Terphenyl-d14	81		%	1	11/03/25	MR	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/24/25	8:20
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59514
Phoenix ID: CU59516

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (9-22`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.39	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Arsenic	4.07	0.78	mg/Kg	1	10/30/25	TH	SW6010D
Barium	96.8	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Beryllium	0.51	0.31	mg/Kg	1	10/30/25	TH	SW6010D
Cadmium	< 0.39	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Chromium	18.8	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	1	10/29/25	AJ1	SW7471B
Nickel	15.8	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Lead	5.28	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Antimony	< 3.9	3.9	mg/Kg	1	10/30/25	TH	SW6010D
Selenium	< 1.6	1.6	mg/Kg	1	10/30/25	TH	SW6010D
Thallium	< 3.5	3.5	mg/Kg	1	10/30/25	TH	SW6010D
Vanadium	37.6	0.39	mg/Kg	1	10/30/25	TH	SW6010D
Zinc	38.5	0.8	mg/Kg	1	10/30/25	TH	SW6010D
Percent Solid	90		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	13	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	8.97	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 5	5	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	:B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/29/25	C/Q	SW3546
Soil Extraction for SVOA	Completed				10/31/25	/SM1/RB/S	SW3546

Ver 1

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (9-22`)

Phoenix I.D.: CU59516

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1221	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1232	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1242	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1248	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1254	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1260	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1262	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
PCB-1268	ND	73	ug/Kg	2	10/30/25	SC	SW8082A
QA/QC Surrogates							
% DCBP	61		%	2	10/30/25	SC	30 - 150 %
% DCBP (Confirmation)	72		%	2	10/30/25	SC	30 - 150 %
% TCMX	63		%	2	10/30/25	SC	30 - 150 %
% TCMX (Confirmation)	65		%	2	10/30/25	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	55	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	96		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	88		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.2	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.54	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (9-22`)

Phoenix I.D.: CU59516

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	27	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	27	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	270	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.2	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	32	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	100		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	96		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	101		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	110	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	5.4	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/03/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
1,3-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,4-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dimethylphenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dinitrophenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dinitrotoluene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,6-Dinitrotoluene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Chloronaphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Chlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Methylnaphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Nitroaniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
2-Nitrophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
3-Nitroaniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Chloroaniline	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Nitroaniline	ND	590	ug/Kg	1	11/03/25	MR	SW8270E
4-Nitrophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acenaphthylene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-4 (9-22`)

Phoenix I.D.: CU59516

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acetophenone	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Aniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzidine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
benzo(a)anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(a)pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(b)fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzoic acid	ND	740	ug/Kg	1	11/03/25	MR	SW8270E
Benzyl butyl phthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-chloroethyl)ether	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Carbazole	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dibenzofuran	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Diethyl phthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dimethylphthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Di-n-butylphthalate	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Di-n-octylphthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorobutadiene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorocyclopentadiene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachloroethane	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Isophorone	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Nitrobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodimethylamine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodiphenylamine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Pentachloronitrobenzene	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Pentachlorophenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Phenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Pyridine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	91		%	1	11/03/25	MR	30 - 130 %
% 2-Fluorobiphenyl	64		%	1	11/03/25	MR	30 - 130 %
% 2-Fluorophenol	52		%	1	11/03/25	MR	30 - 130 %
% Nitrobenzene-d5	55		%	1	11/03/25	MR	30 - 130 %
% Phenol-d5	53		%	1	11/03/25	MR	30 - 130 %
% Terphenyl-d14	75		%	1	11/03/25	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/24/25	10:50
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59514
Phoenix ID: CU59518

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (0-5.5`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.38	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Arsenic	5.14	0.76	mg/Kg	1	10/30/25	TH	SW6010D
Barium	67.8	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Beryllium	0.46	0.30	mg/Kg	1	10/30/25	TH	SW6010D
Cadmium	< 0.38	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Chromium	23.4	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	13.3	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Lead	5.28	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Antimony	< 3.8	3.8	mg/Kg	1	10/30/25	TH	SW6010D
Selenium	< 1.5	1.5	mg/Kg	1	10/30/25	TH	SW6010D
Thallium	< 3.4	3.4	mg/Kg	1	10/30/25	TH	SW6010D
Vanadium	42.0	0.38	mg/Kg	1	10/30/25	TH	SW6010D
Zinc	55.1	0.8	mg/Kg	1	10/30/25	TH	SW6010D
Percent Solid	88		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	446	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	8.18	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	:B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	/SM1/RB/:	SW3546

Ver 1

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (0-5.5`)

Phoenix I.D.: CU59518

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1221	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1232	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1242	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1248	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1254	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1260	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1262	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
PCB-1268	ND	73	ug/Kg	2	10/31/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	67		%	2	10/31/25	KCA	30 - 150 %
% DCBP (Confirmation)	66		%	2	10/31/25	KCA	30 - 150 %
% TCMX	69		%	2	10/31/25	KCA	30 - 150 %
% TCMX (Confirmation)	56		%	2	10/31/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	111		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	81		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.3	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.55	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (0-5.5`)

Phoenix I.D.: CU59518

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	28	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	28	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	280	ug/Kg	1	10/29/25	JLI	SW8260D
Acrylonitrile	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.3	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Hexachlorobutadiene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	33	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
p-Isopropyltoluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (0-5.5`)

Phoenix I.D.: CU59518

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	101		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	98		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	102		%	1	10/29/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	110	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	5.5	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	10/31/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
1,2-Dichlorobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
1,3-Dichlorobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
1,4-Dichlorobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,4-Dichlorophenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,4-Dimethylphenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,4-Dinitrophenol	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
2,4-Dinitrotoluene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2,6-Dinitrotoluene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2-Chloronaphthalene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2-Chlorophenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2-Methylnaphthalene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
2-Nitroaniline	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
2-Nitrophenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
3-Nitroaniline	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
4-Chloroaniline	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
4-Nitroaniline	ND	600	ug/Kg	1	10/31/25	MR	SW8270E
4-Nitrophenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Acenaphthylene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (0-5.5`)

Phoenix I.D.: CU59518

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acetophenone	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Aniline	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Benzidine	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
benzo(a)anthracene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Benzo(a)pyrene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Benzo(b)fluoranthene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Benzoic acid	ND	740	ug/Kg	1	10/31/25	MR	SW8270E
Benzyl butyl phthalate	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Bis(2-chloroethyl)ether	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Carbazole	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Dibenzofuran	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Diethyl phthalate	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Dimethylphthalate	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Di-n-butylphthalate	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Di-n-octylphthalate	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Fluoranthene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Hexachlorobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Hexachlorobutadiene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Hexachlorocyclopentadiene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Hexachloroethane	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Isophorone	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Nitrobenzene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
N-Nitrosodimethylamine	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
N-Nitrosodiphenylamine	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Pentachloronitrobenzene	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Pentachlorophenol	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Phenol	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Pyrene	ND	260	ug/Kg	1	10/31/25	MR	SW8270E
Pyridine	ND	370	ug/Kg	1	10/31/25	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	97		%	1	10/31/25	MR	30 - 130 %
% 2-Fluorobiphenyl	71		%	1	10/31/25	MR	30 - 130 %
% 2-Fluorophenol	61		%	1	10/31/25	MR	30 - 130 %
% Nitrobenzene-d5	68		%	1	10/31/25	MR	30 - 130 %
% Phenol-d5	63		%	1	10/31/25	MR	30 - 130 %
% Terphenyl-d14	81		%	1	10/31/25	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

November 26, 2025

FOR: Attn: Jon Puliafico
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/24/25	12:20
Location Code:	CONECO-BRIDWTRMA	Received by:	SW	10/27/25	14:57
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:	13560.001.3				

Laboratory Data

SDG ID: GCU59514
Phoenix ID: CU59520

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (9-20.5`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.35	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Arsenic	3.23	0.69	mg/Kg	1	10/30/25	TH	SW6010D
Barium	119	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Beryllium	0.59	0.28	mg/Kg	1	10/30/25	TH	SW6010D
Cadmium	0.36	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Chromium	24.4	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	10/29/25	AJ1	SW7471B
Nickel	20.3	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Lead	4.91	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Antimony	< 3.5	3.5	mg/Kg	1	10/30/25	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	10/30/25	TH	SW6010D
Thallium	< 3.1	3.1	mg/Kg	1	10/30/25	TH	SW6010D
Vanadium	38.5	0.35	mg/Kg	1	10/30/25	TH	SW6010D
Zinc	50.8	0.7	mg/Kg	1	10/30/25	TH	SW6010D
Percent Solid	88		%		10/27/25	CV	SW846-%Solid
Conductivity - Soil Matrix	93	5	umhos/cm	1	10/28/25	AF	SW9050A
Corrosivity	Negative		Pos/Neg	1	10/27/25	KG	SW846-Corr
Flash Point	>200	200	Degree F	1	10/30/25	G	SW1010B
Ignitability	Passed	140	degree F	1	10/30/25	G	SW846-Ignit
pH at 23C - Soil	8.86	1.00	pH Units	1	10/27/25 21:40	KG	SW846 9045D
Reactivity Cyanide	< 5	5	mg/Kg	1	10/30/25	I/N/G	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	10/31/25	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	10/31/25	IH/GD	SW846-React
Mercury Digestion	Completed				10/28/25	B/GW/GV	SW7471B
Extraction of ETPH	Completed				10/31/25	H/Z	SW3546
Soil Extraction for PCB	Completed				10/30/25	/Z	SW3546
Soil Extraction for SVOA	Completed				10/31/25	S/A	SW3546

Ver 1

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (9-20.5`)

Phoenix I.D.: CU59520

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Total Metals Digest	Completed				10/28/25	P/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1221	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1232	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1242	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1248	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1254	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1260	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1262	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
PCB-1268	ND	74	ug/Kg	2	11/01/25	KCA	SW8082A
QA/QC Surrogates							
% DCBP	56		%	2	11/01/25	KCA	30 - 150 %
% DCBP (Confirmation)	66		%	2	11/01/25	KCA	30 - 150 %
% TCMX	64		%	2	11/01/25	KCA	30 - 150 %
% TCMX (Confirmation)	64		%	2	11/01/25	KCA	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #4	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Fuel Oil #6	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Kerosene	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Motor Oil	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Total TPH	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
Unidentified	ND	56	mg/kg	1	11/02/25	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	96		%	1	11/02/25	JRB	50 - 150 %
% Tricosane(C23)	75		%	1	11/02/25	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.4	ug/Kg	1	10/29/25	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloroethene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,1-Dichloropropene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2,4-Trimethylbenzene	130	120	ug/Kg	50	10/30/25	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dibromoethane	ND	0.56	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloroethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,2-Dichloropropane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
1,3-Dichloropropane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (9-20.5`)

Phoenix I.D.: CU59520

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,4-Dichlorobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
2,2-Dichloropropane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
2-Chlorotoluene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
2-Hexanone	ND	28	ug/Kg	1	10/29/25	JLI	SW8260D
2-Isopropyltoluene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
4-Chlorotoluene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
4-Methyl-2-pentanone	ND	28	ug/Kg	1	10/29/25	JLI	SW8260D
Acetone	ND	6000	ug/Kg	50	10/30/25	JLI	SW8260D
Acrylonitrile	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Benzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromochloromethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromodichloromethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromoform	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Bromomethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon Disulfide	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Carbon tetrachloride	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chlorobenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chloroform	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Chloromethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromochloromethane	ND	3.4	ug/Kg	1	10/29/25	JLI	SW8260D
Dibromomethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Dichlorodifluoromethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Ethylbenzene	130	120	ug/Kg	50	10/30/25	JLI	SW8260D
Hexachlorobutadiene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Isopropylbenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
m&p-Xylene	600	290	ug/Kg	50	10/30/25	JLI	SW8260D
Methyl Ethyl Ketone	ND	34	ug/Kg	1	10/29/25	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Methylene chloride	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Naphthalene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
n-Butylbenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
n-Propylbenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
o-Xylene	200	170	ug/Kg	50	10/30/25	JLI	SW8260D
p-Isopropyltoluene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
sec-Butylbenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Styrene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
tert-Butylbenzene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrachloroethene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Tetrahydrofuran (THF)	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Toluene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Total Xylenes	800	170	ug/Kg	50	10/30/25	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Trichloroethene	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (9-20.5`)

Phoenix I.D.: CU59520

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichlorofluoromethane	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Trichlorotrifluoroethane	ND	11	ug/Kg	1	10/29/25	JLI	SW8260D
Vinyl chloride	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	99		%	1	10/29/25	JLI	70 - 130 %
% Bromofluorobenzene	99		%	1	10/29/25	JLI	70 - 130 %
% Dibromofluoromethane	99		%	1	10/29/25	JLI	70 - 130 %
% Toluene-d8	103		%	1	10/29/25	JLI	70 - 130 %
% 1,2-dichlorobenzene-d4 (50x)	97		%	50	10/30/25	JLI	70 - 130 %
% Bromofluorobenzene (50x)	98		%	50	10/30/25	JLI	70 - 130 %
% Dibromofluoromethane (50x)	89		%	50	10/30/25	JLI	70 - 130 %
% Toluene-d8 (50x)	97		%	50	10/30/25	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	110	ug/Kg	1	10/29/25	JLI	SW8260D
Diethyl ether	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Di-isopropyl ether	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Ethyl tert-butyl ether	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
tert-amyl methyl ether	ND	5.6	ug/Kg	1	10/29/25	JLI	SW8260D
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	11/03/25	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2,4-Trichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,2-Diphenylhydrazine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
1,3-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
1,4-Dichlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4,5-Trichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4,6-Trichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dichlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dimethylphenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dinitrophenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
2,4-Dinitrotoluene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2,6-Dinitrotoluene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Chloronaphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Chlorophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Methylnaphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Methylphenol (o-cresol)	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
2-Nitroaniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
2-Nitrophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
3,3'-Dichlorobenzidine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
3-Nitroaniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4-Bromophenyl phenyl ether	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
4-Chloro-3-methylphenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Chloroaniline	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	260	ug/Kg	1	11/03/25	MR	SW8270E

Project ID: 100 MOSIER STREET, SOUGH HADLEY, MA
Client ID: B-7 (9-20.5`)

Phoenix I.D.: CU59520

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Nitroaniline	ND	590	ug/Kg	1	11/03/25	MR	SW8270E
4-Nitrophenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acenaphthylene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Acetophenone	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Aniline	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzidine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
benzo(a)anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(a)pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(b)fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Benzoic acid	ND	740	ug/Kg	1	11/03/25	MR	SW8270E
Benzyl butyl phthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-chloroethyl)ether	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Carbazole	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dibenzofuran	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Diethyl phthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Dimethylphthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Di-n-butylphthalate	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Di-n-octylphthalate	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Fluoranthene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorobutadiene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachlorocyclopentadiene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Hexachloroethane	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Isophorone	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Nitrobenzene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodimethylamine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
N-Nitrosodiphenylamine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Pentachloronitrobenzene	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Pentachlorophenol	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Phenol	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Pyrene	ND	260	ug/Kg	1	11/03/25	MR	SW8270E
Pyridine	ND	370	ug/Kg	1	11/03/25	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	91		%	1	11/03/25	MR	30 - 130 %
% 2-Fluorobiphenyl	72		%	1	11/03/25	MR	30 - 130 %
% 2-Fluorophenol	61		%	1	11/03/25	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% Nitrobenzene-d5	68		%	1	11/03/25	MR	30 - 130 %
% Phenol-d5	61		%	1	11/03/25	MR	30 - 130 %
% Terphenyl-d14	76		%	1	11/03/25	MR	30 - 130 %

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
November 26, 2025
Reviewed and Released by: Sarah Bell, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

November 26, 2025

QA/QC Data

SDG I.D.: GCU59514

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 810767 (mg/kg), QC Sample No: CU58058 (CU59514, CU59516, CU59518, CU59520)														
Mercury - Soil	BRL	0.02	<0.03	<0.03	NC	114	117	2.6	109	108	0.9	75 - 125	30	
Comment: Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.														
QA/QC Batch 810680 (mg/kg), QC Sample No: CU59400 (CU59514, CU59516, CU59518, CU59520)														
ICP Metals - Soil														
Antimony	BRL	3.3	<3.6	<4.0	NC	85.7	92.8	8.0	71.4			75 - 125	30	m
Arsenic	BRL	0.67	4.17	3.66	NC	88.2	96.0	8.5	81.5			75 - 125	30	
Barium	BRL	0.33	166	108	42.3	81.2	97.9	18.6	88.7			75 - 125	30	r
Beryllium	BRL	0.27	0.57	0.54	NC	88.2	101	13.5	88.2			75 - 125	30	
Cadmium	BRL	0.33	0.74	0.68	NC	81.1	89.8	10.2	82.6			75 - 125	30	
Chromium	BRL	0.33	18.6	15.7	16.9	86.4	98.5	13.1	91.1			75 - 125	30	
Lead	BRL	0.33	116	83.7	32.3	84.1	90.3	7.1	87.8			75 - 125	30	r
Nickel	BRL	0.33	21.1	18.0	15.9	85.3	96.4	12.2	82.9			75 - 125	30	
Selenium	BRL	1.3	<1.4	<1.6	NC	79.0	85.9	8.4	71.6			75 - 125	30	m
Silver	BRL	0.33	<0.36	<0.40	NC	91.8	100	8.6	88.7			75 - 125	30	
Thallium	BRL	3.0	<3.2	<3.6	NC	85.3	90.1	5.5	83.3			75 - 125	30	
Vanadium	BRL	0.33	72.0	90.9	23.2	86.1	96.9	11.8	89.8			75 - 125	30	
Zinc	BRL	0.67	133	109	19.8	82.9	91.7	10.1	81.2			75 - 125	30	
Comment: Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.														

m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
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QA/QC Report

November 26, 2025

QA/QC Data

SDG I.D.: GCU59514

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 811359 (mg/Kg), QC Sample No: CU59505 (CU59514, CU59516, CU59518, CU59520)													
Reactivity Cyanide	BRL	5	<6	<5.6	NC	98.6						80 - 120	30
Reactivity Sulfide	BRL	20	<20	<20	NC	92.0						80 - 120	30
Comment:													
Additional: MS acceptance range is 75-125%.													
QA/QC Batch 811438 (Degree F), QC Sample No: CU59292 (CU59514, CU59516, CU59518, CU59520)													
Flash Point			>200	>200	NC	103						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 810982 (umhos/cm), QC Sample No: CU59399 (CU59514, CU59516, CU59518, CU59520)													
Conductivity - Soil Matrix	BRL	5	152	154	1.30	111						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 810682 (PH), QC Sample No: CU59501 (CU59514, CU59516, CU59518, CU59520)													
pH			6.82	6.83	0.10	101						85 - 115	20
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													

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QA/QC Report

November 26, 2025

QA/QC Data

SDG I.D.: GCU59514

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 811576 (mg/Kg), QC Sample No: CU59530 (CU59514, CU59516, CU59518, CU59520)										
TPH by GC (Extractable Products) - Soil										
Total TPH	ND	50	64	70	9.0	67	74	9.9	50 - 150	30
% Terphenyl-d14	119	%	59	75	23.9	55	69	22.6	50 - 150	30
% Tricosane(C23)	87	%	76	85	11.2	76	83	8.8	50 - 150	30
Comment:										
The ETPH/DRO LCS has been normalized based on the alkane calibration.										
QA/QC Batch 811239 (ug/Kg), QC Sample No: CU59010 (CU59514, CU59516)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	33	89	86	3.4	78	80	2.5	40 - 140	30
PCB-1221	ND	33							40 - 140	30
PCB-1232	ND	33							40 - 140	30
PCB-1242	ND	33							40 - 140	30
PCB-1248	ND	33							40 - 140	30
PCB-1254	ND	33							40 - 140	30
PCB-1260	ND	33	94	90	4.3	82	82	0.0	40 - 140	30
PCB-1262	ND	33							40 - 140	30
PCB-1268	ND	33							40 - 140	30
% DCBP (Surrogate Rec)	87	%	111	107	3.7	96	95	1.0	30 - 150	30
% DCBP (Surrogate Rec) (Confirm	82	%	102	98	4.0	88	88	0.0	30 - 150	30
% TCMX (Surrogate Rec)	78	%	103	99	4.0	92	93	1.1	30 - 150	30
% TCMX (Surrogate Rec) (Confirm	76	%	96	93	3.2	86	87	1.2	30 - 150	30
QA/QC Batch 811464 (ug/Kg), QC Sample No: CU62251 (CU59518, CU59520)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	33	78	78	0.0	68	66	3.0	40 - 140	30
PCB-1221	ND	33							40 - 140	30
PCB-1232	ND	33							40 - 140	30
PCB-1242	ND	33							40 - 140	30
PCB-1248	ND	33							40 - 140	30
PCB-1254	ND	33							40 - 140	30
PCB-1260	ND	33	75	84	11.3	73	70	4.2	40 - 140	30
PCB-1262	ND	33							40 - 140	30
PCB-1268	ND	33							40 - 140	30
% DCBP (Surrogate Rec)	66	%	78	96	20.7	85	78	8.6	30 - 150	30
% DCBP (Surrogate Rec) (Confirm	61	%	77	90	15.6	73	66	10.1	30 - 150	30
% TCMX (Surrogate Rec)	70	%	82	88	7.1	83	81	2.4	30 - 150	30
% TCMX (Surrogate Rec) (Confirm	53	%	70	83	17.0	79	77	2.6	30 - 150	30
QA/QC Batch 811701 (ug/kg), QC Sample No: CU53497 (CU59520)										
Semivolatiles - Soil										
1,1-Biphenyl	ND	230	68	66	3.0	63	63	0.0	40 - 140	30
1,2,4,5-Tetrachlorobenzene	ND	230	69	68	1.5	66	65	1.5	40 - 140	30

QA/QC Data

SDG I.D.: GCU59514

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
1,2,4-Trichlorobenzene	ND	230	73	70	4.2	68	66	3.0	40 - 140	30	
1,2-Dichlorobenzene	ND	180	62	61	1.6	56	56	0.0	40 - 140	30	
1,2-Diphenylhydrazine	ND	230	72	72	0.0	67	68	1.5	40 - 140	30	
1,3-Dichlorobenzene	ND	230	62	60	3.3	54	53	1.9	40 - 140	30	
1,4-Dichlorobenzene	ND	230	60	59	1.7	53	52	1.9	40 - 140	30	
2,2'-Oxybis(1-Chloropropane)	ND	230	50	52	3.9	50	51	2.0	40 - 140	30	
2,4,5-Trichlorophenol	ND	230	77	75	2.6	68	75	9.8	30 - 130	30	
2,4,6-Trichlorophenol	ND	130	79	78	1.3	74	71	4.1	30 - 130	30	
2,4-Dichlorophenol	ND	130	72	75	4.1	77	81	5.1	30 - 130	30	
2,4-Dimethylphenol	ND	230	73	78	6.6	79	83	4.9	30 - 130	30	
2,4-Dinitrophenol	ND	230	58	78	29.4	30	<10	NC	30 - 130	30	m
2,4-Dinitrotoluene	ND	130	78	80	2.5	72	73	1.4	40 - 140	30	
2,6-Dinitrotoluene	ND	130	78	79	1.3	76	78	2.6	40 - 140	30	
2-Chloronaphthalene	ND	230	75	72	4.1	67	67	0.0	40 - 140	30	
2-Chlorophenol	ND	230	64	73	13.1	68	67	1.5	30 - 130	30	
2-Methylnaphthalene	ND	230	73	75	2.7	75	77	2.6	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230	65	74	12.9	68	73	7.1	30 - 130	30	
2-Nitroaniline	ND	330	116	153	27.5	144	156	8.0	40 - 140	30	l,m
2-Nitrophenol	ND	230	80	85	6.1	>200	>200	NC	30 - 130	30	m
3&4-Methylphenol (m&p-cresol)	ND	230	67	77	13.9	73	77	5.3	30 - 130	30	
3,3'-Dichlorobenzidine	ND	130	71	93	26.8	79	85	7.3	40 - 140	30	
3-Nitroaniline	ND	330	66	87	27.5	85	87	2.3	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230	81	83	2.4	51	<10	NC	30 - 130	30	m
4-Bromophenyl phenyl ether	ND	230	76	76	0.0	71	72	1.4	40 - 140	30	
4-Chloro-3-methylphenol	ND	230	77	83	7.5	80	85	6.1	30 - 130	30	
4-Chloroaniline	ND	230	56	78	32.8	73	74	1.4	40 - 140	30	r
4-Chlorophenyl phenyl ether	ND	230	75	75	0.0	72	73	1.4	40 - 140	30	
4-Nitroaniline	ND	230	79	80	1.3	82	83	1.2	40 - 140	30	
4-Nitrophenol	ND	230	91	71	24.7	87	91	4.5	30 - 130	30	
Acenaphthene	ND	230	70	69	1.4	67	68	1.5	40 - 140	30	
Acenaphthylene	ND	130	59	58	1.7	56	57	1.8	40 - 140	30	
Acetophenone	ND	230	63	70	10.5	66	66	0.0	40 - 140	30	
Aniline	ND	330	47	65	32.1	57	56	1.8	40 - 140	30	r
Anthracene	ND	230	72	72	0.0	69	73	5.6	40 - 140	30	
Benzidine	ND	330	<10	76	NC	50	50	0.0	40 - 140	30	l
benzo(a)anthracene	ND	230	73	73	0.0	90	108	18.2	40 - 140	30	
Benzo(a)pyrene	ND	130	72	70	2.8	85	97	13.2	40 - 140	30	
Benzo(b)fluoranthene	ND	160	74	74	0.0	96	118	20.6	40 - 140	30	
Benzo(ghi)perylene	ND	230	76	71	6.8	73	76	4.0	40 - 140	30	
Benzo(k)fluoranthene	ND	230	76	73	4.0	69	81	16.0	40 - 140	30	
Benzoic Acid	ND	670	71	62	13.5	<10	<10	NC	30 - 130	30	m
Benzyl butyl phthalate	ND	230	79	78	1.3	69	70	1.4	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230	67	69	2.9	69	69	0.0	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130	59	64	8.1	61	60	1.7	40 - 140	30	
Bis(2-ethylhexyl)phthalate	ND	230	78	76	2.6	68	70	2.9	40 - 140	30	
Carbazole	ND	230	71	72	1.4	68	74	8.5	40 - 140	30	
Chrysene	ND	230	73	72	1.4	82	96	15.7	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	76	72	5.4	60	60	0.0	40 - 140	30	
Dibenzofuran	ND	230	73	72	1.4	68	70	2.9	40 - 140	30	
Diethyl phthalate	ND	230	80	81	1.2	77	79	2.6	40 - 140	30	
Dimethylphthalate	ND	230	75	76	1.3	71	72	1.4	40 - 140	30	
Di-n-butylphthalate	ND	670	79	78	1.3	74	76	2.7	40 - 140	30	
Di-n-octylphthalate	ND	230	80	77	3.8	72	74	2.7	40 - 140	30	

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
Fluoranthene	ND	230	74	73	1.4	111	129	15.0	40 - 140	30	
Fluorene	ND	230	71	72	1.4	70	72	2.8	40 - 140	30	
Hexachlorobenzene	ND	130	79	76	3.9	79	73	7.9	40 - 140	30	
Hexachlorobutadiene	ND	230	78	72	8.0	69	68	1.5	40 - 140	30	
Hexachlorocyclopentadiene	ND	230	81	42	63.4	17	<10	NC	40 - 140	30	m,r
Hexachloroethane	ND	130	68	65	4.5	58	59	1.7	40 - 140	30	
Indeno(1,2,3-cd)pyrene	ND	230	78	73	6.6	76	80	5.1	40 - 140	30	
Isophorone	ND	130	62	64	3.2	65	66	1.5	40 - 140	30	
Naphthalene	ND	230	65	64	1.6	63	64	1.6	40 - 140	30	
Nitrobenzene	ND	130	66	72	8.7	65	67	3.0	40 - 140	30	
N-Nitrosodimethylamine	ND	230	59	65	9.7	59	56	5.2	40 - 140	30	
N-Nitrosodi-n-propylamine	ND	130	61	68	10.9	64	65	1.6	40 - 140	30	
N-Nitrosodiphenylamine	ND	130	66	73	10.1	71	72	1.4	40 - 140	30	
Pentachloronitrobenzene	ND	230	86	84	2.4	79	71	10.7	40 - 140	30	
Pentachlorophenol	ND	230	82	85	3.6	61	37	49.0	30 - 130	30	r
Phenanthrene	ND	130	73	71	2.8	83	103	21.5	40 - 140	30	
Phenol	ND	230	60	74	20.9	70	72	2.8	30 - 130	30	
Pyrene	ND	230	73	73	0.0	113	148	26.8	40 - 140	30	m
Pyridine	ND	230	49	53	7.8	45	44	2.2	40 - 140	30	
% 2,4,6-Tribromophenol	98	%	91	89	2.2	79	87	9.6	30 - 130	30	
% 2-Fluorobiphenyl	72	%	75	73	2.7	66	67	1.5	30 - 130	30	
% 2-Fluorophenol	71	%	63	73	14.7	65	63	3.1	30 - 130	30	
% Nitrobenzene-d5	74	%	68	75	9.8	69	69	0.0	30 - 130	30	
% Phenol-d5	73	%	63	75	17.4	69	72	4.3	30 - 130	30	
% Terphenyl-d14	83	%	77	75	2.6	71	74	4.1	30 - 130	30	

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 811543 (ug/kg), QC Sample No: CU59240 (CU59514, CU59516, CU59518)

Semivolatiles - Soil

1,1-Biphenyl	ND	230	63	65	3.1	56	61	8.5	40 - 140	30	
1,2,4,5-Tetrachlorobenzene	ND	230	65	67	3.0	59	65	9.7	40 - 140	30	
1,2,4-Trichlorobenzene	ND	230	58	58	0.0	52	58	10.9	40 - 140	30	
1,2-Dichlorobenzene	ND	180	48	45	6.5	40	45	11.8	40 - 140	30	
1,2-Diphenylhydrazine	ND	230	71	74	4.1	64	70	9.0	40 - 140	30	
1,3-Dichlorobenzene	ND	230	48	44	8.7	39	43	9.8	40 - 140	30	m
1,4-Dichlorobenzene	ND	230	47	45	4.3	40	45	11.8	40 - 140	30	
2,2'-Oxybis(1-Chloropropane)	ND	230	40	39	2.5	35	38	8.2	40 - 140	30	l,m
2,4,5-Trichlorophenol	ND	230	80	87	8.4	76	79	3.9	30 - 130	30	
2,4,6-Trichlorophenol	ND	130	83	88	5.8	78	84	7.4	30 - 130	30	
2,4-Dichlorophenol	ND	130	71	76	6.8	68	74	8.5	30 - 130	30	
2,4-Dimethylphenol	ND	230	81	89	9.4	72	78	8.0	30 - 130	30	
2,4-Dinitrophenol	ND	230	97	102	5.0	51	57	11.1	30 - 130	30	
2,4-Dinitrotoluene	ND	130	80	86	7.2	75	80	6.5	40 - 140	30	
2,6-Dinitrotoluene	ND	130	83	88	5.8	76	82	7.6	40 - 140	30	
2-Chloronaphthalene	ND	230	67	68	1.5	59	66	11.2	40 - 140	30	
2-Chlorophenol	ND	230	59	65	9.7	56	57	1.8	30 - 130	30	
2-Methylnaphthalene	ND	230	67	69	2.9	61	67	9.4	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230	58	67	14.4	55	58	5.3	30 - 130	30	
2-Nitroaniline	ND	330	183	>200	NC	166	185	10.8	40 - 140	30	l,m
2-Nitrophenol	ND	230	73	77	5.3	69	73	5.6	30 - 130	30	
3&4-Methylphenol (m&p-cresol)	ND	230	58	65	11.4	55	58	5.3	30 - 130	30	

QA/QC Data

SDG I.D.: GCU59514

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
3,3'-Dichlorobenzidine	ND	130	104	115	10.0	85	92	7.9	40 - 140	30	
3-Nitroaniline	ND	330	86	94	8.9	83	88	5.8	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230	98	108	9.7	78	80	2.5	30 - 130	30	
4-Bromophenyl phenyl ether	ND	230	79	82	3.7	71	78	9.4	40 - 140	30	
4-Chloro-3-methylphenol	ND	230	86	92	6.7	81	87	7.1	30 - 130	30	
4-Chloroaniline	ND	230	73	79	7.9	68	71	4.3	40 - 140	30	
4-Chlorophenyl phenyl ether	ND	230	78	80	2.5	69	78	12.2	40 - 140	30	
4-Nitroaniline	ND	230	80	84	4.9	72	79	9.3	40 - 140	30	
4-Nitrophenol	ND	230	78	90	14.3	81	85	4.8	30 - 130	30	
Acenaphthene	ND	230	72	74	2.7	64	72	11.8	40 - 140	30	
Acenaphthylene	ND	130	57	59	3.4	51	56	9.3	40 - 140	30	
Acetophenone	ND	230	58	62	6.7	55	56	1.8	40 - 140	30	
Aniline	ND	330	57	61	6.8	51	57	11.1	40 - 140	30	
Anthracene	ND	230	75	79	5.2	66	73	10.1	40 - 140	30	
Benzidine	ND	330	61	79	25.7	58	59	1.7	40 - 140	30	
benzo(a)anthracene	ND	230	83	90	8.1	69	76	9.7	40 - 140	30	
Benzo(a)pyrene	ND	130	75	81	7.7	60	67	11.0	40 - 140	30	
Benzo(b)fluoranthene	ND	160	78	85	8.6	64	73	13.1	40 - 140	30	
Benzo(ghi)perylene	ND	230	83	84	1.2	56	68	19.4	40 - 140	30	
Benzo(k)fluoranthene	ND	230	75	77	2.6	65	72	10.2	40 - 140	30	
Benzoic Acid	ND	670	94	100	6.2	27	35	25.8	30 - 130	30	m
Benzyl butyl phthalate	ND	230	84	92	9.1	76	83	8.8	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230	61	65	6.3	57	59	3.4	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130	50	50	0.0	45	47	4.3	40 - 140	30	
Bis(2-ethylhexyl)phthalate	ND	230	84	91	8.0	77	84	8.7	40 - 140	30	
Carbazole	ND	230	75	79	5.2	67	73	8.6	40 - 140	30	
Chrysene	ND	230	83	90	8.1	70	79	12.1	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	72	73	1.4	53	62	15.7	40 - 140	30	
Dibenzofuran	ND	230	75	78	3.9	68	75	9.8	40 - 140	30	
Diethyl phthalate	ND	230	84	89	5.8	77	83	7.5	40 - 140	30	
Dimethylphthalate	ND	230	78	83	6.2	71	76	6.8	40 - 140	30	
Di-n-butylphthalate	ND	670	79	82	3.7	70	77	9.5	40 - 140	30	
Di-n-octylphthalate	ND	230	89	97	8.6	81	86	6.0	40 - 140	30	
Fluoranthene	ND	230	78	81	3.8	56	66	16.4	40 - 140	30	
Fluorene	ND	230	75	78	3.9	68	75	9.8	40 - 140	30	
Hexachlorobenzene	ND	130	74	78	5.3	69	76	9.7	40 - 140	30	
Hexachlorobutadiene	ND	230	62	58	6.7	53	59	10.7	40 - 140	30	
Hexachlorocyclopentadiene	ND	230	34	35	2.9	26	23	12.2	40 - 140	30	l,m
Hexachloroethane	ND	130	50	46	8.3	42	48	13.3	40 - 140	30	
Indeno(1,2,3-cd)pyrene	ND	230	82	85	3.6	58	69	17.3	40 - 140	30	
Isophorone	ND	130	61	65	6.3	57	59	3.4	40 - 140	30	
Naphthalene	ND	230	56	56	0.0	50	55	9.5	40 - 140	30	
Nitrobenzene	ND	130	55	58	5.3	51	54	5.7	40 - 140	30	
N-Nitrosodimethylamine	ND	230	55	59	7.0	47	46	2.2	40 - 140	30	
N-Nitrosodi-n-propylamine	ND	130	57	62	8.4	52	56	7.4	40 - 140	30	
N-Nitrosodiphenylamine	ND	130	76	80	5.1	70	75	6.9	40 - 140	30	
Pentachloronitrobenzene	ND	230	80	84	4.9	72	76	5.4	40 - 140	30	
Pentachlorophenol	ND	230	109	129	16.8	115	112	2.6	30 - 130	30	
Phenanthrene	ND	130	77	82	6.3	62	70	12.1	40 - 140	30	
Phenol	ND	230	62	69	10.7	58	60	3.4	30 - 130	30	
Pyrene	ND	230	74	76	2.7	54	65	18.5	40 - 140	30	
Pyridine	ND	230	43	44	2.3	36	37	2.7	40 - 140	30	m
% 2,4,6-Tribromophenol	100	%	80	85	6.1	75	83	10.1	30 - 130	30	

Parameter	Blank	Blk RL		LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
% 2-Fluorobiphenyl	75	%		64	66	3.1	57	63	10.0	30 - 130	30
% 2-Fluorophenol	66	%		60	67	11.0	57	58	1.7	30 - 130	30
% Nitrobenzene-d5	70	%		55	58	5.3	51	54	5.7	30 - 130	30
% Phenol-d5	66	%		59	69	15.6	57	60	5.1	30 - 130	30
% Terphenyl-d14	86	%		78	82	5.0	71	77	8.1	30 - 130	30

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 811380 (ug/kg), QC Sample No: CU59522 (CU59514, CU59516, CU59518, CU59520)

Volatiles - Soil (Low Level)

1,1,1,2-Tetrachloroethane	ND	5.0		101	102	1.0				70 - 130	20
1,1,1-Trichloroethane	ND	5.0		101	101	0.0				70 - 130	20
1,1,2,2-Tetrachloroethane	ND	3.0		110	108	1.8				70 - 130	20
1,1,2-Trichloroethane	ND	5.0		112	112	0.0				70 - 130	20
1,1-Dichloroethane	ND	5.0		100	100	0.0				70 - 130	20
1,1-Dichloroethene	ND	5.0		101	101	0.0				70 - 130	20
1,1-Dichloropropene	ND	5.0		95	96	1.0				70 - 130	20
1,2,3-Trichlorobenzene	ND	5.0		107	108	0.9				70 - 130	20
1,2,3-Trichloropropane	ND	5.0		113	115	1.8				70 - 130	20
1,2,4-Trichlorobenzene	ND	5.0		108	109	0.9				70 - 130	20
1,2,4-Trimethylbenzene	ND	1.0		99	100	1.0				70 - 130	20
1,2-Dibromo-3-chloropropane	ND	5.0		124	124	0.0				70 - 130	20
1,2-Dibromoethane	ND	5.0		110	111	0.9				70 - 130	20
1,2-Dichlorobenzene	ND	5.0		100	101	1.0				70 - 130	20
1,2-Dichloroethane	ND	5.0		107	107	0.0				70 - 130	20
1,2-Dichloropropane	ND	5.0		100	99	1.0				70 - 130	20
1,3,5-Trimethylbenzene	ND	1.0		98	100	2.0				70 - 130	20
1,3-Dichlorobenzene	ND	5.0		100	101	1.0				70 - 130	20
1,3-Dichloropropane	ND	5.0		106	107	0.9				70 - 130	20
1,4-Dichlorobenzene	ND	5.0		100	102	2.0				70 - 130	20
1,4-dioxane	ND	100		85	82	3.6				40 - 160	20
2,2-Dichloropropane	ND	5.0		97	98	1.0				70 - 130	20
2-Chlorotoluene	ND	5.0		97	100	3.0				70 - 130	20
2-Hexanone	ND	25		120	117	2.5				40 - 160	20
2-Isopropyltoluene	ND	5.0		98	99	1.0				70 - 130	20
4-Chlorotoluene	ND	5.0		97	99	2.0				70 - 130	20
4-Methyl-2-pentanone	ND	25		122	121	0.8				40 - 160	20
Acetone	ND	10		121	114	6.0				40 - 160	20
Acrylonitrile	ND	5.0		121	120	0.8				70 - 130	20
Benzene	ND	1.0		98	98	0.0				70 - 130	20
Bromobenzene	ND	5.0		100	101	1.0				70 - 130	20
Bromochloromethane	ND	5.0		104	104	0.0				70 - 130	20
Bromodichloromethane	ND	5.0		104	103	1.0				70 - 130	20
Bromoform	ND	5.0		113	112	0.9				70 - 130	20
Bromomethane	ND	5.0		95	95	0.0				40 - 160	20
Carbon Disulfide	ND	5.0		99	99	0.0				70 - 130	20
Carbon tetrachloride	ND	5.0		97	100	3.0				70 - 130	20
Chlorobenzene	ND	5.0		97	98	1.0				70 - 130	20
Chloroethane	ND	5.0		93	93	0.0				70 - 130	20
Chloroform	ND	5.0		100	101	1.0				70 - 130	20
Chloromethane	ND	5.0		94	93	1.1				40 - 160	20
cis-1,2-Dichloroethene	ND	5.0		103	104	1.0				70 - 130	20

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
cis-1,3-Dichloropropene	ND	5.0	108	106	1.9				70 - 130	20
Dibromochloromethane	ND	3.0	103	103	0.0				70 - 130	20
Dibromomethane	ND	5.0	108	107	0.9				70 - 130	20
Dichlorodifluoromethane	ND	5.0	94	90	4.3				40 - 160	20
Diethyl ether	ND	5.0	109	107	1.9				70 - 130	20
Di-isopropyl ether	ND	5.0	105	103	1.9				70 - 130	20
Ethyl tert-butyl ether	ND	5.0	106	105	0.9				70 - 130	20
Ethylbenzene	ND	1.0	98	99	1.0				70 - 130	20
Hexachlorobutadiene	ND	5.0	102	103	1.0				70 - 130	20
Isopropylbenzene	ND	1.0	97	98	1.0				70 - 130	20
m&p-Xylene	ND	2.0	99	102	3.0				70 - 130	20
Methyl ethyl ketone	ND	5.0	117	115	1.7				40 - 160	20
Methyl t-butyl ether (MTBE)	ND	1.0	112	109	2.7				70 - 130	20
Methylene chloride	ND	5.0	95	96	1.0				70 - 130	20
Naphthalene	ND	5.0	117	117	0.0				70 - 130	20
n-Butylbenzene	ND	1.0	104	105	1.0				70 - 130	20
n-Propylbenzene	ND	1.0	98	99	1.0				70 - 130	20
o-Xylene	ND	2.0	98	99	1.0				70 - 130	20
p-Isopropyltoluene	ND	1.0	99	101	2.0				70 - 130	20
sec-Butylbenzene	ND	1.0	98	98	0.0				70 - 130	20
Styrene	ND	5.0	103	104	1.0				70 - 130	20
tert-amyl methyl ether	ND	5.0	108	107	0.9				70 - 130	20
tert-Butylbenzene	ND	1.0	96	98	2.1				70 - 130	20
Tetrachloroethene	ND	5.0	99	100	1.0				70 - 130	20
Tetrahydrofuran (THF)	ND	5.0	115	112	2.6				70 - 130	20
Toluene	ND	1.0	99	100	1.0				70 - 130	20
trans-1,2-Dichloroethene	ND	5.0	100	99	1.0				70 - 130	20
trans-1,3-Dichloropropene	ND	5.0	115	114	0.9				70 - 130	20
trans-1,4-dichloro-2-butene	ND	5.0	117	117	0.0				70 - 130	20
Trichloroethene	ND	5.0	101	103	2.0				70 - 130	20
Trichlorofluoromethane	ND	5.0	101	102	1.0				70 - 130	20
Trichlorotrifluoroethane	ND	5.0	113	113	0.0				70 - 130	20
Vinyl chloride	ND	5.0	97	98	1.0				70 - 130	20
% 1,2-dichlorobenzene-d4	101	%	102	103	1.0				70 - 130	20
% Bromofluorobenzene	101	%	101	101	0.0				70 - 130	20
% Dibromofluoromethane	100	%	102	102	0.0				70 - 130	20
% Toluene-d8	102	%	103	102	1.0				70 - 130	20

Comment:

The MS/MSD are not reported for this batch.

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

QA/QC Batch 811637H (ug/kg), QC Sample No: CU61212 50X (CU59514 (50X) , CU59520 (50X))

Volatiles - Soil (High Level)

1,2,4-Trimethylbenzene	ND	250	98	96	2.1	90	100	10.5	70 - 130	20
1,3,5-Trimethylbenzene	ND	250	99	98	1.0	90	101	11.5	70 - 130	20
Acetone	ND	500	48	41	15.7	54	56	3.6	40 - 160	20
Ethylbenzene	ND	250	97	97	0.0	89	95	6.5	70 - 130	20
m&p-Xylene	ND	250	101	100	1.0	91	94	3.2	70 - 130	20
Naphthalene	ND	250	101	98	3.0	89	104	15.5	70 - 130	20
n-Propylbenzene	ND	250	97	96	1.0	89	91	2.2	70 - 130	20
o-Xylene	ND	250	100	98	2.0	91	95	4.3	70 - 130	20

QA/QC Data

SDG I.D.: GCU59514

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
Toluene	ND	250	97	95	2.1	88	96	8.7	70 - 130	20
% 1,2-dichlorobenzene-d4	97	%	98	97	1.0	98	97	1.0	70 - 130	20
% Bromofluorobenzene	99	%	100	101	1.0	100	98	2.0	70 - 130	20
% Dibromofluoromethane	92	%	97	97	0.0	93	94	1.1	70 - 130	20
% Toluene-d8	98	%	98	99	1.0	99	101	2.0	70 - 130	20

Comment:

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
November 26, 2025

Wednesday, November 26, 2025

Criteria: MA: CAM, S1

State: MA

Sample Criteria Exceedances Report

GCU59514 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units

*** No Data to Display ***

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: 100 MOSIER STREET, SOUGH HADLEY **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CU59514, CU59516, CU59518, CU59520, CU59522, CU59524, CU59526, CU59528, CU59530, CU59532

Matrices: ☐ Groundwater/Surface Water ☑ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☑	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☐	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☑	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☐	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☑	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☐ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☐ Yes ☑ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved? See Section: SVOA Narration .	☐ Yes ☑ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Wednesday, November 26, 2025

Printed Name: Ethan Lee

Position: Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59514

SDG Comments

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

Cyanide Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

LACHAT 10/30/25-1 Nicholas Pappas, Greg Danielewski, Chemist 10/30/25

CU59514 , CU59516 , CU59518 , CU59520

The samples were distilled in accordance with the method.
The initial calibration met criteria.
The calibration check standards (ICV,CCV) met criteria.
The initial and continuing calibration blanks (ICB,CCB) met criteria.

The method blank, laboratory control sample (LCS), and matrix spike (MS) were distilled with the samples.

QC (Batch Specific):

Batch 811359 (CU59505)

CU59514, CU59516, CU59518, CU59520

All LCS recoveries were within 80 - 120 with the following exceptions: None.
Additional: MS acceptance range is 75-125%.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ETPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-FID21 11/01/25-1 Jeff Bucko, Chemist 11/01/25

CU59514 (1X), CU59516 (1X), CU59518 (1X), CU59520 (1X)

The initial calibration (ET_0929I) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (N01A004_1) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:None.

QC (Batch Specific):

Batch 811576 (CU59530)

CU59514, CU59516, CU59518, CU59520

All LCS recoveries were within 50 - 150 with the following exceptions: None.
All LCSD recoveries were within 50 - 150 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
The ETPH/DRO LCS has been normalized based on the alkane calibration.

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ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59514

ETPH Narration

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? Yes.

Instrument:

ARCOS-4 10/29/25 11:30 Tina Hall, Chemist 10/29/25

CU59514, CU59516, CU59518, CU59520

The initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 810680 (CU59400)

CU59514, CU59516, CU59518, CU59520

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

PCB Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-ECD3 10/30/25-1 Saadia Chudary, Chemist 10/30/25

CU59514 (2X), CU59516 (2X)

The initial calibration (PC1020AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1020BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD3 10/31/25-1 Saadia Chudary, Chemist 10/31/25

CU59520 (2X)

The initial calibration (PC1020AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC1020BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD5 10/31/25-1 Saadia Chudary, Chemist 10/31/25

CU59518 (2X)

The initial calibration (PC1009AI) RSD for the compound list was less than 20% except for the following compounds: None.

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MCP Certification Report

November 26, 2025

SDG I.D.: GCU59514

PCB Narration

The initial calibration (PC1009BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

QC (Batch Specific):

Batch 811239 (CU59010)

CU59514, CU59516

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

Batch 811464 (CU62251)

CU59518, CU59520

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

SVOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? No.

QC Batch 811543 (Samples: CU59514, CU59516, CU59518): -----

The QC recoveries for one or more analytes is below the method criteria. A slight low bias is likely. (2,2''-Oxybis(1-Chloropropane), Hexachlorocyclopentadiene)

The QC recovery for one or more analytes is above the upper range but were not reported in the sample(s), therefore no significant bias is suspected. (2-Nitroaniline)

QC Batch 811701 (Samples: CU59520, CU59522, CU59524, CU59526, CU59528, CU59530, CU59532): -----

The LCS and/or the LCSD recovery is below the method criteria. All of the other QC is acceptable, therefore no significant bias is suspected. (Benzidine)

The LCS/LCSD RPD exceeds the method criteria for one or more analytes, but these analytes were not reported in the sample(s) so no variability is suspected. (4-Chloroaniline, Aniline, Hexachlorocyclopentadiene)

The QC recovery for one or more analytes is above the upper range but were not reported in the sample(s), therefore no significant bias is suspected. (2-Nitroaniline)

Instrument:

CHEM29 10/31/25-1 Matt Richard, Chemist 10/31/25

CU59518 (1X)

For 8270 full list, the DDT breakdown and pentachlorophenol & benzidine peak tailing were evaluated in the DFTPP tune and were found to be in control.

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NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59514

SVOA Narration

For 8270 BN list, benzidine peak tailing was evaluated in the DFTPP tune and was found to be in control.

Initial Calibration Evaluation (CHEM29/29_SVFull_1023):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.066 (0.1), Hexachlorobenzene 0.088 (0.1)

Continuing Calibration Verification (CHEM29/1031_05-29_SVFull_1023) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
100% of target compounds met criteria.
The following compounds did not meet % deviation criteria: None.
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.078 (0.1), Hexachlorobenzene 0.088 (0.1)

CHEM29 11/03/25-1 Matt Richard, Chemist 11/03/25

CU59514 (1X), CU59516 (1X), CU59520 (1X)

For 8270 full list, the DDT breakdown and pentachlorophenol & benzidine peak tailing were evaluated in the DFTPP tune and were found to be in control.
For 8270 BN list, benzidine peak tailing was evaluated in the DFTPP tune and was found to be in control.

Initial Calibration Evaluation (CHEM29/29_SVFull_1023):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.066 (0.1), Hexachlorobenzene 0.088 (0.1)

Continuing Calibration Verification (CHEM29/1103_03-29_SVFull_1023) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
99% of target compounds met criteria.
The following compounds did not meet % deviation criteria: 4-Nitrophenol 21%L (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.076 (0.1), Hexachlorobenzene 0.088 (0.1)

QC (Batch Specific):

Batch 811543 (CU59240)

CU59514, CU59516, CU59518

All LCS recoveries were within 40 - 140 with the following exceptions: 2-Nitroaniline(183%), Hexachlorocyclopentadiene(34%)
All LCSD recoveries were within 40 - 140 with the following exceptions: 2,2'-Oxybis(1-Chloropropane)(39%), 2-Nitroaniline(>200%), Hexachlorocyclopentadiene(35%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

Batch 811701 (CU53497)

CU59520

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MCP Certification Report

November 26, 2025

SDG I.D.: GCU59514

SVOA Narration

All LCS recoveries were within 40 - 140 with the following exceptions: Benzidine(<10%)
All LCSD recoveries were within 40 - 140 with the following exceptions: 2-Nitroaniline(153%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: 4-Chloroaniline(32.8%), Aniline(32.1%), Hexachlorocyclopentadiene(63.4%)
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

VOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

CHEM26 10/29/25-1 Jane Li, Chemist 10/29/25

CU59514 (1X), CU59516 (1X), CU59518 (1X), CU59520 (1X)

Initial Calibration Evaluation (CHEM26/VT-102725):
98% of target compounds met criteria.
The following compounds had %RSDs >20%: Acetone 23% (20%), Chloroethane 21% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: 1,1,2-Trichloroethane 0.186 (0.2), Bromodichloromethane 0.297 (0.3)

Continuing Calibration Verification (CHEM26/1029_01-VT-102725) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
88% of target compounds met criteria.
The following compounds did not meet % deviation criteria: 1,2-Dibromo-3-chloropropane 24%H (20%), 2-Hexanone 22%H (20%), 4-Methyl-2-pentanone 23%H (20%), Acetone 21%H (20%), Acrylonitrile 23%H (20%), Methyl Ethyl Ketone 21%H (20%), trans-1,4-dichloro-2-butene 25%H (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: None.

CHEM41 10/30/25-1 Jane Li, Chemist 10/30/25

CU59514 (50X), CU59520 (50X)

Initial Calibration Evaluation (CHEM41/VT-100925):
98% of target compounds met criteria.
The following compounds had %RSDs >20%: Acetone 24% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: None.

Continuing Calibration Verification (CHEM41/1030R01-VT-100925) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
98% of target compounds met criteria.
The following compounds did not meet % deviation criteria: Acetone 21%L (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: None.

QC (Batch Specific):

Batch 811380 (CU59522) CHEM26 10/29/2025-1

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NY # 11301

MCP Certification Report

November 26, 2025

SDG I.D.: GCU59514

VOA Narration

CU59514(1X), CU59516(1X), CU59518(1X), CU59520(1X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
The MS/MSD are not reported for this batch.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

Batch 811637H (CU61212) CHEM41 10/30/2025-1

CU59514(50X), CU59520(50X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

We attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

Temp 2.2 °C Coolant: IPK ☑ ICE ☐ Cooler: Yes ☑ No ☐ No ☐

Pg of

PHOENIX Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

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Phone: (401) 487-7630
Email(s): khazel@coneco.com; jpuliafico@coneco.com

Customer: Coneco Engineers & Scientists, Inc.
Address: 4 First Street
Bridgewater, MA
401-487-7630

Project: 100 Mosier Street, South Hadley, MA
Report to (name): Jon Puliafico
Invoice to: Coneco Envionmental AP
Quote #

Project P.O: 13560.001.3

This section MUST be completed with Bottle Quantities.

Sampler's Signature: Date:

Client Sample Information - Identification

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TPH 8100M	SVOCs by EPA Method 8270	PCBs by EPA Method 8082	MCP 14 Metals by EPA 6000/7000	pH	Reactivity	Flashpoint/Ignitability	Specific Conductance	Reactive Cyanide/Reactive Sulfide	Corrosivity	VOCs by EPA Method 8260 (low detection limits)	GL Amber ( ) oz, [ ] H_2PO_4, [ ] NAHSO4 [ ] methanol [2] H_2O	Soil VOA Vials [1]	GL Soil container (8) oz	GL Soil container (4) oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] $Na2SO_3$	GL Amber 1000ml [ ] As is [ ] HCl [ ] HCL [ ] H_2SO_4	PL As is [ ] 250ml [ ] As is [ ] HCL [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml [ ] 1000ml	PL HNO_3 [ ] 250ml [ ] 500ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
59514	B-4 (0-7')	S	10/24/2025	7:35		X	X	X	X	X	X	X	X	X				1 2	1									
~~59515~~ SA	B-4 (0-7')	S	10/24/2025	7:33											X		3		1									
59516	B-4 (9-22')	S	10/24/2025	8:20		X	X	X	X	X	X	X	X	X				2	1									
~~59517~~ SA	B-4 (9-22')	S	10/24/2025	8:18											X		3		1									
59518	B-7(0-5.5')	S	10/24/2025	10:50		X	X	X	X	X	X	X	X	X				1	1									
~~59519~~ SA *	B-7 (0-5.5')	S	10/24/2025	10:48											X		3		1									
59520	B-7 (9-20.5')	S	10/24/2025	12:20		X	X	X	X	X	X	X	X	X				1	1									
~~59521~~ SA *	B-7 (9-20.5')	S	10/24/2025	12:18											X		3		1									

Relinquished by:	Accepted by:	Date:	Time:
		10/27	12:15
		10/27/25	14:57

Comments, Special Requirements or Regulations:
~~* Did not rec 40z jars~~ (JW) (SA)

Please email results to jpuliafico, khazel@coneco.com. Preserved with ice
**Do TCLP if indicated*

client called, Jars & vials with same IDs

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

Turnaround Time:
☐ 1 Day* ☑ Standard
☐ 2 Days* ☐ Other
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

* SURCHARGES MAY APPLY

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ SWPC
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☑ MCP Certification
☐ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3
☐ S-1 ☐ S-1 Calc.
☐ S-2
☐ S-3 ☐ _____
☐ SW Protection

State where samples were collected:

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☐ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☑ Phoenix Std
☐ MAT-212 Form

* SURCHARGE APPLIES

are one sample, MA 10/28/25 (SA)

Temp 2.2°C Coolant: IPK ☑ ICE ☐ Cooler: Yes ☑ No ☐ No ☐

Pg 2 of 2

PHOENIX Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

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Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone: (401) 487-7630
Email(s): khazel@coneco.com; jpuliafico@coneco.com

Customer: Coneco Engineers & Scientists, Inc.
Address: 4 First Street, Bridgewater, MA, 401-487-7630

Project: 101 Mosier Street, South Hadley, MA
Report to (name): Jon Puliafico
Invoice to: Coneco Envionmental AP
Quote #

Project P.O: 13559.001.3

This section MUST be completed with Bottle Quantities.

Sampler's Signature: [signature] Date:

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid

Client Sample - Information - Identification

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TPH 8100M	SVOCs by EPA Method 8270	PCBs by EPA Method 8082	MCP 14 Metals by EPA 6000/7000	pH	Reactivity	Flashpoint/Ignitability	Specific Conductance	Reactive Cyanide/Reactive Sulfide	Corrosivity	VOCs by EPA Method 8260 (low detection limits)	GL Amber ( )oz [ ] H_2PO_4 [ ] NAHSO4 [ ] NH4Cl	Soil VOA Vials [1] methanol [2] H_2O	GL Soil container (8)oz	GL Soil container (4)oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCL [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml	PL HNO_3 [ ] 250ml [ ] 1000ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
59522	B-5 (0-6')	S	10/21/2025	14:45		X	X	X	X	X	X	X	X	X					1	1								
~~59523~~	* B-5 (0-6')	S	10/21/2025	14:43											X		3			X								
59524	B-5 (9-21')	S	10/21/2025	15:15		X	X	X	X	X	X	X	X	X					1	1								
~~59525~~	* B-5 (9-21')	S	10/21/2025	15:13											X		3			X								
59526	B-1 (0-7')	S	10/23/2025	12:40		X	X	X	X	X	X	X	X	X					1	1								
~~59527~~	* B-1 (0-7')	S	10/23/2025	12:38											X		3			X								
59528	B-1 (9-21')	S	10/23/2025	13:02		X	X	X	X	X	X	X	X	X					1	1								
~~59529~~	* B-1 (9-21')	S	10/23/2025	13:00											X		3			X								
59530	B-9 (0-6')	S	10/23/2025	9:28		X	X	X	X	X	X	X	X	X					1	1								
~~59531~~	* B-9 (0-6')	S	10/23/2025	9:26											X		3			X								
59532	B-9 (9-21')	S	10/23/2025	9:56		X	X	X	X	X	X	X	X	X					1	1								
~~59533~~	* B-9 (9-21')	S	10/23/2025	9:54											X		3			X								

Relinquished by:	Accepted by:	Date:	Time:
[signature]	[signature]	10/27	12:15
[signature]	[signature]	10/27/25	14:57

Comments, Special Requirements or Regulations:
> Per client Phone Call Jars & Vials Same # (RA)
Please email results to jpuliafico, khazel@coneco.com. Preserved with ice
**Do TCLP if indicated*
*did not rec 1x 4oz jar (RA)

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

Turnaround Time:
☐ 1 Day* ☑ Standard
☐ 2 Days* ☐ Other
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

* SURCHARGES MAY APPLY

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ SWPC
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☑ MCP Certification
☐ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3
☐ S-1 ☐ S-1 Calc.
☐ S-2
☐ S-3 ☐ _____
☐ SW Protection

State where samples were collected:

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☐ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☑ Phoenix Std
☐ MAT-212 Form

* SURCHARGE APPLIES

GCU 59514

Jordan Wesoloskie

From: Jordan Wesoloskie
Sent: Monday, October 27, 2025 5:43 PM
To: jpulafico@conecco.com
Cc: Krystal Delgado; Jordan Wesoloskie
Subject: Sample conformation
Attachments: SKM_450i25102716350.pdf; SKM_450i25102716480.pdf

Importance: High

Good evening, Jon,

For the attached COC's above, we did not receive 4 oz soil jars marked.

Please advise thank you.

Jordan Wesoloskie
Phoenix Environmental Laboratories, Inc.
Sample/Receiving
587 East Middle Turnpike | Manchester, CT 06040
(860)-645-1102 EXT 365
www.phoenixlabs.com

PHOENIX
Environmental Laboratories, Inc.

Temp 2.2 °C Coolant: IPK ☑ ICE ☐ Cooler: Yes ☑ No ☐ / No ☐

CT/MA/RI CHAIN OF CUSTODY RECORD

Pg of

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Customer: Coneco Engineers & Scientists, Inc.
Address: 4 First Street, Bridgewater, MA, 401-487-7630

Project: 100 Mosier Street, South Hadley, MA
Report to (name): Jon Puliafico
Invoice to: Coneco Envionmental AP
Quote #

Project P.O: 13560.001.3

This section MUST be completed with Bottle Quantities.

Sampler's Signature: Date:

Client Sample / Information - Identification

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TPH 8100M	SVOCs by EPA Method 8270	PCBs by EPA Method 8082	MCP 14 Metals by EPA 6000/7000	pH	Reactivity	Flashpoint/Ignitability	Specific Conductance	Reactive Cyanide/Reactive Sulfide	Corrosivity	VOCs by EPA Method 8260 (low detection limits)	GL Amber ( ) oz. [ ] H_3PO_4 [ ] NAHSO4 [ ] NH4	Soil VOA Vials [1] methanol [2] H_2O	GL Soil container [8] oz	GL Soil container [4] oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCL [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml	PL HNO_3 [ ] 250ml [ ] 500ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
59514	B-4 (0-7')	S	10/24/2025	7:35		X	X	X	X	X	X	X	X	X	X				1	1								
~~59515~~ SA	B-4 (0-7')	S	10/24/2025	7:33												X		3		1								
59516	B-4 (9-22')	S	10/24/2025	8:20		X	X	X	X	X	X	X	X	X	X				3	1								
~~59517~~ SA	B-4 (9-22')	S	10/24/2025	8:18												X		3		1								
59518	B-7(0-5.5')	S	10/24/2025	10:50		X	X	X	X	X	X	X	X	X	X				1	1								
~~59519~~ SA *	B-7 (0-5.5')	S	10/24/2025	10:48												X		3		1								
59520	B-7 (9-20.5')	S	10/24/2025	12:20		X	X	X	X	X	X	X	X	X	X				1	1								
~~59521~~ SA *	B-7 (9-20.5')	S	10/24/2025	12:18												X		3		1								

Relinquished by:	Accepted by:	Date:	Time:
		10/27	12:15
		10/27/25	14:57

Comments, Special Requirements or Regulations:
~~* Did not rec. 4oz jars~~ JW DPA
Please email results to jpuliafico, khazel@coneco.com. Preserved with ice
**Do TCLP if indicated*
client called, Jars & Vials with same IDs are one sample. MLA 10/28/25 RA

Turnaround Time:
☐ 1 Day* ☐ 2 Days* ☐ 3 Days* ☐ 4 Days* ☐ 5 Days* ☑ Standard ☐ Other

*MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

* SURCHARGES MAY APPLY

RI
☐ RES DEC ☐ I/C DEC ☐ GA Leachability ☐ GB Leachability ☐ GA -GW Objectives ☐ GB -GW Objectives ☐ Other

CT
☐ RCP Cert ☐ GWPC ☐ SWPC ☐ GA PMC ☐ GB PMC ☐ SWPC
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☑ MCP Certification
☐ GW-1 ☐ GW-2 ☐ GW-3 ☐ S-1 ☐ S-2 ☐ S-3 ☐ SW Protection
☑ RCS-1 / RCGW-1 ☐ RCS-2 / RCGW-2 ☐ S-1 Calc. ☐ _____

State where samples were collected:

Data Format
☑ Excel ☑ PDF ☐ GIS/Key ☐ EQuIS ☐ Other

Data Package
☐ Tier II Checklist* ☐ Full Data Package* ☑ Phoenix Std ☐ MAT-212 Form

* SURCHARGE APPLIES

GCU 59514

Jordan Wesoloskie

From: Jordan Wesoloskie
Sent: Monday, October 27, 2025 5:43 PM
To: jpuliafico@coneco.com
Cc: Krystal Delgado; Jordan Wesoloskie
Subject: Sample conformation
Attachments: SKM_450i25102716350.pdf; SKM_450i25102716480.pdf

Importance: High

Good evening, Jon,

For the attached COC's above, we did not receive 4 oz soil jars marked.

Please advise thank you.

Jordan Wesoloskie
Phoenix Environmental Laboratories, Inc.
Sample/Receiving
587 East Middle Turnpike | Manchester, CT 06040
(860)-645-1102 EXT 365
www.phoenixlabs.com
PHOENIX
Environmental Laboratories, Inc.

PHOENIX
Environmental Laboratories, Inc.

Monday, October 27, 2025

Attn: Parrish Smolcha
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Project ID: **L14 M13 MAIN LINE REBUILD 12438.C.001009**
SDG ID: **GCU57550**
Sample ID#s: **CU57550**

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

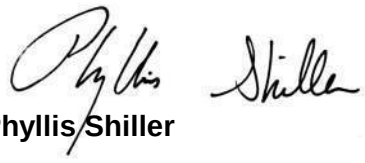
This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,



Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

October 27, 2025

SDG I.D.: GCU57550

Project ID: L14 M13 MAIN LINE REBUILD 12438.C.001009

Client Id	Lab Id	Matrix	Col Date
STRUCTURE 40 (23`)	CU57550	SOIL	10/23/25 10:00

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

October 27, 2025

FOR: Attn: Parrish Smolcha
Coneco Engineers & Scientists, Inc.
4 First Street
Bridgewater, MA 02324

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:		10/23/25	10:00
Location Code:	CONECO-BRIDWTRMA	Received by:	CP	10/23/25	15:55
Rush Request:	24 Hour	Analyzed by:	see "By" below		
P.O.#:	12438.C.001.009				

Laboratory Data

SDG ID: GCU57550
Phoenix ID: CU57550

Project ID: L14 M13 MAIN LINE REBUILD 12438.C.001009
Client ID: STRUCTURE 40 (23`)

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Arsenic	3.34	0.76	mg/Kg	1	10/24/25	TH	SW6010D
Lead	8.27	0.38	mg/Kg	1	10/24/25	TH	SW6010D
TCLP Lead	< 0.10	0.10	mg/L	1	10/24/25	TH	SW846 1311/6010
TCLP Metals Digestion	Completed				10/24/25	AK/AK	SW3010A
Percent Solid	88		%		10/23/25	CV	SW846-%Solid
Soil Extraction for SVOA PAH	Completed				10/23/25	S/U	SW3546
TCLP Extraction for Metals	Completed				10/23/25	AK	SW1311
Total Metals Digest	Completed				10/23/25	P/AG/BF	SW3050B
Polynuclear Aromatic HC							
2-Methylnaphthalene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Acenaphthylene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Benz(a)anthracene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Benzo(a)pyrene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Benzo(b)fluoranthene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Fluoranthene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E
Pyrene	ND	260	ug/Kg	1	10/24/25	MR	SW8270E

Project ID: L14 M13 MAIN LINE REBUILD 12438.C.001009 Phoenix I.D.: CU57550
Client ID: STRUCTURE 40 (23`)

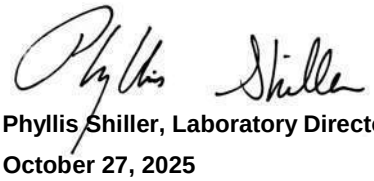
Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
QA/QC Surrogates							
% 2-Fluorobiphenyl	63		%	1	10/24/25	MR	30 - 130 %
% Nitrobenzene-d5	57		%	1	10/24/25	MR	30 - 130 %
% Terphenyl-d14	61		%	1	10/24/25	MR	30 - 130 %

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director
October 27, 2025
Reviewed and Released by: Rashmi Makol, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

October 27, 2025

QA/QC Data

SDG I.D.: GCU57550

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 810248 (mg/L), QC Sample No: CU50382 (CU57550)													
ICP Metals - TCLP Extraction													
Lead	BRL	0.10	0.17	0.12	NC	97.7	98.5	0.8	103			80 - 120	20
Comment:													
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.													
QA/QC Batch 810137 (mg/kg), QC Sample No: CU57268 (CU57550)													
ICP Metals - Soil													
Arsenic	BRL	0.67	1.73	1.55	NC	88.7	95.5	7.4	84.3			75 - 125	30
Lead	BRL	0.33	6.72	6.42	4.60	89.1	95.0	6.4	96.6			75 - 125	30
Comment:													
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.													

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

October 27, 2025

QA/QC Data

SDG I.D.: GCU57550

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 810144 (ug/kg), QC Sample No: CU57885 (CU57550)										
Polynuclear Aromatic HC - Soil										
2-Methylnaphthalene	ND	230	72	72	0.0	57	67	16.1	40 - 140	30
Acenaphthene	ND	230	74	72	2.7	57	68	17.6	30 - 130	30
Acenaphthylene	ND	230	62	61	1.6	48	57	17.1	40 - 140	30
Anthracene	ND	230	77	78	1.3	59	73	21.2	40 - 140	30
Benz(a)anthracene	ND	230	77	78	1.3	58	69	17.3	40 - 140	30
Benzo(a)pyrene	ND	230	70	71	1.4	55	65	16.7	40 - 140	30
Benzo(b)fluoranthene	ND	230	71	71	0.0	56	65	14.9	40 - 140	30
Benzo(ghi)perylene	ND	230	83	83	0.0	63	75	17.4	40 - 140	30
Benzo(k)fluoranthene	ND	230	68	69	1.5	56	66	16.4	40 - 140	30
Chrysene	ND	230	71	74	4.1	58	69	17.3	40 - 140	30
Dibenz(a,h)anthracene	ND	230	81	79	2.5	61	73	17.9	40 - 140	30
Fluoranthene	ND	230	75	75	0.0	57	71	21.9	40 - 140	30
Fluorene	ND	230	72	72	0.0	56	68	19.4	40 - 140	30
Indeno(1,2,3-cd)pyrene	ND	230	84	85	1.2	64	76	17.1	40 - 140	30
Naphthalene	ND	230	63	63	0.0	50	59	16.5	40 - 140	30
Phenanthrene	ND	230	77	78	1.3	59	71	18.5	40 - 140	30
Pyrene	ND	230	73	74	1.4	56	70	22.2	30 - 130	30
% 2-Fluorobiphenyl	65	%	69	71	2.9	56	69	20.8	30 - 130	30
% Nitrobenzene-d5	63	%	63	67	6.2	53	62	15.7	30 - 130	30
% Terphenyl-d14	67	%	66	69	4.4	51	65	24.1	30 - 130	30

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 15-110%, for soils 30-130%)

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
October 27, 2025

Monday, October 27, 2025

Criteria: RI: Com, RC

State: RI

Sample Criteria Exceedances Report

GCU57550 - CONECO-BRIDWTRMA

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units

*** No Data to Display ***

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

Analysis Comments

October 27, 2025 SDG I.D.: GCU57550

The following analysis comments are made regarding exceptions to criteria not already noted in the Analysis Report or QA/QC Report: None.

Cooler: Yes ☑ No ☐
Coolant: IPK ☑ ICE ☐ No ☐

PHOENIX
Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

Temp 9.9 °C Pg of

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com Fax (860) 645-0823
Client Services (860) 645-1102

Data Delivery/Contact Options:
☐ Fax:
☐ Phone:
☒ Email: jwold, psmolcha,javazelis@coneco.com

Customer: Coneco Engineers & Scientists
Address: 4 First Street, Bridgewater, Massachusetts, 02324

Project: L14 M13 Main Line Rebuild 12438.C.001.009
Report to: Parrish Smolcha
Invoice to: Coneco Environmental AP
Quote #

Project P.O: 12438.C.001.009

This section MUST be completed with Bottle Quantities.

Sampler's Signature: JWold Date: 10/23/25

Client Sample - Information - identification

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **WW**=Waste Water
RW=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid **W**=Wipe **OIL**=Oil
B=Bulk **L**=Liquid **X** = _____(Other)

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	TCLP Lead	Arsenic	Lead	PAHs 8270	GL Amber 8 oz. [ ] w/H_3PO_4 [ ] $NAHSO_4$	Soil VOA Vials [ ] methanol [ ] H_2O	GL Soil container (8) oz	GL Soil container ( ) oz	40 ml VOA Vial [ ] As is [5] HCl	GL Amber 1000ml [ ] As is [2] HCl	PL As is [ ] 250ml [1] 500ml [ ] 1000ml	PL H_2SO_4 [1] 250ml [ ] 500ml	PL HNO_3 250ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
57550	Structure 40 (23')	S	10/23/2025	10:00 a.m.		X	X	X	X				3								

Relinquished by:	Accepted by:	Date:	Time:
JWold	1410	10/23/25	11:00
		10/23/25	15:55

Comments, Special Requirements or Regulations:
Rhode Island Energy Project

Turnaround Time:
☑ 1 Day* ☐ Standard
☐ 2 Days* ☐ Other
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

* SURCHARGES MAY APPLY

RI
☑ RES DEC
☑ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

RCP Cert
GWPC
SWPC
GA PMC
GB PMC
SWPC
RES DEC
I/C DEC

MA:
☑ MCP Certification
☑ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3 ☐ S-1 Calc.
☐ S-1 ☑
☐ S-2
☐ S-3
☐ SW Protection

State where samples were collected: RI

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☐ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☐ Phoenix Std
☐ Other

* SURCHARGE APPLIES

MODULE 3.1.4 HAZARDOUS MATERIAL ASSESSMENT

A Hazardous Materials Assessment was performed by Universal Environmental Consultants at the existing Mosier Elementary School Building site as part of this feasibility study. A report containing the findings and test results is attached as part of this section.

Also attached as part of this section is the most recent AHERA Report prepared for the for the existing Mosier Elementary School in 2025.

FINAL REPORT
FOR
HAZARDOUS MATERIALS IDENTIFICATION STUDY
AT THE
MOSIER ELEMENTARY SCHOOL
SOUTH HADLEY, MASSACHUSETTS



PROJECT NO: 225 838.00

Survey Dates:
December 3 & 5, 2025

CONDUCTED BY:

UNIVERSAL ENVIRONMENTAL CONSULTANTS
12 Brewster Road
Framingham, MA 01702

UEC universal environmental consultants

December 9, 2025

Mr. Chris LeBlanc
Mount Vernon Group Architects
35 Center Street, Suite 210
Chicopee, MA 01013

Reference: Report for Hazardous Materials Identification Study
Mosier Elementary School, South Hadley, MA

Dear Mr. LeBlanc:

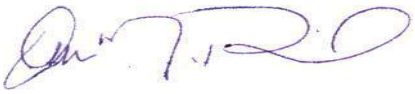
Thank you for the opportunity for Universal Environmental Consultants (UEC) to provide professional services.

Enclosed please find the report for the hazardous materials identification study at the Mosier Elementary School, South Hadley, MA.

Please do not hesitate to call should you have any questions.

Very truly yours,

Universal Environmental Consultants



_____
Ammar M. Dieb
President

UEC:\225 838.00\Report.DOC

Enclosure

INTRODUCTION:
Universal Environmental Consultants (UEC) has been providing comprehensive asbestos services since 2001 and has completed projects throughout New England. We have completed projects for a variety of clients including commercial, industrial, municipal, public, and private schools. We maintain appropriate asbestos licenses and staff with a minimum of thirty-seven years of experience.

UEC was contracted by Mount Vernon Group Architects to conduct the following services at the Mosier Elementary School, South Hadley, Massachusetts:

- Asbestos Containing Materials (ACM) determination inspection and sampling.
- Polychlorinated Biphenyls (PCB's)-Electrical Equipment and Light Fixtures inspection.
- PCB's Caulking inspection.
- Lead Based Paint (LBP) inspection.
- Mercury in Rubber Flooring inspection.
- Airborne Mold inspection and sampling.
- Radon sampling.

The scope of work included the inspection of accessible ACM, collection of bulk samples from materials suspected to contain asbestos, determination and quantities of types of ACM found and cost estimates for remediation. ***A comprehensive survey per the Environmental Protection Agency (EPA) NESHAP regulation would be required prior to any renovation or demolition activities.***

Bulk samples analysis for asbestos were performed using the standard Polarized Light Microscopy (PLM) Method in accordance with EPA standard. Bulk samples were collected by a Massachusetts licensed asbestos inspector Mr. Jason Becotte (AI-034963) and analyzed by a Massachusetts licensed laboratory EMSL, Woburn, MA. Non-friable material (previously negative by PLM) would need to be sampled and analyzed by Transmission Electron Microscopy (TEM) per the Massachusetts Department of Labor Standards (DLS) during the design phase.

Airborne mold samples were analyzed by an EPA trained laboratory EMSL, Woburn, MA.

Radon samples were analyzed by an EPA licensed laboratory AccuStar, Ward Hill, MA.

Samples results are attached.

FINDINGS:
Asbestos Containing Materials (ACM):
The regulations for asbestos inspection are based on representative sampling. It would be impractical and costly to sample all materials in all areas. Therefore, representative samples of each homogenous area were collected and analyzed or assumed.

All suspect materials were grouped into homogenous areas. By definition, a homogenous area is one in which the materials are evenly mixed and similar in appearance and texture throughout. Per Massachusetts guidelines, a homogeneous area shall be determined to contain asbestos based on findings that the results of at least one sample collected from that area shows that asbestos is present in an amount of 1 percent or greater. Per the Department of Environmental Protection (DEP) any amount of asbestos found must be disposed as asbestos.

No additional suspect and accessible ACM were found during this survey. However, hidden ACM may be found during the renovation and demolition activities.

Number of Samples Collected:
Sixty (60) bulk samples were collected from materials suspected of containing asbestos, including:

Type and Location of Suspect Material

1. 2' x 4' Suspended acoustical ceiling tile at modular

2. 2’ x 4’ Suspended acoustical ceiling tile at modular
3. Teal/Beige 12” x 12” vinyl floor tile at modular
4. Teal/Beige 12” x 12” vinyl floor tile at modular
5. Yellow mastic for teal/Beige 12” x 12” vinyl floor tile at modular
6. Yellow mastic for teal/Beige 12” x 12” vinyl floor tile at modular
7. 9” x 9” Vinyl floor tile at room 500
8. 9” x 9” Vinyl floor tile at office
9. Mastic for 9” x 9” vinyl floor tile at room 500
10. Mastic for 9” x 9” vinyl floor tile at office
11. Blue 12” x 12” vinyl floor tile at room 403
12. Blue 12” x 12” vinyl floor tile at room 405
13. Yellow mastic for blue 12” x 12” vinyl floor tile at room 403
14. Yellow mastic for blue 12” x 12” vinyl floor tile at room 405
15. White 12” x 12” vinyl floor tile at room 302
16. White 12” x 12” vinyl floor tile at room 306
17. Yellow mastic for white 12” x 12” vinyl floor tile at room 302
18. Yellow mastic for white 12” x 12” vinyl floor tile at room 306
19. Tan 12” x 12” vinyl floor tile at lobby
20. Tan 12” x 12” vinyl floor tile at lobby
21. Yellow mastic for tan 12” x 12” vinyl floor tile at lobby
22. Yellow mastic for tan 12” x 12” vinyl floor tile at lobby
23. Interior wall vertical caulking
24. Interior wall vertical caulking
25. Interior door framing caulking
26. Interior door framing caulking
27. Black sink coating
28. Black sink coating
29. Joint compound
30. Joint compound
31. Lab countertop
32. Lab countertop
33. 2’ x 4’ Suspended acoustical ceiling tile type I
34. 2’ x 4’ Suspended acoustical ceiling tile type I
35. 2’ x 4’ Suspended acoustical ceiling tile type II
36. 2’ x 4’ Suspended acoustical ceiling tile type II
37. Hard joint insulation
38. Hard joint insulation
39. Hard joint insulation
40. Smooth ceiling plaster
41. Smooth ceiling plaster
42. Smooth ceiling plaster
43. Smooth ceiling plaster
44. Smooth ceiling plaster
45. Rough ceiling plaster at garage
46. Rough ceiling plaster at garage
47. Rough ceiling plaster at garage
48. Exterior window framing caulking
49. Exterior window framing caulking
50. Exterior window framing caulking
51. Exterior window glazing caulking
52. Exterior window glazing caulking
53. Exterior window glazing caulking
54. Exterior door framing caulking
55. Exterior door framing caulking
56. Exterior door framing caulking

57. Exterior unit vent grille caulking
58. Exterior unit vent grille caulking
59. Exterior expansion joint caulking
60. Exterior expansion joint caulking

Sample Results:

Type and Location of Suspect Material	Sample Result
1. 2’ x 4’ Suspended acoustical ceiling tile at modular	No Asbestos Detected
2. 2’ x 4’ Suspended acoustical ceiling tile at modular	No Asbestos Detected
3. Teal/Beige 12” x 12” vinyl floor tile at modular	No Asbestos Detected
4. Teal/Beige 12” x 12” vinyl floor tile at modular	No Asbestos Detected
5. Yellow mastic for teal/Beige 12” x 12” vinyl floor tile at modular	No Asbestos Detected
6. Yellow mastic for teal/Beige 12” x 12” vinyl floor tile at modular	No Asbestos Detected
7. 9” x 9” Vinyl floor tile at room 500	5% Asbestos
8. 9” x 9” Vinyl floor tile at office	5% Asbestos
9. Mastic for 9” x 9” vinyl floor tile at room 500	3% Asbestos
10. Mastic for 9” x 9” vinyl floor tile at office	6% Asbestos
11. Blue 12” x 12” vinyl floor tile at room 403	No Asbestos Detected
12. Blue 12” x 12” vinyl floor tile at room 405	No Asbestos Detected
13. Yellow mastic for blue 12” x 12” vinyl floor tile at room 403	No Asbestos Detected
14. Yellow mastic for blue 12” x 12” vinyl floor tile at room 405	No Asbestos Detected
15. White 12” x 12” vinyl floor tile at room 302	No Asbestos Detected
16. White 12” x 12” vinyl floor tile at room 306	No Asbestos Detected
17. Yellow mastic for white 12” x 12” vinyl floor tile at room 302	No Asbestos Detected
18. Yellow mastic for white 12” x 12” vinyl floor tile at room 306	No Asbestos Detected
19. Tan 12” x 12” vinyl floor tile at lobby	No Asbestos Detected
20. Tan 12” x 12” vinyl floor tile at lobby	No Asbestos Detected
21. Yellow mastic for tan 12” x 12” vinyl floor tile at lobby	No Asbestos Detected
22. Yellow mastic for tan 12” x 12” vinyl floor tile at lobby	No Asbestos Detected
23. Interior wall vertical caulking	2% Asbestos
24. Interior wall vertical caulking	2% Asbestos
25. Interior door framing caulking	2% Asbestos
26. Interior door framing caulking	2% Asbestos
27. Black sink coating	2% Asbestos
28. Black sink coating	2% Asbestos
29. Joint compound	<1% Asbestos
30. Joint compound	<1% Asbestos
31. Lab countertop	15% Asbestos
32. Lab countertop	15% Asbestos
33. 2’ x 4’ Suspended acoustical ceiling tile type I	No Asbestos Detected
34. 2’ x 4’ Suspended acoustical ceiling tile type I	No Asbestos Detected
35. 2’ x 4’ Suspended acoustical ceiling tile type II	2% Asbestos
36. 2’ x 4’ Suspended acoustical ceiling tile type II	2% Asbestos
37. Hard joint insulation	No Asbestos Detected
38. Hard joint insulation	No Asbestos Detected
39. Hard joint insulation	No Asbestos Detected
40. Smooth ceiling plaster	No Asbestos Detected
41. Smooth ceiling plaster	No Asbestos Detected
42. Smooth ceiling plaster	No Asbestos Detected
43. Smooth ceiling plaster	No Asbestos Detected
44. Smooth ceiling plaster	No Asbestos Detected
45. Rough ceiling plaster at garage	No Asbestos Detected
46. Rough ceiling plaster at garage	No Asbestos Detected
47. Rough ceiling plaster at garage	No Asbestos Detected

48. Exterior window framing caulking	3% Asbestos
49. Exterior window framing caulking	3% Asbestos
50. Exterior window framing caulking	3% Asbestos
51. Exterior window glazing caulking	2% Asbestos
52. Exterior window glazing caulking	2% Asbestos
53. Exterior window glazing caulking	2% Asbestos
54. Exterior door framing caulking	2% Asbestos
55. Exterior door framing caulking	2% Asbestos
56. Exterior door framing caulking	2% Asbestos
57. Exterior unit vent grille caulking	2% Asbestos
58. Exterior unit vent grille caulking	2% Asbestos
59. Exterior expansion joint caulking	3% Asbestos
60. Exterior expansion joint caulking	3% Asbestos

Observations and Conclusions:

The condition of ACM is very important. ACM in good condition does not present a health issue unless it is disturbed. Therefore, it is not necessary to remediate ACM in good condition unless it will be disturbed through renovation, demolition, or other activity.

Refer to the AHERA Management Plan for condition of ACM.

1. 9” x 9” Vinyl floor tile was assumed to contain asbestos.
2. Mastic for 9” x 9” vinyl floor tile was assumed to contain asbestos.
3. Interior wall vertical caulking was assumed to contain asbestos.
4. Interior door framing caulking was assumed to contain asbestos.
5. Black sink coating was assumed to contain asbestos.
6. Joint compound was found to contain <1% asbestos. Per DEP the joint compound would have to be disposed of as ACWM.
7. Lab countertop was found to contain asbestos.
8. 2’ x 4’ Suspended acoustical ceiling tile type II was assumed to contain asbestos.
9. Exterior window framing caulking at was found to contain asbestos.
10. Exterior window glazing caulking at was found to contain asbestos.
11. Exterior door framing caulking was assumed to contain asbestos.
12. Exterior unit vent grille caulking was assumed to contain asbestos.
13. Exterior expansion joint caulking was assumed to contain asbestos.
14. Paper/mastic under hardwood flooring was assumed to contain asbestos.
15. Interior window glazing caulking was assumed to contain asbestos.
16. Glue holding blackboard was assumed to contain asbestos.
17. Gymnasium transite pegboard was assumed to contain asbestos.
18. Underground sewer pipes were assumed to contain asbestos.
19. Damproofing on exterior and foundation walls was assumed to exist and assumed to contain asbestos. The demolition contractor will have to segregate the ACM from non-ACM building surfaces for proper disposal in an EPA approved landfill that does not recycle. A non-traditional abatement plan would have to be prepared and submitted to the DEP for approval.
20. Thru-wall flashing was assumed to exist and assumed to contain asbestos. The demolition contractor will have to segregate the ACM from non-ACM building surfaces for proper disposal in an EPA approved landfill that does not recycle. A non-traditional abatement plan would have to be prepared and submitted to the DEP for approval.
21. Roofing was assumed to contain asbestos. However, roofing does not have to be removed by a licensed asbestos abatement contractor. Roofing material does not have to be removed by a licensed asbestos contractor. However, the General Contractor must comply with OSHA regulation during demolition and with state regulations for proper disposal. A non-traditional abatement plan would have to be prepared and submitted to the DEP for approval.
22. All other suspect materials were found not to contain asbestos. Hidden ACM may be found during renovation and demolition activities.

Polychlorinated Biphenyls (PCB's)-Electrical Equipment and Light Fixtures:
Observations and Conclusions
Visual inspection of various equipments such as light fixtures, thermostats, exit signs and switches was performed for the presence of PCB's and mercury. Ballasts in light fixtures were assumed not to contain PCB's since there were labels indicating that "No PCB's" was found. Tubes in light fixtures, thermostats, signs, and switches were assumed to contain mercury. It would be very costly to test those equipments and dismantling would be required to access. Therefore, the above mentioned equipments should be disposed in an EPA approved landfill as part of the demolition project.

PCB's in Caulking:
PCB's are manmade chemicals that were widely produced and distributed across the country from the 1950s to 1977 until the production of PCB's was banned by the US Environmental Protection Agency (EPA) law which became effective in 1978. PCB's are a class of chemicals made up of more than 200 different compounds. PCB's are non-flammable, stable, and good insulators so they were widely used in a variety of products including electrical transformers and capacitors, cable and wire coverings, sealants and caulking, and household products such as television sets and fluorescent light fixtures. Because of their chemical properties, PCB's are not very soluble in water, and they do not break down easily in the environment. PCB's also do not readily evaporate into air but tend to remain as solids or thick liquids. Even though PCB's have not been produced or used in the country for more than 30 years, they are still present in the environment in the air, soil, and water and in our food. EPA requires that all construction waste including caulking be disposed as PCB's if PCB's level exceed 50 mg/kg (ppm). An abatement plan might also be required.

Observations and Conclusions:
Caulking was assumed to contain PCB's.

Lead Based Paint (LBP):
Observations and Conclusions
LBP was assumed to exit on painted surfaces. A school is not considered a regulated facility. All LBP activities performed, including waste disposal, should be in accordance with applicable Federal, State, or local laws, ordinances, codes, or regulations governing evaluation and hazard reduction. In the event of discrepancies, the most protective requirements prevail. These requirements can be found in OSHA 29 CFR 1926-Construction Industry Standards, 29 CFR 1926.62-Construction Industry Lead Standards, 29 CFR 1910.1200-Hazards Communication, 40 CFR 261-EPA Regulations. According to OSHA, any amount of LBP triggers compliance.

Mercury in Rubber Flooring:
Observations and Conclusions:
No rubber flooring was found.

Airborne Mold:
Airborne mold testing was performed utilizing Zefon International Incorporated's Air-O-Cell® sampling device following all manufacturer supplied recommended sampling procedures. The Air-O-Cell® is a direct read total particulate air sampling device. It works using the inertial impaction principle similar to other spore trap devices. It is designed for the rapid collection and analysis of airborne particulate including bioaerosols. The particulate includes fibers (e.g., asbestos, fiberglass, cellulose, clothing fibers) opaque particles (e.g., fly ash, combustion particles, copy toner, oil droplets, paint), and bioaerosols (e.g., mold spores, pollen, insect parts, skin cell fragments).[1]

The method involves drawing a known quantity of air through a sterile sampling cassette. Subsequent to sampling, the cassette is sealed and transferred to a microbiology laboratory under chain of custody protocol for microscopic analysis. This method counts both viable and nonviable mold spores.

[1] Zefon International Inc. <www.zefon.com>

AIRBORNE MOLD and PARTICULATE

Lab ID #	Location	Total Mold Counts/M^3	Pollen	Insect Fragment	Hyphal Fragments
132507201-0001	Classroom 103	60	ND	ND	ND
132507201-0002	Nurse Office	130	ND	ND	ND
132507201-0003	Gymnasium	67	ND	ND	ND
132507201-0004	Classroom 110	7	ND	ND	ND
132507201-0005	Classroom 123	7	ND	ND	20
132507201-0006	Classroom 120	20	ND	ND	20
132507201-0007	Classroom 113	47	ND	ND	ND
132507201-0008	Classroom 116	47	ND	ND	ND
132507201-0009	Modular Classroom	100	ND	ND	ND
132507201-0010	Library	80	ND	ND	ND
132507201-0011	Outside	140	ND	ND	40

AIRBORNE MOLD and PARTICULATE
(Subjective Scales)

Lab ID #	Location	Skin Fragment Density (SFD)	Fibrous Particulates (FP)	Total Background Particulate (TBP)
132507201-0001	Classroom 103	1	1	4
132507201-0002	Nurse Office	1	1	2
132507201-0003	Gymnasium	1	1	1
132507201-0004	Classroom 110	1	1	1
132507201-0005	Classroom 123	1	1	1
132507201-0006	Classroom 120	1	1	2
132507201-0007	Classroom 113	1	1	1
132507201-0008	Classroom 116	1	1	1
132507201-0009	Modular Classroom	1	1	1
132507201-0010	Library	1	1	1
132507201-0011	Outside	1	1	1

Legend:
ND - Not Detected

Observations and Recommendations:
Mold is ubiquitous in the environment. As such, there are no regulatory standards regarding exposures to mold spores or even consistent guidelines for interpreting indoor mold concentrations. Most industry sources agree that it is not possible to recommend limits for mold concentrations due to the lack of data from which the concentrations can be linked to the onset of disease. Also, airborne mold concentrations may change according to spatial and temporal variations.

Without standards and guidelines, the current approach to interpretation of results of airborne mold samples relies on comparison of indoor vs. outdoor results and complaint vs. non-complaint area results and careful inspection and investigation. In general, indoor airborne mold counts should be significantly lower than those from a building exterior. Airborne mold counts in non-complaint areas should be significantly lower than those in complaint areas. In addition, the genus/species identified indoors should be similar to those identified in exterior samples. However, this may not always be consistent. Occupied buildings with many entrances and operable windows may have indoor mold airborne concentrations higher than or as high as those from the exterior. Also, the concentrations of exterior mold genus/species are likely to be lower on a cold or rainy day compared to the expected concentrations on a warm, sunny day when the spores may be abundant.

A situation may be considered unusual when the airborne mold concentrations in the indoor/complaint area are significantly higher than those in the exterior/non-complaint area. Interpretation of air sample data must be accompanied by evaluating and investigating the applicable history as well as careful inspection and investigation.

Fungi typically susceptible to amplification in the presence of moisture including water damage are fungi such as *Aspergillus/Penicillium, Chaetomium, Ulocladium, Stachybotrys* and *Ascospores/Basidiospores*.

Indoor airborne mold spore concentrations were found to be lower than the outside sample. Based on comparisons with historical data from projects of similar type, building utilization, geographic location, and season, breathing zone indoor airborne levels are considered very low. *Breathing zone indoor samples indicated the presence of several common types of molds which are not considered to be hazardous to occupants and were also found in the outside sample*, which will indicate that indoor levels are being migrated from outside.

Total background particulate on all samples was assessed as “1-2” on a scale of 1-5 where 1 is low and 5 is high. Skin fragment density on all samples was assessed as “1” on a scale of 1-4 where 1 is low and 4 is high. The total background levels are measured to determine airborne dust not related to airborne mold. Skin fragments are measured to determine proper housing cleaning.

Radon:

Number of Samples Collected

Ten (10) air samples were collected at the following locations:

Sample Number and Location of Material

1. Custodial area
2. Library
3. Cafeteria
4. Room 501
5. Room 502
6. Room 403
7. Locker room
8. Room 306
9. Room 107
10. Room 102

Sample Number and Location of Material	**Sample Result**
1. Custodial area	0.4 pCi\L
2. Library	<0.4 pCi\L
3. Cafeteria	<0.4 pCi\L
4. Room 501	<0.4 pCi\L
5. Room 502	<0.4 pCi\L
6. Room 403	<0.4 pCi\L
7. Locker room	<0.4 pCi\L
8. Room 306	<0.4 pCi\L

9. Room 107 <0.4 pCi\L
10. Room 102 <0.4 pCi\L

Observations and Conclusions:
The measured radon concentrations of the samples were found to be lower than the EPA guideline of 4 picoCuris of radon per liter of air (pCi/L). No further action is required.

COST ESTIMATES:
The cost includes removal and disposal of all accessible ACM, other hazardous material, and an allowance for removal of inaccessible or hidden ACM that may be found during renovation or demolition project.

Location	Material	Approximate Quantity	Cost Estimate ($)
Throughout	Multiple Layers of Vinyl Floor Tile and Mastic	25,000 SF	175,000.00
	2' x 4' Suspended Acoustical Ceiling Tiles	36,000 SF	180,000.00
	Interior Building Caulking	600 LF	12,000.00
	Sinks	20 Total	8,000.00
	Joint Compound	700 SF	14,000.00
	Interior Windows	10 Total	5,000.00
	Chalkboards/Tackboards	50 Total	50,000.00
	Lab Counter Tops	6 Total	12,000.00
	Interior Doors Framing Caulking	1,700 Total	34,000.00
	Interior Demolition to Access ACM	10,000 SF	25,000.00
	Miscellaneous Hazardous Materials	Unknown	25,000.00
	Tubes in Light Fixtures	Unknown	25,000.00
Gymnasium	Hardwood Flooring/Paper/Mastic	3,700 SF	55,500.00
	Transite Panels	500 SF	10,000.00
Generator Room	Oil Tank	300 Gallons	5,000.00
Exterior	Windows	160 Total	80,000.00
	Doors	25 Total	7,500.00
	Unit Vent Grills	30 Total	9,000.00
	Expansion Caulking	250 LF	5,000.00
	Roofing Materials	45,0000 SF	135,000.00
	Damproofing/Flashing	2,000 Tons[1,2]	600,000.00
	Transite Sewer Pipes	Unknown[1]	120,000.00
Estimated costs for NESHAP Inspection			15,000.00
Estimated costs for Design, Construction Monitoring and Air Sampling Services			168,000.00
	TOTAL:		**$ 1,775,000.00**

[1]: Part of total demolition/New Construction.
[2]: Estimated.

DESCRIPTION OF SURVEY METHODS AND LABORATORY ANALYSES:
Asbestos:
Asbestos samples were analyzed using PLM and dispersion staining techniques with EPA/600/R-93/116 method.

Airborne Mold:
The samples were analyzed by an EPA approved laboratory EMSL, Woburn, MA.

Radon:
Radon samples were analyzed by an EPA licensed laboratory AccuStar, Ward Hill, MA.

LIMITATIONS AND CONDITIONS:
This report has been completed based on visual and physical observations made and information available at the time of the site visits, as well as an interview with the Owner's representatives. This report is intended to be used as a summary of available information on existing conditions with conclusions based on a reasonable and knowledgeable review of evidence found in accordance with normally accepted industry standards, state, and federal protocols, and within the scope and budget established by the client. Any additional data obtained by further review must be reviewed by UEC and the conclusions presented herein may be modified accordingly.

This report and attachments, prepared for the exclusive use of Owner for use in an environmental evaluation of the subject site, are an integral part of the inspections and opinions should not be formulated without reading the report in its entirety. No part of this report may be altered, used, copied, or relied upon without prior written permission from UEC, except that this report may be conveyed in its entirety to parties associated with Owner for this subject study.

Inspection by:



_____

Jason Becotte
Asbestos Inspector
AI-034963

OrderID: 132507137

132507137

CHAIN OF CUSTODY

Universal Environmental Consultants
12 Brewster Road
Framingham, MA 01702
Tel: (508) 628-5486 - Fax: (508) 628-5488
adieb@uec-env.com

PLM
24-hour TAT

Town/City: South Hadley, MA Building Name Mosier Elementary School

Sample	Description of Material	Sample Location
1	2x4 SAT	modular
2	1 1	
3	Teal + Beige 12x12 VFT	
4	1 1	
5	Yellow mastic	
6	1 1	
7	9x9 VFT	Room 500
8	1 1	office
9	Black mastic	on #7
10	1 1	on #8
11	Blue 12x12 VFT	Room 403
12	1 1	Room 405
13	Yellow mastic	on #11
14	1 1	on #12
15	white 12x12 VFT	Room 302
16	1 1	Room 306
17	Yellow mastic	on #15
18	1 1	on #16
19	Tan 12x12 VFT	Lobby
20	1 1	1 1

Reported By: Jason Becotte Date: 12-3-25 Due Date: **24-Hours**

Received By: REC'D EMSL-BOSTON DEC 04 2025 Date: 8AM 8 30

drop box

132507137

CHAIN OF CUSTODY

Universal Environmental Consultants
12 Brewster Road
Framingham, MA 01702
Tel: (508) 628-5486 - Fax: (508) 628-5488
adieb@uec-env.com

PLM

Town/City: South Hadley, MA Building Name Mosier Elementary school

Sample	Description of Material	Sample Location
21	Yellow mastic	Lobby
22	1 1	1 1
23	vertical wall caulk	Hallway
24	1 1	1 1
25	Door frame caulk	Hallway
26	1 1	custodial area
27	Black sink coating	Office
28	1 1	Room 501
29	Joint compound	Room 100 closet ceiling
30	1 1	Room 500 closet ceiling
31	Lab countertop	Room 308
32	1 1	Room 304
33	2x4 SAT Fissure	Cafeteria Hallway
34	1 1	100's Hallway
35	2x4 SAT Pinhole	custodial area
36	1 1	Library
37	Hard Joint Pipe Insulation	office
38	1 1	Room 204
39	1 1	custodial closet by 300
40	smooth Plaster	Bathroom

Reported By: Jason Becotte Date: 12-3-25 Due Date: **24-Hours**

Received By: RECD EMSL-BOSTON DEC 04 2025 Date:

OrderID: 132507137

132507137

CHAIN OF CUSTODY

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12 Brewster Road
Framingham, MA 01702
Tel: (508) 628-5486 - Fax: (508) 628-5488
adieb@uec-env.com

PLM

Town/City: South Hadley, MA Building Name Mosier Elementary School

Sample	Description of Material	Sample Location
41	smooth Plaster	Bathroom
42	"	"
43	"	"
44	"	"
45	Rough ceiling Plaster	Garage
46	"	"
47	"	"
48	window Frame Caulk	Exterior window
49	"	"
50	"	"
51	window Glass Glaze	"
52	"	"
53	"	"
54	Door Frame Caulk	Exterior Door
55	"	"
56	"	"
57	Vent Grill caulk	Exterior vent
58	"	"
59	expansion Joint Caulk	Exterior Brick Joint
60	"	"

Reported By: Jason Bewtie Date: 12-3-25 Due Date: **24-Hours**

Received By: REC'D EMSL-BOSTON DEC 04 2025 Date:

EMSL Analytical, Inc.

5 Constitution Way, Unit A Woburn, MA 01801
Tel/Fax: (781) 933-8411 / (781) 933-8412
http://www.EMSL.com / bostonlab@emsl.com

EMSL Order: 132507137
Customer ID: UEC63
Customer PO:
Project ID:

Attention: Ammar Dieb
Universal Environmental Consultants
12 Brewster Road
Framingham, MA 01702

Phone: (617) 984-9772
Fax: (508) 628-5488
Received Date: 12/04/2025 8:30 AM
Analysis Date: 12/05/2025
Collected Date: 12/03/2025

Project: Mosier Elementary School; South Hadley, MA

Test Report: Asbestos Analysis of Bulk Materials via AHERA Method 40CFR 763 Subpart E Appendix E supplemented with EPA 600/R-93/116 using Polarized Light Microscopy

			Non-Asbestos		Asbestos
Sample	**Description**	**Appearance**	**% Fibrous**	**% Non-Fibrous**	**% Type**
1 *132507137-0001*	Modular - 2x4 SAT	Tan/White Fibrous Homogeneous	55% Cellulose 15% Min. Wool	30% Non-fibrous (Other)	None Detected
2 *132507137-0002*	Modular - 2x4 SAT	Tan/White Fibrous Homogeneous	55% Cellulose 15% Min. Wool	30% Non-fibrous (Other)	None Detected
3 *132507137-0003*	Modular - Teal & Beige 12x12 VFT	Blue Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
4 *132507137-0004*	Modular - Teal & Beige 12x12 VFT	Beige Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
5 *132507137-0005*	Modular - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
6 *132507137-0006*	Modular - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
7 *132507137-0007*	Room 500 - 9x9 VFT	Tan Fibrous Homogeneous		95% Non-fibrous (Other)	**5% Chrysotile**
8 *132507137-0008*	Office - 9x9 VFT	Tan Fibrous Homogeneous		95% Non-fibrous (Other)	**5% Chrysotile**
9 *132507137-0009*	on #7 - Black Mastic	Black Fibrous Homogeneous		97% Non-fibrous (Other)	**3% Chrysotile**
10 *132507137-0010*	on #8 - Black Mastic	Black Fibrous Homogeneous		94% Non-fibrous (Other)	**6% Chrysotile**
11 *132507137-0011*	Room 403 - Blue 12x12 VFT	Gray/Blue Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
12 *132507137-0012*	Room 405 - Blue 12x12 VFT	Gray/Blue Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
13 *132507137-0013*	on #11 - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
14 *132507137-0014*	on #12 - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
15 *132507137-0015*	Room 302 - White 12x12 VFT	White/Beige Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
16 *132507137-0016*	Room 306 - White 12x12 VFT	White/Beige Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected

Initial report from: 12/05/2025 06:39:06

EMSL Analytical, Inc.
5 Constitution Way, Unit A Woburn, MA 01801
Tel/Fax: (781) 933-8411 / (781) 933-8412
http://www.EMSL.com / bostonlab@emsl.com

EMSL Order: 132507137
Customer ID: UEC63
Customer PO:
Project ID:

Test Report: Asbestos Analysis of Bulk Materials via AHERA Method 40CFR 763 Subpart E Appendix E supplemented with EPA 600/R-93/116 using Polarized Light Microscopy

			Non-Asbestos		Asbestos
Sample	**Description**	**Appearance**	**% Fibrous**	**% Non-Fibrous**	**% Type**
17 *132507137-0017*	on #15 - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
18 *132507137-0018*	on #16 - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
19 *132507137-0019*	Lobby - Tan 12x12 VFT	Tan Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
20 *132507137-0020*	Lobby - Tan 12x12 VFT	Tan Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
21 *132507137-0021*	Lobby - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
22 *132507137-0022*	Lobby - Yellow Mastic	Yellow Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
23 *132507137-0023*	Hallway - Vertical Wall Caulk	Tan Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
24 *132507137-0024*	Hallway - Vertical Wall Caulk	Tan Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
25 *132507137-0025*	Hallway - Door Frame Caulk	Tan Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
26 *132507137-0026*	Custodial Area - Door Frame Caulk	Tan Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
27 *132507137-0027*	Office - Black Sink Coating	Black Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
28 *132507137-0028*	Room 501 - Black Sink Coating	Black Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
29 *132507137-0029*	Room 100 Closet Ceiling - Joint Compound	Tan Fibrous Homogeneous		100% Non-fibrous (Other)	**<1% Chrysotile**
30 *132507137-0030*	Room 500 Closet Ceiling - Joint Compound	Tan Non-Fibrous Homogeneous		100% Non-fibrous (Other)	**<1% Chrysotile**
31 *132507137-0031*	Room 308 - Lab Countertop	Gray Fibrous Homogeneous		85% Non-fibrous (Other)	**15% Chrysotile**
32 *132507137-0032*	Room 304 - Lab Countertop	Gray Fibrous Homogeneous		85% Non-fibrous (Other)	**15% Chrysotile**
33 *132507137-0033*	Cafeteria Hallway - 2x4 SAT Fissure	Gray/White Fibrous Homogeneous	55% Cellulose 20% Min. Wool	25% Non-fibrous (Other)	None Detected
34 *132507137-0034*	100's Hallway - 2x4 SAT Fissure	Gray/White Fibrous Homogeneous	55% Cellulose 20% Min. Wool	25% Non-fibrous (Other)	None Detected
35 *132507137-0035*	Custodial Area - 2x4 SAT Pinhole	Tan/White Fibrous Homogeneous	63% Min. Wool	35% Non-fibrous (Other)	**2% Amosite**

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EMSL Order: 132507137
Customer ID: UEC63
Customer PO:
Project ID:

Test Report: Asbestos Analysis of Bulk Materials via AHERA Method 40CFR 763 Subpart E Appendix E supplemented with EPA 600/R-93/116 using Polarized Light Microscopy

			Non-Asbestos		Asbestos
Sample	**Description**	**Appearance**	**% Fibrous**	**% Non-Fibrous**	**% Type**
36 *132507137-0036*	Library - 2x4 SAT Pinhole	Tan/White Fibrous Homogeneous	63% Min. Wool	35% Non-fibrous (Other)	**2% Amosite**
37 *132507137-0037*	Office - Hard Joint Pipe Insulation	Gray Fibrous Homogeneous	20% Min. Wool	80% Non-fibrous (Other)	None Detected
38 *132507137-0038*	Room 204 - Hard Joint Pipe Insulation	Gray Fibrous Homogeneous	20% Min. Wool	80% Non-fibrous (Other)	None Detected
39 *132507137-0039*	Custodial Closet by 300 - Hard Joint Pipe Insulation	Gray Fibrous Homogeneous	20% Min. Wool	80% Non-fibrous (Other)	None Detected
40 *132507137-0040*	Bathroom - Smooth Plaster	Gray/White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
41 *132507137-0041*	Bathroom - Smooth Plaster	Gray/White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
42 *132507137-0042*	Bathroom - Smooth Plaster	Gray/White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
43 *132507137-0043*	Bathroom - Smooth Plaster	White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
44 *132507137-0044*	Bathroom - Smooth Plaster	Gray Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
45 *132507137-0045*	Garage - Rough Ceiling Plaster	Gray/White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
46 *132507137-0046*	Garage - Rough Ceiling Plaster	Gray/White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
47 *132507137-0047*	Garage - Rough Ceiling Plaster	Gray/White Non-Fibrous Homogeneous		100% Non-fibrous (Other)	None Detected
48 *132507137-0048*	Exterior Window - Window Frame Caulk	Gray/Tan Fibrous Homogeneous		97% Non-fibrous (Other)	**3% Chrysotile**
49 *132507137-0049*	Exterior Window - Window Frame Caulk	Gray/Tan Fibrous Homogeneous		97% Non-fibrous (Other)	**3% Chrysotile**
50 *132507137-0050*	Exterior Window - Window Frame Caulk	Gray/Tan Fibrous Homogeneous		97% Non-fibrous (Other)	**3% Chrysotile**
51 *132507137-0051*	Exterior Window - Window Glass Glaze	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
52 *132507137-0052*	Exterior Window - Window Glass Glaze	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
53 *132507137-0053*	Exterior Window - Window Glass Glaze	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
54 *132507137-0054*	Exterior Door - Door Frame Caulk	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**

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EMSL Order: 132507137
Customer ID: UEC63
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Test Report: Asbestos Analysis of Bulk Materials via AHERA Method 40CFR 763 Subpart E Appendix E supplemented with EPA 600/R-93/116 using Polarized Light Microscopy

			Non-Asbestos		Asbestos
Sample	**Description**	**Appearance**	**% Fibrous**	**% Non-Fibrous**	**% Type**
55 *132507137-0055*	Exterior Door - Door Frame Caulk	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
56 *132507137-0056*	Exterior Door - Door Frame Caulk	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
57 *132507137-0057*	Exterior Vent - Vent Grill Caulk	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
58 *132507137-0058*	Exterior Vent - Vent Grill Caulk	Gray Fibrous Homogeneous		98% Non-fibrous (Other)	**2% Chrysotile**
59 *132507137-0059*	Exterior Brick Joint - Expansion Joint Caulk	Gray Non-Fibrous Homogeneous		97% Non-fibrous (Other)	**3% Chrysotile**
60 *132507137-0060*	Exterior Brick Joint - Expansion Joint Caulk	Gray/Tan Fibrous Homogeneous		97% Non-fibrous (Other)	**3% Chrysotile**

Analyst(s)
Ramon Buenaventura (60)

Steve Grise, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Woburn, MA NVLAP Lab Code 101147-0, CT PH-0315, MA AA000188, RI PLM00139, VT AL998919, ME LB-0039

Initial report from: 12/05/2025 06:39:06

OrderID: 132507201

132507201

UEC universal environmental consultants
12 Brewster Road
Framingham, MA 01702
Phone: 508.628.5486
Fax: 508.628.5488

CHAIN OF CUSTODY

BUILDING / SITE NAME: Mosier Elementary School
TOWN / CITY: South Hadley
WORK AREA: Throughout building
STATE: MA

Analysis Type	Turnaround Time (x) 6-8 Hr	12 Hr	24 Hr	48 Hr	72 hr
TEM / AHERA					
TEM / Level II					
TEM / Dust					
TEM / Bulk					
TEM / Water					
PLM					
Mold			X		
Other:					

Specific Project Notes

SAMPLE ID	MATERIAL DESCRIPTION	SAMPLE LOCATION	START	STOP	TIME	L/MIN	VOLUME
1	4148 7562	Classroom 103 (Rm 104)	1517	1527	10	15	150
2	4148 0811	Nurses office (Rm 302)	1522	1532	10	15	150
3	4148 0817	Gymnasium	1527	1537	10	15	150
4	4148 7569	Classroom 110 (Rm 109)	1531	1541	10	15	150
5	4148 0791	Classroom 123 (Rm 405)	1536	1546	10	15	150
6	4148 0802	Classroom 120 (Rm 509)	1539	1549	10	15	150
7	4148 7554	Classroom 113 (Rm 504)	1546	1556	10	15	150
8	4148 0990	Classroom 116 (Rm 501)	1552	1602	10	15	150
9	4148 0816	Modular Classroom 142 (Rm P14)	1554	1604	10	15	150
10	4148 0818	Library (Rm 601A)	1605	1615	10	15	150
11	4148 0804	Outside	1622	1632	10	15	150

SAMPLED BY: Sydney Towne 12/5/25 DATE/TIME:
RECEIVED BY: REC'D DEC 08 2025 EMSL-BOSTON DATE/TIME: 1320
RELINQUISHED BY: DATE/TIME:
RECEIVED IN LAB BY: DATE/TIME:

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Attention: Ammar Dieb
Universal Environmental Consultants
12 Brewster Road
Framingham, MA 01702

Phone: (617) 984-9772
Fax: (508) 628-5488
Collected Date: 12/05/2025
Received Date: 12/08/2025 01:20 PM
Analyzed Date: 12/09/2025

Project: Mosier Elementary School; Throughout Building; South Hadley, MA

Test Report:Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	132507201-0001			132507201-0002			132507201-0003		
Client Sample ID:	1			2			3		
Volume (L):	150			150			150		
Sample Location:	Classroom 103 (Room 104)			Nurses Office (Room 302)			Gymnasium		
Spore Types	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	1	20	29.9
Aspergillus/Penicillium++	2	40	66.7	3	60	46.2	2	40	59.7
Basidiospores	-	-	-	-	-	-	1	7*	10.4
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium++	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	4	30*	23.1	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium++	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	1	20	33.3	2	40	30.8	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**3**	**60**	**100**	**9**	**130**	**100**	**4**	**67**	**100**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	21	-	-	21	-	-	21	-
Analyt. Sensitivity 300x	-	7*	-	-	7*	-	-	7*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	2	-	-	1	-

† Due to method stopping rules, extrapolated raw counts are reported in parenthesis.

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Steve Grise, Laboratory Manager
or other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Woburn, MA AIHA LAP, LLC-EMLAP Accredited #180179

Initial report from: 12/09/2025 01:13 PM

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Attention: Ammar Dieb
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Collected Date: 12/05/2025
Received Date: 12/08/2025 01:20 PM
Analyzed Date: 12/09/2025

Project: Mosier Elementary School; Throughout Building; South Hadley, MA

Test Report:Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	132507201-0004			132507201-0005			132507201-0006		
Client Sample ID:	4			5			6		
Volume (L):	150			150			150		
Sample Location:	Classroom 110 (Room 109)			Classroom 123 (Room 405)			Classroom 120 (Room 509)		
Spore Types	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium++	-	-	-	-	-	-	1	20	100
Basidiospores	1	7*	100	-	-	-	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium++	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium++	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	1	7*	100	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**1**	**7**	**100**	**1**	**7**	**100**	**1**	**20**	**100**
Hyphal Fragment	-	-	-	1	20	-	1	7*	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	21	-	-	21	-	-	21	-
Analyt. Sensitivity 300x	-	7*	-	-	7*	-	-	7*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	2	-

† Due to method stopping rules, extrapolated raw counts are reported in parenthesis.

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.



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Samples analyzed by EMSL Analytical, Inc. Woburn, MA AIHA LAP, LLC-EMLAP Accredited #180179

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Collected Date: 12/05/2025
Received Date: 12/08/2025 01:20 PM
Analyzed Date: 12/09/2025

Project: Mosier Elementary School; Throughout Building; South Hadley, MA

Test Report:Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	132507201-0007			132507201-0008			132507201-0009		
Client Sample ID:	7			8			9		
Volume (L):	150			150			150		
Sample Location:	Classroom 113 (Room 504)			Classroom 116 (Room 501)			Modular Classroom 142 (Room P74)		
Spore Types	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium++	2	40	85.1	1	7*	14.9	-	-	-
Basidiospores	-	-	-	1	20	42.6	7	100	100
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium++	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium++	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	1	7*	14.9	1	20	42.6	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**3**	**47**	**100**	**3**	**47**	**100**	**7**	**100**	**100**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	21	-	-	21	-	-	21	-
Analyt. Sensitivity 300x	-	7*	-	-	7*	-	-	7*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

† Due to method stopping rules, extrapolated raw counts are reported in parenthesis.

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

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Project: Mosier Elementary School; Throughout Building; South Hadley, MA

Test Report:Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	132507201-0010			132507201-0011					
Client Sample ID:	10			11					
Volume (L):	150			150					
Sample Location:	Library (Room 601A)			Outside					
Spore Types	**Raw Count†**	**Count/m³**	**% of Total**	**Raw Count†**	**Count/m³**	**% of Total**			
Alternaria (Ulocladium)	-	-	-	1	20	14.3			
Ascospores	-	-	-	1	20	14.3			
Aspergillus/Penicillium++	3	60	75	-	-	-			
Basidiospores	-	-	-	5	100	71.4			
Bipolaris++	-	-	-	-	-	-			
Chaetomium++	-	-	-	-	-	-			
Cladosporium	1	20	25	-	-	-			
Curvularia	-	-	-	-	-	-			
Epicoccum	-	-	-	-	-	-			
Fusarium++	-	-	-	-	-	-			
Ganoderma	-	-	-	-	-	-			
Myxomycetes++	-	-	-	-	-	-			
Pithomyces++	-	-	-	-	-	-			
Rust	-	-	-	-	-	-			
Scopulariopsis/Microascus	-	-	-	-	-	-			
Stachybotrys/Memnoniella	-	-	-	-	-	-			
Unidentifiable Spores	-	-	-	-	-	-			
Zygomycetes	-	-	-	-	-	-			
Total Fungi	**4**	**80**	**100**	**7**	**140**	**100**			
Hyphal Fragment	-	-	-	2	40	-			
Insect Fragment	-	-	-	-	-	-			
Pollen	-	-	-	-	-	-			
Analyt. Sensitivity 600x	-	21	-	-	21	-			
Analyt. Sensitivity 300x	-	7*	-	-	7*	-			
Skin Fragments (1-4)	-	1	-	-	1	-			
Fibrous Particulate (1-4)	-	1	-	-	1	-			
Background (1-5)	-	1	-	-	1	-			

† Due to method stopping rules, extrapolated raw counts are reported in parenthesis.

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.



Steve Grise, Laboratory Manager
or other Approved Signatory

EMSL Analytical, Inc. maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL Analytical, Inc. EMSL Analytical, Inc. bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. Skin Fragment and Fibrous Particulate ratings are based on the percent of non-fungal material they represent: 1 (1-25%), 2 (26-50%), 3 (51-75%), or 4 (76-100%). Background ratings are based on the total area covered by non-fungal particles: 1 (1-25%), 2 (26-50%), 3 (51-75%), 4 (76-99%), or 5 (100%; overloaded). High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts >= 100 are extrapolated based on the percentage analyzed.

Samples analyzed by EMSL Analytical, Inc. Woburn, MA AIHA LAP, LLC-EMLAP Accredited #180179

Initial report from: 12/09/2025 01:13 PM

For information on the fungi listed in this report, please visit the Resources section at www.emsl.com

AccuStar
Professional Radon Laboratory Services Since 1984

Radon in Air

NELAC NY 11769
NRPP 101193 AL
NRSB ARL0017

EPA Method #402-R-92-004
Liquid Scintillation
NRPP Device Code 8088
NRSB Device Code 12193

Laboratory Report for:

Universal Environmental Consultant
12 Brewster Road
Framingham MA 01702

Property Tested:

Mosier Elementary School
101 Mosier School
South Hadley MA 01075

Log Number	Device Number	Test Exposure Duration				Area Tested	Result pCi/L
8846724	5116511	12/03/2025	3:10 pm	12/05/2025	5:02 pm	First Floor Custodial Area	0.4
8846725	5116600	12/03/2025	3:11 pm	12/05/2025	4:31 pm	First Floor Library	< 0.4
8846726	5116540	12/03/2025	3:12 pm	12/05/2025	4:24 pm	First Floor Cafeteria	< 0.4
8846727	5116590	12/03/2025	3:15 pm	12/05/2025	4:38 pm	First Floor Room 501	< 0.4
8846728	5116531	12/03/2025	3:16 pm	12/05/2025	4:41 pm	First Floor Room 502	< 0.4
8846729	5116520	12/03/2025	3:19 pm	12/05/2025	4:43 pm	First Floor Room 403	< 0.4
8846730	5116551	12/03/2025	3:21 pm	12/05/2025	4:47 pm	First Floor Room 300 Locker Room	< 0.4
8846731	5116530	12/03/2025	3:22 pm	12/05/2025	4:50 pm	First Floor Room 306	< 0.4
8846732	5116541	12/03/2025	3:24 pm	12/05/2025	4:52 pm	First Floor Room 107	< 0.4
8846733	5116591	12/03/2025	3:25 pm	12/05/2025	5:00 pm	First Floor Room 102	< 0.4

Comment: Universal Environmental Consultant was emailed a copy of this report.

Test Performed By: Placed: Jason Becotte Retrieved: Jason Becotte

Distributed by: Universal Environmental Consultant

Date Received: 12/08/2025 Date Logged: 12/08/2025 Date Analyzed: 12/09/2025 Date Reported: 12/09/2025

Report Reviewed By: _____ Report Approved By: _____

Shawn Price, Director of Laboratory Operations, AccuStar Labs

Disclaimer:

The counting uncertainty of this radon measurement is ~+/- 10 %. Factors contributing to uncertainty include statistical variations, daily and seasonal variations in radon concentrations, sample collection techniques and operation of the dwelling. Interference with test conditions may influence the test results.

This report may only be transferred to a third party in its entirety. Laboratory personnel were not involved in the placement or retrieval of the samples. Analytical results relate to the samples as received by the laboratory. Results shown on this report represent levels of radon gas measured between the dates shown in the room or area of the site identified above as "Property Tested". Incorrect information will affect results. The results may not be construed as either predictive or supportive of measurements conducted in any area of this structure at any other time. AccuStar Labs, its employees and agents are not responsible for the consequences of any action taken or not taken based upon the results reported or any verbal or written interpretation of the results.

HER 6-Month Surveillance Report

School: Mosier School **Date of Inspection:** 7/8/2025

ddress: 101 Mosier Street, South Hadley, M **Performed by:** dam Lesko

Location	Material	Quantity	Previous ssessment	Change in Condition	Notes
Boys & Girls Locker Rm Office	Bulletin/Chaulk Board Mastic		intact	○ Yes ◉ No	
Boys Locker Room Office, Room 400B	2' x 4' White W/ Pin Holes Ceiling Tile	100	1 Tile Dented	◉ Yes ○ No	damaged-hole from cable installation
Boys Locker Room Office, Room 400B	9" Green w/ White Specks Floor Tile & ssociated Mastic	100	Intact	○ Yes ◉ No	
Cafetorium/Stage	9" White w/ Olive Green Specks Floor Tile & ssociated Mastic	800	Intact	○ Yes ◉ No	
Cafetorium/Stage	Plaster (above Suspended Ceiling)	4,285	Intact	○ Yes ◉ No	
Classroom 100 (Former Rm 105)	2' x 4' White W/ Pin Holes Ceiling Tile	972	20 tiles stained	◉ Yes ○ No	1 replaced
Classroom 100 (Former Rm 105)	9" Olive Green Floor Tile & ssociated Mastic	972	Damaged - 20% cracked, 18 broken tiles	◉ Yes ○ No	some replaced
Classroom 100 (Former Rm 105)	Sink Undercoating (Black)	1	Intact	○ Yes ◉ No	
Classroom 100 (Former Rm 105)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 101 (former Rm 106)	2' x 4' White W/ Pin Holes Ceiling Tile	972	2 bowed	○ Yes ◉ No	
Classroom 101 (former Rm 106)	9" Blue w/ White Streaks Floor Tile & ssociated Mastic	972	6 tiles chipped	○ Yes ◉ No	
Classroom 101 (former Rm 106)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 101-127	Bulletin/Chaulk Board Mastic		Intact	○ Yes ◉ No	
Classroom 102 (former Rm 104)	9" Olive Green Floor Tile & ssociated Mastic	972	10% cracked, 12 chipped	○ Yes ◉ No	
Classroom 102 (former Rm 104)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 102(former Rm 106)	2' x 4' White W/ Pin Holes Ceiling Tile	972	Intact	◉ Yes ○ No	1 water damaged
Classroom 103 (former Rm 107)	2' x 4' White W/ Pin Holes Ceiling Tile	972	Intact - 2 Dented	○ Yes ◉ No	
Classroom 103 (former Rm 107)	9" Blue w/ White Streaks Floor Tile & ssociated Mastic	972	25 cracked tiles	○ Yes ◉ No	
Classroom 103 (former Rm 107)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 103 (former Room 107)	Sink Undercoating (Black)	1	Intact	○ Yes ◉ No	
Classroom 104 (former Rm 103)	2' x 4' White W/ Pin Holes Ceiling Tile	972	2 tile with dents	◉ Yes ○ No	grid falling
Classroom 104 (former Rm 103)	9" Olive Green Floor Tile & ssociated Mastic	972	2 chipped	○ Yes ◉ No	
Classroom 104 (former Rm 103)	Sink Undercoating (Black)	1	Intact	○ Yes ◉ No	
Classroom 104 (former Rm 103)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 105 (former Rm 108)	2' x 4' White W/ Pin Holes Ceiling Tile	972	Intact	○ Yes ◉ No	

School: Mosier School **Date of Inspection:** 7/8/2025

ddress: 101 Mosier Street, South Hadley, M **Performed by:** dam Lesko

Location	Material	Quantity	Previous ssessment	Change in Condition	Notes
Classroom 105 (former Rm 108)	9” Blue w/ White Streaks Floor Tile & ssociated Mastic	972	7 broken tiles	○ Yes ◉ No	
Classroom 105 (former Rm 108)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 106 (former Rm 102)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	Intact	○ Yes ◉ No	
Classroom 106 (former Rm 102)	9” Olive Green Floor Tile & ssociated Mastic	972	Intact	◉ Yes ○ No	4 replaced
Classroom 106 (former Rm 102)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 107 (former Rm 109)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	1 tile loose	○ Yes ◉ No	
Classroom 107 (former Rm 109)	9” Blue w/ White Streaks Floor Tile & ssociated Mastic	972	2 broken tiles	○ Yes ◉ No	
Classroom 107 (former Rm 109)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 108 (former Rm 101)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	grid slightly bowing	◉ Yes ○ No	
Classroom 108 (former Rm 101)	9” Olive Green Floor Tile & ssociated Mastic	972	Intact - 25 Broken	○ Yes ◉ No	
Classroom 108 (former Rm 101)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 109 (former Rm 110)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	1 cracked	○ Yes ◉ No	
Classroom 109 (former Rm 110)	9” Blue w/ White Streaks Floor Tile & ssociated Mastic	972	3 broken, 1 missing	○ Yes ◉ No	
Classroom 109 (former Rm 110)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 127	Transite Window Panels	16	Intact	○ Yes ◉ No	
Classroom 306 (former Rm 125)	2’ x 4’ White W/ Pin Holes Ceiling Tile	684	Intact	○ Yes ◉ No	
Classroom 306 (former Rm 125)	Transite Window Panels	16	Intact	○ Yes ◉ No	
Classroom 308 (former Rm 124)	2’ x 4’ White W/ Pin Holes Ceiling Tile	1,292	2 stained, 3 replaced	○ Yes ◉ No	
Classroom 308 (former Rm 124)	Lab Table Top (Old One)	35	Intact	○ Yes ◉ No	
Classroom 308 (former Rm 124)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 401 (former Rm 121)	12” Gray Mottled Tile Mastic	1,292	Intact	○ Yes ◉ No	
Classroom 401 (former Rm 121)	2’ x 4’ White W/ Pin Holes Ceiling Tile	1,292	2 cracked	○ Yes ◉ No	
Classroom 401 (former Rm 121)	Transite Window Panels	32	Intact	○ Yes ◉ No	
Classroom 403 (former Rm 122)	12” Gray Mottled Tile Mastic	1,292	Intact	○ Yes ◉ No	
Classroom 403 (former Rm 122)	2’ x 4’ White W/ Pin Holes Ceiling Tile	1,292	Intact - 1 dented	○ Yes ◉ No	

HER 6-Month Surveillance Report

School: Mosier School **Date of Inspection:** 7/8/2025

ddress: 101 Mosier Street, South Hadley, M **Performed by:** dam Lesko

Location	Material	Quantity	Previous ssessment	Change in Condition	Notes
Classroom 403 (former Rm 122)	Transite Window Panels	32	Intact	○ Yes ◉ No	
Classroom 405 (former Rm 123)	12” Gray Mottled Tile Mastic	1,292	Intact	○ Yes ◉ No	
Classroom 405 (former Rm 123)	2’ x 4’ White W/ Pin Holes Ceiling Tile	1,292	Intact	○ Yes ◉ No	
Classroom 405 (former Rm 123)	Transite Window Panels	32	Intact	○ Yes ◉ No	
Classroom 500 (former 115)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	Intact - 10 stained	◉ Yes ○ No	some bowed tiles
Classroom 500 (former 115)	9” White w/ Olive Green Specks Floor Tile & ssociated Mastic	972	1 missing, 8 chipped, minor lifting	○ Yes ◉ No	
Classroom 500 (former 115)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 501 (former 116)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	2 bowed, 1 Dented	○ Yes ◉ No	
Classroom 501 (former 116)	9” Blue w/ White Streaks Floor Tile & ssociated Mastic	972	2 cracked tiles	○ Yes ◉ No	
Classroom 501 (former 116)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 502 (former Rm 114)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	2 cracked	◉ Yes ○ No	some replaced
Classroom 502 (former Rm 114)	9” White w/ Olive Green Specks Floor Tile & ssociated Mastic	972	3 broken, moderate cracking; debris on floor in closet	○ Yes ◉ No	
Classroom 502 (former Rm 114)	Sink Undercoating (Black)	1	Intact	○ Yes ◉ No	
Classroom 502 (former Rm 114)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 503 (former Rm 117)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	1 cracked, minor staining	○ Yes ◉ No	
Classroom 503 (former Rm 117)	9” Blue w/ White Streaks Floor Tile & ssociated Mastic	972	Minor Lifting	○ Yes ◉ No	
Classroom 503 (former Rm 117)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 504 (former Rm 113)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	2 scraped up, 2 stained, 11 replaced	○ Yes ◉ No	
Classroom 504 (former Rm 113)	9” White w/ Olive Green Specks Floor Tile & ssociated Mastic	972	7 chipped, minor cracking	○ Yes ◉ No	
Classroom 504 (former Rm 113)	Sink Undercoating (Black)	1	Intact	○ Yes ◉ No	
Classroom 504 (former Rm 113)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 505 (former Rm 118)	2’ x 4’ White W/ Pin Holes Ceiling Tile	972	Intact - 4 bowed, 5 with holes	○ Yes ◉ No	
Classroom 505 (former Rm 118)	9” Blue w/ White Streaks Floor Tile & ssociated Mastic	972	Intact, 2 missing	○ Yes ◉ No	
Classroom 505 (former Rm 118)	Transite Window Panels	56	Intact	○ Yes ◉ No	

HER 6-Month Surveillance Report

School: Mosier School **Date of Inspection:** 7/8/2025

ddress: 101 Mosier Street, South Hadley, M **Performed by:** dam Lesko

Location	Material	Quantity	Previous ssessment	Change in Condition	Notes
Classroom 506 (former Rm 112)	2' x 4' White W/ Pin Holes Ceiling Tile	972	2 cracked	○ Yes ◉ No	
Classroom 506 (former Rm 112)	9" White w/ Olive Green Specks Floor Tile & ssociated Mastic	972	20 chipped tiles	○ Yes ◉ No	
Classroom 506 (former Rm 112)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 507 (former Rm 119)	2' x 4' White W/ Pin Holes Ceiling Tile	972	Intact - 3 bowed tiles	○ Yes ◉ No	
Classroom 507 (former Rm 119)	9" Blue w/ White Streaks Floor Tile & ssociated Mastic	972	Minor cracks - 2 missing	○ Yes ◉ No	
Classroom 507 (former Rm 119)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classroom 508 (former Rm 111)	2' x 4' White W/ Pin Holes Ceiling Tile	972	1 raised over light	◉ Yes ○ No	1 water damaged
Classroom 508 (former Rm 111)	9" White w/ Olive Green Specks Floor Tile & ssociated Mastic	972	10 Chipped tiles, minor cracking throughout	○ Yes ◉ No	
Classroom 508 (former Rm 111)	Transite Window Panels	24	Intact	○ Yes ◉ No	
Classroom 509 (former Rm 120)	2' x 4' White W/ Pin Holes Ceiling Tile	972	4 bowed tiles	○ Yes ◉ No	
Classroom 509 (former Rm 120)	9" Blue w/ White Streaks Floor Tile & ssociated Mastic	972	2 cracked, 3 missing	○ Yes ◉ No	
Classroom 509 (former Rm 120)	Transite Window Panels	56	Intact	○ Yes ◉ No	
Classrooms	Joint Compound		Intact - Classroom closet ceilings	○ Yes ◉ No	
Custodian Office by Gym	2' x 4' White W/ Pin Holes Ceiling Tile	121	Minor dents and tear	◉ Yes ○ No	damaged-grid falling; water damage
Custodian Office by Gym	Pipe Fitting Insulation	2	Intact	○ Yes ◉ No	
Custodian Offices	Bulletin/Chaulk Board Mastic		Intact	○ Yes ◉ No	
Custodian Rm by Rm 300	Pipe Fitting Insulation	2	Not previously assessed	○ Yes ○ No	1 sig. damaged
Custodian's Office	2' x 4' White W/ Pin Holes Ceiling Tile	2,400	8 cracked, some hanging	○ Yes ◉ No	
Custodien Rm by Rm 300	2' x 4' White W/ Pin Holes Ceiling Tile	90	Not previously assessed	○ Yes ○ No	scuffed with less than 10 % dist. damage
Faculty Lounge	2' x 4' White W/ Pin Holes Ceiling Tile	640	Intact - 1 replaced and 1 hanging	◉ Yes ○ No	damaged-1 cracked and bowed
Faculty Lounge	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Faculty Lounge	Transite Window Panels	16	Intact	○ Yes ◉ No	
Girls Locker Room Office, Room 301B	2' x 4' White W/ Pin Holes Ceiling Tile	100	Intact - 1 Cut for Conduit	○ Yes ◉ No	
Girls Locker Room Office, Room 301B	9" Green w/ White Specks Floor Tile & ssociated Mastic	100	Intact	○ Yes ◉ No	

HER 6-Month Surveillance Report

School: Mosier School **Date of Inspection:** 7/8/2025

ddress: 101 Mosier Street, South Hadley, M **Performed by:** dam Lesko

Location	Material	Quantity	Previous ssessment	Change in Condition	Notes
Gymnasium (Room 303)	Pipe Fitting Insulation	12	Intact	○ Yes ◉ No	
Hallways	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Hallways	Joint Compound		N/	○ Yes ◉ No	
Kitchen	2' x 4' White W/ Pin Holes Ceiling Tile	1,998	1 cut for duct, Minor Scrapes/Dents above prep table	◉ Yes ○ No	damaged-1 cut for light
Kitchen	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Library (Psychologist Office)	12" Dark Green w/ White Specks Floor Tile & Mastic	180	Intact	○ Yes ◉ No	locked
Library (Room 601)	2' x 4' White W/ Pin Holes Ceiling Tile	1,506	Intact - Some Stained	○ Yes ◉ No	
Library (Room 601)	Transite Window Panels	32	Intact	○ Yes ◉ No	
Library Office	12" Gray Mottled Floor Tile Mastic	264	Intact	○ Yes ◉ No	locked
Library Office	2' x 4' White W/ Pin Holes Ceiling Tile	276	4 with Water Spots; 2 with holes	○ Yes ◉ No	locked
Library/Library Office	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Locker Rooms	Joint Compound		N/	○ Yes ◉ No	ceilings
Main Office rea	2' x 4' White W/ Pin Holes Ceiling Tile	700	Intact - IT/Telecon Room - bowed tiles. Tiles cut for piping, some bowed, 2 scuffed	◉ Yes ○ No	damaged-1 cracked in conference room; falling down in IT Room
Main Office rea	9" Green w/ White Specks Floor Tile & ssociated Mastic	187	Intact	○ Yes ◉ No	
Main Office rea	Carpet Mastic	513	Intact	○ Yes ◉ No	
Main Office rea	Transite Window Panels	16	Intact	○ Yes ◉ No	
Main Office IT Room	Pipe Fitting Insulation	1	Not previously assessed	○ Yes ○ No	Intact
Main Office/Principal Office	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Mossy Gate Room (Room 204)	Pipe Fitting Insulation	1	Intact	○ Yes ◉ No	
Mossy Gate Storage Room (Room 204)	2' x 4' White W/ Pin Holes Ceiling Tile	288	Intact - 2 Stained; minor bowing	◉ Yes ○ No	damaged-water damage, cut by pipe and grid falling
Offices	Joint Compound		N/	○ Yes ◉ No	
Principal Office	2' x 4' White W/ Pin Holes Ceiling Tile	132	Intact	○ Yes ◉ No	
Principal Office	9" Green w/ White Specks Floor Tile & ssociated Mastic	132	Intact - 1 Cracked Tile	○ Yes ◉ No	

HER 6-Month Surveillance Report

School: Mosier School **Date of Inspection:** 7/8/2025

ddress: 101 Mosier Street, South Hadley, M **Performed by:** dam Lesko

Location	Material	Quantity	Previous ssessment	Change in Condition	Notes
Principals Office	Transite Window Panels	16	Intact	○ Yes ◉ No	
Psychologist/ Guidance Office	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Psychologist/Guidance Office	9” Green w/ White Specks Floor Tile & ssociated Mastic	273	Intact	○ Yes ◉ No	
Psychologist/GuidanceOffice	2’ x 4’ White W/ Pin Holes Ceiling Tile	276	Intact - 1 hole in a tile	○ Yes ◉ No	
Receiving/Storage	Bulletin/Chaulk Board Mastic		N/	○ Yes ◉ No	
Receiving/Storage (By Boiler Room)	2’ x 4’ White W/ Pin Holes Ceiling Tile	800	2 Loose Tiles, Minor scrapes, 6 cracked Tiles, 1 Tile has hole and water stain	◉ Yes ○ No	4 damaged tiles
Room 202 (former Beehive Storage)	2’ x 4’ White W/ Pin Holes Ceiling Tile	211	Intact	◉ Yes ○ No	damaged - 1 removed for water heater; grid sagging
Room 300 (Reading Room)	2’ x 4’ White W/ Pin Holes Ceiling Tile	576	Intact - 6 scraped, 1 replaced	○ Yes ◉ No	
Room 302, Nurses (former Rm 126)	2’ x 4’ White W/ Pin Holes Ceiling Tile	684	Intact	◉ Yes ○ No	1 replaced
Room 302, Nurses (former Rm 126)	Transite Window Panels	16	Intact	○ Yes ◉ No	
Speech	2’ x 4’ White W/ Pin Holes Ceiling Tile	500	Intact	○ Yes ◉ No	
Speech (Rm 300)	Lab Table Tops	60	Intact	○ Yes ◉ No	
Water Main /Garage Room	Plaster (above Suspended Ceiling)	484	1 SF Damaged by Generator exhaust pipe	○ Yes ◉ No	

Signature : **Date:** 7/8/2025

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL BUILDING/SITE - HISTORICAL CERTIFICATION

A project notification form was sent to the Massachusetts Historical Commission to determine any historical impacts the project may have on the existing building and/or site. Refer to the attached as part of this section.

The design team contacted the South Hadley Historical Commission to confirm the status of the existing Mosier Elementary School as it relates to any historical significance in Town. The Chair of the Commission indicated that the Town does not have an official list of historical properties and that the existing Mosier building is not included in any list of historical properties that he has seen.

Per the attached form, Massachusetts Historical Commission has determined that this project is unlikely to affect significant historic or archaeological resources for this building or site.

See attached for Massachusetts Historical Commission Project Notification Form Response received from the MHC.

APPENDIX A

MASSACHUSETTS HISTORICAL COMMISSION
220 MORRISSEY BOULEVARD
BOSTON, MASS. 02125
617-727-8470, FAX: 617-727-5128

PROJECT NOTIFICATION FORM

Project Name: Mosier Elementary School

Location / Address: 101 Mosier Street

City / Town: South Hadley, MA 01075

Project Proponent

Name: Christopher LeBlanc, Project Manager, Mount Vernon Group Architects, Inc.

Address: 1350 Main Street, Suite 1110

City/Town/Zip/Telephone: Springfield, MA 01103 (413) 592-9700

Agency license or funding for the project (list all licenses, permits, approvals, grants or other entitlements being sought from state and federal agencies).

Agency Name	Type of License or funding (specify)
Massachusetts School Building Authority	Project Funding and Approval
Town of South Hadley Building Dept.	Building Permits

Project Description (narrative):

The Town of South Hadley Core School Building Committee is proposing to either fully renovate and add an addition to the existing school building and site or, demolish the existing school building and build a new school building on the existing redeveloped site.

Does the project include demolition? If so, specify nature of demolition and describe the building(s) which are proposed for demolition.

One of the proposed options being considered is the full demolition of the existing school building built in 1969 with (4) modular classrooms added in the 1990s and a new school building be constructed in its place.

Does the project include rehabilitation of any existing buildings? If so, specify nature of rehabilitation and describe the building(s) which are proposed for rehabilitation.

One of the proposed options being considered is the complete renovation of the existing school building built in 1969 along with a new addition to be constructed. Part of this consideration may include selective demolition of portion(s) of the interior and/or exterior of the existing school building.

Does the project include new construction? If so, describe (attach plans and elevations if necessary).

One of the options requires the construction of a new school building to take the place of the existing school building. The second option includes the construction of a new addition of the existing renovated school building.

APPENDIX A (continued)

To the best of your knowledge, are any historic or archaeological properties known to exist within the project's area of potential impact? If so, specify.
This building/property is not considered to be a historically significant property within the Town of South Hadley per the South Hadley Historical Commission.
What is the total acreage of the project area?

Woodland	3.0 +/-	acres	Productive Resources:		
Wetland	0.0	acres	Agriculture	0.0	acres
Floodplain	0.0	acres	Forestry	0.0	acres
Open space	3.0 +/-	acres	Mining/Extraction	0.0	acres
Developed	6.0 +/-	acres	Total Project Acreage	12.0 +/-	acres

What is the acreage of the proposed new construction? 7.0 +/- acres

What is the present land use of the project area?

New Elementary School building.

Please attach a copy of the section of the USGS quadrangle map which clearly marks the project location.
See attached for USGS quadrangle map and reference building photos.

This Project Notification Form has been submitted to the MHC in compliance with 950 CMR 71.00.

Signature of Person submitting this form: _____ Date: 10.3.25

Name: Chistopher LeBlanc - Mount Vernon Group Architects, Inc.

Address: 1350 Main Street, Suite 1110

City/Town/Zip: Springfield, MA 01103

Telephone: (413) 592-9700

REGULATORY AUTHORITY

950 CMR 71.00: M.G.L. c. 9, §§ 26-27C as amended by St. 1988, c. 254.

Project Locus Map

Town of South Hadley, MA

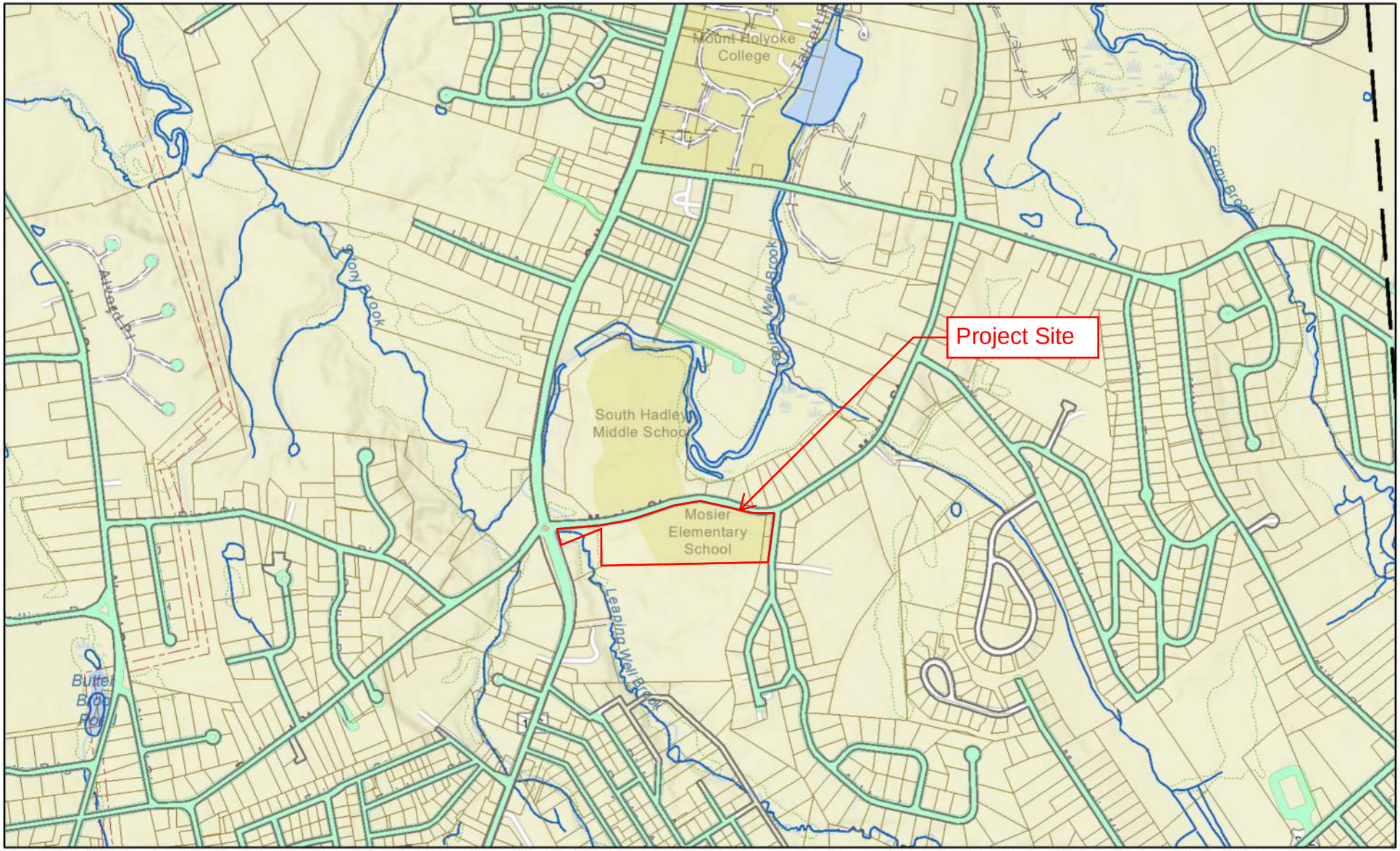
1 inch = 1110 Feet

0 1110 2220 3330

October 3, 2025

CAI Technologies
Precision Mapping. Geospatial Solutions.

www.cai-tech.com



Data shown on this map is provided for planning and informational purposes only. The municipality and CAI Technologies are not responsible for any use for other purposes or misuse or misrepresentation of this map.

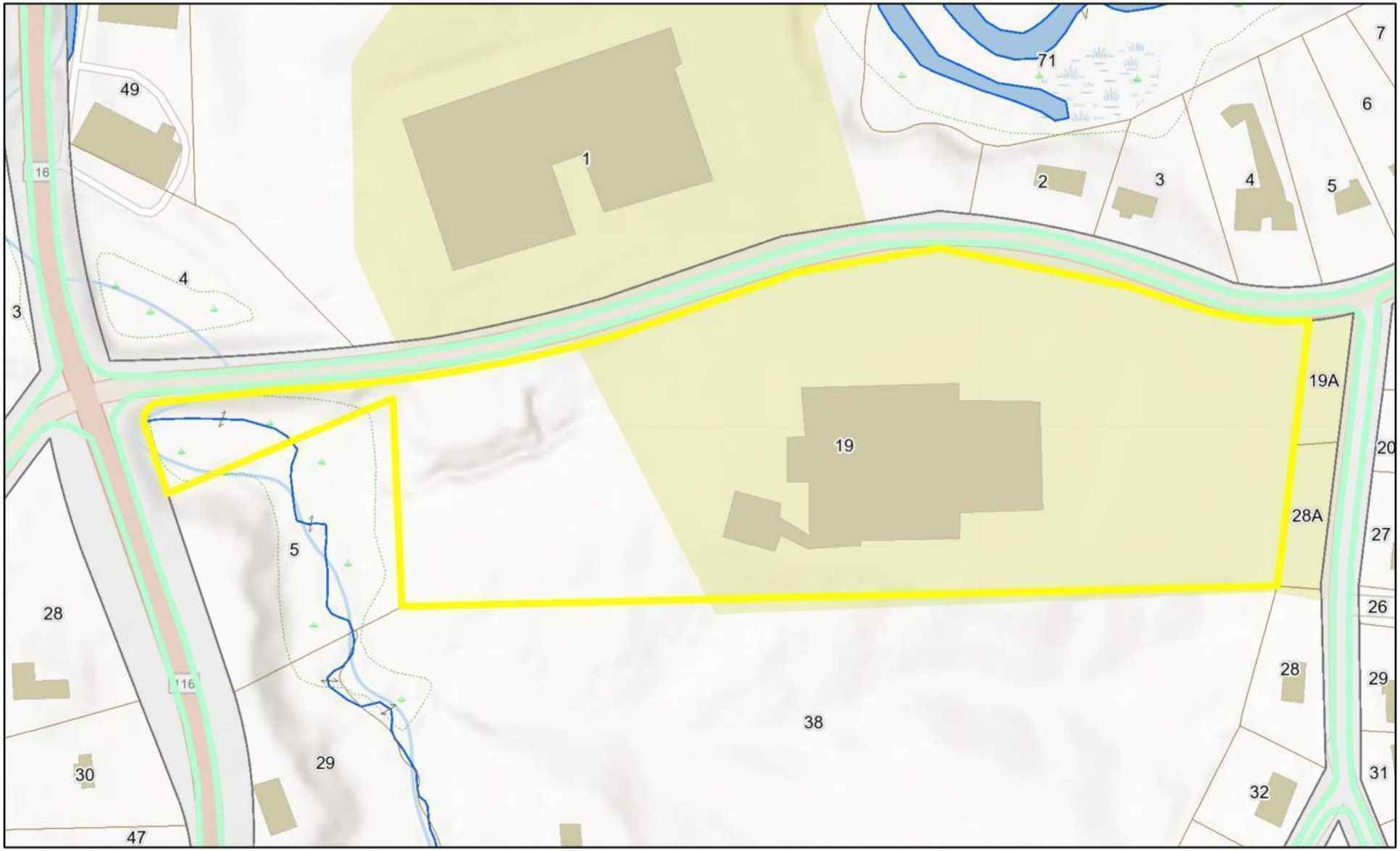
Town of South Hadley, MA

1 inch = 200 Feet

0 200 400 600

September 26, 2025

www.cai-tech.com



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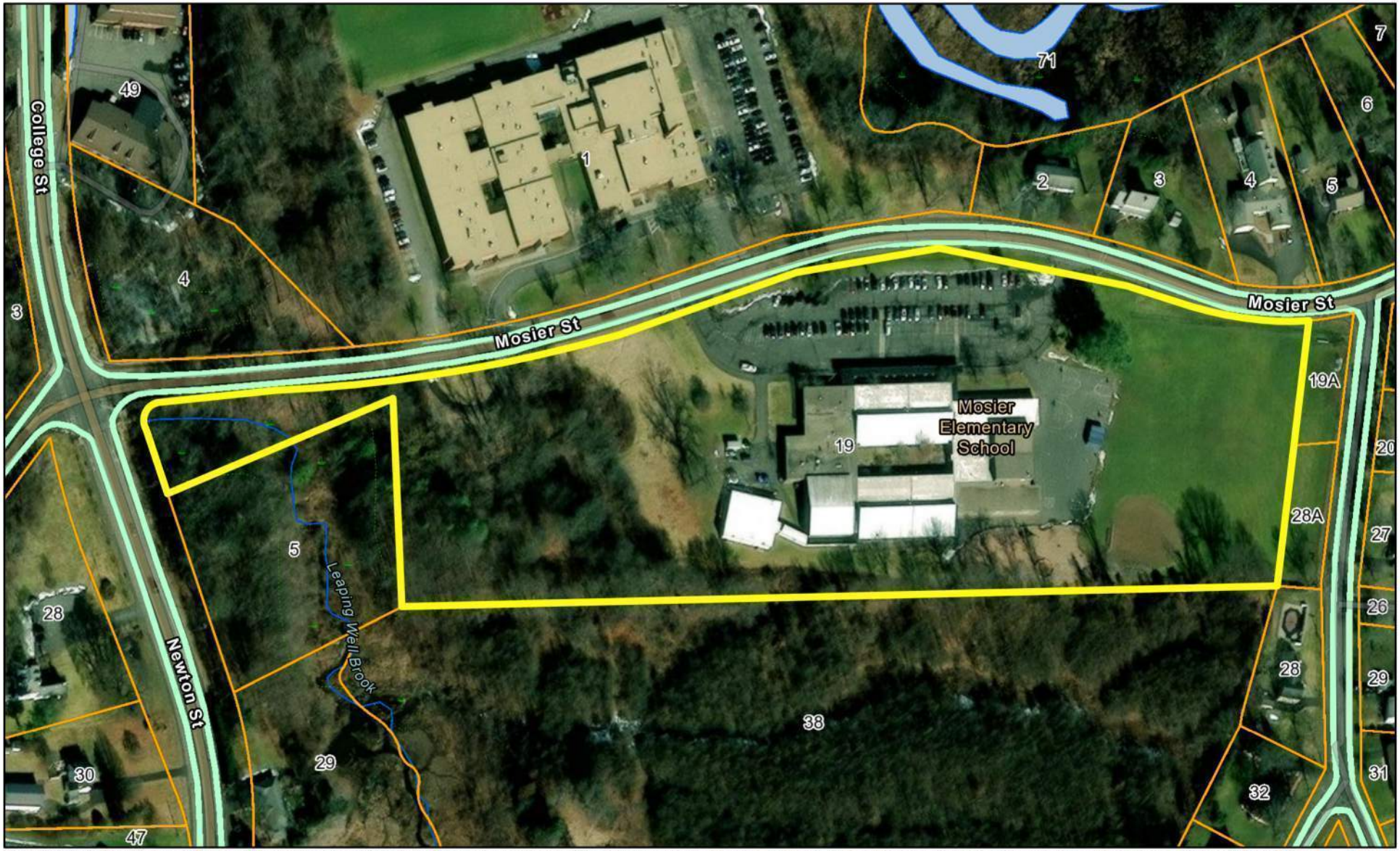
Town of South Hadley, MA

1 inch = 200 Feet

0 200 400 600

September 26, 2025

CAI Technologies
Precision Mapping. Geospatial Solutions.
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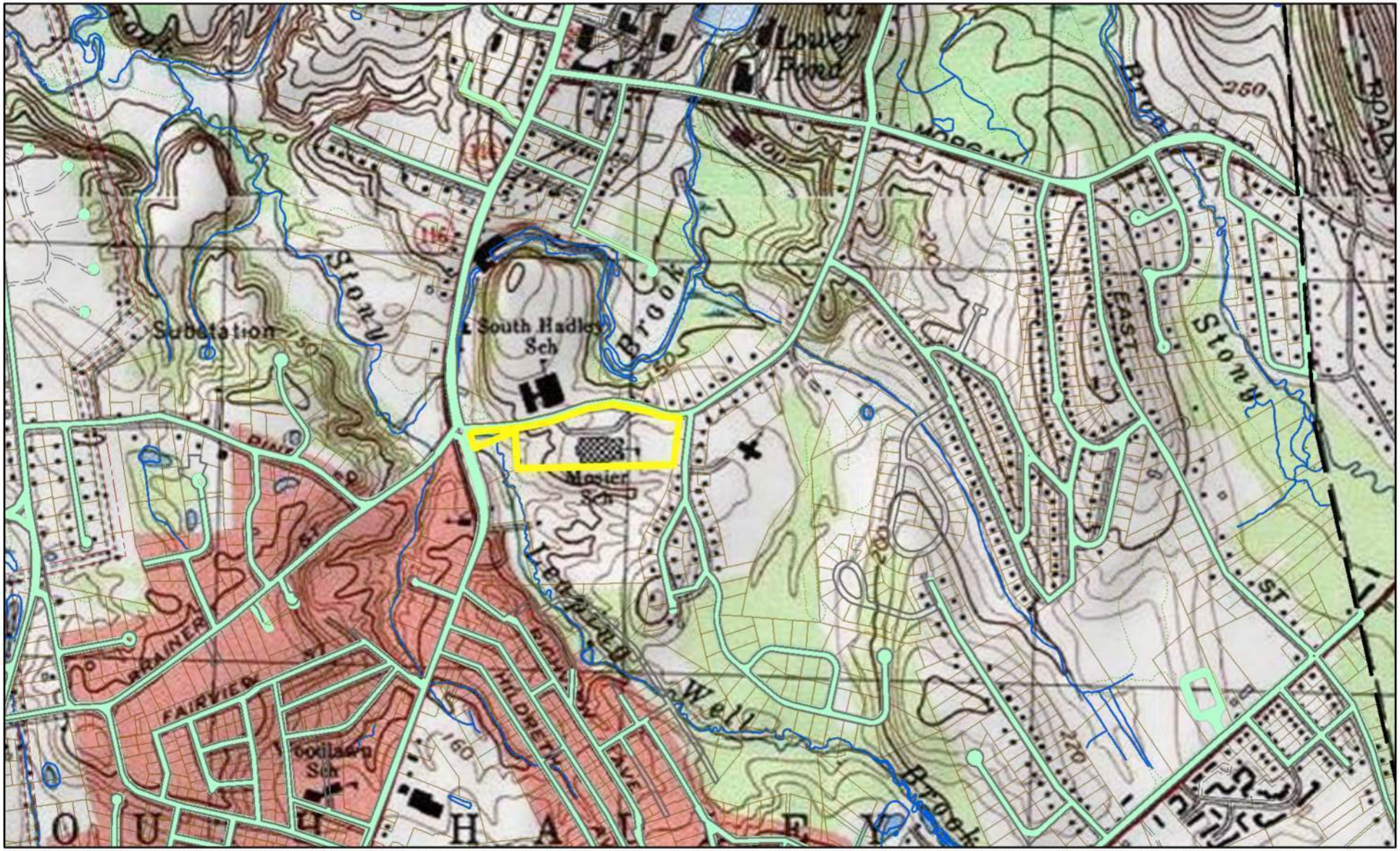
Town of South Hadley, MA

1 inch = 1116 Feet

0 1116 2232 3348

September 26, 2025

www.cai-tech.com



Data shown on this map is provided for planning and informational purposes only. The municipality and CAI Technologies are not responsible for any use for other purposes or misuse or misrepresentation of this map.

Front Aerial View

Write a description for your map.

Legend

101 Mosier St



Right Aerial View

Write a description for your map.




Rear Aerial View
Write a description for your map.
Legend
101 Mosier St
Michael E Smith Middle School
Mosier Elementary School
101 Mosier St
Google Earth
Image Landsat / Copernicus
N
100 ft

Left Aerial View

Write a description for your map.

Legend

101 Mosier St





Mosier Elementary School - Front Elevation



Mosier Elementary School - Front Elevation (con't)



Mosier Elementary School - Right Elevation



Mosier Elementary School - Right Elevation (con't)



Mosier Elementary School - Right Elevation (con't)



Mosier Elementary School - Rear Elevation



Mosier Elementary School - Rear Elevation (con't)



Mosier Elementary School - Rear Elevation (con't)



Mosier Elementary School - Left Elevation

RECEIVED

OCT 07 2025

MASS. HIST. COMM

RC. 77434

950 CMR: OFFICE OF THE SECRETARY OF THE COMMONWEALTH

APPENDIX A

MASSACHUSETTS HISTORICAL COMMISSION

220 MORRISSEY BOULEVARD

BOSTON, MASS. 02125

617-727-8470, FAX: 617-727-5128

PROJECT NOTIFICATION FORM

After review of MHC files and the materials you submitted, it has been determined that this project is unlikely to affect significant historic or archaeological resources.

RC.77434

10/17/25

Joshua Dorin
Preservation Planner
Massachusetts Historical Commission

Date

Project Name: Mosier Elementary School

Location / Address: 101 Mosier Street

City / Town: South Hadley, MA 01075

Project Proponent

Name: Christopher LeBlanc, Project Manager, Mount Vernon Group Architects, Inc.

Address: 1350 Main Street, Suite 1110

City/Town/Zip/Telephone: Springfield, MA 01103 (413) 592-9700

Agency license or funding for the project (list all licenses, permits, approvals, grants or other entitlements being sought from state and federal agencies).

Agency Name	Type of License or funding (specify)
Massachusetts School Building Authority	Project Funding and Approval
Town of South Hadley Building Dept.	Building Permits

Project Description (narrative):

The Town of South Hadley Core School Building Committee is proposing to either fully renovate and add an addition to the existing school building and site or, demolish the existing school building and build a new school building on the existing redeveloped site.

Does the project include demolition? If so, specify nature of demolition and describe the building(s) which are proposed for demolition.

One of the proposed options being considered is the full demolition of the existing school building built in 1969 with (4) modular classrooms added in the 1990s and a new school building be constructed in its place.

Does the project include rehabilitation of any existing buildings? If so, specify nature of rehabilitation and describe the building(s) which are proposed for rehabilitation.

One of the proposed options being considered is the complete renovation of the existing school building built in 1969 along with a new addition to be constructed. Part of this consideration may include selective demolition of portion(s) of the interior and/or exterior of the existing school building.

Does the project include new construction? If so, describe (attach plans and elevations if necessary).

One of the options requires the construction of a new school building to take the place of the existing school building. The second option includes the construction of a new addition of the existing renovated school building.

MODULE 3.1.4 MOSIER ELEMENTARY SCHOOL SITE - FLOW TEST DATA

A Hydrant flow test was performed at the existing Mosier Elementary School site on Thursday, October 30,2025 by Fire Protection Services in conjunction with the South Hadley Water Department.

The hydrant locations and test results are attached. While initial findings indicate adequate pressure and flow rates to negate the need for a fire pump, further review shall occur during the Schematic Design phase as the design further develops and a preferred alternative solution is selected.

See attached for test results and locations.

Fire Protection Services

Fire Protection Engineering
Hydraulics Specialists
Code Consultants

571 Maple Grove Road, P.O. Box 452
Madison, New Hampshire 03849
MA Office: 81 Laurel Street, Fairhaven, MA 02719
E-Mail: AJWOOD13@COMCAST.NET Phone: (508) 728-8374

October 31, 2025

Chris LeBlanc
Mount Vernon Group Architects
Via Email: cleblanc@mvgarchitects.com

RE: Hydrant Flow Test
101 Mosier Street
South Hadley, MA

Dear Chris,

On Thursday, October 30, 2025, a hydrant flow test was completed to determine fire flow capacity for the elementary school located at 101 Mosier Street in South Hadley, Massachusetts. There is an 8" public water main in Mosier Street and two hydrants located off this main were utilized for the test.

During the flow test, the nearby water tank on Skinner Lane had a water height in the tank of 52.2 feet and was pumping water into the tank. The maximum water height in the tank is 56.5 feet.

Using standard fire protection engineering procedure, the flow was recorded at the hydrant located in front of the middle school. The middle school is located to the northwest of the elementary school. The flow was maintained through two Little Hose Monsters with 1 ¾" grooved inserts. The static and residual pressures were measured at the hydrant located in front of the elementary school.

See the drawing at the end of this report for further clarification. The results of the test are summarized on the following page.

Test Date: October 30, 2025
Test Time: 10:10 AM
Static Pressure: 91 psi
Residual Pressure: 62 psi
Pitotless Nozzle Reading of the two Little Hose Monsters: 33 psi and 32 psi
Total Flow: 1,193 gpm

Please let us know if you should have any questions.

Very Truly Yours,

Alycia J. Wood

Alycia J. Wood
Fire Protection Services

Hydrant Locations Utilized for Testing



MODULE 3.1.5 SITE DEVELOPMENT REQUIREMENTS

Described below are the project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.

A. SITE LOCATION AND ORIENTATION

The existing Mosier Elementary School site is located towards the south side of a 12 acre parcel of land owned by the Town of South Hadley and bordered by Mosier Street to the north, town owned property and Parkview Drive to the east, and Town owned property to the southwest. The parcel of land also contains the Leaping Well Nature Trail to the west of the existing school, which also extends onto the property to the south. Any proposed alternative solution would not affect the nature trail or wetlands to the west.

Currently, there is adequate space available for the construction of additions to the existing building and/or a new stand-alone building construction in the existing multi-use fields to the east of the existing school. Adjustments in the current layout of the developed site in the way of parking and drives, play areas and fields could be made to accommodate and/or better facilitate the proposed additions and/or new construction solutions maintaining access for both school and community use.

Proposed solutions, whether additions or new construction would be oriented on the site to take advantage of potential natural light opportunities, preferred views, accessibility, and energy efficiencies with respect to the educational program and delivery methods.

B. STRUCTURES AND FENCES

The existing Mosier Elementary School is the only significant building on the site. However, there are some storage containers adjacent to the current fields for equipment storage. Currently the only existing fencing on site runs along Parkview Drive and Mosier Street for the length of the multi-use field that encompasses the eastern portion of the lot. Temporary fences would be located in response to the selected alternative solution whether that be building addition(s) or new construction in order to maintain a separate safe and functional existing school site area during the construction period. Any proposed permanent fences would be located to provide and maintain student and pedestrian safety in the various play areas and play fields.

C. SITE ACCESS AND CIRCULATION

The elementary school has a single one-way entrance and exit off Mosier Street. Initial observations did not reveal excessive traffic congestion during the elementary school pick-up

timeframe. Currently there are 4 drop off/pick up lanes at the entrance with the closest lane to the school for buses and the remaining 3 lanes for parents. A better separate bus and parent access should be implemented in any alternative solution consideration. There is a sidewalk along Mosier Street on the opposite side of the street with crosswalks for pedestrian access to the school, these would be maintained and additional walks would be incorporated as needed as part of all potential solutions to provide and maintain safe pedestrian access. The emergency vehicle perimeter access around the building is limited to three sides with a narrow section of pavement behind the school for pedestrian access only for egress and access to the play areas. As part of any preferred final solution, a full traffic study will be undertaken to establish the adequacy and safety of the Mosier Street and Newton Street intersection as well as Parkview Terrace.

D. PAVING AND PARKING

There is currently one parking lot area in front of the school that facilitates staff parking with minimal spaces available for visitor parking. A row of 30 parking spaces was removed to make room for an additional pickup/drop off lanes, reducing the parking even further from 93 spaces to 63 spaces. There is also a small 4-stall lot to the west of the school for facility parking for kitchen and custodial staff as well as access to the shipping/receiving area of the school. An analysis of the existing and future parking needs will be evaluated to best arrange parking areas around the proposed building to facilitate the site and building access. The bituminous paved drive and parking areas are in very poor condition with cracking and potholes, the asphalt curbing is deteriorating. Any alternative solution will address these issues and look to provide the separate bus/parent drop-off zones to enhance the safety and efficiency of site circulation.

E. CODE AND ZONING REQUIREMENTS

Any proposed additions and/or new building construction alternative solutions will conform to the current building code requirements being enforced for the use and construction types determined. The existing school site is zoned residential and initial review of the zoning bylaws does not appear to be a limiting factor in the proper development of the site for either additions or new construction. A full review by the building and planning boards, as well as conservation will take place to demonstrate compliance and coordination with all governing agencies.

F. ACCESSIBILITY REQUIREMENTS

Any alterations of the site will include the appropriate grading throughout to conform to the ADA and MAAB regulations for site and building accessibility, including necessary parking spaces and locations, curb cuts and ramps, and general pedestrian access ways. Consideration for moving occupants away from the building in egress emergencies will be part of any alternative solution pursued and in coordination and review with school officials and first responder departments.

G. WETLANDS AND/OR FLOOD RESTRICTIONS

Currently, there are a portion of wetlands located to the west of the existing site parcel, as well as on the neighboring site parcels to the north across Mosier Street. The existing site is well outside of the 200ft riverfront area for Stony Brook, located behind the abutting properties to the north. Any alternative solution and associated site development will accommodate the location of these wetlands. Any wetlands setbacks, regulations and appropriate permitting will be undertaken per the local governing agencies as part of the development process. The existing site parcel does not appear to be in a FEMA flood zone.

H. EMERGENCY VEHICLE ACCESS

Mosier Street leads to the front entrance and full length of the front elevation of the existing school building. There are fire hydrants located along Mosier Street. See “Site Access and Circulation” above for description of the existing perimeter vehicle access. Any alternative solution shall address this deficiency to provide the necessary adequate and safe vehicle and pedestrian access around the entire school building.

I. SAFETY AND SECURITY REQUIREMENTS

Safety and security are paramount to any school building and its occupants. Security cameras as well as the appropriate building and site lighting will be part of any proposed alternative solution. Any site development will also be a result of safety and security considerations to provide clear site lines and visibility for vehicle and pedestrian ways. Play areas will also be fenced in and protected from vehicular traffic where needed.

J. UTILITIES

The existing site has both public and private utilities available to the existing building. 8” water and 15” sewer is currently available in Mosier Street. Three-phase power appears to be available on Mosier Street. Further review of the available utilities, including size/capacity and locations will be undertaken as part of any proposed alternative solution design to ensure adequate service based on needs. Initial geotechnical investigation shows a majority of the site consisting of well-drained

soils that are conducive to stormwater infiltration. There is also a storm drainage system on site that also accepts the roof drain water and disperses it into the adjacent low area and wetlands via an outlet. Any development would include some type of storm water management system to clean and integrate it back into the ground as there is not a storm drainage system in Mosier Street currently. A hydrant flow test has been performed to determine the potential need for a fire pump. The flow test results are included in this submission.

K. ATHLETIC FIELDS AND OUTDOOR EDUCATIONAL SPACES

There is currently a play area with play equipment located to the south of the existing school building as well as basketball courts, and multi-use baseball fields to the east. The play area lacks the appropriate safety surfacing found in today's designs. Any proposed development of the site to coincide with the preferred alternative solution will incorporate the necessary fenced-in accessible play areas, athletic fields and potentially an outdoor classroom learning area, to promote the connection between the outdoor environment and classroom space. Such spaces can and should also be used by the community.

Current deficiencies are the result of lack of continued improvements and maintenance. The existing site has multiple opportunities to take advantage of today's design amenities and products, as well as overall community use. Any alternative solution will address the current deficiencies as well as the building committee's goals and needs for both school and community uses.

L. RECOMMENDATIONS

- Furnish and install fencing around specific play area locations for student safety.
- Increase parking to include additional visitor and appropriate accessible spaces.
- Repair and/or replace asphalt paved drives and walkways where deterioration has created operational, maintenance and safety concerns.
- Provide a separate parent drop-off and pick-up circulation drive to better service the needs of the school community and occupants.
- Widen perimeter access drives and extend them for the entire perimeter of the building for ease of emergency vehicle access.
- Conform to all accessibility challenges and requirements.

MODULE 3.1.5 SITE DEVELOPMENT REQUIREMENTS

Described below are the project requirements related to site development to be considered during the preliminary and final evaluation of alternatives. The Smith Middle school site experiences many of the same conditions and deficiencies noted for the Mosier site. The further development of this site for inclusion of a new elementary school will address the necessary adversities encountered when creating a campus environment.

A. SITE LOCATION AND ORIENTATION

The existing Smith Middle School site is located towards the south side of a 28.1 acre parcel of land owned by the Town of South Hadley and bordered by Mosier Street to the south, a residential property to the east, Stony Brook to the east and north, and office buildings and Leaping Well Brook to the west.

Currently, there is adequate space available for the construction of a new stand-alone building in the existing multi-use fields to the north of the existing middle school. Adjustments in the current layout of the developed site in the way of parking and drives, play areas and fields would need to be made to accommodate and/or better facilitate the proposed new construction solutions in harmony with the existing middle school and its operations.

There is a significant grade change between the existing school and the multi-use fields with the school at around 165ft and the fields at varying elevations of around 172ft, 179ft, and 190ft. The construction of a new elementary school will most likely involve significant earth moving involving cuts and fills to take advantage of and better balance the site transitions. Site balance and minimizing cut/fill will be a priority during site design.

The proposed solution(s) would be oriented on the site to take advantage of potential natural light opportunities, preferred views, accessibility, and energy efficiencies with respect to the educational program and delivery methods and the surrounding conditions.

B. STRUCTURES AND FENCES

The existing Smith Middle School is the only significant building on the site. Currently there is no existing fencing on the property. As with any development taking place on a property with existing buildings and operations, temporary fences would be located in response to the selected alternative solution in order to maintain a separate safe and functional existing school site area during the construction period. The need for any proposed permanent fences would be located to provide and maintain student and pedestrian safety in the various play areas and play fields as well as required for the built conditions.

C. SITE ACCESS AND CIRCULATION

The middle school has two two-way drives off Mosier Street as well as a one-way drop-off loop at the front entrance for buses. Initial observations did not reveal excessive traffic congestion during the middle school pick-up timeframe. Currently there is one drop off/pick up lane for parents that queues around the back of the school and a separate one-way loop for buses at the front of the school. There is emergency vehicle perimeter access around the building, which is utilized by parents to queue during pick up and drop off. A pedestrian walkway is not available around the entire perimeter of the building. With any new development of a new school on this site, the new access drives and pedestrian walkways and crossings would be mindful and coordinated with those features in place for the existing middle school. Full review meetings with the District and middle school administration as well as public safety officials would take place to fully understand and provide the optimal solutions for the co-existence of both schools including the differing start and finish times of the school day to alleviate any conflict and/or congestion resulting in safety concerns. A full traffic study will be undertaken to establish the adequacy and safety of the Mosier Street and Newton Street intersection, Parkview intersection as well as the school site itself.

D. PAVING AND PARKING

There are currently three parking areas for the existing middle school: a full 80 space lot to the east of the school, 17 spaces in the rear, and 22 spaces to the west of the school for a total of 119 spaces. An analysis of the existing and future parking needs will be evaluated to best arrange parking areas around the existing building, proposed building and play fields to be used by the for school and community to facilitate easy and safe site and building access. The existing bituminous paved drives and parking areas at the middle school site are in poor condition with cracking and potholes. Any alternative solution development will address these issues where shared access areas will take place. The new development will also look to integrate separate bus/parent drop-off zones for the existing middle school and proposed elementary school to enhance the safety and efficiency of site circulation.

E. CODE AND ZONING REQUIREMENTS

Any proposed new building construction alternative solutions will conform to the current building code requirements being enforced for the use and construction types being developed. The existing school site is zoned residential and initial review of the zoning bylaws does not appear to be a limiting factor in the proper development of the site for either additions or new construction. A full review by the building and planning boards, as well as conservation will take place to demonstrate compliance and coordination with all governing agencies.

F. ACCESSIBILITY REQUIREMENTS

Any alterations of the site will include the appropriate grading throughout to conform to the ADA and MAAB regulations for site and building accessibility, including necessary parking spaces and locations, curb cuts and ramps, and general pedestrian ways. Consideration for moving occupants away from the building in egress emergencies will be part of any alternative solution pursued and coordinated with school officials and public safety officials.

G. WETLANDS AND/OR FLOOD RESTRICTIONS

Currently, there are a portion of wetlands located to the east of the existing site parcel, as well as on the neighboring site parcels to the south across Mosier Street. There is also Stony Brook that runs along the back of the site. The existing site is within the 200ft riverfront area for Stony Brook. Any alternative solution and associated site development will accommodate the location of these wetlands and Stony Brook. Any wetlands setbacks, regulations and appropriate permitting will be undertaken per the local governing agencies as part of the development process. The existing site parcel does not appear to be in a FEMA flood zone. Coordination and review with the conservation commission will be undertaken to demonstrate full compliance with all governing agencies.

H. EMERGENCY VEHICLE ACCESS

There is full emergency vehicle access around the existing building. See “Site Access and Circulation” above for description of the existing perimeter vehicle access. Any proposed construction will include adequate vehicular and pedestrian access around the proposed elementary school for emergency, maintenance and convenient access.

I. SAFETY AND SECURITY REQUIREMENTS

Safety and security are paramount to any school building and its occupants. Security cameras as well as the appropriate building and site lighting will be part of any proposed alternative solution. Any site development will also be a result of safety and security considerations to provide clear site lines and visibility for vehicle and pedestrian ways. Play areas will also be fenced in and protected from vehicular traffic where needed.

J. UTILITIES

The existing site has both public and private utilities available to the existing building. 8” water and 15” sewer is currently available in Mosier Street. Three-phase power appears to be available on Mosier Street. Furter review of the available utilities, including size/capacity and locations will be undertaken as part of any proposed alternative solution design to ensure adequate service based on needs. Initial geotechnical investigation shows a majority of the site consisting of well-drained

soils that are conducive to stormwater infiltration. Any development would include some type of storm water management system to clean and integrate it back into the ground as there is not a storm drainage system in Mosier Street currently. A hydrant flow test has been performed to determine the potential need for a fire pump. The flow test results are included in this submission.

K. ATHLETIC FIELDS AND OUTDOOR EDUCATIONAL SPACES

There is currently a play area with play equipment located to the northeast of the existing school building as well as a basketball court and multi-use fields to the north. The play area lacks the appropriate safety surfacing found in today's designs. Any proposed development of the site to coincide with the preferred alternative solution will incorporate the necessary fenced-in accessible play areas. There are natural turfed play areas and fields currently on the site, some of which will be taken to locate the proposed school solution. As part of any development, a potential outdoor classroom learning area, to promote the connection between the outdoor environment and classroom space would be implemented. Such spaces can and should also be used by the community.

The proposed elementary school would be constructed in some of the space currently occupied by the existing play fields. These fields would be replicated across Mosier Street to the space currently occupied by the existing Mosier Elementary School. Current deficiencies in the existing play area are the result of changes in today's standards. Any alternative solution will address the current deficiencies as well as the building committee's goals and needs for both school and community uses.

L. RECOMMENDATIONS

- Furnish and install fencing around specific play area locations for student safety.
- Repair and/or replace asphalt paved drives and walkways where deterioration has created operational, maintenance and safety concerns.
- Conform to all accessibility challenges and requirements.
- Coordinate any site improvements with the current middle school operations to provide seamless access to the site and both schools

SOUTH HADLEY PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
Town Hall—116 Main Street
South Hadley, MA 01075-2898
(413) 538-5060
(413) 532-6284 FAX
jvoyik@shschools.com

Jennifer Voyik
Superintendent of Schools

December 17, 2025

Massachusetts School Building Authority (MSBA)
Attn: Project Coordinator, Maria Caprigno, MPA MEd
10 Post Office Square, Suite S400
Boston, MA 02109

Re: South Hadley Public Schools – Tuition Responsibilities and Sample Agreements

Dear Maria Caprigno:

On behalf of South Hadley Public Schools, I am providing the following statements to document the District's tuition-related responsibilities and the mechanisms through which those costs are established and funded.

South Hadley Public Schools annually accepts non-resident students from other Massachusetts communities under School Choice law, by vote of the School Committee, and the District is reimbursed by the Commonwealth for those students.

South Hadley Public Schools is responsible for approving and funding tuition for resident students who enroll in state-approved Chapter 74 vocational and technical education programs offered by another school district. These programs are regulated by the Massachusetts Department of Elementary and Secondary Education (DESE), and tuition rates are established annually by DESE in accordance with state law.

In accordance with IDEA, M.G.L. c. 71B, and 603 CMR 28.00, when determined, South Hadley Public Schools is responsible for the cost of tuition of an appropriate program when not available within the District and required related services at the approved placement.

For the MSBA's reference, attached are:

1. a sample agreement for this year's tuition to Smith Vocational and Agricultural High School, and
2. a sample agreement to Valley West School.

Please let me know if you need any additional documentation or context.

Sincerely,
Jennifer Voyik
Superintendent of Schools, South Hadley Public Schools

Smith Vocational and Agricultural High School
80 Locust Street
Northampton, MA 01060-2094
Telephone (413) 587-1414

www.smithtec.org

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

April 14, 2026

Dear City/Town/District,

SVAHS Business Office is updating our records. Your SVAHS contact personnel for student enrollment /tuition questions should be directed to:

Email: tuition@smithtec.org, which will transmit to the following staff:

- Lauren Devine, Admissions/School Counselor ext 3414
- Katelyn Lucier, Adm Asst to Superintendent ext 3406
- Virginia Perez, Staff Assistant ext 3583
- Crystal Fairman, School Business Administrator, ext 3436

Attached is a contact form which we would like you to complete and return as soon as possible. As the year goes along, any student address changes will be sent to you for confirmation via email.

Invoices will be billed in three equal installments or one annual bill (if requested).

October 1, 2025	$ 7,231.00/per student
January 1, 2026	$ 7,231.00/per student
March 1, 2026	$ 7,231.00/per student
Total	***$21,693.00/per student***

Please fax your contact information to 413-587-1405 or email to tuition@smithtec.org. If you have any questions or suggestions, please let us know.

Yours truly,

Crystal L. Fairman
School Business Administrator

Founded in 1844 by Oliver Smith

SVAHS does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion or sexual orientation.

SOUTH HADLEY PUBLIC SCHOOLS
CONTRACT FOR PRIVATE SCHOOL PROGRAM PLACEMENT
As required by MA 603 CMR 28.06 (3)(f)

SCHOOL DISTRICT: SOUTH HADLEY PUBLIC SCHOOLS

STUDENT:

PRIVATE SCHOOL: Valley West School

CONTRACT TERM: FROM: 8/28/25 TO: 6/15/26

1. **Valley West School** shall comply with all elements of the named student's Individualized Educational Plan (IEP) and receive tuition at the rate determined by the Commonwealth of Massachusetts Operational Services Division (OSD).
2. **Valley West School shall** provide, in writing to the Director of Student Services, detailed documentation of such compliance through the completion of required student progress reports.
3. The South Hadley Public School District's total financial and programmatic obligations toward this student's placement at **Valley West School** are limited by the terms of this contract.
4. The South Hadley Public School District agrees to pay for this student's placement at **Valley West School** for the term of the IEP, as specified in this contract, so long as: (1) the student continues to participate in and otherwise remain in good standing as a student at **Valley West School**; (2) the student continues to be the fiscal responsibility of the South Hadley Public School District; and (3) **Valley West School** continues to be approved by the Commonwealth of Massachusetts.
5. The South Hadley Public School District shall have no obligation to fund any portion of the student's placement for any period in which the student is not enrolled. **Valley West School** agrees to notify the LEA of any atypical pattern of absences and absences greater than ten consecutive days.
6. **Valley West School** agrees to allow the South Hadley Public School District and the Massachusetts Department of Elementary and Secondary Education to monitor and evaluate the student's educational placement and, upon request, **Valley West School** shall make available, to authorized school personnel from the South Hadley Public School District, any records, including but not limited to, clinical information, pertaining to the student in accordance with the Massachusetts Student Records Regulations.
7. **Valley West School** will notify the South Hadley Public School District immediately of any student-specific incident regarding the health or safety of said student [see Public and Private Day or Residential School Program Incident Report: Form 2 and Physical Restraint Report/MA 603 CMR 46.06(5)].
8. **Valley West School** agrees to complete any testing as specified in the student's IEP and to participate in any TEAM meeting that may be convened to review or develop the student's IEP.
9. **Valley West School** shall allow the South Hadley Public School District and/or the Massachusetts Department of Elementary and Secondary Education to conduct announced and unannounced site visits and shall further allow for the review of all documents relating to the provision of special education services to Massachusetts students at public expense. The South Hadley Public School District's access to records shall be limited to those records pertaining to students under the jurisdiction of the South Hadley Public School

District and shall relate only to the need to verify and evaluate educational and related services provided at public expense.

10. **Valley West School** will notify the South Hadley Public School District of major policy/procedural changes or major changes in program or staff [see Notification of Substantial Changes within a Public/Private Special Education School Program: Form 1].
11. **Valley West School** shall afford the student all the substantive and procedural rights afforded to publicly funded special needs students, including, but not limited to, those specified in MA 603 CMR 28.100 et seq. (through August 31, 2000) and MA 603 CMR 28.00 et seq. (effective September 1, 2000). Further, **Valley West School** shall comply with all other applicable requirements of state and federal law in its provision of services to the student.
12. At least thirty (30) days prior to termination of the student's enrollment in **Valley West School** is to notify the South Hadley Public School District in writing, except in the case of emergency termination.
13. **Valley West School** will notify the parent of any parental responsibilities for incidental expenses unrelated to the South Hadley Public School District's obligation to pay tuition.
14. **Valley West School** agrees that it does not discriminate on the basis of race, color, religion, sexual orientation, gender identity, or national origin, nor does it discriminate against qualified persons with disabilities. Furthermore, **Valley West School** agrees to implement an anti-bullying policy to ensure a safe and civil educational environment free from harassment, intimidation, or bullying. The educational team at the school will oversee the implementation of this policy in accordance with the student's Individualized Educational Plan.

Signature of Representative from Valley West School

Valley West School - CFO — 11/06/2025

Title — Date

Signature of Representative from the South Hadley Public School District

Director of Student Services — 10/31/25

Title — Date

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational and vocational education programs offered by the South Hadley Public Schools.

MODULE 3.1.6 PRELIMINARY ALTERNATIVES CHART

		Location
Grade Configuration/# of Students	**Option #1 - Mosier Elementary School Site** Grades 2-4/360 Students Code Upgrades and Base Repairs	6D.1
	Option #2 - Mosier Elementary School Site Grades 2-4/360 Students Full Renovation, Small Addition, Partial Demolition	6E.1
	Option #3 - Mosier Elementary School Site Grades 2-4/360 Students Full Renovation, Large Addition, Partial Demolition	6F.1
	Option #4 - Mosier Elementary School Site Grades 2-4/360 Students New Construction, Full Demolition	6G.1
	Option #5 - Mosier Elementary School Site Grades 1-5/590 Students New Construction, Full Demolition	6H.1
	Option #6 - Smith Middle School Site Grades 2-4/360 Students New Construction, Full Demolition	6I.1
	Option #7 - Smith Middle School Site Grades 1-5/590 Students New Construction, Full Demolition	6J.1

Mosier ES Project - Preliminary Design Pricing Table

= Formula do not edit

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat Etc. ($*)	Estimated Total Construction** ($*)	Estimated Total Project Costs ($)
Option #1	62,237 sf	62,237 sf	- sf	$ 17,356,389	$ 40,237,200	$ 48,284,640
Code Upgrades & Basic Repairs		$ 367.64 $/sf	$ - $/sf		$ 646.52 $/sf	
Option #2	76,025 sf	50,025 sf	26,000 sf	$ 33,559,043	$ 67,712,131	$ 81,254,557
Add/Reno - Gr. 2-4 (360 Students)		$ 433.11 $/sf	$ 480.26 $/sf		$ 890.66 $/sf	
Option #3	117,625 sf	51,620 sf	66,005 sf	$ 41,158,880	$ 95,888,827	$ 115,066,593
Add/Reno - Gr. 1-5 (590 Students)		$ 428.43 $/sf	$ 494.12 $/sf		$ 815.21 $/sf	
Option #4	79,100 sf	- sf	79,100 sf	$ 36,783,183	$ 79,281,240	$ 95,137,488
New Const - Gr. 2-4 (360 Students)		$ - $/sf	$ 537.27 $/sf		$ 1,002.29 $/sf	
Option #5	119,000 sf	- sf	119,000 sf	$ 43,239,569	$ 104,638,809	$ 125,566,571
New Const - Gr. 1-5 (590 Students)		$ - $/sf	$ 515.96 $/sf		$ 879.32 $/sf	
Option #6	81,431 sf	- sf	81,431 sf	$ 36,751,863	$ 80,244,974	$ 96,293,969
New Const - Gr. 2-4 (360 Students)		$ - $/sf	$ 534.11 $/sf		$ 985.44 $/sf	
Option #7	119,000 sf	- sf	119,000 sf	$ 42,609,200	$ 101,351,170	$ 121,621,404
New Const - Gr. 1-5 (590 Students)		$ - $/sf	$ 493.63 $/sf		$ 851.69 $/sf	

* Marked Up Construction Costs

** Does not include Construction Contingency

***** District's Preferred Schematic**

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATION

ALTERNATIVE SOLUTION #1 – CODE UPGRADES / REPAIRS

I. DESCRIPTION

`

The existing Mosier Elementary School has been studied by the Design Team in this option to bring the building up to code only with an additional option included for basic recommended repairs. This option does not meet the Educational/School Building Committee Project goals as outlined in this PDP submission. The modifications in this option would be to bring the building handicap accessibility standards up to current code. The additional option would address repairs and/or replacement of failing and deteriorating systems with the additional potential of implementing work to comply with the energy code. Though the existing classroom spaces could be reused for the new program, the majority of the existing spaces are undersized, required classroom adjacencies for the grade configurations are dispersed or non-existent, including the common areas and team spaces required as part of the educational program. Core spaces such as the Gymnasium and Library, Art Room are undersized and/or inefficient for the new program, and the Cafetorium and Stage area would continue to double as educational spaces.

The existing building also has four modular classroom units with toilet and storage space that were relocated from another school and added to the Mosier building in 1998. While these spaces are ADA compliant for the most part, they are deteriorating and in need of work.

Site work would be required with respect to accessibility issues and secure separation of bus and parent drop-off locations.

Code Renovations of the existing building to remain will not provide any additional parking, circulation capacity or play spaces.

II. EVALUATION CRITERIA

Gross Square Feet	62,237 SF
Grade Configuration:	2 thru 4
Student Population:	360 (Current Enrollment)

A. EDUCATIONAL IMPACT

1. No disruption to educational program

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

1. No impact

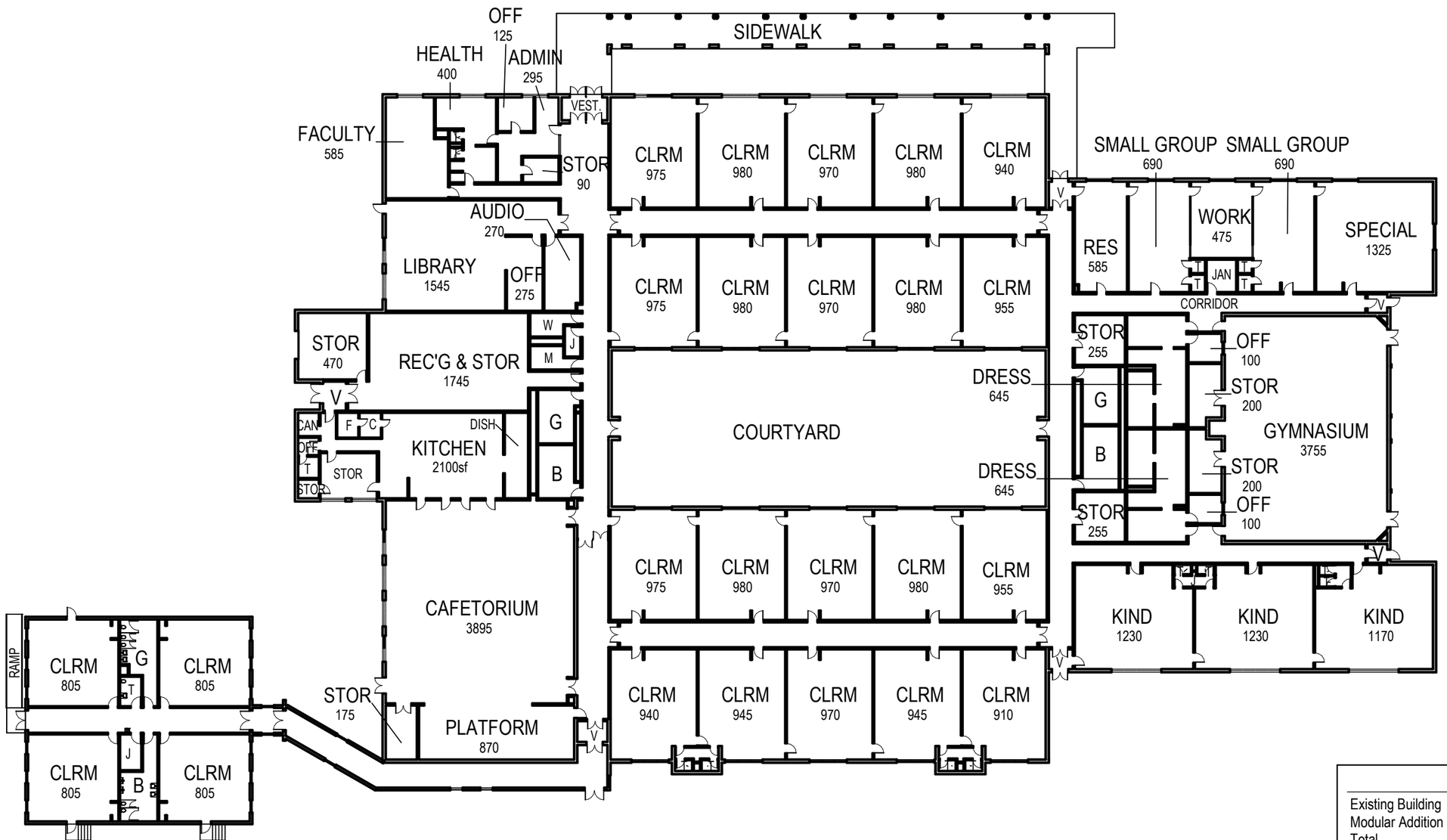
D. PROS

1. All spaces will be handicap accessible on interior and exterior of the building.
2. All systems as described in the recommendations in the Existing Conditions Reports will be upgraded as an option.

E. CONS

1. Costs will be paid by the Town
2. Educational Program requirements not met
3. Continued overcrowding and inefficient conditions.


(e) Nature Walk
(e) So Hadley ES
N
0'
200'
400'
SCALE
SITE PLAN: ALT-1 101 Mosier St, South Hadley MA
MVG
MOUNT VERNON GROUP ARCHITECTS



	Existing	New
Existing Building	57,325	0
Modular Addition	4,912	0
Total	62,237	0

Building Total GSF: 62,237

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #1

EXISTING SCHOOL CODE UPGRADES / REPAIRS (Grades 2 thru 4 - 360 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
CODE UPGRADES	62,237	$367.64	$22,880,810.68
ADDITION	0	$0.00	$0.00
HAZMAT ABATEMENT	62,237	$10.00	$622,370.00
DEMOLITION	0	$0.00	$0.00
SITEWORK			$230,000.00
		TOTAL DIRECT COST	$23,733,180.68
MARKUPS	19.00%		$7,902,328.00
DESIGN CONTINGENCY	15.00%		$4,745,324.00
			$0.00
			$0.00
Enabling Project			$1,766,000.00
			$0.00
		SUBTOTAL	**$38,146,832.68**
ESCALATION (SUMMER 2028)	10.10%		$4,025,903.00
		TOTAL CONSTRUCTION COST	**$42,172,735.68**
		COST PER SQUARE FOOT	$677.62

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATION

ALTERNATIVE SOLUTION #2 – ADDITON / RENOVATION

I. DESCRIPTION

The existing Mosier Elementary School and site have been studied by the Design Team in this option with a design enrollment of 360 students for grades 2 thru 4. This option provides for a partial demolition of the existing school building including the gymnasium, shower and toilet rooms and several classrooms at the east end of the school and the construction of a single-story addition to accommodate a right sized gym, general classrooms, media center and specialty classrooms, toilet rooms and support spaces with the appropriate adjacencies. Additionally, this option presents an opportunity to remove the modular classroom units from the building as the new addition would accommodate the necessary spaces.

The portion of the existing building to remain would be fully renovated and reconfigured where needed to provide the appropriate sized educational, administrative and support spaces needed to address the district's education plan and needs for 21st century learning. The larger cafeteria and kitchen would be updated for efficiencies, equipment layout and use. Additionally needed administrative spaces would be incorporated in this portion of the renovated building along with the reconfigured necessary custodial, maintenance and mechanical spaces. The existing classrooms in the renovated area will be adjusted to accommodate necessary support spaces and adjacencies to address the education plan and visioning goals.

The courtyard would be renovated to provide multi-use outdoor learning areas making valuable use of the entire building footprint area(s). Currently the courtyard is not handicap accessible, nor is it developed appropriately for the benefits it could provide to the school and community. This space could also be designed for outdoor science space with raised planting beds and possibly environmental learning areas.

The new addition would include the necessary square footage to include a right-sized gymnasium for school and community use with a specific number of seating. Specialty spaces such as OT/PT, Art and STE and an appropriate media center would be part of this addition as well as typical classrooms and support spaces / adjacencies. This addition would also accommodate the square footage needed to eliminate the need for the modular classroom units.

Providing Team, Resource and Small Group rooms throughout, accommodates the appropriate quantity of teaching support spaces and adjacencies required and utilized by specialized in-house and visiting staff specialists to meet the educational needs and project goals.

While a thorough review of the phasing logistics will take place throughout the process to determine the need for swing space and associated costs, the overall goal is to achieve minimal impact on the delivery of education during the construction process.

Site work will include new circulation patterns for separate parent and bus drop-off areas, distribution of parking, and age-appropriate play areas.

This option addresses the district's educational goals, the School Building Committee's project goals and MSBA's design enrollment agreement.

II. EVALUATION CRITERIA

Gross Square Feet	26,000 s.f. – Addition 50,025 s.f. – Renovation 76,025 s.f. Total 12,212 s.f. - Demolition
Grade Configuration:	2 thru 4
Student Population:	360

A. EDUCATIONAL IMPACT

1. Improves educational delivery to students.
2. Provides improved environment conducive to learning.

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

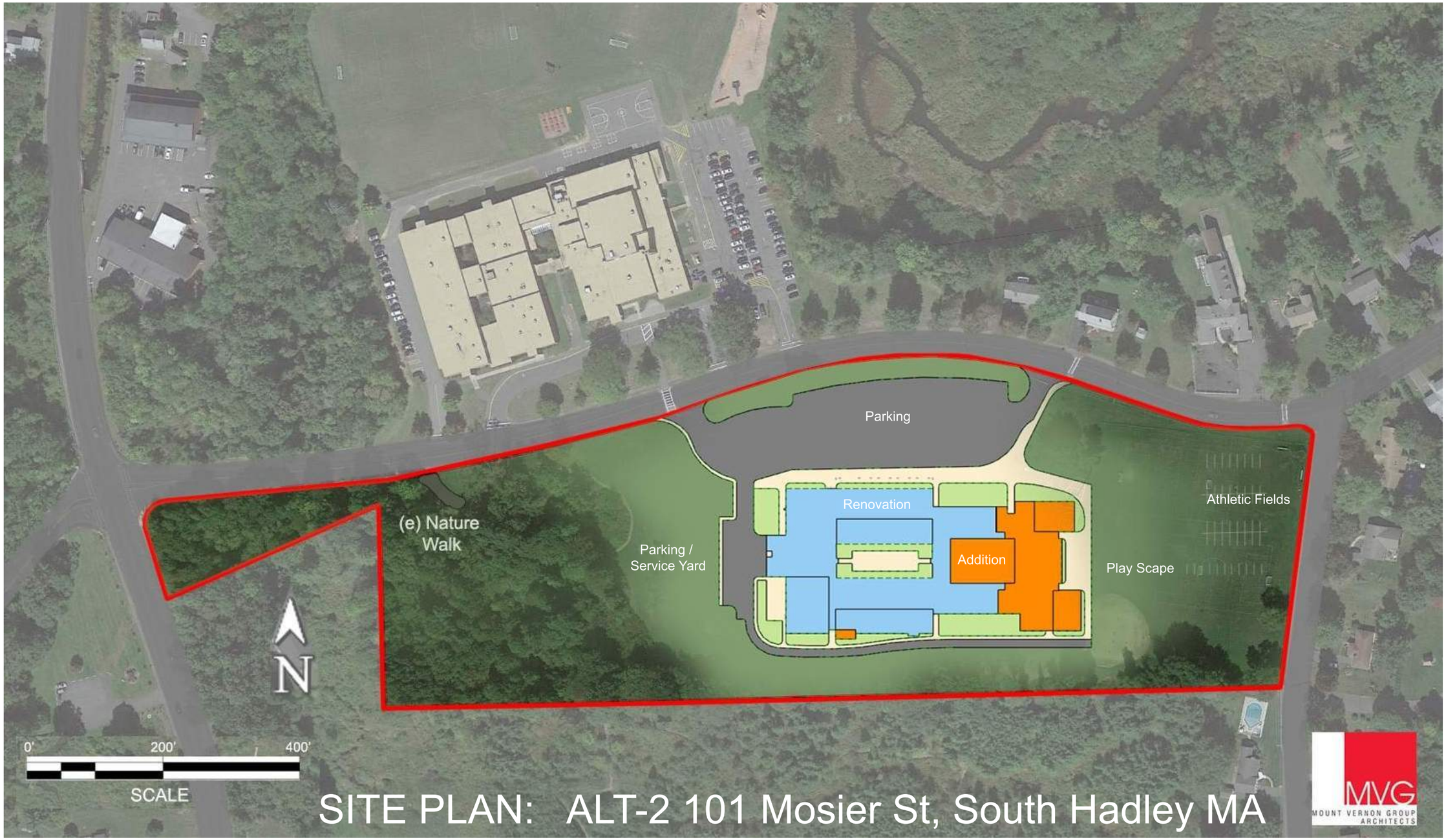
1. Energy efficient school

D. PROS

1. Provides the required educational and support spaces and adjacencies required.
2. Alleviates overcrowding.
3. Improves site circulation and use.
4. Reduces energy consumption and current maintenance concerns.

E. CONS

1. Some common core spaces remain slightly deficient.
2. Partial phasing.


Parking
Renovation
Addition
Athletic Fields
Play Scape
(e) Nature
Walk
Parking /
Service Yard
N
0'
200'
400'
SCALE
SITE PLAN: ALT-2 101 Mosier St, South Hadley MA
MVG
MOUNT VERNON GROUP
ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #2 - 1ST FLOOR
Grade Configuration - 2,3,4
Addition / Rennovation
Building Total GSF - 76,025 sf

	Existing	New
1st Floor	50,025	26,000
Total	50,025	26,000

Building Total GSF: 76,025 SF

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #2

ADDITION / RENOVATION (Grades 2 thru 4 - 360 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
RENOVATION	50,025	$433.11	$21,666,266.00
ADDITION	26,000	$480.26	$12,486,839.00
HAZMAT ABATEMENT	12,212	$61.16	$746,885.92
DEMOLITION	12,212	$15.00	$183,180.00
January 3, 1900			$5,886,040.00
		TOTAL DIRECT COST	$40,969,210.92
MARKUPS	19.00%		$12,201,285.00
DESIGN CONTINGENCY	15.00%		$7,985,551.00
			$0.00
			$0.00
			$0.00
		SUBTOTAL	**$61,156,046.92**
ESCALATION (SUMMER 2028)	10.10%		$6,489,591.00
		TOTAL CONSTRUCTION COST	**$67,712,148.00**
		COST PER SQUARE FOOT	$890.66

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATION

ALTERNATIVE SOLUTION #3 – ADDITON / RENOVATION

I. DESCRIPTION

Similarly to alternative #2, the existing Mosier Elementary School and site have been studied by the Design Team in this option, however with a design enrollment of 590 students for grades 1 thru 5. This option again provides for a partial demolition of the existing school building including the gymnasium, shower and toilet rooms and several classrooms at the east end of the school and the construction of a larger partial two-story larger addition to accommodate a right sized gym, general classrooms, media center and specialty classrooms, toilet rooms and support spaces with the appropriate adjacencies. Again, this option presents an opportunity to remove the modular classroom units from the building as the new addition would accommodate the necessary spaces.

Not unlike alternative #2, the portion of the existing building to remain would be fully renovated and reconfigured where needed to provide the appropriate sized educational, administrative and support spaces needed to address the district's education plan and needs for 21st century learning throughout the existing renovated area for this grade structure and student population. The cafeteria and kitchen would be updated for efficiencies, equipment layout and use. The additionally required administrative spaces would be incorporated in this portion of the renovated building along with the reconfigured necessary custodial, maintenance and mechanical spaces for a more functional support scenario. The existing classrooms in the renovated area will be adjusted to accommodate necessary support spaces and adjacencies to address the education plan and visioning goals as well as crating an inclusive plan layout.

The courtyard would be renovated to provide multi-use outdoor learning areas making valuable use of the entire building footprint area(s). Currently the courtyard is not handicap accessible, nor is it developed appropriately for the benefits it could provide to the school and community. This space could also be designed for outdoor science space with raised planting beds and possibly environmental learning areas or include quiet reading and instructional areas.

The new addition would consist of two classroom neighborhood wings, each creating a similar layout for the grades thereby providing easy wayfinding for the younger students. One of wings would be a two-story space, providing a location for the 5th grade to reside and create their own identity.

The addition also includes the necessary square footage for an appropriate sized gymnasium for school and community use with a specific number of seating. Specialty spaces such as OT/PT, Art and STE and an appropriate media center would be part of this addition as well as typical classrooms and support spaces / adjacencies. This addition would also accommodate

the square footage needed to eliminate the need for the modular classroom units. This configuration also creates a central common/community core between the two educational areas of the building for equidistant travel for all occupants using the building. It also allows for isolation of the community spaces during off-hours events.

Providing Team, Resource and Small Group rooms throughout, accommodates the appropriate quantity of teaching support spaces and adjacencies required and utilized by specialized in-house and visiting staff specialists to meet the educational needs and project goals.

While a thorough review of the phasing logistics will take place throughout the process to determine the need for swing space and associated costs, the overall goal is to achieve minimal impact on the delivery of education during the construction process.

Site work will include new circulation patterns for separate parent and bus drop-off areas, distribution of parking, and age-appropriate play areas.

This option addresses the district's educational goals, the School Building Committee's project goals and MSBA's design enrollment agreement.

II. EVALUATION CRITERIA

Gross Square Feet	66,005 s.f. – Addition 51,620 s.f. – Renovation 117,625 s.f. Total 10,617 s.f. - Demolition
Grade Configuration:	1 thru 5
Student Population:	590

A. EDUCATIONAL IMPACT

1. Improves educational delivery to students.
2. Provides improved environment conducive to learning.
3. Aligns with District's goal for possible grade structure change.

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

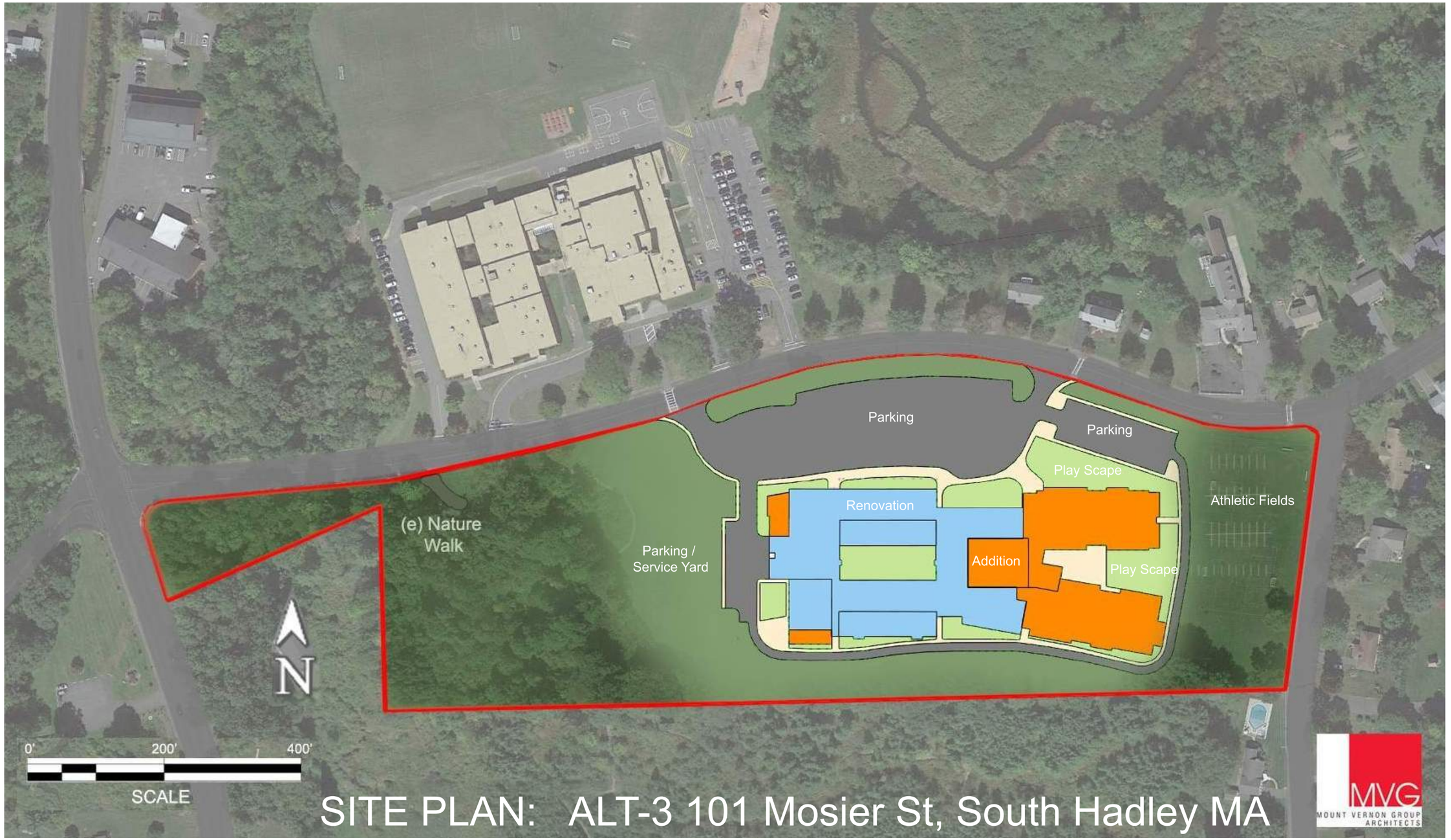
1. Energy efficient school

D. PROS

1. Provides the required educational and support spaces and adjacencies required.
2. Alleviates overcrowding.
3. Improves site circulation and use.
4. Reduces energy consumption and current maintenance concerns.

E. CONS

1. Some common core spaces remain slightly deficient.
2. Partial phasing.


Parking
Parking
Play Scape
Athletic Fields
Renovation
(e) Nature
Walk
Parking /
Service Yard
Addition
Play Scape
N
0'
200'
400'
SCALE
SITE PLAN: ALT-3 101 Mosier St, South Hadley MA
MVG
MOUNT VERNON GROUP
ARCHITECTS

MOSIER ELEMENTARY SCHOOL FEASIBILITY STUDY

101 Mosier Street, South Hadley, MA

Module 3 – Preliminary Design Program (PDP) Submittal

MOUNT VERNON GROUP ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	18,105
1st Floor	51,620	47,900
Total	51,620	66,005
Building Total GSF:		117,625

ALTERNATIVE 3 - 1ST FLOOR

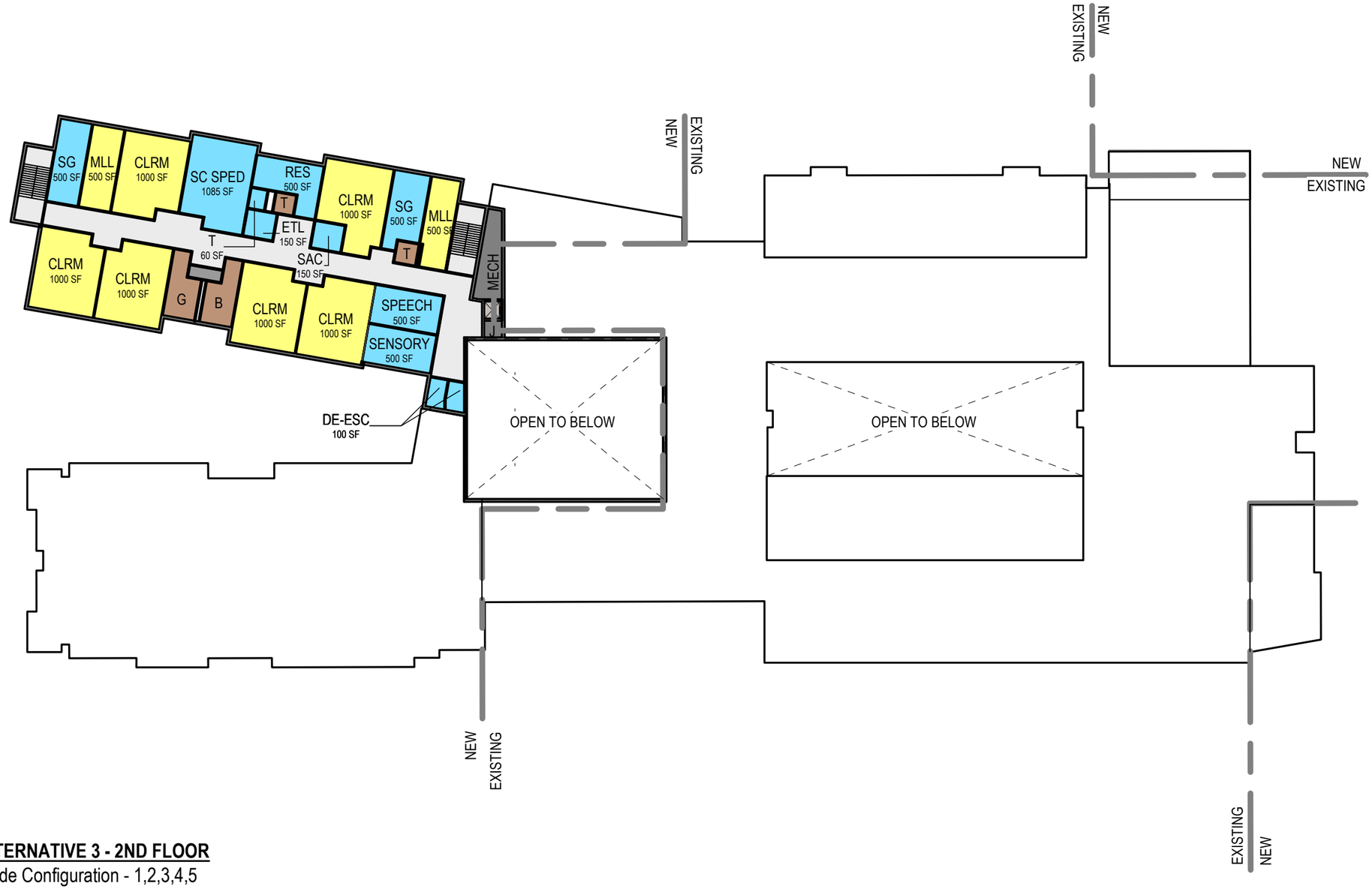
Grade Configuration - 1,2,3,4,5

Addition / Renovation

Building Total GSF - 117,625 SF

South Hadley Public Schools

South Hadley, MA



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	18,105
1st Floor	51,620	47,900
Total	51,620	66,005
Building Total GSF:		117,625

ALTERNATIVE 3 - 2ND FLOOR
Grade Configuration - 1,2,3,4,5
Addition / Renovation
Building Total GSF - 117,625 SF

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #3

ADDITION / RENOVATION (Grades 1 thru 5 - 590 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
RENOVATION	51,620	$428.43	$22,115,605.00
ADDITION	66,005	$494.12	$32,614,076.00
HAZMAT ABATEMENT	62,237	$12.00	$746,844.00
DEMOLITION	10,617	$15.00	$159,255.00
SITEWORK			$6,220,830.00
		TOTAL DIRECT COST	$61,856,610.00
MARKUPS	19.00%		$13,533,406.00
DESIGN CONTINGENCY	15.00%		$11,308,502.00
			$0.00
			$0.00
			$0.00
			$0.00
		SUBTOTAL	**$86,698,518.00**
ESCALATION (SUMMER 2028)	10.10%		$9,190,043.00
		TOTAL CONSTRUCTION COST	**$95,888,561.00**
		COST PER SQUARE FOOT	$815.21

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATIONS

ALTERNATIVE SOLUTION #4 – NEW CONSTRUCTION / FULL DEMOLITION

I. DESCRIPTION

The existing Mosier Elementary School and site have been studied by the Design Team in this option to construct a new two-story elementary school with a design enrollment of 360 students in grades 2 thru 4.

The first floor of this option will include a centralized common / community core featuring the gymnasium, cafetorium, kitchen, custodial and mechanical rooms, music room, PT and administrative and health suites. There are two specific grade classroom neighborhood wings flanking the common core. These classroom wings will include general and special education classrooms, support spaces, break-out spaces, administrative support spaces, teaming areas and toilet rooms as well as needed utility spaces. The classrooms are arranged in "neighborhood" type configuration with associated support spaces to accommodate the appropriate quantity of teaching support spaces, resulting in the adjacencies needed and utilized by in-house and visiting staff specialists to provide a complete and efficient educational delivery process. Each of the wings will be laid out in a similar manner to promote easy wayfinding for students and staff.

The second floor only houses one grade level and will consist of the same "neighborhood" configuration as the first floor wings for consistency in way finding and parity from grade level to grade level. Again, this floor will consist of the appropriate quantity of general classrooms, special education classrooms, support and teaming spaces, toilet rooms, utility spaces as well as the media center, art room and STE room. The undeveloped second floor could be reviewed and further developed for future expansion if needed.

This plan configuration allows for isolation of the common core / community spaces for after-hours use as well as in the event of a lock down event, thereby compartmentalizing the building into safe zones.

Once construction of the new school is completed, the existing school will be demolished to make room for the new circulation and access drives to provide separate parent and bus drop-off areas, distribution of parking areas, along with the replication of play areas and fields.

The new construction option addresses the District's education program requirements and school building committee's goals along with MSBA's design enrollment agreement. This option also does not impact the delivery of the education program.

II. EVALUATION CRITERIA

Gross Square Feet	52,250 s.f. – First Floor 21,850 s.f. Second Floor 79,100 s.f. - Total
Grade Configuration:	2 thru 4
Student Population:	360

A. EDUCATIONAL IMPACT

1. No disruption to educational program
2. Improves educational delivery to students
3. Provides environment conducive to learning.

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

1. Energy efficient school

D. PROS

1. Provides the required educational and support spaces and adjacencies required.
2. Alleviates overcrowding.
3. Improves suite circulation and use.
4. Reduces energy consumption and current maintenance concerns.

E. CONS

1. N/A


Parking /
Service Yard
(e) Nature
Walk
Play Scape
New Building
Parking
Athletic Fields
N
0'
200'
400'
SCALE
SITE PLAN: ALT-4 101 Mosier St, South Hadley MA
MVG
MOUNT VERNON GROUP
ARCHITECTS

MOUNT VERNON GROUP
ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION
- OTHER

ALTERNATIVE #4 -1ST FLOOR
Grade Configuration - 2,3,4
New Construction
Building Total GSF - 79,100

	Existing	New
2nd Floor	0	21,850
1st Floor	0	57,250
Total	0	79,100
Building Total GSF:	0	79,100

MOUNT VERNON GROUP
ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION
- OTHER

ALTERNATIVE #4 - 2ND FLOOR
Grade Configuration - 2,3,4
New Construction
Building Total GSF - 79,100

	Existing	New
2nd Floor	0	21,850
1st Floor	0	57,250
Total	0	79,100
Building Total GSF:	0	79,100

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #4

NEW CONSTRUCTION / DEMOLITION (Grades 2 thru 4 - 360 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
NEW CONSTRUCTION	79,100	$537.27	$42,498,102.00
ADDITION	0	$0.00	$0.00
HAZMAT ABATEMENT	62,237	$13.00	$809,081.00
DEMOLITION	62,237	$12.00	$746,844.00
SITEWORK			$8,530,678.00
		TOTAL DIRECT COST	$52,584,705.00
MARKUPS	19.00%		$9,748,250.00
DESIGN CONTINGENCY	15.00%		$9,349,943.00
			$0.00
			$0.00
			$0.00
			$0.00
		SUBTOTAL	**$71,682,898.00**
ESCALATION (SUMMER 2028)	10.10%		$7,598,387.00
		TOTAL CONSTRUCTION COST	**$79,281,285.00**
		COST PER SQUARE FOOT	$1,002.29

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATIONS

ALTERNATIVE SOLUTION #5 – NEW CONSTRUCTION / FULL DEMOLITION

I. DESCRIPTION

The existing Mosier Elementary School and site have been studied by the Design Team in this option to construct a new two-story elementary school with a design enrollment of 590 students in grades 1 thru 5.

Similarly to alternative #4, this option contains a centralized common / community core of spaces. This area of the building includes a gymnasium, cafetorium, kitchen, custodial and mechanical rooms, music room, art room, OT/PT spaces administrative, health and support spaces. Once again, this central core is flanked by two two-story wings containing grade specific "neighborhoods" containing general and special education classrooms, support spaces, break-out spaces, administrative support spaces, teaming areas and toilet rooms as well as needed utility spaces and are arranged in "neighborhood" type configuration with associated support spaces to accommodate the appropriate quantity of teaching support spaces, resulting in the adjacencies needed and utilized by in-house and visiting staff specialists to provide a complete and efficient educational delivery process. Each of the wings will be laid out in a similar manner to promote easy wayfinding for students and staff.

The second floor houses three grade levels in a similar manner to the first floor with one neighborhood in each wing, however, the third grade level consisting of the same educational and support spaces is located over the first floor of the common core area along with the media center.

This plan configuration allows for isolation of the common core / community spaces for after-hours use as well as in the event of a lock down event, including corridor doors to compartmentalize the building into safe zones.

Once construction of the new school is completed, the existing school will be demolished to make room for the new circulation and access drives to provide separate parent and bus drop-off areas, distribution of parking areas, along with the replication of play areas and fields.

The new construction option addresses the district's education program requirements and school building committee's goals along with MSBA's design enrollment agreement. This option also does not impact the delivery of the education program.

II. EVALUATION CRITERIA

Gross Square Feet	70,450 s.f. – First Floor 48,550 s.f. Second Floor 119,000 s.f. - Total
Grade Configuration:	1 thru 5
Student Population:	590

A. EDUCATIONAL IMPACT

1. No disruption to educational program
2. Improves educational delivery to students
3. Provides environment conducive to learning.

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

1. Energy efficient school

D. PROS

1. Provides the required educational and support spaces and adjacencies required.
2. Alleviates overcrowding.
3. Improves suite circulation and use.
4. Reduces energy consumption and current maintenance concerns.

E. CONS

1. N/A


Parking /
Service Yard
(e) Nature
Walk
Play Scape
New Building
Parking
Athletic Fields
N
0'
200'
400'
SCALE
SITE PLAN: ALT-5 101 Mosier St, South Hadley MA
MVG
MOUNT VERNON GROUP
ARCHITECTS

MOSIER ELEMENTARY SCHOOL FEASIBILITY STUDY

101 Mosier Street, South Hadley, MA

Module 3 – Preliminary Design Program (PDP) Submittal

MOUNT VERNON GROUP
ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #5 -1ST FLOOR

Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000

	Existing	New
2nd Floor	0	48,550
1st Floor	0	70,450
Total	0	119,000
Building Total GSF:		119,000

South Hadley Public Schools
South Hadley, MA

MOSIER ELEMENTARY SCHOOL FEASIBILITY STUDY

101 Mosier Street, South Hadley, MA

Module 3 – Preliminary Design Program (PDP) Submittal

MOUNT VERNON GROUP ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #5 -2ND FLOOR

Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000

	Existing	New
2nd Floor	0	48,550
1st Floor	0	70,450
Total	0	119,000
Building Total GSF:		119,000

South Hadley Public Schools
South Hadley, MA

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #5

NEW CONSTRUCTION / DEMOLITION (Grades 1 thru 5 - 590 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
NEW CONSTRUCTION	119,000	$515.96	$61,339,467.00
ADDITION	0	$0.00	$0.00
HAZMAT ABATEMENT	62,237	$13.00	$809,081.00
DEMOLITION	62,237	$12.00	$746,844.00
SITEWORK			$8,367,359.00
		TOTAL DIRECT COST	$71,262,751.00
MARKUPS	19.00%		$10,947,110.00
DESIGN CONTINGENCY	15.00%		$12,340,479.00
			$0.00
			$0.00
			$0.00
			$0.00
		SUBTOTAL	**$94,550,340.00**
ESCALATION (SUMMER 2028)	10.10%		$10,028,696.00
		TOTAL CONSTRUCTION COST	**$104,639,036.00**
		COST PER SQUARE FOOT	$879.32

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATIONS

ALTERNATIVE SOLUTION #6 – NEW CONSTRUCTION

I. DESCRIPTION

The existing Michael Smith Middle School site has been studied by the Design Team in this option to construct a new two-story elementary school with a design enrollment of 360 students in grades 2 thru 4.

The first floor of this option will include a centralized common / community core featuring the gymnasium, cafetorium, kitchen, custodial and mechanical rooms, music room, PT and administrative and health suites. There are two specific grade classroom neighborhood wings flanking the common core. These classroom wings will include general and special education classrooms, support spaces, break-out spaces, administrative support spaces, teaming areas and toilet rooms as well as needed utility spaces. The classrooms are arranged in "neighborhood" type configuration with associated support spaces to accommodate the appropriate quantity of teaching support spaces, resulting in the adjacencies needed and utilized by in-house and visiting staff specialists to provide a complete and efficient educational delivery process. Each of the wings will be laid out in a similar manner to promote easy wayfinding for students and staff.

The second floor only houses one grade level and will consist of the same "neighborhood" configuration as the first floor wings for consistency in way finding and parity from grade level to grade level. Again, this floor will consist of the appropriate quantity of general classrooms, special education classrooms, support and teaming spaces, toilet rooms, utility spaces as well as the media center, art room and STE room. The undeveloped second floor could be reviewed and further developed for future expansion if needed.

This plan configuration allows for isolation of the common core / community spaces for after-hours use as well as in the event of a lock down event, thereby compartmentalizing the building into safe zones.

Once construction of the new school is completed, new circulation and access drives to provide separate parent and bus drop-off areas, distribution of parking areas, along with the replication of play areas and fields will be completed. Constructing the new school on the same site of the existing middle school will create a campus environment with the ability to create the play fields and associated parking on the Mosier site once the existing building is demolished, thereby enhancing the school and community use of the fields.

The new construction option addresses the District's education program requirements and school building committee's goals along with MSBA's design enrollment agreement. This option also does not impact the delivery of the education program.

II. EVALUATION CRITERIA

Gross Square Feet	59,526 s.f. – First Floor 21,905 s.f. Second Floor 81,431 s.f. - Total
Grade Configuration:	2 thru 4
Student Population:	360

A. EDUCATIONAL IMPACT

1. No disruption to educational program
2. Improves educational delivery to students
3. Provides environment conducive to learning.

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

1. Energy efficient school

D. PROS

1. Provides the required educational and support spaces and adjacencies required.
2. Alleviates overcrowding.
3. Improves suite circulation and use.
4. Reduces energy consumption and current maintenance concerns.
5. Creates a campus environment

E. CONS

1. Creates minimal disruption of activities at the middle school during the construction process.
2. Loss of some of the play fields during the construction process


SITE PLAN: ALT-6
101 Mosier St, South Hadley MA
Play Scape
Parking
Parking
Athletic Fields
Existing Building
New Building
Parking
Parking
Parking
Parking
0'
200'
400'
SCALE
N

MOUNT VERNON GROUP
ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #6 -1ST FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 81,431

	Existing	New
1st Floor	0	59,526
2nd Floor	0	21,905
Total	0	81,431
Building Total GSF:	0	81,431



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #6 -2nd FLOOR

Grade Configuration - 2,3,4

New Construction

Building Total GSF - 81,431

	Existing	New
1st Floor	0	59,526
2nd Floor	0	21,905
Total	0	81,431
Building Total GSF:	0	81,431

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #6

NEW CONSTRUCTION / DEMOLITION (Grades 2 thru 4 - 360 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
NEW CONSTRUCTION	81,431	$534.11	$43,492,977.00
ADDITION	0	$0.00	$0.00
HAZMAT ABATEMENT	62,237	$13.00	$809,081.00
DEMOLITION	62,237	$20.23	$1,259,344.00
SITEWORK			$7,735,320.00
		TOTAL DIRECT COST	$53,296,722.00
MARKUPS	19.00%		$9,793,804.00
DESIGN CONTINGENCY	15.00%		$9,463,579.00
			$0.00
			$0.00
			$0.00
			$0.00
		SUBTOTAL	**$72,554,105.00**
ESCALATION (SUMMER 2028)	10.10%		$7,690,735.00
		TOTAL CONSTRUCTION COST	**$80,244,840.00**
		COST PER SQUARE FOOT	$985.43

MODULE 3.1.6 PRELIMINARY ALTERNATIVE EVALUATIONS

ALTERNATIVE SOLUTION #7 – NEW CONSTRUCTION / FULL DEMOLITION

I. DESCRIPTION

The existing Michael Smith Middle School site has been studied by the Design Team in this option to construct a new two-story elementary school with a design enrollment of 590 students in grades 1 thru 5.

This option also contains a centralized common / community core of spaces. This area of the building includes a gymnasium, cafetorium, kitchen, custodial and mechanical rooms, music rooms, OT/PT spaces, administrative, health spaces, parent room and toilet rooms. Once again, this central core is flanked by two two-story wings containing grade specific "neighborhoods" containing general and special education classrooms, support spaces, break-out spaces, administrative support spaces, teaming areas and toilet rooms as well as needed utility spaces and are arranged in "neighborhood" type configuration with associated support spaces to accommodate the appropriate quantity of teaching support spaces, resulting in the adjacencies needed and utilized by in-house and visiting staff specialists to provide a complete and efficient educational delivery process. Each of the wings will be laid out in a similar manner to promote easy wayfinding for students and staff.

The second floor houses two grade levels in a similar manner to the first floor with one neighborhood in each wing, and a centrally located media center and art rooms. Included in this alternative 7 option is a partial lower level under one of the classroom wings to locate the 5th grade and provide this grade level with it's own wing and identity. This design takes advantage of the site topography and addresses the Owner's concern for two stories above the main level by providing one story above and below the main level.

This plan configuration allows for isolation of the common core / community spaces for after-hours use as well as in the event of a lock down event, including corridor doors to compartmentalize the building into safe zones.

Once construction of the new school is completed, the existing school will be demolished to make room for the new circulation and access drives to provide separate parent and bus drop-off areas, distribution of parking areas, along with the replication of play areas and fields.

Constructing the new school on the same site of the existing middle school will create a campus environment with the ability to create the play fields and associated parking on the Mosier site once the existing building is demolished, thereby enhancing the school and community use of the fields.

The new construction option addresses the district's education program requirements and school building committee's goals along with MSBA's design enrollment agreement. This option also does not impact the delivery of the education program.

II. EVALUATION CRITERIA

Gross Square Feet	63,954 s.f. – First Floor 38,743 s.f. - Second Floor 16,303 s.f. – Lower Level 119,000 s.f. - Total
Grade Configuration:	1 thru 5
Student Population:	590

A. EDUCATIONAL IMPACT

1. No disruption to educational program
2. Improves educational delivery to students
3. Provides environment conducive to learning.

B. NEIGHBORHOOD IMPACT

1. No change to the neighborhood

C. OPERATIONAL IMPACT

1. Energy efficient school

D. PROS

1. Provides the required educational and support spaces and adjacencies required.
2. Alleviates overcrowding.
3. Improves suite circulation and use.
4. Reduces energy consumption and current maintenance concerns.
5. Creates a campus environment.

E. CONS

1. Creates minimal disruption of activities at the middle school during the construction process.
2. Loss of some of the play fields during the construction process


SITE PLAN: ALT-7
101 Mosier St, South Hadley MA
0
200'
400'
SCALE
N
Basketball Court
Existing Building
Parking
Parking
Athletic Field
New Building
Play Scape
Parking

MOSIER ELEMENTARY SCHOOL FEASIBILITY STUDY

101 Mosier Street, South Hadley, MA

Module 3 – Preliminary Design Program (PDP) Submittal

MOUNT VERNON GROUP ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #7 - 1ST LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 119,000

	Existing	New
Lower Level	0	16,303
1st Level	0	63,954
2nd Level	0	38,743
Total	0	119,000
Building Total GSF:	0	119,000

MVG
MOUNT VERNON GROUP
ARCHITECTS



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

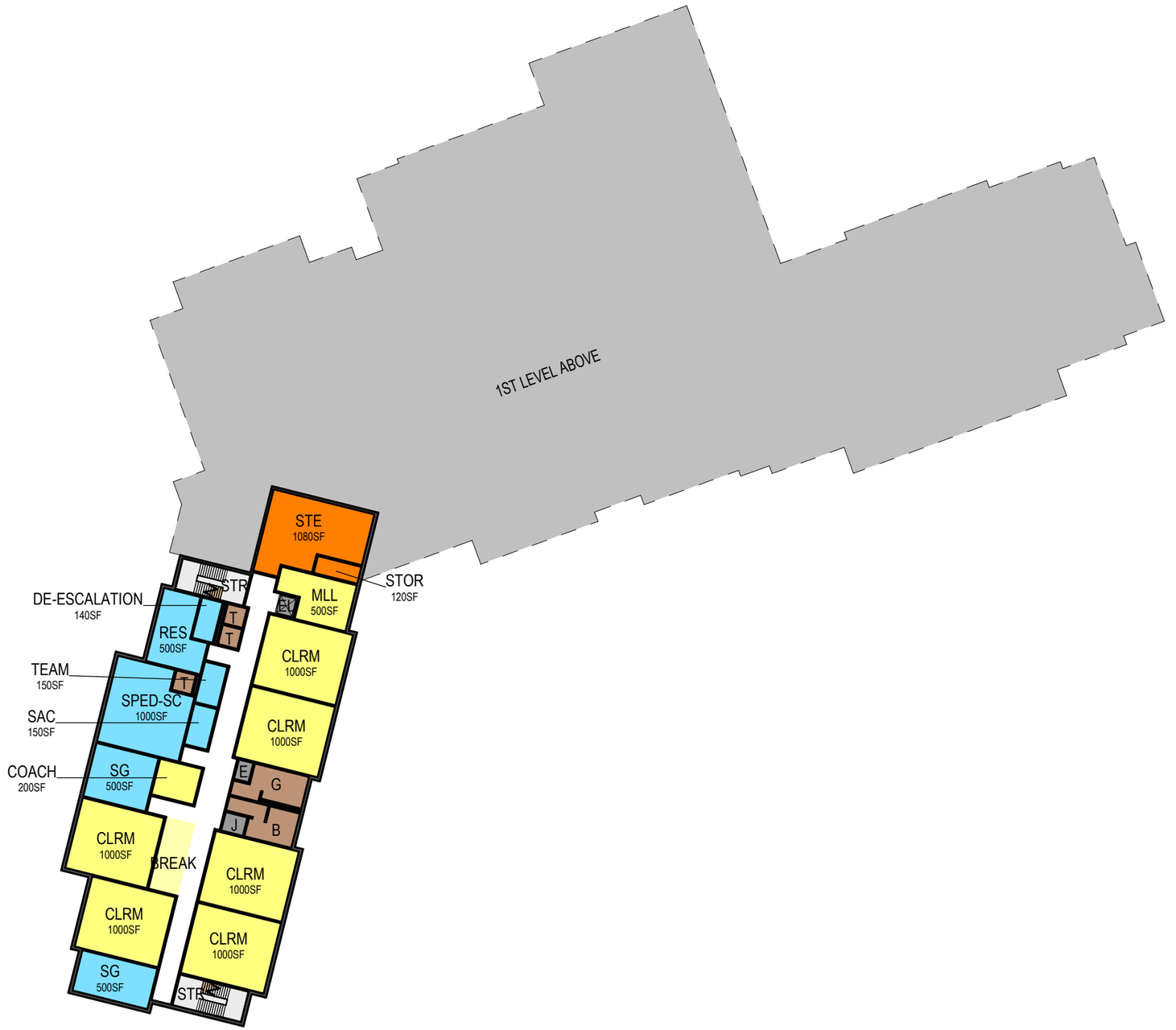
ALTERNATIVE #7 - 2ND LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 119,000

	Existing	New
Lower Level	0	16,303
1st Level	0	63,954
2nd Level	0	38,743
Total	0	119,000
Building Total GSF:	0	119,000



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- OTHER
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

ALTERNATIVE #7 - LOWER LEVEL

Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000

	Existing	New
Lower Level	0	16,303
1st Level	0	63,954
2nd Level	0	38,743
Total	0	119,000
Building Total GSF:	0	119,000

TOWN OF SOUTH HADLEY
MOSIER ELEMENTARY SCHOOL PROJECT
MODULE 3 – FEASIBILTY STUDY
PRELIMINARY DESIGN PROGRAM SUBMITTAL

MOSIER ELEMENTARY SCHOOL

ALTERNATIVE COST SUMMARY

ALTERNATIVE #7

NEW CONSTRUCTION / DEMOLITION (Grades 1 thru 5 - 590 Students)

	GROSS SQUARE FEET	COST PER S.F.	TOTAL
NEW CONSTRUCTION	119,000	$493.63	$58,741,441.00
ADDITION	0	$0.00	$0.00
HAZMAT ABATEMENT	62,237	$12.00	$746,844.00
DEMOLITION	62,237	$20.23	$1,259,344.00
SITEWORK			$8,145,172.00
		TOTAL DIRECT COST	$68,892,801.00
MARKUPS	19.00%		$10,791,641.00
DESIGN CONTINGENCY	15.00%		$11,952,666.00
			$0.00
			$0.00
			$0.00
			$0.00
		SUBTOTAL	**$91,637,108.00**
ESCALATION (SUMMER 2028)	10.10%		$9,713,533.00
		TOTAL CONSTRUCTION COST	**$101,350,641.00**
		COST PER SQUARE FOOT	$851.69

MODULE 3.1.6 PRELIMINARY ALTERNATIVES EVALUATION

As part of the December 10, 2025 school building committee meeting, preliminary discussions took place regarding the final (7) alternative design solutions presented by MVG along with the associated cost comparisons. The initial discussion involved the various criteria listed in the SOI as well as the building committee goals and how well or not the individual options met those criteria and goals. The high-level discussion further encompassed the merits of the alternatives compared to the associated costs, the potential disruptions to the school's education delivery, phasing impacts, etc..

While all members agreed that all the options should be presented at the Town community forum held on December 11, 2025, the consensus among the members was that Alternative #1 for the code upgrades and basic repairs did not address any of the educational aspects of the district's needs, would further continue the educational shortcomings and difficulties of the educational delivery process, the prime reason for pursuing the study, therefore, it made sense to not pursue this option any further.

While all alternatives are included in this PDP submission as required by the MSBA Feasibility Study process, only the addition / renovation and new construction options will be further evaluated and discussed in throughout the early stages of the PSR phase to determine which alternative best demonstrates an educational and cost effective solution that best fits the Town's needs and carry forward into the Schematic Design portion of the study.

All alternative review criteria and SBC members preferences and decisions regarding how they arrived at the final solution will be included in the PSR submission.

Fennessy Consulting Services

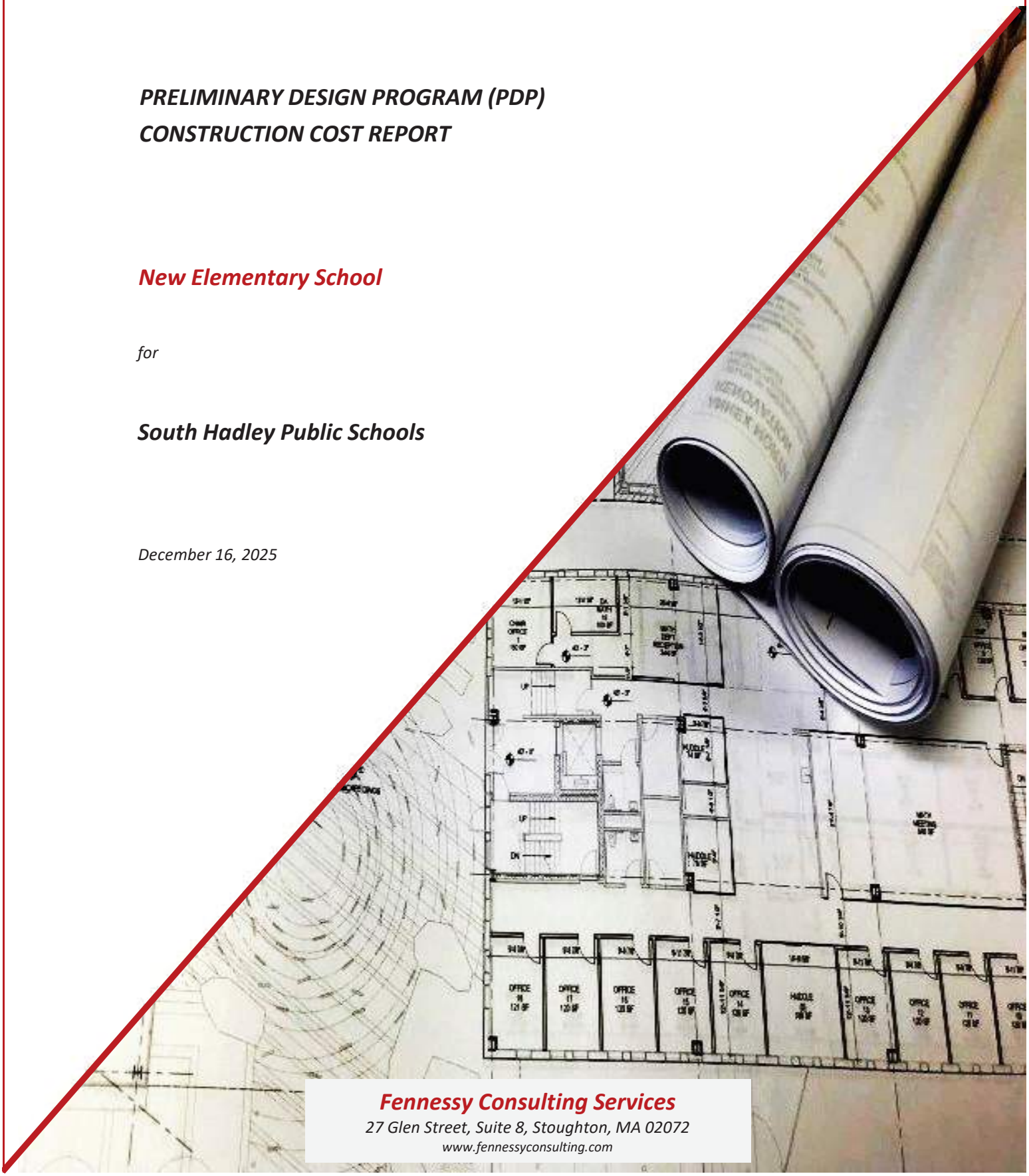
PRELIMINARY DESIGN PROGRAM (PDP)
CONSTRUCTION COST REPORT

New Elementary School

for

South Hadley Public Schools

December 16, 2025



Fennessy Consulting Services

27 Glen Street, Suite 8, Stoughton, MA 02072

www.fennessyconsulting.com

December 16, 2025

Chris LeBlanc
Mount Vernon Group Architects
1350 Main Street
Suite 1110
Springfield, MA 01103

SOUTH HADLEY PUBLIC SCHOOLS - New Elementary School, South Hadley, MA

Dear Chris:

Please find enclosed our Construction Cost Estimate for the above referenced project based on preferred preliminary design (PDP) information prepared by your office and design team received by this office on November 10, 2025.

	Const. Start	Gross Floor Area	$/sf	Estimated Cost
Existing Renovation	Jun-28	62,237	$646.52	$40,237,186
Option AR2	Jun-28	76,025	$890.66	$67,712,148
Option N4	Jun-28	79,100	$1,002.29	$79,281,285
Option N5	Jun-28	119,000	$879.32	$104,639,036
Option N6	Jun-28	81,431	$985.43	$80,244,840
Option N7	Jun-28	119,000	$851.69	$101,350,641

Alternates
None considered at this time

Bidding conditions are expected to reflect competitive bidding to pre-qualified general contractors, open bidding to prequalified sub-contractors, open specifications for materials and manufactures.

This estimate includes all direct construction costs, general contractor's overhead and profit and design contingency. Cost escalation assumes start dates indicated above.

Excluded from the estimate are: construction contingency, hazardous waste removal, loose furnishings and equipment, architect's and engineer's fees, moving, administrative and financing costs. Please refer to Exclusions section of the attached report for further information.

Contractors are not required to be signatory to any labor union, however they will be required to pay prevailing wage rates as set forth by the Commonwealth of Massachusetts for construction in South Hadley.

This cost report represents a reasonable opinion of cost. It is not a prediction of the successful bid from a contractor as bids will vary due to fluctuating market conditions, errors and omissions, proprietary specifications, lack or surplus of bidders, perception of risk, etc. Consequently the estimate is expected to fall within the range of bids from a number of competitive contractors or subcontractors, however we do not warrant that bids or negotiated prices will not vary from the final construction cost estimate.

If you have any questions or require further analysis please do not hesitate to contact us.

Sincerely,

Seamus Fennessy

Seamus Fennessy MRICS
Principal/Owner

Enclosures

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Executive Summary

The Project

This project in South Hadley, MA comprises of a number of alternates to modernize or replace an existing school for the town of South Hadley.

Two addition/renovation options are being considered. Option AR2 demolishes a portion of the exisitng building and provides an addition of 18,450 gsf. The remaining 50,010 gsf of exisitng building will be renovated.

The second add/reno option (AR3) provides 62,660 gsf of an addition and 51,965 gsf of renovation.

The first completely new option (N4) provides a new building of 73,494 gsf. N% provides a new building of 117.781 gsf. N^ is a new building of 71,020 gsf and the final new option N7 totals 110,213 gsf.

The cost to retain and provide select renovations to the existing school to meet current code standard is also documented. To enable these renovations to take place, modular swing space will be required.

Financial Status

Our construction cost model for all options is shown on ***Page 9.*** *Within these totals we are including a design contingency, and a factor for future price escalation reflecting the construction schedule outlined herein.*

Risk

A formal risk analysis has not been performed for this project. Some risk factors to be considered at this time include:

- *Design Contingency*
- *Escalation/Market risk*
- *Construction/Payment default*
- *Approvals process/Funding*
- *Tariffs*

<u>Design Contingency</u>

This construction cost model is based on master plan documentation. Due to this incomplete nature of the design we have utilized historic data and personal experience to complete this cost model. To help alleviate possible cost increases as a result of design completion we recommend a ***design contingency of 15%.*** *We have included this contingency in our cost model. As design progresses this contingency will reduce.*

Escalation/Market Risk

The construction industry faced a unpredictable year in 2025. Despite this instability it demonstrated a price stabilization and in some regions a static price escalation. The OECD recently revised it's US economic growth projections reducing from 2.2% in 2025 to 1.5% in 2026. The OECD has downgraded is economic forecasts for the United States, projecting a significant slowdown in growth and a rise in inflation.

The impact will vary across the different segments of the construction marketplace. Commercial projects are projected to rise with datacenter projects, and hotels leading the way. Some market areas are even expected to see increases in office construction. Much of this is driven by the Federal Reserve's interest rate cuts. Work in education and healthcare are expected to be the largest growth sectors. The multi-family residential market is expected to continue to contract.

The continued shortage of workers (in excess of 400,000) is leading to construction difficulties and delays in construction starts in some markets. Labor shortages will drive up labor costs.

Continued shipping and other logistical issues (primarily driven by piracy at the Suez Canal) will continue to put upwards pressures on material prices. Suez Canal traffic, which used to accommodate 12% of global trade, has plummeted by 66%. The longer, more costly routes around the Cape of Good Hope continues to impact prices and delivery times. After two years of record drought conditions which decimated vessel transits, the Panama Canal is experiencing a trade rebound.

Overland shipping is also experiencing difficulties. Shortage of locations for mandatory rest periods is adding to complications. The current administration's enforcement of English proficiency is impacting 14% of the truck driving labor force. This will add to already pronounced driver shortages. All of this is likely to result in increased transportation costs.

How are material suppliers are reacting to the current marketplace? A national construction materials distributor has recently announced a 5 - 10% increase in material prices. Similar increases are expected in 2026.

For these reasons we are continuing to recommend an annual escalation factor of 5% for the next twelve months dropping to 4% thereafter. We have ***included an escalation factor of 10.1%*** *in this cost report. As we move closer to bid date we will continue to review and adjust the escalation factor as appropriate. It is possible that a higher escalation factor will be required for later years.*

Construction/Payment Default

There is a real risk of contractors, subcontractors and material suppliers ceasing to exist due to their inability to honor low bids as material and labor prices increase. We highly recommend that each project has adequate protection in the form of sub guard (preferred) or bonding for both performance and payment.

Approvals Process/Funding.

For the purpose of this report we have included both of these categories together. The risk here is that the funding and approvals process will take significantly longer than expected and hence subject this project to increases in price escalation. We have not included any such pressures in this cost model.

Tariffs

Political policy is still in flux. It is too early to comprehend or understand the full effect of proposed government tariffs if they even happen at all, especially as the legality of many of the tariffs has been refuted by the Supreme Court. However, the back and forth has already had a significant impact on construction pricing. Not only does the policy impact materials overseas, but it impacts products manufactured here that utilize components from overseas. In addition, the machinery that drives a manufacturing economy here is also dependent on overseas components for operation. All distribution networks within the USA are dependent on materials, components and finished products made overseas. All of this uncertainty is pushing costs up. However, increased competition and reduced volume in the workplace is impacting escalation (as reported by OECD) and thus helping to mitigate some of the costs increases expected as a result of tariff implementation.

Peer/Comparable Projects

We at Fennessy Consulting Services do not like to compare individual projects against some perceived cost/sf. Our reasoning for this is based on the fact that no two projects are the same and as such a typical cost/sf is not all that applicable or reliable. We treat each project as a unique entity.

As a quality control measure we make comparisons of the various building component costs in this estimate against others. We make this comparison to verify that nothing is out of the ordinary. If we come across an abnormal component cost we double check this cost to ensure its accuracy.

Cost Estimate Prepared From	*Dated*	*Received*
Preliminary design program (PDP) documentation		
Architectural by Mount Vernon Group Architects	*11/10/25*	*11/10/25*
Hazardous materials by ECM Environmental Consultants & Management		
And subsequent updates		

Conditions of Construction

The pricing is based on the following general conditions of construction

- *A start date of June 2028*
- *Construction durations as follows:*
  - *Existing Renovation*
    - *Modulars - 3 months starting March 2028 - 9.6% escalation*
    - *Renovation - 48 months starting July 2028 - 17.5% escalation*
  - *Addition/Renovation Options*
    - *36 months starting June 2028 - 10.7% escalation*
  - *New construction options*
    - *Construction period of 24 months starting in July 2028 -11.7% escalation*
- *The general contract will be competitively bid to qualified general contractors and subcontractors.*
- *There will not be small business set aside requirements.*
- *Contractors are not required to be signatory to labor unions, however they will be required to pay prevailing wage rates as set forth by the Commonwealth of Massachusetts for construction in South Hadley.*
- *Contractors will have full access to the site during normal business hours. The Existing Renovation option will required unrestricted access to significant portions of the building for a four year period.*

The Cost Plan is based on the following conditions:

The costs in this report covers construction costs only calculated at current bidding price level (reflecting the current projected construction schedule) with a separate allowance for cost escalation.

Cost escalation is included to the mid point of the construction schedule. Unit rates in the body of the report include appropriate escalation allowances to deliver specific trades within the prescribed schedule if the project were to commence today.

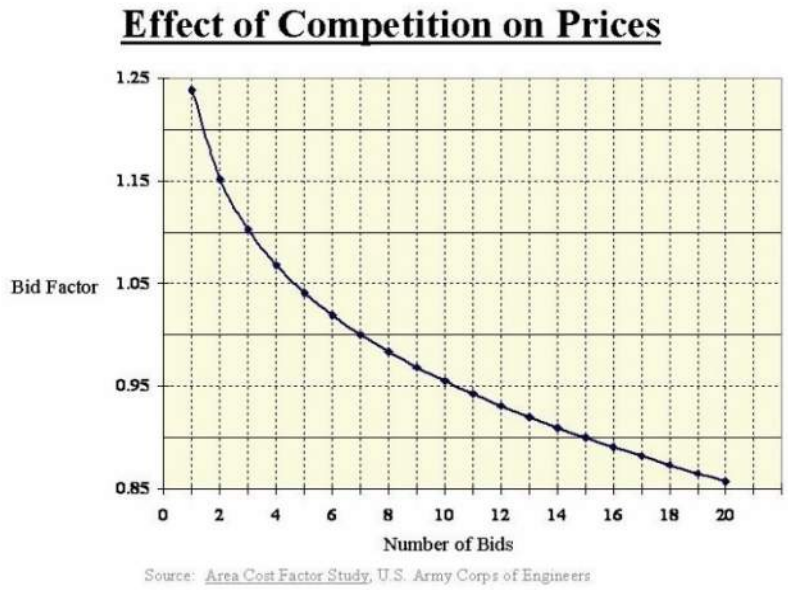
Cost associated with additional escalation required for future start date are included as a below the line markup. This report has included this additional escalation to the scheduled start date of construction noted in this report.

Bidding Process - Market Conditions

This document is based on the measurement and pricing of quantities wherever information is provided and/or reasonable assumptions for other work not covered in the drawings or specifications, as stated within this document. Unit rates have been obtained from historical records and/or discussion with contractors. The unit rates reflect current bid costs in the area.

All unit rates relevant to subcontractor work include the subcontractors overhead and profit unless otherwise stated. The mark-ups cover the costs of field overhead, home office overhead and profit and range from 15% to 25% of the cost for a particular item of work.

Pricing reflects probable construction costs obtainable in the project locality on the date of this statement of probable costs. This estimate is a determination of fair market value for the construction of this project. It is not a prediction of low bid. Pricing assumes competitive bidding for every portion of the construction work for all subcontractors and general contractors, with a minimum of 5 bidders for all items of work. Experience and research indicates that a fewer number of bidders may result in higher bids, conversely an increased number of bidders may result in more competitive bids.



Exclusions

The following cost items have been excluded from this report. Many of these will in fact be required and should be budgeted within the "Soft Cost" component of the project budget

- *Owner supplied and installed furniture, fixtures and equipment*
- *Loose furniture and equipment except as specifically identified*
- *Security head-end equipment*
- *Audio visual equipment*
- *Compression of schedule, premium or shift work, and restrictions on the contractor's working hours*
- *Design, testing, inspection or construction management fees*
- *Architectural and design fees*
- *Scope change and post contract contingencies*
- *Assessments, taxes, finance, legal and development charges*
- *Environmental impact mitigation*
- *Builder's risk, project wrap-up and other owner provided insurance program*
- *Land and easement acquisition*
- *Cost escalation beyond the start of construction dates outlined herein.*
- *Sales tax*
- *Guaranteed maximum price contingency*

Areas Calculation

	New	Existing	Total
EXISTING RENOVATION			
Level 1		*62,237*	
TOTAL GROSS FLOOR AREA	*0*	*62,237*	*62,237*
Site Area			
Preparation			*0*
Development			*0*
Temporary classroom facility			*30,000*
OPTION AR2			
Level 1	*26,000*	*50,025*	
TOTAL GROSS FLOOR AREA	*26,000*	*50,025*	*76,025*
Site Area			
Preparation			*455,839*
Development			*379,814*
OPTION AR3			
Level 1	*47,900*	*51,620*	
Level 2	*18,105*		
TOTAL GROSS FLOOR AREA	*66,005*	*51,620*	*117,625*
Site Area			
Preparation			*455,839*
Development			*356,319*
OPTION N4			
Level 1	*57,250*	*0*	
Level 2	*21,850*	*0*	
Level 3	*0*	*0*	
TOTAL GROSS FLOOR AREA	*79,100*	*0*	*79,100*
Site Area			
Preparation			*477,853*
Development			*420,603*

Areas Calculation

	New	Existing	Total
OPTION N5			
Level 1	*70,450*	*0*	
Level 2	*48,550*	*0*	
Level 3	*0*	*0*	
TOTAL GROSS FLOOR AREA	*119,000*	*0*	*119,000*
Site Area			
Preparation			*477,853*
Development			*407,403*
OPTION N6			
Level 1	*59,763*	*0*	
Level 2	*21,668*	*0*	
Level 3		*0*	
TOTAL GROSS FLOOR AREA	*81,431*	*0*	*81,431*
Site Area			
Preparation			*520,016*
Development			*460,253*
OPTION N7			
Lower Level	*16,403*	*0*	
Level 1	*64,554*	*0*	
Level 2	*38,043*	*0*	
TOTAL GROSS FLOOR AREA	*119,000*	*0*	*119,000*
Site Area			
Preparation			*520,016*
Development			*455,462*

Overall Summary

	Trade Costs	sf	$/sf
Existing Renovation	**$40,237,186**	**62,237**	**$646.52**
EX1.1 - Renovation	$22,880,797	62,237	$367.64
EX1.2- Site Work	$230,000		
EX1.3- Hazmat	$622,370	62,237	$10.00
EX1.4- Markups	$7,902,328	62,237	$126.97
EX1.5 - Contingencies	$4,745,324	62,237	$76.25
EX1.6- Escalation	$3,856,367	62,237	$61.96
Option AR2	**$67,712,148**	**76,025**	**$890.66**
AR2.1 - Renovation	$21,666,266	50,025	$433.11
AR2.2 - New Construction	$12,486,839	26,000	$480.26
AR2.3 - Site Work	$5,952,592	379,814	$15.67
AR2.4 - Building Demolition	$183,180	12,212	$15.00
AR2.5 - Hazmat	$746,844	12,212	$61.16
AR2.6 - Markups	$12,201,285	76,025	$160.49
AR2.7 - Contingencies	$7,985,551	76,025	$105.04
AR2.8 - Escalation	$6,489,591	76,025	$85.36
Option AR3	**$95,888,561**	**117,625**	**$815.21**
AR3.1 - Renovation	$22,115,605	51,620	$428.43
AR3.2 - New Construction	$32,614,076	66,005	$494.12
AR3.3 - Site Work	$6,220,830	356,319	$17.46
AR3.4 - Building Demolition	$159,255	62,237	$2.56
AR3.5 - Hazmat	$746,844	62,237	$12.00
AR3.6 - Markups	$13,533,406	117,625	$115.06
AR3.7 - Contingencies	$11,308,502	117,625	$96.14
AR3.8 - Escalation	$9,190,043	117,625	$78.13
Option N4	**$79,281,285**	**79,100**	**$1,002.29**
N4.1 - New Construction	$42,498,102	79,100	$537.27
N4.2 - Site Work	$8,530,678	420,603	$20.28
N4.3 - Building Demolition	$746,844	62,237	$12.00
N4.4 - Hazmat	$809,081	62,237	$13.00
N4.5 - Markups	$9,748,250	79,100	$123.24
N4.6 - Contingencies	$9,349,943	79,100	$118.20
N4.7 - Escalation	$7,598,387	79,100	$96.06
Option N5	**$104,639,036**	**119,000**	**$879.32**
N5.1 - New Construction	$61,399,467	119,000	$515.96
N5.2 - Site Work	$8,367,359	407,403	$20.54
N5.3 - Building Demolition	$746,844	62,237	$12.00
N5.4 - Hazmat	$809,081	62,237	$13.00
N5.5 - Markups	$10,947,110	119,000	$91.99
N5.6 - Contingencies	$12,340,479	119,000	$103.70
N5.7 - Escalation	$10,028,696	119,000	$84.27

Overall Summary

	Trade Costs	sf	$/sf
Option N6	***$80,244,840***	***81,431***	***$985.43***
N6.1 - New Construction	*$43,492,977*	*81,431*	*$534.11*
N6.2 - Site Work	*$7,735,320*	*460,253*	*$16.81*
N6.3 - Building Demolition	*$1,259,344*	*62,237*	*$20.23*
N6.4 - Hazmat	*$809,081*	*62,237*	*$13.00*
N6.5 - Markups	*$9,793,804*	*81,431*	*$120.27*
N6.6 - Contingencies	*$9,463,579*	*81,431*	*$116.22*
N6.7 - Escalation	*$7,690,735*	*81,431*	*$94.44*
Option N7	***$101,350,641***	***119,000***	***$851.69***
N7.1 - New Construction	*$58,741,441*	*119,000*	*$493.63*
N7.2 - Site Work	*$8,145,172*	*455,462*	*$17.88*
N7.3 - Building Demolition	*$1,259,344*	*62,237*	*$20.23*
N7.4 - Hazmat	*$746,844*	*62,237*	*$12.00*
N7.5 - Markups	*$10,791,641*	*119,000*	*$90.69*
N7.6 - Contingencies	*$11,952,666*	*119,000*	*$100.44*
N7.7 - Escalation	*$9,713,533*	*119,000*	*$81.63*

	Quantity	Unit	Rate	Total
EX1.1 - RENOVATION				
Trade Costs				
Foundations				
Excavate/backfill to expose foundation walls to repair cracking, 15% of foundation wall area	3,669	CY	41.00	150,429
Crack repair	2,972	SF	31.00	92,132
Slab on grade				
Slab on grade at new trenching	3,112	LF	78.00	242,736
Roof construction				
Allow for structural reinforcement under new equipment etc.	1	LOC	15,435.00	15,435
Allow for infilling existing and creating minor openings for MEP	62,237	SF	1.00	62,237
Exterior walls				
Interior backup - metal stud, insulation upgrade at school building	27,734	SF	23.00	637,882
Cleaning	24,710	SF	4.00	98,840
Masonry repointing, maintenance and school building (33% of exterior surface area)	8,474	SF	52.00	440,648
Windows				
Aluminum windows/storefront, triple glazed	3,024	SF	180.00	544,320
Caulking and expansion filler to windows	2,268	LF	12.00	27,216
Exterior doors				
Hollow metal or wood doors, frame and hardware				
Single leaf	6	EA	3,600.00	21,600
Double leaf	12	PR	6,800.00	81,600
Overhead doors	1	EA	20,000.00	20,000
Roofing				
PVC membrane roof, rigid insulation and vapor barrier	62,237	SF	36.50	2,271,651
Roof openings				
Roof hatch/ vents	1	LS	2,450.00	2,450
Interior construction				
Partitions, allow upgrade of door clearance	2,592	SF	61.00	158,112
Patch	1	LS	25,050.44	25,050
General reconfiguration	1	LS	40,000.00	40,000
Interior doors				
Metal or wood doors				
Replace hardware - single leaf	120	EA	550.00	66,000
Replace hardware - double leaf	22	EA	650.00	14,300
Specialties				
Large toilet	4	RM	4,214.00	16,856
Medium toilet	2	RM	2,744.00	5,488
Small toilet	15	RM	1,862.00	27,930

	Quantity	Unit	Rate	Total
Toilet partitions, phenolic, regular	17	EA	1,862.00	31,654
Urinal screen , phenolic, regular	8	EA	588.00	4,704
Signage/Directories	62,237	GSF	1.00	62,237
Allowance for miscellaneous metals - seismic clips	62,237	GSF	1.50	93,356
Miscellaneous sealants throughout building	62,237	GSF	0.50	31,119
Interior finishes				
Wall finishes	62,237	GSF	11.75	731,285
Floor finishes	62,237	GSF	12.60	784,186
Repair floor finish to allow upgrade of door clearance	32,760	SF	12.00	393,120
Ceiling finishes, ACT	46,678	GSF	10.90	508,790
Ceiling finishes, drywall	15,559	GSF	21.50	334,519
Conveying				
Stage accessibility				
Lift at stage	1	LS	60,000.00	60,000
MEP				
Plumbing, complete	62,237	GSF	31.71	1,973,535
Hvac	62,237	GSF	96.75	6,021,430
Fire protection system	62,237	GSF	9.68	602,454
Electrical				
All new electrical systems including low voltage	62,237	GSF	76.33	4,750,550
Equipment				
Athletic	Existing adequate			
Kitchen equipment - 50% replacement	1	LS	352,275.00	352,275
Furnishings and casework				
Casework modifications	34	LOC	4,500.00	153,000
Selective demolition				
Exterior windows	3,024	SF	14.70	44,453
Temporary weather protection	3,024	SF	6.00	18,144
Flat roof membrane	62,237	SF	3.90	242,724
Doors	245	EA	150.00	36,750
Partitions to allow upgrade of door clearance	27	LOC	600.00	16,200
Specialties and casework- miscellaneous	1	LS	20,000.00	20,000
Ceiling finish	62,237	SF	0.80	49,790
Floor finish	62,237	SF	2.00	124,474
Interior backup, school buildings	27,734	SF	3.50	97,069
MEP systems	62,237	SF	4.50	280,067
Subtotal				**$22,880,797**

	Quantity	Unit	Rate	Total
EX1.2- SITE WORK				
Trade Costs				
Site preparation and development				
Site preparation				
Site set up only, construction entrance etc.	1	LS	50,000.00	50,000
Site development				
Walkways and roadways				
Patching and reworking grades	1	LS	50,000.00	50,000
Landscaping				
Plantings - allowance	1	LS	30,000.00	30,000
Mechanical utilities				
Clean and video inspect existing storm water line	1	LS	3,500.00	3,500
Clean and video inspect existing sewer line	1	LS	3,500.00	3,500
Stormwater system, analysis	30,000	SF	1.00	30,000
Sanitary system analysis	30,000	SF	0.60	18,000
Electrical utilities				
New electrical service	1	LS	45,000.00	45,000
Subtotal				**$230,000**
EX1.3- HAZMAT				
Trade Costs				
Selective demolition				
Hazardous materials abatement				
Remove hazardous building materials	62,237	SF	10.00	622,370
Subtotal				**$622,370**
EX1.4- MARKUPS				
Markups				
General conditions, overhead and profit				
General conditions and requirements - modulars	4	MTH	60,000	240,000
General conditions and requirements - remainder	48	MTH	120,000	5,760,000
Bonds and insurances	2.8%		29,733,167	832,529
Building permit		Waived		
Overhead and profit	3.5%		30,565,696	1,069,799
Subtotal				**$7,902,328**

		Quantity	Unit	Rate	Total
EX1.5 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		15.0%		31,635,495	4,745,324
~~GMP contingency~~		~~0.0%~~		~~36,380,819~~	
	Subtotal				**$4,745,324**
EX1.6- ESCALATION					
Escalation					
Construction cost escalation					
Remainder (Renovation & Site)		10.6%		36,380,819	3,856,367
	Subtotal				**$3,856,367**
ESTIMATED CONTRACT AWARD					**$40,237,186**

	Quantity	Unit	Rate	Total
AR2.1 - RENOVATION				
Trade Costs				
Slab on grade				
Patching slab on grade at new trenches	5,003	SF	79.00	395,237
Patch surface of existing slab on grade after demolition	45,022	SF	1.75	78,789
Roof construction				
Allow for structural reinforcement under new equipment etc.	8	LOC	17,150.00	137,200
Allow for infilling existing and creating minor openings for MEP	50,025	SF	1.05	52,526
Reinforce existing structure to support photovoltaic panels	50	TNS	15,435.00	771,750
Miscellaneous				
Fireproofing	50,025	SF	2.20	110,055
Exterior walls				
New stud furring, thermal and air barrier to existing exterior wall	16,376	SF	23.10	378,286
Exterior skin - brick repointing and repairs (assumed 10%)	16,376	SF	52.00	851,552
Patch existing openings in exterior wall	1	LS	8,000.00	8,000
Windows				
Aluminum windows/storefront, triple glazed	1,950	SF	180.00	351,000
Exterior doors				
Aluminum doors				
Double leaf	5	PR	15,000.00	75,000
Add for secure glazing	1	LS	25,000.00	25,000
Door operators	1	EA	7,000.00	7,000
Roofing				
PVC roof membrane fully adhered	50,025	SF	38.00	1,900,950
Partitions				
Partitions, drywall	63,532	SF	26.20	1,664,538
Glass partitions and borrowed lights	50,025	GSF	2.50	125,063
Added cost for secure glazing	1	LS	12,250.00	12,250
Interior doors				
Metal or wood doors				
Single leaf	87	EA	3,528.00	306,936
Double leaf	4	PR	6,664.00	26,656
Aluminum doors				
Double leaf	2	PR	15,000.00	30,000
Door operators	1	EA	7,000.00	7,000
Added cost for secure glazing	1	LS	12,250.00	12,250
Specialties				
Specialties	50,025	GSF	3.80	190,095
Allowance for miscellaneous metals	50,025	GSF	3.15	157,579
Miscellaneous sealants throughout building	50,025	GSF	0.55	27,514

	Quantity	Unit	Rate	Total
Finishes				
Wall finishes	50,025	GSF	11.21	560,780
Floor finishes	50,025	GSF	11.99	599,800
Ceiling finishes, ACT	37,519	GSF	10.90	408,957
Ceiling finishes, drywall	12,506	GSF	19.60	245,118
MEP systems				
Plumbing, complete	50,025	GSF	30.64	1,532,766
Hvac, vrf system, complete	50,025	GSF	92.99	4,651,825
Fire protection, complete	50,025	GSF	9.68	484,242
Electrical, complete	50,025	GSF	76.33	3,818,408
Photovoltaics		By others		
Equipment				
Theater and stage equipment	1	LS	100,000.00	100,000
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Residential appliances	1	LS	11,000.00	11,000
Fixed furnishings				
Miscellaneous casework	50,025	SF	14.20	710,355
Entry mat	300	SF	54.00	16,200
Window treatment	1,950	SF	17.60	34,320
Demolition				
Interior, complete	50,025	GSF	11.75	587,794
Exterior windows and louvers	1,950	SF	14.70	28,665
Temporary weather enclosures	1,950	SF	6.00	11,700
Exterior doors	5	EA	150.00	750
Roofing	51,620	SF	3.00	154,860
Subtotal				**$21,666,266**

AR2.2 - NEW CONSTRUCTION

Trade Costs

Foundations				
Strip footings at exterior, including foundation wall	519	LF	425.00	220,575
Column footings at exterior, including piers/pilasters	21	EA	2,641.84	55,479
Column footings at interior, including piers	7	EA	2,682.32	18,776
Slab on grade				
Standard slab on grade	26,000	SF	15.00	390,000
Premium for trenching below slab on grade utilities	1,300	LF	46.06	59,878
Roof construction				
Steel construction	182	TN	5,684.00	1,034,488
Decking	26,000	SF	8.80	228,800
Acoustic deck premium	6,330	SF	5.90	37,347
Miscellaneous				
Fireproofing	26,000	SF	3.90	101,400

	Quantity	Unit	Rate	Total
Exterior walls				
Interior backup - metal stud	5,452	SF	46.00	250,792
Exterior skin - brick, cast stone etc. including cornices trim, etc.	4,089	SF	60.75	248,407
Exterior skin - metal panel	1,363	SF	83.30	113,538
Scaffolding	7,369	SF	5.90	43,477
Flashings, blocking etc.	7,369	SF	3.00	22,107
Windows				
Aluminum windows and storefront, triple glazed	1,817	SF	180.00	327,060
Louvers	100	SF	100.00	10,000
Exterior doors				
Aluminum doors				
Double leaf	2	PR	15,000.00	30,000
Door operators	2	EA	7,000.00	14,000
Roofing				
PVC roof membrane fully adhered	26,000	SF	38.00	988,000
Miscellaneous roofing				
Coping	472	LF	83.30	39,318
Partitions				
Partitions, drywall	33,020	SF	26.20	865,124
Partitions, masonry, gym	3,896	SF	41.00	159,736
Glass partitions and borrowed lights	26,000	GSF	2.30	59,800
Interior doors				
Metal or wood doors				
Single leaf	52	EA	3,528.00	183,456
Double leaf	4	PR	6,664.00	26,656
Aluminum doors				
Double leaf	2	PR	15,000.00	30,000
Door operators	2	EA	7,000.00	14,000
Specialties				
Specialties	26,000	GSF	3.80	98,800
Allowance for miscellaneous metals	26,000	GSF	4.20	109,200
Miscellaneous sealants throughout building	26,000	GSF	0.59	15,340
Finishes				
Wall finishes	26,000	GSF	11.75	305,500
Floor finishes	26,000	GSF	12.60	327,600
Ceiling finishes, ACT	19,500	GSF	10.90	212,550
Ceiling finishes, drywall	6,500	GSF	21.55	140,075
MEP systems				
Plumbing, complete	26,000	GSF	28.50	741,000
Hvac, vrf system, complete	26,000	GSF	86.50	2,249,000
Fire protection, complete	26,000	GSF	9.00	234,000
Electrical, complete	26,000	GSF	71.00	1,846,000
Photovoltaics		By others		
Equipment				
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Gym equipment	1	LS	156,800.00	156,800

	Quantity	Unit	Rate	Total
Fixed furnishings				
Miscellaneous casework	26,000	SF	14.20	369,200
Entry mat	100	SF	53.90	5,390
Window treatment	1,817	SF	17.65	32,070
Seating				
Telescoping bleachers	150	EA	304.00	45,600
Selective demolition				
Interface with existing building	1	LS	20,000.00	20,000
Subtotal				**$12,486,839**

AR2.3 - SITE WORK

Trade Costs

Site preparation and development				
Site preparation				
Site set up	455,839	SF	0.55	250,711
Site clearance	455,839	SF	0.25	113,960
Bituminous concrete - mill existing	64,208	SF	1.25	80,260
Utility demolition	455,839	SF	0.15	68,376
Miscellaneous site components	455,839	SF	0.15	68,376
Earthwork				
Strip topsoil, store	8,441	CY	15.70	132,524
Cut to fill, including fine grading	455,839	SF	0.70	319,087
Added cost for rock excavation at utilities (assumed 75%)	2,028	CY	156.80	317,990
Site development				
Roadway paving				
Bituminous concrete overlay to existing sub-grade	64,208	SF	6.00	385,248
Bituminous concrete paving including curbs	8,250	SF	10.80	89,100
Pedestrian paving				
Concrete paving	27,554	SF	13.20	363,713
Walls				
Site walls and seat walls	100	LF	431.00	43,100
Fencing				
Allowance for fencing	379,814	SF	0.50	189,907
Site development				
Shade structures	1	LS	75,000.00	75,000
Site accessories and furnishings	379,814	SF	0.45	170,916
Playground with structure	1	LS	1,000,000.00	1,000,000
Landscaping				
Soils respreading	8,441	CY	15.70	132,524
Plantings and lawn areas	279,802	SF	2.00	559,604
Mechanical utilities				
Water	265	LF	144.00	38,160
Sanitary	265	LF	201.00	53,265
Grease interceptor	1	EA	41,160.00	41,160

		Quantity	Unit	Rate	Total
Storm water		1,686	LF	260.00	438,360
Stormwater recharge system		3,371	SF	123.00	414,633
Electrical utilities					
Primary		265	LF	255.00	67,575
Secondary		75	LF	1,100.00	82,500
Communications		265	LF	250.00	66,250
Generator		100	LF	1,100.00	110,000
Site lighting		379,814	SF	0.33	125,339
Site security		379,814	SF	0.25	94,954
Car charging		4	EA	15,000.00	60,000
Other site construction					
Solar canopies		To be determined if required			
	Subtotal				**$5,952,592**

AR2.4 - BUILDING DEMOLITION

Trade Costs

Building demolition					
Complete		12,212	SF	15.00	183,180
	Subtotal				**$183,180**

AR2.5 - HAZMAT

Trade Costs

Selective demolition					
Hazardous materials abatement					
Remove hazardous building materials		62,237	SF	12.00	746,844
	Subtotal				**$746,844**

AR2.6 - MARKUPS

Markups

General conditions, overhead and profit					
General conditions and requirements		36	MTH	250,000	9,000,000
Bonds and insurances		2.8%		50,035,721	1,401,000
Building permit			Waived		
Overhead and profit		3.5%		51,436,721	1,800,285
	Subtotal				**$12,201,285**

		Quantity	Unit	Rate	Total
AR2.7 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		*15.0%*		*53,237,006*	*7,985,551*
~~GMP contingency~~		*~~0.0%~~*		*~~61,222,557~~*	
	Subtotal				***$7,985,551***
AR2.8 - ESCALATION					
Escalation					
Construction cost escalation					
Cost escalation to June 2028		*10.6%*		*61,222,557*	*6,489,591*
	Subtotal				***$6,489,591***
ESTIMATED CONTRACT AWARD					***$67,712,148***

	Quantity	Unit	Rate	Total
AR3.1 - RENOVATION				
Trade Costs				
Slab on grade				
Patching slab on grade at new trenches	5,162	SF	79.00	407,798
Patch surface of existing slab on grade after demolition	46,458	SF	1.75	81,302
Roof construction				
Allow for structural reinforcement under new equipment etc.	8	LOC	17,150.00	137,200
Allow for infilling existing and creating minor openings for MEP	51,620	SF	1.05	54,201
Reinforce existing structure to support photovoltaic panels	52	TNS	15,435.00	802,620
Miscellaneous				
Fireproofing	51,620	SF	2.20	113,564
Exterior walls				
New stud furring, thermal and air barrier to existing exterior wall	14,530	SF	23.10	335,643
Exterior skin - brick repointing and repairs (assumed 10%)	14,530	SF	52.00	755,560
Patch existing openings in exterior wall	1	LS	8,000.00	8,000
Windows				
Aluminum windows/storefront, triple glazed	1,850	SF	180.00	333,000
Exterior doors				
Aluminum doors				
Double leaf	4	PR	15,000.00	60,000
Add for secure glazing	1	LS	25,000.00	25,000
Door operators	1	EA	7,000.00	7,000
Roofing				
PVC roof membrane fully adhered	51,620	SF	38.00	1,961,560
Partitions				
Partitions, drywall	65,557	SF	26.20	1,717,593
Glass partitions and borrowed lights	51,620	GSF	2.50	129,050
Added cost for secure glazing	1	LS	12,250.00	12,250
Interior doors				
Metal or wood doors				
Single leaf	90	EA	3,528.00	317,520
Double leaf	4	PR	6,664.00	26,656
Aluminum doors				
Double leaf	2	PR	15,000.00	30,000
Door operators	1	EA	7,000.00	7,000
Added cost for secure glazing	1	LS	12,250.00	12,250
Specialties				
Specialties	51,620	GSF	3.80	196,156
Allowance for miscellaneous metals	51,620	GSF	3.15	162,603
Miscellaneous sealants throughout building	51,620	GSF	0.55	28,391

	Quantity	Unit	Rate	Total
Finishes				
Wall finishes	51,620	GSF	11.21	578,660
Floor finishes	51,620	GSF	11.99	618,924
Ceiling finishes, ACT	38,715	GSF	10.90	421,994
Ceiling finishes, drywall	12,905	GSF	19.60	252,938
MEP systems				
Plumbing, complete	51,620	GSF	30.64	1,581,637
Hvac, vrf system, complete	51,620	GSF	92.99	4,800,144
Fire protection, complete	51,620	GSF	9.68	499,682
Electrical, complete	51,620	GSF	76.33	3,940,155
Photovoltaics		By others		
Equipment				
Theater and stage equipment	1	LS	100,000.00	100,000
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Residential appliances	1	LS	11,000.00	11,000
Fixed furnishings				
Miscellaneous casework	51,620	SF	14.20	733,004
Entry mat	300	SF	54.00	16,200
Window treatment	1,850	SF	17.60	32,560
Demolition				
Interior, complete	51,620	GSF	11.75	606,535
Exterior windows and louvers	1,850	SF	14.70	27,195
Temporary weather enclosures	1,850	SF	6.00	11,100
Exterior doors	4	EA	150.00	600
Roofing	51,620	SF	3.00	154,860
Subtotal				**$22,115,605**

AR3.2 - NEW CONSTRUCTION

Trade Costs				
Foundations				
Strip footings at exterior, including foundation wall	1,296	LF	425.00	550,800
Column footings at exterior, including piers/pilasters	43	EA	2,641.84	113,599
Column footings at interior, including piers	25	EA	2,682.32	67,058
Slab on grade				
Standard slab on grade	47,900	SF	15.00	718,500
Premium for trenching below slab on grade utilities	2,395	LF	46.06	110,314
Elevator pit	1	EA	23,324.00	23,324
Floor construction				
Steel construction	127	TN	5,684.00	721,868
Decking, including shear studs, and pour stops	18,105	SF	9.10	164,756
Concrete topping to floors	18,105	SF	9.40	170,187
Miscellaneous				
Fireproofing and fire stopping	18,105	SF	4.40	79,662
Equipment pads	300	SF	36.25	10,875

	Quantity	Unit	Rate	Total
Roof construction				
Steel construction	335	TN	5,684.00	1,904,140
Decking	47,900	SF	8.80	421,520
Miscellaneous				
Fireproofing	47,900	SF	3.90	186,810
Exterior walls				
Interior backup - metal stud	21,308	SF	46.00	980,168
Exterior skin - brick, cast stone etc. including cornices trim, etc.	15,981	SF	60.75	970,846
Exterior skin - metal panel	5,327	SF	83.30	443,739
Scaffolding	29,166	SF	5.90	172,079
Flashings, blocking etc.	29,166	SF	3.00	87,498
Windows				
Aluminum windows and storefront, triple glazed	7,103	SF	180.00	1,278,540
Louvers	100	SF	100.00	10,000
Exterior doors				
Hollow metal or wood doors, frame and hardware				
Double leaf	2	PR	6,800.00	13,600
Aluminum doors				
Double leaf	2	PR	15,000.00	30,000
Door operators	2	EA	7,000.00	14,000
Roofing				
PVC roof membrane fully adhered	47,900	SF	38.00	1,820,200
Miscellaneous roofing				
Coping	1,258	LF	83.30	104,791
Partitions				
Partitions, drywall	83,826	SF	26.20	2,196,241
Partitions, masonry	8,830	SF	41.00	362,030
Glass partitions and borrowed lights	66,005	GSF	2.30	151,812
Interior doors				
Metal or wood doors				
Single leaf	132	EA	3,528.00	465,696
Double leaf	4	PR	6,664.00	26,656
Aluminum doors				
Double leaf	2	PR	15,000.00	30,000
Door operators	2	EA	7,000.00	14,000
Specialties				
Specialties	66,005	GSF	3.80	250,819
Allowance for miscellaneous metals	66,005	GSF	4.20	277,221
Miscellaneous sealants throughout building	66,005	GSF	0.59	38,943
Staircases				
Egress/Internal circulation staircases	2	FLT	40,000.00	80,000
Miscellaneous steps and ladders	1	LS	7,500.00	7,500
Stair finishes				
Egress staircases	2	FLT	8,330.00	16,660

	Quantity	Unit	Rate	Total
Finishes				
Wall finishes	66,005	GSF	11.75	775,559
Floor finishes	66,005	GSF	12.60	831,663
Ceiling finishes, ACT	49,504	GSF	10.90	539,594
Ceiling finishes, drywall	16,501	GSF	21.55	355,597
Conveying				
Passenger elevators, 3 stop	1	EA	201,000.00	201,000
MEP systems				
Plumbing, complete	66,005	GSF	28.50	1,881,143
Hvac, vrf system, complete	66,005	GSF	86.50	5,709,433
Fire protection, complete	66,005	GSF	9.00	594,045
Electrical, complete	66,005	GSF	71.00	4,686,355
Photovoltaics		By others		
Equipment				
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Gym equipment	1	LS	156,800.00	156,800
Fixed furnishings				
Miscellaneous casework	66,005	SF	14.20	937,271
Entry mat	100	SF	53.90	5,390
Window treatment	7,103	SF	17.65	125,368
Seating				
Telescoping bleachers	150	EA	304.00	45,600
Selective demolition				
Interface with existing building	1	LS	20,000.00	20,000
Subtotal				**$32,614,076**

AR3.3 - SITE WORK

Trade Costs

Site preparation and development				
Site preparation				
Site set up	455,839	SF	0.55	250,711
Site clearance	455,839	SF	0.25	113,960
Bituminous concrete - mill existing	67,728	SF	1.25	84,660
Bituminous/concrete paving demolition	500	SF	2.45	1,225
Utility demolition	455,839	SF	0.10	45,584
Miscellaneous site components	455,839	SF	0.10	45,584
Earthwork				
Strip topsoil, store	8,432	CY	15.70	132,382
Cut to fill, including fine grading	455,839	SF	0.70	319,087
Site development				
Roadway paving				
Bituminous concrete overlay to existing sub-grade	67,728	SF	6.00	406,368
Bituminous concrete paving including curbs	25,851	SF	10.80	279,191
Pedestrian paving				
Concrete paving	24,285	SF	13.20	320,562

		Quantity	Unit	Rate	Total
Walls					
Site walls and seat walls		100	LF	431.00	43,100
Fencing					
Allowance for fencing		356,319	SF	0.50	178,160
Site development					
Shade structures		1	LS	75,000.00	75,000
Site accessories and furnishings		356,319	SF	0.45	160,344
Playground with structure		1	LS	1,000,000.00	1,000,000
Landscaping					
Soils respreading		8,432	CY	15.70	132,382
Plantings and lawn areas		310,520	SF	2.00	621,040
Mechanical utilities					
Water		250	LF	144.00	36,000
Sanitary		250	LF	201.00	50,250
Grease interceptor		1	EA	41,160.00	41,160
Storm water		2,507	LF	260.00	651,820
Stormwater recharge system		5,015	SF	123.00	616,845
Electrical utilities					
Primary		250	LF	255.00	63,750
Secondary		75	LF	1,100.00	82,500
Communications		250	LF	250.00	62,500
Generator		100	LF	1,100.00	110,000
Site lighting		356,319	SF	0.33	117,585
Site security		356,319	SF	0.25	89,080
Car charging		6	EA	15,000.00	90,000
	Subtotal				**$6,220,830**

AR3.4 - BUILDING DEMOLITION

Trade Costs

Building demolition					
Complete		10,617	SF	15.00	159,255
	Subtotal				**$159,255**

AR3.5 - HAZMAT

Trade Costs

Selective demolition					
Hazardous materials abatement					
Remove hazardous building materials		62,237	SF	12.00	746,844
	Subtotal				**$746,844**

		Quantity	Unit	Rate	Total
AR3.6 - MARKUPS					
Markups					
General conditions, overhead and profit					
General conditions and requirements		36	MTH	250,000	9,000,000
Bonds and insurances		2.8%		70,856,610	1,983,985
Building permit			Waived		
Overhead and profit		3.5%		72,840,595	2,549,421
	Subtotal				**$13,533,406**
AR3.7 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		15.0%		75,390,016	11,308,502
~~GMP contingency~~		~~0.0%~~		~~86,698,518~~	
	Subtotal				**$11,308,502**
AR3.8 - ESCALATION					
Escalation					
Construction cost escalation					
Cost escalation to June 2028		10.6%		86,698,518	9,190,043
	Subtotal				**$9,190,043**
ESTIMATED CONTRACT AWARD					**$95,888,561**

	Quantity	Unit	Rate	Total
N4.1 - NEW CONSTRUCTION				
Trade Costs				
Foundations				
Strip footings at exterior, including foundation wall	1,663	LF	425.00	706,775
Strip footings at interior	282	LF	90.65	25,563
Strip footings at elevation changes, including wall	132	LF	304.00	40,128
Column footings at exterior, including piers/pilasters	55	EA	2,641.84	145,301
Column footings at interior, including piers	60	EA	2,682.32	160,939
Slab on grade				
Standard slab on grade	57,250	SF	15.00	858,750
Premium for trenching below slab on grade utilities	2,863	LF	46.00	131,698
Elevator pit	1	EA	23,324.00	23,324
Floor construction				
Steel construction	153	TN	5,684.00	869,652
Decking, including shear studs, and pour stops	21,850	SF	9.10	198,835
Concrete topping to floors	21,850	SF	9.40	205,390
Miscellaneous				
Fireproofing and fire stopping	21,850	SF	4.40	96,140
Equipment pads	300	SF	36.25	10,875
Roof construction				
Steel construction	401	TN	5,390.00	2,161,390
Decking, including pour stops	57,250	SF	8.80	503,800
Acoustic deck premium	10,217	SF	5.90	60,280
Miscellaneous				
Fireproofing	57,250	SF	3.90	223,275
Exterior walls				
Interior backup - metal stud	30,403	SF	46.00	1,398,538
Interior backup - cmu	658	SF	59.00	38,822
Interior backup - cmu at gym	8,779	SF	62.50	548,688
Exterior skin - brick, cast stone etc. including cornices trim, etc.	29,880	SF	62.00	1,852,560
Exterior skin - metal panel	9,960	SF	83.30	829,668
Scaffolding	51,103	SF	5.90	301,508
Flashings, blocking etc.	51,103	SF	3.00	153,309
Windows				
Aluminum windows and storefront, triple glazed	10,556	SF	180.00	1,900,080
Translucent panels	607	SF	95.00	57,665
Louvers	100	SF	100.00	10,000
Exterior doors				
Hollow metal or wood doors, frame and hardware				
Double leaf	8	PR	6,800.00	54,400
Aluminum doors				
Double leaf	4	PR	15,000.00	60,000
Overhead doors	1	EA	20,000.00	20,000
Add for secure glazing	1	LS	25,000.00	25,000
Door operators	3	EA	7,000.00	21,000

	Quantity	Unit	Rate	Total
Roofing				
PVC roof membrane fully adhered	57,250	SF	38.00	2,175,500
Miscellaneous roofing				
Coping	2,061	LF	83.30	171,681
Roof openings				
Roof hatch/ vents	1	LS	2,940.00	2,940
Partitions				
Partitions, drywall	100,457	SF	26.20	2,631,973
Partitions, masonry	7,257	SF	42.00	304,794
Partitions, masonry, gym	2,767	SF	44.00	121,748
Glass partitions and borrowed lights	79,100	GSF	2.50	197,750
Added cost for secure glazing	1	LS	12,250.00	12,250
Rails at areas open to below	15	LF	475.00	7,125
Rails at ramps and the like	60	LF	250.00	15,000
Interior doors				
Metal or wood doors				
Single leaf	138	EA	3,528.00	486,864
Double leaf	10	PR	6,664.00	66,640
Aluminum doors				
Double leaf	7	PR	14,700.00	102,900
Door operators	3	EA	6,860.00	20,580
Add for secure glazing	1	LS	24,500.00	24,500
Overhead doors, complete	1	LS	29,400.00	29,400
Specialties				
Specialties	79,100	GSF	3.80	300,580
Allowance for miscellaneous metals	79,100	GSF	4.20	332,220
Miscellaneous sealants throughout building	79,100	GSF	0.59	46,669
Staircases				
Egress/Internal circulation staircases	2	FLT	40,000.00	80,000
Miscellaneous steps and ladders	1	LS	7,500.00	7,500
Stair finishes				
Egress staircases	2	FLT	8,330.00	16,660
Finishes				
Wall finishes	79,100	GSF	11.75	929,425
Floor finishes	79,100	GSF	12.60	996,660
Ceiling finishes, ACT	59,325	GSF	10.90	646,643
Ceiling finishes, drywall	19,775	GSF	21.55	426,151
Conveying				
Passenger elevators, 2 stop	1	EA	201,000.00	201,000
MEP systems				
Plumbing, complete	79,100	GSF	28.50	2,254,350
Hvac, vrf system, complete	79,100	GSF	86.50	6,842,150
Fire protection, complete	79,100	GSF	9.00	711,900
Electrical, complete	79,100	GSF	71.00	5,616,100
Photovoltaics		By others		

	Quantity	Unit	Rate	Total
Equipment				
Theater and stage equipment	1	LS	100,000.00	100,000
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Gym equipment	1	LS	156,800.00	156,800
Loading dock equipment	1	LS	19,600.00	19,600
Food service equipment	1	LS	568,050.00	568,050
Residential appliances	1	LS	21,560.00	21,560
Fixed furnishings				
Miscellaneous casework	79,100	SF	14.20	1,123,220
Entry mat	100	SF	53.90	5,390
Window treatment	10,556	SF	17.65	186,313
Seating				
Telescoping bleachers	150	EA	304.00	45,600
Subtotal				**$42,498,102**

N4.2 - SITE WORK

Trade Costs

Site preparation and development				
Site preparation				
Site set up	477,853	SF	0.35	167,249
Site clearance	477,853	SF	0.25	119,463
Bituminous/concrete paving demolition	98,626	SF	2.45	241,634
Utility demolition	1	LS	20,000.00	20,000
Miscellaneous site components	1	LS	50,000.00	50,000
Earthwork				
Strip topsoil, store	7,023	CY	15.70	110,261
Cut to fill, including fine grading	477,853	SF	1.00	477,853
Site development				
Roadway paving				
Bituminous concrete paving including curbs	128,770	SF	10.80	1,390,716
Pedestrian paving				
Concrete paving, around new building	52,576	SF	13.20	694,003
Walls				
Site walls and seat walls	100	LF	431.00	43,100
Retaining walls, segmental	3,200	SF	60.75	194,400
Fencing				
Allowance for fencing	420,603	SF	0.50	210,302
Site development				
Shade structures	1	LS	75,000.00	75,000
Site accessories and furnishings	420,603	SF	0.20	84,121
Playground with structure	1	LS	1,000,000.00	1,000,000
Ball fields				
Assumed soccer and baseball	127,628	SF	2.00	255,256
Goal posts etc.	1	LS	12,740.00	12,740
Backstops, fouls poles etc.	1	LS	60,760.00	60,760

		Quantity	Unit	Rate	Total
Landscaping					
Soils respreading		7,023	CY	15.70	110,261
Plantings and lawn areas		111,629	SF	2.50	279,073
Mechanical utilities					
Water		915	LF	144.00	131,760
Sanitary		507	LF	201.00	101,907
Grease interceptor		1	EA	41,160.00	41,160
Storm water (impervious areas)		3,720	LF	260.00	967,200
Stormwater recharge system		7,441	SF	123.00	915,243
Electrical utilities					
Primary		517	LF	255.00	131,835
Secondary		75	LF	1,100.00	82,500
Communications		514	LF	250.00	128,500
Generator		100	LF	1,100.00	110,000
Site lighting		292,975	SF	0.50	146,488
Site security		292,975	SF	0.30	87,893
Car charging		6	EA	15,000.00	90,000
	Subtotal				**$8,530,678**

N4.3 - BUILDING DEMOLITION

Trade Costs

Building demolition					
Complete		62,237	SF	12.00	746,844
	Subtotal				**$746,844**

N4.4 - HAZMAT

Trade Costs

Selective demolition					
Hazardous materials abatement					
Remove hazardous building materials		62,237	SF	13.00	809,081
	Subtotal				**$809,081**

N4.5 - MARKUPS

Markups

General conditions, overhead and profit					
General conditions and project requirements		24	MTH	250,000	6,000,000
Bonds and insurances		2.8%		58,584,705	1,640,372
Building permit			Waived		
Overhead and profit		3.5%		60,225,077	2,107,878
	Subtotal				**$9,748,250**

		Quantity	Unit	Rate	Total
N4.6 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		*15.0%*		*62,332,955*	*9,349,943*
~~GMP contingency~~		*~~0.0%~~*		*~~71,682,898~~*	
	Subtotal				***$9,349,943***
N4.7 - ESCALATION					
Escalation					
Construction cost escalation					
Cost escalation to June 2028		*10.6%*		*71,682,898*	*7,598,387*
	Subtotal				***$7,598,387***
ESTIMATED CONTRACT AWARD					***$79,281,285***

	Quantity	Unit	Rate	Total
N5.1 - NEW CONSTRUCTION				
Trade Costs				
Foundations				
Strip footings at exterior, including foundation wall	1,853	LF	425.00	787,525
Strip footings at interior	562	LF	90.65	50,945
Strip footings at elevation changes, including wall	212	LF	304.00	64,448
Column footings at exterior, including piers/pilasters	62	EA	2,641.84	163,794
Column footings at interior, including piers	99	EA	2,682.32	265,550
Column footings at canopy, including piers/pilasters	19	EA	2,025.95	38,493
Special foundations				
Over excavate beneath building and backfill with structural fill (50%) - rock	5,219	CY	127.00	662,813
Slab on grade				
Standard slab on grade	70,450	SF	15.00	1,056,750
Premium for trenching below slab on grade utilities	3,523	LF	46.00	162,058
Elevator pit	2	EA	23,324.00	46,648
Floor construction				
Steel construction	340	TN	5,684.00	1,932,560
Decking, including shear studs, and pour stops	48,550	SF	9.10	441,805
Concrete topping to floors	48,550	SF	9.40	456,370
Miscellaneous				
Fireproofing and fire stopping	48,550	SF	4.40	213,620
Equipment pads	300	SF	36.25	10,875
Roof construction				
Steel construction	493	TN	5,390.00	2,657,270
Steel construction at canopy	14	TN	5,880.00	82,320
Decking, including pour stops	70,450	SF	8.80	619,960
Acoustic deck premium	11,870	SF	5.90	70,033
Decking to canopy	2,296	SF	8.80	20,205
Concrete topping to roofs		SF	9.40	
Miscellaneous				
Fireproofing	70,450	SF	3.90	274,755
Exterior walls				
Interior backup - metal stud	40,532	SF	46.00	1,864,472
Interior backup - cmu	10,861	SF	59.00	640,799
Exterior skin - brick, cast stone etc. including cornices trim, etc.	38,545	SF	62.00	2,389,790
Exterior skin - metal panel	12,848	SF	83.30	1,070,238
Scaffolding	68,624	SF	5.90	404,882
Flashings, blocking etc.	68,624	SF	3.00	205,872
Windows				
Aluminum windows and storefront, triple glazed	17,131	SF	180.00	3,083,580
Louvers	100	SF	100.00	10,000
Exterior doors				
Hollow metal or wood doors, frame and hardware				
Double leaf	8	PR	6,800.00	54,400

	Quantity	Unit	Rate	Total
Aluminum doors				
Double leaf	6	PR	15,000.00	90,000
Overhead doors	1	EA	16,000.00	16,000
Add for secure glazing	1	LS	25,000.00	25,000
Door operators	3	EA	7,000.00	21,000
Roofing				
PVC roof membrane fully adhered	70,450	SF	38.00	2,677,100
Miscellaneous roofing				
Coping	2,230	LF	83.30	185,759
Roof openings				
Roof hatch/ vents	2	LS	2,940.00	5,880
Partitions				
Partitions, drywall	151,130	SF	26.20	3,959,606
Partitions, masonry	9,149	SF	42.00	384,258
Partitions, masonry, gym	8,987	SF	44.00	395,428
Glass partitions and borrowed lights	119,000	GSF	2.50	297,500
Added cost for secure glazing	1	LS	12,250.00	12,250
Rails at areas open to below	28	LF	475.00	13,300
Rails at ramps and the like	83	LF	250.00	20,750
Interior doors				
Metal or wood doors				
Single leaf	207	EA	3,528.00	730,296
Double leaf	15	PR	6,664.00	99,960
Aluminum doors				
Double leaf	4	PR	14,700.00	58,800
Door operators	7	EA	6,860.00	48,020
Add for secure glazing	1	LS	24,500.00	24,500
Overhead doors, complete	1	LS	29,400.00	29,400
Specialties				
Specialties	119,000	GSF	3.80	452,200
Allowance for miscellaneous metals	119,000	GSF	4.20	499,800
Miscellaneous sealants throughout building	119,000	GSF	0.59	70,210
Staircases				
Feature staircase	1	FLT	100,000.00	100,000
Egress/Internal circulation staircases	4	FLT	40,000.00	160,000
Miscellaneous steps and ladders	1	LS	7,500.00	7,500
Stair finishes				
Feature staircase	1	FLT	19,600.00	19,600
Egress staircases	4	FLT	8,330.00	33,320
Finishes				
Wall finishes	119,000	GSF	11.75	1,398,250
Floor finishes	119,000	GSF	12.60	1,499,400
Ceiling finishes, ACT	89,250	GSF	10.90	972,825
Ceiling finishes, drywall	29,750	GSF	21.55	641,113
Conveying				
Passenger elevators, 2 stop	2	EA	201,000.00	402,000

	Quantity	Unit	Rate	Total
MEP systems				
Plumbing, complete	119,000	GSF	28.50	3,391,500
Hvac, vrf system, complete	119,000	GSF	86.50	10,293,500
Fire protection, complete	119,000	GSF	9.00	1,071,000
Electrical, complete	119,000	GSF	71.00	8,449,000
Photovoltaics		By others		
Equipment				
Theater and stage equipment, including catwalks	1	LS	100,000.00	100,000
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Loading dock equipment	1	LS	19,600.00	19,600
Gym equipment	1	LS	156,800.00	156,800
Food service equipment	1	LS	693,000.00	693,000
Residential appliances	1	LS	21,560.00	21,560
Fixed furnishings				
Miscellaneous casework	119,000	SF	14.20	1,689,800
Entry mat	100	SF	53.90	5,390
Window treatment	17,131	SF	17.65	302,362
Seating				
Telescoping bleachers	150	EA	304.00	45,600
Subtotal				**$61,399,467**

N5.2 - SITE WORK

Trade Costs

Site preparation and development				
Site preparation				
Site set up	477,853	SF	0.35	167,249
Site clearance	477,853	SF	0.25	119,463
Bituminous/concrete paving demolition	98,626	SF	2.45	241,634
Utility demolition	1	LS	15,000.00	15,000
Miscellaneous site components	1	LS	50,000.00	50,000
Earthwork				
Strip topsoil, store	7,023	CY	14.70	103,238
Cut to fill, including fine grading	477,853	SF	0.65	310,604
Site development				
Roadway paving				
Bituminous concrete paving including curbs	128,770	SF	10.37	1,335,345
Pedestrian paving				
Concrete paving, around new building	52,576	SF	13.20	694,003
Walls				
Site walls and seat walls	100	LF	412.00	41,200
Retaining walls, segmental	3,200	SF	59.00	188,800
Fencing				
Allowance for fencing	407,403	SF	0.50	203,702

		Quantity	Unit	Rate	Total
Site development					
Shade structures		1	LS	75,000.00	75,000
Site accessories and furnishings		407,403	SF	0.20	81,481
Playground with structure		1	LS	1,000,000.00	1,000,000
Ball fields					
Assumed soccer and baseball		127,628	SF	2.00	255,256
Goal posts etc.		1	LS	12,740.00	12,740
Backstops, fouls poles etc.		1	LS	58,800.00	58,800
Landscaping					
Soils respreading		7,023	CY	15.70	110,261
Plantings and lawn areas		98,429	SF	2.50	246,073
Mechanical utilities					
Water		915	LF	144.00	131,760
Sanitary		507	LF	201.00	101,907
Grease interceptor		1	EA	41,160.00	41,160
Storm water (impervious areas)		3,984	LF	260.00	1,035,840
Stormwater recharge system		7,969	SF	123.00	980,187
Electrical utilities					
Primary		517	LF	255.00	131,835
Secondary		75	LF	1,100.00	82,500
Communications		514	LF	250.00	128,500
Generator		100	LF	1,100.00	110,000
Site lighting		279,775	SF	0.50	139,888
Site security		279,775	SF	0.30	83,933
Car charging		6	EA	15,000.00	90,000
	Subtotal				**$8,367,359**

N5.3 - BUILDING DEMOLITION

Trade Costs

Building demolition					
Complete		62,237	SF	12.00	746,844
	Subtotal				**$746,844**

N5.4 - HAZMAT

Trade Costs

Selective demolition					
Hazardous materials abatement					
Remove hazardous building materials		62,237	SF	13.00	809,081
	Subtotal				**$809,081**

		Quantity	Unit	Rate	Total
N5.5 - MARKUPS					
Markups					
General conditions, overhead and profit					
General conditions and project requirements		24	MTH	250,000	6,000,000
Bonds and insurances		2.8%		77,322,751	2,165,037
Building permit			waived		
Overhead and profit		3.5%		79,487,788	2,782,073
	Subtotal				**$10,947,110**
N5.6 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		15.0%		82,269,861	12,340,479
~~GMP contingency~~		~~0.0%~~		~~94,610,340~~	
	Subtotal				**$12,340,479**
N5.7 - ESCALATION					
Escalation					
Construction cost escalation					
Cost escalation to June 2028		10.6%		94,610,340	10,028,696
	Subtotal				**$10,028,696**
ESTIMATED CONTRACT AWARD					**$104,639,036**

	Quantity	Unit	Rate	Total
N6.1 - NEW CONSTRUCTION				
Trade Costs				
Foundations				
Strip footings at exterior, including foundation wall	1,791	LF	425.00	761,175
Strip footings at interior	215	LF	90.65	19,490
Strip footings at elevation changes, including wall	153	LF	304.00	46,512
Column footings at exterior, including piers/pilasters	60	EA	2,641.84	158,510
Column footings at canopy, including piers/pilasters	7	EA	2,025.95	14,182
Column footings at interior, including piers	56	EA	2,682.32	150,210
Slab on grade				
Standard slab on grade	59,763	SF	15.00	896,445
Premium for trenching below slab on grade utilities	2,988	LF	46.00	137,448
Elevator pit	1	EA	23,324.00	23,324
Floor construction				
Steel construction	152	TN	5,684.00	863,968
Decking, including shear studs, and pour stops	21,668	SF	9.00	195,012
Concrete topping to floors	21,668	SF	9.45	204,763
Miscellaneous				
Fireproofing and fire stopping	21,668	SF	4.00	86,672
Equipment pads	300	SF	36.00	10,800
Roof construction				
Steel construction	418	TN	5,390.00	2,253,020
Steel construction at canopy	4	TN	5,880.00	23,520
Decking, including pour stops	59,763	SF	8.80	525,914
Acoustic deck premium	10,691	SF	5.90	63,077
Decking to canopy	720	SF	8.80	6,336
Miscellaneous				
Fireproofing	59,763	SF	3.90	233,076
Exterior walls				
Interior backup - metal stud	26,733	SF	46.00	1,229,718
Interior backup - cmu	14,351	SF	59.00	846,709
Exterior skin - brick, cast stone etc. including cornices trim, etc.	30,813	SF	62.00	1,910,406
Exterior skin - metal panel	10,271	SF	83.00	852,493
Soffit at canopy	720	SF	34.00	24,480
Scaffolding	54,734	SF	5.90	322,931
Flashings, blocking etc.	54,734	SF	3.00	164,202
Windows				
Aluminum windows and storefront, triple glazed	13,550	SF	180.00	2,439,000
Louvers	100	SF	100.00	10,000
Exterior doors				
Hollow metal or wood doors, frame and hardware				
Double leaf	6	PR	6,800.00	40,800
Aluminum doors				
Double leaf	4	PR	15,000.00	60,000

	Quantity	Unit	Rate	Total
Overhead doors	1	EA	16,000.00	16,000
Add for secure glazing	1	LS	25,000.00	25,000
Door operators	3	EA	7,000.00	21,000
Roofing				
PVC roof membrane fully adhered	59,763	SF	38.00	2,270,994
PVC roof membrane at canopy	720	SF	28.00	20,160
Miscellaneous roofing				
Coping	1,913	LF	83.30	159,353
Roof openings				
Roof hatch/ vents	1	LS	2,940.00	2,940
Partitions				
Partitions, drywall	103,417	SF	26.20	2,709,525
Partitions, masonry	5,520	SF	42.00	231,840
Partitions, masonry, gym	3,514	SF	44.00	154,616
Glass partitions and borrowed lights	81,431	GSF	2.50	203,578
Added cost for secure glazing	1	LS	12,250.00	12,250
Rails at areas open to below	30	LF	475.00	14,250
Rails at ramps and the like	67	LF	250.00	16,750
Interior doors				
Metal or wood doors				
Single leaf	142	EA	3,528.00	500,976
Double leaf	9	PR	6,664.00	59,976
Aluminum doors				
Double leaf	4	PR	15,000.00	60,000
Door operators	2	EA	7,000.00	14,000
Add for secure glazing	1	LS	24,500.00	24,500
Overhead doors, complete	1	LS	25,000.00	25,000
Specialties				
Specialties	81,431	GSF	3.80	309,438
Allowance for miscellaneous metals	81,431	GSF	4.00	325,724
Miscellaneous sealants throughout building	81,431	GSF	0.59	48,044
Staircases				
Feature staircase	1	FLT	100,000.00	100,000
Egress/Internal circulation staircases	2	FLT	40,000.00	80,000
Miscellaneous steps and ladders	1	LS	7,500.00	7,500
Stair finishes				
Feature staircase	1	FLT	19,600.00	19,600
Egress staircases	2	FLT	8,330.00	16,660
Finishes				
Wall finishes	81,431	GSF	11.75	956,814
Floor finishes	81,431	GSF	12.60	1,026,031
Ceiling finishes, ACT	61,073	GSF	10.90	665,696
Ceiling finishes, drywall	20,358	GSF	21.55	438,715
Conveying				
Passenger elevators, 2 stop	1	EA	201,000.00	201,000

	Quantity	Unit	Rate	Total
MEP systems				
Plumbing, complete	81,431	GSF	28.50	2,320,784
Hvac, vrf system, complete	81,431	GSF	86.50	7,043,782
Fire protection, complete	81,431	GSF	9.00	732,879
Electrical, complete	81,431	GSF	71.00	5,781,601
Photovoltaics		By others		
Equipment				
Theater and stage equipment, including catwalks	1	LS	100,000.00	100,000
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Loading dock equipment	1	LS	19,600.00	19,600
Gym equipment	1	LS	156,800.00	156,800
Food service equipment	1	LS	560,000.00	560,000
Residential appliances	1	LS	21,560.00	21,560
Fixed furnishings				
Miscellaneous casework	81,431	SF	14.20	1,156,320
Entry mat	100	SF	53.90	5,390
Window treatment	13,550	SF	17.65	239,158
Seating				
Telescoping bleachers	120	EA	304.00	36,480
Subtotal				**$43,492,977**

N6.2 - SITE WORK

Trade Costs

Site preparation and development				
Site preparation				
Site set up	520,016	SF	0.35	182,006
Site clearance	520,016	SF	0.25	130,004
Utility demolition	1	LS	8,000.00	8,000
Miscellaneous site components	1	LS	25,000.00	25,000
Earthwork				
Strip topsoil, store	9,630	CY	14.70	141,561
Cut to fill, including fine grading	520,016	SF	0.30	156,005
Site development				
Roadway paving				
Bituminous concrete paving including curbs	120,563	SF	10.37	1,250,238
Pedestrian paving				
Concrete paving, around new building	20,285	SF	13.20	267,762
Walls				
Site walls and seat walls	100	LF	412.00	41,200
Retaining walls, segmental	1,200	SF	59.00	70,800
Fencing				
Allowance for fencing	460,253	SF	0.50	230,127
Site development				
Shade structures	1	LS	75,000.00	75,000

	Quantity	Unit	Rate	Total
Site accessories and furnishings	460,253	SF	0.20	92,051
Playground with structure	1	LS	1,000,000.00	1,000,000
Ball fields				
Assumed soccer and baseball	232,626	SF	2.00	465,252
Goal posts etc.	1	LS	12,740.00	12,740
Backstops, fouls poles etc.	1	LS	58,800.00	58,800
Landscaping				
Soils respreading	9,630	CY	15.70	151,191
Plantings and lawn areas	86,779	SF	2.50	216,948
Mechanical utilities				
Water	1,815	LF	144.00	261,360
Sanitary	1,278	LF	197.00	251,766
Grease interceptor	1	EA	41,160.00	41,160
Storm water (impervious areas)	2,845	LF	260.00	739,700
Stormwater recharge system	5,689	SF	121.00	688,369
Electrical utilities				
Primary	1,278	LF	255.00	325,890
Secondary	75	LF	1,100.00	82,500
Communications	1,278	LF	250.00	319,500
Generator	100	LF	1,100.00	110,000
Site lighting	227,627	SF	0.70	159,339
Site security	227,627	SF	0.40	91,051
Car charging	6	EA	15,000.00	90,000
Subtotal				**$7,735,320**

N6.3 - BUILDING DEMOLITION

Trade Costs				
Building demolition				
Remove existing building	62,237	SF	12.00	746,844
Site development				
Allow for topsoil and lawn at location of existing school	125,000	SF	4.10	512,500
Subtotal				**$1,259,344**

N6.4 - HAZMAT

Trade Costs				
Selective demolition				
Hazardous materials abatement				
Remove hazardous building materials	62,237	SF	13.00	809,081
Subtotal				**$809,081**

		Quantity	Unit	Rate	Total
N6.5 - MARKUPS					
Markups					
General conditions, overhead and profit					
General conditions		24	MTH	250,000	6,000,000
Bonds and insurances		2.8%		59,296,722	1,660,308
Building permit			Waived		
Overhead and profit		3.5%		60,957,030	2,133,496
	Subtotal				**$9,793,804**
N6.6 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		15.0%		63,090,526	9,463,579
~~GMP contingency~~		~~0.0%~~		~~72,554,105~~	
	Subtotal				**$9,463,579**
N6.7 - ESCALATION					
Escalation					
Construction cost escalation					
Cost escalation to June 2028		10.6%		72,554,105	7,690,735
	Subtotal				**$7,690,735**
ESTIMATED CONTRACT AWARD					**$80,244,840**

	Quantity	Unit	Rate	Total
N7.1 - NEW CONSTRUCTION				
Trade Costs				
Foundations				
Strip footings at exterior, including foundation wall	1,730	LF	425.00	735,250
Strip footings at interior	507	LF	90.65	45,960
Strip footings at elevation changes, including wall	202	LF	304.00	61,408
Strip footings at retaining wall	328	LF	250.00	82,000
Column footings at exterior, including piers/pilasters	58	EA	2,641.84	153,227
Column footings at canopy, including piers/pilasters	8	EA	2,025.95	16,208
Column footings at interior, including piers	72	EA	2,682.32	193,127
Slab on grade				
Standard slab on grade	64,554	SF	15.00	968,310
Premium for trenching below slab on grade utilities	3,228	LF	46.00	148,488
Elevator pit	2	EA	23,324.00	46,648
Basement construction				
Basement earthwork, including disposal	4,831	CY	45.00	217,395
Working space excavation, disposal and backfill	1,367	CY	98.00	133,966
Floor construction				
Steel construction	381	TN	5,684.00	2,165,604
Decking, including shear studs, and pour stops	54,446	SF	9.00	490,014
Concrete topping to floors	54,446	SF	9.45	514,515
Miscellaneous				
Fireproofing and fire stopping	54,446	SF	4.00	217,784
Equipment pads	300	SF	36.00	10,800
Roof construction				
Steel construction	452	TN	5,390.00	2,436,280
Steel construction at canopy	4	TN	5,880.00	23,520
Decking, including pour stops	64,554	SF	8.80	568,075
Acoustic deck premium	12,442	SF	5.90	73,408
Decking to canopy	730	SF	8.80	6,424
Miscellaneous				
Fireproofing	64,554	SF	3.90	251,761
Exterior walls				
Interior backup - metal stud	28,033	SF	46.00	1,289,518
Interior backup - cmu	12,575	SF	59.00	741,925
Exterior skin - brick, cast stone etc. including cornices trim, etc.	30,456	SF	62.00	1,888,272
Exterior skin - metal panel	10,152	SF	83.00	842,616
Soffit at canopy	720	SF	34.00	24,480
Scaffolding	54,077	SF	5.90	319,054
Flashings, blocking etc.	54,077	SF	3.00	162,231
Windows				
Aluminum windows and storefront, triple glazed	13,369	SF	180.00	2,406,420
Louvers	100	SF	100.00	10,000

	Quantity	Unit	Rate	Total
Exterior doors				
Hollow metal or wood doors, frame and hardware				
Double leaf	6	PR	6,800.00	40,800
Aluminum doors				
Double leaf	4	PR	15,000.00	60,000
Overhead doors	1	EA	20,000.00	20,000
Add for secure glazing	1	LS	25,000.00	25,000
Door operators	3	EA	7,000.00	21,000
Roofing				
PVC roof membrane fully adhered	64,554	SF	38.00	2,453,052
PVC roof membrane at canopy	720	SF	28.00	20,160
Miscellaneous roofing				
Coping	1,809	LF	83.30	150,690
Roof openings				
Roof hatch/ vents	1	LS	2,940.00	2,940
Partitions				
Partitions, drywall	151,130	SF	26.20	3,959,606
Partitions, masonry	12,826	SF	42.00	538,692
Partitions, masonry, gym	6,200	SF	44.00	272,800
Glass partitions and borrowed lights	119,000	GSF	2.50	297,500
Added cost for secure glazing	1	LS	12,250.00	12,250
Rails at areas open to below	30	LF	475.00	14,250
Rails at ramps and the like	67	LF	250.00	16,750
Interior doors				
Metal or wood doors				
Single leaf	207	EA	3,528.00	730,296
Double leaf	19	PR	6,664.00	126,616
Aluminum doors				
Double leaf	4	PR	15,000.00	60,000
Door operators	2	EA	7,000.00	14,000
Add for secure glazing	1	LS	24,500.00	24,500
Overhead doors, complete	1	LS	29,400.00	29,400
Specialties				
Specialties	119,000	GSF	3.80	452,200
Allowance for miscellaneous metals	119,000	GSF	4.00	476,000
Miscellaneous sealants throughout building	119,000	GSF	0.59	70,210
Staircases				
Feature staircase	1	FLT	100,000.00	100,000
Egress/Internal circulation staircases	8	FLT	40,000.00	320,000
Miscellaneous steps and ladders	1	LS	7,500.00	7,500
Stair finishes				
Feature staircase	1	FLT	19,600.00	19,600
Egress staircases	8	FLT	8,330.00	66,640
Finishes				
Wall finishes	119,000	GSF	11.75	1,398,250
Floor finishes	119,000	GSF	12.60	1,499,400

	Quantity	Unit	Rate	Total
Ceiling finishes, ACT	89,250	GSF	10.90	972,825
Ceiling finishes, drywall	29,750	GSF	21.55	641,113
Conveying				
Passenger elevators, 2 stop	1	EA	201,000.00	201,000
Passenger elevators, 3 stop	1	EA	234,000.00	234,000
MEP systems				
Plumbing, complete	119,000	GSF	28.50	3,391,500
Hvac, vrf system, complete	119,000	GSF	86.50	10,293,500
Fire protection, complete	119,000	GSF	9.00	1,071,000
Electrical, complete	119,000	GSF	71.00	8,449,000
Photovoltaics		By others		
Equipment				
Theater and stage equipment, including catwalks	1	LS	100,000.00	100,000
Audio-visual equipment - screen	1	LS	6,500.00	6,500
Loading dock equipment	1	LS	19,600.00	19,600
Gym equipment	1	LS	156,800.00	156,800
Food service equipment	1	LS	661,500.00	661,500
Residential appliances	1	LS	21,560.00	21,560
Fixed furnishings				
Miscellaneous casework	119,000	SF	14.20	1,689,800
Entry mat	100	SF	53.90	5,390
Window treatment	13,369	SF	17.65	235,963
Seating				
Telescoping bleachers	150	EA	304.00	45,600
Subtotal				**$58,741,441**

N7.2 - SITE WORK

Trade Costs

Site preparation and development				
Site preparation				
Site set up	520,016	SF	0.35	182,006
Site clearance	520,016	SF	0.25	130,004
Utility demolition	1	LS	8,000.00	8,000
Miscellaneous site components	1	LS	25,000.00	25,000
Earthwork				
Strip topsoil, store	9,630	CY	14.70	141,561
Cut to fill, including fine grading	520,016	SF	0.30	156,005
Site development				
Roadway paving				
Bituminous concrete paving including curbs	120,563	SF	10.37	1,250,238
Pedestrian paving				
Concrete paving, around new building	20,285	SF	13.20	267,762
Walls				
Site walls and seat walls	100	LF	412.00	41,200
Retaining walls, segmental	1,200	SF	59.00	70,800

	Quantity	Unit	Rate	Total
Fencing				
Allowance for fencing	455,462	SF	0.50	227,731
Site development				
Shade structures	1	LS	75,000.00	75,000
Site accessories and furnishings	455,462	SF	0.20	91,092
Playground with structure	1	LS	1,000,000.00	1,000,000
Ball fields				
Assumed soccer and baseball	232,626	SF	2.00	465,252
Goal posts etc.	1	LS	12,740.00	12,740
Backstops, fouls poles etc.	1	LS	58,800.00	58,800
Landscaping				
Soils respreading	9,630	CY	15.70	151,191
Plantings and lawn areas	81,988	SF	2.50	204,970
Mechanical utilities				
Water	1,815	LF	144.00	261,360
Sanitary	1,278	LF	197.00	251,766
Grease interceptor	1	EA	41,160.00	41,160
Storm water (impervious areas)	3,702	LF	260.00	962,520
Stormwater recharge system	7,405	SF	121.00	896,005
Electrical utilities				
Primary	1,278	LF	255.00	325,890
Secondary	75	LF	1,100.00	82,500
Communications	1,278	LF	250.00	319,500
Generator	100	LF	1,100.00	110,000
Site lighting	222,836	SF	0.70	155,985
Site security	222,836	SF	0.40	89,134
Car charging	6	EA	15,000.00	90,000
Subtotal				**$8,145,172**

N7.3 - BUILDING DEMOLITION

Trade Costs

Building demolition				
Remove existing building	62,237	SF	12.00	746,844
Site development				
Allow for topsoil and lawn at location of existing school	125,000	SF	4.10	512,500
Subtotal				**$1,259,344**

		Quantity	Unit	Rate	Total
N7.4 - HAZMAT					
Trade Costs					
Selective demolition					
Hazardous materials abatement					
Remove hazardous building materials		*62,237*	*SF*	*12.00*	*746,844*
	Subtotal				***$746,844***
N7.5 - MARKUPS					
Markups					
General conditions, overhead and profit					
General conditions		*24*	*MTH*	*250,000*	*6,000,000*
Bonds and insurances		*2.8%*		*74,892,801*	*2,096,998*
Building permit			*Waived*		
Overhead and profit		*3.5%*		*76,989,799*	*2,694,643*
	Subtotal				***$10,791,641***
N7.6 - CONTINGENCIES					
Design Contingency					
Contingencies					
Design contingency		*15.0%*		*79,684,442*	*11,952,666*
~~*GMP contingency*~~		~~*0.0%*~~		~~*91,637,108*~~	
	Subtotal				***$11,952,666***
N7.7 - ESCALATION					
Escalation					
Construction cost escalation					
Cost escalation to June 2028		*10.6%*		*91,637,108*	*9,713,533*
	Subtotal				***$9,713,533***
ESTIMATED CONTRACT AWARD					***$101,350,641***

MODULE 3.1.6 LEED COMPLIANCE STATEMENT

LEED-S v4.0 Compliance Statement

This is an acknowledgement that the South Hadley Public Schools has Efficiency Green School Program. As their Designer, I submitted a completed LEED-S version 4.0 Scorecard showing all prerequisites and 63 attempted points, which will meet that goal.

The scope of work for this project will include the construction elements and performance tasks to achieve that goal, and all subsequent documents, including but not limited to, specifications, drawings, and cost estimates will match the scope of work indicated in the submitted scorecard.

The building envelope for the new Joseph A. Campbell Elementary School will be designed to meet the minimum energy efficiency requirements described in the MA DOER “Stretch Code Green Community” standards. The building envelope will improve thermal efficiency, reduce air infiltration rate, and reduce thermal bridging derating values.

- The building will be located and oriented to maximize southern exposure, with glass facing within south & north orientation to maximize controllable solar daylighting and avoiding east & west facing glass to minimize uncontrolled glare.

- The compact and simple form of the building will minimize environmental exposure of the exterior enclosure, reduce heat loss, increase airtightness, simplify construction detailing, and reduce construction costs.

- The Window-to-Wall Ratio (“WWR”) of 22% or less on any single area of the building will reduce upfront construction costs and long-term operating costs.

- The air infiltration rate of the building envelope will be 0.20 cfm/sf @ 75 Pa or below.

- Improve thermal efficiency of building foundation, walls, and fenestrations.
- Reduce thermal bridging of fenestrations to meet derating calculations.

- The resilient design of the building will facilitate continuous building operation during and after emergency events such as flooding, high winds or interrupted power.

In addition to the minimum requirements described above, the buildings systems will meet the minimum energy efficiency requirements described in the MA DOER "Opt-in Specialized Code" standards. The building (MEP) systems will pursue the "mixed fuel" pathway. The Project's energy conservation measures will include, but are not limited to the following:

- Design energy efficient building systems to meet the heating and cooling TEDI limits.
- Design 250 kW Photovoltaic (PV) system or 1.5w/sf of 3 largest floors
- Design building systems with pre-wire for future electrification
- Design compatible HVAC systems for future retrofit
- Design larger mechanical and electrical rooms for future retrofit
- Design Electric Vehicle (EV) charging stations to 10% of total parking spaces.

  For an additional reimbursement of 1% of the Estimated Basis of Total Facilities Grant, and in addition to meeting the minimum requirements described in the MA DOER "Stretch Code Community" Standards, the Joseph A. Campbell Elementary School will achieve a minimum total of five points from low-emitting materials and indoor air quality assessment.
- Specify low-emitting materials for interior paints, coatings, adhesives, sealants, floorings, and ceilings.
- Perform building flush-out and air-testing before occupancy.



Arnel Catalan, AIA, CSI, LEED AP BD+C
Associate Principal

MOUNT VERNON GROUP ARCHITECTS, INC.
200 Harvard Mill Square, Suite 240
Wakefield, MA 01880

MODULE 3.1.6 NARRATIVE OF SUSTAINABLE DESIGN ELEMENTS

NARRATIVE OF SUSTAINABLE DESIGN ELEMENTS

The proposed Joseph A. Campbell Elementary School will include construction elements and performance tasks necessary to achieve goals described in the LEED-S version 4.0 Scorecard included in the 3.1.6 Preliminary Design Program Submittal. The Scorecard is based on historical goals for elementary schools, and as necessary to comply with requirements of the MSBA High Efficiency Green School Program. The scope of Work for this project will include, but not be limited to sustainable design elements of the following:

1. Sensitive Land Protection
2. Surrounding Density and Diverse Uses
3. Heat Island Reduction
4. Light Pollution Reduction
5. Joint-Use of Facilities
6. Water Use Reduction
7. Commissioning
8. Energy Performance
9. Sustainable Materials
10. Construction Waste Management
11. Construction Indoor Air Quality Management
12. Acoustic Performance
13. Low-Emitting Materials
14. Quality Views
15. Photovoltaic (PV) system
16. Indoor air quality assessment

LEED v4 for BD+C: Schools
Project Checklist

Project Name: **MOSIER ELEMENTARY SCHOOL**
Date: September 12, 2025
Project Team:

D: Design / **C**: Construction / **N**: Not Pursued

D	C	N			
		N	Credit	Integrative Process	1

D	C	N			
4	0			**Location and Transportation**	**30**
		N	LTc1	LEED for Neighborhood Development Location	15
1			LTc2	Sensitive Land Protection	1
		N	LTc3	High Priority Site	2
1			LTc4	Surrounding Density and Diverse Uses	5
		N	LTc5	Access to Quality Transit	4
		N	LTc6	Bicycle Facilities	1
1			LTc7	Reduced Parking Footprint	1
1			LTc8	Green Vehicles	1
10	0			**Sustainable Sites**	**12**
	Y		SSp1	Construction Activity Pollution Prevention	Required
Y			SSp2	Environmental Site Assessment	Required
1			SSc1	Site Assessment	1
2			SSc2	Site Development, Protect or Restore Habitat	2
1			SSc3	Open Space	1
2			SSc4	Rainwater Management, Option 1, 95th Percentile	3
2			SSc5	Heat Island Reduction	2
1			SSc6	Light Pollution Reduction	1
		N	SSc7	Site Master Plan	1
1			SSc8	Joint Use of Facilities	1
6	0			**Water Efficiency**	**12**
Y			WEp1	Outdoor Water Use Reduction	Required
Y			WEp2	Indoor Water Use Reduction	Required
Y			WEp3	Building-Level Water Metering	Required
2			WEc1	Outdoor Water Use Reduction	2
3			WEc2	Indoor Water Use Reduction, 35%	7
		N	WEc3	Cooling Tower Water Use	2
1			WEc4	Water Metering	1
16	6			**Energy and Atmosphere**	**31**
	Y		EAp1	Fundamental Commissioning and Verification	Required
Y			EAp2	Minimum Energy Performance	Required
Y			EAp3	Building-Level Energy Metering	Required
Y			EAp4	Fundamental Refrigerant Management	Required
	6		EAc1	Enhanced Commissioning	6
14			EAc2	Optimize Energy Performance	16
		N	EAc3	Advanced Energy Metering	1
		N	EAc4	Demand Response	2
1			EAc5	Renewable Energy Production	3
1			EAc6	Enhanced Refrigerant Management	1
		N	EAc7	Green Power and Carbon Offsets	2

D	C	N			
0	7			**Materials and Resources**	**13**
Y			MRp1	Storage and Collection of Recyclables	Required
	Y		MRp2	Construction and Demolition Waste Management Planning	Required
		N	MRc1	Building Life-Cycle Impact Reduction	5
	2		MRc2	Environmental Product Declarations	2
	1		MRc3	Sourcing of Raw Materials	2
	2		MRc4	Material Ingredients	2
	2		MRc5	Construction and Demolition Waste Management	2
5	5			**Indoor Environmental Quality**	**16**
Y			EQp1	Minimum Indoor Air Quality Performance	Required
Y			EQp2	Environmental Tobacco Smoke Control	Required
Y			EQp3	Minimum Acoustic Performance	Required
2			EQc1	Enhanced Indoor Air Quality Strategies	2
	2		EQc2	Low-Emitting Materials	3
	1		EQc3	Construction Indoor Air Quality Management Plan	1
	2		EQc4	Indoor Air Quality Assessment	2
1			EQc5	Thermal Comfort	1
1			EQc6	Interior Lighting	2
		N	EQc7	Daylight	3
1			EQc8	Quality Views	1
		N	EQc9	Acoustic Performance	1
2	1			**Innovation**	**6**
1			INc1.1	Green Building Education	1
1			INc1.2	Community Outreach and Involvement	1
			INc1.3		1
			INc1.4		1
			INc1.5		1
	1		INc2	LEED Accredited Professional	1
1	0			**Regional Priority**	**4**
1			RPc1	Optimize Energy Performance	1
			RPc2		1
			RPc3		1
			RPc4		1

44	19	Certified: 40 to 49 points, **Silver: 50 to 59 points**, Gold: 60 to 79 points, Platinum: 80 to 110	
63		**TOTALS**	Possible Points: **125**

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Appendix 3C

Module 3 Local Actions and Approval Certification Template

Town of South Hadley

December 18th, 2025

Mr. Michael McGurl
Director of Capital Planning
Massachusetts School Building Authority
10 Post Office Square, Suite S400
Boston, Massachusetts 02109

Dear Mr. McGurl:

The Town of South Hadley School Building Committee ("SBC") has completed its review of the Feasibility Study Preliminary Design Program for the Mosier Elementary School school project (the "Project"), and on December 17th, 2025 the SBC voted to approve and authorize the Owner's Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration. A certified copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

Since the MSBA's Board of Directors invited the District to conduct a Feasibility Study on October 30th, 2024, the SBC has held 16 meetings regarding the proposed project, in compliance with the state Open Meeting Law. These meetings include:

School Building Committee – November 12, 2024
Agenda – Project Update; MSBA Vote Invite to Feasibility; OPM Selection

School Building Committee – December 11, 2024
Agenda – Housekeeping; Project Update; OPM Review Panel Meetings; Next Meetings; Other Business

School Building Committee – January 15, 2025
Agenda – Project Update; OPM Review Panel; Next Meeting Dates; Committees/Boards/ Department Updates; Other New Business

School Building Committee – February 12, 2025
Agenda – Project Update; Next Meeting Dates; Committees/Boards/ Department Updates; Other New Business

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School Building Committee – March 12, 2025
Agenda – Project Update; Committees/Boards/ Department; Next Meeting Dates; Updates; Other New Business

School Building Committee – April 16, 2025
Agenda - Project Update; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – May 21, 2025
Agenda - Project Update; Subcommittee Updates; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – July 9, 2025
Agenda - Project Update; Subcommittee Updates; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – August 13, 2025
Agenda - Project Update; Subcommittee Updates; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – September 10, 2025
Agenda - Project Update; Subcommittee Updates; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – October 8, 2025
Agenda - Project Update; Subcommittee Updates; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – October 9, 2025
Agenda – Easthampton School Tour

School Building Committee – November 12, 2025
Agenda - Project Update; Correspondence; Committees/Boards/ Department Updates; Next Meeting Dates; Other New Business

School Building Committee – December 3, 2025
Agenda – Project Update (Design Options); Committees/Boards/ Department Updates; Next Meeting Dates; Correspondence; Other New Business

School Building Committee – December 10, 2025
Agenda – Project Update, PDP Submission Draft Review; Committees/Boards/ Department Updates; Correspondence; Next Meeting Dates; Other New Business

School Building Committee – December 17, 2025
Agenda – PDP Submission Approval

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In addition to the SBC meetings listed above, the District held 25 public meetings, which were posted in compliance with the state Open Meeting Law, at which the Project was discussed. These meetings include:

OPM Subcommittee – January 17, 2025
Agenda – Request for Services Review; Interview Questions

OPM Subcommittee – January 23, 2025
Agenda – Vendor Interviews; Next Steps

OPM Subcommittee – January 27, 2025
Agenda – Project Update; Committees/Boards/Departments Updates; Other New Business

Designer Subcommittee – April 23, 2025
Agenda – Designer Selection Process Timeline & Overview; Designer RFS Overview; Next Meeting

Communications Subcommittee – April 28, 2025
Agenda – Upcoming Engagement Opportunities; Content Development; New Business

Communications Subcommittee – May 12, 2025
Agenda – Review of Communications Materials; Community Outreach Schedule; Social Media Update; Website Update; Review of Communications Plan; New Business

Communications Subcommittee – May 27, 2025
Agenda – Community Outreach Schedule; Review of Communications Material; Website Update; Social Media update; New Business

Designer Selection Subcommittee – June 11, 2025
Agenda – Designer Evaluation Matrix; Schedule Next Meeting

Communications Subcommittee – June 20, 2025
Agenda – Community Outreach; Website Update; Social Media Update; Project Email; Designer Selection Press Release

Designer Selection Subcommittee – June 25, 2025
Agenda – Designer Submission Review; Schedule Next Meeting

Communications Subcommittee – July 14, 2025
Agenda – Community Outreach; Website Update; Facebook Update; Project Email Review; Designer Selection Press Release; New Business

Communications Subcommittee – July 25, 2025
Agenda – Communications Plan Review; Community Outreach; Website Update; Facebook Update; New Business

Docusign Envelope ID: 08835AD6-91C5-4CCA-A400-7E278D6BD4CA

Invoice Subcommittee – August 15, 2025
Agenda – Budget Tracking; Invoice Review; Meeting Schedule

Communications Subcommittee – September 5th, 2025
Agenda – Communications Plan Review; Community Outreach; Website Update; Facebook Update; Designer Selection Press Release

Invoice Subcommittee – September 15, 2025
Agenda – Budget Tracking; Invoice Review; Meeting Schedule

Communications Subcommittee – September 29, 2025
Agenda - Agenda – Communications Plan Review; Community Outreach; Website Update; Facebook Update; Designer Selection Press Release

Communications Subcommittee – October 6, 2025
Agenda - Communications Plan Review; Community Outreach; Website Update; Facebook Update

Invoice Subcommittee – October 15, 2025
Agenda - Budget Tracking; Invoice Review; Meeting Schedule

Communications Subcommittee – October 20, 2025
Agenda - Communications Plan Review; Community Outreach; Website Update; Facebook Update

Communications Subcommittee – November 3, 2025
Agenda – Community Outreach; Communications Materials; Meeting Schedule; New Business

Invoice Subcommittee – November 17, 2025
Agenda - Budget Tracking; Invoice Review; Meeting Schedule

Communications Subcommittee – November 17, 2025
Agenda - Community Outreach; Communications Materials; Meeting Schedule; New Business

Communications Subcommittee – December 1, 2025
Agenda - Community Outreach; Communications Materials; Meeting Schedule; New Business

Invoice Subcommittee – December 15, 2025
Agenda - Budget Tracking; Invoice Review; Meeting Schedule

Communications Subcommittee – December 15, 2025
Agenda - Community Outreach; Communications Materials; Meeting Schedule; New Business

Docusign Envelope ID: 08835AD6-91C5-4CCA-A400-7E278D6BD4CA

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at https://www.southhadley.org/agendacenter

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq*.

If you have any questions or require any additional information, please contact Superintendent Jennifer Voyik (413) 538-5060 Ext: 2600 jvoyik@shschools.com

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

DocuSigned by: Lisa Wong C2D975B31D654BF...

By: Lisa Wong

Title: Chief Executive Officer

Date: December 8, 2025

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

Signed by: Jennifer Voyik 4E58308B08244B9...

By: Jennifer Voyik

Title: Superintendent of Schools

Date: December 10, 2025

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

Signed by: Eric Friesner 9083973D15AA4E7...

By: Eric Friesner

Title: Chair of the School Committee

Date: December 10, 2025

December 18, 2025

Ms. Mary Pichetti

Director of Capital Planning

40 Broad Street

Boston, Massachusetts 02109

Dear Mrs. Pichetti:

At its meeting on Wednesday, December 17th, 2025, the Mosier School Building Committee voted the following:

The Mosier School Building Committee votes to approve the Preliminary Design Program (PDP) and authorize Skanska USA Building as Owner Project Manager and Mount Vernon Group as the project Architect to submit to the Massachusetts School Building Authority on behalf of the district.

Motion by Jeff Cyr

Seconded by Tracie Kennedy

0 voted in the affirmative: Leonard Finkowski; Tracie Kennedy; Jeff Cyr; Rudolph Hall; Teresa Winters-Tobin; Brian Kennedy; Eric Friesner; Diane Supczak-Mulvaney.

0 opposed.

0 abstained.

0 absent: Kevin McAllister; Ryan Moore.

The motion passed unanimously.

Respectfully submitted by:

Jennifer Voyik

Superintendent of Schools

South Hadley Public Schools

(413) 538-5060 ext. 2600

AGENDA: S.H. Elementary School Building Project Committee, 11/12/24

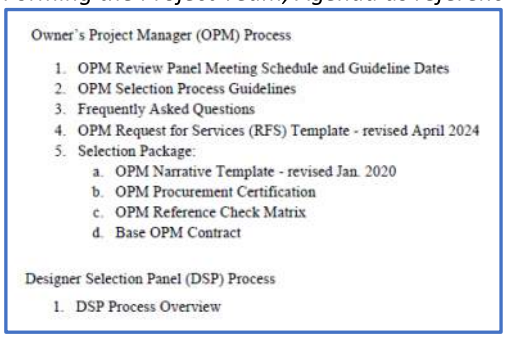
DATE: Tuesday, November 12, 2024

Location: Mosier Elementary School Library

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Housekeeping
    a. Minute Taker
    b. Town Email for members
    Chairs access to email for future distributions
    c. Google Drive Setup
    Documents referenced by L Wong, town administrator
    d. Updates to contact information
2. Minutes Approval(s)
    a. 10/22/24
3. Project Update
    a. Results of MSBA Vote to Invite SH to Feasibility Study, 10/20/24, 10a zoom mtg
    b. Results of the MSBA Orientation Meeting, 10/30/24, 1p zoom mtg
    Forming the Project Team, Agenda as reference



Owner's Project Manager (OPM) Process

1. OPM Review Panel Meeting Schedule and Guideline Dates
2. OPM Selection Process Guidelines
3. Frequently Asked Questions
4. OPM Request for Services (RFS) Template - revised April 2024
5. Selection Package:
    a. OPM Narrative Template - revised Jan. 2020
    b. OPM Procurement Certification
    c. OPM Reference Check Matrix
    d. Base OPM Contract

Designer Selection Panel (DSP) Process

1. DSP Process Overview

    c. OPM Review Panel Meeting (RPM) Dates
    Requires Request for Services Document (RFS) to be completed

2025 OPM Review Panel Meeting Planning Dates

OPM RPM Date* (2025)	Ad should be placed in the Central Register by this date**	Ad appears in the Central Register and local newspaper	Responses should be due to the District by this date***	OPM Package should be received at the MSBA by this date	OPM Package sent to Panel members
January 6	October 30, 2024	November 5, 2024	November 19, 2024	December 10, 2024	December 31, 2024
February 10	December 5, 2024	December 11, 2024	December 26, 2024	January 16	February 5
March 3	December 26, 2024	January 1	January 15	February 5	February 26
April 7	January 30	February 5	February 19	March 12	April 2

4. Form OPM Review Committee
5. Additional Positions required
    a. Postings to town website

    To include meeting dates, agendas, minutes and other pertinent documents prepared for upcoming meetings (48 hours not including holidays or weekends)

    Other non-electronic postings required besides calendar on town page?
6. Next Meeting dates
    a. Quorum consists of 6 of the 10 voting members to be present
    b. Snow policy
7. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
8. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Important Information

Email used for member communications:
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
MSBA Site: Massachusetts School Building Authority
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link
Shared Drive for document storage, (permissions based):
Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. Nov 11, 2024; Tuesday @ 5:30p – 7p
2. December, 2024; TBD
3. January, 2025; TBD
4. February, 2025; TBD
5. March, 2025; TBD
6. April, 2025; TBD
7. May, 2025; TBD
8. June, 2025 TBD
9. July, 2025; TBD
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD
14. December, 2025; TBD

15. 2026

South Hadley Elementary School Building Project Committee
Meeting Minutes (Approved 12/12/24)

November 12, 2024, 5:30pm; Mosier School Library, 101 Mosier St, South Hadley, MA 01075			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	N
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Mark McLaughlin, Superintendent, SHPS	N
Rudolph Hall	Y	Scott Moore, Director of Building Operations	N
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y
Kevin McAllister	Y	Jennifer Voyik, Assistant Superintendent, SHPS	N
Ryan Moore	Y	Lisa Wong, Town Administrator	Y
Daniel Vieu	N	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y		

1. **Housekeeping**
   a. Minute Taker: Diane Mulvaney asked for volunteers to take minutes. Eric Friesner volunteered to take minutes for this meeting, and Lisa Wong and Chuck Romboletti volunteered to take minutes going forward.
   b. Town Emails for Members: Diane Mulvaney notified members to contact Kiesha Keitt in the Superintendent's office to request a Town email address if desired. Instructions will be provided on accessing the email addresses set up by the Schools. Diane Mulvaney requested that a general email address be set up for the project, accessible to the Chair and designated members. Lisa Wong offered to ask Mark McLaughlin and Jen Voyik to arrange this.
   c. Google Drive Setup: Diane Mulvaney explained that a shared Google Drive would be set up to store meeting minutes, agendas, official meeting materials, and historical documents. Editing access will likely be limited to the Chair, Vice Chair, and Administration, with view-only access for other members.

2. **Minutes Approval**
   a. 10/22/24: Jeff Cyr made a motion to approve the minutes of the October 22, 2024, meeting, which was seconded by Kevin McAllister. Eric Friesner abstained, and the motion carried unanimously.

3. **Project Update**
   a. MSBA Feasibility Study Invitation and Orientation Meeting: Diane Mulvaney discussed the recent MSBA vote to invite South Hadley into the Feasibility Study phase. She and members of the administration attended an orientation meeting on October 30, 2024, and expressed appreciation for advancing to this phase and eagerness for the next steps.

b. Owner's Project Manager (OPM) RFS Submission Timeline: Diane Mulvaney shared that the Town aims to meet the MSBA's OPM Review Panel Meeting (RPM) on March 3, 2025. The committee reviewed the timeline to stay aligned with MSBA requirements:
   - December 26, 2024 – RFS Ad Placement Deadline: The ad must be placed in the Central Register by this date.
   - January 1, 2025 – Ad Publication: The ad will appear in the Central Register and local newspaper, officially opening the OPM application process.
   - January 15, 2025 – Submission Deadline for Responses: All RFS responses are due to the District by this date.
   - February 5, 2025 – OPM Package Submission to MSBA: The completed OPM package must be submitted to the MSBA.
   - February 26, 2025 – OPM Package Distribution: The OPM package will be sent to panel members for review before the March 3 RPM.

4. OPM Selection Panel:

a. OPM Selection Committee: Jeff Cyr moved that the entire committee participate in vendor interviews for the OPM selection, and Kevin McAllister seconded. The motion passed unanimously.

b. OPM Vendor Screening Subcommittee: The committee discussed forming a smaller subcommittee to review and rank all written proposals and present a shortlist to the full committee. Nominations for the subcommittee included Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudolph Hall, and Diane Mulvaney. Jeff Cyr moved to approve the subcommittee members, and Ryan Moore seconded. The motion passed unanimously.

5. Next Meetings

a. The committee provisionally scheduled regular monthly meetings for Wednesday nights, with each session reserved for 90 minutes at the Mosier School Library, unless otherwise determined. The next meeting is scheduled for December 11, 2024, at 5:30 PM, with a subsequent meeting on January 15, 2025. Diane Mulvaney asked members to come prepared to discuss scheduling and booking future meetings.

b. Snow Contingency: The committee agreed to conduct meetings remotely in case of snow.

6. Other Business

a. The committee requested that Superintendent Mark McLaughlin provide an overview at a future meeting on how grade configuration and associated cost estimates will be addressed through this process.

7. Adjournment

a. Jeff Cyr made a motion to adjourn, seconded by Kevin McAllister. The meeting was adjourned.

AGENDA: S.H. Elementary School Building Project Committee, 12/11/24

DATE: Wednesday, December 11, 2024

Location: Mosier Elementary School Library

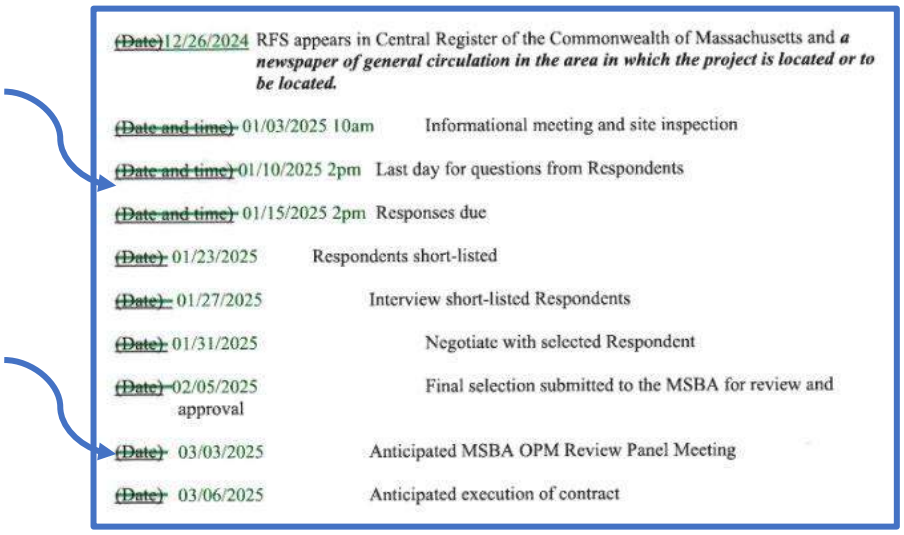
Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Housekeeping
    a. Meeting Minutes (11/12/24)
    b. Google Drive Setup – *if you cannot access, please se me at end of meeting*
    c. Snow policy
        i. Procedure to follow, to include discussion of staff availability (LW CR)
    d. Posting to town website – *we still need a person to assist*

    To include meeting dates, agendas, minutes and other pertinent documents prepared for upcoming meetings (48 hours not including holidays or weekends)
    Other non-electronic postings required besides calendar on town page?
    e. Committees/Boards/Departments requesting updates
2. Project Update
    a. Request for Services (**Voting tonight**)
        i. Link to directory (access by permission only): RFS Directory
        ii. Two documents for review
        iii. Please come prepared by reviewing both documents PRIOR to the meeting
        Should you have questions, **send an email** to the Chair & Superintendent (please do NOT respond all) so we may be prepared to answer any questions you have.
        iv. The **green** cross outs/wording is a formatting process required by the MSBA. It will allow you to find SH details as they pertain to the project. Committee members do not have access to make changes, only those with editor permission can do so.
        v. Please refrain from sharing this document as it is in DRAFT form and would provide an unfair advantage should it be circulated.
        vi. Other project questions as they relate to the RFS.

    Action Needed: After discussion of the RSF updated to include details particular to the needs of our project in the template, (as is or with updates).
3. OPM Review Panel Meeting (RPM) Dates
    a. OPM Sub Committee dates for review
    b. DRAFT DATES (dependent upon agenda item #2). The following is a tentative schedule of the selection process, subject to change at the Owner's and MSBA s discretion.



~~(Date)~~ 12/26/2024 RFS appears in Central Register of the Commonwealth of Massachusetts and ***a newspaper of general circulation in the area in which the project is located or to be located.***

~~(Date and time)~~ 01/03/2025 10am Informational meeting and site inspection

~~(Date and time)~~ 01/10/2025 2pm Last day for questions from Respondents

~~(Date and time)~~ 01/15/2025 2pm Responses due

~~(Date)~~ 01/23/2025 Respondents short-listed

~~(Date)~~ 01/27/2025 Interview short-listed Respondents

~~(Date)~~ 01/31/2025 Negotiate with selected Respondent

~~(Date)~~ 02/05/2025 Final selection submitted to the MSBA for review and approval

~~(Date)~~ 03/03/2025 Anticipated MSBA OPM Review Panel Meeting

~~(Date)~~ 03/06/2025 Anticipated execution of contract

Action Needed: Ensure availability of meeting location and attendees

4. Next Meeting dates

   Action Needed: Confirm January, set February and March

5. Other New Business

   a. Those items not reasonably anticipated by the Chair, 48 hours in advance

6. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

SCHEDULES

2025 OPM Review Panel Meeting Planning Dates					
OPM RPM Date* (2025)	Ad should be placed in the Central Register by this date**	Ad appears in the Central Register and local newspaper	Responses should be due to the District by this date***	OPM Package should be received at the MSBA by this date	OPM Package sent to Panel members
January 6	October 30, 2024	November 5, 2024	November 19, 2024	December 10, 2024	December 31, 2024
February 10	December 5, 2024	December 11, 2024	December 26, 2024	January 16	February 5
March 3	December 26, 2024	January 1	January 15	February 5	February 26
April 7	January 30	February 5	February 19	March 12	April 2

Important Information

Email used for member communications:
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Committee Shared Drive (permission based): SH Mosier Elementary Building Project
Agendas: Agendas
Meeting Minutes: DRAFT Meeting Minutes for approval
MSBA Site: Massachusetts School Building Authority
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link

Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. Dec 11, 2024, Wednesday @ 5:30p – 7p
3. Jan 15, 2025; Wednesday @ 5:30p – 7p
4. February, 2025; TBD
5. March, 2025; TBD
6. April, 2025; TBD
7. May, 2025; TBD
8. June, 2025 TBD
9. July, 2025; TBD
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

OPM Subcommittee Dates

Members: Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudi Phillips, and Diane Mulvaney.
1. Jan
2. Jan

South Hadley Elementary School Building Project Committee
Meeting Minutes

December 11, 2024, 5:30pm; Mosier School Library, 101 Mosier St, South Hadley, MA 01075			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	N
Jeff Cyr (Vice Chair)	N	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	N
Eric Friesner	Y	Mark McLaughlin, Superintendent, SHPS	Y
Rudolph Hall	N	Scott Moore, Director of Building Operations	N
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y
Kevin McAllister	Y	Jennifer Voyik, Assistant Superintendent, SHPS	Y
Ryan Moore	Y	Lisa Wong, Town Administrator	N
Daniel Vieu	N	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y		

1. **Housekeeping**
   a. Meeting Minutes: 11/12/24 - Kevin McAllister made a motion to approve the November 12, 2024 meeting minutes, with revisions to correct member's name noted to "Rudi Hall". Leonard Finkowski second and the motion passed unanimously.
   b. Google Drive Setup: Diane Mulvaney announced that the shared Google Drive had been set up. Members who do not yet have access were instructed to contact her for assistance.
   c. Snow Policy: The group briefly discussed whether to maintain a standing Zoom link for meetings during inclement weather. Diane Mulvaney will follow up with members for further consideration.
   d. Agenda Posting to Town Website: Eric Friesner volunteered to post meeting agendas on the Town website. Diane Mulvaney requested training for herself and Jeff Cyr (Vice Chair) to serve as backups.
   e. Committees/Boards/Departments requesting updates: The committee reviewed procedures for sharing Building Committee information and project updates. Members emphasized the importance of consistent communication with the community, particularly by directing residents to official updates. These updates will be shared through the Building Committee meeting minutes and Superintendent updates presented to the School Committee and staff. Members representing other boards were encouraged to ensure their colleagues know where to access accurate information.

2. **Project Update**
   a. Legal Notice: Eric Friesner made a motion to approve the legal notice, seconded by Leonard Finkowski. The motion passed unanimously.

b. Request for Services: Jennifer Voyik provided an overview of the RFS document.
   i. **Cost Estimate Development**: Kevin McAllister inquired about the development of the estimated costs. Jennifer explained that the estimates are based on data from 10 years of Massachusetts School Building Authority (MSBA) projects. The lower estimate reflects a smaller configuration, while the higher estimate reflects a larger configuration.
   ii. **Scope Correction**: Jennifer noted a correction to change "April 2024" to "April 2023" in the document.
   iii. **Capital Planning Concerns**: Kevin raised questions about whether the plans reflect a renovation or a new build. Jennifer clarified that the feasibility study will determine this. Mark McLaughlin added that MSBA appears to favor a new build based on the current state of the building, but the feasibility study will yield more information on either option to help inform a decision.
   iv. **Safety Standards**: Diane Mulvaney asked committee members for thoughts on explicitly including safety standards in the project objectives. Ryan Moore affirmed that safety would be important to emphasize and others agreed. Jennifer will update the wording accordingly.
   v. **Evaluation Criteria**: Kevin McAllister suggested reviewing and adjusting the scoring system, emphasizing to the group that this was an opportunity to prioritize key criteria and ensure alignment with the project's objectives.
      1. Diane proposed capping the total points at 125, and the committee agreed.
      2. The Committee discussed various points allocations and decided to change the following:
         a. #1b: increased from 5 to 10 points
         b. #6a and b: increased 5 to 10 points
         c. #8: increased from 5 to 10 points
      3. Jennifer Voyik will update the scoring criteria accordingly. She will also revise the language to clarify that the subcommittee will conduct the initial scoring, with voting during interviews limited to full committee members only.
   vi. **Timeline**: Diane encouraged attendance at the site visit scheduled for January 10, 2024. Members were asked to notify her in advance to facilitate planning. A follow-up meeting to rank proposals will be scheduled afterward.

c. RFS Approval: Kevin McAllister made a motion to approve the RFS with the discussed changes. Leonard Finkowski seconded, and the motion passed unanimously.

3. OPM Review Panel Meeting Dates:

a. 1/15–1/23: Shortlist preparation.
b. 1/21: Tentative subcommittee meeting to review scoring and shortlist proposals (full-day meeting).
c. 1/23: Candidate interviews via Zoom. Dates will be confirmed at the next meeting.

4. **Next Meetings**
    a. Diane emphasized the importance of attendance and reminded members that missing three meetings would result in a follow-up call. Tentative future meeting dates were set as follows:
        i. February 12, 2025, at 5:30 PM
        ii. March 12, 2025, at 5:30 PM
    b. These dates may be adjusted at the next meeting if necessary.

5. **Other Business**
    a. **Communication with the School Committee**: Mark McLaughlin discussed the importance of official messaging through the School Committee, the Superintendent, and Building Committee and School Committee meeting minutes.
    b. **Feasibility Study and Grade Configuration**: The committee discussed grade configurations and how they will be determined during the process. In the Statement of Interest (SOI) submitted to the MSBA, the district prioritized evaluating a Grades 1–5 configuration. However, the feasibility study will also examine a Grades 2–4 configuration, ultimately assessing the costs of both options to help inform a final decision.

6. **Adjournment**
    a. Kevin McAllister made a motion to adjourn the meeting. Leonard Finkowski seconded, and the motion passed unanimously. The meeting adjourned at 6:49 PM.

AGENDA: S.H. Elementary School Building Project Committee, 01/15/25

DATE: Wednesday, January 15, 2025

Location: Mosier Elementary School Library

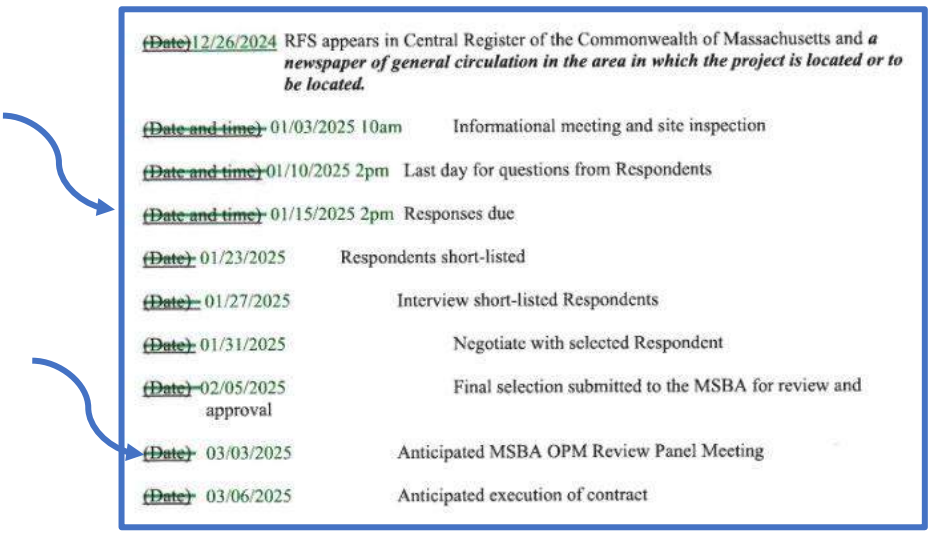
Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Meeting Minutes
    a. Meeting Minutes (12/11/24)

    Action Needed: Motion to approve meeting minutes, 12/11/24
2. Project Update
    a. Request for Services submitted to MSBA (12/12/24)
        i. Other project questions as they relate to the submission process for the RFS.
    b. Posting Updates
    c. Informational Meeting & Submitted Questions
    d. Number of Responses

    Action Needed: Informational, no action needed
3. OPM Review Panel Meeting (RPM) Dates
    a. OPM Sub Committee dates for review
    b. DRAFT DATES (dependent upon agenda item #2 & at the time of this agenda). The following is a tentative schedule of the selection process, subject to change at the Owner's and MSBA s discretion. (Draft until we hear back re: acceptance.)



~~(Date)~~12/26/2024 RFS appears in Central Register of the Commonwealth of Massachusetts and ***a newspaper of general circulation in the area in which the project is located or to be located.***

~~(Date and time)~~ 01/03/2025 10am Informational meeting and site inspection

~~(Date and time)~~01/10/2025 2pm Last day for questions from Respondents

~~(Date and time)~~ 01/15/2025 2pm Responses due

~~(Date)~~ 01/23/2025 Respondents short-listed

~~(Date)~~ 01/27/2025 Interview short-listed Respondents

~~(Date)~~ 01/31/2025 Negotiate with selected Respondent

~~(Date)~~ 02/05/2025 Final selection submitted to the MSBA for review and approval

~~(Date)~~ 03/03/2025 Anticipated MSBA OPM Review Panel Meeting

~~(Date)~~ 03/06/2025 Anticipated execution of contract

Action Needed: Ensure availability of meeting location and attendees, see background information at end of agenda

4. Next Meeting dates

   Action Needed: Confirm February and March, set April

5. Committees/Boards/Departments requesting updates
   a. Communication bullets and path for distribution
6. Other New Business
   a. Those items not reasonably anticipated by the Chair, 48 hours in advance
7. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

SCHEDULES

2025 OPM Review Panel Meeting Planning Dates

OPM RPM Date* (2025)	Ad should be placed in the Central Register by this date**	Ad appears in the Central Register and local newspaper	Responses should be due to the District by this date***	OPM Package should be received at the MSBA by this date	OPM Package sent to Panel members
January 6	October 30, 2024	November 5, 2024	November 19, 2024	December 10, 2024	December 31, 2024
February 10	December 5, 2024	December 11, 2024	December 26, 2024	January 16	February 5
March 3	December 26, 2024	January 1	January 15	February 5	February 26
April 7	January 30	February 5	February 19	March 12	April 2

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

AGENDA: S.H. Elementary School Building Project Committee, 01/15/25 continued

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. Jan 15, 2025; Wednesday @ 5:30p – 7p
4. February 12, 2025 (tent)
5. March 12, 2025 (tent)
6. April, 2025; TBD
7. May, 2025; TBD
8. June, 2025 TBD
9. July, 2025; TBD
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

OPM Subcommittee Dates

Members: Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudi Phillips, and Diane Mulvaney.

1. January 15, 2025, 2pm RFS submissions opened
2. January 21, 2025, Score submission (TBA location/'full day', most likely Mosier) Subcommittee meets to evaluate, score, prepare shortlist
3. January 23, 2025, Shortlist available
4. January 27, 2025, Zoom interviews (whole committee invited)

Important Information

Email used for member communications:
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Committee Shared Drive (permission based): SH Mosier Elementary Building Project
Agendas: Agendas
Meeting Minutes: DRAFT Meeting Minutes for approval
MSBA Site: Massachusetts School Building Authority
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link

Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org

South Hadley Elementary School Building Project Committee
Meeting Minutes (APPROVED)

January 15, 2025, 5:30pm; Mosier School Library, 101 Mosier St, South Hadley, MA 01075			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	N
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Mark McLaughlin, Superintendent, SHPS	Y
Rudolph Hall	Y	Scott Moore, Director of Building Operations	N
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y
Kevin McAllister	Y	Jennifer Voyik, Assistant Superintendent, SHPS	Y
Ryan Moore	Y	Lisa Wong, Town Administrator	y
Daniel Vieu	N	Liz Wood, High School Principal, SHPS	Y
Teresa Winters-Tobin	Y		

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:30 PM.

1. **Housekeeping**
   a. **Meeting Minutes:** Leonard Finkowski made a motion to approve the December 11, 2024 meeting minutes. Kevin McCallister seconded and the motion passed unanimously, with one abstention (Jeff Cyr).

2. **Project Update**
   a. **Request for Services (RFS) Submission:** Jennifer Voyik reported the RFS was submitted to the MSBA on December 12, 2024. On December 23, 2024, the MSBA provided final corrections, requiring a quick turnaround to advertise the RFS. Initial advertising was completed as required, except for the Design Services section of the Central Register. An addendum was posted there on January 8, 2025, slightly pushing back the deadline for bid submissions to Wednesday, January 22, 2025, at 2:00 PM. Despite this adjustment, the project remains on track with the overall RPM schedule.

   b. **Site Visit:** Diane Mulvaney shared that a site visit was held on January 10, 2025, at Mosier School, with approx. 10 vendors attending. Vendors were given a tour, explaining mostly building issues as well as some curriculum issues. Special thanks were extended to Homer, the custodian at Mosier Elementary School, for providing valuable insights during the tour.

c. Submissions and Questions: Lisa Wong reported that 23 vendors have requested the RFS to-date. Jennifer Voyik noted that one vendor asked what questions would be asked during the interview process. The committee agreed that interview questions would be finalized after reviewing submitted proposals.

3. OPM Review Panel Meeting (RPM) Dates:

a. **Bid Proposals Due**: January 22, 2025.

b. **Initial Evaluation and Shortlisting:** Diane Mulvaney asked subcommittee members to arrive at 2:30 PM on January 22, 2025, and plan to stay throughout the evening if necessary, until the shortlist is finalized. Lisa Wong outlined the bid opening process scheduled for January 22, 2025. Minimum requirements will be reviewed to determine eligibility, with ineligible vendors disqualified at the start. The subcommittee will then score, rank and shortlist proposals for interviews. Diane Mulvaney is developing a draft scoring and record sheet based on criteria listed in the RFS for the subcommittee's use.

   i. The Town must submit the list of shortlisted vendors to the MSBA between January 23–27, 2025.

c. **Vendor Interviews**

   i. **Scheduled**: January 27, 2025. Subcommittee members must attend to vote. Subcommittee members must send availability for January 27, 2025, to Diane Mulvaney by January 20, 2025. Full committee members are encouraged to join as audience members via webinar mode on Zoom. Keisha Keitt in the Superintendent's office will set up Zoom meetings for the interviews.

   ii. **Interview Format**: The anticipated format for interviews was discussed by the committee:
      1. 45-60-minute sessions, starting with a vendor pitch, followed by committee questions, and concluding with vendor questions for the committee.
      2. The committee discussed sending presentation instructions to vendors in advance (e.g., prepare a 10-minute presentation).

d. **Final OPM Selection**: The committee decided to schedule a meeting of the subcommittee for January 29, 2025, at 5:30 PM to choose the selected vendor. The committee discussed whether this should be a public meeting or executive session. Full committee members should inform Diane of their interest to attend and she will monitor quorum numbers.

e. **Negotiation Period:** Between January 27–31, 2025, the committee will negotiate with the selected vendor.

f. **MSBA deadline for OPM Decision**: The final OPM selection is due to the MSBA by February 5, 2025.

4. **Next Meetings**
    a. Tentative future meeting dates were set as follows:
        i. February 12, 2025, at 5:30 PM
        ii. March 12, 2025, at 5:30 PM
        iii. April 9, 2025
        iv. May 21, 2025
    b. Additional summer meetings will be held at Mosier School as necessary.

5. **Committees/Boards/Departments requesting updates**
    a. **Communication pathways were discussed:** Mark McLaughlin and Eric Friesner will channel communications outward via the School District and School Committee. Lisa Wong will include pertinent project updates in the monthly Town Administrator report to the Selectboard.

6. **Other Business**
    a. **Architect Selection:** Leonard Finkowski inquired about the future architect selection process. Diane clarified that the committee, with assistance from the OPM, selects the architect.

7. **Adjournment**
    a. Leonard Finkowski made a motion to adjourn the meeting. Kevin McAllister seconded, and the motion passed unanimously. The meeting adjourned at 6:57 PM.

AGENDA: S.H. Elementary School Building Project Committee, 02/12/25

DATE: Wednesday, February 12, 2025

Location: Mosier Elementary School Library

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Meeting Minutes
    a. Meeting Minutes (1/15/25)

    Action Needed: Motion to approve meeting minutes, 1/15/25
2. Correspondence
    a. Correspondence not associated with MSBA
3. Project Update
    a. Quantify results of submission
    b. Update on Selection process for OPM
    c. Other project questions as they relate to the OPM process status.
    d. Next steps - gearing up for Architect, Feasibility Study & community engagement (tours)

    Action Needed: Informational, no action needed
4. Next Meeting dates

    Action Needed: Confirm March, set April & May
5. Committees/Boards/Departments requesting updates
    a. Questions incoming from committees represented by members
    b. Communication bullets and path for distribution
6. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
7. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

SCHEDULES

2025 OPM Review Panel Meeting Planning Dates

OPM RPM Date* (2025)	Ad should be placed in the Central Register by this date**	Ad appears in the Central Register and local newspaper	Responses should be due to the District by this date***	OPM Package should be received at the MSBA by this date	OPM Package sent to Panel members
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Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. February 12, 2025
5. March 12, 2025
6. April, 2025; TBD
7. May, 2025; TBD
8. June, 2025 TBD
9. July, 2025; TBD
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

OPM Subcommittee Dates

Members: Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudi Phillips, and Diane Mulvaney.

1. ~~January 15, 2025, 2pm RFS submissions opened Addendum>> Updated to January 22, 2025 @ 2pm~~
2. ~~January 21, 2025, Score submission Addendum>> Updated to January 22, 2025 @ 2pm, Town Hall Conference Room~~
3. ~~January 23, 2025, Shortlist available~~
4. ~~January 27, 2025, Zoom interviews (whole committee invited)~~
5. ~~January 29, 2025, Finalize OPM submission~~
6. ~~January 31, 2025 – Negotiations~~
7. ~~February 5, 2025 – Selection submitted to MSBA~~

8. March 3, 2025 – MSBA review panel
9. March 6, 2025 – Anticipated contract signing for OPM

Important Information

Email used for member communications:
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Committee Shared Drive (permission based): SH Mosier Elementary Building Project
Agendas: Agendas
Meeting Minutes: DRAFT Meeting Minutes for approval
MSBA Site: Massachusetts School Building Authority
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link
Our Project: South Hadley Public School District
Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org

South Hadley Elementary School Building Project Committee
Meeting Minutes (APPROVED)

February 12, 2025, 5:30pm; Mosier School Library, 101 Mosier St, South Hadley, MA 01075			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Mark McLaughlin, Superintendent, SHPS	Y
Rudolph Hall	Y	Scott Moore, Director of Building Operations	Y
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	N
Kevin McAllister	Y	Jennifer Voyik, Assistant Superintendent, SHPS	Y
Ryan Moore	Y	Lisa Wong, Town Administrator	Y
Daniel Vieu	Y	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y		

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:31 PM.

1. **Meeting Minutes**
   a. **Meeting Minutes:** [Leonard Finkowski] made a motion to approve the January 15, 2025 meeting minutes. [Brian Kennedy] seconded and the motion passed unanimously.

2. **Correspondence**
   a. **Correspondence not associated with MSBA:**

3. **Project Update**
   a. **Quantify results of submission:** Diane thanked Keisha and Jen for all their work with the process. 9 submissions. 4 came in for interviews.

   b. **Update on Selection process for OPM:** Skanska has signed the contract and the Town needs to wait for MSBA meeting in March. Will confirm with Dale at Skanska to come to the next committee meeting to meet the committee, introduce themselves, and go over their proposal. Diane asked if any members had feedback. Rudolph mentioned that we were lucky to have two top candidates including LiRo HIll. Leonard asked where they are located. Skanska has a Springfield office. Kevin said we will be comfortable working with them. Diane said they took community engagement seriously and a good proposal.

MSBA will provide more info on the March 3 meeting. Skanska ready to take the lead in the presentation. OPM once on board will help with the next step of hiring a designer. More members thanked Jen for her work and Jen mentioned how helpful Maria at MSBA has been. Mark mentioned how well organized Jen is.

c. **Other project questions as they relate to the OPM process status:** There was a question about the fee. Skanska came in at 335k for this phase, and we had budgeted 350k.

d. **Next steps - gearing up for Architect, Feasibility Study & community engagement (tours):**

4. **Next Meetings**
   a. Tentative future meeting dates were set as follows:
      i. March 12, 2025, at 5:30 PM
      ii. April 9, 2025
      iii. May 21, 2025

5. **Committees/Boards/Departments requesting updates**
   a. **Questions incoming from committees represented by members:**
   b. **Communication bullets and path for distribution:**

6. **Other Business** *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*
   a.

7. **Adjournment**
   a. [Jeff Cyr] made a motion to adjourn the meeting. [Theresa] seconded, and the motion passed unanimously. The meeting adjourned at 5:57 PM.

AGENDA: S.H. Elementary School Building Project Committee, 03/12/25

DATE: Wednesday, March 12, 2025

Location: Mosier Elementary School Library

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Meeting Minutes
    a. Meeting Minutes (2/12/25)

    Action Needed: Motion to approve meeting minutes, 2/12/25
2. Correspondence
    a. Correspondence not associated with MSBA
3. Project Update
    a. MSBA March 3, 2025 Zoom mtg w/OPM & MSBA
    b. (Potential) OPM presentation
    c. Next steps - gearing up for next steps
        i. Designer Selection Process (DSP)

    Action Needed: Determined by state process, review with OPM
4. Committees/Boards/Departments requesting updates
    a. Questions incoming from committees represented by members
    b. Communication bullets and path for distribution
5. Next Meeting dates

    Action Needed: Confirm April & May, set June & July
6. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
7. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

SCHEDULES



2025 Designer Selection Panel Meeting Dates

Massachusetts School Building Authority

January 14	May 20	October 7
January 28	June 3	October 21
February 11	June 17	November 4
February 25	July 15	November 18
March 11	July 29	December 2
March 25	August 12	December 16
April 8	August 26	
April 22	September 9	
May 6	September 23	

All meetings dates are tentative until confirmed by the MSBA

All Designer Selection Panel Meetings will begin at 8:30 AM via ZOOM, unless otherwise indicated.

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. ~~February 12, 2025~~
5. March 12, 2025
6. April 9, 2025
7. May 21, 2025
8. June, 2025 TBD
9. July, 2025; TBD
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

15. 2026

Designer Selection Process (Projected April 2025)

Members:
1. TBD
2. TBD

OPM Subcommittee Dates

Members: Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudi Phillips, and Diane Mulvaney.

~~3. January 15, 2025, 2pm RFS submissions opened Addendum>> Updated to January 22, 2025 @ 2pm~~
~~4. January 21, 2025, Score submission Addendum>> Updated to January 22, 2025 @ 2pm, Town Hall Conference Room~~
~~5. January 23, 2025, Shortlist available~~
~~6. January 27, 2025, Zoom interviews (whole committee invited)~~
~~7. January 29, 2025, Finalize OPM submission~~
~~8. January 31, 2025 – Negotiations~~
~~9. February 5, 2025 – Selection submitted to MSBA~~
~~10. March 3, 2025 – MSBA review panel~~
11. March 6, 2025 – Anticipated contract signing for OPM

Important Information

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Committee Shared Drive (permission based): SH Mosier Elementary Building Project
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Our Project: South Hadley Public School District
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link
Designer Selection Process: MSBA Link for DSP details

South Hadley Elementary School Building Project Committee
Meeting Minutes (APPROVED)

March 13, 2025, 5:30pm; Mosier School Library, 101 Mosier St, South Hadley, MA 01075			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	N	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	N
Eric Friesner	Y	Mark McLaughlin, Superintendent, SHPS	N
Rudolph Hall	Y	Scott Moore, Director of Building Operations	Y
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	N
Kevin McAllister	Y	Jennifer Voyik, Assistant Superintendent, SHPS	Y
Ryan Moore	Y	Lisa Wong, Town Administrator	Y
Daniel Vieu	Y	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	N		

Also in Attendance: Skanska - Dale Caldwell and Nicholas Lobik

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:30 PM.

1. **Meeting Minutes**
    a. **Meeting Minutes:** [Leonard Finkowski] made a motion to approve the February 13, 2025 meeting minutes. [Rudy Hall] seconded and the motion passed unanimously.

2. **Correspondence**
    a. **Correspondence not associated with MSBA:**

3. **Project Update**
    a. Members introduced themselves to the Skanska team. Diane reviewed the recent meeting with MSBA where Skanska presented and answered questions from the MSBA board. The Town has not received correspondence yet with the approval needed to sign the contract.

    b. **Skanska review of Designer Selection Process:** Diane asked about the pool and Skanska said there are quite a few and this is an attractive project. Tentative schedule as follows:
        - March 15 - provide RFS to MSBA for review
        - April 2 - Issue Designer RFS
        - April 9 - Designer Site Visit
        - April 23 - Designer Submission Date
        - May 6 or May 20 - Designer Selection Panel meeting

c. Skanska review of Project Timeline - proposal and needs committee input

- **Module 3 Feasibility Study -** Develop Educational Program in late 2025/early 2026. Submit Preliminary Design Program (look at existing building) 10/2025 and Submit Preferred Schematic Report 4/2026 (need to decide option including grades).
- **Module 4 Schematic Design -** Submit SD 10/2026 (starts MSBA review to get final funding number) - may look at other dates given that vote will be in April 2027 versus the Dec 2026 timeline in the Skanska presentation.
- **Module 5 - Fund the Project -** Aim for April 13, 2027 Town Election (so need Special Town Meeting vote at least 35 days beforehand)
- **Module 6 - Detailed Design -** Submit Construction Document 10/2027 - may be pushed back due to Module 5 date.
- **Module 7 -** Construction - could move in as soon as 7/2030.

d. Community Outreach and Stakeholder Meetings

i. School Building Committee (SBC) - monthly full committee, bi-weekly leadership, subcommittees monthly/as needed
ii. School Admin - 2 meetings per phase
iii. Educational Visioning Committee - 3 total during Module 3
iv. Town Committees - Selectboard 1 per phase, Appropriations as needed, SEC 2 per phase
v. Public Safety - 2 per phase

The above proposal was discussed by the committee. Many expressed the need for more education visioning support especially given the tight timeframe. There was discussion about getting the SBC itself to debate the grade configuration. Asked for volunteers for subcommittees: Design committee volunteers - Rudy, Diane, Brook, Kevin, Brian and Lisa. Communication Committee - Jen, Eric, Chuck, Theresa and Liz.

Next Meetings

e. Tentative future meeting dates were set as follows:

i. April 16, 2025, at 5:30 PM. Design Subcommittee to be determined but prior to April 16 meeting.
ii. May 21, 2025
iii. June 18, 2025
iv. July 23, 2025

4. Committees/Boards/Departments requesting updates

a. **Questions incoming from committees represented by members:**
b. **Communication bullets and path for distribution:**

5. Other Business *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*

6. Adjournment

a. [Kevin McCallister] made a motion to adjourn the meeting. [Leonard Finkowski] seconded, and the motion passed unanimously. The meeting adjourned at 7:01 PM.

AGENDA: S.H. Elementary School Building Project Committee, 04/16/25

DATE: Wednesday, April 16, 2025

Location: Mosier Elementary School Library

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Meeting Minutes
    a. Meeting Minutes (3/12/25)

    Action Needed: Motion to approve meeting minutes, 3/12/25
2. Project Update (NL)
    a. Introduce additional team members from Skanska.
    b. Updated Designer Selection Timeline, Project Schedule, & Communications plan.

    Action Needed: Determine next steps
3. Correspondence
    a. Correspondence not associated with MSBA
4. Committees/Boards/Departments requesting updates
    a. Questions incoming from committees represented by members
    b. Communication bullets and path for distribution
5. Next Meeting dates

    Action Needed: Confirm May 21, 2025, June 18, 2025; July 23, 2025
6. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
7. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

SCHEDULES

Designer Selection Timeline

- RFS due to MSBA: Thursday, May 1
- Ad placed in "Designer Services" section of Central Register: Thursday, May 15
- Ad appears in Central Register: Wednesday, May 21
- Applications due to District: Wednesday, June 18
- Applications due to the MSBA: Thursday, June 26
- DSP Applications Review: **Tuesday, July 15**



2025 Designer Selection Panel Meeting Dates

January 14	May 20	October 7
January 28	June 3	October 21
February 11	June 17	November 4
February 25	July 15	November 18
March 11	July 29	December 2
March 25	August 12	December 16
April 8	August 26	
April 22	September 9	
May 6	September 23	

All meetings dates are tentative until confirmed by the MSBA

All Designer Selection Panel Meetings will begin at 8:30 AM via ZOOM, unless otherwise indicated.

(3/12/25) PROPOSED Project Timeline – SUBJECT TO CHANGE, preliminary illustration only

- Module 3 Feasibility Study
  Develop Educational Program in late 2025/early 2026. Submit Preliminary Design Program (look at existing building) 10/2025 and Submit Preferred Schematic Report 4/2026 (need to decide option including grades).
- Module 4 Schematic Design
  Submit SD 10/2026 (starts MSBA review to get final funding number) - may look at other dates given that vote will be in April 2027 versus the Dec 2026 timeline in the Skanska presentation.
- Module 5 - Fund the Project
  Aim for April 13, 2027 Town Election (so need Special Town Meeting vote at least 35 days beforehand)
- Module 6 - Detailed Design
  Submit Construction Document 10/2027 - may be pushed back due to Module 5 date.
- Module 7 - Construction - could move in as soon as 7/2030.

AGENDA: S.H. Elementary School Building Project Committee, 04/16/25 continued

Informational Mtg Dates:
09/12/24; 5p – 6:30p, 10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. ~~February 12, 2025~~
5. ~~March 12, 2025~~
6. April 16, 2025
7. May 21, 2025
8. June 18, 2025
9. July 23, 2025
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

Communication Committee

Members:
1. Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood
2. TBD dates

OPM Subcommittee Dates
Designer Selection Process (Projected April 2025)

Members:
3. Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong
4. April 16, 2025

OPM Subcommittee Dates

Members: Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudi Phillips, and Diane Mulvaney.
5. ~~January 15, 2025, 2pm RFS submissions opened Addendum>> Updated to January 22, 2025 @ 2pm~~
6. ~~January 21, 2025, Score submission Addendum>> Updated to January 22, 2025 @ 2pm, Town Hall Conference Room~~
7. ~~January 23, 2025, Shortlist available~~
8. ~~January 27, 2025, Zoom interviews (whole committee invited)~~
9. ~~January 29, 2025, Finalize OPM submission~~
10. ~~January 31, 2025 – Negotiations~~
11. ~~February 5, 2025 – Selection submitted to MSBA~~
12. ~~March 3, 2025 – MSBA review panel~~
13. March 6, 2025 – Anticipated contract signing for OPM

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MSBA Site: Massachusetts School Building Authority
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Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link
Designer Selection Process: MSBA Link for DSP details

South Hadley Elementary School Building Project Committee
Meeting Minutes (APPROVED)

April 16, 2025, 5:30pm; Mosier School Library, 101 Mosier St, South Hadley, MA 01075			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	N	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	N
Eric Friesner	N	Mark McLaughlin, Superintendent, SHPS	Y
Rudolph Hall	Y	Scott Moore, Director of Building Operations	Y
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	N
Kevin McAllister	Y	Jennifer Voyik, Assistant Superintendent, SHPS	Y
Ryan Moore	N	Lisa Wong, Town Administrator	Y
Daniel Vieu	N	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y		

Also in Attendance: Skanska - Dale Caldwell and Nicholas Lobik, Victoria Clifford, John Bussinger (sp?)

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:32 PM.

1. **Meeting Minutes**
    a. **Meeting Minutes:** [Leonard Finkowski] made a motion to approve the March 12, 2025 meeting minutes. [Kevin McAllister] seconded and the motion passed with all yes and Theresa abstaining.

2. **Correspondence**
    a. **Correspondence not associated with MSBA:**

3. **Project Update**
    a. Diane outlined the meeting expectations by introducing additional Skanska members and also alluding to the shifting of the project timeline.

    b. **Skanska review of Designer Selection Process:** Nicholas from Skanska put together a second option of a timeline due to feedback from the previous meeting:
        - May 1 - provide RFS to MSBA for review
        - May 15 - Issue Designer RFS (Central Register on May 21)
        - May 28 - Designer Site Visit (tentative at 3:30pm)
        - June 18 - Designer Submission Date to district (June 26 due to MSBA)
        - July 15 - DSP Applications Review

The group discussed reaching out to firms to make sure there are ample applicants. Skansa said Town has 3 votes and MSBA has 13, and that the votes by MSBA would be two weeks later if they wanted to interview, otherwise it would be July 15 for the decision.

c. Skanska review of Project Timeline - Option 2 outlined below (Option 1 presented at the previous meeting)

- **Module 3 Feasibility Study -** Develop Educational Program in late 2025/early 2026. Preliminary Design Program Sept 2025 to Feb 2026, Preferred Schematic Report Feb 2026 to Aug 2026 and MSBA board meeting in Oct 2026.
- **Module 4 Schematic Design -** Schematic Design Aug 2026 to April 2027. Project Scope and Budget Agreement Approval June 2027 (defined scope and cost, with town share).
- **Module 5 - Fund the Project -** Special Town Meeting Vote and Special Election Sept 2027.
- **Module 6 - Detailed Design -** Design Development/Construction Documents Oct 2027 to December 2028.
- **Module 7 -** Construction -Bidding December 2028 to February 2029 school open June 2031.

Kevin made motion, Brian seconded to accept Option 2. Unanimous vote for Option 2.

d. Community Outreach and Stakeholder Meetings

- Victoria presented some upcoming engagement opportunities including the summer concert series, school open houses, educational visioning sessions, and grand configuration community forum in the fall. Victoria would build all the content and graphics but the committee needs to be the spokesperson for the project. Skanska will be our partner and help develop frequently asked questions. The schedule will be important to let the public know the vote is fall of 2027 and outline ways that people can get involved and volunteer. Another idea is a Meet the School Building Committee event. Veronica can send a profile form that each member can fill out.

The committee discussed utilizing social media. Skanska can assist with logging and replying to questions coming in from the public. Skanska suggested recording the Building Committee meetings. We confirmed the Communications subcommittee. Pamphlet and story will be available for review in July.

Jen V had a question about development of the content and who would upload. Veronica said that Skanska can have control over the website and keep updated. School and town admin would retain control over their existing social media and Veronica can monitor. Nick and Veronica have outlined a communications plan and will work with the subcommittee to finalize.

The group talked about community events, organizing and getting boards and active members of the committee involved.

Next Meetings

a. Tentative future meeting dates were set as follows:
   i. May 21, 2025 at 5:30 PM
   ii. July 9, 2025
   iii. August 13, 2025

Skanska will send out a doodle poll to organize the communications subcommittee to set up a meeting in the next two weeks. Zoom meetings will work too. These meetings need to be posted. The RFS subcommittee will meet April 23 at 6pm via Zoom.

4. **Committees/Boards/Departments requesting updates**
   a. **Questions incoming from committees represented by members:**
   b. **Communication bullets and path for distribution: The Town will include this committee in the Annual Town report for FY25.**

5. **Other Business** *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*

6. **Adjournment**
   a. [Kevin McAllister] made a motion to adjourn the meeting. [Leonard Finkowski] seconded, and the motion passed unanimously. The meeting adjourned at 6:37 PM.

AGENDA: S.H. Elementary School Building Project Committee, 05/21/25

DATE: Wednesday, May 21, 2025

Location: ~~Mosier Elementary School Library~~ New Location: South Hadley Senior Center, 45 Dayton St.

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Hybrid Meeting:
Join Zoom Webinar from your computer:
https://us02web.zoom.us/j/81004504123?pwd=N35KRssWQfXvXshhF7xjzaRAxucAsV.1
By phone: 1 646 931 3860 **| Webinar ID:** 810 0450 4123 **| Passcode:** 921236

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment

   Time set aside for the public to offer comments on items not on the posted agenda, in accordance with the adopted policy, as amended 9/11/2023. Should comments be made during this time that warrant further discussions, a committee member can raise those thoughts during New Business. If comments are made concerning an agenda item, the committee will not be discussing it until further along in the meeting. As with any public meeting, the public is asked to state your name & address for the record before commenting.

2. Meeting Minutes
   a. Meeting Minutes (4/16/25)

   Action Needed: Motion to approve meeting minutes, 4/16/25

3. Project Update - general
   a. Invoicing approval & tracking process

4. Subcommittee Updates
   a. Designer Subcommittee
   b. Communications Subcommittee

   Action Needed: Determine next steps

5. Correspondence
   a. Correspondence not associated with MSBA

6. Committees/Boards/Departments requesting updates
   a. Questions incoming from committees represented by members
   b. Communication bullets and path for distribution

7. Next Meeting dates

   Action Needed: Confirm no mtg in June, July, Aug, Sept; review subcommittee meeting dates

8. Other New Business
   a. Those items not reasonably anticipated by the Chair, 48 hours in advance

9. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

Key Milestones

Designer Selection	June 2025
Educational Visioning Workshops	Fall 2025
Community Forums	Fall 2025 - Winter 2026
Preliminary Design Program submission	Feb. 2026
MSBA approval of preferred solution	Oct. 2026
Special Town Vote:	Sept. 2027

SCHEDULES

Designer Selection Timeline

- Provide RFS to MSBA for review: Thursday, May 1
- Ad placed in “Designer Services” section of Central Register: Thursday, May 15
- Ad appears in Central Register: Wednesday, May 21
- Walk through Wednesday, May 28, 2025, @ 3:30p
- Applications due to District: Wednesday, June 18
- Applications due to the MSBA: Thursday, June 26
- DSP Applications Review: **Tuesday, July 15**
- MSBA may ask for a second interview process, 2 weeks post July 15

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



AGENDA: S.H. Elementary School Building Project Committee, 05/21/25 continued

Informational Mtg Dates:
09/12/24; 5p – 6:30p, 10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. ~~February 12, 2025~~
5. ~~March 12, 2025~~
6. ~~April 16, 2025~~
7. ~~May 21, 2025~~
8. June 18, 2025 TBD
9. July 23, 2025
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by eric or Jen, V will make the agenda)

1. ~~May 12, 2025 10-11am (by zoom)~~
2. May 27, 2025 11am (by zoom)
3. ~~3.~~

Subcommittee: Designer Selection Process (Projected April 2025)

Members: Jen or Eric will post
Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

1. ~~April 23, 2025 >> 6pm (by zoom)~~
2. June 11, 2025 >>6pm (by zoom)
3. TENT June 25, 2025 >> 6pm (in person)
4. ~~4.~~

Important Information

Email used for member communications: shbuilds@shschools.com
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org
MSBA Site: Massachusetts School Building Authority
Our Project: South Hadley Public School District
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Designer Selection Process: MSBA Link for DSP details

South Hadley Elementary School Building Project Committee
Meeting Minutes (Approved)

May 21, 2025, 5:30pm; South Hadley Senior Center, 45 Dayton St, South Hadley, MA 01075 **By Zoom: https://us02web.zoom.us/j/81004504123?pwd=N35KRssWQfXvXshhF7xjzaRAxucAsV.1**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	N	Elizabeth Cooke, Director of Student Services, SHPS	N
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	N	Mark McLaughlin, Superintendent, SHPS	Y (v)
Rudolph Hall	Y	Scott Moore, Director of Building Operations	Y (v)
Brian Kennedy	Y	Chuck Romboletti, Assistant Town Administrator/HR	N
Kevin McAllister	Y (v)	Jennifer Voyik, Assistant Superintendent, SHPS	Y
Ryan Moore	N	Lisa Wong, Town Administrator	Y
Daniel Vieu	Y	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y	V = Virtual	

Also in Attendance: Skanska - Nicholas Lobik, Victoria Clifford

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:32 PM.

1. **Open Comment**

   Diane emphasized that it is important for committee members to show up so that we are able to have a quorum. Diane read the following:

   Time set aside for the public to offer comments on items not on the posted agenda, in accordance with the adopted policy, as amended 9/11/2023. Should comments be made during this time that warrant further discussions, a committee member can raise those thoughts during New Business. If comments are made concerning an agenda item, the committee will not be discussing it until further along in the meeting. As with any public meeting, the public is asked to state your name & address for the record before commenting.

   Diane explained this is a time for the public to engage.

2. **Meeting Minutes**
   a. **Meeting Minutes:** [Leonard Finkowski] made a motion to approve the April 16, 2025 meeting minutes. [Brian Kennedy] seconded and the motion passed with all yes.

3. **Project Update - General**

a. Diane said we have our first invoice for services through April 13, 2025 in the amount of $11,380. Diane discussed having a formal process to keep track of the invoices and whether to bring the invoices to the committee over a certain number. Nick from Skanska recommended that a subcommittee made up of certain members can be approved.

The committee discussed creating a group with the charge to approve invoices up to $75,000 made up of the Chair, the Superintendent or designee, the Town Administrator or designee and two members of the committee. Len and Brian volunteered. Rudy made the motion and Theresa seconded to create this group. Role call vote and all approved.

We will have a formal account to keep track of invoices compared to the MSBA approval. Skanska will develop this. The committee will have a finance section as part of future meetings. Jen Voyik said the School Department will also have this accounting. The committee discussed whether this was a school or town project and which warrant this should be a part of - the school or the town. School administration will check with legal. Victoria said that once the invoices are paid, then they can submit this to the MSBA for reimbursement and that will also be tracked on the budget spreadsheet.

Lisa made a motion to approve the invoice for services through April 13, 2025 in the amount of $11,380 and Len seconded. All 5 members approved.

4. Subcommittee Updates

a. Designer Subcommittee

Nick reviewed the schedule. There have been 5 architectural firms interested, 3 mechanical firms and one landscaping firm interested. Nick listed the firms. The walk thru is scheduled for next Wednesday at 3:30pm. July 15 - go to MSBA for Designer Selection Review. Select firm and go into negotiations over the summer. Preliminary design, schematics, scope and budget will be developed over the next year with the vote scheduled for September 2027. Brian asked about how the subconsultants work if there are questions. Skanska explained that we respond by sharing the info with all of the subconsultants.

b. Communication Subcommittee

Victoria said the subcommittee has met twice and will meet next Tuesday. They are working on community engagement over the summer including a Public Safety Day on June 1 and develop and distribute 300 tri-fold pamphlets. FAQs are being developed with the goal to get it on the project website. Will meet bi-weekly and eventually on a monthly basis. There is also a QR code to sign up for tours. Dates haven't been set up yet but will reach out to folks that sign up. Mark mentioned that there are two more school committee meetings. He wants to know if the school committee should have this as an agenda item. Diane thinks this is a good idea. Jen said there are school newsletters that the QR code and info could be included in. Victoria said they can develop a slide for the

meetings. Lisa said she will add this to the upcoming joint Selectboard/Appropriation meeting on July 8.

Diane asked to pull up the FAQs for review. Victoria reviewed the draft questions including "Why does South Hadle need a new or renovated elementary school?" - school built in 1969. Includes description of MSBA, what to expect during feasibility stage, how competitive the process is (only 15% acceptance rate), key milestones, project timeline graphic, how the cost is developed and how options will be presented at various phases to reach a final decision, what happens if the plan does not pass, who is on the building committee and how to communicate with them. There are some questions in development including: what is the current design enrollment, why a possible grade reconfiguration, have we done other MSBA projects, what has the maintenance been, who is the architect? Diane asked if we could have mini stickers with the QR code. There are 2 codes - website and the tour. Mark wondered if there is a timeframe to discuss the grade reconfiguration. Victoria said this has been talked about and will include it as a topic next Tuesday. Lisa asked about a committee that was supposed to be engaged in this topic specifically.

Regarding grade reconfiguration, what is the goal? Discussion is around having an educational plan and programming. Lisa mentioned that she believes this is a major part of how people will understand and vote on the project. Jen said this should be more about the programming and Mark also agreed. Kevin said this is an expensive project with a lot of unknowns. We will be designing a project in a short amount of time and we don't have enough time to do everything we want to do. 1-5 is a priority but we need a backup. Rudy said the architect will provide those design options. Jen said that August thru Feb is the bulk of the design programming. Nick said he would verify that we probably don't have the option of 2-5 or 1-4. Diane said we need to have educational programming that fits the 2 programs approved by the MSBA and we need to figure out how to get that information out to the public.

Brian asked how the 1-5 was arrived at as it pre-existed this committee, and those that were involved should be part of the committee. Mark explained that we had to demonstrate to the MSBA that this option is something that we want. We wanted to have a dedicated early learning center, and the middle school wanted to have programming focused on vocational programming, which could keep funding within the town. Jen said that 5th grade developmentally should be in an elementary school, and we are seeing more need at Skala for students to get into full day options earlier. Dan said the decision for 1-5 was to resolve community issues. Kevin said that what Mark said has to be part of the messaging, and provides more programming. We need to pay attention to the MSBA template for requirements and what we need to add to make the school special that may not meet the template for things like square footage and storage. This makes sense but there is a cost. Diane said moving vocational into middle school could create a negative

cost impact like more staff. Discussion continued around the cost-benefit new programming. Mark shared some of his thoughts about various impacts.

Len moves that an informal summer education task force is created including the principals at the Skala, Mosier and the MIddle Schools, the Superintendent or designees, and the Town administration and designees to develop an overview report with process, cost-benefit and considerations. This report would help educate a larger community wide educational programming committee that would start in the fall. Seconded by Brian. All approved.

Len moved to approve the pamphlet and the cards and $500 for the project. Seconded by Dan. All approved.

5. **Correspondence**
    a. **Correspondence not associated with MSBA:**

6. **Committees/Boards/Departments requesting updates**
    a. **Questions incoming from committees represented by members:**
    b. **Communication bullets and path for distribution:**

7. **Next Meetings**
    a. Tentative future meeting dates were set as follows:
        i. No June Meeting for full committee. Brook will be captain for the July 17 event.
        ii. July 9, 2025 - hybrid at Senior Center at 5:30pm (Lisa will check with SHCTV if they can set up the multi-purpose room)
        iii. August 13, 2025 - hybrid at Senior Center at 5:30pm
        iv. September
        v. October
        vi. November

8. **Other Business** *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*

9. **Adjournment**
    a. [Len] made a motion to adjourn the meeting. [Rudy] seconded, and the motion passed unanimously. The meeting adjourned at 7:00 PM.

AGENDA: S.H. Elementary School Building Project Committee, 05/21/25

DATE: Wednesday, July 9, 2025

Location: HYBRID @ South Hadley Senior Center

PLEASE NOTE THE LOCATION CHANGE & HYBRID ACCESS that was established during our May 2025 meeting for both this and the August 13 meeting dates. We have opted for the Senior Center due to the impending heat. The facilities at the Sr Center will be more conducive to having a meeting during this period of time.

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

Zoom: Topic: SHES Building Committee Zoom
Time: Jul 9, 2025 05:30 PM Eastern Time (US and Canada)
Join Zoom Meeting
https://us02web.zoom.us/j/88161653478?pwd=gIHyb9N9D8ne4ukUljyBXG8NqZAzoL.1

Meeting ID: 881 6165 3478
Passcode: 208497
One tap mobile
+13017158592,,88161653478#,,,,*208497# US (Washington DC)
+13052241968,,88161653478#,,,,*208497# US

Dial by your location
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
• +1 646 931 3860 US
• +1 929 205 6099 US (New York)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 689 278 1000 US
• +1 719 359 4580 US
• +1 253 205 0468 US
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)

1. Open Comment

   Time set aside for the public to offer comments on items not on the posted agenda, in accordance with the adopted policy, as amended 9/11/2023. Should comments be made during this time that warrant further discussions, a committee member can raise those thoughts during New Business. If comments are made concerning an agenda item, the committee will not be discussing it until further along in the meeting. As with any public meeting, the public is asked to state your name & address for the record before commenting.

AGENDA: S.H. Elementary School Building Project Committee, 05/21/25 continued

2. Meeting Minutes
    a. Meeting Minutes (5/21/25)

    Action Needed: Motion to approve meeting minutes, 5/21/25
3. Project Update
    a. Finance
    b. Designer Subcommittee

    Process to date, Meetings on July 14, 15, 29th for the subcommittee

    c. Communications Subcommittee

    Pamphlets, Event dates, Subcommittee chair

    d. Informal Education Task Force

    Update on progress

    Action Needed: Determine next steps for each category, set dates as required
4. Correspondence
    a. Correspondence not associated with MSBA
5. Committees/Boards/Departments requesting updates
    a. Questions incoming from committees represented by members
    b. Communication bullets and path for distribution
6. Next Meeting dates

    Action Needed: Confirm no mtg in Aug, Sept; Oct, review subcommittee meeting dates
7. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
8. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

Key Milestones

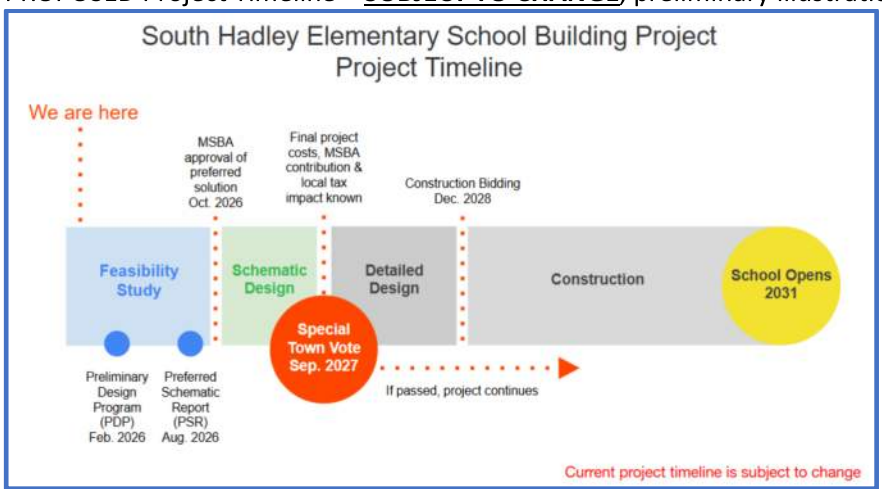
Designer Selection	June 2025
Educational Visioning Workshops	Fall 2025
Community Forums	Fall 2025 - Winter 2026
Preliminary Design Program submission	Feb. 2026
MSBA approval of preferred solution	Oct. 2026
Special Town Vote:	Sept. 2027

SCHEDULES

Designer Selection Timeline

- Provide RFS to MSBA for review: Thursday, May 1
- Ad placed in “Designer Services” section of Central Register: Thursday, May 15
- Ad appears in Central Register: Wednesday, May 21
- Walk through Wednesday, May 28, 2025, @ 3:30p
- Applications due to District: Wednesday, June 18
- Applications due to the MSBA: Thursday, June 26
- DSP Applications Review: **Tuesday, July 15**
- MSBA may ask for a second interview process, 2 weeks post July 15

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



AGENDA: S.H. Elementary School Building Project Committee, 05/21/25 continued

Informational Mtg Dates:
09/12/24; 5p – 6:30p, 10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. ~~February 12, 2025~~
5. ~~March 12, 2025~~
6. ~~April 16, 2025~~
7. ~~May 21, 2025~~
8. ~~June 18, 2025 TBD N/A~~
9. July 9, 2025
10. August 13, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by eric or Jen, V will make the agenda)

1. ~~May 12, 2025 10-11am (by zoom)~~
2. ~~May 27, 2025 11am (by zoom) - cxld~~
3.

Subcommittee: Designer Selection Process (Projected April 2025)

Members: Jen or Eric will post
Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

1. ~~April 23, 2025 >> 6pm (by zoom)~~
2. ~~June 11, 2025 >>6pm (by zoom)~~
3. ~~June 25, 2025 >> 6pm (in person)~~
4. July 9 – combined w/whole committee mtg
5. July 14, 15, 29 – dates set by MSBA for panel of 3 to attend via zoom (Lisa/Chuck, Jen, Diane)

Subcommittee: Invoice Process

Members: D Mulvaney, Jennifer Voyik (or designee), Lisa Wong (or designee), Len Finkowski, Brian Kennedy
The committee discussed creating a group with the charge to approve invoices up to $75,000. Results of the process will be brought forward to the larger committee, Skanska will develop a tracking mechanism for all costs.

Informal Summer Education Task Force, as approved @ May 2025 Mtg
Members: Principals @ Skala & Middle Schools, Superintendent (or designee), Town Administrator (or designee)
Charge: designees to develop an overview report with process, cost-benefit and considerations. This report would help educate a larger community wide educational programming committee that would start in the fall.

Important Information

Email used for member communications: shbuilds@shschools.com
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org
MSBA Site: Massachusetts School Building Authority
Our Project: South Hadley Public School District
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Designer Selection Process: MSBA Link for DSP details

South Hadley Elementary School Building Project Committee
Meeting Minutes (Approved)

July 9, 2025, 5:30pm **HYBRID: South Hadley Senior Center, 45 Dayton St, South Hadley, MA 01075** **and via Zoom**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	N
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	N
Eric Friesner	Y	Scott Moore, Director of Building Operations	Y (v)
Rudolph Hall	Y (v)	Chuck Romboletti, Assistant Town Administrator/HR	Y
Brian Kennedy	Y (v)	Jennifer Voyik, Superintendent, SHPS	Y
Kevin McAllister	Y	Lisa Wong, Town Administrator	N
Ryan Moore	Y	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y	V = Virtual	

Also in Attendance: Skanska - Nicholas Lobik, Victoria Clifford

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:31 PM.

1. **Open Comment**
   None
2. **Meeting Minutes**
   a. **Meeting Minutes:** Kevin McAllister moved to approve the May 21, 2025 minutes; Leonard Finkowski seconded. Jeff Cyr and Eric Friesner abstained; all others voted in favor. Motion passed.
3. **Project Update - General**
   a. **Finance:**
      - Nick Lobik, Skanska, presented an update on the financial processes being handled by Skanska for Committee approval; Finance dashboard presented by Victoria Clifford, Skanska.
      - Two invoices presented for approval, totaling $44,000 for services from March–June.
      - Diane requested a live Google Sheet for ongoing financial tracking and to include invoice copies; Nick confirmed monthly MSBA reports will be uploaded to a shared Google folder.
      - Len asked about the billing schedule; Nick stated billing is prepared early each month.
      - Jen Voyik asked about invoice routing; Nick confirmed invoices will be brought to the committee for review.

- Diane suggested establishing a standing monthly invoice review meeting for the subcommittee around the 15th via Zoom (moved to next business day if the date falls on a weekend). All agreed.
- **Motion:** Kevin McAllister moved to approve the invoices for May and June. Jeff Cyr seconded. Unanimous approval.

b. Designer Subcommittee

- Nick reviewed the schedule. June 18: Designer submissions received; evaluation matrix prepared comparing experience, references, and subconsultants. All references were positive.
- Upcoming: DSP internal Planning Meeting (July 10) with Diane, Jen, and Chuck, followed by prep call with MSBA on July 14th; On July 15th, the first DSP review meeting would take place with the three Town representatives (Diane, Jen, Chuck) to select a top 2-4 firms to shortlist and move forward to interviews. Then on July 29th, the interview meeting would take place with MSBA and the three Town representatives to select a finalist firm.
- Certification Discussion: A new State requirement by the Supplier Diversity Office (SDO) as of February 2025, includes that RFS for designer firms meet certain minimum percentage of Women, Minority and Veteran owned contractors or subcontractors. This new requirement may be limiting due to the market and limited pool of Veterans Business Enterprises (VBEs); which was seen in our procurement in 4 firms that did not meet requirement; two had no VBE certified subcontractors and two had VBEs with expired certifications. Given this the MSBA has recommended that Town Counsel contact the State SDO for guidance on meeting certification requirements and how to proceed given limitations of the firms bidding. Diane requested a spreadsheet to track certification status and expirations.
- **Top Three Designers Identified:**
    1. **JCJ** – Strong MSBA experience, low VBE participation.
    2. **MDS** – Strong MSBA experience, no VBE participation.
    3. **Mt. Vernon** – Strong MSBA experience, expired VBE certification.
        a. Committee noted Mt. Vernon's past projects came in under budget; agreed to ask during interviews how this was achieved.
- Positive references for all three firms; Jen noted Easthampton's format as a positive model, possible tour would be helpful. Nick noted that Skanska will help coordinate tours of similar finished projects/schools once the time is appropriate to get a sense of features in schools that would be desirable in the South Hadley project; Jeff cited Ludlow's favorable experience with Mt. Vernon.
- No vote taken; committee expressed comfort with the top three candidates.

c. Communication Subcommittee

- Victoria Clifford (Skanska) explained that the subcommittee had been meeting bi-weekly, and had been reviewing content for website, and print (Poster boards and tri-folds)

- Subcommittee members had been setting up at events and will continue to do so. Events so far include the run club and Fireworks. Planned events include: summer concert series, big rig day, police event, and more. Volunteers from the committee were sought for summer concert series and no one yet confirmed.
- Victoria explained the subcommittee recently reviewed outreach materials including posterboards and tri-fold brochures; the committee discussed and suggested display locations for posterboards: Council on Aging decided as a place to display posterboard while not being used at events. Other temp events could include Chamber of Commerce golf event, virtually via Town Hall and COA TVs; Tri-fold brochures to be distributed to Town Hall, Water District, and other offices. Discussion on possible annual mailer in tax bills; discussion on possible robocalls, but not planned.
- Emphasis on increased outreach in fall using all available channels.

d. Informal Education Task Force

- Superintendent Jennifer Voyik mentioned that the Task force has not yet met; next meeting to be determined.

4. Correspondence

- No updates

5. Committees/Boards/Departments Requesting Updates

a. Questions Incoming from Committees Represented by Members

- Eric Friesner reported two School Committee member resignations, including Dan Vieu who is on the School Building Committee and will need to be replaced accordingly. One new School Committee member has been appointed; second expected in August. Jen Voyike reported her title change to Superintendent, and that Mark McLaughlin, prior Superintendent had resigned effective June 30th. Process to backfill Assistant Superintendent is nearing finalization, will appoint new member as appropriate; Nick noted MSBA must be notified of member appointments within 20 days and would verify related deadlines.

b. Communication Bullets and Path for Distribution

- No updates

6. Next Meeting Dates

a. August 13, 2025 – Council on Aging, 5:30 PM (Hybrid)
b. September 10, 2025 – Mosier School, 5:30 PM (Hybrid)
c. October 8, 2025 – Mosier School, 5:30 PM (Hybrid)

7. Other Business *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*

8. Adjournment

a. Kevin McAllister moved to adjourn; Leonard Finkowski seconded. Motion passed unanimously. Meeting adjourned at **6:56 PM**.

AGENDA: S.H. Elementary School Building Project Committee, 08/13/25

DATE: Wednesday, August 13, 2025

Location: South Hadley Senior Center: PLEASE NOTE THE LOCATION CHANGE & HYBRID ACCESS that was established during our May 2025 meeting for both the 7/9/25 & August 13 meeting dates. We have opted for the Senior Center due to the impending heat. The facilities at the Sr Center will be more conducive to having a meeting during this period of time.

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

ZOOM INFORMATION
SHES Building Committee Time: Aug 13, 2025 05:30 PM Eastern Time (US and Canada)
Join Zoom Meeting https://us02web.zoom.us/j/81093858767?pwd=pFTlxukRRv72mUXJjAtWCecndbLqCK.1

Meeting ID: 810 9385 8767 Passcode: 543170 ---
One tap mobile +19292056099,,81093858767#,,,,*543170# US (New York) +16469313860,,81093858767#,,,,*543170#
US Join instructions https://us02web.zoom.us/meetings/81093858767/invitations?signature=Zcu7M68X-pOjvJsu6pZ1bV2s2DUjCnbGtp6Xr-UsR6w

1. Open Comment

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2. Meeting Minutes
   a. Meeting Minutes (7/9/25) – as of 8/8/25 minutes are in need of being posted

   Action Needed: Motion to approve meeting minutes, 7/9/25

3. Project Update
   b. Designer Update - Visitors (MVG)
   c. Communications Subcommittee
   a. Finance
   b. Informal Education Task Force

   Action Needed: Determine next steps for each category, set dates as required

4. Correspondence
   a. Correspondence not associated with MSBA
5. Committees/Boards/Departments requesting updates
   a. Questions incoming from committees represented by members

b. Communication bullets and path for distribution

6. Next Meeting dates

Action Needed: Confirm Sept; Oct, Nov, review subcommittee meeting dates

7. Other New Business

a. Those items not reasonably anticipated by the Chair, 48 hours in advance

8. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

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Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

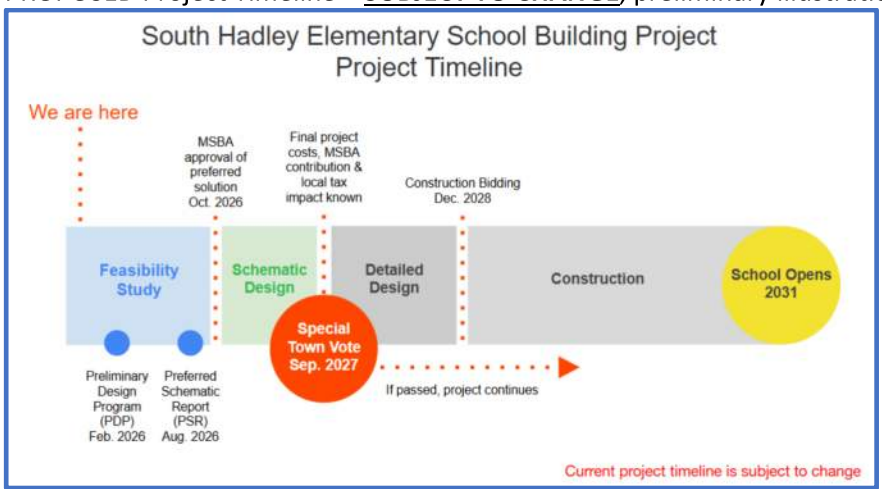
Key Milestones

~~Designer Selection~~	~~June 2025~~
Educational Visioning Workshops	Fall 2025
Community Forums	Fall 2025 - Winter 2026
Preliminary Design Program submission	Feb. 2026
MSBA approval of preferred solution	Oct. 2026
Special Town Vote:	Sept. 2027

SCHEDULES

Designer Selection Timeline – August update – in contract negotiation/completion stage w/MSBA approved firm

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



AGENDA: S.H. Elementary School Building Project Committee, 08/13/25 continued

Informational Mtg Dates:
09/12/24; 5p – 6:30p, 10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. ~~February 12, 2025~~
5. ~~March 12, 2025~~
6. ~~April 16, 2025~~
7. ~~May 21, 2025~~
8. ~~June 18, 2025 TBD- N/A~~
9. ~~July 9, 2025~~
10. August 13, 2025
11. September 10, 2025
12. October 8, 2025
13. November, 2025; TBD

Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by Eric or Jen, V will make the agenda)

1. ~~May 12, 2025 10-11am (by zoom)~~
2. ~~May 27, 2025 11am (by zoom) - cxld~~
3. Sept

Subcommittee: Designer Selection Process (Projected April 2025)

Members: Jen or Eric will post
Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

1. ~~April 23, 2025 >> 6pm (by zoom)~~
2. ~~June 11, 2025 >>6pm (by zoom)~~
3. ~~June 25, 2025 >> 6pm (in person)~~
4. ~~July 9 – combined w/whole committee mtg~~
5. ~~July 14, 15, 29 – dates set by MSBA for panel of 3 to attend via zoom (Lisa/Chuck, Jen, Diane)~~

Subcommittee: Invoice Process

Members: D Mulvaney, Jennifer Voyik (or designee), Lisa Wong (or designee), Len Finkowski, Brian Kennedy
The committee discussed creating a group with the charge to approve invoices up to $75,000. Results of the process will be brought forward to the larger committee, Skanska will develop a tracking mechanism for all costs.
Meetings by zoom on the 15th of the month starting in August 2025 at 4:00 pm. Scheduled for the next 24 months. When the 15th falls on a weekend day or holiday, it will be scheduled for the next business day.

Informal Summer Education Task Force, as approved @ May 2025 Mtg
Members: Principals @ Skala & Middle Schools, Superintendent (or designee), Town Administrator (or designee)
Charge: designees to develop an overview report with process, cost-benefit and considerations. This report would help educate a larger community wide educational programming committee that would start in the fall.

Important Information

Email used for member communications: shbuilds@shschools.com
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org
MSBA Site: Massachusetts School Building Authority
Our Project: South Hadley Public School District
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Designer Selection Process: MSBA Link for DSP details

South Hadley Elementary School Building Project Committee
Meeting Minutes

August 13, 2025, 5:30pm **HYBRID: South Hadley Senior Center, 45 Dayton St, South Hadley, MA 01075** **and via Zoom**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	N	Elizabeth Cooke, Director of Student Services, SHPS	Y (v)
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	N
Eric Friesner	N	Scott Moore, Director of Building Operations	Y (v)
Rudolph Hall	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y (v)
Brian Kennedy	Y	Jennifer Voyik, Superintendent, SHPS	Y
Kevin McAllister	Y	Lisa Wong, Town Administrator	Y
Ryan Moore	Y	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y	V = Virtual	

Also in Attendance: Skanska - Nicholas Lobik, Victoria Clifford, Mt. Vernon Architects - Frank Tedesco, Chris LeBlanc

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:32 PM.

1. **Open Comment**
   None
2. **Meeting Minutes**
   a. **Meeting Minutes:** Len moved to approve the July 9, 2025 minutes; Rudy seconded. Lisa Wong abstained; all others voted in favor. Motion passed.
3. **Project Update - General**
   a. **Finance:**
      - This subcommittee will begin to meet regularly on the 15th (or next weekday) to discuss and approve invoices up to $75k.
      - Nick reviewed invoices that the committee has reviewed 1-3 and the subcommittee will review #4 and that link had been sent to everyone. $60k spent to date of $2.07m project budget.
   b. **Designer Subcommittee**
      - Jen Voyik discussed that there were two top firms and she had voted for JCJ while Lisa and Diane voted for Mt. Vernon. Diane said it was two top firms that were neck and neck.

- Nick Lobik, Skanska, presented an update on the MSBA process to interview and select Mt. Vernon out of the 6 firms. The contract is being finalized. Preliminary Design will look at options, then preferred Schematic Report, then pick one of the three for a Preferred Schematic Design. The total project funding will be calculated and then be used for a town vote.
- Mt. Vernon gave a powerpoint presentation that introduced their firm to the group. Schools are a principal part of their work and have had an office in western Mass for about 25 years. Some schools they worked on building in the area include Holyoke, Wilbraham, Ludlow, Chicopee, Westfield in addition to smaller renovations. They emphasized how educational priorities drive design, and went over some best practices for post-covid design. They reviewed the space planning process and to be comfortable with the size while also understanding the guidelines from MSBA on what they will fund. Mt. Vernon talked about funding and how they help keep projects on or under budget. MSBA will pay only the percentage of the part of the project deemed eligible. The town's reimbursement rate is published as 61% for eligible and approved costs but may be 10-15% less after factoring in the final project scope. They have often used bidding out an early site package while designing the building to save on time and money later on by preventing delays when the subcontractors are on board later.
- Nick discussed ways to get additional points such as for energy efficiency.
- There was discussion about the formality and participation in the educational design meetings. Jen asked about when these meetings become more formal and have more public facing presentations. Chris from Mt. Vernon mentioned the process in Ludlow and how the Superintendent eventually did the community forums in the middle of the process, but buy-in from the building committee in itself is important. Jen emphasized that it is important to have the teachers involved.

c. Communication Subcommittee

- Theresa reviewed all of the outreach activities over the summer and in progress. A facebook page is being built out and there will be regular bi-weekly meetings to be scheduled virtually - looking at mondays or fridays at 10am starting at the end of August. They want to get the upcoming school open houses in the fall as well.
- Mt. Vernon will add to the existing project directory.

d. Informal Education Task Force

- No updates

4. Correspondence

- No updates

5. Committees/Boards/Departments Requesting Updates

a. Questions Incoming from Committees Represented by Members

- No updates

b. Communication Bullets and Path for Distribution

- No updates

6. Next Meeting Dates

a. September 10, 2025 – Mosier School, 5:30 PM (in person)
b. October 8, 2025 – Mosier School, 5:30 PM (in person)
c. November 12, 2025 - Mosier School, 5:30 PM (in person)
d. December 10, 2025 - Mosier School, 5:30 PM (in person)
e. January 14, 2026 - Mosier School, 5:30 PM (in person)

7. **Other Business** *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*
8. **Adjournment**
    a. Kevin McAllister moved to adjourn; Leonard Finkowski seconded. Motion passed unanimously. Meeting adjourned at **7:07 PM**.

AGENDA: S.H. Elementary School Building Project Committee, 09/10/25

DATE: Wednesday, September 10, 2025

Location: Mosier Elementary School Library, in person meetings again

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment

   Time set aside for the public to offer comments on items not on the posted agenda, in accordance with the adopted policy, as amended 9/11/2023. Should comments be made during this time that warrant further discussions, a committee member can raise those thoughts during New Business. If comments are made concerning an agenda item, the committee will not be discussing it until further along in the meeting. As with any public meeting, the public is asked to state your name & address for the record before commenting.

2. Meeting Minutes
   a. Meeting Minutes (8/13/25)

   Action Needed: Motion to approve meeting minutes, 8/13/25

3. Project Update
   a. Designer Update (MVG)
   b. Communications Subcommittee
   c. Finance
   d. Informal Education Task Force

   Action Needed: Determine next steps for each category, set dates as required

4. Correspondence
   a. Correspondence not associated with MSBA
5. Committees/Boards/Departments requesting updates
   a. Questions incoming from committees represented by members
   b. Communication bullets and path for distribution
6. Next Meeting dates

   Action Needed: Confirm Oct, Nov, Dec, Jan, review subcommittee meeting dates
7. Other New Business
   a. Those items not reasonably anticipated by the Chair, 48 hours in advance
8. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

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Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
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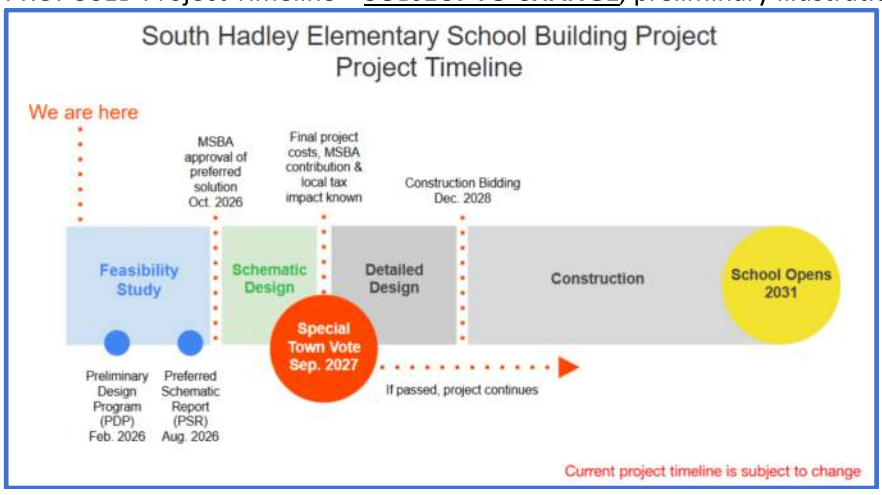
Key Milestones

~~Designer Selection~~	~~June 2025~~
Educational Visioning Workshops	Fall 2025
Community Forums	Fall 2025 - Winter 2026
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Special Town Vote:	Sept. 2027

SCHEDULES

Designer Selection Timeline – August update – in contract negotiation/completion stage w/MSBA approved firm

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



AGENDA: S.H. Elementary School Building Project Committee, 09/10/25 continued

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Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by Eric or Jen, V will make the agenda)

1. ~~May 12, 2025 10-11am (by zoom)~~
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3. Sept

Subcommittee: Designer Selection Process (Projected April 2025)

Members: Jen or Eric will post
Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

1. ~~April 23, 2025 >> 6pm (by zoom)~~
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Informal Summer Education Task Force, as approved @ May 2025 Mtg
Members: Principals @ Skala & Middle Schools, Superintendent (or designee), Town Administrator (or designee)
Charge: designees to develop an overview report with process, cost-benefit and considerations. This report would help educate a larger community wide educational programming committee that would start in the fall.

Important Information
Websites - school

Email used for member communications: shbuilds@shschools.com
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South Hadley Elementary School Building Project Committee
Meeting Minutes (DRAFT)

September 10, 2025, 5:30pm **Mosier Elementary School, Library, 101 Mosier St, South Hadley, MA 01075**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Scott Moore, Director of Building Operations	
Rudolph Hall	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y
Brian Kennedy	Y	Jennifer Voyik, Superintendent, SHPS	Y
Kevin McAllister	Y	Lisa Wong, Town Administrator	Y
Ryan Moore	Y	Liz Wood, High School Principal, SHPS	
Teresa Winters-Tobin	Y		
***Others in Attendance*:**	Skanska (OPM): Nicholas Lobik; Victoria Clifford Mt. Vernon Architects: Frank Tedesco, Adolpho Q.		

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:33 PM.

1. **Open Comment**
   None
2. **Meeting Minutes**
   a. **Meeting Minutes:** Kevin McAllister moved to approve the August 18, 2025 minutes; Len Finkowski seconded; all others voted in favor. Motion passed.
3. **Project Update - General**

Nick Lobik introduced Mt. Vernon Group (MVG). Frank Tedesco (MVG) provided an overview of ongoing and upcoming design processes:

- September 17 kickoff meeting scheduled for visioning. MVG and subcontractors will conduct building walkthroughs, existing condition assessments, and site evaluations, including properties across the street. Civil engineers will participate in site evaluations.
- Superintendent Jen Voyik met with David from MVG to prepare for the kickoff and internal administrators' meeting. Six visioning sessions will be held, initially engaging leadership, staff, parents, and community members, followed by larger community and faculty forums.
- Diane Mulvaney asked if there is a required composition for the visioning sessions. Superintendent Voyik stated she will share a PowerPoint with MVG's guidance on typical stakeholders. Rudi Hall volunteered to participate in the first visioning meetings.

- Diane requested that Jen send session dates to committee members, with interested members replying directly to Jen and Diane for coordination.
- After next week, MVG will reach out to see who wants to get involved; initial sessions will include 30–60 people, followed by a larger audience.
- Diane asked if MSBA provides guidance on group composition. Jen confirmed she will share the PowerPoint outlining recommended composition. Diane emphasized proactively sharing information to prevent community members from saying "I didn't know."

Educational Program and Space Planning:

- Frank discussed developing the educational program based on enrollment projections and two scenarios: comparing desired spaces with MSBA square footage requirements, evaluating special programs, and compiling a list of spaces and adjacency preferences to inform conceptual layouts.
- Diane stressed the importance of clarity regarding MSBA's allowable square footage versus desired spaces. Frank noted flexibility with MSBA for district-specific special needs. For example, maximum grades 2–4 enrollment is 25 students (voted by the School Committee). Net-to-gross ratio is approximately 1.5, including bathrooms, janitorial closets, and mechanical rooms. Breakout spaces outside classrooms are now allowed. Committee members suggested reviewing Ludlow and Peck Elementary Schools in Holyoke, which followed similar MSBA guidelines.
- Rudi Hall volunteered to participate in initial visioning meetings. Jen will send session dates and content to members for coordination.

Project Timeline and Costs:

- Frank outlined the process:
    1. Determine educational square footage formula.
    2. Define adjacencies and develop conceptual layouts.
    3. Obtain professional cost estimates, including renovation and code upgrade costs.
    4. Prepare Preliminary Design Program (PDP) – Dec 2025.
    5. Preferred Schematic Report with two cost estimates and consolidated pricing.
    6. Total project cost estimate and tax impact scenarios – Feb 2026.
    7. Schematic Design – Aug 2026.
- Diane asked about estimates for code upgrades in renovations; Frank noted approximately $50 million needed in just getting building code compliant.
- Nick emphasized that the public vote will include the full project cost, not just the town's share, and noted the importance of clear public communication.
- Reimbursement discussion: Peck Elementary was at 80% reimbursement, with an additional $11 million from the state due to advocacy.

Vote Timing:

- Schematic design phase will establish the final estimate for the public vote.
- Timeline: Vote likely in winter 2026 (December) or early 2027. MSBA will finalize reimbursement by the end of October 2026. November 2026 (state election) is a tight timeframe; December is preferred. January and February are typically less favorable for referendum votes.

Additional Considerations:

- Diane stressed the importance of maintenance considerations, including plowing. MVG confirmed they will incorporate input from maintenance, IT, and cable access staff.
- The committee suggested showcasing examples of good and poor design (Plains/Scala). MVG conducts life cycle analyses on concepts.
- Community messaging: Cindy from Mosier School may provide updates on building condition issues. Consider including information in pamphlets and capital updates. Fire, police, and other town departments will be included in communications.
- Grade configuration decisions: Two plans will reflect different enrollment scenarios. Committee and School Committee will decide. MSBA timelines allow extension of deadlines in two-month increments if necessary.

Upcoming Site Visits:

- September 17 & 18 at 3:15 PM – MVG walkthrough at Mosier School.
- Tours planned for November.

4. Communication Subcommittee

a. Theresa provided update: A comprehensive communications plan exists in the shared drive.
b. Topics discussed included senior center materials, school open hours, and open house volunteer needs. Scala School open house will include pre-school. Communication through tax bills, website updates, tri-folds, and social media will continue.
c. Design selection press release: Teresa will handle High School and Middle School; Rudi will handle Michael E. Smith Middle School and Scala School.

5. Finance

a. No updates

6. Informal Education Task Force

a. No updates

7. Correspondence

a. Nick noted that MSBA reached out regarding a smaller group kick-off meeting, possibly on 9/23 from 10 AM–2 PM.

8. Committees/Boards/Departments Requesting Updates

a. Questions Incoming from Committees Represented by Members
    - No updates
b. Communication Bullets and Path for Distribution
    - No updates

9. Next Meeting Dates

a. October 8, 2025 – Mosier School, 5:30 PM (in person)

b. November 12, 2025 - Mosier School, 5:30 PM (in person)
c. December 10, 2025 - Mosier School, 5:30 PM (in person)
d. January 14, 2026 - Mosier School, 5:30 PM (in person / maybe hybrid)

10. Other Business *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*

11. Adjournment

a. Kevin McAllister moved to adjourn; Jeffi seconded. Motion passed unanimously. Meeting adjourned at **7:04 PM**.

AGENDA: S.H. Elementary School Building Project Committee, 10/08/25

DATE: Wednesday, October 8, 2025

Location: Mosier Elementary School Library

Time: Promptly at 5:30 pm – 7:30 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment

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2. Group Photo Happy 1 year & Welcome 2 new members
3. Meeting Minutes
   a. Meeting Minutes (9/10/25)

   Action Needed: Motion to approve meeting minutes, 9/10/25
4. Project Update
   a. Walk Through 9/17/25
      a. Thank you to Theresa Vautrin & Dan Kelleher
      b. MVG – coalition of information and where we stand with [7] options
      c. Borings at both school sites - upcoming
   b. MSBA Kick-Off Meeting 9/23/25
      a. Takeaways
         i. Timeline
         ii. Vote
   c. Biweekly Meetings
      a. Started 10/2/25
   d. Finance
      a. MVG Additional Services
         i. Geotech, hazmat, site environmental testing
      b. Budget Overview & Invoice Submissions
         i. $75,000 threshold by subcomm, review threshold by January 2026 moving forward
   e. Educational Visioning Meetings
      a. 9/17/25 Kick-Off; 9/29/25 Virtual Workshop #1; 10/9/25 Virtual Workshop #2; 10/23/25 Workshop #3

f. Communications Subcommittee
    a. Press Release
    b. October 21 Visioning Session (advertising possibility)
    c. New Boards & Pamphlets
    d. Inserts
g. School Tours
    a. Walk throughs before the November 12, 2026 meeting
        i. Skala, Ludlow, Easthampton, Springfield, maybe Holyoke

Action Needed: Determine next steps for each category, set dates as required

5. Correspondence
    a. Correspondence not associated with MSBA
    b. Budget Meetings held by town officials – recordings/live dates
    c. Town Mtg November 5, 2025
6. Committees/Boards/Departments requesting updates
    a. Questions incoming from committees represented by members
    b. Communication bullets and path for distribution
7. Next Meeting dates

Action Needed:

Confirm Nov 12 (may be hybrid)

Additional November meeting: Education visioning, space summary with new and add reno preliminary options

Additional December 3 meeting: Design Option overviews with cost estimates

December 10, 2025: Presentation of Draft PDP submission

Additional December 17 meeting: Approval of submission (30-minute meeting)

Decision: January & February – Virtual in anticipation of weather events, optional weather date

Town Hall closed – meeting cancelled

Dates for March through June 2026

8. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
9. Adjournment

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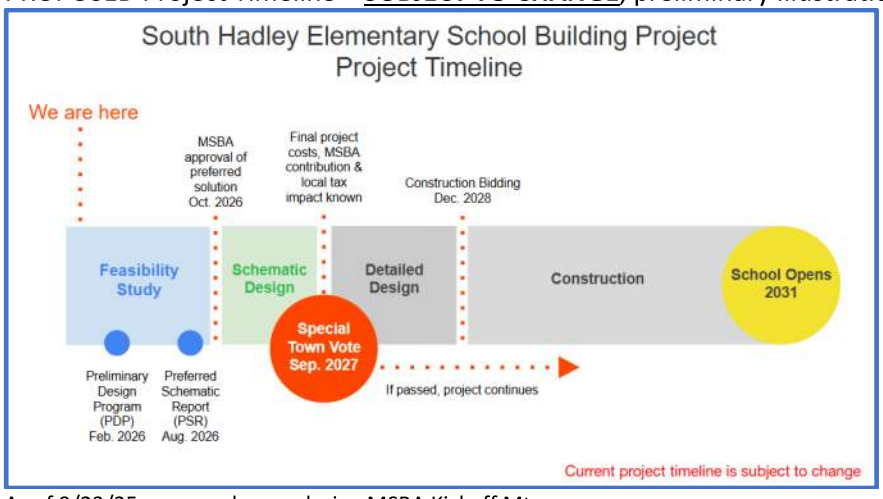
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~~Designer Selection~~	~~June 2025~~
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Designer Selection Timeline – August update – in contract negotiation/completion stage w/MSBA approved firm

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



As of 9/23/25 as agreed upon during MSBA Kickoff Mtg
PDP Submission – 12/18/2025
PDP Submission Deadline – 2/23/2026
PSR Submission – 4/20/2026
PSR Facilities Assessment Subcommittee (MSBA) – 5/13/26 or 5/20/2026
MSBA PSR Approval Board Meeting – 6/24/2026
Schematic Design Submission – 8/27/26
MSBA Project Scope & Budget Approval (Board Meeting) – 10/28/2026

AGENDA: S.H. Elementary School Building Project Committee, 10/08/25 continued

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09/12/24; 5p – 6:30p, 10/22/24; 5:30p – 7:00p

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24. October
25. November
26. December

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Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by Eric or Jen, V will make the agenda)

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Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

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Biweekly Construction Update Meetings
Members: Principals @ Skala & Middle Schools, Superintendent (or designee), Town Administrator (or designee), Chair (or designee), OPM & Architect Representatives
Meet biweekly to facilitate questions and process.

Important Information

Websites - school

District Calendar: https://www.southhadleyschools.org/view-all-events?cal_date=2025-09-01

District Website: https://www.southhadleyschools.org/

School Building Pages: https://www.southhadleyschools.org/our-schools/south-hadley-elementary-building-project/home

Email used for member communications: shbuilds@shschools.com

*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*

Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org

MSBA Site: Massachusetts School Building Authority

Our Project: South Hadley Public School District

Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'

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Educational Program Requirements – updated December 2023

Excess Auditorium and Gymnasium Spaces Policy

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Module 3 – Feasibility Study

MSBA Space Summary Template – Updated June 2023

Facilities Assessment Subcommittee ("FAS") Guidance Memorandum – updated October 2023

Grade Reconfiguration and District Approval Certification Template – Provide as part of the District's PSR submittal

Module 4 – Schematic Design

Total Project Budget Template – Updated December 2023

Project Advisory 88 State Site Permit Tracking Worksheet

Feasibility Study Agreement Budget Revision Request – please provide a draft for review ahead of submitting.

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District **to note and acknowledge** the requirement to study the following minimum options for the existing site:

- A single Base Repair option of the SOI school (code upgrades)
- Two Add/Reno options:
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South Hadley Elementary School Building Project Committee
Meeting Minutes

October 8, 2025, 5:30pm **Mosier Elementary , 45 Dayton St, South Hadley, MA 01075** **and via Zoom**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Scott Moore, Director of Building Operations	Y
Rudolph Hall	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y
Brian Kennedy		Jennifer Voyik, Superintendent, SHPS	Y
Kevin McAllister		Lisa Wong, Town Administrator	Y
Ryan Moore	Y	Liz Wood, High School Principal, SHPS	N
Teresa Winters-Tobin	Y	***Others in Attendance*:**	
Tracie Kennedy	Y	Skanska (OPM): Nicholas Lobik;	
		Mt. Vernon Architects: Chris LeBlanc, _____	

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at 5:30 PM.

1. **Open Comment**
   Diane said a lot is going on. Custodians Dan Kelleher and Teresa Vautrin, were great for the existing conditions tour.
2. **Meeting Minutes**
   a. **Meeting Minutes:** Len moved to approve the 2025 minutes; Rudy seconded. Lisa Wong abstained; all others voted in favor. Motion passed.
3. **Project Update - General**
   a. **MVG shared existing conditions from their building tour** - building and site is well maintained. Program Space and Adjacent areas have deficiencies. Building envelope has deficiencies. Mechanical and electrical systems are out of date. Also looked at site - circulation can be improved. Design will be informed by education program development and visioning workshops. Working on prepping documents, narratives, plan options, costs. Checking with historic to see if there would be any issues with tearing down. Will provide 7 options (multiple options looking at 2 different sites). Upcoming investigations starting this month - geotechnical borings - 6 at each Mosier and Middle at 20 feet to be done. Will do a Phase I analysis, Hazmat analysis and Hydrant Flow Test. Need to check to see if the site was ever a farm. Will help determine how to excavate and what fill is needed.

b. MSBA kick-off:

1. Prelim Design Program - submit Dec 18, 2025
2. Preferred Schematic - submit April 30, 2026 (Facilities Assessment either May 13 or 20, MSBA Board meeting - June 24, 2026)
3. Schematic Design - submit August 27, 2026
4. Vote - December 2026

- Timeline discussion: The committee discussed potential timing for the elementary school building project vote, and implications of possibly having an override and MSBA debt exclusion vote in the same year. Key points included that projected numbers would likely be available in August 2026, and any necessary communication with the Budget Task Force (BTF). The Communications Subcommittee would continue to focus on informing the public about the project generally, with Winter 2026 remaining the advertised vote date. No formal decision was made on discussing with the BTF at this time; further discussion will follow once updated financial figures are available.

c. Finance:

- This subcommittee will begin to meet regularly on the 15th (or next weekday) to discuss and approve invoices up to $75k.
- The committee reviewed a presentation of expenditures by the OPM, including Skanska and MVG invoices and MVG contract amendments for site investigation work: geotechnical ($30,000), hydrant flow testing ($15,000), hazardous materials assessment ($7,000), and environmental site assessment ($23,000), totaling $84,890. These expenditures fall within the approved Environmental & Site budget of $400,000. A motion to approve the expenditures was made by Len Finkowski and seconded by Jeff Cyr. The committee voted unanimously (8–0) to approve the expenditures.

d. Communication Subcommittee

- Theresa reported that the subcommittee hosted tables at open houses at all three schools, with Lisa, Rudi, and Theresa in attendance. Mosier School generated the most interaction, with approximately 25 pamphlets distributed and similar interest at the middle school. Lisa noted that overall reception at Scala was positive, particularly regarding Scala's design, though questions about project cost were limited. Theresa shared website analytics showing engagement peaks corresponding with public meetings, open houses, and town news posts; visitors are spending the most time on the "Meet the Team" page. Upcoming outreach includes promoting the virtual community workshop through Facebook, direct email, and flyers, and planning a Mosier tour in early December as part of PDP phase engagement. The committee discussed display board and pamphlet updates, tax bill inserts, and continued messaging efforts.

- A motion by Jeff Cyr, seconded by Len Finkowski, to approve $300 for a newspaper advertisement passed unanimously. A subsequent motion by Jeff Cyr, seconded by

Len Finkowski, to approve $150 for two poster boards and $300 for updated pamphlets also passed unanimously. Tracy suggested outreach efforts target local childcare and parent organizations, including Children's in Granby, Criterion, and the PTA.

e. Educational Visioning Meetings

- Superintendent Jen Voyik provided an update on the educational visioning sessions, noting that two sessions remain—one virtual session scheduled for tomorrow from 6:00–8:45 p.m., and another in-person session on Thursday, October 23, from 3:30–5:30 p.m. at Mosier School. Committee members interested in participating were encouraged to sign up.

f. Informal Education Task Force

- No updates

4. Correspondence

- No updates

5. Committees/Boards/Departments Requesting Updates

a. Questions Incoming from Committees Represented by Members
   - No updates

b. Communication Bullets and Path for Distribution
   - No updates

6. Next Meeting Dates

a. November 12, 2025 - Mosier School, 5:30 PM (VIRTUAL)
b. December 10, 2025 - Mosier School, 5:30 PM (in person)
c. December 17, 2025 - Virtual - brief meeting to vote to approve to submit to MSBA
d. January 14, 2026 - Mosier School, 5:30 PM (VIRTUAL)
e. January and February meetings - Virtual - A motion was made by Jeff Cyr to conduct virtual meetings in January and February, seconded by Len Finkowski. Motion passed unanimously.

7. Other Business *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*

8. Adjournment

a. Jeff Cyr moved to adjourn; Jeffi seconded. Motion passed unanimously. Meeting adjourned at 7:18 PM.

AGENDA: S.H. Elementary School Building Project Committee, Site Visit, 10/09/2025

DATE: Thursday, October 9, 2025

Location: Easthampton Schools, 200 Park Street, Easthampton, MA

Time: Promptly at 8:30 AM

1. Tour the Building
2. Close Session

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

AGENDA: S.H. Elementary School Building Project Committee, 11/12/25

DATE: Wednesday, November 12, 2025

Location: FULLY REMOTE

Time: Promptly at 5:30 pm – 7:30 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

ZOOM INVITE:

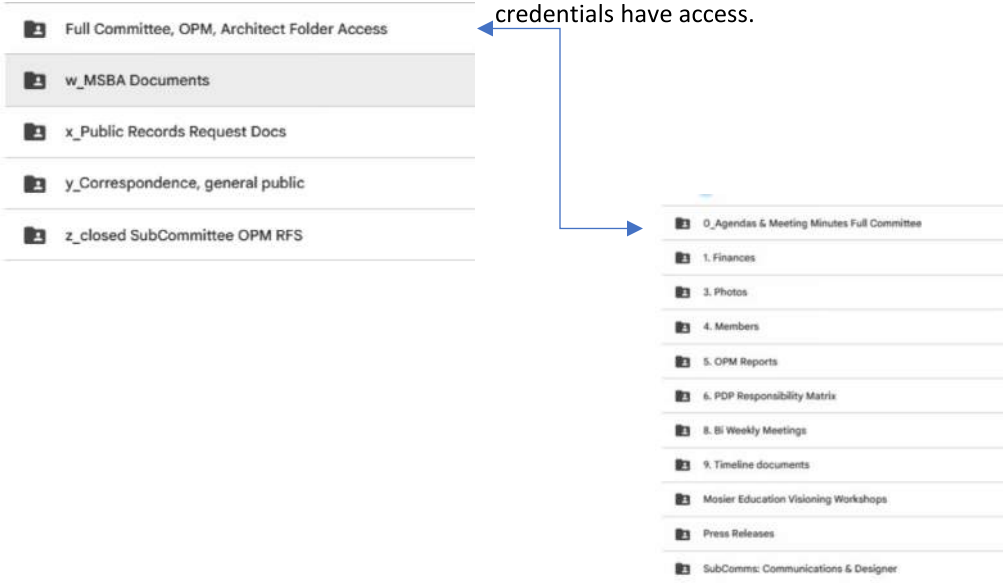
When: Nov 12, 2025 05:00 PM Eastern Time (US and Canada)

Join from PC, Mac, iPad, or Android:
https://us02web.zoom.us/j/88350595007?pwd=Or7v727aCogh2A9Gxs7DNtkpKeszl6.1
Passcode:231442

1. Open Comment

   Time set aside for the public to offer comments on items not on the posted agenda, in accordance with the adopted policy, as amended 9/11/2023. Should comments be made during this time that warrant further discussions, a committee member can raise those thoughts during New Business. If comments are made concerning an agenda item, the committee will not be discussing it until further along in the meeting. As with any public meeting, the public is asked to state your name & address for the record before commenting.

2. Housekeeping
   a. Minute Taker
   b. Updates to contact information
      a. Please send contact information – that is not an office.
   c. Google Drive – our documents are growing exponentially, here is the structure. Only those with the proper credentials have access.



AGENDA: S.H. Elementary School Building Project Committee, 11/12/25 continued

3. Minutes Approval(s)
    a. 10/08/24
4. Project Update
    a. OPM Update – topics to include but not limited to:
        - Calendar
        - Finance Overview
        - Options Discussions: How do we 'document' those discussion for decision beyond meeting minutes
        - MSBA Discussion: 'Add-on' meeting results from Zoom meeting
    b. Architect Update – topics to include but not limited to:
        - Wetlands, Borings, Next steps
        - MVG Additional Services – review: Geotech, hazmat, site environmental testing
        - Educational Vision Sessions, workshops
5. Committees/Boards/Departments requesting updates
    a. Communication SubCommittee

        Report Back for Questions incoming from committees represented by members
6. Next Meeting dates
    a. Quorum consists of 6 of the 10 voting members to be present
    b. Snow policy – Town Hall closed, no meeting
    c. December 3 (Design Option overview w/**cost estimates**), December 10 (Overview Draft PDP Submission), December 17 **VOTE** (Zoom 30 minutes)
    d. January 14, 2026 & February 2026 – **FULLY REMOTE**
7. Correspondence
    a. Correspondence not associated with MSBA
8. Other New Business
    b. Those items not reasonably anticipated by the Chair, 48 hours in advance
9. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

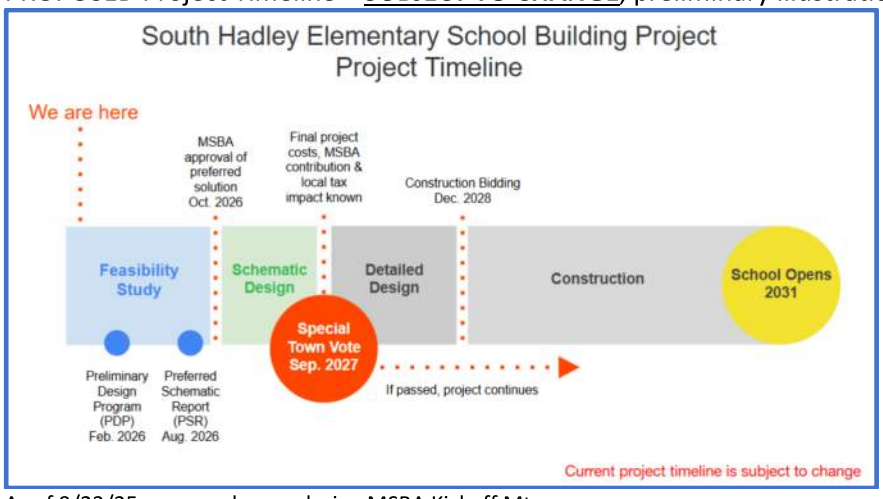
Key Milestones

~~Designer Selection~~	~~June 2025~~
Educational Visioning Workshops	Fall 2025
Community Forums	Fall 2025 - Winter 2026
Preliminary Design Program submission	Feb. 2026
MSBA approval of preferred solution	Oct. 2026
Special Town Vote:	Sept. 2027

SCHEDULES

Designer Selection Timeline – August update – in contract negotiation/completion stage w/MSBA approved firm

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



As of 9/23/25 as agreed upon during MSBA Kickoff Mtg
PDP Submission – 12/18/2025
PDP Submission Deadline – 2/23/2026
PSR Submission – 4/20/2026
PSR Facilities Assessment Subcommittee (MSBA) – 5/13/26 or 5/20/2026
MSBA PSR Approval Board Meeting – 6/24/2026
Schematic Design Submission – 8/27/26
MSBA Project Scope & Budget Approval (Board Meeting) – 10/28/2026

MSBA Kickoff Meeting

Dates subject to change

1. Prelim Design Program - submit Dec 18, 2025
2. Preferred Schematic - submit April 30, 2026 (Facilities Assessment either May 13 or 20, MSBA Board meeting - June 24, 2026)
3. Schematic Design - submit August 27, 2026
4. Vote - December 2026

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday~~	14. December 3, 2025
~~2. Dec 11, 2024, Wednesday~~	15. December 10, 2025
~~3. Jan 15, 2025; Wednesday~~	16. December 17, 2025 **VIRTUAL**
~~4. February 12, 2025~~	17. January 14, 2026 **VIRTUAL**
~~5. March 12, 2025~~	18. February **VIRTUAL**
~~6. April 16, 2025~~	19. March
~~7. May 21, 2025~~	20. April
~~8. June 18, 2025 TBDN/A~~	21. May
~~9. July 9, 2025~~	22. June
~~10. August 13, 2025~~	23. July
~~11. September 10, 2025~~	24. August
12. ~~October 8, 2025~~	25. September
13. November 12, 2025; **VIRTUAL**	26. October

Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by Eric or Jen, V will make the agenda)

Subcommittee: Designer Selection Process (Projected April 2025)

Members: Jen or Eric will post
Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

1. ~~April 23, 2025 >> 6pm (by zoom)~~
2. ~~June 11, 2025 >>6pm (by zoom)~~
3. ~~June 25, 2025 >> 6pm (in person)~~
4. ~~July 9 – combined w/whole committee mtg~~
5. ~~July 14, 15, 29 – dates set by MSBA for panel of 3 to attend via zoom (Lisa/Chuck, Jen, Diane)~~

Subcommittee: Invoice Process

Members: D Mulvaney, Jennifer Voyik (or designee), Lisa Wong (or designee), Len Finkowski, Brian Kennedy
The committee discussed creating a group with the charge to approve invoices up to $75,000. Results of the process will be brought forward to the larger committee, Skanska will develop a tracking mechanism for all costs.
Meetings by zoom on the 15th of the month starting in August 2025 at 12:30 pm. Scheduled for the next 24 months. When the 15th falls on a weekend day or holiday, it will be scheduled for the next business day.
Oct 15; **Nov 17 2025;** Dec 15, 2025
Jan 15 2026; **Feb 16 2026; Mar 16 2026;** April 15; May 15; June 15; July 15; **Aug 17 2026;** Sept 15; Oct 15; **Nov 16 2026;** Dec 15
Jan 15 2027; Feb 15; Mar 15; Apr 15; **May 17 2027;** Jun 15; July 15; **Aug 17 2027;** Sep 15; Oct 15; Nov 15; Dec 15 2027

Biweekly Construction Update Meetings
Members: Principals @ Skala & Middle Schools, Superintendent (or designee), Town Administrator (or designee), Chair (or designee), OPM & Architect Representatives
Meet biweekly to facilitate questions and process.

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South Hadley Elementary School Building Project Committee
Meeting Minutes

November 13, 2025, 5:30pm **VIRTUAL (via Zoom)**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	N
Jeff Cyr (Vice Chair)	N	Elizabeth Cooke, Director of Student Services, SHPS	Y
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Scott Moore, Director of Building Operations	N
Rudolph Hall	Y	Chuck Romboletti, Assistant Town Administrator/HR	N
Brian Kennedy	Y	Jennifer Voyik, Superintendent, SHPS	Y
Kevin McAllister	Y	Lisa Wong, Town Administrator	N
Ryan Moore	Y	Liz Wood, High School Principal, SHPS	y
Teresa Winters-Tobin	Y	***Others in Attendance*:**	
Tracie Kennedy	Y	Skanska (OPM): Nicholas Lobik	
		Mt. Vernon Group (Architect): Chris LeBlanc, Dennis Daly, John Benzinger	
		Lynn Jacques, Assistant Superintendent of Schools	

Call to Order: Chair Diane called the meeting to order at 5:34 PM and confirmed a quorum of voting members was present. Diane acknowledged that this was a new format for the Committee, being fully virtual, and thanked participants for their patience during technical setup.

1. Open Comment Period

- No members of the public attended the meeting.
- Len participated via phone due to technical difficulties accessing Zoom; arrangements will be made to simplify access in future meetings.

2. Housekeeping

a. Minute Taker

- The meeting transcript was recorded via Zoom and will be sent to Chuck for transcription into the official minutes.

b. Updates to Contact Information

- Committee members were reminded to provide a non-school phone number (work or personal) to ensure contact in case of emergencies or inclement weather.

c. Google Drive

- Diane updated the Google Drive folder organization to improve access for internal documents.
- External access is restricted; only those invited by Diane or Kirsten can view or edit files.
- Jennifer Voyik and select Committee members are editors.
- Sensitive contractual documents remain restricted from Skanska or MVG access.

3. Approval of Previous Meeting Minutes (October 8, 2025)

- Eric Friesner requested two corrections:
  - Add the date of the minutes accepted at the previous meeting (September 10, 2025).
  - Confirm the member who seconded the previous meeting's adjournment.
- Diane confirmed all motions from the prior meeting were included.
- A motion to approve the October 8, 2025 minutes was made by Lynn, seconded by Eric Friesner. The motion passed unanimously (K. McAllister abstained)

4. Project Update – OPM Update

1. **Introduction and Overview**
   - Nick Lobik outlined two main discussion points: OPM updates and architectural updates from Skanska/MVG.
   - Topics suggested for discussion included the project calendar, finance overview, options discussions, and MSBA updates.

2. **Project Calendar & Upcoming Meetings**
   - Key upcoming meetings highlighted:
     - **December 3:** Significant SBC meeting (estimate overview, review of test fits, educational visioning, and costs).
     - **December 10:** PDP submission review.
     - **December 17:** Approval of PDP submission to MSBA (quorum critical).
     - **December 11:** Public outreach meeting to inform community members on project progress.
   - Committee members Jennifer and Diane are expected to speak at the public outreach meeting, with OPM support provided.

3. **Project Schedule Overview**
   - A condensed schedule of hundreds of line items was presented, highlighting:
     - Feasibility study
     - PDP and PSR submissions

- Schematic design (summer/fall)
  - The goal was to simplify the schedule for easier comprehension while maintaining necessary detail.

4. **Financial Update**
   - **Reimbursement 1** submitted to MSBA; four invoices under review.
   - Clerical error on geotechnical proposal corrected: $48,000 now includes both Mosier and middle school sites.
   - $103,000 committed of $400,000 environmental/site testing budget.
   - Motion to approve geotechnical update passed unanimously.
   - Budget tracking reports reviewed: committed and spent funds for architectural and environmental items are within budget; contractual reports show minor expenditures for printing and advertising.

5. **Documentation of Decisions**
   - Diane emphasized need to track all project decisions, including items not pursued, for historical reference and continuity as committee membership changes.
   - Nick confirmed MSBA standard documentation (Excel change order sheets) and value engineering log will track pending, approved, and rejected options.
   - Committee agreed to include both approved and rejected options for comprehensive project record.

6. **MSBA Discussion**
   - Discussion on potential addition to the existing middle school clarified that MSBA would not reimburse costs for upgrades required to attach new structures; these costs fall to the Town.
   - Chris LeBlanc noted that further site review will be required to understand code upgrade requirements and potential costs.

7. **Conservation and Site Considerations**
   - Lisa Wong raised concern regarding conservation land at the back of the middle school lot.
   - Chris LeBlanc confirmed discussions with Conservation and that site plans have been adjusted to avoid development on conservation areas. Playscape placement would require further review and approval.
   - Next steps include updated survey and engagement with planning and conservation boards.

8. **Next Steps**
   - Architectural update to follow from Chris LeBlanc.

- Ongoing tracking and documentation of project decisions, financials, and value engineering options.

Outcome/Action Items:

- Geotechnical proposal approved: $48,000, two sites included.
- Maintain comprehensive value engineering log, including rejected options, for historical record. Continue public outreach preparation for December 11 meeting.
- Architectural update to be presented by MVG.

4.b. Architecture Update

1. **Overview of Test Fits and Building Layouts**
   - Chris LeBlanc reviewed test fit layouts for new construction options, comparing efficiencies with the existing Mosier School.
   - New construction for grades 2–4: ~70,000 sq. ft., more efficient corridor and classroom layout.
   - New construction for grades 1–5: ~110,000 sq. ft., with first floor housing grades 1–2, centralized admin, cafeteria, and gym; second floor with grades 3–4, media center, STE/art rooms; fifth grade considered for third floor.
   - Efficiency emphasized for cost control and space utilization; MSBA requirements noted.

2. **Design and Cost Review Process**
   - Preliminary design pricing table shared; includes construction, site, demolition, abatement, and soft costs.
   - Next steps: finalizing options to move forward into PSR (Preferred Schematic Report).
   - December 3 meeting: design option overview with cost estimates. Handouts and in-person review planned.
   - December 10 meeting: draft PDP submission; committee will identify preferred options for schematic design submission to MSBA.

3. **Discussion of Three-Floor Configuration**
   - Jennifer Voyik expressed concerns about a three-story layout, emphasizing emergency access and operational challenges.
   - Dennis Daly confirmed that a two-story configuration is feasible on both sites, though it would require a slightly larger footprint.
   - Site topography (hilly terrain) may allow for creative floor placement (e.g., partial at-grade entry), mitigating concerns with three floors.

- Chris LeBlanc noted building upward with an additional floor can be more economical due to existing roof and foundation, but cost trade-offs for additional footprint considered.
- John Benzinger referenced prior Springfield projects where three-floor designs were necessary due to site constraints.
- General caution among committee members regarding three-story buildings and community perception.
- Kevin McAllister noted three floors could reduce building envelope and utility costs over time.
- Eric Friesner raised concern that community support may be lower for a three-story building.
- Committee agreed to explore alternatives that balance footprint, functionality, cost, and community acceptance.

Cost Estimating and Timeline

- Lisa Wong requested clarification on cost differences and timeline for evaluating three-story versus two-story options.
- Chris LeBlanc will coordinate with the estimator to provide square-foot level cost comparisons, including potential savings or additional costs for three-story versus expanded two-story configurations.
- Finacy (Seamus Fenasy) will provide cost estimating support.
- Discussion will include elevators, capital maintenance, and long-term facility considerations.

Site Considerations and Phasing

- Rudi Hall requested existing footprint overlays be added to slides for clarity and phase construction review.
- Kevin McAllister inquired about cost impacts and student displacement during renovations; Chris LeBlanc confirmed phasing and modular placement would be evaluated to minimize disruption.
- Parking and drop-off logistics discussed; preliminary ideas shared, but further study needed to optimize traffic flow, scheduling, and site utilization.
- **Athletic Fields, Demolition, and Site Costs**
  - Jennifer Voyik asked about Mosier site disposition if the middle school site is chosen, including athletic field replacement and parking considerations.
  - Chris LeBlanc confirmed options exist to replace athletic fields and configure parking appropriately; decisions would be coordinated with the district.
  - Nick Lobik clarified MSBA site cost reimbursement caps ($59/sq. ft.) and noted demolition and special construction costs are separate line items in the budget.
  - Committee acknowledged the need to balance retaining walls, grading, and site amenities to control costs while maintaining functionality and safety.

South Hadley Elementary School Building Project Committee
Meeting Minutes

- **Next Steps and Document Organization**
    - Chris LeBlanc will combine floor plan PDFs with site plan PDFs for each alternate and upload to Section 10 of the Google Drive.
    - Brief narratives will accompany each plan to describe development considerations.
    - Committee members encouraged to review materials over Thanksgiving break to prepare for next meetings.

5. Committees/Boards/Departments Requesting Updates

- Communication Subcommittee: none

6. Next Meeting Dates

- **Upcoming Meetings:**
    - December 3 – In-person meeting
    - December 10 – In-person meeting for detailed review and discussion
    - December 11 – Community outreach meeting
    - December 17 – Vote; scheduled as a brief virtual meeting
    - January 14 – Virtual meeting
    - February 11 – Virtual meeting
- **Snow Policy Reminder:** Meetings are canceled if Town Hall is closed due to inclement weather. Procedures for emergency meetings to be confirmed with the Town Administrator.
- Committee agreed that virtual meetings are preferred during winter months unless in-person attendance is necessary.

Other scheduling notes:

- Financial review meeting scheduled for Monday, December 17 (virtual).
- Bi-weekly meeting scheduled for the next day (time confirmed as 12:30–1:30 PM).
- Coordination underway to consolidate all upcoming dates in a shared Google Calendar for scheduling and invitations.

7. Correspondence

- No new correspondence was reported or discussed at this meeting.

8. Other New Business

- No additional new business was raised.

9. Adjournment

South Hadley Elementary School Building Project Committee

Meeting Minutes

- Kevin McAllister motioned to adjourn; Len Finkowski seconded. Motion passed unanimously. Meeting adjourned at 7:12 PM.

AGENDA: S.H. Elementary School Building Project Committee, 12/03/25

DATE: Wednesday, December 3, 2025

Location: Mosier Library – DESIGN OPTIONS

Time: Promptly at 5:30 pm – 7:30 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment

   Time set aside for the public to offer comments on items not on the posted agenda, in accordance with the adopted policy, as amended 9/11/2023. Should comments be made during this time that warrant further discussions, a committee member can raise those thoughts during New Business. If comments are made concerning an agenda item, the committee will not be discussing it until further along in the meeting. As with any public meeting, the public is asked to state your name & address for the record before commenting.

2. Housekeeping
   a. Minute Taker
   b. Updates to contact information
      a. Please send contact information – that is not an office.
3. Minutes Approval(s)
   a. 11/12/2025
4. Project Update -DESIGN OPTIONS - OVERVIEW WITH COST ESTIMATES
5. Committees/Boards/Departments requesting updates
   a. Invoice Subcommittee review of budget
   b. Communication Subcommittee
6. Next Meeting dates
   a. December 10 (Overview Draft PDP Submission), December 11 (Public Outreach);
   b. December 17 **VOTE** (**Fully Remote** 30 minutes)
   c. January 14, 2026 & February 11, 2026 – **FULLY REMOTE**
7. Correspondence
   a. Correspondence not associated with MSBA
8. Other New Business
   a. Those items not reasonably anticipated by the Chair, 48 hours in advance
9. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

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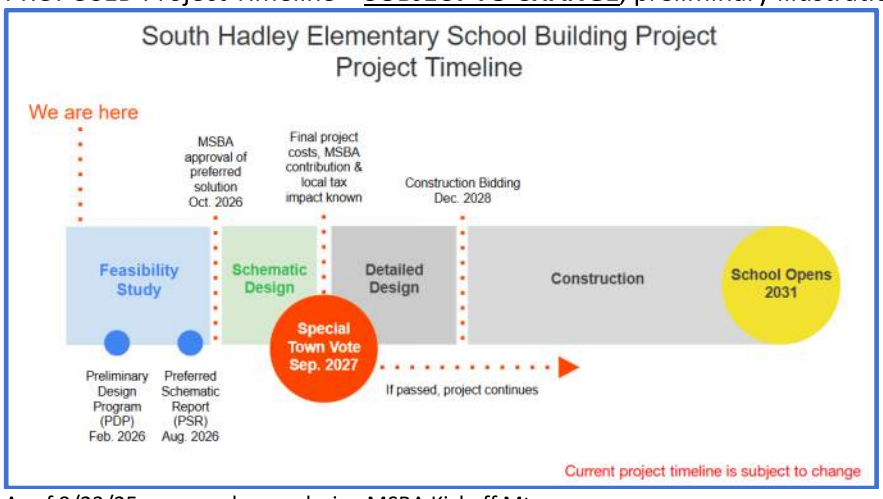
Key Milestones

~~Designer Selection~~	~~June 2025~~
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Preliminary Design Program submission	Feb. 2026
MSBA approval of preferred solution	Oct. 2026
Special Town Vote:	Sept. 2027

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Designer Selection Timeline – August update – in contract negotiation/completion stage w/MSBA approved firm

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



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Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday~~	14. December 3, 2025
~~2. Dec 11, 2024, Wednesday~~	15. December 10, 2025
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Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by Eric or Jen, V will make the agenda)

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Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

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South Hadley Elementary School Building Project Committee
Meeting Minutes

December 3, 2025, 5:30pm **Mosier Elementary School, Library, Mosier St, South Hadley, MA 01075**			
ATTENDANCE			
Voting Members	**Present**	**Non-Voting Members**	**Present**
Diane Mulvaney (Chair)	Y	Brook Beaulieu, Teacher, SHPS	Y
Jeff Cyr (Vice Chair)	Y	Elizabeth Cooke, Director of Student Services, SHPS	N
Leonard Finkowski	Y	Cindy Flynn, Mosier School Principal, SHPS	Y
Eric Friesner	Y	Scott Moore, Director of Building Operations	Y
Rudolph Hall	Y	Chuck Romboletti, Assistant Town Administrator/HR	Y
Brian Kennedy	Y	Jennifer Voyik, Superintendent, SHPS	Y
Kevin McAllister	Y	Lisa Wong, Town Administrator	N
Ryan Moore	N	Liz Wood, High School Principal, SHPS	Y
Teresa Winters-Tobin	Y	***Others in Attendance*:**	
Tracie Kennedy	N	Skanska (OPM): Nicholas Lobik	
		Mt. Vernon Architects: Chris LeBlanc	

Meeting Called to Order: Chair Diane Mulvaney called the meeting to order at PM.

1. **Open Comment**
   None.

2. **Housekeeping**
   a. **Minute Taker -** Diane Mulvaney noted that Chuck would serve as the minute taker for this meeting.
   b. **Updates to Contact Information -** Diane reminded committee members to review and update their contact information, and to send their cell phone numbers to her as needed.

3. **Minutes Approval**
   a. **November 12, 2025 –** Minutes are not yet available for review or approval.

4. **Project Update - Design Options**

Chris provided an overview of the progress on the Preliminary Design Program (PDP) submission and reviewed the design options under consideration.

PDP Submission Progress

- Geotechnical, environmental, and hazardous materials reports will be submitted next week.
- No significant water issues identified to date; wall and roof testing for hazmat is forthcoming.
- Building and site options have been developed; reviewing space summary plans is ongoing and time-consuming.
- Chris will begin uploading documents to the Google Drive starting Friday and will continue to do so through submission.
- Reviewed six primary PD alternatives plus a "code upgrades only" option.

Design Alternatives Discussion

Alternative Option 1 – Existing Site, Code Upgrades Only

- Would not address parking, pedestrian access, site circulation, play areas, ADA compliance in the courtyard, or overall site maintenance needs.
- Includes only accessibility upgrades and necessary repairs.

Alternative Option 2 – Current Grade Configuration, Renovation + Addition

- Addresses overcrowding and most requirements of the Educational Program.
- **Jeff:** Why keep the courtyard? Why not eliminate it for more space?
    - **Chris:** Eliminating is possible; courtyard provides beneficial natural light.
- **Scott:** Is swing space included?
    - **Chris:** Yes. MSBA does not reimburse for swing space. Phasing may reduce or eliminate the need.
- **Teresa:** Student population?
    - **Chris:** 360 students, grades 2–4.

Alternative Option 3 – Grades 1–5 (590 Students), Renovation + Addition

- Improves parking, pedestrian access, circulation, and secure play areas.
- Courtyard ADA compliance is costly; continued site maintenance issues remain.
- Reduction in play areas and fields.
- Includes a separate second-floor wing for Grade 5.

Alternative Option 4 – New Construction on Existing Site (Existing Grade Configuration)

- Centralized parking for community fields.
- Significantly reduced phasing.
- Some committee concerns about traffic circulation onto Parkview.
    - **Chris:** Traffic study will be needed.
- Two-story building; no phasing or swing space required.

- Meets all program and visioning goals.
- LEED certification likely yields additional MSBA points.
- Second floor allows room for future expansion.

Alternative Option 5 – New Construction, Grades 4–5 (590 Students)

- Similar to Option 4 but designed for grades 4–5.
- Fully built-out second floor.
- **Jen:** This differs from last time (no longer 3 floors)?
    - **Chris:** Correct. Now three grades on one floor, organized as three "neighborhoods."

Alternative Option 6 – New Construction on Smith Middle School Site (Existing Configuration)

- Improved parking, pedestrian access, site circulation, dedicated drop-off, secure play areas, and centralized parking for fields.
- Campus-style concept.
- Mosier building's future use is flexible (possible reuse rather than demolition).
- Allows room for future growth.

Alternative Option 7 – New Construction on Smith Middle School Site (New Configuration)

- Slight layout modifications from prior versions.
- Three stories, but site slope would lessen the visual impact.
- Dedicated 5th grade wing.

Cost Estimate Discussion

- **Chris shared the spreadsheet showing estimated costs for each of the alternative options.**
- **Rudy:** Do estimates for Options 6 & 7 include anything for the existing Mosier building site (i.e. demolition, abatement)?
    - **Chris**: they include estimates on demo and abatement on current Mosier. So those amounts could possibly reduce if the Town decided to do something different with the existing Mosier building such as sell for development or repurpose for another Town use.
- **Rudy:** Surprised Option 7 is less expensive than Option 5.
    - **Chris:** Option 7 is less expensive primarily due to the construction of the third level and utilizing the slope of the site.
- **Lyn:** Any groundwater concerns for Option 7's lower level?
    - **Chris:** No issues identified; there are various construction methods to mitigate any found issues if any such as a foundation membrane would be incorporated.
- **Jeff:** Was there any clay presence in site evaluation so far? Will stabilization require more excavation?

  - **Chris:** Additional borings will determine this during full geotech review, but if so, they have dealt with clay presence on sites and have various cost-effective methods to mitigate and provide proper structural supports.
- **Jeff:** WIll there be an impact to the existing sports fields on Options 6 and 7?
  - Chris: yes, those options would reduce the existing fields area. Could be relocated at the existing mosier building site across the street.
- **Jen:** Cost estimates shown are *total* project costs, not net MSBA reimbursement. Correct?
  - Chris: Correct. And keep in mind any swing space costs included in the estimate are fully local and not reimbursable by MSBA.
- **Jeff:** Structural "bones" of the existing building are good?
  - **Chris:** Will verify with more in depth structural analysis later on, cannot make definitive assessment yet; some considerations are included in contingencies for possible deficiencies in building, to reduce unexpected cost increases.

Options Evaluation Matrix

Chris presented the scoring matrix that will be used by committee members eventually, to evaluate each option and guide decision-making in the coming months. On the vertical axis various categories are presented, and the horizontal axis has each alternative option, and committee members would each provide a score for each category for each option. The categories for evaluation will include:

1. Statement of Interest (SOI) priorities
2. Floor layout
3. Site layout
4. Construction impact
5. Cost
6. Overall evaluation

Discussion on alternative options

- **Teresa:** Has not favored a larger 1–5 configuration; concerned about the developmental gap between Grade 1 and Grade 5.
  - Shelter-in-place situations could affect younger students differently.
  - Community may need education on why change is being considered.
- **Jen:** School Committee previously voted (Oct. 2023) in support of 1–5 configuration. Several reasons for considering grade configuration:
  - Enrollment is increasing in Grade 1.
  - Pre-K expansion to full-day, and five days/week is desired, and possibility of expanding pre-k access to the entire community.
  - Allows for possible expansion of a vocational early-childhood program at the high school, by collaborating with early childhood programs at Skala.

- 5th graders benefit from remaining out of middle school longer; potential to expand pathways program.

- **Brooke:** Supports keeping Grade 5 at the elementary level.
- **Scott:** Spending significant money without accommodating all possible grades would be unwise.
- **Teresa:** Scala's lottery is difficult; peer program is beneficial.
- **Liz:** Concerned about having two schools on one site on Options 6 and 7, regarding safety and evacuation procedures.
- **Kevin:** Existing Mosier site could be used for housing or development; acknowledges safety concerns but notes development opportunity.
- **Jeff:** Neighborhood traffic concerns remain with redevelopment of existing site for any other use; Capital Planning favors addition/renovation.
- **Scott:** Renovation costs necessary for existing site/building may reduce redevelopment feasibility.
- **Cindy:** Concerned about options that place significant disruptions on learning while in construction.
- **Diane:** asked if MSBA has ever reduced reimbursement to a District on a project where it reconfigured grades, one of which was a grade that MSBA had previously supported in a prior project in a District. Nick and Chris were not aware, but noted that this is a valid concern and suggested raising the question with MSBA, as the answer could help inform the committee's decision-making.
- **Chris:** All options will be submitted to MSBA now; detailed evaluation will occur in the next phase, including scoring via matrix.
- **Kevin:** Should each committee member complete their own matrix?
  - **Chris:** Not at this point, evaluation comes later; this phase is exploratory.

5. Committees/Boards/Departments Requesting Updates

a. Invoice Subcommittee review of budget
- December 15th and January 15th (est)

b. Communication Subcommittee: Teresa provided an update on ongoing and upcoming communication efforts:
- A project insert will be included in the next tax bill mailing.
- The upcoming community session on **December 11** has been advertised through *The Reminder*, Facebook, a press release, and targeted outreach to key stakeholders. The session will be recorded and posted online.
- There will be an outreach opportunity at the Holiday Stroll on Friday night.
- The subcommittee is reviewing animated informational videos designed to communicate key components and pillars of the project; the subcommittee will present it to the full committee once it is ready and seek approval for related expenditures.

6. **Next Meeting Dates**
   - **a.** December 10, 2025 - Mosier School, 5:30 PM (in person)
   - **b.** December 17, 2025 - Virtual (fully remote / 30 minutes estimate) - vote to approve
   - **c.** January 14, 2026 - Virtual/Fully Remote
   - ***d.*** *Possibly another in-between January 14 and February 11 will be necessary*
   - **e.** February 11, 2026 - Virtual/Fully Remote
   - **f.** April March - Diane noted that the committee should plan to schedule more frequent meetings during this period

7. **Correspondence**
   - **a. Correspondence not associated with MSBA** - none
   - **b.** Budget Task Force: Kevin provided an update on the Task Force's work. The group is asking difficult questions and conducting deep dives into budget issues. While the School Building Committee's work has not been a major part of those discussions, since it is not squarely within the Task Force's scope, it remains important for both groups to maintain a consistent message about the cost of doing nothing. Kevin noted that as residents become more aware of the Town's fiscal challenges, there is much community discussion around questions like, "Why do we need to change anything?" and it needs to be clear what the long-term consequences may be if no action is taken.
   - **c.** Selectboard: Jeff noted that the Selectboard held its tax classification hearing the previous night. During the hearing, the Board briefly discussed various tax exemption options that could be implemented. Although no changes were approved, the conversation reflects that both officials and residents are thinking more deeply about these issues as part of the broader discussion about factors affecting the Town and community.

8. **Other Business** *(Those items not reasonably anticipated by the Chair, 48 hours in advance)*
   - ***a.*** *None*

9. **Adjournment**
   - **a.** Len so moved to adjourn; Kevin seconded. Motion passed unanimously. Meeting adjourned at 7:18 PM.

AGENDA: S.H. Elementary School Building Project Committee, 12/10/25

DATE: Wednesday, December 10, 2025

Location: Mosier Library – OVERVIEW DRAFT PDP Submission

Time: Promptly at 5:30 pm – 7:30 pm

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   d. Additional Meetings discussion – bring your calendars
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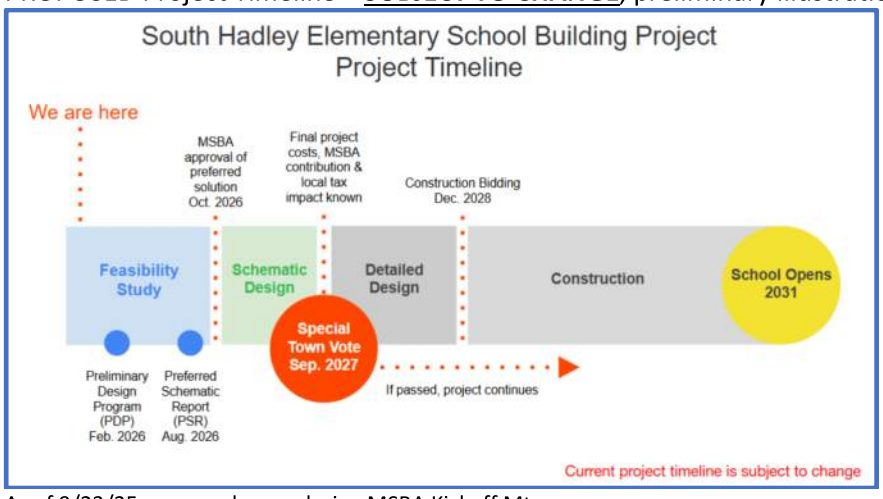
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  - 2 - 590 students in grades 1-5 at the Mosier ES (relocates grade 1 from the MSBA funded Plains ES and grade 5 from the Smith ES)

AGENDA: S.H. Elementary School Building Project Committee, 12/10/25

DATE: Wednesday, December 10, 2025

Location: Mosier Library – OVERVIEW DRAFT PDP Submission

Time: Promptly at 5:30 pm – 7:30 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

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2. Housekeeping
   a. Minute Taker
   b. Updates to contact information
3. Minutes Approval(s)
   a. 11/12/25; 12/03/2025
4. Project Update -OVERVIEW DRAFT PDP Submissions
5. Committees/Boards/Departments requesting updates
   a. Invoice Subcommittee review of Budget
   b. Communication Subcommittee
6. Next Meeting dates
   a. December 11 (Public Outreach);
   b. December 17 **VOTE** (**Fully Remote** 30 minutes)
   c. January 14, 2026 & February 11, 2026 – **FULLY REMOTE in anticipation of weather events**
   d. Additional Meetings discussion – bring your calendars
7. Correspondence
   a. Correspondence not associated with MSBA
8. Other New Business
   a. Those items not reasonably anticipated by the Chair, 48 hours in advance
9. Adjournment

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(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

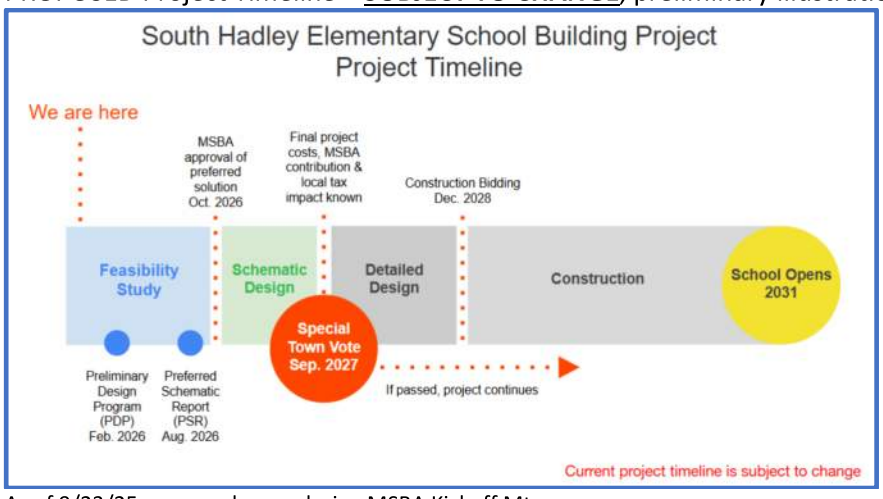
Key Milestones

~~Designer Selection~~	~~June 2025~~
Educational Visioning Workshops	Fall 2025
Community Forums	Fall 2025 - Winter 2026
Preliminary Design Program submission	Feb. 2026
MSBA approval of preferred solution	Oct. 2026
Special Town Vote:	Sept. 2027

SCHEDULES

Designer Selection Timeline – August update – in contract negotiation/completion stage w/MSBA approved firm

PROPOSED Project Timeline – **SUBJECT TO CHANGE**, preliminary illustration only



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Dates subject to change

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4. Vote - December 2026

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

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13. ~~November 12, 2025; VIRTUAL~~
14. ~~December 3, 2025~~
15. December 10, 2025
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19. March
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22. June
23. July
24. August
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26. October

Subcommittee: Communications

Members:
Jen Voyik, Eric Friesner, Chuck Romboletti, Teresa Winters-Tobin, Liz Wood (posting by Eric or Jen, V will make the agenda)

Subcommittee: Designer Selection Process (Projected April 2025)

Members: Jen or Eric will post
Rudi Phillips, Diane Mulvaney, Brook Beaulieu, Kevin McCallister, Brian Kennedy, Lisa Wong

1. ~~April 23, 2025 >> 6pm (by zoom)~~
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Members: Principals @ Skala & Middle Schools, Superintendent (or designee), Town Administrator (or designee), Chair (or designee), OPM & Architect Representatives
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AGENDA: S.H. Elementary School Building Project Committee, 12/17/25

DATE: Wednesday, December 17, 2025

Location: FULLY REMOTE: VOTE for Submission to MSBA

Time: Promptly at 5:30 pm – 6:30 pm

Time: Dec 17, 2025 05:30 PM Eastern Time (US and Canada)
Join Zoom Meeting >> https://us02web.zoom.us/j/86936597268?pwd=HiwILzQOaDbxxB3h9llzgQn9aYUNZB.1
Meeting ID: 869 3659 7268 Passcode: 306811

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   a. Invoice Subcommittee review of Budget
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6. Next Meeting dates – **FULLY REMOTE**
   a. January 14, 2026
   b. January 28, 2026
   c. February 11, 2026
   d. February 26, 2026 TGHURSDAY (Special town mtg on 2/25/26)
7. Correspondence
   a. Correspondence not associated with MSBA
8. Other New Business
   a. Those items not reasonably anticipated by the Chair, 48 hours in advance
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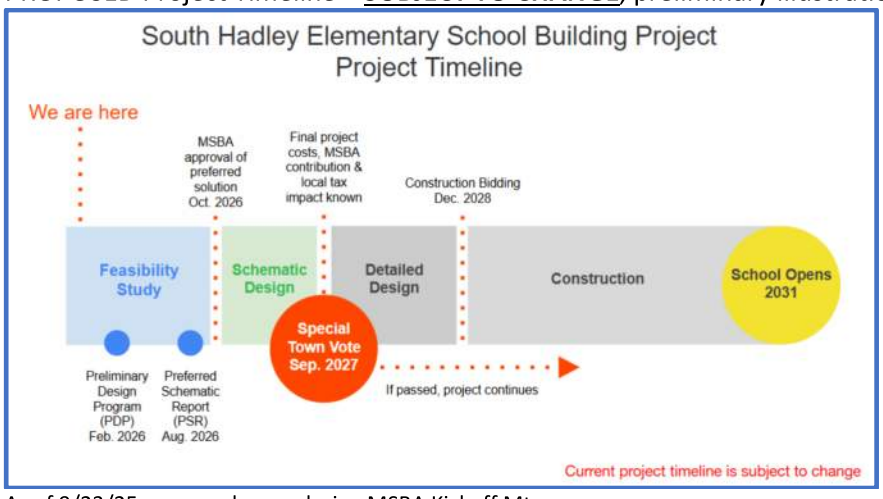
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PDP Submission Note: Approved December 17, 2025, Meeting Minutes to be provided after next scheduled meeting, January 14, 2025.

S.H. Elementary School Building Project Owner's Project Manager (OPM) Subcommittee Meeting

AGENDA:

DATE: Wednesday, January 22, 2025

Location: South Hadley Town Hall

Time: 2:00 p.m.

1. Request for Services Review
2. Interview Questions
3. Adjournment

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

Meeting minutes not yet approved

S.H. Elementary School Building Project Owner's Project Manager (OPM) Subcommittee Meeting

AGENDA:

DATE: Monday, January 27, 2025

Time: 12:00 - 5:00 p.m.

Location: Zoom Video Conference Meeting

https://us02web.zoom.us/j/82351166307?pwd=TNl0yKAP60O10P46iBCgmleT1MgW20.1

By phone: +1 646 558 8656 I Meeting ID: 823 5116 6307 I Passcode: 058681

1. Vendor Interviews
2. Next Steps
3. Adjournment

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

MEETING MINUTES

South Hadley Elementary School Building Committee

OPM Screening & Selection Subcommittee: *Bidder Interviews*

Date: January 27, 2025, 12:00 PM
Location: Hybrid: South Hadley Town Hall and virtual via Zoom
Subcommittee members present:

- Diane Mulvaney, Chair
- Jeffrey Cyr, Vice Chair
- Rudolph Hall
- Kevin McAllister
- Mark McLaughlin, Superintendent of Schools
- Jennifer Voyik, Assistant Superintendent of Schools (MCPPO)
- Lisa Wong, Town Administrator (MCPPO)
- Chuck Romboletti, Assistant Town Administrator/HR Director (MCPPO)

Bidder 1: CHA Consulting

Time: 12:00 PM to 1:00 PM
Presenters:

- Tom Gatzunis, Project Executive
- Mike Owen, Project Director
- Brian Wilcox, Senior Project Manager
- Aditya Modi, Project Manager
- Prajakta Patil, Assistant Project Manager

Presentation Highlights:

- Introduction and Team Overview:
    - CHA emphasized their in-house capabilities, including cost estimating, on-site representation, and construction resources. Described their "boutique suite" of services entirely staffed by CHA employees.
- Experience and Understanding of Goals:
    - Over 40 MSBA projects, including 20 elementary schools and more than 100 K-12 projects.
    - Brian Wilcox highlighted the importance of understanding South Hadley's unique challenges and engaging the community to ensure inclusivity and address concerns.
- Key Focus Areas:
    - Community Outreach: Mike Owen emphasized listening first to dispel misinformation and keep discussions on track. Detailed communication strategies for achieving community approval at Town Meeting.
    - Project Controls: Prajakta Patil discussed tools for cost and schedule management, including monthly updates, risk management, and grant opportunities.
    - Gathering Input: Aditya Modi shared plans for visioning sessions, interactive workshops, digital/print communications, and surveys. Provided examples from Nauset, Franklin, and Tisbury, including engaging over 600 attendees at a Town Meeting.

- Inclusivity and Transparency: Brian Wilcox stressed the importance of tailoring outreach to what works best for the community (e.g., social media, print materials, or in-person forums). Lessons learned from

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projects like Monument Mountain, where a lack of transparency initially hindered success. Mike Owen shared a successful example of re-engaging the community in Tisbury after earlier challenges.

- Closing Remarks: Tom Gatzunis concluded by emphasizing CHA's multiple tools and flexible approach to engagement, ensuring methods are customized to meet South Hadley's needs.

Question and Answer:

Question 1: Project Approach and Success Stories

- Tom Gatzunis: Discussed the success of using a "model school" approach in Marlborough. They tweaked the design to fit specific needs, achieving a project that was four months ahead of schedule and $5 million under budget.
- Diane Mulvaney: Asked if the town had to sacrifice anything to stay under budget. Tom: The project switched from a gable-style roof to a flat roof.
- Rudy Hall: Asked about the preferred construction method. Tom: Chapter 149 was used.

Question 2: Overcoming Challenges

- Mike Owen: Cited the Tisbury School project, which faced unexpected soil issues. They used the c.149a delivery method, worked closely with the construction manager, and maintained 98% of the owner's contingency fund, which they later allocated to solar to achieve net-zero status.
- Rudy Hall: Asked about unit pricing. Mike: Unit prices were incorporated for flexibility, though they added complexity.
- Kevin McAllister: Inquired about South Hadley-specific obstacles. Tom: Highlighted environmental constraints such as wetlands and the tight site. Discussed potential solutions like building on another part of the site and phasing construction to keep students in the current building.

Question 3: Team and Subcontractor Management

- Brian Wilcox: Shared how he handles team performance issues, with regular touchpoints to ensure deadlines are met. Stated they've never let a team member go during a project.
- Aditya Modi: Referenced using RACI charts to define responsibilities and ensure accountability.
- Kevin McAllister: Confirmed Brian Wilcox would lead the project, addressing concerns about his availability and commitment. Tom Gatzunis: Assured the team would be fully accessible to the town.

Question 4: Collaboration with Stakeholders

- Mike Owen: Emphasized the importance of strong, fair relationships for successful collaboration. Advocated for a "win-win" attitude.
- Tom: Used a "three-legged stool" analogy to describe the balance of goals between contractors, owners, and the design team.
- Brian Wilcox: Supported using the CM-at-risk method for collaboration, allowing early integration of contractors and architects.

Question 5: Community Engagement

- Diane Mulvaney: Asked how they would engage a busy community and build momentum.
    - Mike Owen: Suggested taking the message to stakeholders, including students, teachers, parents, and seniors. Recommended forming a working group within the building committee, supported by CHA's community engagement specialists.

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- Tom: Stressed the importance of answering community questions consistently and providing follow-ups.
- Aditya: Proposed offering diverse meeting options, including hybrid formats, different times, and varied locations.
- Brian Wilcox: Committed to meeting 100% of the community, ensuring accessibility and inclusivity.

Question 6: Budget and Value Engineering:

- Diane Mulvaney: Asked about balancing timeliness with thoroughness.
  - Tom: Highlighted their in-house cost estimators, who monitor budget needs from the start. Noted their ability to double-check designer estimates, compare alternatives, and maintain financial accuracy.

Questions for Committee

- The bidders asked about project timeline

Bidder 2: Arcadis

Time: 2:00 PM to 3:00 PM

Presenters:

- Vikas Nagardeolekar, Project Director
- Kelly Nelli, Project Manager
- Emily Sifuentes, Financial Controls Specialist

Presentation Highlights

- Vikas: Introductions, expressed excitement for the project. Noted Arcadis team member Ron Rickey could not join the interview due to an emergency.
- Kelly: Highlighted Arcadis' large staff and resources.
- Vikas: Emphasized key project goals:
  - Acting as stewards of the community by collaborating with stakeholders.
  - Ensuring durability, practicality, feasibility, and maintainability of the project.
  - Prioritizing communication and transparency, making information accessible to all.
  - Hosting coffee hours and engagement sessions to foster inclusivity.
- Key Stakeholders
  - Kelly: Town leadership; School committees and other agencies; Community (neighbors, parents, etc.)
- Communication Strategy
  - Kelly: Discussed the timeline for her involvement in communication, expected heavy involvement for the first 2-3 years.
  - Engaging the community through various channels:
    - Public meetings, website updates, and social media.

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    - Café sessions at the school—design team brings examples and gathers stakeholder feedback on features like education components, parks, and outdoor classroom spaces.
    - Community surveys to gauge public input.
    - Example from Groton—successful community engagement model.
- Inclusive & Transparent Approach
    - Vikas: Important to address challenges of an occupied site (Plains School), will develop and communicate strategies for protecting students while the project is ongoing, including transportation and pedestrian access considerations. Will require strong collaboration with municipal departments (SHELD, DPW, water). They have an understanding that South Hadley is focused on cost-effectiveness.
- Fiscal Transparency & Budget Management
    - Emily: Stressed the importance of clear communication regarding budget constraints and maintaining transparency in financial decisions.
- Closing Remarks
    - Vikas: Reinforced the value of Arcadis' past relationships with the town.

Question and Answer:

Question 1: Project Approach and Success Stories

- Vikas emphasized the importance of getting a clear, concise vision from the community, including discussions around grade configuration and sustainability goals.
- Mentioned Plains School process: moved from practical to creative solutions with a better understanding of priorities. Cited Ron's book as a framework. Public safety and traffic were key considerations—collaborated with state police and managed ongoing community engagement through monthly lectures, "Know Your Town" events, and other regular forums.
- Kevin asked for examples beyond South Hadley:
    - Vikas referenced Springfield projects, where they engaged municipal departments early to ensure alignment and support. Community was highly attuned to sustainability and wetlands impacts (relevant for Mosier site).

Question 2: Overcoming Challenges

- Vikas: Acknowledge issues upfront, work collaboratively to identify possible solutions and understand time/cost impacts. Transparency and accountability are essential.
- Example: In one town, a surprise $600k windfall allowed for ADA upgrades along Main Street. Arcadis developed a mitigation strategy to incorporate the improvements efficiently.

Question 3: Team and Subcontractor Management

- Arcadis promotes open, honest discussions and recommends a leadership sub-group within the committee to regularly assess collaboration and communication.
- They adapt communication styles to individual preferences—some clients prefer texting, for example.
- Kevin asked about team structure and leadership:
    - Kellie would serve as the day-to-day lead, with Vikasas Project Director involved throughout.
    - Ron would be 100% on-site during construction.
    - Though Kellie would handle daily coordination, Vikas clarified that all three would be involved in resolving personnel issues collaboratively.

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Question 4: Collaboration with Stakeholders

- Vikas: Key is upfront communication—OPM must relay the committee's goals and values to all subcontractors and the design team.
- Cited a recent school project where an internal change in IT leadership led to a differing opinion on the security system.
    - Solution: Convened in-field meetings with architect, IT consultant, and owner to weigh options.
    - Outcome: A better security system with in-house camera management, implemented with only modest time impact (mitigated by weekend work).

Question 5: Community Engagement

- Vikas: Continuous communication is essential—know your supporters and detractors, and actively engage both.
    - Examples of outreach: student backpack flyers, school committee snapshots, sustainability groups, local radio/TV, and digital tools like QR codes and archived content on Facebook. Scheduled outreach at various times (weekends, evenings, mornings) to reach broader audiences.
- Diane asked about hosting meetings at school sites:
    - Vikas said yes, and it was eye-opening for the public—seeing existing conditions firsthand at Mosier (e.g., circulation issues).
- Jen asked about Facebook management:
    - Kellie managed responses weekly, but never responded without town leadership approval. Weekly meetings with the superintendent helped keep communications aligned. The result was fewer phone inquiries from the public due to proactive engagement.
    - Also sent letters to abutters with personal contact info to foster transparency.

Question 6: Budget and Value Engineering:

- Vikas: Accurate upfront planning is crucial before bidding. A healthy contingency is needed to address unknowns.
    - Example: Utility company created a duct bank without an easement; contingency covered rerouting.
    - Contingency also allows for future enhancements.
- Kevin asked about value engineering strengths/weaknesses:
    - Vikas: Arcadis has a deep bench of experienced professionals, with strong internal scheduling and estimating capabilities. Their team understands regional market trends and can reliably assess cost accuracy and availability of materials.

Questions for the Committee:

- Vikas: "*What keeps you up at night?*"
    - Jeff: Ensuring the public gets accurate information, especially seniors.
    - Jen: Making sure teachers and students have what they need for a healthy learning environment—now and for the future.

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Bidder 3: LiRo-Hill

Time: 3:00 PM to 4:00 PM

Presenters:

- Peter Martini, Principal-in-Charge
- Ian Parks, Project Director
- Trevor Fuce, Project Manager
- Vivian Varbedian, Pre-Construction Manager/Community Engagement

Presentation Summary:

- Peter Martino & Ian Parks led the presentation, with subcontractors including PMC.
- LiRo-Hill's team emphasized four core "building blocks" essential to project success:
    - Communication – Foundational to their approach. Frequent, transparent updates keep all stakeholders aligned.
    - Design – Starts with a clear project charter to guide vision and decisions from beginning to end.
    - Budget – Established early using MSBA tools and customized to reflect local needs. Team brings deep cost expertise.
    - Delivery – Realistic scheduling with a strong commitment to timelines and owner satisfaction.
- Community Engagement Approach
    - Vivian underscored that they're not just building a school—they're building pride and community. She emphasized early visioning to get residents imagining what's possible and addressing key community questions:
        - Do we need this?
        - Can we afford it?
        - Will it benefit everyone—including seniors?
- Tactics & Tools
    - Leverage groups like the Building Committee, PTO, and school leadership for unified messaging.
    - Use a range of outreach—monthly updates, flyers, informal events, digital tools—to meet people where they are.
    - Prior success in Winchester included a project website, cable TV spots, and cartoon-style videos to explain complex topics.
    - Tools like MentiMeter provide real-time community feedback.
    - Their goal: clear, inclusive, and consistent communication that builds understanding and support across all age groups.

Question and Answer:

Question 1: Project Approach and Success Stories

- Vivian described consolidating two elementary school projects in Watertown into one contract to gain efficiencies.
    - Used creative phasing—kept part of a school operational while starting demolition on another section. Maintained two project teams with one overall director to manage complexity. Resulted in shaving 1.5 years off the schedule.

Question 2: Overcoming Challenges

- Ian shared that on the Carter School project, they stepped in to lead coordination meetings when steel drawing delays arose.

DRAFT

- Peter highlighted their use of an interactive risk log that evolves throughout the project.
- Vivian mentioned community relations as a potential risk—public attention peaks close to votes, so early communication is critical.
- Peter also cited environmental, traffic, and utility risks as key considerations.

Question 3: Team and Subcontractor Management

- Peter recounted an example where a team member was reassigned due to a poor fit, ensuring continuity with a deep bench of staff.
- Ian said they usually detect when personalities may clash and are proactive in making adjustments.

Question 4: Collaboration with Stakeholders

- Trevor outlined their structured meeting schedule (weekly owner meetings, subcommittee meetings, and design team sessions).
- Diane noted that these meetings can become tense, and asked how their company would handle difficult meetings and interactions amongst different stakeholders.
  - Trevor emphasized his strength in maintaining professionalism and de-escalating.
  - Peter stressed the importance of prioritizing the schedule.
  - Vivian added that establishing a project charter early helps guide decisions.

Question 5: Community Engagement

- Vivian discussed varied outreach methods: virtual/in-person meetings, community boards, QR codes, mailers, and Mentimeter. Tailored meeting times to accommodate working parents and other groups.
- Diane asked about involvement of the actual school building during community engagement; Vivian confirmed use of school tours (e.g., Swampscott) to engage the community.

Question 6: Budget and Value Engineering:

- Ian emphasized building realistic contingencies and phasing spending across fiscal years. Described forming a small technical review group to manage approvals quickly.
- Kevin asked about estimators—Vivian highlighted their strong relationship with PMAC, highlighting their deep experience with Massachusetts school projects, conservative but realistic estimates, and continuous cost refinement throughout the project lifecycle.
- Jen Voyik asked about the company's availability for public engagement. Vivian explained that community communications are her specialty, especially in the early phases. She works closely with project teams to help establish a communications subgroup and supports outreach throughout the project. Ian and Trevor focus more heavily on design and construction, ensuring a well-rounded team with clearly defined roles.

Questions for the Committee:

- Vivian asked how concerned the Committee is about getting a 'yes' vote for the project?
  - Diane noted that success could depend on timing and ensuring residents have clear, factual information.
  - Jeff added that some residents may feel less directly connected to a significant school building project, which can affect engagement.
  - Vivian emphasized the need to build trust and communicate transparently from the start.

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Bidder 4: Skanska

Time: 4:00 PM to 5:00 PM

Presenters:

- Dale Caldwell, Principal-in-Charge
- John Benzinger, Project Director
- Nick Lobik, Project Manager
- Victoria Clifford, Community Outreach Manager/ProPay Administrator
- Craig Spice, Project Representative

Presentation Summary:

- Skanska highlighted their recent collaboration in Springfield and familiarity with western Massachusetts school projects. Dale noted his attendance at the earlier site visit/info session, emphasizing Skanska's sensitivity to community priorities such as involvement, parking, and balancing programming, aesthetics, and ease of maintenance.
- Victoria framed community engagement as central to their approach, beginning on day one and evolving through close work with the Building Committee. Their outreach strategies include:
    - Events & Outreach: Participated in events like National Night Out (East Longmeadow), bringing the project directly to residents.
    - Stakeholder Mapping: Engage a broad set of stakeholders—SBC, school and town leadership, finance and visioning committees, public safety, and more.
    - Communication Channels:
        - Project websites, QR codes, printed materials, FAQs, email lists.
        - Bi-monthly trifolds for project updates (used in East Longmeadow).
        - Podcasts, radio interviews, online surveys, and MentiMeter for interactive feedback.
    - Transparency & Participation
        - Skanska supports financial transparency with an interactive tax impact website and an internal budget dashboard for committees.
        - They promote public involvement during key phases—like voting on concepts during schematic design.
    - Site & Design Awareness
        - Nick described tools like a quick guide for site logistics (traffic flow, student drop-off), used in past projects. The team expressed awareness of wetland sensitivities—drawing parallels to concerns near Mosier—and a strong focus on site safety and constructability from early stages.

Question and Answer:

Question 1: Project Approach and Success Stories

- Dale shared experience from the Acton-Boxborough project where they phased work around wetlands and kept the existing school operational.
    - Worked closely with the CM to ensure smooth transition and minimal disruption.

Question 2: Overcoming Challenges

- Dale referenced Acton-Boxborough again: planned for triple net-zero features (geothermal, rainwater collection) with built-in contingencies.
- John Benzinger discussed the Pittsfield project, where the site had a history as a dump—highlighted the importance of early exploratory drilling. "30% of risk is underground."

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    - COVID-19 was a major supply chain disruptor:
        - John: They used $1M in contingency and still remained under budget.
- Rudy asked about unit pricing; Nick confirmed they account for potential costs with soil and other unit-priced items.

Question 3: Team and Subcontractor Management

- Dale said when team dynamics became a problem, they removed the individual and returned to the owner with resumes for new candidates. The owner participated in interviewing replacements to ensure fit.

Question 4: Collaboration with Stakeholders

- Nick: Emphasized their "three-legged stool" approach—representing the owner's interests, ensuring alignment with educational goals, and enabling community use.
- Design decisions must be driven by the educational program (e.g., through PDP, PSR stages) while staying on budget.
- John: "We work for you. We advocate for the owner."
- Diane asked for an example:
    - Dale: Springfield schools—Skanska ensured all stakeholders aligned.
    - John: In Waconah High School, they rejected an unwanted design feature on behalf of the owner, and the architect complied.

Question 5: Community Engagement

- Victoria: Use events like National Night Out to engage early, avoiding last-minute surprises. Monitor social media for misinformation and respond quickly to stay ahead of the narrative.
- Dale: Detailed budget planning includes scheduled community meetings in line with MSBA timelines.

Question 6: Budget and Value Engineering:

- Nick: Keep budget documents current and detailed; estimate unit costs in advance. Carefully track change orders and their effect on contingency.
- John: Noted Springfield had a change order rate under 0.5%, attributing it to robust estimating.
- Kevin asked about minimizing overruns:
    - Dale: Skanska's constructability review taps their internal construction team to ensure designs are feasible. Example: In Arlington, they forecasted a glass shortage and stockpiled materials to control costs (which could have risen 15–20%).

Questions for the committee:

- Skanska: What are you looking for in an OPM?
- Committee Responses:
    - Kevin: A responsible firm with strong relationships.
    - Diane: A financially sound partner and reliable.

Motion to adjourn

At 5:04pm Kevin McCallister made a motion to adjourn, Rudi Hall seconded and the motion carried unanimously.

DRAFT

AGENDA: S.H. Elementary School Building Project Sub Committee, 01/29/25

DATE: Wednesday, January 29, 2025

Location: Mosier Elementary School Library

Time: Promptly at 5:30 pm – 6:30 pm, possible extension to 7:00 pm

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Project Update
    a. Quantify results of submission
    b. Update on Selection process for OPM
        1. Interviews
    c. Next steps - gearing up for Feasibility Study & community engagement (tours)

    Action Needed: Informational, no action needed
2. Committees/Boards/Departments requesting updates
    a. Questions incoming from committees represented by members
    b. Communication bullets and path for distribution
3. Other New Business
    a. Those items not reasonably anticipated by the Chair, 48 hours in advance
4. Adjournment

Note: *Not all topics listed in this notice may actually be reached for discussion. Additionally, the listed topics are the only items the Chair is reasonably prepared to discuss.*

Various Background Data

(Approved) Project Language in RFS

A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from ($80,000,000 to 120,000,000) depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

Typical Duration Schedule for OPM

1.	Feasibility Study/Schematic Design Phase;	***20-24*** months*
2.	Design Development/Construction Documents/Bidding Phase; and	***10-12*** months*
3.	Construction Phase.	***24-36*** months*

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

SCHEDULES

2025 OPM Review Panel Meeting Planning Dates

OPM RPM Date* (2025)	Ad should be placed in the Central Register by this date**	Ad appears in the Central Register and local newspaper	Responses should be due to the District by this date***	OPM Package should be received at the MSBA by this date	OPM Package sent to Panel members
January 6	October 30, 2024	November 5, 2024	November 19, 2024	December 10, 2024	December 31, 2024
February 10	December 5, 2024	December 11, 2024	December 26, 2024	January 16	February 5
March 3	December 26, 2024	January 1	January 15	February 5	February 26
April 7	January 30	February 5	February 19	March 12	April 2

Informational Mtg Dates: 09/12/24; 5p – 6:30p
10/22/24; 5:30p – 7:00p

Building Committee, Dates

1. ~~Nov 11, 2024; Tuesday @ 5:30p – 7p~~ 15. 2026
2. ~~Dec 11, 2024, Wednesday @ 5:30p – 7p~~
3. ~~Jan 15, 2025; Wednesday @ 5:30p – 7p~~
4. February 12, 2025 (tent)
5. March 12, 2025 (tent)
6. April, 2025; TBD
7. May, 2025; TBD
8. June, 2025 TBD
9. July, 2025; TBD
10. August, 2025; TBD
11. September, 2025; TBD
12. October, 2025; TBD
13. November, 2025; TBD

OPM Subcommittee Dates

Members: Lisa Wong (or designee), Mark McLaughlin (or designee), Jeff Cyr, Kevin McAllister, Rudi Phillips, and Diane Mulvaney.

1. ~~January 15, 2025, 2pm RFS submissions opened Addendum>> Updated to January 22, 2025 @ 2pm~~
2. ~~January 21, 2025, Score submission Addendum>> Updated to January 22, 2025 @ 2pm, Town Hall Conference Room~~
3. ~~January 23, 2025, Shortlist available~~
4. January 27, 2025, Zoom interviews
5. January 29, 2025, Review interviews for next steps
6. January 31, 2025 – Negotiations
7. February 5, 2025 – Selection submitted to MSBA

8. March 3, 2025 – MSBA review panel
9. March 6, 2025 – Anticipated contract signing for OPM

Important Information

Email used for member communications:
*Please do **NOT** REPLY ALL when corresponding to the Chair, Vice Chair or the superintendent*
Committee Shared Drive (permission based): SH Mosier Elementary Building Project
Agendas: Agendas
Meeting Minutes: DRAFT Meeting Minutes for approval
MSBA Site: Massachusetts School Building Authority
Policies, Forms & Guidelines: Operational Links 'All you ever wanted to know'
Owner's Project Manager Process: OPM Process
OPM RFS: OPM RFS Document link
Our Project: South Hadley Public School District
Town of SH Link for Calendar, Agendas, Meeting minutes: https://www.southhadley.org

Meeting minutes not yet approved

Elementary School Building Project Committee
Designer Selection Subcommittee
Wednesday, April 23rd, 2025 6:00 pm
Virtual: Zoom details provided below

Agenda

6:00 PM – 6:30 PM:

1. Introduction
2. Designer Selection Process Timeline & Overview
3. Designer RFS Overview
4. Schedule: Next Meeting
5. Adjourn

Join Zoom Meeting
https://us02web.zoom.us/j/81590556585?pwd=0mvoF2cjo2bMGXZlriQZluChpqFpzQ.1
Meeting ID: 815 9055 6585
Passcode: 282369

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• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
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• +1 253 205 0468 US
Meeting ID: 815 9055 6585
Passcode: 282369
Find your local number: https://us02web.zoom.us/u/kcgAPTFnvc

South Hadley Elementary School Designer Selection Subcommittee

Meeting Minutes (DRAFT)

April 23, 2025 6:00 PM; Virtual - Zoom	
ATTENDANCE	
Member	Present
Brian Kennedy	Y
Brook Beaulieu	N
Diane Mulvaney	Y
Kevin McAllister	Y
Lisa Wong	Y
Rudolph Hall	N

Also in Attendance – Nick Lobik (Skanska)

Meeting Called to Order: Diane Mulvaney called the meeting to order 6:08 PM.

1. **Designer Selection Process & Timeline**
    a. Skanska presented the MSBA designer selection process. The MSBA Designer Selection Panel (DSP) will make the selection of the design firm. The DSP is comprised of 16 members, 13 from the MSBA and 3 from the Town & District. The members from the Town/District are the Superintendent of Schools, Chief Executive Officer of the Town and one designation by the School Committee.
    b. Designer Selection Timeline
        i. Provide RFS to MSBA for review – May 1
        ii. Ad placed in Central Register – May 15
        iii. Ad appears in Central Register – May 21
        iv. Designer Site Visit – May 28 @ 3:30
        v. Designer Submission Due – June 18
        vi. Applications due to MSBA – June 26
        vii. Designer Selection Panel Meeting – July 15
2. **Designer RFS Overview**
    a. Skanska presented an overview of the Designer RFS. The RFS that has been developed is based on the standard format the MSBA gives as a templet.
    b. Skanska presented an overview of the sections of the RFS.
        i. Section A – Background In this section an overview of the District and community is provided Multiple enrollments and grade level configurations are identified.

ii. Section B – Project Goals and General Scope in this section additional information is provided about the school based on the SOI which will be included as an attachment.
iii. Section C – Scope of Services which is outlined in the form by the MSBA and references the standard MSBA Designer Contract.
iv. Section D – Project Schedule, in the RFS this section is mainly focused on the feasibility study but the overall project schedule will be included as an attachment.
v. Section F – Evaluation Criteria is based on the standard RFS document provided by the MSBA.
vi. Section G – Proposal Requirements outlines minimum requirements for the proposal.

Diane Mulvaney commented that the cost of the project in this RFS is different from the value of the cost in the OPM RFS.

Nick Lobik responded that this is the correct and it is because the OPM RFS is the total project cost and the Designer RFS is the construction costs. At this stage in the project we are using 80% of the total project cost as the construction cost but this will be solidified throughout the feasibility study.

c. Designer Evaluation
i. Skanska provided an overview of the designer evaluation criteria outlining the items to be evaluated. Similar project experience, past performance, current workload, subconsultant qualifications, financial stability of the firm, qualifications of personnel assigned to the project, firm location and reference checks.

Brian Kennedy asked what would happen if the design team altered their subconsultants?

Nick Lobik responded that the team would go through a similar evaluation process to ensure the subconsultant can provide the services needed for the project.

3. **<u>Upcoming Subcommittee Meetings</u>**
a. June 11th at 6:00 PM – Virtual Zoom Meeting – Review selection matrix
b. Tentative - June 25th at 5:30 PM – In person – Review designer proposals
4. **<u>Adjournment</u>**
a. [Kevin McAllister] made a motion to adjourn the meeting. [Brian Kennedy] seconded and the motion passed unanimously. The meeting adjourned at 6:30 PM

Elementary School Building Project Committee
Communications Subcommittee
Monday, April 28, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom details provided below

Agenda

10:00 AM – 11:00 AM:

1. Introduction
2. Upcoming Engagement Opportunities
3. Content Development for Web/Social/Press
   a. Frequently Asked Questions (FAQ's)
   b. Meet the School Building Committee Schedule: Next Meeting
   c. Designer Selection Update – Firm Profile
4. New Business
5. Adjourn

Join Zoom Meeting
https://us02web.zoom.us/j/86341636593?pwd=Rdn8ze2DnrrQ6UMbYyk1vbbqkvsQym.1
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Meeting ID: 863 4163 6593
Passcode: 079361
Find your local number: https://us02web.zoom.us/u/kevPcScUZH

Elementary School Building Project Committee
Communications Subcommittee
Monday, May 12, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom

Meeting Minutes

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Frienser, Elizabet Wood
Victoria Clifford, Nick Lobik (Skanska)
Absent: Teresa Winters-Tobin Schedule overview

Meeting opened at 10:00 AM

- **Introduction**
  - Goal of the subcommittee is to lead SBC communications efforts, bringing items to the full SBC for their approval/recommendation
  - Victoria Clifford, Nick Lobik, gave an overview of the project schedule:
    - Designer Selection Panel (DSP) – July 15, 2025
    - Designer Onboarding – July/August 2025
    - Preliminary Design Program (PDP) – August 2025 to February 2026
    - Preferred Schematic Report (PSR) – February 2026 to August 2026
    - Project Scope & Budget (PS&B) Review Board Meeting – October 2026
    - Schematic Design Phase – August 2026 to April 2027
    - Project Scope & Budget (PS&B) Approval – June 2027 (120 days to receive local approval)
    - Vote (Special Town Vote & Meeting) – September 2027
    - Design Development (DD) & Construction Documents (CD) – October 2027 to December 2028
    - Bidding – December 2028 to February 2029
    - School Open – June 2031
- **Upcoming Engagement Opportunities**
  - Discussed at the April SBC Meeting:
    - Summer Concert Series – Summer
    - Fourth of July Fireworks
    - School Open Houses – Late Summer/Early Fall
    - Preschool Orientation
    - Columbus Day Tag Sale
  - Other Opportunities suggested by the Communications Subcommittee:
    - June 1st Police/Fire Event (Liz)
    - Late June thru August – Senior Center Event (Eric)
    - April 26th, Town Arts Festival (Liz)

        - Parent Rec Leagues
        - Athletic Games
- **Content Development for Web/Social/Press**
    - Tri-Fold Pamphlet
        - Goal to have a tri-fold pamphlet ready for the 5/21 SBC meeting, handouts ready for June 1st event and other summer events
        - Content will include:
            - Why is a new or renovated school needed?
            - Committee members – link to meet the committee write up
            - General FAQ's
            - Schedule/Timeline graphic
            - Website link/QR code
            - Future meeting dates
            - Next steps
    - Frequently Asked Questions (FAQ's)
        - Draft to be circulated by Skanska – to be added to project website ahead of pamphlet printing
    - Meet the School Building Committee
        - Skanska to circulate survey to collect responses – goal to have piece written up before 5/21 SBC meeting and posted to the website with the SBC's approval
    - Designer Selection
        - Designer to be selected by end of June
        - Target a press release from the School District or Town and firm profile added to project website
- **Messaging**
    - Group discussed the importance of developing the messaging for:
        - Why is a new or renovated building needed?
            - Referring to the SOI and follow up letter from the Superintendent to the MSBA
            - Jennifer to provide copy
        - Design Enrollment/Grade Configurations needed
            - Jennifer to assist Skanska with writing
        - "If not now, what?" or "The cost of no"
- **Website**
    - Victoria to be given access by South Hadley IT – will be the webmaster for project website
    - Website to be the hub of all project documentation – goal is full transparency and making it easy for all community members to find relevant project information
- **Social Media**
    - Facebook to be the main social media medium
    - YouTube or Vimeo needed?

        - May be able to utilize local cable access to post recordings to their YouTube / play our recordings on their programming (Eric)
    - Group discussed utilizing the existing social media of the school district or town vs. creating new project specific profiles
    - Pros of creating new:
        - Full control
    - Cons of creating new:
        - Need a dedicated admin
        - More time to develop
        - Need to build up the audience
- **Local Media**
    - Cable Access
    - Hampshire Gazette
    - The Reminder
- **New Business/Next Steps**
    - Next Meeting: 5/12, 10:30 AM, virtual, Skanska to post agenda and send calendar invitation
    - Skanska to provided materials discussed ahead of meeting for review
    - Skanska Communications Plan forthcoming – to be a living document updated throughout the project
    - Subcommittee Chair to be elected at next meeting for formalities such as opening/closing meetings and approving meeting minutes
    -

Meeting Adjourned by unanimous consent

Elementary School Building Project Committee
Communications Subcommittee
Monday, May 12, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom details provided below

Agenda

10:00 AM – 11:00 AM:

1. Chair Appointment – Vote
2. Approval of 4/28/2025 Meeting Minutes
3. Review of Communications Materials
   a. Project Update Pamphlet (Tri-Fold)
   b. Meet the SBC
   c. Frequently Asked Questions
4. Community Outreach Schedule & Next Steps
5. Social Media Update
6. Website Update
7. Review of Communications Plan
8. New Business
9. Adjourn

Join Zoom Meeting
Join Zoom Meeting
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Passcode: 107453

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• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 669 444 9171 US
Meeting ID: 839 7060 0607
Passcode: 107453
Find your local number: https://us02web.zoom.us/u/ktlsR3jqj

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, May 12, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom

Meeting Minutes

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Frienser, Elizabeth Wood, Teresa Winters-Tobin (Subcommittee Members), Victoria Clifford, Nick Lobik (Skanska)
Public participants: Christian Laible

Meeting opened at 10:00 AM

- **Chair Vote - hold for next meeting**
- **Meeting Minutes approval - hold for next meeting**
- **Review of Communications Materials**
    - **Project Update Pamphlet (Tri-Fold):**
        - Group reviewed the tri-fold pamphlet draft
        - Group discussed alternate language for the "Why do we need a new or renovated building"
        - Group discussed importance of clarifying which elementary school we are studying, the grades included, and additional information on grade configuration study
            - Victoria to clarify Mosier school grades. Group to discuss grade configuration on a future pamphlet and work with the SBC and Design Team on messaging.
        - Tour sign up QR code added to collect email addresses for future tours and community event invitations
        - Diane to provide quote for back panel
        - Group discussed asking the SBC for approval of 300 copies to be printed (approx. $400) ahead of the June 1st SHPD event and other summer community events.
            - Jennifer noted that printed pamphlets could be made available at the Central Office for pick-up.
    - **Meet the SBC**
        - Missing a few SBC members - Victoria to reach out again after meeting
        - Goal to have it ready to review in narrative form at the 5/21 SBC meeting, post to the project website before June 1st.
    - **Frequently Asked Questions**
        - Edits from Pamphlet to carry over to FAQ's
- **Community Outreach Schedule & Next Steps**
    - Public Safety Day Event, June 1st, 10 AM

        - Captain - Liz Wood
    - Fireworks, July 3rd, (rain date - July 5th)
        - Captain - Teresa Winters-Tobin / Eric Friesner
    - Big Rig Day, July 17th, 10 AM
        - Captain – to be requested at SBC meeting
    - Other engagement opportunities under consideration:
        - Summer Concert Series
        - School Open Houses
        - Preschool Orientation
        - Columbus Day Tag Sale
- **Social Media Update**
    - Group still considering creating a dedicated social media page or utilizing the School District's social media
    - It was discussed that a dedicated social media page might be the way to go, but would need someone to volunteer to run it
- **Website Update**
    - Victoria to set up meeting with IT director, Steven, to review website admin
- **New Business**
    - Next meeting: 5/27, 11 AM
- **Public Comment**
    - Community Member, Christian Laible, current elementary school parent, joined the meeting to voice support for the project. Noted that he will look out for future opportunities for community involvement.
        - Victoria noted that once the Town formalizes the date for the local vote, a YES campaign group can register.

Meeting Adjourned by unanimous consent

Elementary School Building Project Committee
Communications Subcommittee
Monday, May 27, 2025, 11:00 AM – 12:00 PM
Virtual: Zoom details provided below

Agenda

1. Chair Appointment
2. Approval of 4/28/2025 and 5/27/2025 Meeting Minutes
3. Community Outreach Schedule
4. Review of Communications Materials
   a. Project Update Pamphlet (Tri-Fold)
   b. Meet the Committee
   c. Frequently Asked Questions
5. Website Update
6. Social Media Update
7. New Business
8. Adjourn

Join Zoom Meeting
https://us02web.zoom.us/j/81126268720?pwd=95wIsXtckDvuvV8jYivD0DHOvALI0F.1
Meeting ID: 811 2626 8720
Passcode: 183695

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• +1 564 217 2000 US
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
Meeting ID: 811 2626 8720
Passcode: 183695
Find your local number: https://us02web.zoom.us/u/kdLP1sdFmE

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, May 27, 2025, 11:00 AM – 12:00 PM
Virtual: Zoom
Meeting Minutes

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Frienser, Teresa Winters-Tobin (Subcommittee Members), Victoria Clifford, Nick Lobik (Skanska)
Absent: Elizabeth Wood
Public participants: None

Meeting opened at 10:00 AM

1. **Chair Appointment**
   - Teresa Winters-Tobin / Eric Frienser volunteered to Co-Chair the subcommittee
   - Function will be to ensure we are within open-meeting-law and to call motions, opening of meetings, approval of minutes, meeting adjournment
2. **Approval of 4/28/2025 and 5/12/2025 Meeting Minutes**
   - Minutes approved by unanimous consent.
3. **Community Outreach Schedule**
   - Public Safety Day Event, 6/1, Captain: Liz Wood
     1. Review of event logistics
     2. All materials to be held at Superintendent's Office
   - Fireworks, 7/5, Captain: Teresa Winters-Tobin / Eric Frienser (if needed)
   - Big Rig Day, 7/17, Captain needed, to be requested at SBC meeting
   - Summer Concert Series, Thursday evenings, Captain needed, to be requested at SBC meeting
4. **Review of Communications Materials**
   - Project Update Pamphlet (Tri-Fold):
     - Review of final design
   - Meet the Committee:
     - Review of survey responses in narrative form – to be added to project website
   - Frequently Asked Questions:
     - Review of FAQ's – language edits made during meeting
     - Final version to be added to project website
5. **Website Update**
   - Review of homepage and plans for meet the committee page
   - Subcommittee requested the calendar is used on website to post all meetings and link to the town agenda center for meeting agenda/minutes
6. **Social Media Update**
   - Subcommittee agreed social media would be beneficial, would like to create a project specific account linked to school district account.
   - Would require committee members to volunteer to run social media
   - Skanska to support by creating graphics/copy/schedule of posts/consult on responding to questions and comments
   - Instagram and Tik-Tok nice to have, but not critical at this time
7. **New Business**
   - Press Releases – Victoria and Jen to review press release process. Planning for press release for Designer Selection (end of August)
8. **Adjourn**
   - Meeting adjourned by unanimous consent at 11:00 AM.

Designer Selection Subcommittee
Wednesday, June 11th, 2025 6:00 pm
Virtual

Virtual Participation: Zoom details provided below

Agenda

6:00 PM – 6:30 PM:

1. Meeting Minutes
2. Designer Evaluation Matrix
3. Schedule Next Meeting
4. Adjourn

Topic: South Hadley ES Designer Selection Subcommittee
Time: Jun 11, 2025 06:00 PM Eastern Time (US and Canada)
Join Zoom Meeting
https://us02web.zoom.us/j/84129459577?pwd=1eBbBMKo1au6vaEXy7DesU7bBR5AW3.1

Meeting ID: 841 2945 9577
Passcode: 303925

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Meeting ID: 841 2945 9577
Passcode: 303925

Find your local number: https://us02web.zoom.us/u/kbVDNVjxW5

TO BE POSTED ON OFFICIAL BULLETIN BOARD
Posted:

South Hadley Elementary School Designer Selection Subcommittee

Meeting Minutes (DRAFT)

June 11th, 2025 6:00 PM; Virtual - Zoom	
ATTENDANCE	
Member	Present
Brian Kennedy	Y
Brook Beaulieu	Y
Diane Mulvaney	Y
Kevin McAllister	Y
Lisa Wong	Y
Rudi Phillips	N

Also in Attendance – Nick Lobik (Skanska)

Meeting Called to Order: Diane Mulvaney called the meeting to order 6:00 PM.

1. **Meeting Minutes**
    a. Minutes approved unanimously.
2. **Designer Evaluation Matrix**
    a. Skanska presented an overview of OPM designer evaluation matrix and reviewed the criteria for evaluation within the matrix.
    b. Skanska presented the reference check matrix and an overview of the questions within the document.
        i. Kevin McAlllister asked how we reach out to projects that were potentially problematic for the design team since they likely will not be listed as a similar project.
        ii. Skanska responded that they need to list all public projects they have worked on in addition to similar projects and if we see a project that is concerning we would reach out to understand what happen on the project.
    c. Skanska presented the subconsultant overview matrix. All subconsultants are listed in this document and WBE/MBE/VBE destinations are listed as well.
3. **Upcoming Subcommittee Meetings**
    a. June 25th at 6:00 PM – In-person – Location is TBD>
    b. Tentative - June 25th at 5:30 PM – In person – Review designer proposals
4. **Adjournment**
    a. [Kevin McAllister] made a motion to adjourn the meeting. [Brian Kennedy] seconded and the motion passed unanimously. The meeting adjourned at 6:30 PM

Elementary School Building Project Committee
Communications Subcommittee
Friday, June 20, 2025, 9:00 AM – 10:00 PM
Virtual: Zoom details provided below

Agenda

1. Approval of 5/27/25 Meeting Minutes
2. Community Outreach
   a. June 1st SHPD Event Recap
   b. July 3rd Fireworks
   c. July 17th Big Rig Day
   d. Others?
3. Website Update
4. Social Media Update
5. Email Distribution Sign-Up Update
6. Project Email Review
7. Designer Selection Press Release
8. New Business
9. Adjourn

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https://us02web.zoom.us/j/84274044170?pwd=eXpvaKut0Cf7pYdtvV1CpAVMIPTMBk.1
Meeting ID: 842 7404 4170
Passcode: 267470

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• +1 346 248 7799 US (Houston)
Meeting ID: 842 7404 4170
Passcode: 267470
Find your local number: https://us02web.zoom.us/u/kccIYRJXvn

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Friday, June 20, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom
Meeting Minutes

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Frienser, Teresa Winters-Tobin (Subcommittee Members), Victoria Clifford, Nick Lobik (Skanska)
Absent: Elizabeth Wood
Public participants: None

Meeting opened at 10:00 AM

1. **Approval of 5/27/2025 Meeting Minutes**
    - On-hold
2. **Community Outreach**
    - Public Safety Day Event, 6/1, Captain: Liz Wood - Recap
        - About 20 pamphlets handed out
        - Many attendees were from out of town
        - There was a lot of traffic and it was good to talk about the project
        - Would like to have more display friendly items to make more impact
        - Subcommittee requested we make a display board and a banner for Firework event.
            - Victoria should examples from other projects
            - Victoria to provide designs via email for the groups approval – to send to print by Thursday morning for Friday or Monday pick up. Skanska to deliver printed materials to the Superintendent's office for Teresa's pick up.
    - Fireworks, 7/3, Captain: Teresa Winters-Tobin / Eric Frienser (if needed)
        - Logistics discussed
    - Big Rig Day, 7/17, Captain needed, to be requested at SBC meeting
    - Summer Concert Series, Thursday evenings, Captain needed, to be requested at SBC meeting
3. **Website Update**
    - Review of recent updated to the project website: https://www.southhadleyschools.org/our-schools/south-hadley-elementary-building-project/
    - Subcommittee requested that outreach events that the committee attends be added to the calendar on the website
4. **Social Media Update**
    - Jenn to create Facebook account for the project, to be linked to School District Facebook
    - Subcommittee to discuss in more detail at next meeting
5. **Email Distribution Sign-Up Update**
    - 1-2 sign-ups received from 6/1 event, Liz to share with Victoria
6. **Project Email Review**
    - Skanska reported they have access to the project email account and will be monitoring inquires and ensuring timely responses are sent
    - There is one email received by community member, Christian Laible, sent prior to his joining the 5/12/25 Communications Subcommittee Meeting, asking how to be more involved in the project. The group discussed that his questions were asked while joining the meeting.
    - FAQ to be added to project website to answer, "how to get involved".

7. **Designer Selection Press Release**
    - Victoria to work with Jenn/Chuck to discuss letterhead/sign-off and posting process for a collaborative press release
    - Designer selection press release expected for end of August
8. **New Business**
    - Next meeting, 7/14, 10 AM – 11 AM
    - Meeting agendas to be sent from Skanska to Keisha, Superintendent's Office, directly to be posted.
9. **Adjourn**
    - Meeting adjourned by unanimous consent at 11 AM

Designer Selection Subcommittee
Wednesday, June 25th, 2025
6:00 pm

In-Person – South Hadley Public Library

Agenda

6:00 PM – 7:30 PM:

1. Meeting Minutes
2. Designer Submission Review
3. Schedule Next Meeting
4. Adjourn

Location:
South Hadley Public Library
2 Canal St, South Hadley, MA 01075

TO BE POSTED ON OFFICIAL BULLETIN BOARD
Posted:

Minutes not yet approved

Elementary School Building Project Committee
Communications Subcommittee
Monday, July 14, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom details provided below

Agenda

1. Approval of 5/27/25 & 6/20/25 Meeting Minutes
2. Community Outreach
   a. July 3rd Fireworks Event Recap
   b. July 17th Big Rig Day
   c. Summer Concert Series
   d. Others?
3. Website Update
4. Facebook Update
5. Email Distribution Sign-Up Update
6. Project Email Review
7. Designer Selection Press Release
8. New Business
9. Adjourn

Join Zoom Meeting
https://us02web.zoom.us/j/87418611743?pwd=Nbm9ZuUZ0x04VGx6WGIvhsJz9BWxrE.1
Meeting ID: 874 1861 1743
Passcode: 387588

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• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 689 278 1000 US
Meeting ID: 874 1861 1743
Passcode: 387588
Find your local number: https://us02web.zoom.us/u/kbADsSkaaH

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, July 14, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom
Meeting Minutes

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Frienser, Teresa Winters-Tobin (Subcommittee Members), Victoria Clifford, Nick Lobik (Skanska)
Absent: Elizabeth Wood
Public participants: None

Meeting opened at 10:00 AM

1. Approval of 6/20/2025 Meeting Minutes
    - Approved unanimously

2. Approvals Process
    - Nick Lobik let the group know that for future approvals we cannot give approval over email and would need to have a meeting to approve any spending.
        - For record, the subcommittee gave Skanska approval to print the FAQ display board banner 2A for the 7/5 fireworks event on 6/25/25 via email.
    - Bi-weekly meetings to be scheduled and posted can be canceled if nothing is on the agenda.

3.. Recap of Past Events
    - Public Safety Day (6/1):
        - Meaningful conversations occurred but out-of-town traffic was high
    - Fireworks (7/5):
        - Out-of-town traffic was high
        - Helpful to have the banner and display board

3. Upcoming Events/Outreach
    - Big Rig Day (7/17):
        - Captain confirmed: Brook Beaulieu
        - Group discussed setup logistics, handouts, and coverage – Victoria to reach out to Brook to coordinate
        - Group agreed on 50 pamphlets total, no business cards
    - Summer Concert Series:
        - Thursdays in July/August
        - Would need volunteers to captain events, no takers at the recent SBC meeting
    - Outreach Materials at Senior Center/Town Offices:

    - Chuck to reach out to Julie at the Senior Center about displaying the FAQ board, pamphlets, and email sign-up sheet.
    - Group agreed to inquire about leaving pamphlets at the following locations (10 pamphlets each of current issue, 50 total)
        1. Assessor's Office
        2. Tax Collector
        3. Town Clerk
        4. DWP
        5. Library
    - Group discussed updates that could be made to the current pamphlet:
        - Committee memberships updates – Skanska to confirm with Diane
        - Update SBC meeting dates
        - Next issue would be after the designer is hired, hope to have new issue before School Open Houses. Potential to include information on educational visioning process.
- Quarterly Tax Bills Inserts:
    - Chuck to work with the treasurer on logistics for including project information in quarterly tax bills.
- School Open Houses/Preschool Orientation:
    - Group to look out for date postings and ask for captains and volunteers at next SBC meeting.

4. Website Update
- Community outreach appearances added to public calendar
- FAQ's updated with, "How can I get involved"
- Teresa asked about the ability to track website traffic
    - Victoria to reach out to IT about tracking website analytics for the project page.

5. Social Media Update
- Jenn to follow up on Facebook page, to be linked to School District page

6. Email Distribution Sign-Up Update
- Liz and Teresea to send Victoria email addresses to add to email distribution list

7. Project Email and Public Inquiries
- Skanska confirmed continued monitoring of project inbox
- Victoria to check with Diane about email response protocol and sharing emails with subcommittee members

8. Press Release
- Designer Selection press release expected for end of August

- Victoria to work with Jenn/Chuck/Diane to draft and agree on how it will be posted and from who it will be written from

9. Communications Plan Development
    - Teresa requested that we have a master plan for outreach
    - Victoria shared that a draft Communications Plan is in progress and will be prepared for review
    - Communications Plan will outline communication protocols, a master outreach calendar, cost of project materials, target audiences, messaging priorities, tools (printed materials, website, social media, events), and responsibilities
    - Group agreed that the plan should be reviewed first with Diane – Victoria to invite Diane to the next meeting
    - Timeline: Victoria to update and share the communications plan draft with the subcommittee by mid to end of next week.

10. New Business
    - Victoria to schedule the next meeting for August 4th or July 25th, pending Diane and Jenn's availability.
    - Meeting agendas to be sent from Skanska to Keisha for official posting

11. Adjourn
    - Meeting adjourned by unanimous consent at 10:49 AM

AGENDA: S.H. Elementary School Building Subcommittee - Invoices, 08/15/25

DATE: Friday, August 15, 2025

Time: 12:30 pm – 1: 00 pm by Zoom

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment Period
2. Budget Tracking Overview
   https://drive.google.com/drive/folders/1cCGthcRkooHMPhKpKNum_ZHEHxZS9C59?usp=sharing
3. Invoice Review for Approval
4. Meeting Schedule
5. Adjourn

Location: Zoom
Join from PC, Mac, iPad, or Android:
https://us02web.zoom.us/j/87901298729

Phone one-tap:
+13052241968,,87901298729# US
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Join via audio:
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Webinar ID: 879 0129 8729

Subcommittee: Invoice Process

Members: D Mulvaney, Jennifer Voyik (or designee), Lisa Wong (or designee), Len Finkowski, Brian Kennedy
The committee discussed creating a group with the charge to approve invoices up to $75,000. Results of the process will be brought forward to the larger committee, Skanska will develop a tracking mechanism for all costs.
Meetings by zoom on the 15th of the month starting in August 2025 at 12:30 pm. Scheduled for the next 24 months. When the 15th falls on a weekend day or holiday, it will be scheduled for the next business day.

Meeting minutes not yet approved

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Friday, September 5, 2025, 8:30 AM – 9:30 AM
Virtual: Zoom details provided below

Agenda

1. Approval of 7/14/25 Meeting Minutes
2. Communications Plan Review
3. Community Outreach
    a. Senior Center materials
    b. Town Offices materials
    c. Preschool Orientation
    d. School Open Houses:
        - High School – 9/11, PM, 6:00 to 8:00 PM
        - Skala ES Open House – 9/18, 5:30 to 7:00 PM
        - Mosier ES Open House - 10/8, 4:30 to 6:00 PM
        - Middle School Open Houses – 10/8, 5:30 to 7:00 PM
        - Pre-School Orientation
    e. Tax Bills Insert (Quarterly)
4. Website Updates & Analytics
5. Facebook Update
6. Designer Selection Press Release
7. New Business
8. Adjourn

Meeting Share Folder: 011_09052025

Join Zoom Meeting
https://us02web.zoom.us/j/86349451321?pwd=bibDdIWiSGcdbSNdMcRYLwuwmsQw9W.1

Meeting ID: 863 4945 1321
Passcode: 773771

One tap mobile
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+16469313860,,86349451321#,,,,*773771# US

Join instructions
https://us02web.zoom.us/meetings/86349451321/invitations?signature=xN3A_I-LFt8ERpZGU91LnyrzV7yEFSCS8djmW5ef-pc

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Friday, September 5, 2025, 8:30 AM – 9:30 AM
Virtual: Zoom
Meeting Minutes

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Frienser, Teresa Winters-Tobin(Subcommittee Members), Nick Lobik (Skanska)
Absent: Elizabeth Wood
Building Committee Members: Diane Mulvaney
Public participants: None

Meeting opened at 10:00 AM
1. Approval of 7/14/2025 Meeting Minutes
- Approved unanimously

2. Communications Plan Review:

Nick Lobik provided an update on the communications plan and show updates with Mount Vernon Group joining the team.

There were no comments from the subcommittee.

3. Community Outreach

The team discussed the upcoming open houses and who will be attending the events on behalf of the project. Eric and Teresa will discuss coverage with the full SBC on this coming Wednesday.

4. Website Updates & Analytics

Skanska reviewed website visit and there was a bump in activity around the days of previous outreach meetings. There was one “bad link” that showed in the analytics that Skanska will work to correct.

5. Facebook Update

Jenn Voyik will post Facebook updates on Fridays going forward. The team discussed there will be more to post about as the design progresses.

6. Designer Selection Press Release

The team reviewed the Google Doc for the press release and suggested some minor changes. The team is also waiting for a quote from MVG to include in the press release.

7. New Business – None

Meeting Adjourned 9:30

AGENDA: S.H. Elementary School Building Subcommittee - Invoices, 09/15/25

DATE: Monday, September 15, 2025

Time: 12:30 pm – 1: 00 pm by Zoom

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment Period
2. Budget Tracking Overview
   https://drive.google.com/drive/folders/1cCGthcRkooHMPhKpKNum_ZHEHxZS9C59?usp=sharing
3. Invoice Review for Approval
4. Meeting Schedule
5. Adjourn

ZOOM MEETING DETAILS

- Sep 15, 2025 12:30 PM Eastern Time (US and Canada)
- Topic: Elementary School Bldg Invoices Meeting
- Join from PC, Mac, iPad, or Android:
- https://us02web.zoom.us/j/84967159005?pwd=av7KhDTGpRxYsuMsHEPC9naT7bwby0.1
- Passcode:545274
- Phone one-tap:
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- Webinar ID: 849 6715 9005
- Passcode: 545274
- International numbers available: https://us02web.zoom.us/u/kA0F2ATCx

Subcommittee: Invoice Process

Members: D Mulvaney, Jennifer Voyik (or designee), Lisa Wong (or designee), Len Finkowski, Brian Kennedy
The committee discussed creating a group with the charge to approve invoices up to $75,000. Results of the process will be brought forward to the larger committee, Skanska will develop a tracking mechanism for all costs.
Meetings by zoom on the 15th of the month starting in August 2025 at 12:30 pm. Scheduled for the next 24 months. When the 15th falls on a weekend day or holiday, it will be scheduled for the next business day.

Meeting minutes not yet approved

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, September 29, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom details provided below

Agenda

1. Approval of 9/05/25 Meeting Minutes
2. Communications Plan Review
3. Community Outreach
    a. Open House Updates
    b. Tax Bills Insert (Quarterly)
    c. Educational Visioning
    d. Other Opportunities
4. Website Updates & Analytics
5. Facebook Update
6. Designer Selection Press Release
7. Schedule Recurring Meetings
8. New Business
9. Adjourn

Meeting Share Folder: 012_09292025

Join Zoom:

Topic: Mosier Communications Subcommittee 9.29.25

Time: Sep 29, 2025 10:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

https://us02web.zoom.us/j/83616491149

Meeting ID: 836 1649 1149

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+13017158592,,83616491149# US (Washington DC)

Join instructions

https://us02web.zoom.us/meetings/83616491149/invitations?signature=-JKqcADLa0HuXsWyU9pkUzjpM2jQVGcay9r625DWhnA

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Friday, September 29, 2025, 10:00 AM – 11:00 AM
Virtual: Zoom
Meeting Minutes

Attendees: Jennifer Voyik, , Eric Frienser, Teresa Winters-Tobin, Elizabeth Wood(Subcommittee Members), Nick Lobik (Skanska), Victoria Clifford (Skanska)
Absent: Chuck Romboletti
Building Committee Members:
Public participants: None

Meeting opened at 10:00 AM
1. Approval of 09/05/2025 Meeting Minutes
- Approved unanimously

2. Communications Plan Review:

No major updates to the communications plan.

There were no comments from the subcommittee.

3. Community Outreach

The team discussed updating the outreach material to reflect the new schedule for that has been established with MVG. Victoria will provide revised materials and the subcommittee will ask the SBC for approval for funds to print new materials to be used at upcoming out reach events.

The inserts in the quarterly tax bills will need to be prepared for the December mailing. Chuck is confirming when the interest need to be completed by to be included with the tax bills.

4. Website Updates & Analytics

No major changes to the website but Victoria will update it to reflect the new schedule.

5. Facebook Update

Victoria will provide a picture that can be posted on Facebook to promote the upcoming community educational visioning session. The District will use their Facebook page for the project. A new one specific to the project will not be created.

6. Designer Selection Press Release

The team discussed changing the press release to incorporate the upcoming community educational visioning session. The group discussed taking an ad out in the reminder or that they might potentially pick up the story as well.

7. Recurring Meetings –
The team discussed having upcoming meetings on 10/06/2025 and 10/10/2025. The meeting on 10/06/2025 will be a meeting for an update and is scheduled for 30 minutes.

7. New Business – None

Meeting Adjourned 10:58

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, October 6th, 2025, 10:30 AM – 11:00 AM
Virtual: Zoom details provided below

Agenda

1. Approval of 9/29/25 Meeting Minutes
2. Community Outreach:
    a. Educational Visioning Community Workshop 10/21
        - Press Release
        - Reminder Ad
        - Event postings
        - Flyer distribution
    b. School Open Houses Recap
    c. Tax Bills Insert (Quarterly)
    d. Other Opportunities
3. Website Analytics
4. Community Forum Press Release
5. New Business
6. Adjourn

Meeting Share Folder: 013_10062025

Topic: SHES Communication Subcommittee
Time: Oct 6, 2025 10:30 AM Eastern Time (US and Canada)
Join Zoom Meeting
https://us02web.zoom.us/j/84540802887?pwd=gHytYDXXvETclcn9nyK7TlJk12tZcO.1

Meeting ID: 845 4080 2887
Passcode: 088068

One tap mobile
+19292056099,,84540802887#,,,,*088068# US (New York)
+16469313860,,84540802887#,,,,*088068# US

Join instructions
https://us02web.zoom.us/meetings/84540802887/invitations?signature=i3X9k0uEEK6rxxHq8NpzAhRiZPHtbHOcQ48hN2BCKOE

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, October 6th, 2025, 10:30 AM – 11:00 AM
Virtual: Zoom
Meeting Minutes

Attendees: Chuck Romboletti, Eric Frienser, Teresa Winters-Tobin(Subcommittee Members), Nick Lobik (Skanska), Victoria Clifford (Skanska)
Absent: Elizabeth Wood, Jennifer Voyik
Building Committee Members:
Public participants: None

Meeting opened at 10:32 AM
1. Approval of 09/29/2025 Meeting Minutes – Minutes will be approved at the following meeting.

2. Community Outreach

Victoria provided an overview of the community outreach presentation slide for the upcoming SBC meeting.

Victoria provided an overview of the new graphics and revisited the vote date needs to be confirmed with the SBC again on 10/08/2025.

Tax Bill Inserts – The team discussed the timeline for the December tax bill insert, information needs to be provided by late November but the team is working to do this sooner.

Eric suggested having a presence at a Mosier PTA meeting to help inform that group

3. Community Forum Press Release

Chuck stated the press release has been sent to multiple local news outlets but the team is not aware if they will pick up the story. The team discussed putting an Ad in The Reminder to ensure it is published. The cost for this will be approved at the SBC meeting on 10/08/2025.

It was discussed the handout for the community forum will be left in the schools and other public areas to help inform the community of upcoming opportunities to participate in the forums.

The team discussed the potential for another community forum in December prior to the PDP submission.

Meeting Adjourned 11:13 by unanimous vote

AGENDA: S.H. Elementary School Building Subcommittee - Invoices, 10/15/25

DATE: Wednesday, October 15, 2025

Time: 12:30 pm – 1: 00 pm by Zoom

Note: The topics listed are those which the chair reasonably expects will be discussed as of the date of this notice.

1. Open Comment Period
2. Budget Tracking Overview
   https://drive.google.com/drive/folders/1cCGthcRkooHMPhKpKNum_ZHEHxZS9C59?usp=sharing
3. Invoice Review for Approval
4. Meeting Schedule
5. Adjourn

ZOOM MEETING DETAILS

- Oct 15, 2025 12:30 PM Eastern Time (US and Canada)
- Topic: Elementary School Bldg Invoices Meeting
-

https://mtholyoke.zoom.us/j/95116122874

Meeting ID: 951 1612 2874 --- One tap mobile
+15642172000,,95116122874# US
+16465588656,,95116122874# US (New York) Join instructions
https://mtholyoke.zoom.us/meetings/95116122874/invitations?signature=sTzF_GN8Q_5RppehcLIm4mvWtdvzz3g8cUg0wwnnCD0

Subcommittee: Invoice Process

Members: D Mulvaney, Jennifer Voyik (or designee), Lisa Wong (or designee), Len Finkowski, Brian Kennedy
The committee discussed creating a group with the charge to approve invoices up to $75,000. Results of the process will be brought forward to the larger committee, Skanska will develop a tracking mechanism for all costs.
Meetings by zoom on the 15th of the month starting in August 2025 at 12:30 pm. Scheduled for the next 24 months. When the 15th falls on a weekend day or holiday, it will be scheduled for the next business day.

Meeting minutes not yet approved

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, October 20th, 2025, 10:30 AM – 11:30 AM
Virtual: Zoom details provided below

Agenda

1. **Approval of Meeting Minutes**
    a. 9/29/25 and 10/6/25
2. **Events**
    a. Educational Visioning Virtual Community Workshop (10/21)
    b. Future Community Forums / Outreach Events
3. **Community Outreach**
    a. Tax Bill Insert
    b. Materials at Local Offices & Community Centers
    c. Additional Outreach Opportunities
4. **Communications Materials (Digital & Print)**
    a. Display Boards
    b. Pamphlets and Handouts
    c. Website Updates & Monthly Analytics
    d. Facebook and Other Social Media
5. **Meeting Schedule**
    a. Bi-weekly, Tuesdays, 10:30 – 11:30 AM
    b. Upcoming Dates: 10/20, 11/3, 11/17, 12/1, 12/15
6. **New Business**
7. **Public Comment**
8. **Adjourn**

Meeting Share Folder: 0014_10202025

Join Zoom Meeting
https://us02web.zoom.us/j/82063422468?pwd=QrnebyFlQh0TyGTHI4W8aAVaWqb46k.1
Meeting ID: 820 6342 2468
Passcode: 505601

One tap mobile
+16469313860,,82063422468#,,,,*505601# US
+19292056099,,82063422468#,,,,*505601# US (New York)
Join instructions
https://us02web.zoom.us/meetings/82063422468/invitations?signature=C3fYjUvDKi4weNK73DYKfh3riHwLYuL8spyjGqD6DnA

Meeting minutes not yet approved

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, November 3rd, 2025
10:30 AM – 11:15 AM (45 Minutes)
Virtual: Zoom details provided below

Agenda

1. **Approval of Meeting Minutes**
2. **Events**
    a. 12/11 Mosier Tour & Community Meeting
3. **Community Outreach**
    a. Tax Bill Insert
    b. Materials at Local Offices & Community Centers
    c. Additional Outreach Opportunities
4. **Communications Materials (Digital & Print)**
    a. Display Boards
    b. Pamphlets and Handouts
    c. Email Distribution
    d. Website Updates & Monthly Analytics
    e. Facebook and Other Social Media
5. **Meeting Schedule**
    a. Bi-weekly, Tuesdays, 10:30 – 11:30 AM
    b. Upcoming Dates: 11/17, 12/1, 12/15
6. **New Business**
7. **Public Comment**
8. **Adjourn**

Meeting Share Folder: 015_11032025

https://us02web.zoom.us/j/82350481173?pwd=vDIo7yhIo6Qg6Cl4blocCrtq3pKqsQ.1
Meeting ID: 823 5048 1173
Passcode: 329034

One tap mobile
+19292056099,,82350481173#,,,,*329034# US (New York)
+16469313860,,82350481173#,,,,*329034# US
Join instructions
https://us02web.zoom.us/meetings/82350481173/invitations?signature=ZfdK_GMV-tkbkFHWrJjxsi97LUcrB0NkIMmgr7i_P0k

South Hadley Elementary School Building Project

Communications Subcommittee
Monday, November 3, 2025 | 10:00 AM – 11:30 AM
Virtual: Zoom

Attendees: Jennifer Voyik, Chuck Romboletti, Eric Friesner, Teresa Winters-Tobin (Subcommittee Members), Victoria Clifford, Nick Lobik (Skanska)
Absent: Elizabeth Wood
Public participants: None

Meeting opened at 10:00 AM

Approval of Meeting Minutes

- No minutes to approve - held for next meeting

Community Meeting Planning – December 11, 2025

- Subcommittee confirmed event structure: School Tour at 5:15 PM, Community Presentation 6:00–7:00 PM, with Q&A to follow.
- Location confirmed as Mosier Elementary Library (flexibility to move if attendance requires larger space).
- Childcare will be provided by South Hadley High School students in the Mosier Gymnasium.
- Subcommittee agreed not to require pre-registration for childcare.
  Flyers will list "6–7 PM with Q&A to follow" to encourage family participation.
- Virtual Option
  - The meeting will be hybrid. Dan Pease will assist with AV setup, and a Town Zoom link will be coordinated with Keisha.
  - Victoria to finalize details with Dan and Keisha and update the flyer accordingly.

Flyer and Pamphlet Distribution

- Flyer will be finalized once Zoom information is confirmed.
- Flyers to be printed for schools, library, town offices, and distributed digitally via website and Facebook.
- Press release will accompany the flyer, highlighting project milestones and PDP submission status
- Trifold pamphlet to include updated timeline, committee list, and details for the December 11 community meeting.
- 75–100 pamphlets to be printed and distributed at Town Meeting on November 5.
- Updated SBC membership list to include Assistant Superintendent.
- Boards and pamphlets to be displayed at Town Meeting; Chuck to coordinate table setup.
  Additional flyers (approx. 50) to be printed in-house for posting at local sites.

Community Outreach and Distribution

- Flyers to be placed at schools, the library, and town offices.
- Outreach through "Know Your Town" newsletter and the Senior Center confirmed; Victoria to contact Julie for permission to display materials.
- Senior Center to receive display board with pamphlets and flyers clipped for take-away.
- Martha Terry to assist in circulating information through senior channels.
  Eric to send digital flyer to preschool contacts via Kennedy.

- Discussion of upcoming holiday events (e.g., Holiday Stroll) as additional outreach opportunities—Victoria to confirm dates with Andy (Recreation Department) and include on next SBC agenda.

Tax Bill Insert

- Draft insert reviewed; intended to direct residents to the project website and email sign-up.
- Chuck to confirm insert size, folding requirements, and printing logistics with the Town Treasurer.
- Subcommittee to seek funding approval at the Nov 12 SBC meeting once cost estimates are received.

Follow-Up Communication to Visioning Participants

- Subcommittee agreed to send a thank-you email to all participants from the Educational Visioning Sessions.
- Message will include a link to join the project email distribution list and possibly the compiled visioning summary from David Stephens.
  Jen to coordinate with Keisha, Dan, and Chris on sender and content.

Website and Social Media Updates

- Website to be updated with:
  - SHCTV recording of October 21 Community Workshop (Victoria to confirm link with Dan Pease)
  - December 11 meeting details and Zoom link
  - Updated “Meet the Committee” page for new members
- Facebook event to be created for the December 11 forum.
- Social media graphics and post copy to be prepared by Skanska.
- Monthly Google Analytics update to be presented at the November 12 SBC meeting

Next Meetings and Materials

- Next Communications Subcommittee meeting: January 5, 2026 | 10:30–11:00 AM (Virtual)
- Town Meeting: November 5, 2025, 6:00 PM – outreach materials to be available by 4:30 PM.
- Building Committee meeting: November 12, 2025.
- Community Forum: December 11, 2025.
- Teresa to prepare a Communications Subcommittee update slide for the November 12 SBC meeting.

Adjournment

Meeting adjourned by unanimous consent at **11:30 AM**.

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, November 17, 2025
10:30 AM – 11:15 AM (45 Minutes)
Virtual: Zoom details provided below

Agenda

1. **Approval of Meeting Minutes**
2. **Events**
    a. 12/11 Mosier Tour & Community Meeting
3. **Community Outreach**
    a. Tax Bill Insert
    b. Materials at Local Offices & Community Centers
    c. Additional Outreach Opportunities
4. **Communications Materials (Digital & Print)**
    a. Display Boards
    b. Pamphlets and Handouts
    c. Email Distribution
    d. Website Updates & Monthly Analytics
    e. Facebook and Other Social Media
5. **Meeting Schedule**
    a. Bi-weekly, Tuesdays, 10:30 – 11:30 AM
    b. Upcoming Dates: 12/1, 12/15, next dates to be determined
6. **New Business**
7. **Public Comment**
8. **Adjourn**

Meeting Share Folder: 016_11172025

https://us02web.zoom.us/j/82350481173?pwd=vDIo7yhIo6Qg6Cl4blocCrtq3pKqsQ.1
Meeting ID: 823 5048 1173
Passcode: 329034

One tap mobile
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+16469313860,,82350481173#,,,,*329034# US
Join instructions
https://us02web.zoom.us/meetings/82350481173/invitations?signature=ZfdK_GMV-tkbkFHWrJjxsi97LUcrB0NkIMmgr7i_P0k

South Hadley Elementary School Building Project
Communications Subcommittee – Meeting Minutes
Date: November 17, 2025
Time: 3:30 PM
Location: Virtual (Zoom)
Attendees: Eric, Teresa, Chuck (SHES) Victoria, Nick (Skanska)
Minutes Prepared by: Victoria Clifford, Skanska

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1. Call to Order
The meeting was called to order by **Eric**
A motion to approve the previous meeting's minutes was made by **Chuck Romboletti** and seconded by **Eric Friesner**. The motion passed unanimously via roll call.

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2. Review of Agenda & Meeting Purpose
Victoria shared the meeting agenda and noted that the purpose of today's meeting was to:

- Review and refine upcoming public-facing communications for the project.
- Prepare for the **December 11 Community Forum & Mosier School Tour**.
- Confirm next steps for outreach materials including mailers, posters, and digital communications.

---

3. Community Forum Content & Presentation
3.1 Forum Messaging

- The group reviewed the overall messaging framework for the December 11 Community Meeting.
- Emphasis areas:
    - Current progress in the MSBA process.
    - Preliminary design options & cost ranges.
    - Project schedule and next steps.
    - Opportunities for community feedback.

3.2 Presentation Materials

- Victoria walked through the draft slide deck.
- Teresa noted that updated photos of students may be available; Victoria will follow up with Superintendent's office for newer images.
- The committee agreed that clarity and visual simplicity are important given that many residents will see the material only briefly.

---

4. Outreach Materials
4.1 Tacx Bill

- Reviewed final draft
- Eric raised a key point regarding the **visual cues** on the mailer and posters: residents should immediately understand that the document relates to the building project.
- Chuck and Teresa agreed that simple, bold phrasing (e.g., "Elementary School Building Project Update") at the top of materials will help.
- Agreement to include:
    - Clear headline identifying the project.
    - Consistent branding with school colors.
    - Updated imagery if new photos are provided.

4.2 Posters & Flyers

- Posters will be distributed at:
    - Mosier School
    - Public Library
    - Town Hall
    - Senior Center

- Teresa suggested adding a QR code linking directly to the project website and event registration.

4.3 School Newsletter & Digital Media

- A brief announcement will be included in district newsletters.
- The Communications team will prepare:
  - A short social media caption.
  - An email blast for the project distribution list.
  - A website banner announcement.

---

6. Branding & Image Updates

- Victoria will follow up with the Superintendent's office for:
  - Updated student images.
  - Confirmation on image release permissions.
- The group supported maintaining consistent color palettes and design styles to build familiarity over time.

---

7. Next Steps & Action Items

Action Items

Task	Owner	Due Date
Confirm updated student photos with SPED/Superintendent's Office	Victoria	Before printing
Update cover of mailer for clearer project identification	Victoria	This week
Add QR code to posters and digital flyers	Teresa	Next meeting
Circulate revised Tri-Fold to committee	Victoria	Once updates are made
Prepare social media & email list announcement drafts	Victoria	Before 11/25
Upload updated materials to project website	Eric	After approval

Upcoming Milestone Dates

- **December 2** – Information Session
- **December 9** – Town Meeting
- **December 11** – Community Forum & Mosier Tour

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8. Next Meeting

The next Communications Subcommittee meeting will be scheduled prior to the December 11 event to confirm final outreach steps and materials.

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9. Adjournment

The meeting was adjourned after confirmation that no additional comments or questions remained.

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, December 1, 2025
10:30 AM – 11:15 AM (45 Minutes)
Virtual: Zoom details provided below

Agenda

1. **Approval of Meeting Minutes**
2. **Events**
    a. 12/11 Mosier Tour & Community Meeting Recap
3. **Community Outreach**
    a. Tax Bill Insert
    b. Materials at Local Offices & Community Centers
    c. Additional Outreach Opportunities
4. **Communications Materials (Digital & Print)**
    a. Display Boards
    b. Pamphlets and Handouts
    c. Email Distribution
    d. Website Updates & Monthly Analytics
    e. Facebook and Other Social Media
5. **Meeting Schedule**
    a. Bi-weekly, Tuesdays, 10:30 – 11:30 AM
    b. Upcoming Dates: next dates to be determined
6. **New Business**
7. **Public Comment**
8. **Adjourn**

Meeting Share Folder: 018_12012025

https://us02web.zoom.us/j/82350481173?pwd=vDIo7yhIo6Qg6Cl4blocCrtq3pKqsQ.1
Meeting ID: 823 5048 1173
Passcode: 329034

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+16469313860,,82350481173#,,,,*329034# US
Join instructions
https://us02web.zoom.us/meetings/82350481173/invitations?signature=ZfdK_GMV-tkbkFHWrJjxsi97LUcrB0NkIMmgr7i_P0k

Meeting minutes not yet approved

South Hadley Elementary School Building Project Committee
Communications Subcommittee
Monday, December 15, 2025
10:30 AM – 11:15 AM (45 Minutes)
Virtual: Zoom details provided below

Agenda

1. **Approval of Meeting Minutes**
2. **Events**
    a. 12/11 Mosier Tour & Community Meeting Recap
3. **Community Outreach**
    a. Tax Bill Insert
    b. Materials at Local Offices & Community Centers
    c. Additional Outreach Opportunities
4. **Communications Materials (Digital & Print)**
    a. Display Boards
    b. Pamphlets and Handouts
    c. Email Distribution
    d. Website Updates & Monthly Analytics
    e. Facebook and Other Social Media
5. **Meeting Schedule**
    a. Bi-weekly, Tuesdays, 10:30 – 11:30 AM
    b. Upcoming Dates: next dates to be determined
6. **New Business**
7. **Public Comment**
8. **Adjourn**

Meeting Share Folder: 018_12152025

https://us02web.zoom.us/j/82350481173?pwd=vDIo7yhIo6Qg6Cl4blocCrtq3pKqsQ.1
Meeting ID: 823 5048 1173
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+16469313860,,82350481173#,,,,*329034# US
Join instructions
https://us02web.zoom.us/meetings/82350481173/invitations?signature=ZfdK_GMV-tkbkFHWrJjxsi97LUcrB0NkIMmgr7i_P0k

Meeting minutes not yet approved

Mosier Elementary School

South Hadley, MA

FEASIBILITY STUDY

September 10, 2025

MOUNT VERNON GROUP ARCHITECTS



Existing Conditions Verification

- Architect & Consultants Performing Site Visits
  - Evaluate Existing Building Components and Systems
  - Review Space Requirements, Sizes and Adjacencies
  - Review Code and ADA Compliance
  - Review Mechanical, Plumbing Electrical and Fire Protection Systems
  - Review Structural, Environmental and Geotechnical Conditions
  - Site Accessibility & Circulation, Wetlands, and Play Areas
- Prepare Narratives and Photo Documentation

Educational Visioning Update

- Kick-Off Meeting
- Visioning Workshop #1
  - Set Future Learning Goals
  - Possible School Tour?
- Visioning Workshop #2
  - Discuss Design Patterns
- Visioning Workshop #3
  - Spaces and Adjacencies
  - Guiding Principals and Blue- Sky Ideas
  - Community Forum

Upcoming Steps

- District's Educational Program
- Prepare Design Solutions for:
  - Repairs and Code Upgrades
  - Addition and Full Renovation
  - New School Building Construction
  - MSBA Recommended Site Analysis
- Obtain Estimates for the Design Solutions
- Present Design Solutions / Costs to Building Committee

Potential Timeline

- Preliminary Design Program - November 2025
  - Preliminary Design Solutions and Costing Report
- Preferred Schematic Report – February 2026
  - Summary and Final Evaluation of Alternatives
  - Selection of the Preferred Solution
- Schematic Design – August 2026
  - Prepare Sufficient Detail for Preferred Solution
  - Establish Scope, Budget and Schedule

Thank You



MOUNT VERNON GROUP
ARCHITECTS

Mosier Elementary School

South Hadley, MA

FEASIBILITY STUDY

October 06, 2025

MOUNT VERNON GROUP ARCHITECTS



Existing Conditions Verification

- Design Team Building and Site Analysis
  - Building and Site Well Maintained
  - Program Space and Adjacency Deficiencies
  - Building Envelope Energy Deficiencies
  - Mechanical, Electrical and Fire Protection Systems
  - Site, Circulation and Play Areas
- Education Program Development
- Visioning Workshops Continuing
- Document Prep, Narratives, Plan Options

Upcoming Investigations

- Geotechnical Borings
  - Mosier ES School Site
  - Smith MS School Site
- Phase I Environmental Analysis
- Hazmat Analysis
- Hydrant Flow Test

MSBA Kick-Off

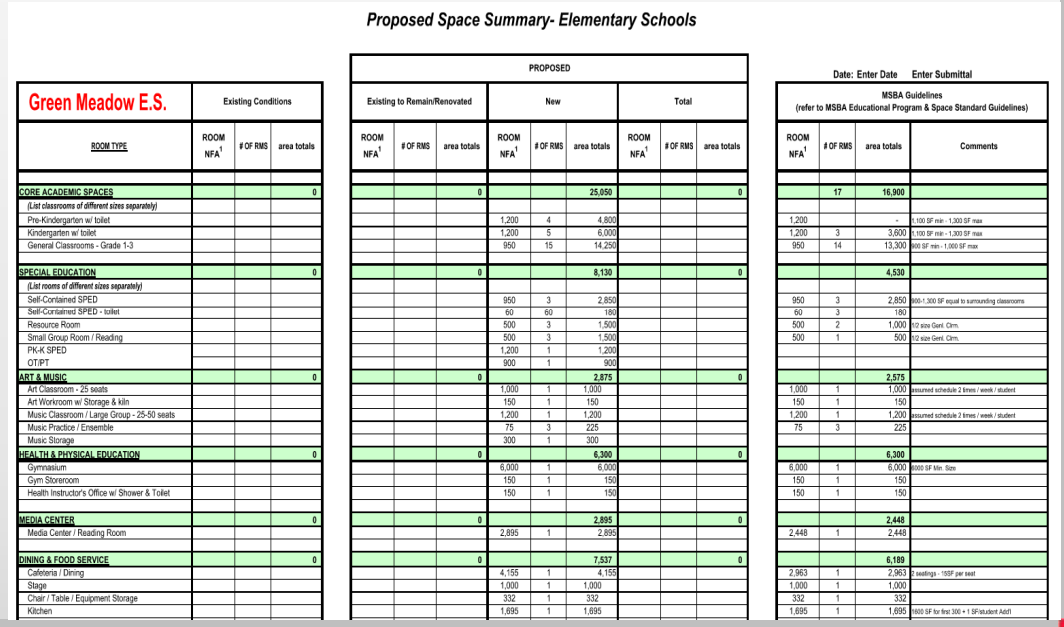
- Preliminary Design Program – Submission December 18th 2025
- Preferred Schematic Design – Submission April 30th 2025
  - Facilities Assessment Subcommittee MSBA – May 13th 2025 or May 20th 2025
  - MSBA Board Meeting – June 24th 2025
- Schematic Design – Submission August 27th 2025
  - MSBA Board Meeting – October 28th 2025
- Vote – December 2026 – Discussion with SBC on Date

Finance

- Skanska & Mount Vernon Group Invoices for Approval
  - MVG Invoice 2025.34-0001
  - Skanska Invoice 1325814-000-6
- Mount Vernon Group Amendments
  - Request 01-2025.34 – Geotechnical - $17,600 Original; Approve not to Exceed $20,000
  - Request 02-2025.34 – Hydrant Flow Testing - TBD
  - Request 03-2025.34 – Hazardous Materials Inspection - $7,150
  - Request 4R-2025.34 – Environmental Site Assessment - $23,100
  - Request 4R-2025.34 – Environmental Site Assessment - $23,100

PDP Submission Items

- Introductory Documents
  - SOI
  - MSBA Board Action Letter
  - MSBA Design Enrollment Letter
  - Budget Statement
  - Project Schedule
- Educational Program
  - Backup Documents
  - District Improvement Plan
- Initial Space Summary
  - MSBA Variance Narrative



Proposed Space Summary- Elementary Schools

Green Meadow E.S.	Existing Conditions			PROPOSED									Date: Enter Date Enter Submittal			
				Existing to Remain/Renovated			New			Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			0			0			25,050			0		17	16,900	
(List classrooms of different sizes separately)																
Pre-Kindergarten w/ toilet							1,200	4	4,800				1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet							1,200	5	6,000				1,200	3	3,600	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-3							950	15	14,250				950	14	13,300	900 SF min - 1,000 SF max
SPECIAL EDUCATION			0			0			8,130			0			4,530	
(List rooms of different sizes separately)																
Self-Contained SPED							950	3	2,850				950	3	2,850	900-1,300 SF equal to surrounding classrooms
Self-Contained SPED - toilet							60	60	180				60	3	180	
Resource Room							500	3	1,500				500	2	1,000	1/2 size Gen. Clrm.
Small Group Room / Reading							500	3	1,500				500	1	500	1/2 size Gen. Clrm.
PK-K SPED							1,200	1	1,200							
OT/PT							900	1	900							
ART & MUSIC			0			0			2,875			0			2,575	
Art Classroom - 25 seats							1,000	1	1,000				1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln							150	1	150				150	1	150	
Music Classroom / Large Group - 25-50 seats							1,200	1	1,200				1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble							75	3	225				75	3	225	
Music Storage							300	1	300							
HEALTH & PHYSICAL EDUCATION			0			0			6,300			0			6,300	
Gymnasium							6,000	1	6,000				6,000	1	6,000	6000 SF Min. Size
Gym Storeroom							150	1	150				150	1	150	
Health Instructor's Office w/ Shower & Toilet							150	1	150				150	1	150	
MEDIA CENTER			0			0			2,895			0			2,448	
Media Center / Reading Room							2,895	1	2,895				2,448	1	2,448	
DINING & FOOD SERVICE			0			0			7,537			0			6,189	
Cafeteria / Dining							4,155	1	4,155				2,963	1	2,963	2 seatings - 15SF per seat
Stage							1,000	1	1,000				1,000	1	1,000	
Chair / Table / Equipment Storage							332	1	332				332	1	332	
Kitchen							1,695	1	1,695				1,695	1	1,695	1695 SF for first 300 + 1 SF/student Add'l

PDP Submission Items – cont'd

- Evaluation of Conditions
  - Site & Building Envelope
  - Code & ADA Compliance
  - Structural Analysis
  - MEP & Fire Protection Systems
  - Geotech and Environmental
  - Hazardous Materials
  - Historical Significance
  - Flow Test Data

PDP Submission Items – cont'd

- Preliminary Design Alternatives
  1. Code Upgrades and Repairs
  2. Addition/Renovation on Existing Site (Gr. 2 thru 4 – 360 students)
  3. Addition/ Renovation on Existing Site (Gr. 1 thru 5 – 590 students)
  4. New Construction on Existing Site (Gr. 2 thru 4 – 360 students)
  5. New Construction on Existing Site (Gr. 1 thru 5 – 590 students)
  6. New Construction on Middle School Site (Gr. 2 thru 4 - 360 students)
  7. New Construction on Middle School Site (Gr. 1 thru 5 - 590 students)

- Preliminary Cost Comparison Chart


Rte. 116
Mosier St.
Play
KEY
NEW CONSTRUCTION
RENOVATION
0
100
200
Scale
N

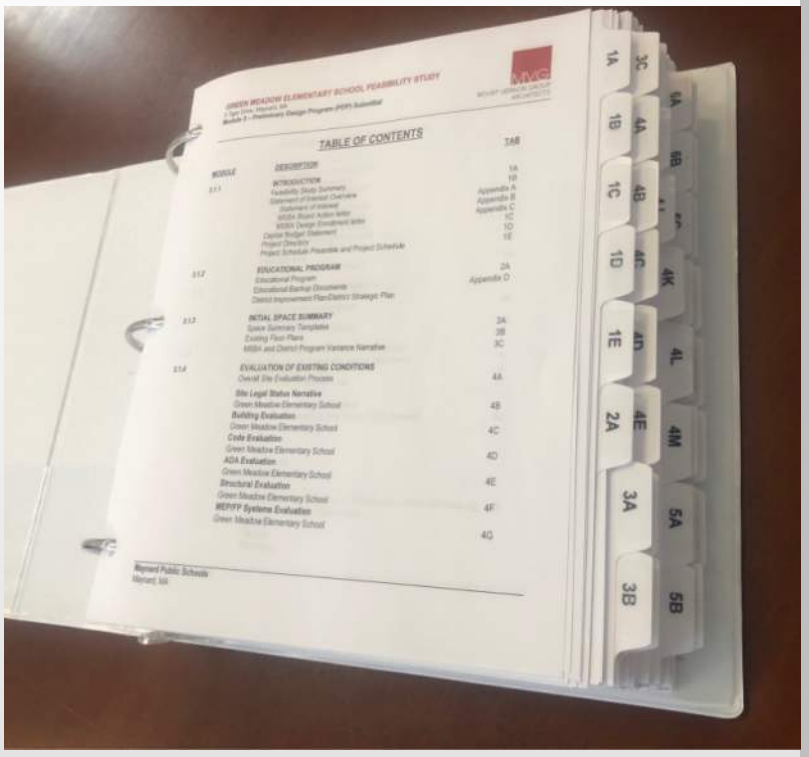

Rte. 116
Fields
Mosier St.
0
100
200
Scale
N


Rte. 116
Mosier St.
Fields
0
100
200
Scale
N

PDP Submission Items - con't

- LEED v4.0 Compliance Statement
- Local Actions and Approvals
  - SBC Agendas & Meeting Minutes
  - Visioning Session Presentations
- Support Documents
  - SBC and Community Presentations


GREEN MEADOW ELEMENTARY SCHOOL PROJECT
TOWN OF MAYNARD, MA
PRELIMINARY DESIGN REPORT SUBMISSION


TABLE OF CONTENTS
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4M
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5B

Communications Subcommittee

- **School Open Houses Recap**
- **October 21 Educational Visioning Virtual Community Workshop**
  - Press Release / Town News Flash / Facebook post
  - Direct email invitation to project email distribution list
  - Flyer distribution: Schools, town offices, library, local pre-schools, rec-department, PTA's
  - ***Advertisement in The Reminder: $300 for one run***
- **Community Outreach for PDP Phase – Key Messaging**
  - Share project updates + educational visioning updates
  - Confirm and announce town vote date
  - Plan additional Community Meeting + Mosier Tour (targeting early Dec.)
- **FAQ Display Boards & Project Update Pamphlets**
  - Target mid-Oct. for new FAQ boards; early Nov. for project update pamphlets
  - Replace existing boards (1 general, 1 Senior Center): ***$150, 2 boards***
  - Produce and distribute the November Project Update Pamphlet: ***$300 for 200 copies***
- **Tax Bill Inserts**
  - Submit general update by late Nov. for Dec/Jan mailings



Communications Subcommittee

Project Website Analytics Report

Reporting Period	Start Date	End Date	Type	Total Views	% Change vs Prior	Home Views	Meet the Team Views	Engaged Sessions %	High-Traffic Dates	Notes
un 1 – Aug 21, 2025	2025-06-01	2025-08-21	Monthly	2070		733	468	61.0%	Jun 13, Jun 22, Jul 6, Jul 13, Aug 12	62% growth vs. July; 404 links need audit; Meet the Team is a trust-builder
ug 22 – Sep 30, 2025	2025-08-22	2025-09-30	Monthly	1338	-35.4%	468	316	53.0%	Late Aug, Mid Sep	Traffic normalized post-summer; slight engagement dip
Oct 1 – Oct 5, 2025 Special Update)	2025-10-01	2025-10-05	Special	127	-90.5%	24	41	50.0%	Oct 3–4	Spike on October 3, coinciding with 10/21 meeting promotions — confirming strong responsiveness to coordinated outreach

In Summary

- Website traffic remains steady, with more than **3,500 total views** since launch and clear surges tied to outreach events.
- A noticeable **spike occurred on October 3**, coinciding with the Town's news flash and 10/21 community meeting promotions — confirming strong responsiveness to coordinated outreach.
- **Engagement remains solid**, with about half of all sessions actively engaged and visitors spending the most time on the Meet the Team page.

Thank You



MOUNT VERNON GROUP
ARCHITECTS

Mosier Elementary School

South Hadley, MA

FEASIBILITY STUDY

November 12, 2025

MOUNT VERNON GROUP ARCHITECTS



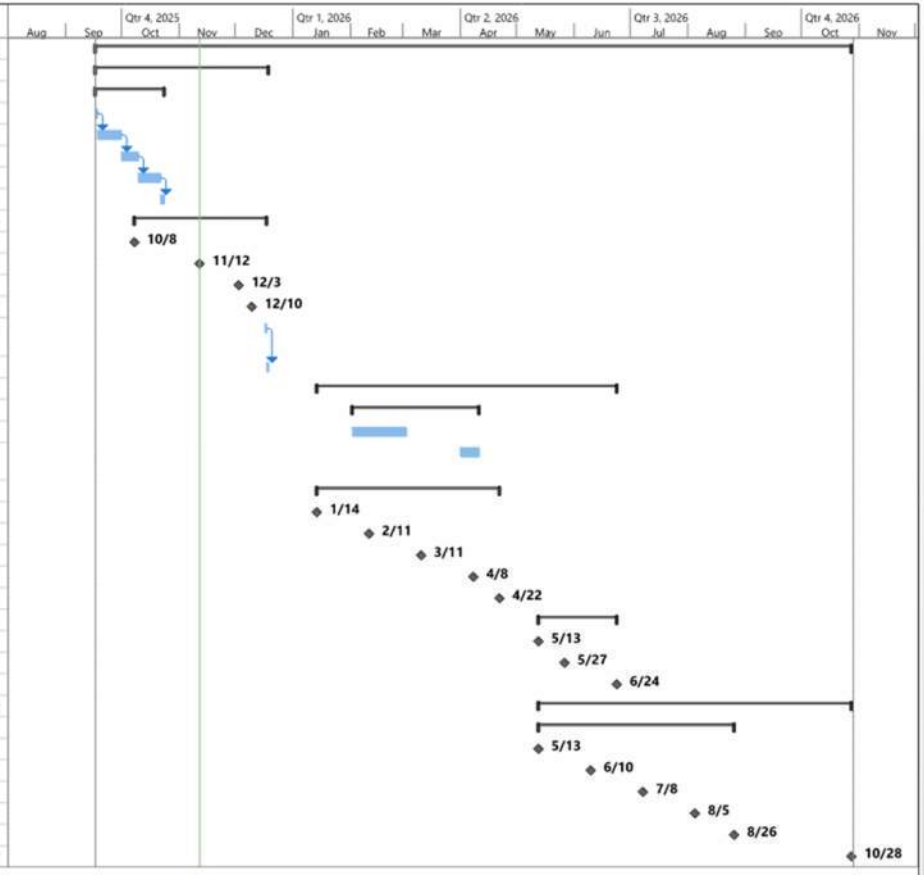
Upcoming Calendar

- December 3rd 2025 – SBC – Estimate Overview
- December 10th 2025 – SBC – PDP Submission Overview
- December 17th 2025 – SBC – Vote to Approve PDP

2

Schedule Overview

ID	Task Mode	Task Name	Duration	Start	Finish
1		**Mosier Overview Schedule**	**290 days**	**Wed 9/17/25**	**Wed 10/28/26**
2		**Preliminary Design Program**	**67 days**	**Wed 9/17/25**	**Thu 12/18/25**
3		**Educational Visioning**	**27 days**	**Wed 9/17/25**	**Thu 10/23/25**
4		Educational Visioning Kickoff	1 day	Wed 9/17/25	Wed 9/17/25
5		Workshop 1	9 days	Thu 9/18/25	Tue 9/30/25
6		Workshop 2	7 days	Wed 10/1/25	Thu 10/9/25
7		Community Meeting	8 days	Fri 10/10/25	Tue 10/21/25
8		Workshop 3	2 days	Wed 10/22/25	Thu 10/23/25
9		**School Building Committee**	**51 days**	**Wed 10/8/25**	**Wed 12/17/25**
10		SBC October	0 days	Wed 10/8/25	Wed 10/8/25
11		SBC November	0 days	Wed 11/12/25	Wed 11/12/25
12		SBC December	0 days	Wed 12/3/25	Wed 12/3/25
13		SBC - PDP Submission Review	0 days	Wed 12/10/25	Wed 12/10/25
14		SBC - PDP Submission Approval	1 day	Wed 12/17/25	Wed 12/17/25
15		PDP Submission to MSBA	1 day	Thu 12/18/25	Thu 12/18/25
16		**Prefered Schematic Report**	**115 days**	**Wed 1/14/26**	**Wed 6/24/26**
17		**Community Outreach**	**50 days**	**Mon 2/2/26**	**Fri 4/10/26**
18		February (Options Review)	21 days	Mon 2/2/26	Mon 3/2/26
19		April (Cost and Options Update)	8 days	Wed 4/1/26	Fri 4/10/26
20		**School Building Committee**	**70 days**	**Wed 1/14/26**	**Wed 4/22/26**
21		SBC January	0 days	Wed 1/14/26	Wed 1/14/26
22		SBC February	0 days	Wed 2/11/26	Wed 2/11/26
23		SBC March	0 days	Wed 3/11/26	Wed 3/11/26
24		SBC April	0 days	Wed 4/8/26	Wed 4/8/26
25		SBC Meeitng - PSR Approval	0 days	Wed 4/22/26	Wed 4/22/26
26		**MSBA Meetings**	**30 days**	**Wed 5/13/26**	**Wed 6/24/26**
27		Facilties Assesment Meeting	0 days	Wed 5/13/26	Wed 5/13/26
28		Facilties Assesment Meeting	0 days	Wed 5/27/26	Wed 5/27/26
29		Board Apprvoal	0 days	Wed 6/24/26	Wed 6/24/26
30		**Schematic Design**	**120 days**	**Wed 5/13/26**	**Wed 10/28/26**
31		**SBC Meetings**	**75 days**	**Wed 5/13/26**	**Wed 8/26/26**
32		SBC May	0 days	Wed 5/13/26	Wed 5/13/26
33		SBC June	0 days	Wed 6/10/26	Wed 6/10/26
34		SBC July	0 days	Wed 7/8/26	Wed 7/8/26
35		SBC August (Estime Review)	0 days	Wed 8/5/26	Wed 8/5/26
36		SBC August (SD Submission)	0 days	Wed 8/26/26	Wed 8/26/26
37		MSBA Board Meeting	0 days	Wed 10/28/26	Wed 10/28/26



Finance Overview

- Reimbursement #1 has been submitted to MSBA.
- Geotech approval - $48,147
- Environmental and Site – Total Approved $103,037

4

Finances Continued

BUDGET, COMMITTED, SPENT (BCS) REPORT

TOTAL:	$2,069,465	$1,239,377	60%	$222,582	18%	

Cost Code	Cost Code Type	Cost Code Category	Budget	Committed / Approved	% Committed	Spent	% Spent
[0001-0000 - OPM - Feasibility Study]	Owner Cost	Base_Contract	$350,000.00	$335,840.00	96%	$90,350.00	27%
[0002-0000 - A&E - Feasibility Study]	Owner Cost	Base_Contract	$800,000.00	$800,000.00	100%	$132,000.00	17%
[0003-0000 - Environmental & Site]	Owner Cost	Base_Contract	$400,000.00	$103,037.00	26%	$0.00	0%
[0004-0000 - Other]	Owner Cost	Base_Contract	$519,465.00	$500.00	0%	$232.08	46%

CONTRACT REPORT

TOTAL:	$1,239,377.00	$1,239,377.00	$0.00	$1,239,377.00	$222,582.08	$1,016,794.92

Firm's Name	PO# - Cost Code - CO#	Original Contract	Revised Contract	Pending Changes	Anticipated Contract	Spent	Remaining
Skanska	[Skanska / 0001-0000] [0001-0000 - OPM - Feasibility Study]	$335,840.00	$335,840.00	$0.00	$335,840.00	$90,350.00	$245,490.00
Skanska	[Skanska / 0001-0001] [0004-0000 - Other]	$500.00	$500.00	$0.00	$500.00	$232.08	$267.92
Mount Vernon Group	[Mount Vernon Group / 0002-0000] [0002-0000 - A&E - Feasibility Study]	$800,000.00	$800,000.00	$0.00	$800,000.00	$132,000.00	$668,000.00
Mount Vernon Group	[Mount Vernon Group / 0003-0003] [0003-0000 - Environmental & Site]	$103,037.00	$103,037.00	$0.00	$103,037.00	$0.00	$103,037.00

Discussion:

- Options Discussion – How do we ‘document’ those discussions for decision beyond the meeting minutes?
- MSBA Discussion – ‘Add-on’ meeting results from Zoom meeting.

6

PDP Submission Progress

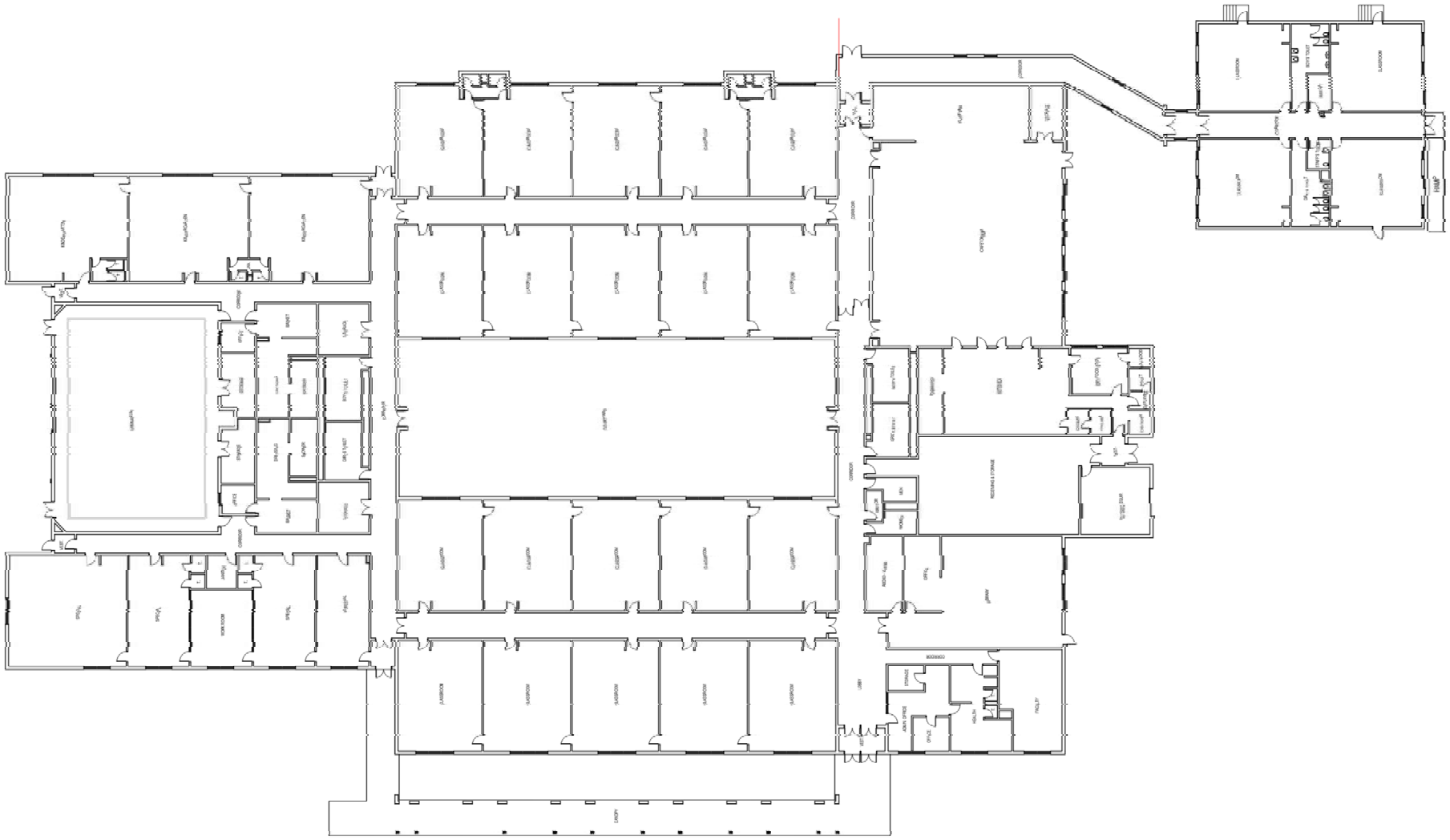
- Visioning Workshops
  - Leadership / Community Workshop
  - Faculty Workshop
  - Community Forum
- Leadership Programming Workshops
- Document Gathering
- Preparing Narratives

PDP Submission Progress

- Geotech Borings Completed
- Phase I Environmental Analysis
- Hydrant Flow Test
- Hazmat Investigation
- Building and Site Plan Options
  - Space Summary Coordination

PDP Submission Items – cont'd

- Preliminary Design Alternatives
  1. Code Upgrades and Repairs
  2. Addition/Renovation on Existing Site (Gr. 2 thru 4 – 360 students)
  3. Addition/ Renovation on Existing Site (Gr. 1 thru 5 – 590 students)
  4. New Construction on Existing Site (Gr. 2 thru 4 – 360 students)
  5. New Construction on Existing Site (Gr. 1 thru 5 – 590 students)
  6. New Construction on Middle School Site (Gr. 2 thru 4 - 360 students)
  7. New Construction on Middle School Site (Gr. 1 thru 5 - 590 students)



Option #1 – Code Upgrades – Existing Floor Plan



SITE PLAN: ALT-2 101 Mosier St, South Hadley MA

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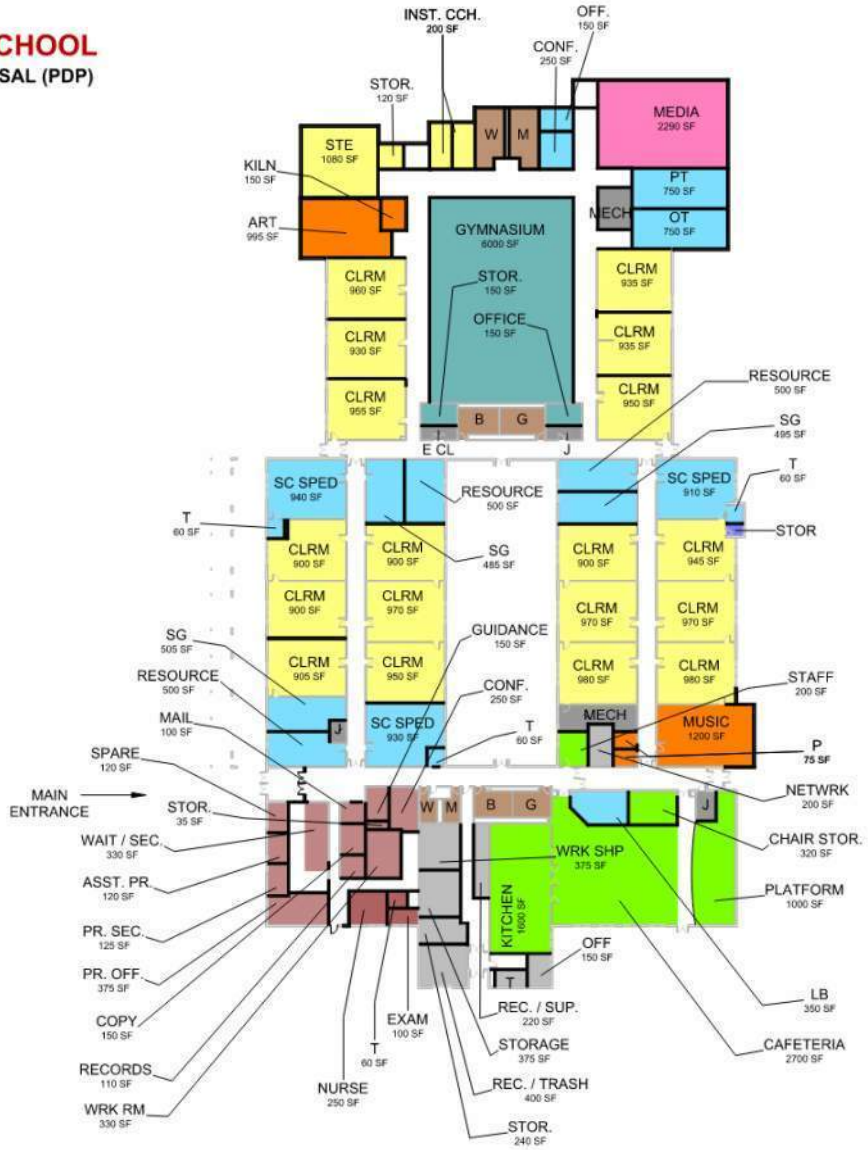
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MODULE : 3.1.6



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE

	Existing	New
1st Floor	50,010	18,450
Total	50,010	18,450

Building Total GSF: 68,450 SF

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #2 - 1ST FLOOR

Grade Configuration - 3,4,5

Addition / Rennovation

Building Total GSF - 68,450 sf

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SITE PLAN: ALT-3 101 Mosier St, South Hadley MA

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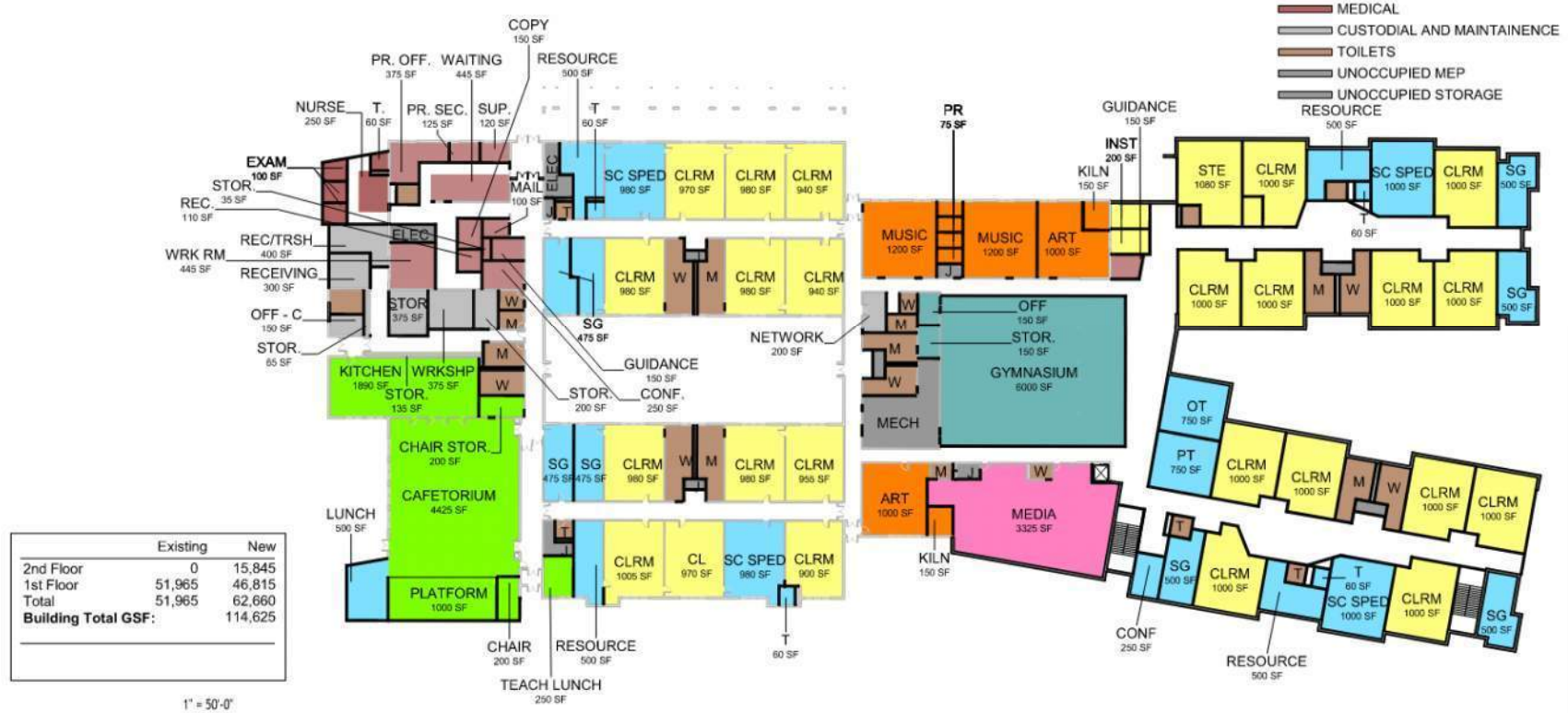
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SOUTH HADLEY PUBLIC SCHOOLS

MODULE: 3.1.6



	Existing	New
2nd Floor	0	15,845
1st Floor	51,965	46,815
Total	51,965	62,660
Building Total GSF:		114,625

1" = 50'-0"

2" 0

100' 50' 25' 0

ALTERNATIVE 3 - 1ST FLOOR

Grade Configuration - 1,2,3,4,5

Addition / Renovation

Building Total GSF - 114,625 SF

SOUTH HADLEY MOSIER SCHOOL

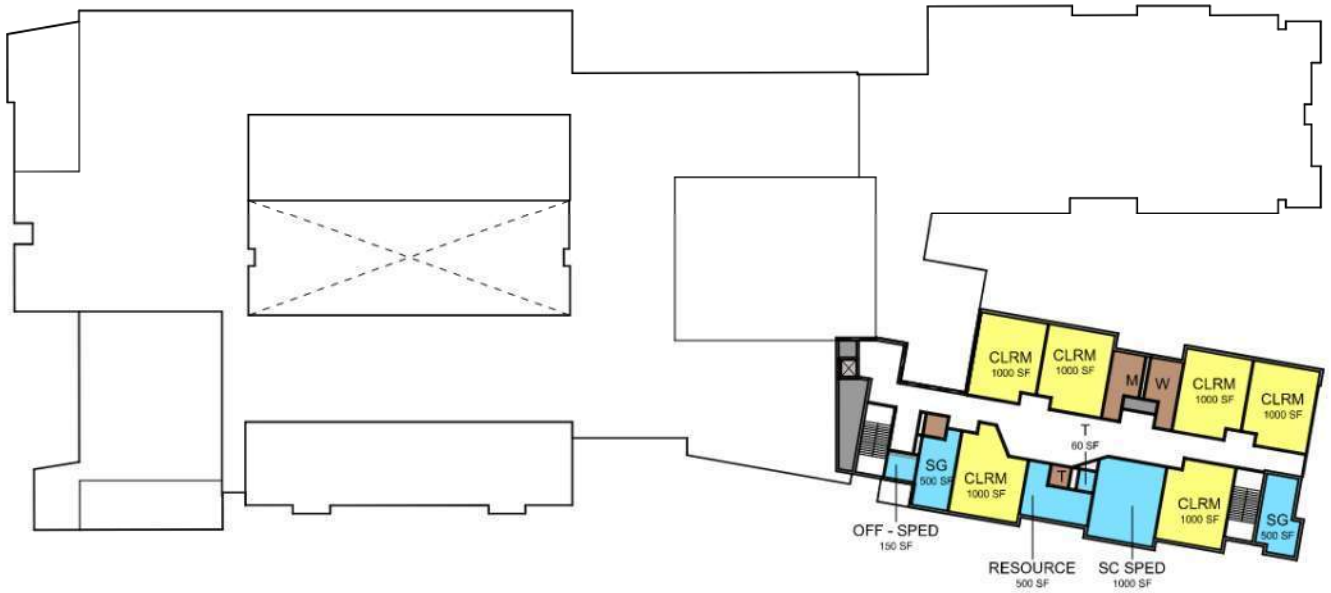
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MODULE: 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE



	Existing	New
2nd Floor	0	15,845
1st Floor	51,965	46,815
Total	51,965	62,660
Building Total GSF:		114,625

1" = 50'-0"

2" 0

100' 50' 25' 0

ALTERNATIVE 3 - 2ND FLOOR

Grade Configuration - 1,2,3,4,5

Addition / Renovation

Building Total GSF - 114,625 SF

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SITE PLAN: ALT-4_5 101 Mosier St, South Hadley MA

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MSBA CATEGORIES

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- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	20,273
1st Floor	0	53,221
Total	0	73,494
Building Total GSF:	0	73,494

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 73,494

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MSBA CATEGORIES

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- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	20,273
1st Floor	0	53,221
Total	0	73,494
Building Total GSF:	0	73,494

0 25' 50' 100'
0 2"
1" = 50'-0"

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 73,494



SITE PLAN: ALT-4_5 101 Mosier St, South Hadley MA

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- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
3rd Floor	0	15,566
2nd Floor	0	40,964
1st Floor	0	61,251
Total	0	117,781
Building Total GSF:	0	117,781

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #5 -1ST FLOOR

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 117,781

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MSBA CATEGORIES

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- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
3rd Floor	0	15,566
2nd Floor	0	40,964
1st Floor	0	61,251
Total	0	117,781
Building Total GSF:	0	117,781

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #5 -2ND FLOOR

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 117,781

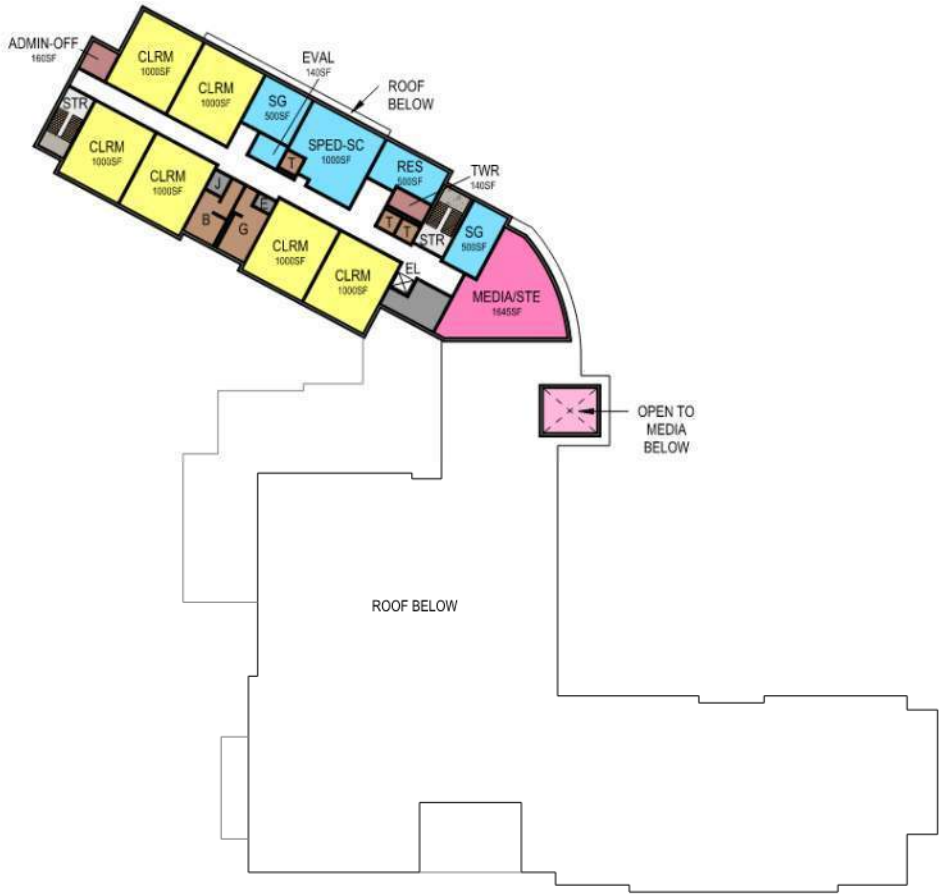
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MODULE : 3.1.6



MSBA CATEGORIES

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- MEDIA CENTER - OPEN
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- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
3rd Floor	0	15,566
2nd Floor	0	40,964
1st Floor	0	61,251
Total	0	117,781
Building Total GSF:	0	117,781

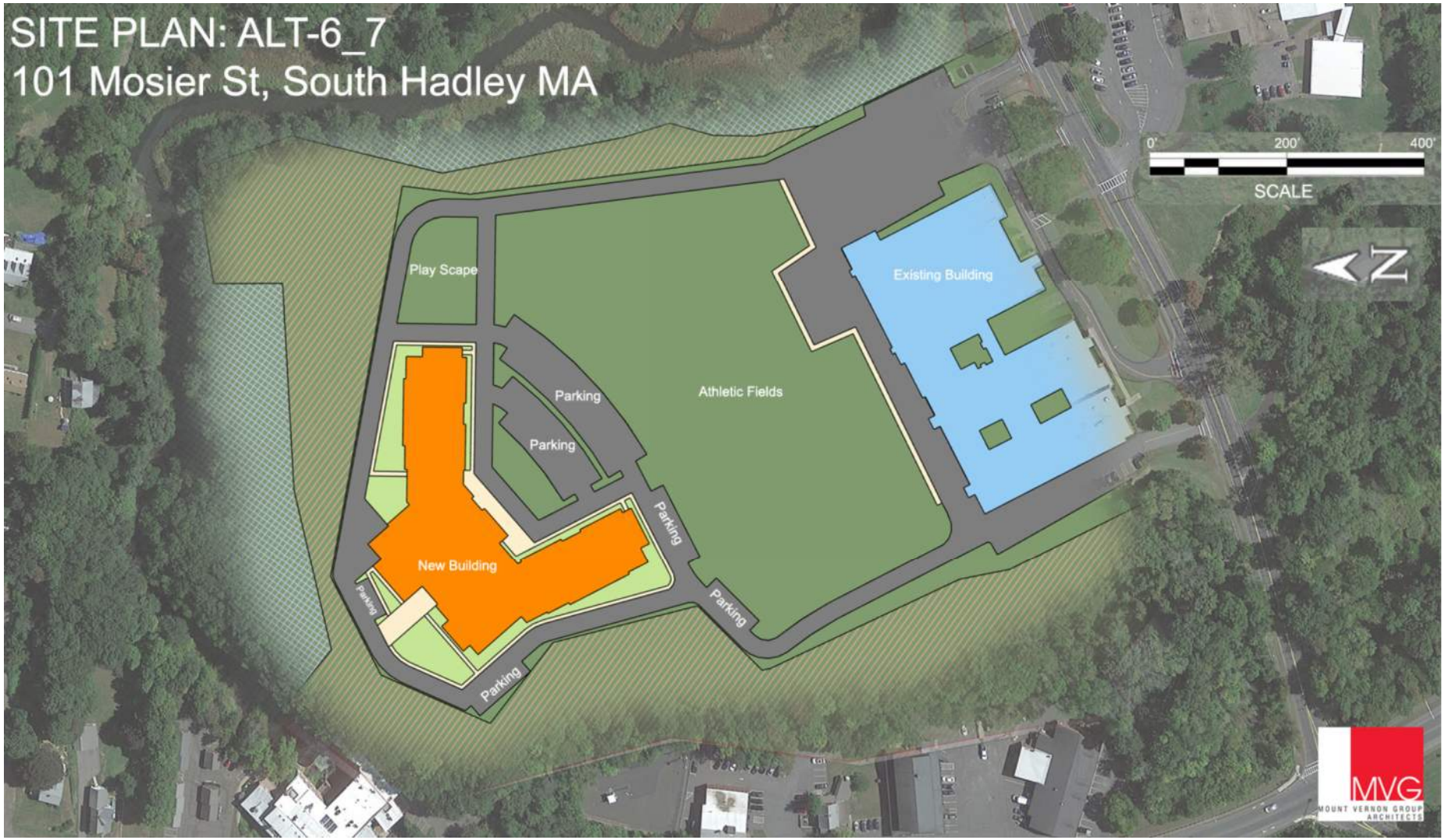
0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #5 -3RD FLOOR

Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 117,781


SITE PLAN: ALT-6_7
101 Mosier St, South Hadley MA
0'
200'
400'
SCALE
N
Play Scape
Existing Building
Athletic Fields
Parking
Parking
Parking
New Building
Parking
Parking
Parking
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MSBA CATEGORIES

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- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	19,510
1st Floor	0	51,510
Total	0	70,696
Building Total GSF:	0	70,696

0 25' 50' 100'

0 2"

1" = 50'-0"



ALTERNATIVE #6 -1ST FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 70,696

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- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	19,510
1st Floor	0	51,510
Total	0	70,696
Building Total GSF:	0	70,696



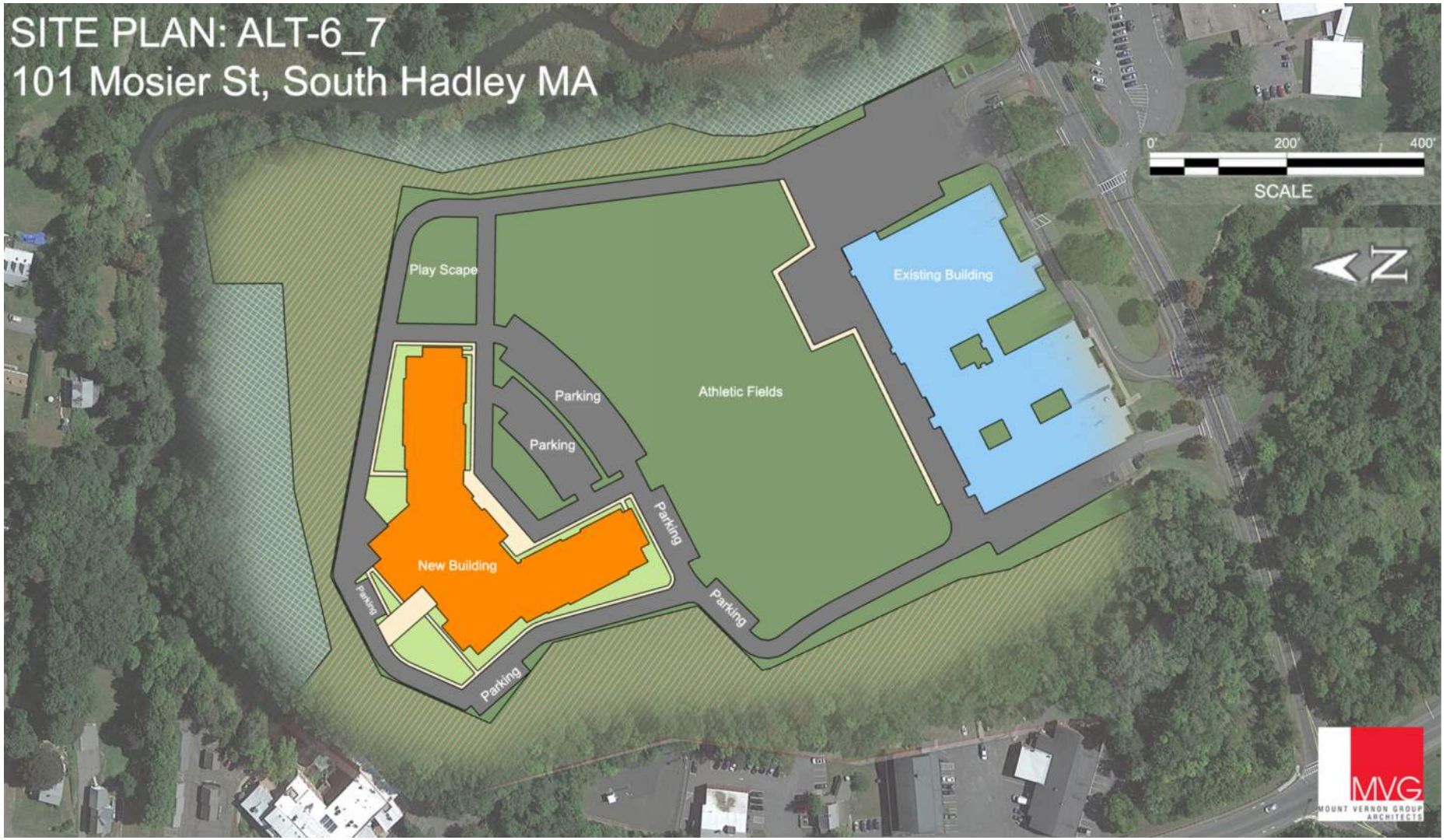
0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #6 -2nd FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 70,696


SITE PLAN: ALT-6_7
101 Mosier St, South Hadley MA
0'
200'
400'
SCALE
N
Play Scape
Existing Building
Athletic Fields
Parking
Parking
Parking
New Building
Parking
Parking
Parking
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SOUTH HADLEY MOSIER SCHOOL

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- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
3rd Floor	0	14,182
2nd Floor	0	38,243
1st Floor	0	57,788
Total	0	110,213
Building Total GSF:	0	110,213



0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #7 -1ST FLOOR

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 110,213

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SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

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- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
3rd Floor	0	14,182
2nd Floor	0	38,243
1st Floor	0	57,788
Total	0	110,213
Building Total GSF:	0	110,213



0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #7 - 2ND FLOOR

Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 110,213

MVG

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- MEDIA CENTER
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION



	Existing	New
3rd Floor	0	14,182
2nd Floor	0	38,243
1st Floor	0	57,788
Total	0	110,213
Building Total GSF:	0	110,213

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #7 -3RD FLOOR

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 110,213

MVG

Preliminary Design Pricing Table

= Formula do not edit

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat Etc. ($*)	Estimated Total Construction** ($*)	Estimated Total Project Costs ($)
Option #1 Code Upgrades & Basic Repairs	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -
Option #2 Add/Reno - Gr. 2-4 (360 Students)	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -
Option #3 Add/Reno - Gr. 1-5 (590 Students)	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -
Option #4 New Const - Gr. 2-4 (360 Students)	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -
Option #5 New Const - Gr. 1-5 (590 Students)	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -
Option #6 New Const - Gr. 2-4 (360 Students)	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -
Option #7 New Const - Gr. 1-5 (590 Students)	- sf	- sf $ - $/sf	- sf $ - $/sf	$ -	$ - #DIV/0! $/sf	$ -

* Marked Up Construction Costs

** Does not include Construction Contingency

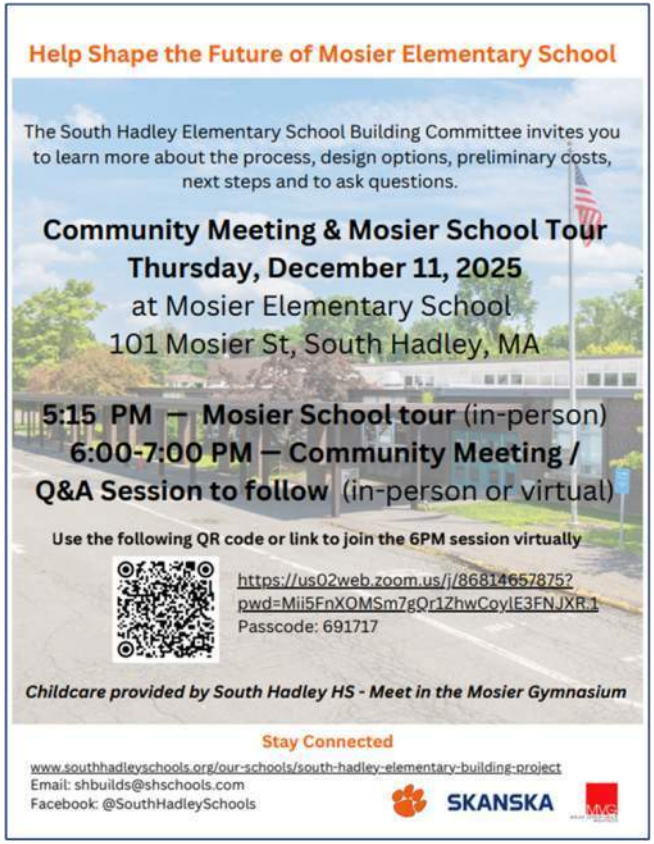
***** District's Preferred Schematic**

MVG

SHES Communications Subcommittee Updates
11/12/25 SBC Meeting

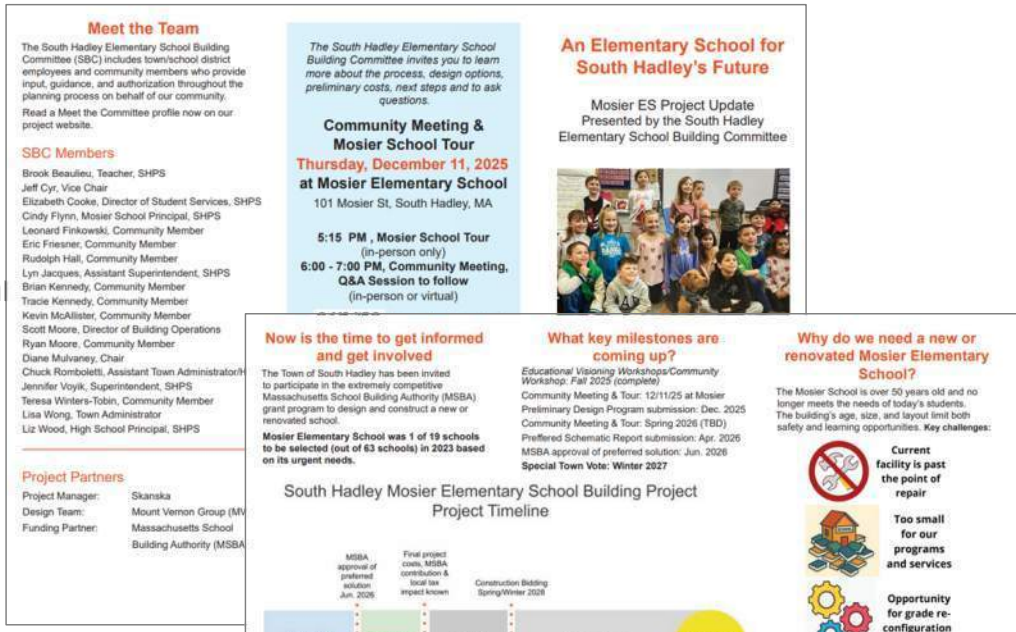
December 11 Community Meeting & Mosier School Tour

- Agenda: Tour of the existing Mosier building highlighting facility needs, followed by a presentation on design options, costs, next steps, and open Q&A.
- Tour leaders and speakers to be confirmed.
- Press release, Town News Flash, and Facebook post to announce the event.
- Direct email invitation to be sent to the project mailing list.
- Flyer distribution: Schools, town offices, library, local pre-schools, recreation department, and PTA groups.
- Advertisement and print materials: $450 total fund request ($250 ad in The Reminder; $200 for printed materials).



SHES Communications Subcommittee Updates
11/12/25 SBC Meeting

- Annual Town Meeting (Nov 5) Recap: Board display and pamphlets were distributed;
- October 21 Educational Visioning Workshop: Light attendance but engaged discussion; covered by 22 News WWLP; follow-up thank-you email sent by Jen Voyik.
- Display board to be installed at the Senior Center to maintain project visibility.
- Pamphlets and flyers available at the Senior Center, Town Offices, library, and Superintendent's Office.
- Tax bill insert (Dec/Jan): Request to include a one-third-page insert in the next Town tax bill – inviting residents to visit the project website and join the project email list ($450 fund request)
- Community outreach opportunities: Confirm coverage for upcoming events and coordinate timing with project milestones.



SHES Communications Subcommittee Updates
11/12/25 SBC Meeting

Project Website Analytics Report

Start Date	End Date	Type	Total Views	% Change vs Prior	Home Views	Meet the Team Views	Engaged Sessions %	High-Traffic Dates	Notes
2025-06-01	2025-08-21	Monthly	2070		733	468	61.0%	Jun 13, Jun 22, Jul 6, Jul 13, Aug 12	62% growth vs. July; 404 links need audit; Meet the Team is a trust-builder
2025-08-22	2025-09-30	Monthly	1338	-35.40%	468	316	53.0%	Late Aug, Mid Sep	Traffic normalized post-summer; slight engagement dip
2025-10-01	2025-11-10	Monthly	630	-52.90%	408	222	51.0%	Oct 21 – Nov 6	Spike during community meeting promotions and recap; strongest traffic of the reporting period; sustained interest into late October

Analytics Summary:

- **Website activity remains consistent**, surpassing **4,000 total views since launch** and showing steady baseline engagement between major outreach events.
- **Community meeting outreach drove results –** a **clear spike on October 21–22** marked the strongest traffic of the period, reflecting effective promotion and follow-up visibility.
- **Engagement quality remains strong**, with about **half of sessions actively engaged** and visitors spending the most time on the **Meet the Team** page, confirming sustained community interest.
- *Next analytics report will cover traffic trends surrounding the December 11 community meeting.*

General Website Updates:

- December 11 Community Meeting posted
- October 21 Workshop recording added
- Educational Visioning Compiled Notes posted
- Meet the Committee updated with new members
- Schedule graphic and FAQs refreshed
- Photos from visioning sessions to be incorporated

Future Updates: Recording and materials from December 11 community meeting, summary of PDP options and cost, posting of PDP Submission in a “Documents” section

Thank You



MOUNT VERNON GROUP
ARCHITECTS

Mosier Elementary School

South Hadley, MA

FEASIBILITY STUDY

December 03, 2025

MOUNT VERNON GROUP ARCHITECTS



PDP Submission Progress

- Preparing Narratives
- Geotech, Environmental & Hazmat Reports
- Building and Site Options
  - Space Summary and Plan Coordination
  - Plan Parity Across Options
- Preliminary Cost Comparison
- Upload Documents to Google Drive

PDP Submission Items – cont'd

- Preliminary Design Alternatives
  1. Code Upgrades and Repairs
  2. Addition/Renovation on Existing Site (Gr. 2 thru 4 – 360 students)
  3. Addition/ Renovation on Existing Site (Gr. 1 thru 5 – 590 students)
  4. New Construction on Existing Site (Gr. 2 thru 4 – 360 students)
  5. New Construction on Existing Site (Gr. 1 thru 5 – 590 students)
  6. New Construction on Middle School Site (Gr. 2 thru 4 - 360 students)
  7. New Construction on Middle School Site (Gr. 1 thru 5 - 590 students)



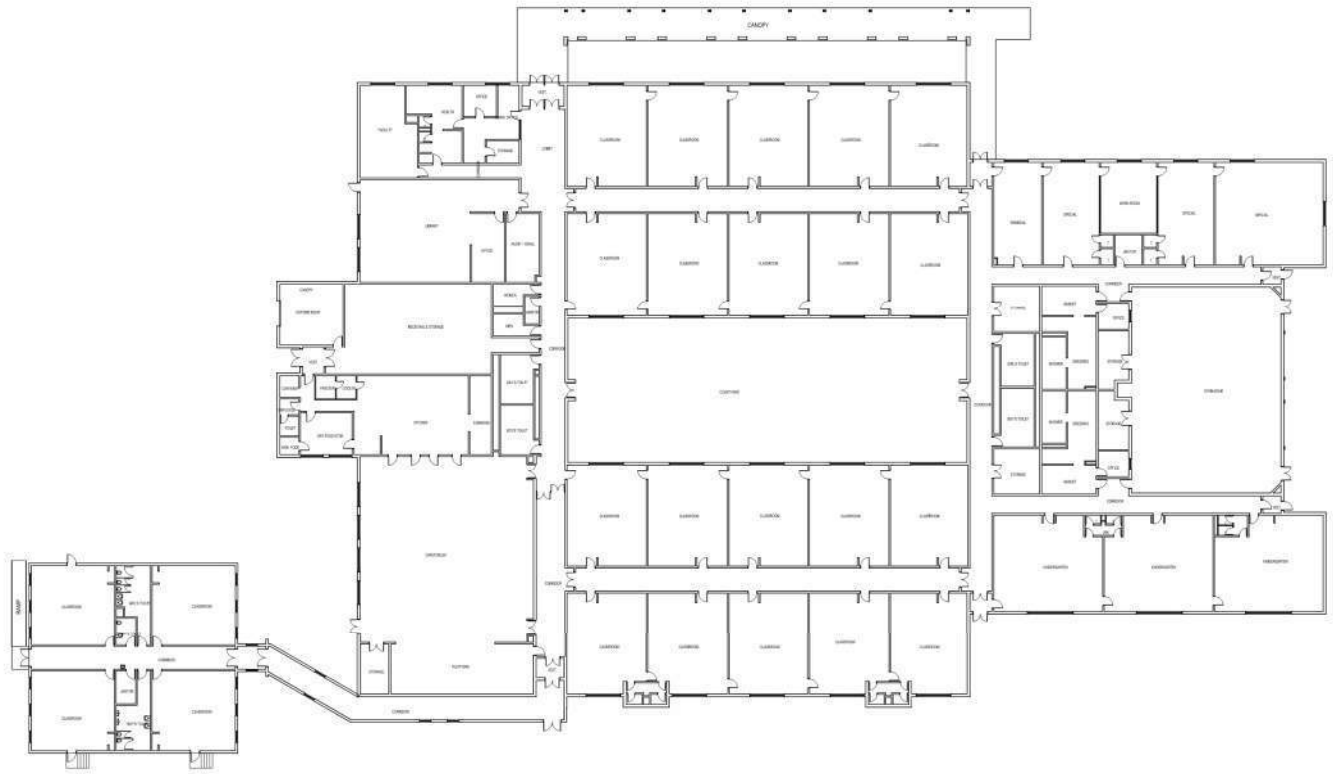
- Existing Mosier Elementary School Site
  - Does Not Address Parking & Pedestrian Access
  - Does Not Address Site Circulation
  - Does Not provide Secure Play Areas
  - Courtyard ADA Compliance – Costly
  - Continued Site Maintenance

SITE PLAN: ALT-1 101 Mosier St, South Hadley MA

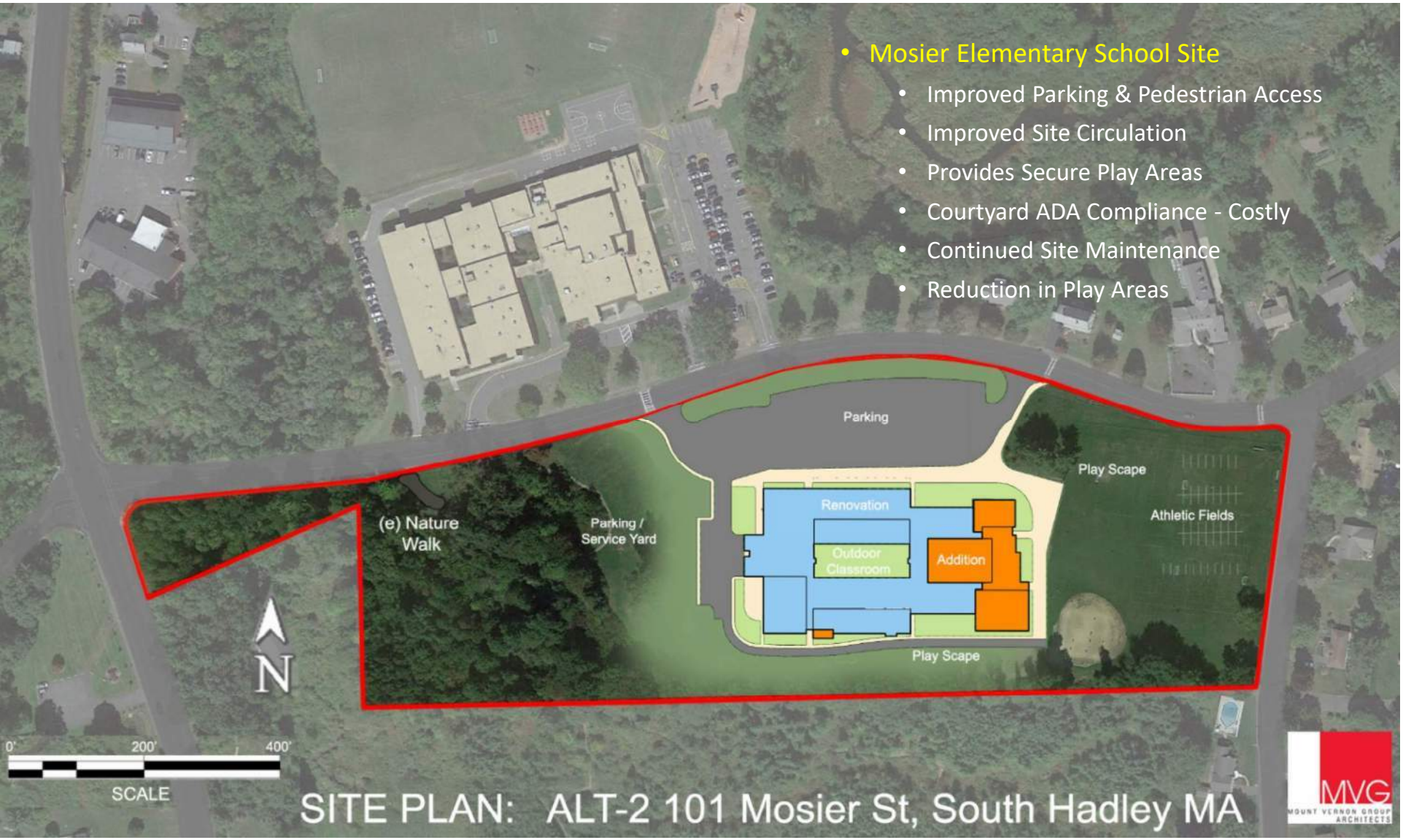
MVG
MOUNT VERNON GROUP ARCHITECTS

MVG

Alternative 1 – Code Upgrades / Repairs



- Existing Mosier Elementary School
  - Does Not Address Overcrowding
  - Does Not Address Education Plan Requirements
  - Does Not Address Building Committee Goals
  - Does not Address Visioning Goals
  - Inadequate Support Spaces / Adjacencies
  - Inadequate Interior Environment
  - Continued Maintenance Required
  - Accessibility Upgrades Only
  - Only Necessary Repairs Accommodated



- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Provides Secure Play Areas
  - Courtyard ADA Compliance - Costly
  - Continued Site Maintenance
  - Reduction in Play Areas

SITE PLAN: ALT-2 101 Mosier St, South Hadley MA

MVG
MOUNT VERNON GROUP ARCHITECTS

MVG

Alternative 2 – Addition / Renovation

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Most of the Education Plan Req’ts
  - Addresses Most of the B. C. Goals
  - Incorporates Some Visioning Findings
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Reduces Maintenance Required
  - Some Phasing Required
  - Some Swing Space may be Required
  - Incurs Abatement and Demolition Costs
  - Renovation of Exiting Spaces Costly

SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6



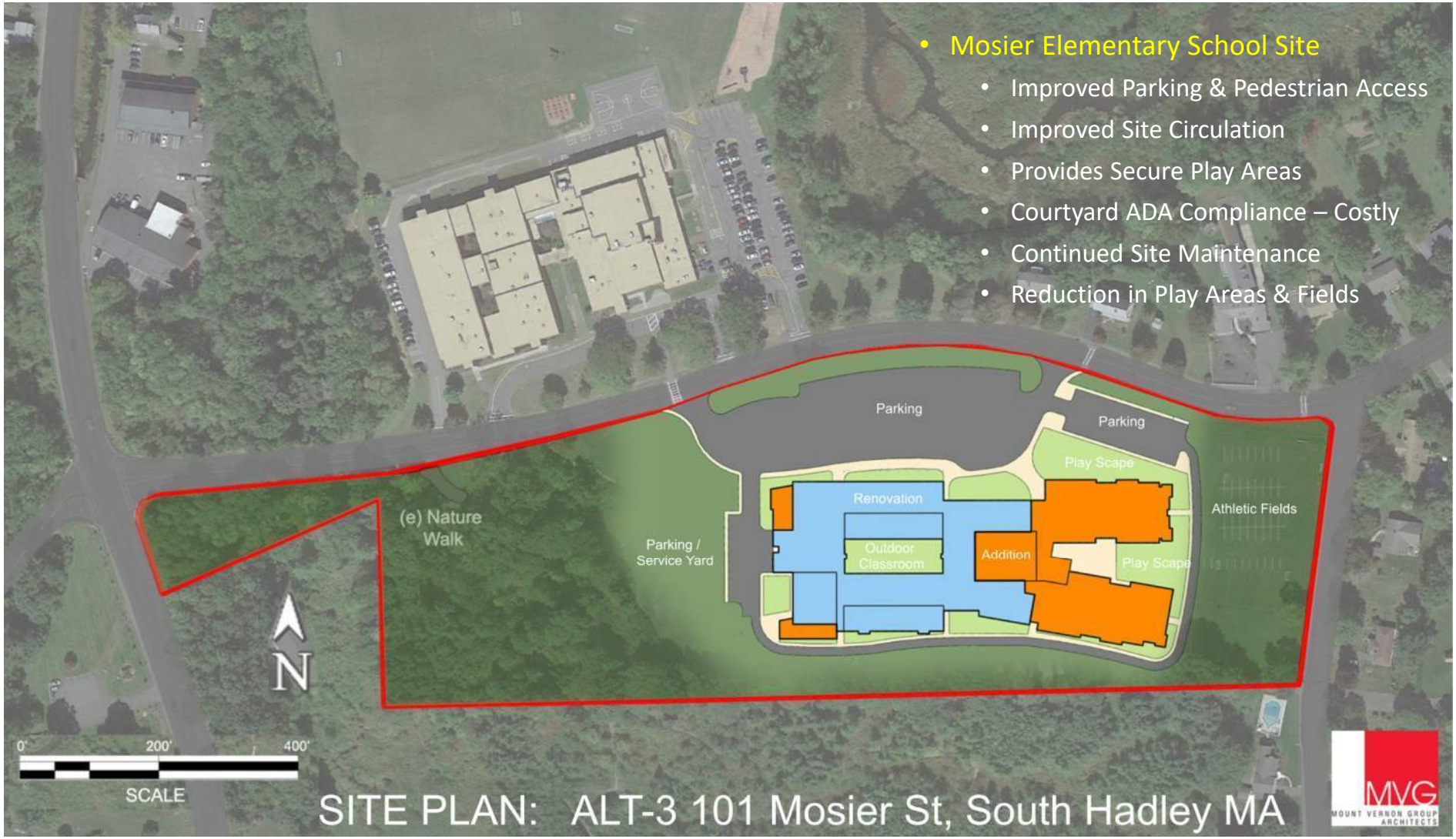
MSBA CATEGORIES
- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
1st Floor	50,025	21,160
Total	50,025	21,160

Building Total GSF: 71,185 SF

0 25 50' 100'
0 2"
1" = 50'-0"

ALTERNATIVE #2 - 1ST FLOOR
Grade Configuration - 2,3,4
Addition / Rennovation
Building Total GSF - 71,185 sf

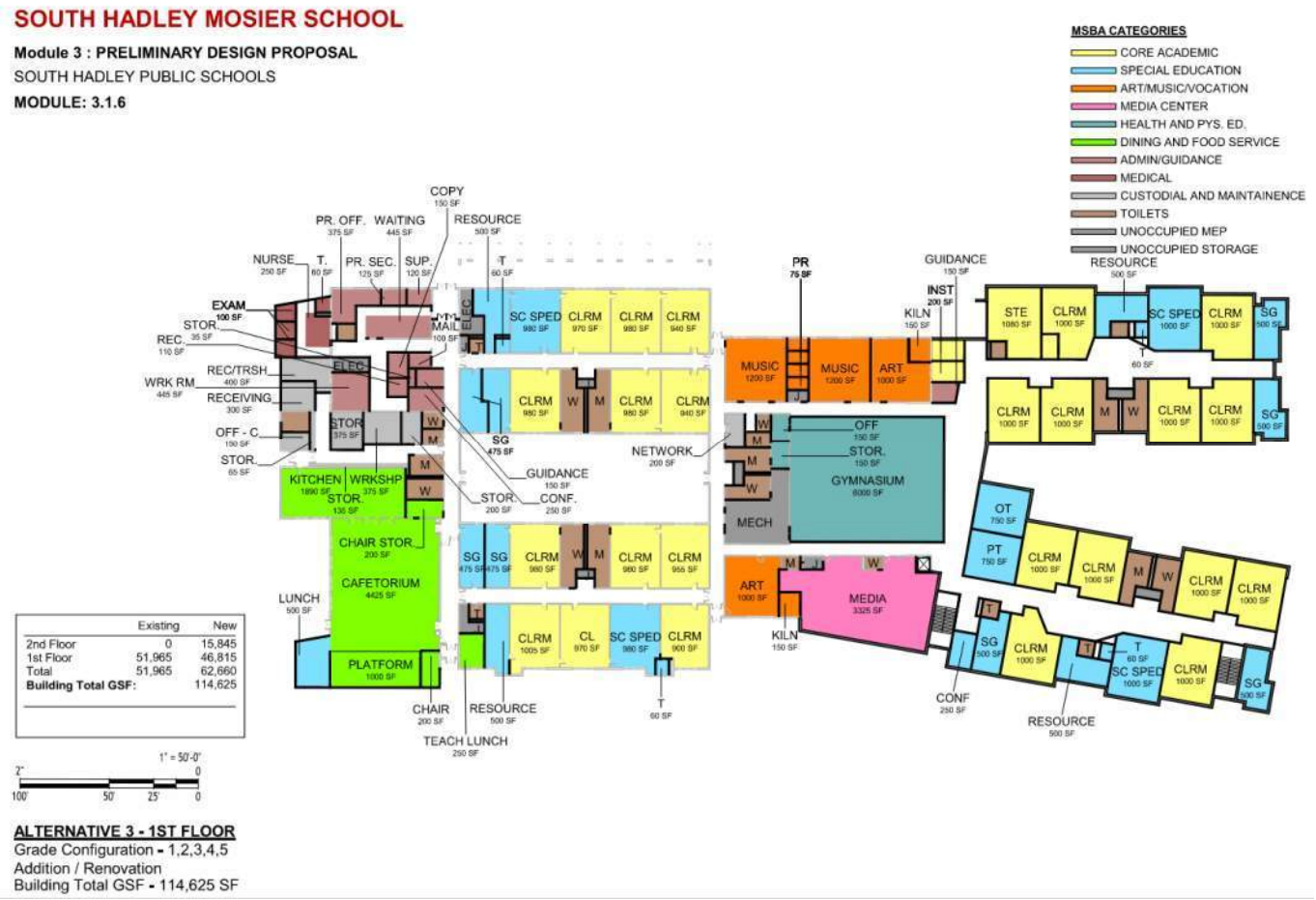


- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Provides Secure Play Areas
  - Courtyard ADA Compliance – Costly
  - Continued Site Maintenance
  - Reduction in Play Areas & Fields

MVG

Alternative 3 – Addition / Renovation

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Most of the Education Plan Req’ts
  - Addresses Most of the B. C. Goals
  - Incorporates Many Visioning Findings
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Reduces Maintenance Required
  - Some Phasing Required
  - Incurs Abatement and Demolition Costs
  - Renovation of Existing Spaces Costly



SOUTH HADLEY MOSIER SCHOOL

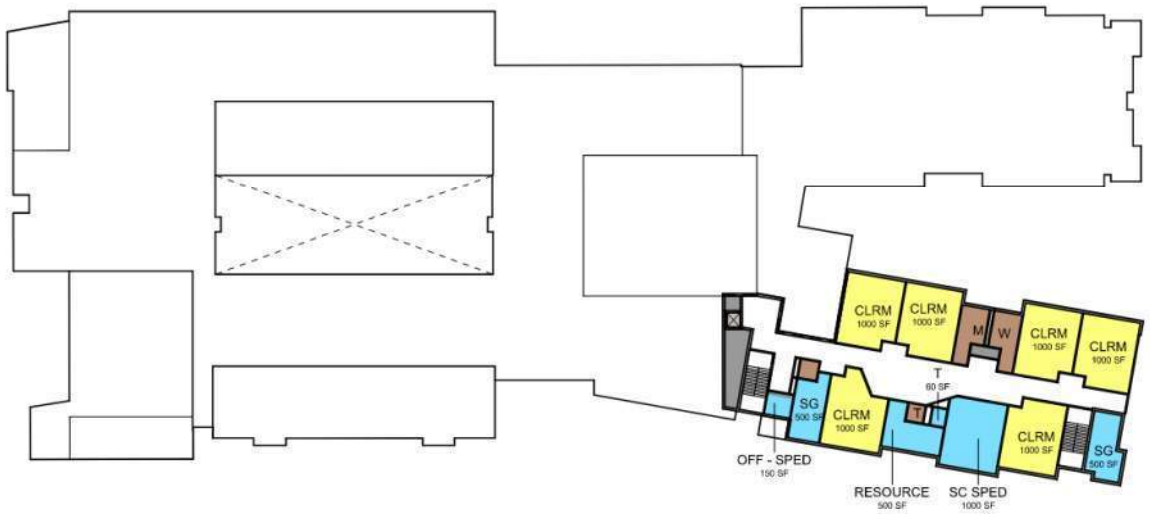
Module 3 : PRELIMINARY DESIGN PROPOSAL

SOUTH HADLEY PUBLIC SCHOOLS

MODULE: 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE



	Existing	New
2nd Floor	0	15,845
1st Floor	51,965	46,815
Total	51,965	62,660
Building Total GSF:		114,625

1" = 50'-0"

2" 0

100' 50' 25' 0

ALTERNATIVE 3 - 2ND FLOOR

Grade Configuration - 1,2,3,4,5

Addition / Renovation

Building Total GSF - 114,625 SF

MVG


Mosier Elementary School Site
Improved Parking & Pedestrian Access
Improved Site Circulation
Separate Parent Drop-off
Provides Secure Play Areas
Site Phasing Required
Central parking for Play Fields
Parking / Service Yard
(e) Nature Walk
Play Scape
New Building
Parking
Athletic Fields
N
0'
200'
400'
SCALE
SITE PLAN: ALT-4_5 101 Mosier St, South Hadley MA
MVG
MOUNT VERNON GROUP ARCHITECTS

SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	20,273
1st Floor	0	53,221
Total	0	73,494
Building Total GSF:	0	73,494

0 25' 50' 100'
0 2"
1" = 50'-0"

ALTERNATIVE #4 -1ST FLOOR
Grade Configuration - 2,3,4
New Construction
Building Total GSF - 73,494

Alternative 4 – New Construction

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Addresses Building Committee Goals
  - Incorporates Visioning Findings
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Reduces Maintenance Required
  - No Phasing Required
  - Swing Space not Required
  - Incurs Abatement and Demolition Costs

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6



MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	20,273
1st Floor	0	53,221
Total	0	73,494
Building Total GSF:	0	73,494

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4

New Construction

Building Total GSF - 73,494

- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Separate Parent Drop-off
  - Provides Secure Play Areas
  - Site Phasing Required
  - Central parking for Play Fields



SITE PLAN: ALT-4_5 101 Mosier St, South Hadley MA

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER - OPEN
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	46,183
1st Floor	0	67,817
Total	0	114,000
Building Total GSF:		114,000

0 25' 50' 100'

0 2"

1" = 50'-0"

ALTERNATIVE #5 -1ST FLOOR

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 114,000



Alternative 5 – New Construction

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Addresses Building Committee Goals
  - Incorporates Visioning Findings
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Reduces Maintenance Required
  - No Phasing Required
  - Swing Space not Required
  - Incurs Abatement and Demolition Costs

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- MEDIA CENTER - OPEN
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	46,183
1st Floor	0	67,817
Total	0	114,000
Building Total GSF:		114,000

0 25' 50' 100'

0 2"

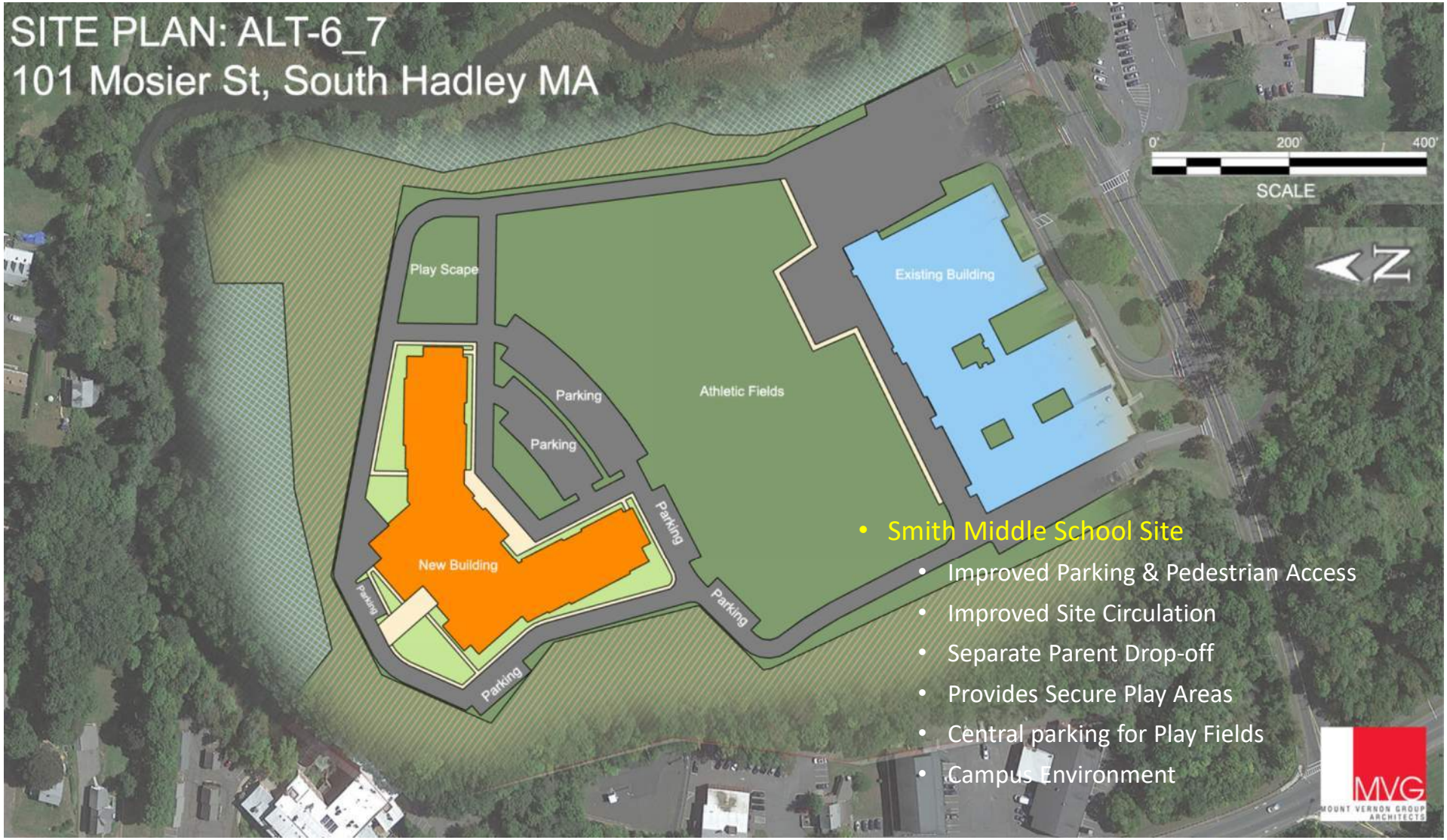
1" = 50'-0"

ALTERNATIVE #5 -2ND FLOOR

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 114,000


SITE PLAN: ALT-6_7
101 Mosier St, South Hadley MA
0'
200'
400'
SCALE
N
Play Scape
Existing Building
Parking
Athletic Fields
Parking
Parking
New Building
Parking
Parking
Parking
Smith Middle School Site
Improved Parking & Pedestrian Access
Improved Site Circulation
Separate Parent Drop-off
Provides Secure Play Areas
Central parking for Play Fields
Campus Environment
MVG
MOUNT VERNON GROUP ARCHITECTS

Alternative 6 – New Construction

- Smith Middle School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Addresses Building Committee Goals
  - Incorporates Visioning Findings
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Creates Campus Environment
  - Reduces Maintenance Required
  - No Phasing Required
  - Swing Space not Required
  - May Incur Abatement and Demolition Costs

SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	19,510
1st Floor	0	51,510
Total	0	70,696
Building Total GSF:	0	70,696



0 25' 50' 100'
0 2"
1" = 50'-0"

ALTERNATIVE #6 -1ST FLOOR
Grade Configuration - 2,3,4
New Construction
Building Total GSF - 70,696

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
2nd Floor	0	19,510
1st Floor	0	51,510
Total	0	70,696
Building Total GSF:	0	70,696



0 25' 50' 100'

0 2"

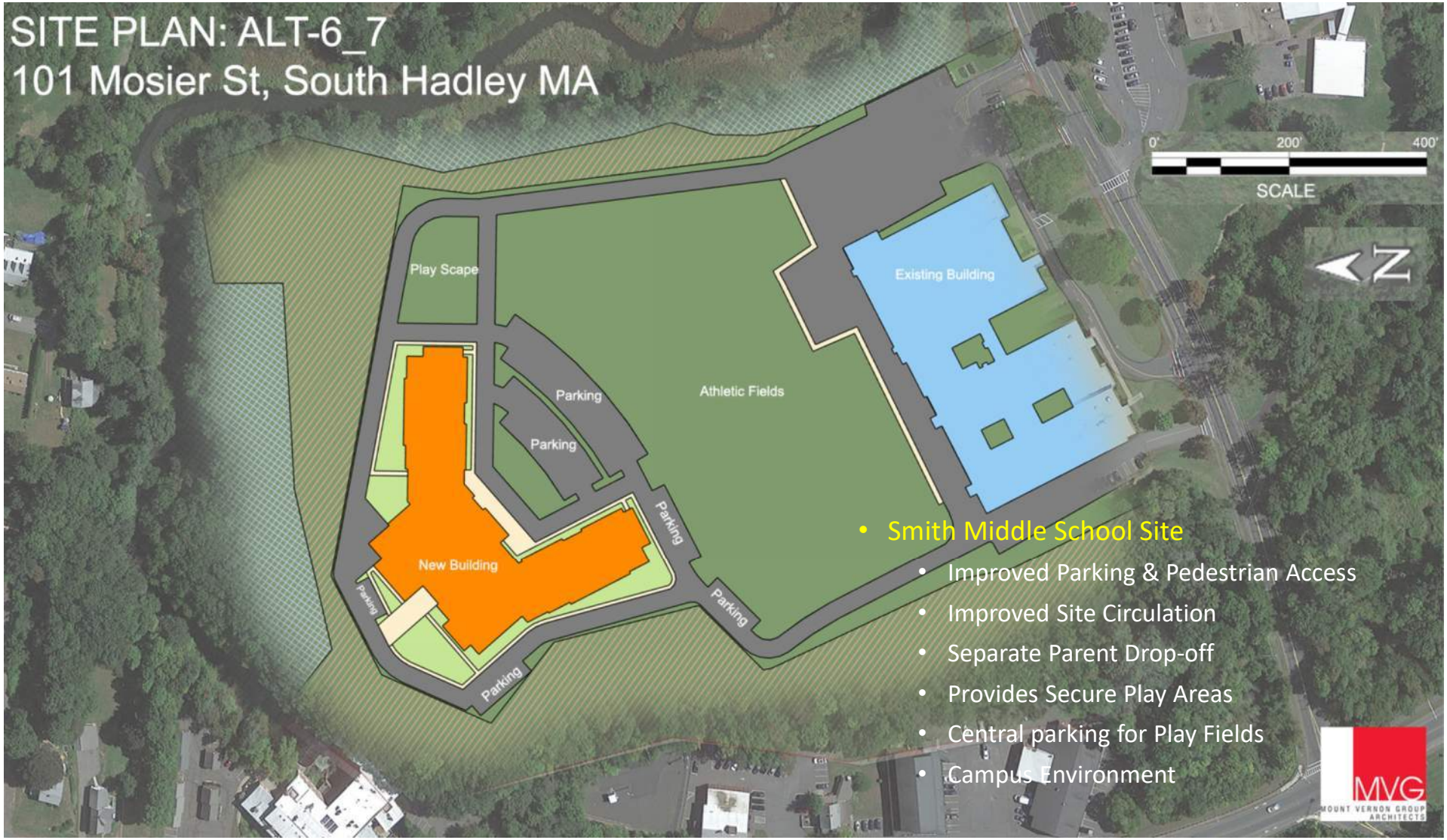
1" = 50'-0"

ALTERNATIVE #6 -2nd FLOOR

Grade Configuration - 2,3,4

New Construction

Building Total GSF - 70,696


SITE PLAN: ALT-6_7
101 Mosier St, South Hadley MA
0'
200'
400'
SCALE
N
Play Scape
Existing Building
Parking
Athletic Fields
Parking
Parking
New Building
Parking
Parking
Parking
Smith Middle School Site
Improved Parking & Pedestrian Access
Improved Site Circulation
Separate Parent Drop-off
Provides Secure Play Areas
Central parking for Play Fields
Campus Environment
MVG
MOUNT VERNON GROUP ARCHITECTS

Alternative 7 – New Construction

- Smith Middle School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Addresses Building Committee Goals
  - Incorporates Visioning Findings
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Creates Campus Environment
  - Reduces Maintenance Required
  - No Phasing Required
  - Swing Space not Required
  - May Incur Abatement and Demolition Costs
  - Includes a Third-Story Wing

SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
Lower Level	0	15,807
1st Level	0	62,246
2nd Level	0	36,947
Total	0	115,000
Building Total GSF:	0	115,000

0 25' 50' 100'
0 2"
1" = 50'-0"

ALTERNATIVE #7 - 1ST LEVEL
Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 115,000



SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

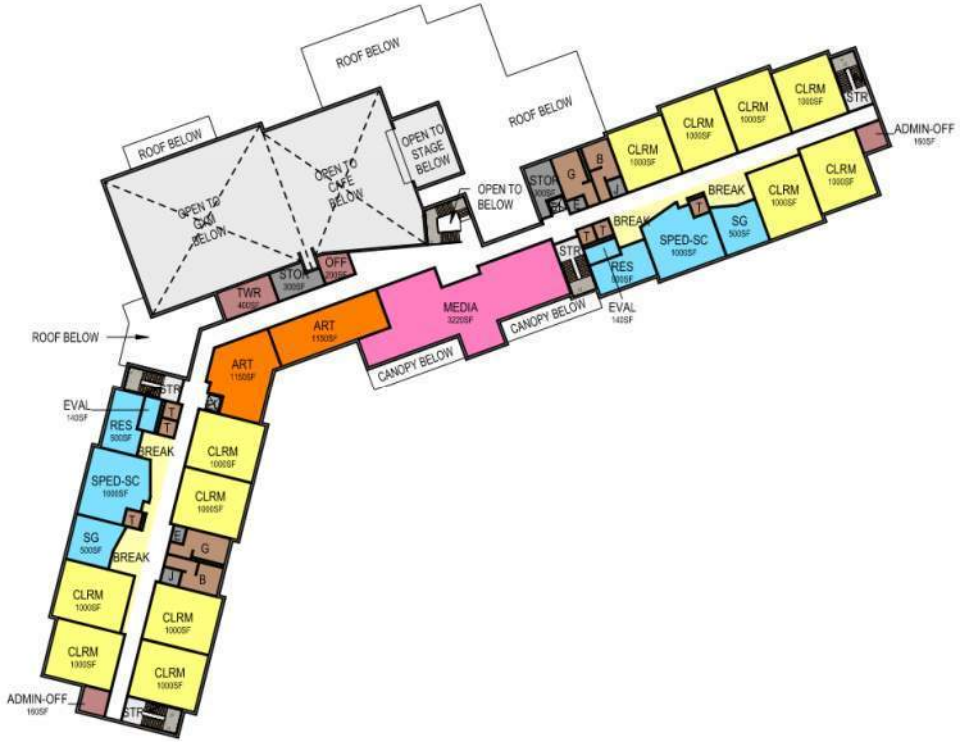
- CORE ACADEMIC
- CORE ACADEMIC - OPEN
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
Lower Level	0	15,807
1st Level	0	62,246
2nd Level	0	36,947
Total	0	115,000
Building Total GSF:	0	115,000

0 25' 50' 100'

0 2"

1" = 50'-0"



ALTERNATIVE #7 - 2ND LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 115,000

MVG

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

MODULE : 3.1.6

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- ADMIN/GUIDANCE
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

	Existing	New
Lower Level	0	15,807
1st Level	0	62,246
2nd Level	0	36,947
Total	0	115,000
Building Total GSF:	0	115,000

0 25' 50' 100'

0 2"

1" = 50'-0"



ALTERNATIVE #7 - LOWER LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 115,000

MVG

Mosier ES Project - Preliminary Design Pricing Table

= Formula do not edit

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat Etc. ($*)	Estimated Total Construction** ($*)	Estimated Total Project Costs ($)
Option #1	62,237 sf	62,237 sf	- sf	$ 19,291,925	$ 42,172,736	$ 50,607,283
Code Upgrades & Basic Repairs		$ 367.64 $/sf	$ - $/sf		$ 677.62 $/sf	
Option #2	68,460 sf	50,025 sf	21,160 sf	$ 32,188,551	$ 64,440,054	$ 77,328,065
Add/Reno - Gr. 2-4 (360 Students)		$ 433.15 $/sf	$ 500.15 $/sf		$ 941.28 $/sf	
Option #3	114,625 sf	51,965 sf	62,660 sf	$ 40,548,136	$ 93,784,124	$ 112,540,949
Add/Reno - Gr. 1-5 (590 Students)		$ 428.04 $/sf	$ 494.62 $/sf		$ 818.18 $/sf	
Option #4	73,494 sf	- sf	73,494 sf	$ 35,742,560	$ 75,388,898	$ 90,466,678
New Const - Gr. 2-4 (360 Students)		$ - $/sf	$ 539.45 $/sf		$ 1,025.78 $/sf	
Option #5	114,000 sf	- sf	114,000 sf	$ 42,782,898	$ 101,169,138	$ 121,402,966
New Const - Gr. 1-5 (590 Students)		$ - $/sf	$ 512.16 $/sf		$ 887.45 $/sf	
Option #6	70,696 sf	- sf	70,696 sf	$ 33,646,339	$ 71,641,197	$ 85,969,437
New Const - Gr. 2-4 (360 Students)		$ - $/sf	$ 537.44 $/sf		$ 1,013.37 $/sf	
Option #7	115,000 sf	- sf	115,000 sf	$ 39,819,768	$ 96,451,518	$ 115,741,822
New Const - Gr. 1-5 (590 Students)		$ - $/sf	$ 492.45 $/sf		$ 838.71 $/sf	

* Marked Up Construction Costs

** Does not include Construction Contingency

*** **District's Preferred Schematic**

MVG

Options Evaluation

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7
SOI Priorities							
Floor Plan Layout							
Site Layout							
Construction Impact							
Cost							
Overall							

Finances Continued

CONTRACT REPORT

TOTAL:	$1,239,377.00	$1,239,377.00	$0.00	$1,239,377.00	$333,445.58	$905,931.42

Firm's Name	PO# - Cost Code - CO#	Original Contract	Revised Contract	Pending Changes	Anticipated Contract	Spent	Remaining
Skanska	[Skanska / 0001-0000] [0001-0000 - OPM - Feasibility Study]	$335,840.00	$335,840.00	$0.00	$335,840.00	$90,350.00	$245,490.00
Skanska	[Skanska / 0001-0001] [0004-0000 - Other]	$500.00	$500.00	$0.00	$500.00	$232.08	$267.92
Mount Vernon Group	[Mount Vernon Group / 0002-0000] [0002-0000 - A&E - Feasibility Study]	$800,000.00	$800,000.00	$0.00	$800,000.00	$198,000.00	$602,000.00
Mount Vernon Group	[Mount Vernon Group / 0003-0003] [0003-0000 - Environmental & Site]	$103,037.00	$103,037.00	$0.00	$103,037.00	$44,863.50	$58,173.50

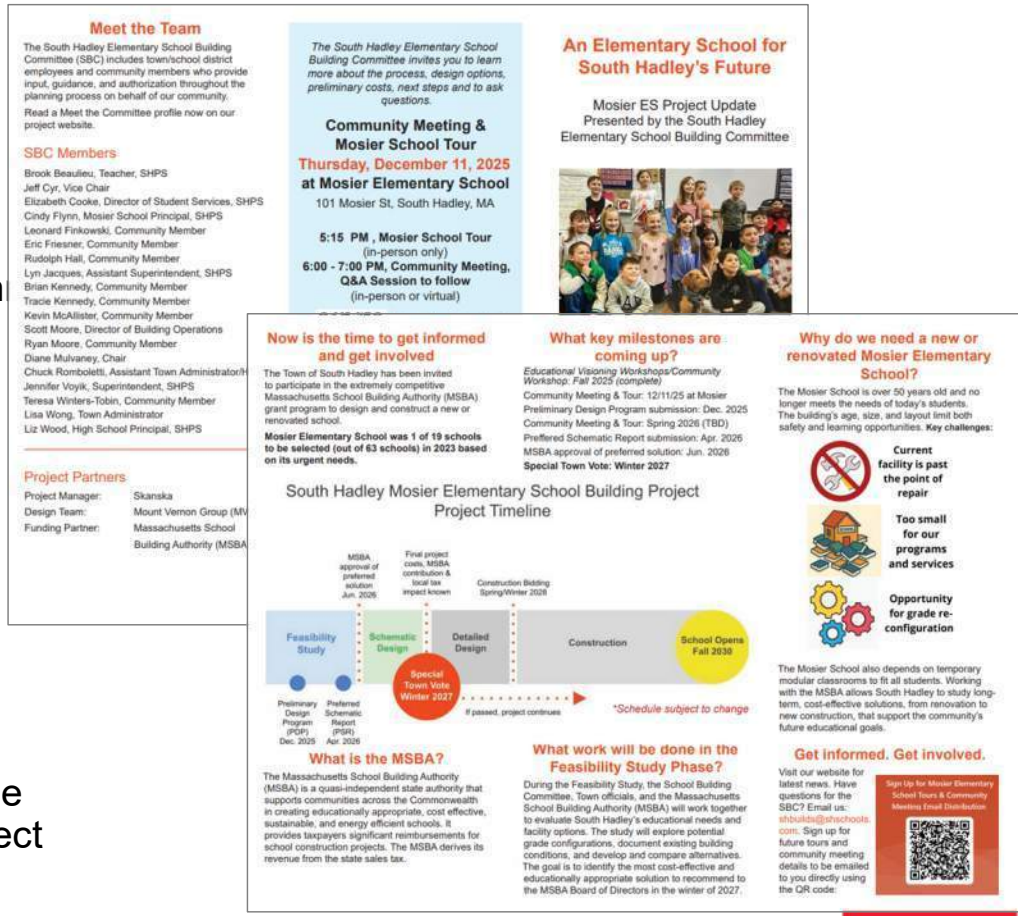
BUDGET, COMMITTED, SPENT (BCS) REPORT

TOTAL:	$2,069,465	$1,239,377	60%	$333,446	27%

Cost Code	Cost Code Type	Cost Code Category	Budget	Committed / Approved	% Committed	Spent	% Spent
[0001-0000 - OPM - Feasibility Study]	Owner Cost	Base_Contract	$350,000.00	$335,840.00	96%	$90,350.00	27%
[0002-0000 - A&E - Feasibility Study]	Owner Cost	Base_Contract	$800,000.00	$800,000.00	100%	$198,000.00	25%
[0003-0000 - Environmental & Site]	Owner Cost	Base_Contract	$400,000.00	$103,037.00	26%	$44,863.50	44%
[0004-0000 - Other]	Owner Cost	Base_Contract	$519,465.00	$500.00	0%	$232.08	46%

SHES Communications Subcommittee Updates
11/12/25 SBC Meeting

- Annual Town Meeting (Nov 5) Recap: Board display and pamphlets were distributed;
- October 21 Educational Visioning Workshop: Light attendance but engaged discussion; covered by 22 News WWLP; follow-up thank-you email sent by Jen Voyik.
- Display board to be installed at the Senior Center to maintain project visibility.
- Pamphlets and flyers available at the Senior Center, Town Offices, library, and Superintendent's Office.
- Tax bill insert (Dec/Jan): Request to include a one-third-page insert in the next Town tax bill – inviting residents to visit the project website and join the project email list ($450 fund request)
- Community outreach opportunities: Confirm coverage for upcoming events and coordinate timing with project milestones.



Upcoming Calendar

- December 3rd 2025 – SBC – Estimate Overview
- December 10th 2025 – SBC – PDP Submission Overview
- December 17th 2025 – SBC – Vote to Approve PDP

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Thank You



MOUNT VERNON GROUP
ARCHITECTS

Mosier Elementary School

South Hadley, MA

FEASIBILITY STUDY

December 10, 2025

MOUNT VERNON GROUP ARCHITECTS



Upcoming Calendar

- December 3rd 2025 – SBC – Estimate Overview
- December 10th 2025 – SBC – PDP Submission Overview
- December 17th 2025 – SBC – Vote to Approve PDP

2

PDP Submission Progress

- Completing Narratives
- Geotech & Hazmat Reports
- Building and Site Options
  - Updated Education Plan
  - Space Summary and Plan Coordination
  - Plan Parity Across Options

- Update Estimate and Cost Comparison
- Upload Documents to Google Drive

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MOSIER ELEMENTARY SCHOOL FEASIBILITY STUDY
101 Mosier Street, South Hadley, MA
Module 3 – Preliminary Design Program (PDP) Submittal
MOUNT VERNON GROUP ARCHITECTS

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South Hadley Public Schools
South Hadley, MA

Narrative
Site plan
Floor Plans
Cost Estimate Summary

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Full Renovation/Addition/Select Demolition
Narrative
Site plan
Floor Plans
Cost Estimate Summary

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Narrative
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Floor Plans
Cost Estimate Summary

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Narrative
Site plan
Floor Plans
Cost Estimate Summary

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Narrative
Site plan
Floor Plans
Cost Estimate Summary

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Floor Plans
Cost Estimate Summary

MOSIER ELEMENTARY SCHOOL FEASIBILITY STUDY
101 Mosier Street, South Hadley, MA
Module 3 – Preliminary Design Program (PDP) Submittal
MOUNT VERNON GROUP ARCHITECTS

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South Hadley Public Schools
South Hadley, MA

Revised June 2023

Proposed Space Summary - Elementary School

Alternative #3, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			0			11,580			19,600			31,180			6,480			24,700	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)			0			0	1,000	18	18,000	1,000	18	18,000	50	-8	-6,700	950	26	24,700	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
General Classroom (Grades 1-6)				900	1	900			0	900	1	900	900	1	900				
General Classroom (Grades 1-6)				940	2	1,880			0	940	2	1,880	940	2	1,880				
General Classroom (Grades 1-6)				955	1	955			0	955	1	955	955	1	955				
General Classroom (Grades 1-6)				970	2	1,940			0	970	2	1,940	970	2	1,940				
General Classroom (Grades 1-6)				980	5	4,900			0	980	5	4,900	980	5	4,900				
General Classroom (Grades 1-6)				1,005	1	1,005			0	1,005	1	1,005	1,005	1	1,005				
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	1	1,080	1,080	1	1,080	0	1	1,080	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	1	120	120	1	120	0	1	120	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Academic Coaches							200	2	400	200	2	400	200	2	400				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
SPECIAL EDUCATION			0			4,980			16,280			19,180			13,140			6,040	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	3	3,000	1,000	3	3,000	50	-1	-800	950	4	3,800	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Classroom				980	2	1,960													
Self-Contained Special Education Toilet Room			0			0	60	3	180	60	3	180	0	-1	-60	60	4	240	
Self-Contained Special Education Toilet Room				60	2	120			0										
Resource Room			0	500	2	1,000	500	5	2,500	1,000	7	3,500	500	4	2,000	500	3	1,500	1/2 size of a General Classroom
Small Group Room			0	475	4	1,900	500	10	5,000	975	14	6,900	475	13	6,400	500	1	500	1/2 size of a General Classroom
Educational Team Leader			0			0	150	2	300	150	2	300	150	2	300				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OT			0			0	400	1	400	400	1	400	400	1	400				
PT			0			0	800	1	800	800	1	800	800	1	800				
Speech			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor			0			0	150	2	300	150	2	300	150	2	300				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Multi Language Learners			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
Social Worker			0			0	150	1	150	150	1	150	150	1	150				
Sensory			0			0	500	2	1,000	500	2	1,000	500	2	1,000				
De-escalation			0			0	100	1	100	100	1	100	100	1	100				
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			0			5,000			0			5,000			0			5,000	
Art Classroom (25 seats)			0	1,000	2	2,000				1,000	2	2,000	0	0	0	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0	150	2	300				150	2	300	0	0	0	150	2	300	
Music Classroom / Large Group (25-50 seats)			0	1,200	2	2,400				1,200	2	2,400	0	0	0	1,200	2	2,400	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0	75	4	300				75	4	300	0	0	0	75	4	300	

Revised June 2023

Proposed Space Summary - Elementary School

Alternative #6, Grades 2-4

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[2]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			0			0			18,200			18,200			3,000			15,200	STE Guidelines Policy
(List rooms of different sizes separately)																			
Kindergarten Classroom with Toilet			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size); Minimum of (2) sinks required per Kindergarten Classroom
General Classroom (Grades 1-6)			0			0	1,000	18	18,000	1,000	18	18,000	50	2	2,800	950	16	15,200	900 NSF (minimum size) - 1,000 NSF (maximum size); Minimum of (2) sinks required per General Classroom
Science, Technology, Engineering (STE) Room (Grades 3-6) (if applicable)			0			0	1,080	0	0	1,080	0	0	0	0	0	1,080	0	-	1,080 NSF (minimum size); Refer to the 2018 STE Guidelines for additional information.
STE Storage Room (if applicable)			0			0	120	0	0	120	0	0	0	0	0	120	0	-	Minimum of (1) 120 NSF STE Storage Room required per STE Room; Refer to the 2018 STE Guidelines for additional information.
Academic Coaches						0	200	1	200	200	1	200	200	1	200				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
SPECIAL EDUCATION			0			0			11,430			11,430			6,900			4,530	Special Education spaces require DESE review and approval.
(List rooms of different sizes separately)																			
Self-Contained Special Education Classroom			0			0	1,000	3	3,000	1,000	3	3,000	50	0	150	950	3	2,850	900 NSF (minimum size) - 1,300 NSF; equal to the size of the proposed General Classrooms that serve the same student population.
Self-Contained Special Education Toilet Room			0			0	60	3	180	60	3	180	0	0	0	60	3	180	
Resource Room			0			0	500	3	1,500	500	3	1,500	0	1	500	500	2	1,000	1/2 size of a General Classroom
Small Group Room			0			0	500	6	3,000	500	6	3,000	0	5	2,500	500	1	500	1/2 size of a General Classroom
Educational Team Leader			0			0	150	1	150	150	1	150	150	1	150				
Sped Conference			0			0	250	1	250	250	1	250	250	1	250				
OTPT			0			0	350	1	350	350	1	350	350	1	350				
PT			0			0	750	1	750	750	1	750	750	1	750				
Speech			0			0	500	1	500	500	1	500	500	1	500				
Psychologist			0			0	150	1	150	150	1	150	150	1	150				
School Adjustment Counselor			0			0	150	1	150	150	1	150	150	1	150				
BCBA			0			0	150	1	150	150	1	150	150	1	150				
Multi Language Learners			0			0	500	1	500	500	1	500	500	1	500				
Sensory			0			0	500	1	500	500	1	500	500	1	500				
De-escalation			0			0	100	3	300	100	3	300	100	3	300				
			0			0													
Public Day Education Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Collaborative Program Spaces (List rooms separately below)																			
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
ART & MUSIC			0			0			2,500			2,500			0			2,500	
Art Classroom (25 seats)			0			0	1,000	1	1,000	1,000	1	1,000	0	0	0	1,000	1	1,000	Assumed schedule: 2 times per week per student
Art Workroom with Storage and Kiln			0			0	150	1	150	150	1	150	0	0	0	150	1	150	
Music Classroom / Large Group (25-50 seats)			0			0	1,200	1	1,200	1,200	1	1,200	0	0	0	1,200	1	1,200	Assumed schedule: 2 times per week per student
Music Practice / Ensemble			0			0	75	2	150	75	2	150	0	0	0	75	2	150	

Proposed Space Summary - Elementary School

Alternative #7, Grades 1-5

Date: 12/18/2025 Preliminary Design Program

Mosier Elementary School South Hadley, MA	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
OTHER			0			0			700			700			700			0	
(List rooms separately below)																			
Pre-Kindergarten Classroom with Toilet (if applicable)			0			0			0	0	0	0	-1,200	0	0	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Parent			0			0	600	1	600	600	1	600	600	1	600				
Mothers			0			0	100	1	100	100	1	100	100	1	100				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
[Enter room type here]			0			0			0	0	0	0	0	0	0				
Total Building Net Floor Area (NFA)			0			0			79,090			79,090			20,511			58,579	Total Building Net Floor Area (NFA)
Proposed Student Capacity / Enrollment																# of Grades	5	590	Total Enrollment (Enter Design Enrollment)
																K	0	0	Kindergarten Enrollment
																Grade 1	1	236	Lower Elementary School Enrollment (Grades 1-2)
																Grade 2	1	354	Upper Elementary School Enrollment (Grades 3-6)
																Grade 3	1		
																Grade 4	1		
																Grade 5	1		
																Grade 6	0		
NON-PROGRAMMED SPACES					% of GFA	0		% of GFA	39,910		% of GFA	39,910							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
[Enter room type here]				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied MEP / FP Spaces				-	#DIV/0!		-	0.0%		-	0.0%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Toilet Rooms				-	#DIV/0!		-	0.0%		-	0.0%	0							
Circulation (corridors, stairs, ramps and elevators)				-	#DIV/0!		-	0.0%		-	0.0%	0							
Remaining[3]				-	#DIV/0!	0	-	33.5%	39,910	-	33.5%	39,910							
[7]																			
Total Building Gross Floor Area (GFA)[2]			0			0			119,000			119,000			32,762			86,238	Total Building Gross Floor Area (GFA)[2]
Grossing Factor (GFA / NFA)			#DIV/0!			#DIV/0!			1.50			1.50			0.03			1.47	Grossing Factor (GFA / NFA)

There are unit ventilators under each window unit location and in close proximity to the ground thereby open to pollutants and moisture exposure. The caulking around the unit ventilators is deteriorating and creating gaps allowing weather infiltration to the inside.



Typical Unit Ventilator



Missing Caulk

The painted metal exterior doors are in rough condition and showing signs of deterioration along the bottom in several locations. Most door locations are flush to grade to meet accessibility requirements. The glazing in the doors does not appear to have any insulative value for energy efficiency, nor do they appear to offer extensive security protection similar to that of security glazing. Not all of the exterior doors have the appropriate hardware to meet the accessibility code requirements.



Typical Door Deterioration



Glazed Exterior Door

The egress fiberglass doors at the gym which lead to the play area(s) do not have exterior hardware, likely for security purposes. However, this would be a good location for some type of access control system for ease of getting back into the building from recess. The only



Picture 7: Classroom Unit Ventilator Serving Cafetorium

Gymnasium: The gymnasium is served by two heating and ventilating units mounted high on either side of the gymnasium with hot water heating coils and ductwork routed over to louvers located on the exterior of the building. It appears that these units are in fair condition and provide ventilation air and provide heating to the gymnasium. Return ductwork is routed down to the floor level with return air registers. It appears that these are controlled by the automatic building temperature control system with wall mounted sensors.

Based on existing drawings, it appears that these were replaced back in 2002 as part of the renovation project.



Picture 8: Typical Hot Water Air Handling Unit serving Gymnasium with Floor Mounted Return Register

Classrooms: Each classroom is typically provided with wall mounted vertical discharge classroom unit ventilators located along the exterior wall. Each unit ventilator is provided with the intake louver for fresh

LEED v4 for BD+C: Schools
Project Checklist

Project Name: **MOSIER ELEMENTARY SCHOOL**
Date: September 12, 2025
Project Team:

D: Design / **C**: Construction / **N**: Not Pursued

D	C	N			
		N	Credit	Integrative Process	1
4	**0**			**Location and Transportation**	**30**
		N		LTc1 - LEED for Neighborhood Development Location	15
1				LTc2 - Sensitive Land Protection	1
		N		LTc3 - High Priority Site	2
1				LTc4 - Surrounding Density and Diverse Uses	5
		N		LTc5 - Access to Quality Transit	4
		N		LTc6 - Bicycle Facilities	1
1				LTc7 - Reduced Parking Footprint	1
1				LTc8 - Green Vehicles	1
10	**0**			**Sustainable Sites**	**12**
	Y			SSp1 - Construction Activity Pollution Prevention	Required
Y				SSp2 - Environmental Site Assessment	Required
1				SSc1 - Site Assessment	1
2				SSc2 - Site Development, Protect or Restore Habitat	2
1				SSc3 - Open Space	1
2				SSc4 - Rainwater Management, Option 1, 95th Percentile	3
2				SSc5 - Heat Island Reduction	2
1				SSc6 - Light Pollution Reduction	1
		N		SSc7 - Site Master Plan	1
1				SSc8 - Joint Use of Facilities	1
6	**0**			**Water Efficiency**	**12**
Y				WEp1 - Outdoor Water Use Reduction	Required
Y				WEp2 - Indoor Water Use Reduction	Required
Y				WEp3 - Building-Level Water Metering	Required
2				WEc1 - Outdoor Water Use Reduction	2
3				WEc2 - Indoor Water Use Reduction, 35%	7
		N		WEc3 - Cooling Tower Water Use	2
1				WEc4 - Water Metering	1
16	**6**			**Energy and Atmosphere**	**31**
	Y			EAp1 - Fundamental Commissioning and Verification	Required
Y				EAp2 - Minimum Energy Performance	Required
Y				EAp3 - Building-Level Energy Metering	Required
Y				EAp4 - Fundamental Refrigerant Management	Required
	6			EAc1 - Enhanced Commissioning	6
14				EAc2 - Optimize Energy Performance	16
		N		EAc3 - Advanced Energy Metering	1
		N		EAc4 - Demand Response	2
1				EAc5 - Renewable Energy Production	3
1				EAc6 - Enhanced Refrigerant Management	1
		N		EAc7 - Green Power and Carbon Offsets	2
0	**7**			**Materials and Resources**	**13**
Y				MRp1 - Storage and Collection of Recyclables	Required
	Y			MRp2 - Construction and Demolition Waste Management Planning	Required
		N		MRc1 - Building Life-Cycle Impact Reduction	5
	2			MRc2 - Environmental Product Declarations	2
	1			MRc3 - Sourcing of Raw Materials	2
	2			MRc4 - Material Ingredients	2
	2			MRc5 - Construction and Demolition Waste Management	2
5	**5**			**Indoor Environmental Quality**	**16**
Y				EQp1 - Minimum Indoor Air Quality Performance	Required
Y				EQp2 - Environmental Tobacco Smoke Control	Required
Y				EQp3 - Minimum Acoustic Performance	Required
2				EQc1 - Enhanced Indoor Air Quality Strategies	2
	2			EQc2 - Low-Emitting Materials	3
	1			EQc3 - Construction Indoor Air Quality Management Plan	1
	2			EQc4 - Indoor Air Quality Assessment	2
1				EQc5 - Thermal Comfort	1
1				EQc6 - Interior Lighting	2
		N		EQc7 - Daylight	3
1				EQc8 - Quality Views	1
		N		EQc9 - Acoustic Performance	1
2	**1**			**Innovation**	**6**
1				INc1.1 - Green Building Education	1
1				INc1.2 - Community Outreach and Involvement	1
				INc1.3 -	1
				INc1.4 -	1
				INc1.5 -	1
	1			INc2 - LEED Accredited Professional	1
1	**0**			**Regional Priority**	**4**
1				RPc1 Optimize Energy Performance	1
				RPc2	1
				RPc3	1
				RPc4	1

44	**19**	Certified: 40 to 49 points, **Silver: 50 to 59 points**, Gold: 60 to 79 points, Platinum: 80 to 110
63		**TOTALS** Possible Points: **125**

South Hadley Public Schools
Leader in Academic Excellence

PDP Submission Items – cont'd

- Preliminary Design Alternatives
  1. Code Upgrades and Repairs
  2. Addition/Renovation on Existing Site (Gr. 2 thru 4 – 360 students)
  3. Addition/ Renovation on Existing Site (Gr. 1 thru 5 – 590 students)
  4. New Construction on Existing Site (Gr. 2 thru 4 – 360 students)
  5. New Construction on Existing Site (Gr. 1 thru 5 – 590 students)
  6. New Construction on Middle School Site (Gr. 2 thru 4 - 360 students)
  7. New Construction on Middle School Site (Gr. 1 thru 5 - 590 students)

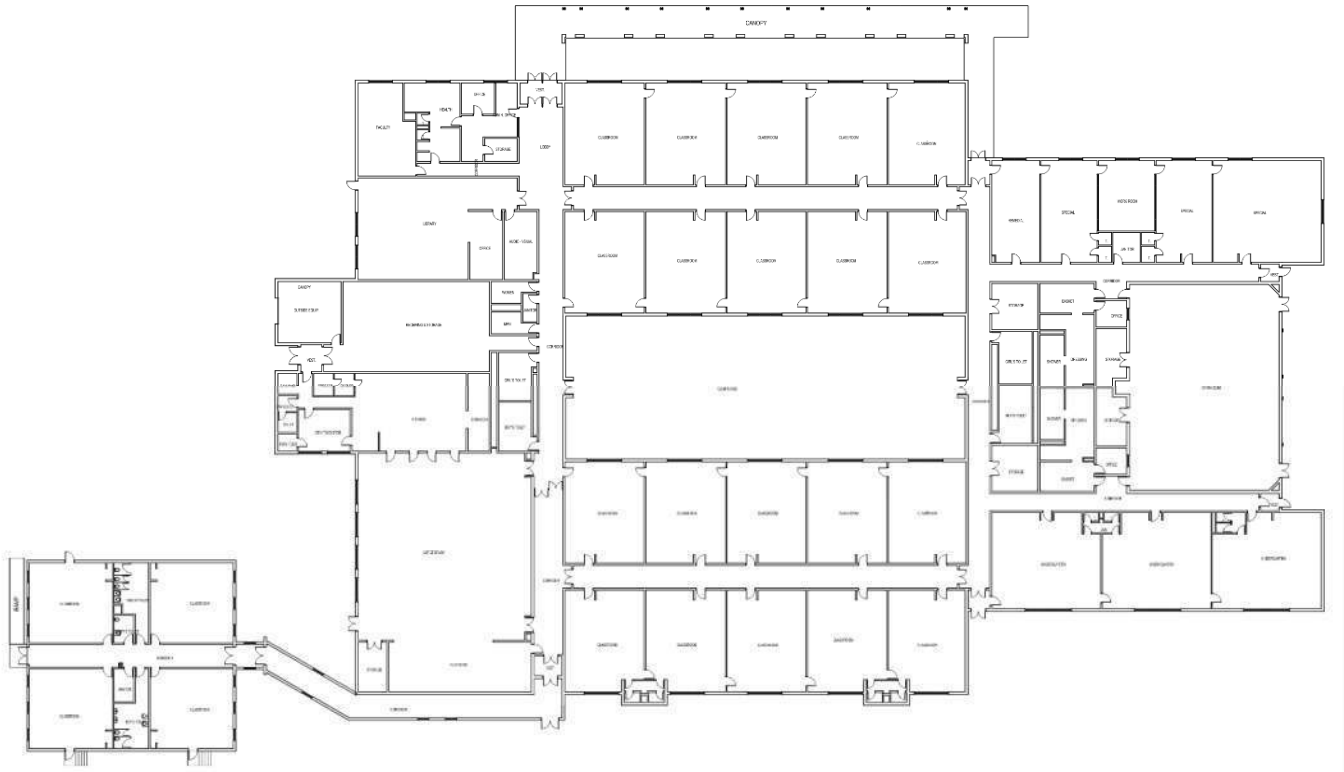


- Existing Mosier Elementary School Site
  - Does Not Address Parking & Pedestrian Access
  - Does Not Address Site Circulation
  - Continued Site Maintenance

SITE PLAN: ALT-1 101 Mosier St, South Hadley MA

Alternative 1 – Code Upgrades / Repairs

- Existing Mosier Elementary School
  - Does Not Address Overcrowding
  - Does Not Address Education Plan Requirements
  - Inadequate Support Spaces / Adjacencies
  - Inadequate Interior Environment
  - Continued Maintenance Required





- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Provides Secure Play Areas
  - Reduction in Play Areas

SITE PLAN: ALT-2 101 Mosier St, South Hadley MA

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

Alternative 2 – Addition / Renovation

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Most of the Education Plan Req'ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Interruption of Education Delivery
  - Phasing / Swing Space May be Required

ALTERNATIVE #2 - 1ST FLOOR

Grade Configuration - 2,3,4

Addition / Rennovation

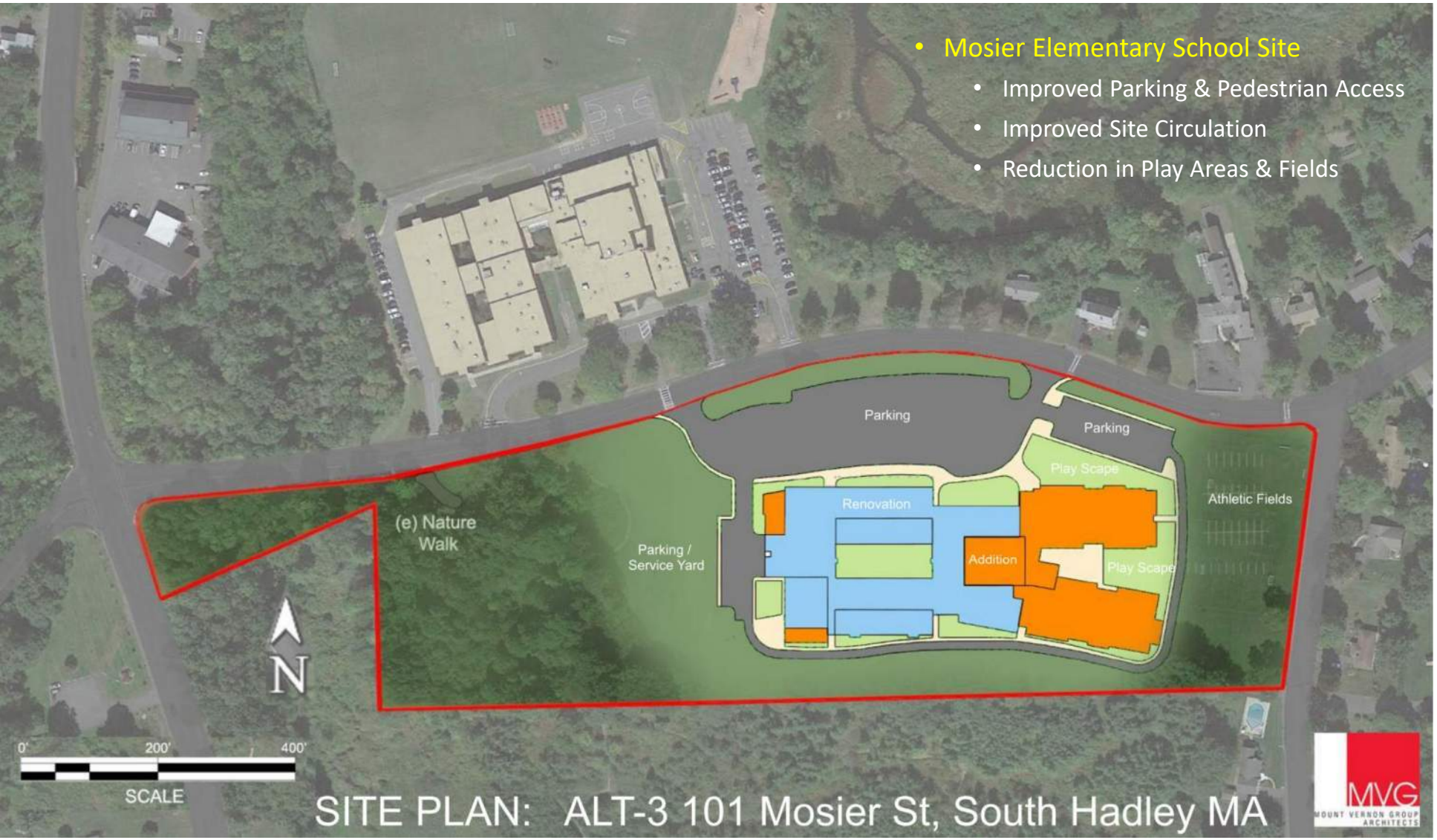
Building Total GSF - 76,025 sf



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

MVG



- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Reduction in Play Areas & Fields

SITE PLAN: ALT-3 101 Mosier St, South Hadley MA

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SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

Alternative 3 – Addition / Renovation

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Most of the Education Plan Req’ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Interruption of Education Delivery
  - Some Phasing Required

ALTERNATIVE 3 - 1ST FLOOR

Grade Configuration - 1,2,3,4,5

Addition / Renovation

Building Total GSF - 117,625 SF



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

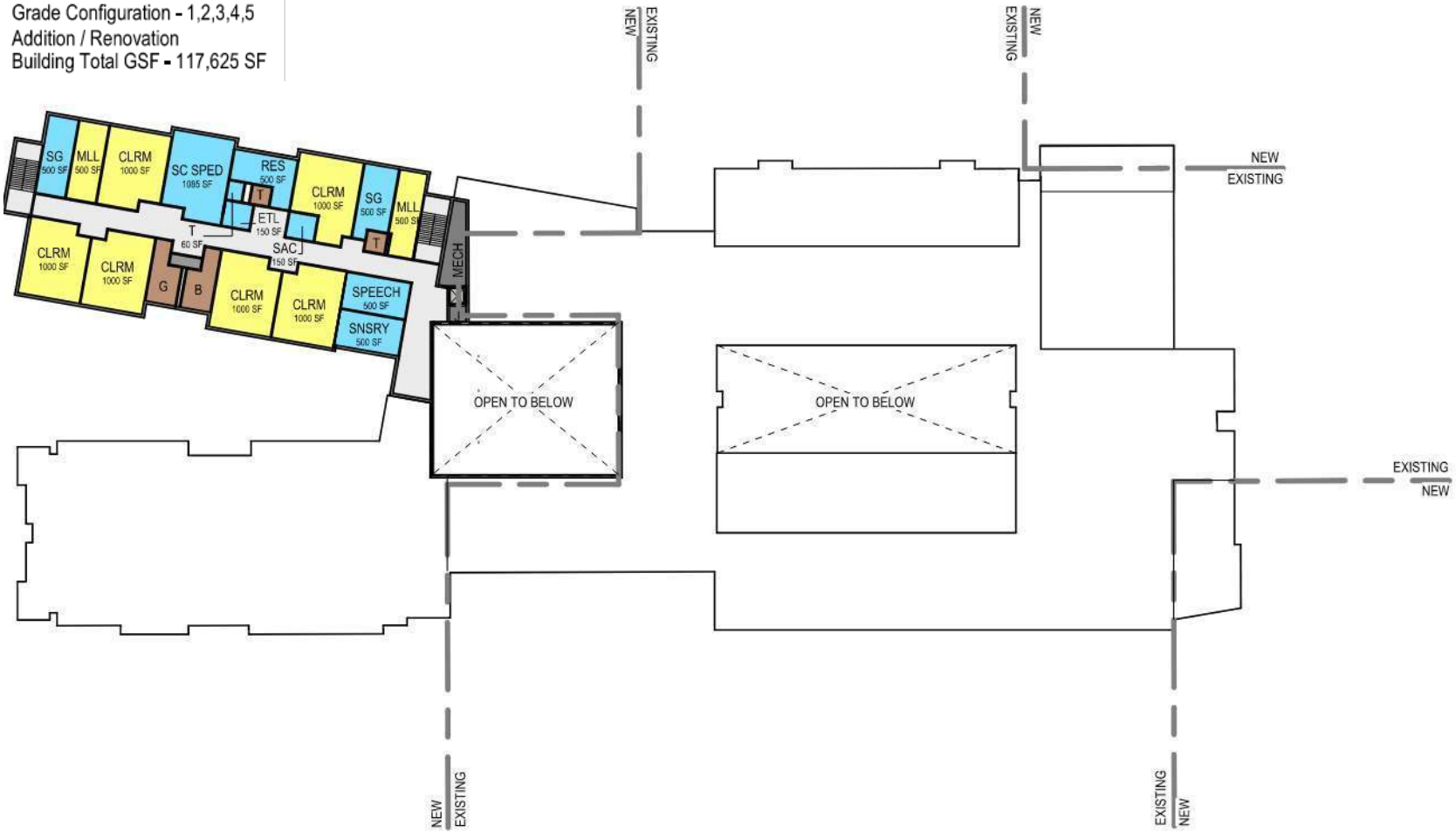
SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE 3 - 1ST FLOOR

Grade Configuration - 1,2,3,4,5
Addition / Renovation
Building Total GSF - 117,625 SF



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
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- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

MVG



- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Separate Parent Drop-off
  - Central parking for Play Fields

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 79,100



Alternative 4 – New Construction

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Reduces Maintenance Required
  - No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4
New Construction
Building Total GSF - 79,100



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

MVG



- Mosier Elementary School Site
  - Improved Parking & Pedestrian Access
  - Improved Site Circulation
  - Central parking for Play Fields

SITE PLAN: ALT-5 101 Mosier St, South Hadley MA

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SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #5 -1ST FLOOR

Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000



Alternative 5 – New Construction

- Mosier Elementary School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #5 -2ND FLOOR

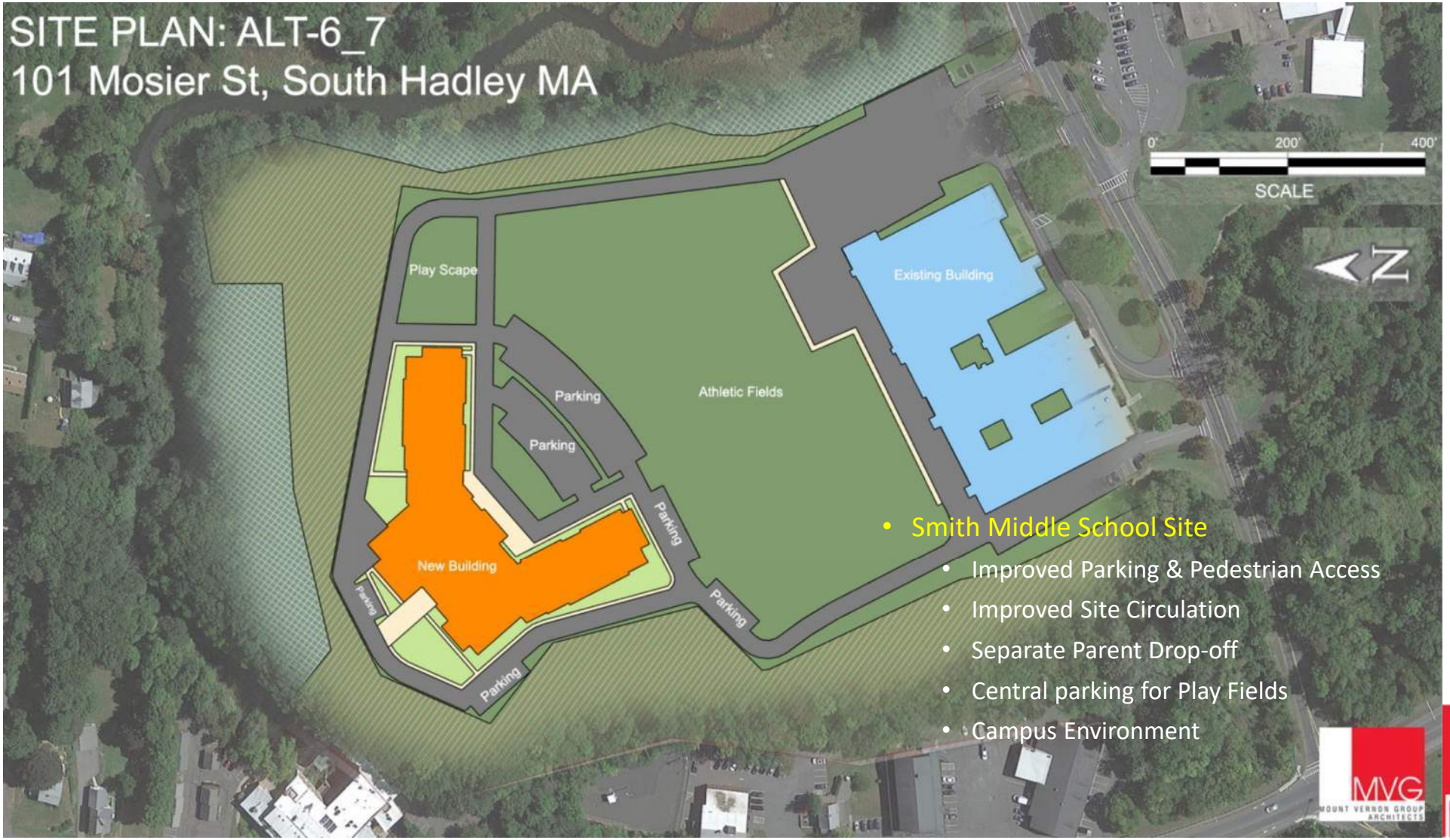
Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

MVG


SITE PLAN: ALT-6_7
101 Mosier St, South Hadley MA
0'
200'
400'
SCALE
Play Scape
Existing Building
Parking
Athletic Fields
Parking
Parking
New Building
Parking
Parking
Parking
• Smith Middle School Site
• Improved Parking & Pedestrian Access
• Improved Site Circulation
• Separate Parent Drop-off
• Central parking for Play Fields
• Campus Environment
MVG
MOUNT VERNON GROUP ARCHITECTS

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

Alternative 6 – New Construction

- Smith Middle School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Creates Campus Environment
  - No Interruption of Education Delivery

ALTERNATIVE #6 -1ST FLOOR

Grade Configuration - 2,3,4

New Construction

Building Total GSF - 81,431



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

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SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #6 -2nd FLOOR

Grade Configuration - 2,3,4

New Construction

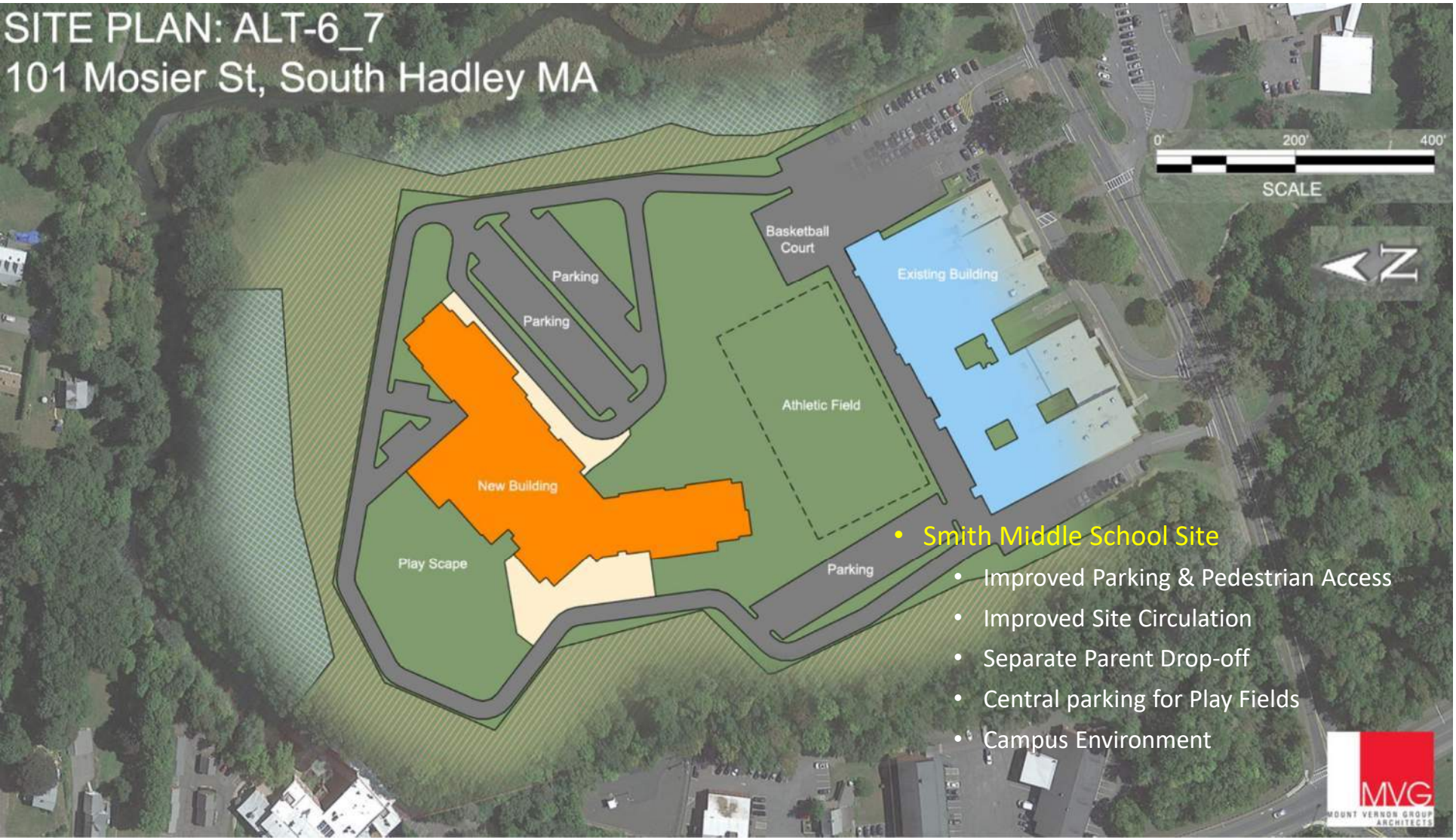
Building Total GSF - 81,431



MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

MVG


SITE PLAN: ALT-6_7
101 Mosier St, South Hadley MA
0'
200'
400'
SCALE
Basketball Court
Existing Building
Parking
Parking
Athletic Field
New Building
Play Scape
Parking
• Smith Middle School Site
• Improved Parking & Pedestrian Access
• Improved Site Circulation
• Separate Parent Drop-off
• Central parking for Play Fields
• Campus Environment

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #7 - 1ST LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 119,000



Alternative 7 – New Construction

- Smith Middle School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Creates Campus Environment
  - No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #7 - 2ND LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 119,000



Alternative 7 – New Construction

- Smith Middle School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req’ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Creates Campus Environment
  - No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

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SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #7 - LOWER LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF · 119,000



Alternative 7 – New Construction

- Smith Middle School Site
  - Addresses Overcrowding
  - Addresses Education Plan Req'ts
  - Provides Support Spaces / Adjacencies
  - Improves Interior Environment
  - Creates Campus Environment
  - No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
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- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

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Mosier ES Project - Preliminary Design Pricing Table

= Formula do not edit

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat Etc. ($*)	Estimated Total Construction** ($*)	Estimated Total Project Costs ($)
Option #1	62,237 sf	62,237 sf	- sf	$ 19,291,925	$ 42,172,736	$ 50,607,283
Code Upgrades & Basic Repairs		$ 367.64 $/sf	$ - $/sf		$ 677.62 $/sf	
Option #2	76,025 sf	50,025 sf	26,000 sf	$ 32,188,551	$ 66,860,780	$ 80,232,936
Add/Reno - Gr. 2-4 (360 Students)		$ 433.15 $/sf	$ 500.15 $/sf		$ 879.46 $/sf	
Option #3	117,625 sf	51,620 sf	66,005 sf	$ 40,548,136	$ 95,290,954	$ 114,349,145
Add/Reno - Gr. 1-5 (590 Students)		$ 428.04 $/sf	$ 494.62 $/sf		$ 810.13 $/sf	
Option #4	73,494 sf	- sf	73,494 sf	$ 35,742,560	$ 75,388,898	$ 90,466,678
New Const - Gr. 2-4 (360 Students)		$ - $/sf	$ 539.45 $/sf		$ 1,025.78 $/sf	
Option #5	119,000 sf	- sf	119,000 sf	$ 42,782,898	$ 103,729,938	$ 124,475,926
New Const - Gr. 1-5 (590 Students)		$ - $/sf	$ 512.16 $/sf		$ 871.68 $/sf	
Option #6	81,431 sf	- sf	81,431 sf	$ 33,646,339	$ 77,410,616	$ 92,892,739
New Const - Gr. 2-4 (360 Students)		$ - $/sf	$ 537.44 $/sf		$ 950.63 $/sf	
Option #7	119,000 sf	- sf	119,000 sf	$ 39,819,768	$ 98,421,318	$ 118,105,582
New Const - Gr. 1-5 (590 Students)		$ - $/sf	$ 492.45 $/sf		$ 827.07 $/sf	

* Marked Up Construction Costs

** Does not include Construction Contingency

*** **District's Preferred Schematic**

MVG

Alternatives Review Criteria (Revised)

Mosier Elementary School
Southyb Hadley, MA
Project - 02025.23

	Alt #1	Alt #2	Alt #3	Alt #4	Alt #5	Alt #6	Alt #7	Comments
	Code Upgrade & Repairs	Add/Reno	Add/Reno	New Construction	New Construction	New Construction	New Construction	
MSBA Statement of Interest Priorities								
Eliminates severe overcrowding								
Long term solution to District needs								
Space for additional student enrollment								
Floor Plan Layout								
Efficient layout / Easy Wayfinding								
Classroom neighborhoods								
Community use spaces								
Spaces for teacher collaboration								
Site Layout								
Sensible site circulation								
Separate bus / parent drop-off areas								
Adequate parking for staff, visitors and community events								
Approriate play areas and play fields								
Crowe Park integration								
Construction Impact								
Eliminates need for multiple phased construction options								
Reduces impact on education disruption during construction								
Eliminates need for swing space								

Alternatives Review Criteria (Summary)

Mosier Elementary School South Hadley, MA Project - 02025.23	Alt #1 Code Upgrade & Repairs	Alt #2 Add/Reno	Alt #3 Add/Reno	Alt #4 New Construction	Alt #5 New Construction	Alt #6 New Construction	Alt #7 New Construction
Category							
SOI Requirements							
Floor Plan Layout							
Site Plan Layout							
Construction Impact							
Overall Average Score							

Thank You



MOUNT VERNON GROUP
ARCHITECTS

Mosier Elementary School

South Hadley, MA

Community Meeting & Mosier Tour

December 11, 2025

MOUNT VERNON GROUP ARCHITECTS

SKANSKA



Introductions

South Hadley Elementary School Building Committee

Brook Beaulieu, South Hadley Public Schools
Jeff Cyr, Vice Chair
Elizabeth Cooke, South Hadley Public Schools
Cynthia Flynn, Mosier Principal
Leonard Finkowski, Community Member
Eric Friesner, School Committee Chair
Rudi Hall, Community Member
Lyn Jacques, Assistant Superintendent
Brian Kennedy, South Hadley Facilities
Tracie Kennedy, School Committee Member
Kevin McAllister, Community Member
Ryan Moore, Fire Chief
Scott Moore, Director of Building Operations, Town of South Hadley Facilities
Diane Mulvaney, Chair
Chuck Romboletti, Assistant Town Administrator/HR Director
Jennifer Voyik, Superintendent, South Hadley Public Schools
Teresa Winters-Tobin, Community Member
Lisa Wong, Town Administrator
Elizabeth Wood, High School Principal

Architect – Mount Vernon Group

Owner's Project Manager – Skanska

Working with the MSBA



MSBA
Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- The Massachusetts School Building Authority (MSBA) is the state agency that helps cities and towns design and build modern, cost-effective, and energy-efficient public schools. The MSBA funds a significant portion of school construction through the state sales tax.

- In 2023, Mosier Elementary School was **one of only 19 schools statewide** invited into the MSBA program, recognizing its urgent building needs.

- Partnering with the MSBA provides South Hadley access to **substantial state reimbursement** and a proven, collaborative design process.

SKANSKA

MVG

Schedule Overview



Current project timeline is subject to change

SKANSKA

MVG

Project Goals | What is important to us?



SKANSKA

MVG

Educational Program

Who We Serve & What We Offer

Mosier Elementary School
Leader in Academic Excellence

- Serving grades 1–4 (or 1–5 if studying reconfiguration), with diverse and growing student needs
- Strong foundation in literacy, math, science, and integrated arts
- Emphasis on social-emotional learning and whole child supports
- Programming includes special education services, counseling, OT/PT, ELL, and intervention supports
- Need for spaces that match program delivery: small-group rooms, specialized spaces, sensory supports
- Increased demand for STEM/STEAM, maker experiences, and hands-on learning

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Educational Visioning

What Our Community Envisions for the Future

- Vision built from faculty, family, student, and community workshops (Sept–Nov 2025)
- Priorities include student-centered learning, flexibility, creativity, and hands-on exploration
- Strong themes: inclusion, accessibility, sensory-friendly design, and whole child wellness
- Desire for flexible classrooms, breakout spaces, and outdoor learning environments
- Need for future-ready spaces supporting
- STEM/STEAM, arts, and interdisciplinary learning
- **Guiding Principles: safe, inclusive, flexible, connected to nature, community hub, sustainable**





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Existing Conditions

- Existing Building and Systems Review
- Hazardous Materials Survey Update / Testing
- Geotech Explorations
- Phase I Environmental Site Assessment
- Hydrant Flow Test





Preliminary Design Alternatives

1. Code Upgrades and Repairs
2. Addition/Renovation on Existing Site (Gr. 2 thru 4 – 360 students)
3. Addition/ Renovation on Existing Site (Gr. 1 thru 5 – 590 students)
4. New Construction on Existing Site (Gr. 2 thru 4 – 360 students)
5. New Construction on Existing Site (Gr. 1 thru 5 – 590 students)
6. New Construction on Middle School Site (Gr. 2 thru 4 – 360 students)
7. New Construction on Middle School Site (Gr. 1 thru 5 – 590 students)

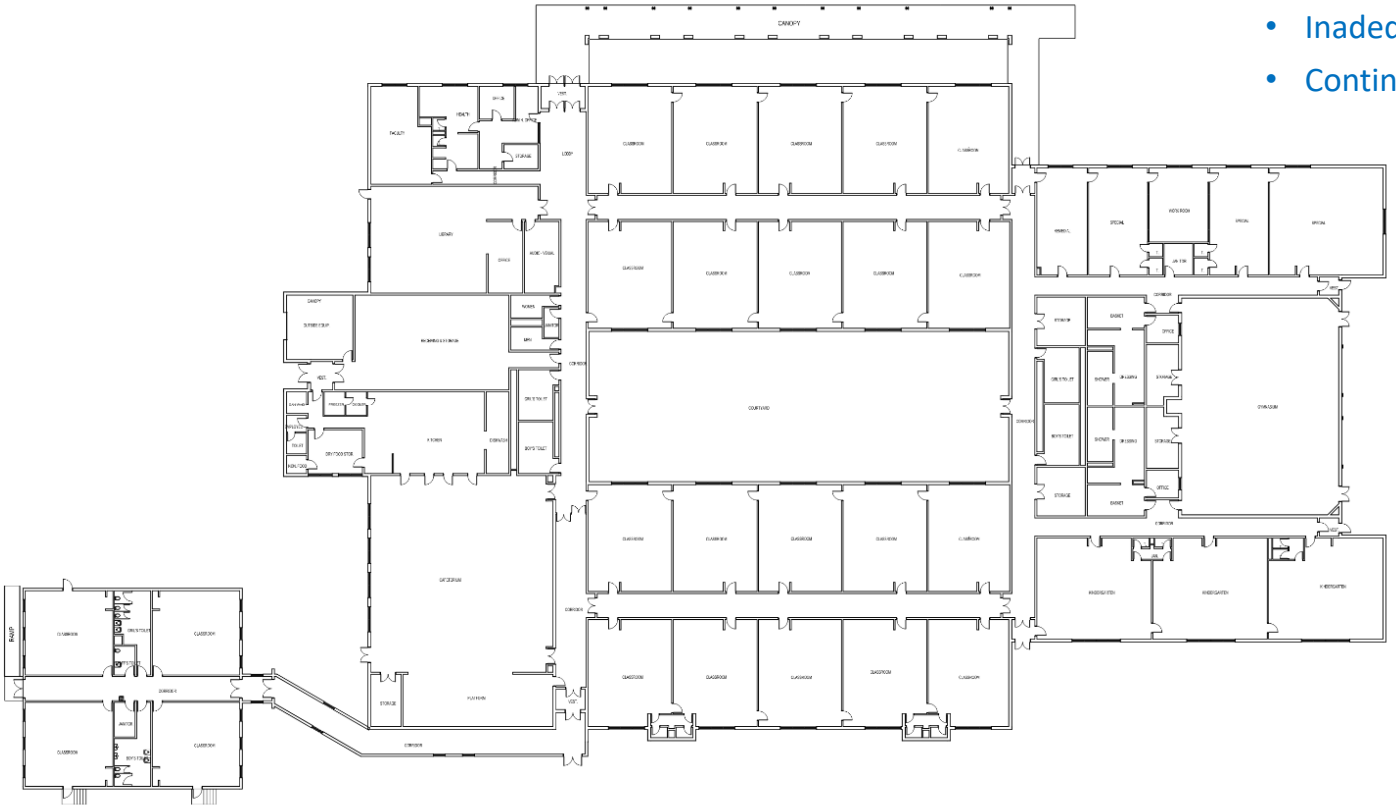
Alt #1: Code Upgrades and Repairs Existing Mosier Site

- Does Not Address Parking & Pedestrian Access
- Does Not Address Site Circulation
- Continued Site Maintenance



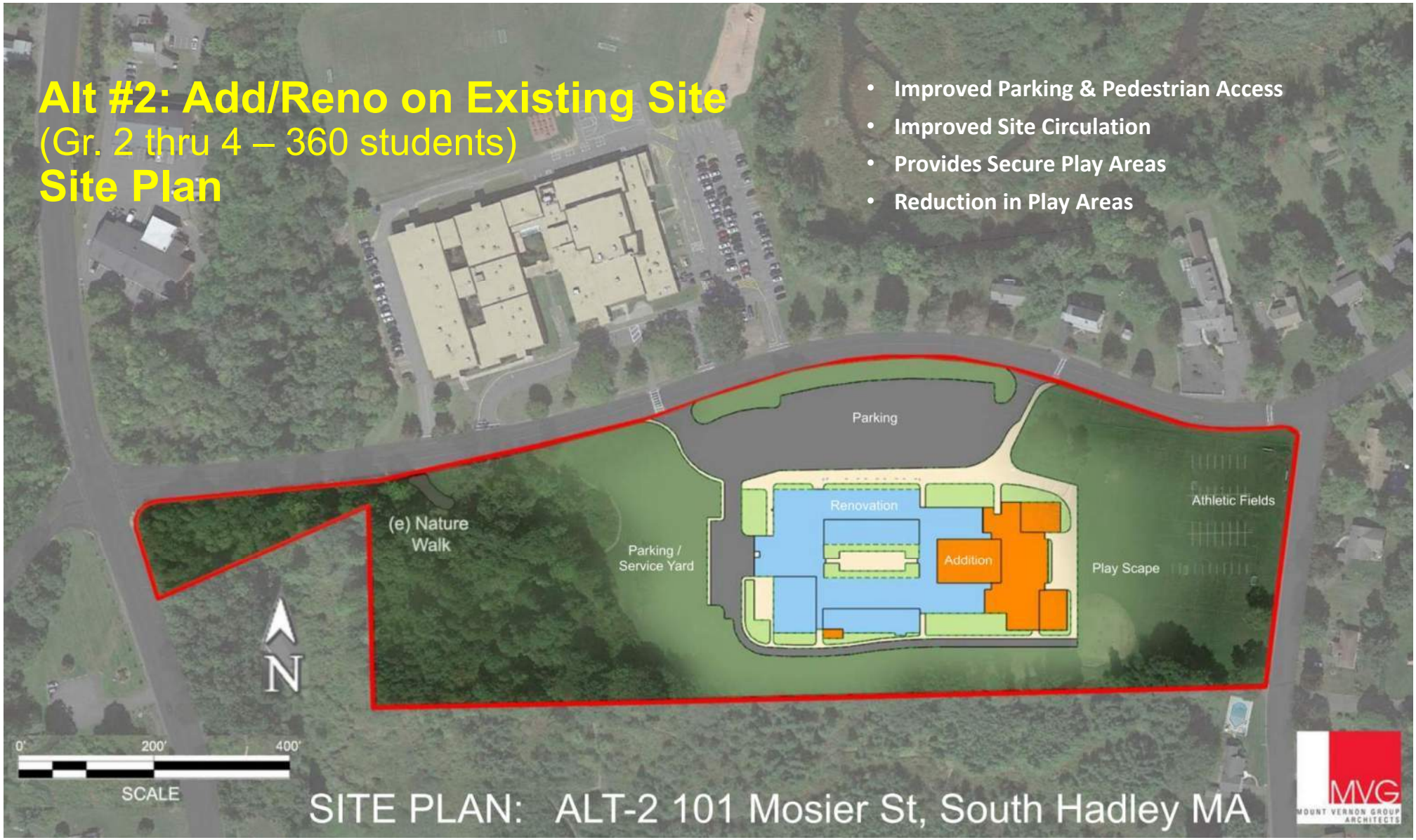
Alt #1: Code Upgrades and Repairs Floor Plans

- Does Not Address Overcrowding
- Does Not Address Education Plan Requirements
- Inadequate Support Spaces / Adjacencies
- Inadequate Interior Environment
- Continued Maintenance Required



Alt #2: Add/Reno on Existing Site
(Gr. 2 thru 4 – 360 students)
Site Plan

- Improved Parking & Pedestrian Access
- Improved Site Circulation
- Provides Secure Play Areas
- Reduction in Play Areas



Alt #2: Add/Reno on Existing Site
(Gr. 2 thru 4 – 360 students)
Floor Plans

- Addresses Overcrowding
- Addresses Most of the Education Plan Req'ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Interruption of Education Delivery
- Phasing / Swing Space Maybe Required



SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #2 - 1ST FLOOR
Grade Configuration - 2,3,4
Addition / Rennovation
Building Total GSF - 76,025 sf

MSBA CATEGORIES
- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

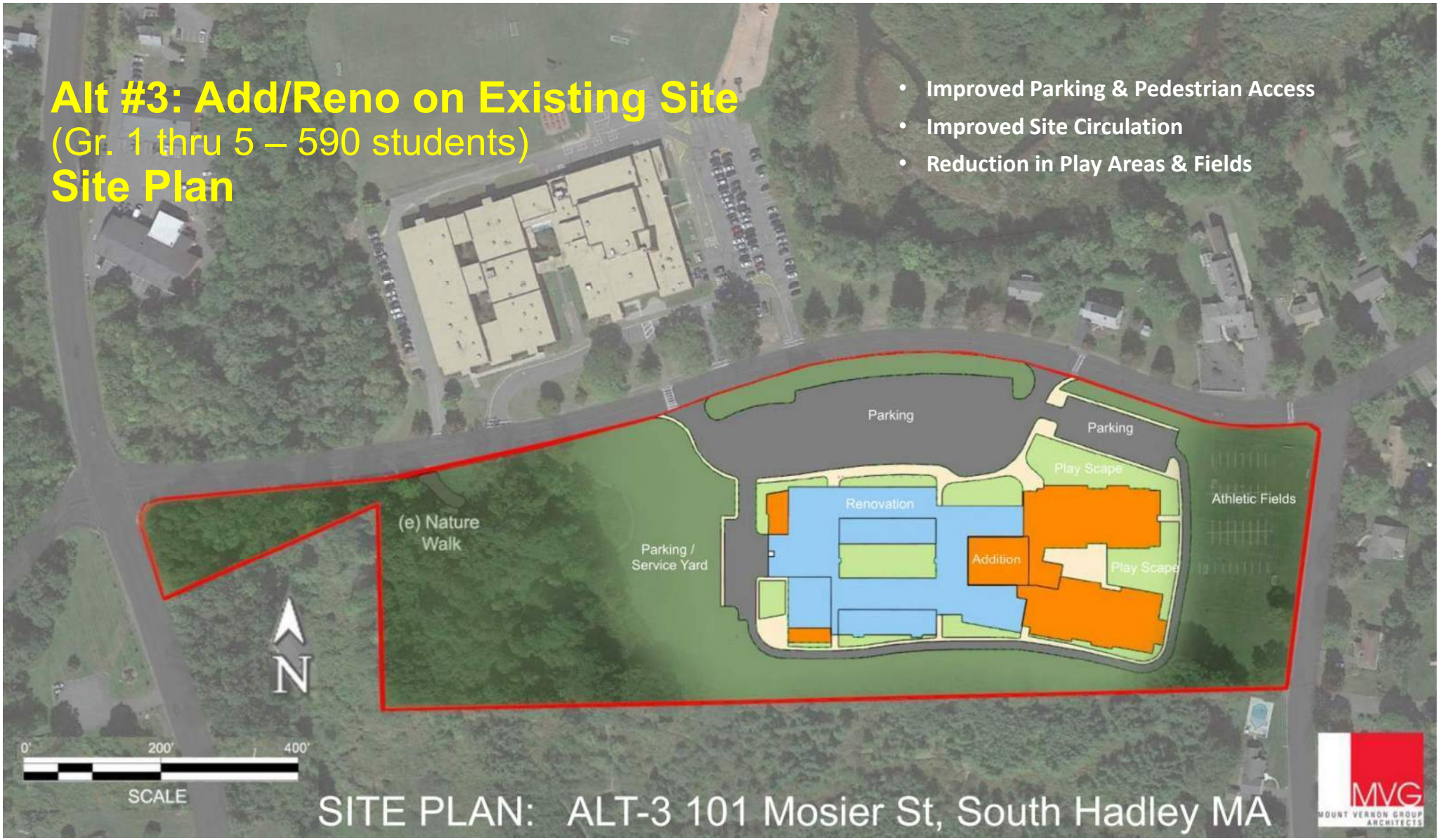
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Alt #3: Add/Reno on Existing Site

(Gr. 1 thru 5 – 590 students)

Site Plan

- Improved Parking & Pedestrian Access
- Improved Site Circulation
- Reduction in Play Areas & Fields



Alt #3: Add/Reno on Existing Site
(Gr. 1 thru 5 – 590 students)
Floor Plans

- Addresses Overcrowding
- Addresses Most of the Education Plan Req'ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Interruption of Education Delivery
- Some Phasing Required



SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

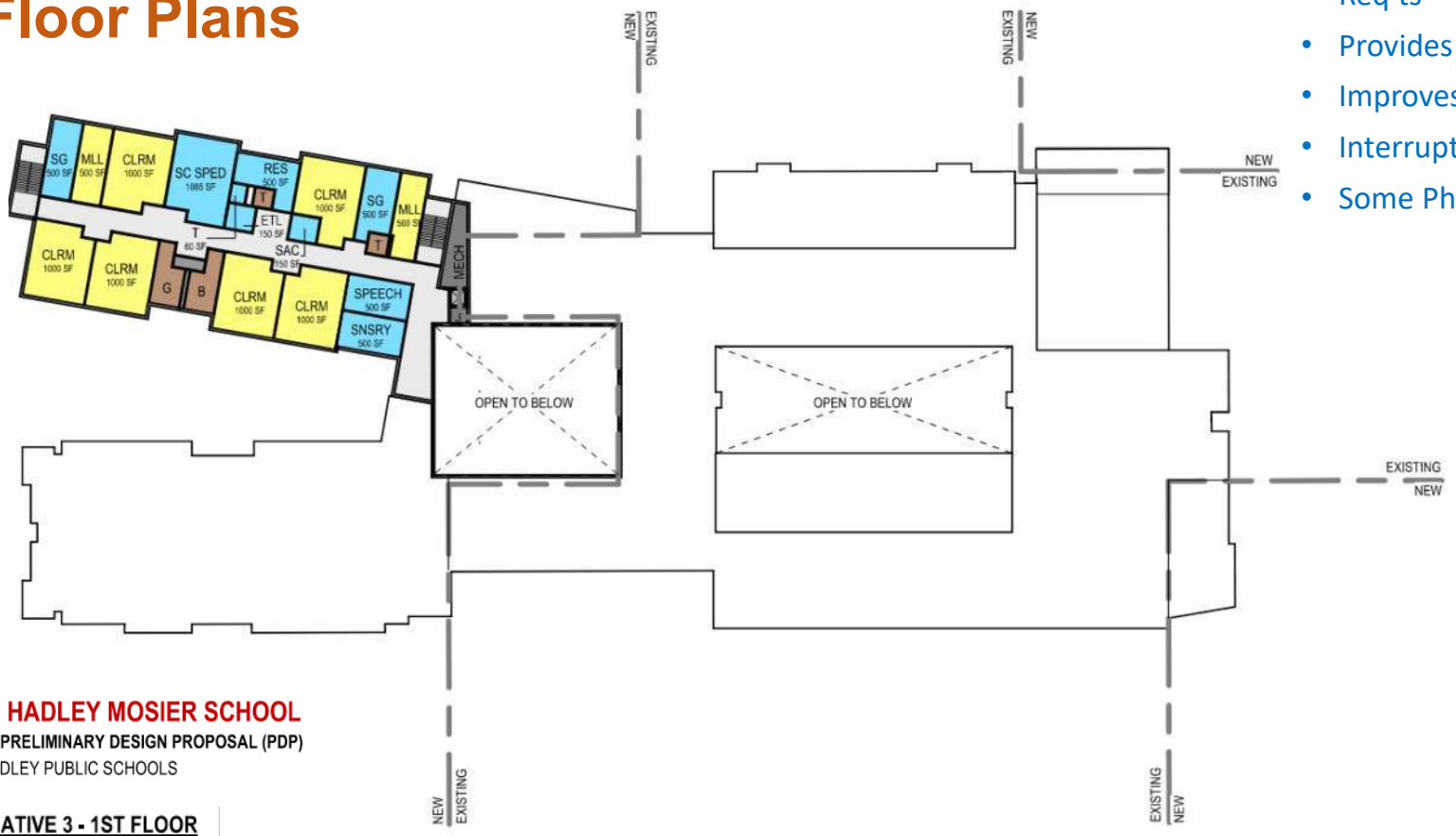
ALTERNATIVE 3 - 1ST FLOOR
Grade Configuration - 1,2,3,4,5
Addition / Renovation
Building Total GSF - 117,625 SF

MSBA CATEGORIES
- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

MVG

Alt #3: Add/Reno on Existing Site
(Gr. 1 thru 5 – 590 students)
Floor Plans

- Addresses Overcrowding
- Addresses Most of the Education Plan Req'ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Interruption of Education Delivery
- Some Phasing Required



SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE 3 - 1ST FLOOR
Grade Configuration - 1,2,3,4,5
Addition / Renovation
Building Total GSF - 117,625 SF

MSBA CATEGORIES
- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
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- UNOCCUPIED STORAGE
- CIRCULATION

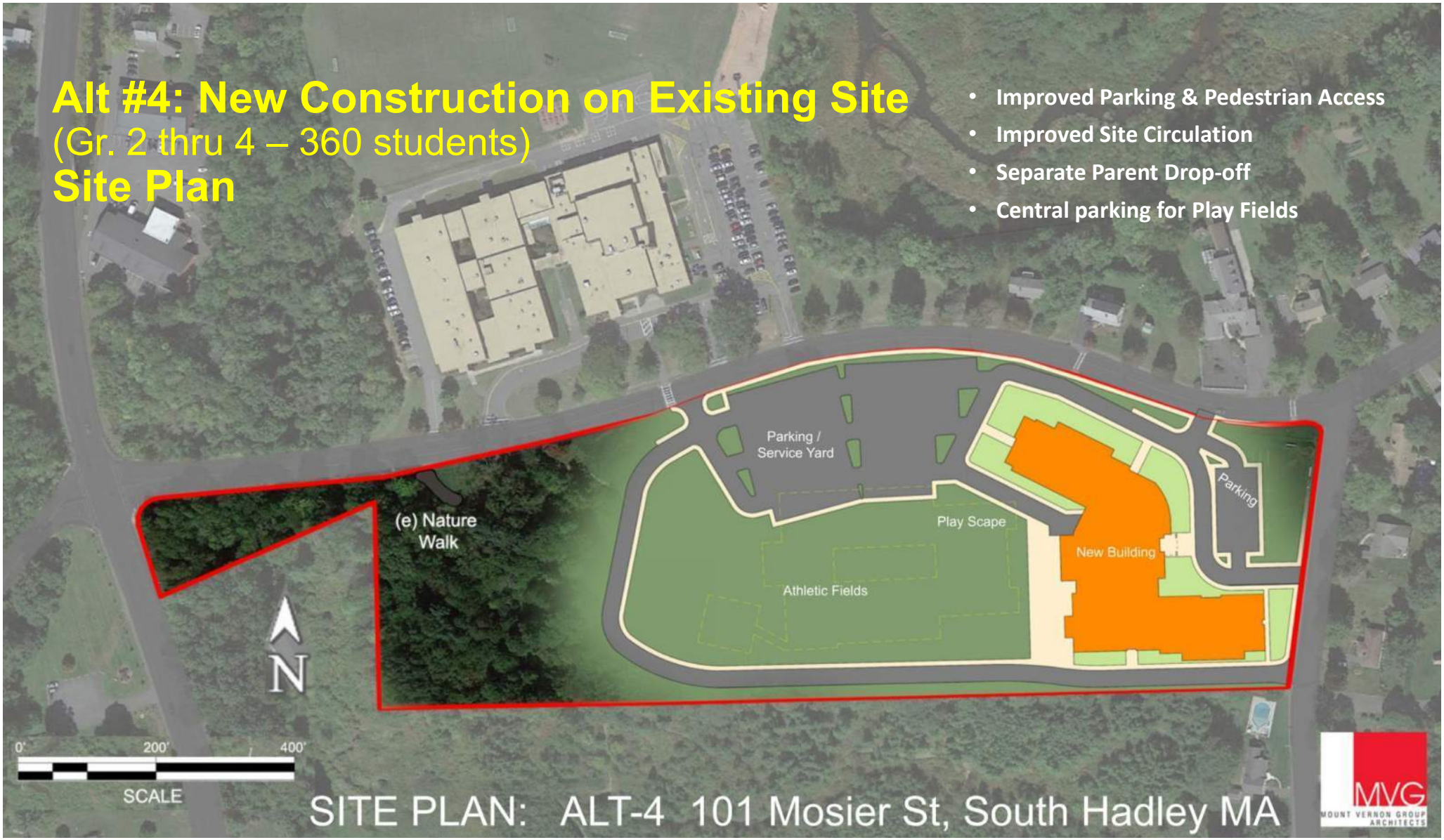
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Alt #4: New Construction on Existing Site

(Gr. 2 thru 4 – 360 students)

Site Plan

- Improved Parking & Pedestrian Access
- Improved Site Circulation
- Separate Parent Drop-off
- Central parking for Play Fields



Alt #4: New Construction on Existing Site

(Gr. 2 thru 4 – 360 students)

Floor Plans



SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4

New Construction

Building Total GSF - 79,100

- Addresses Overcrowding
- Addresses Education Plan Req'ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Reduces Maintenance Required
- No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

Alt #4: New Construction on Existing Site

(Gr. 2 thru 4 – 360 students)

Floor Plans



- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Reduces Maintenance Required
- No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

SOUTH HADLEY MOSIER SCHOC

Module 3 : PRELIMINARY DESIGN PROPOSAL (PI

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #4 -1ST FLOOR

Grade Configuration - 2,3,4

New Construction

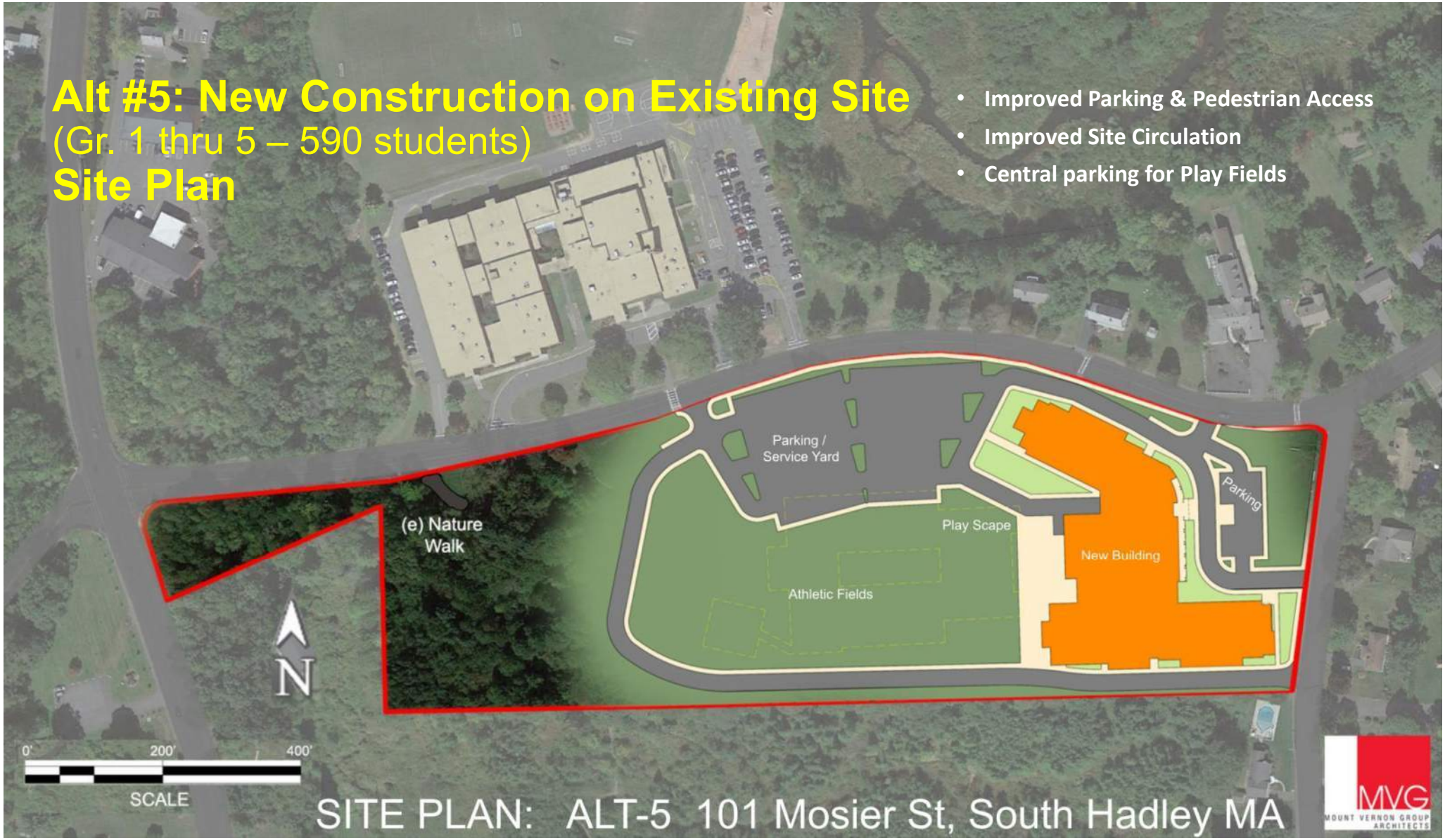
Building Total GSF - 79,100

Alt #5: New Construction on Existing Site

(Gr. 1 thru 5 – 590 students)

Site Plan

- Improved Parking & Pedestrian Access
- Improved Site Circulation
- Central parking for Play Fields



Alt #5: New Construction on Existing Site
(Gr. 1 thru 5 – 590 students)
Floor Plans



- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
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- MEDIA CENTER
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- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #5 -1ST FLOOR
Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000

Alt #5: New Construction on Existing Site
(Gr. 1 thru 5 – 590 students)
Floor Plans

- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- No Interruption of Education Delivery



SOUTH HADLEY MOSIER SCHOOL
Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)
SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #5 -2ND FLOOR
Grade Configuration - 1,2,3,4,5
New Construction
Building Total GSF - 119,000

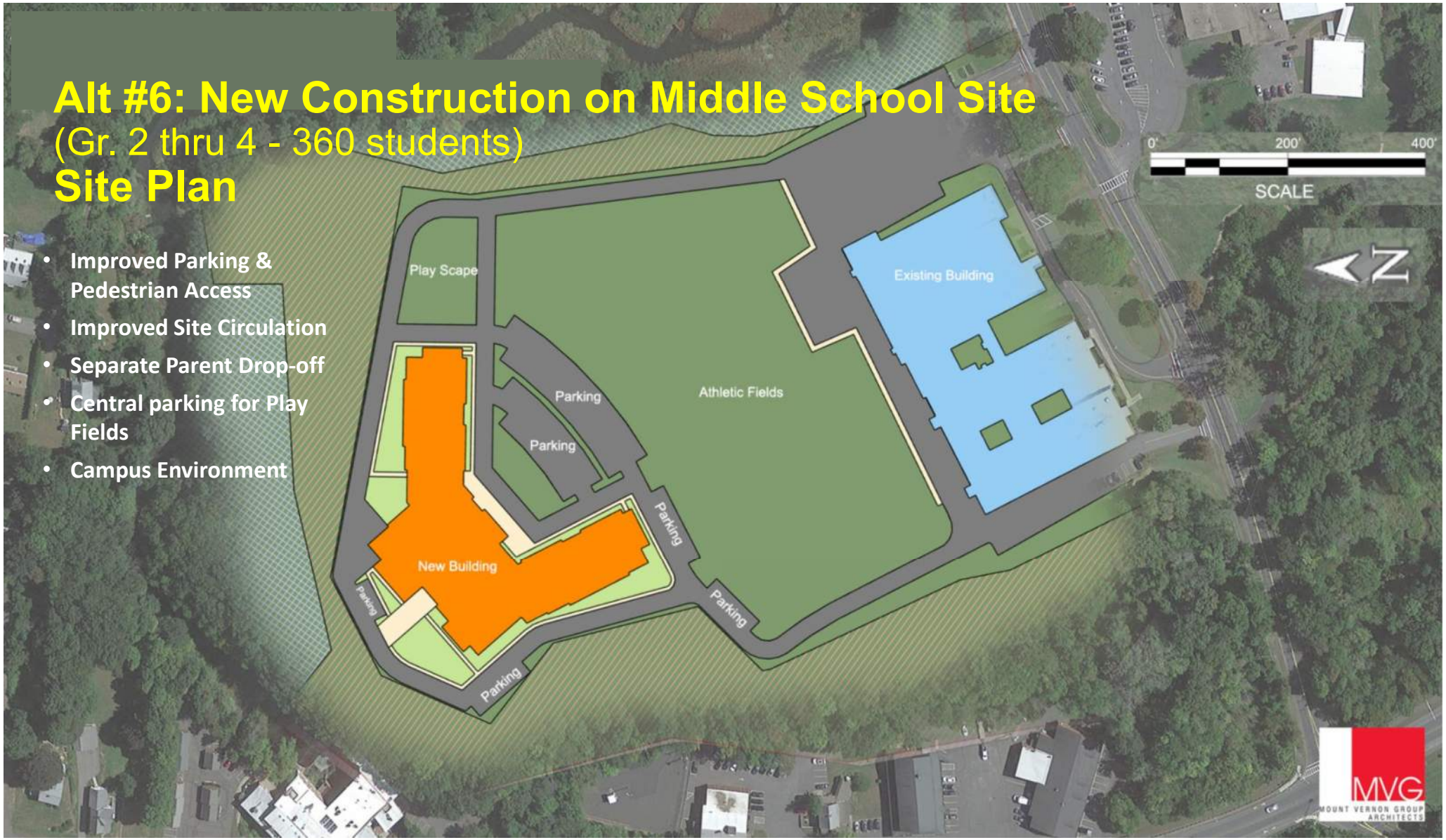
MSBA CATEGORIES
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- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

Alt #6: New Construction on Middle School Site

(Gr. 2 thru 4 - 360 students)

Site Plan

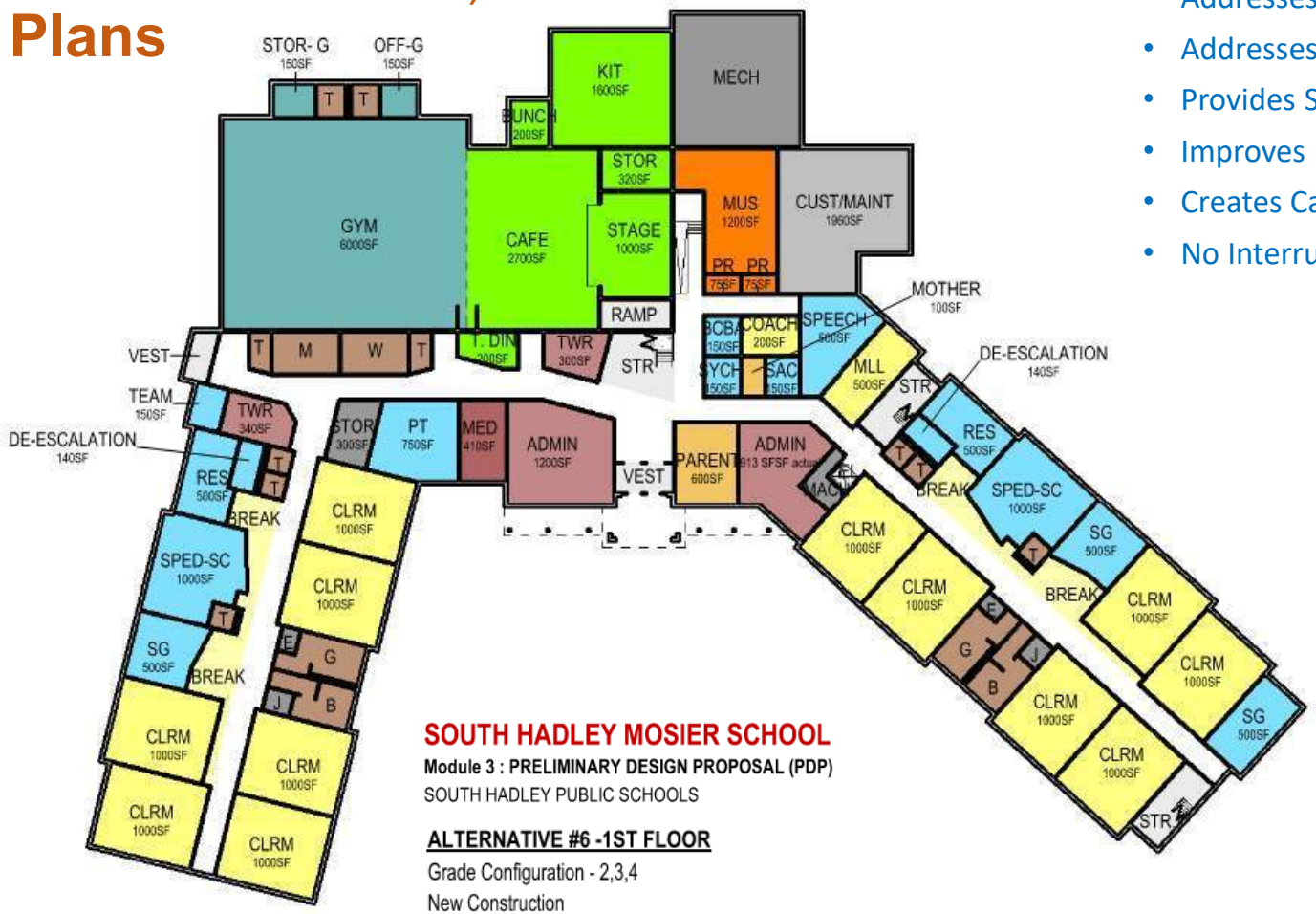
- Improved Parking & Pedestrian Access
- Improved Site Circulation
- Separate Parent Drop-off
- Central parking for Play Fields
- Campus Environment



Alt #6: New Construction on Middle School Site

(Gr. 2 thru 4 - 360 students)

Floor Plans



- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Creates Campus Environment
- No Interruption of Education Delivery

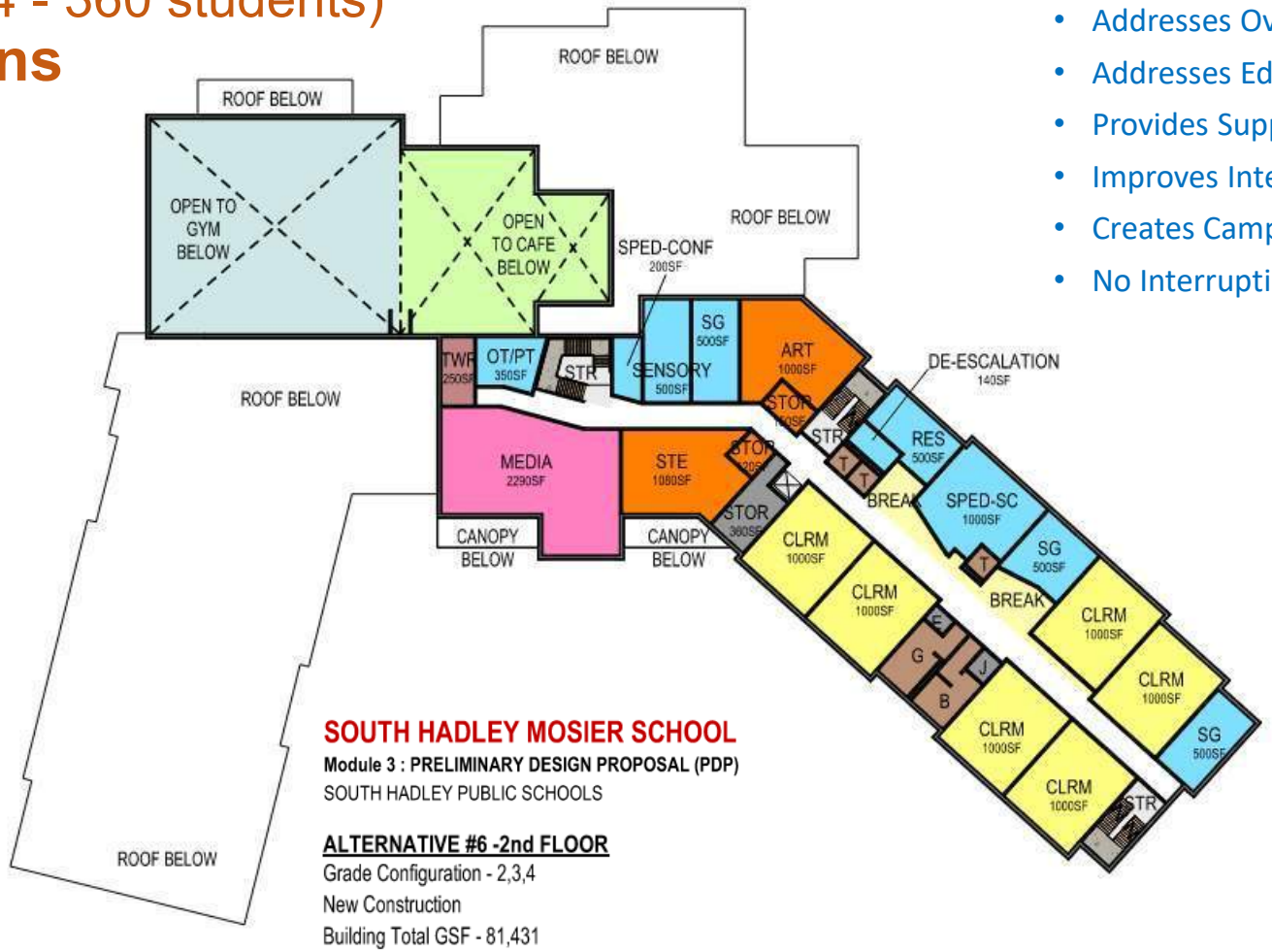
MSBA CATEGORIES

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- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

Alt #6: New Construction on Middle School Site

(Gr. 2 thru 4 - 360 students)

Floor Plans



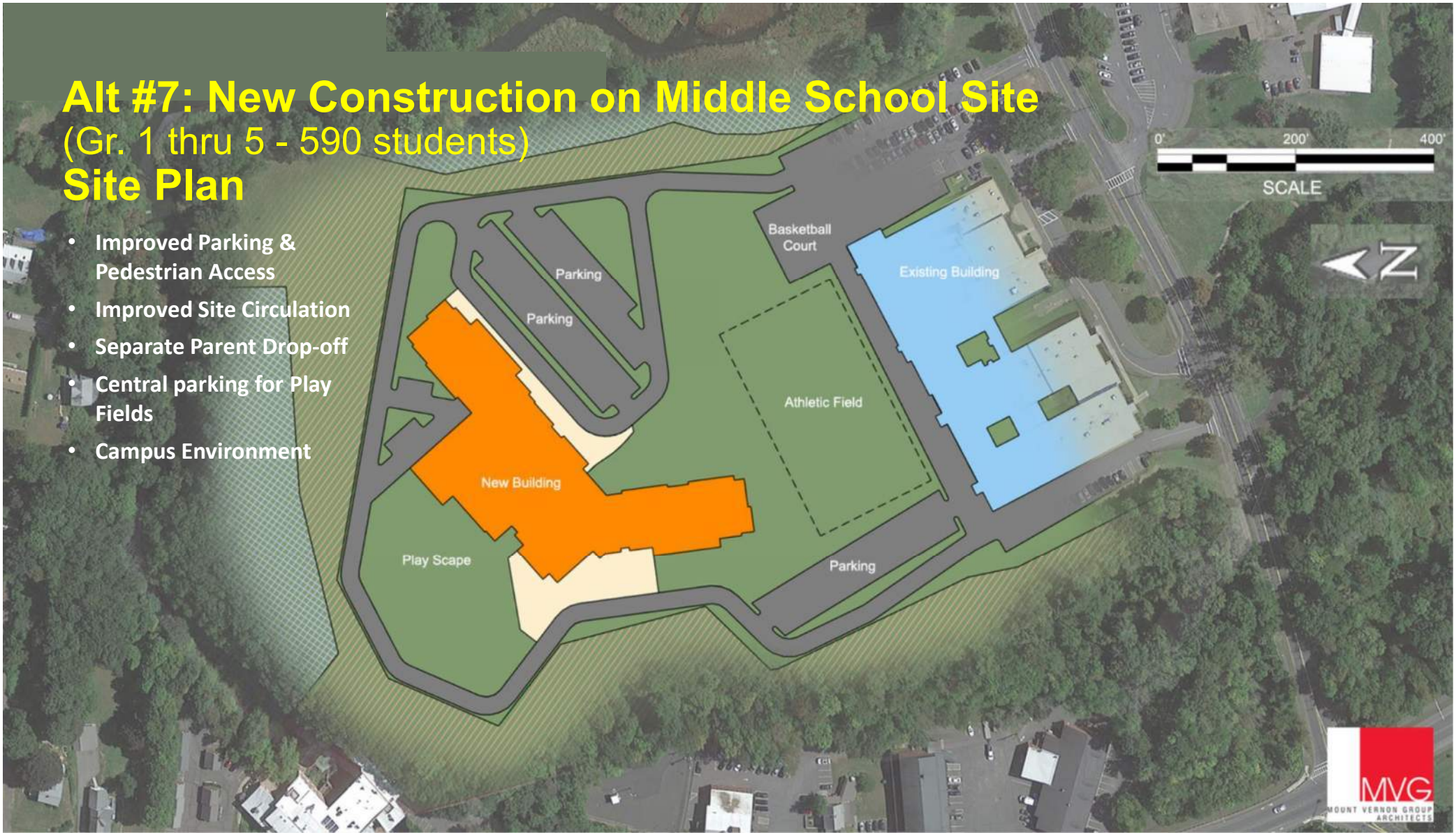
- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Creates Campus Environment
- No Interruption of Education Delivery

Alt #7: New Construction on Middle School Site

(Gr. 1 thru 5 - 590 students)

Site Plan

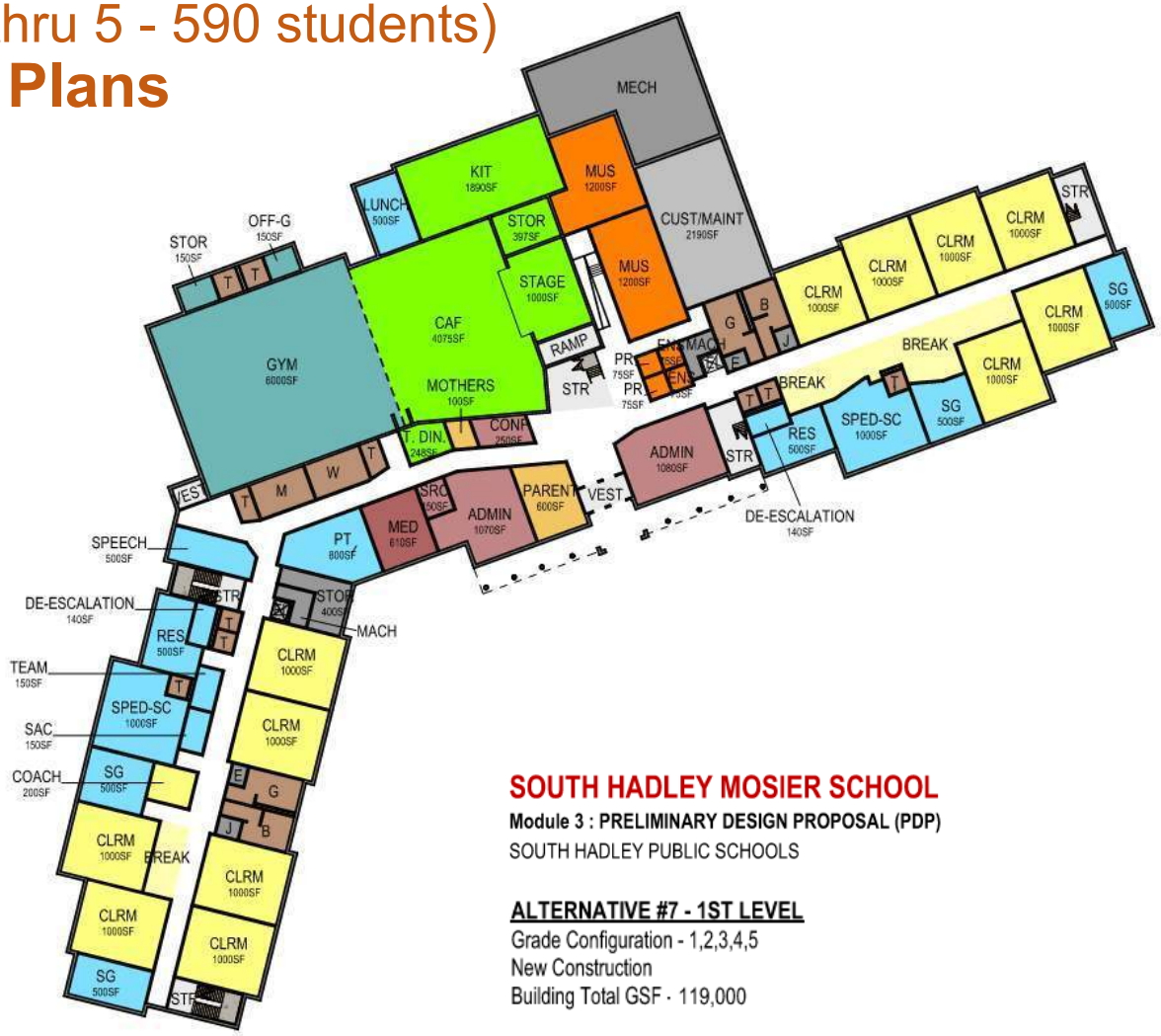
- Improved Parking & Pedestrian Access
- Improved Site Circulation
- Separate Parent Drop-off
- Central parking for Play Fields
- Campus Environment



Alt #7: New Construction on Middle School Site

(Gr. 1 thru 5 - 590 students)

Floor Plans



SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #7 - 1ST LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF - 119,000

- Addresses Overcrowding
- Addresses Education Plan Req'ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Creates Campus Environment
- No Interruption of Education Delivery

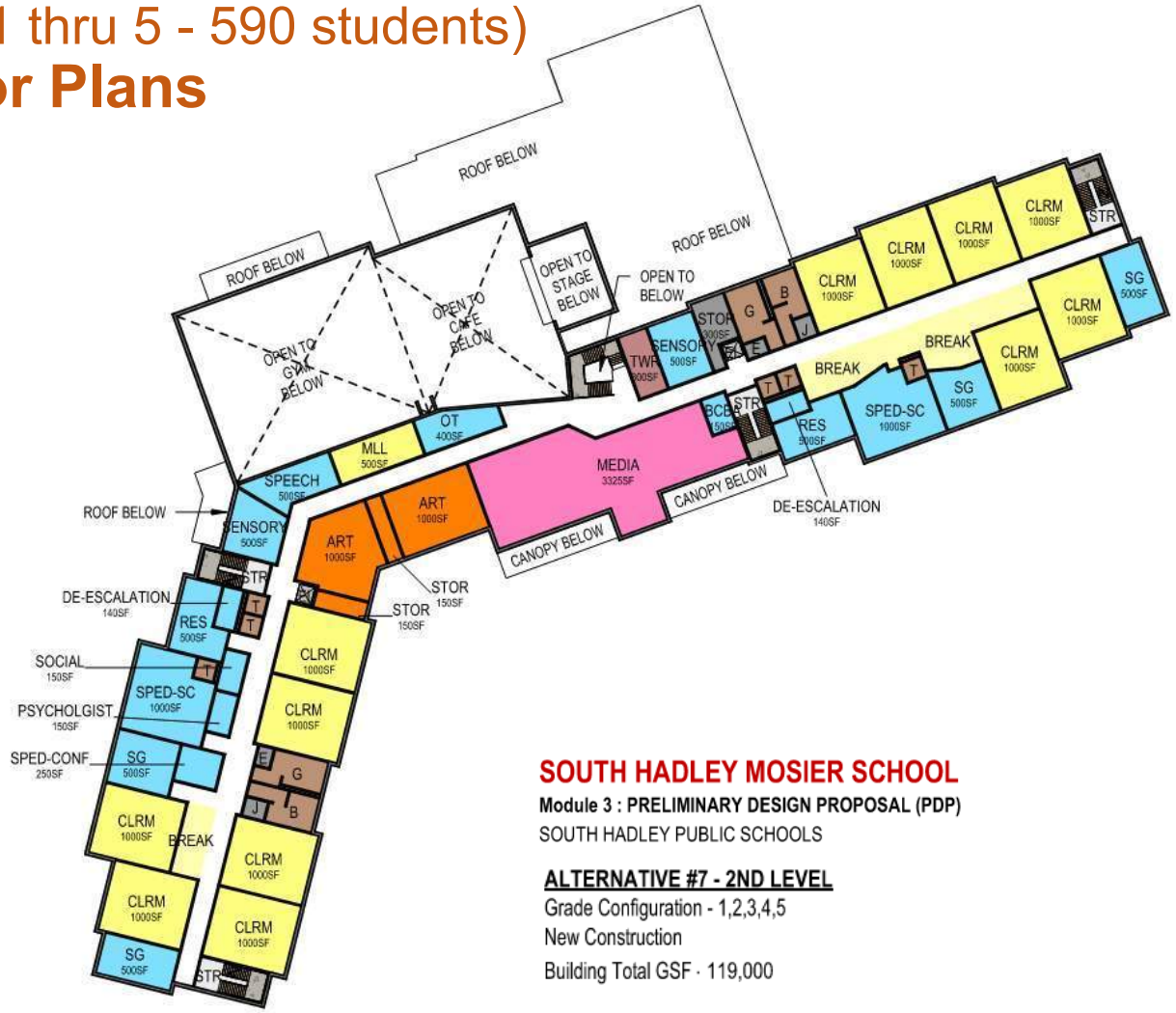
MSBA CATEGORIES

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- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

Alt #7: New Construction on Middle School Site

(Gr. 1 thru 5 - 590 students)

Floor Plans



SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #7 - 2ND LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF · 119,000

- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Creates Campus Environment
- No Interruption of Education Delivery

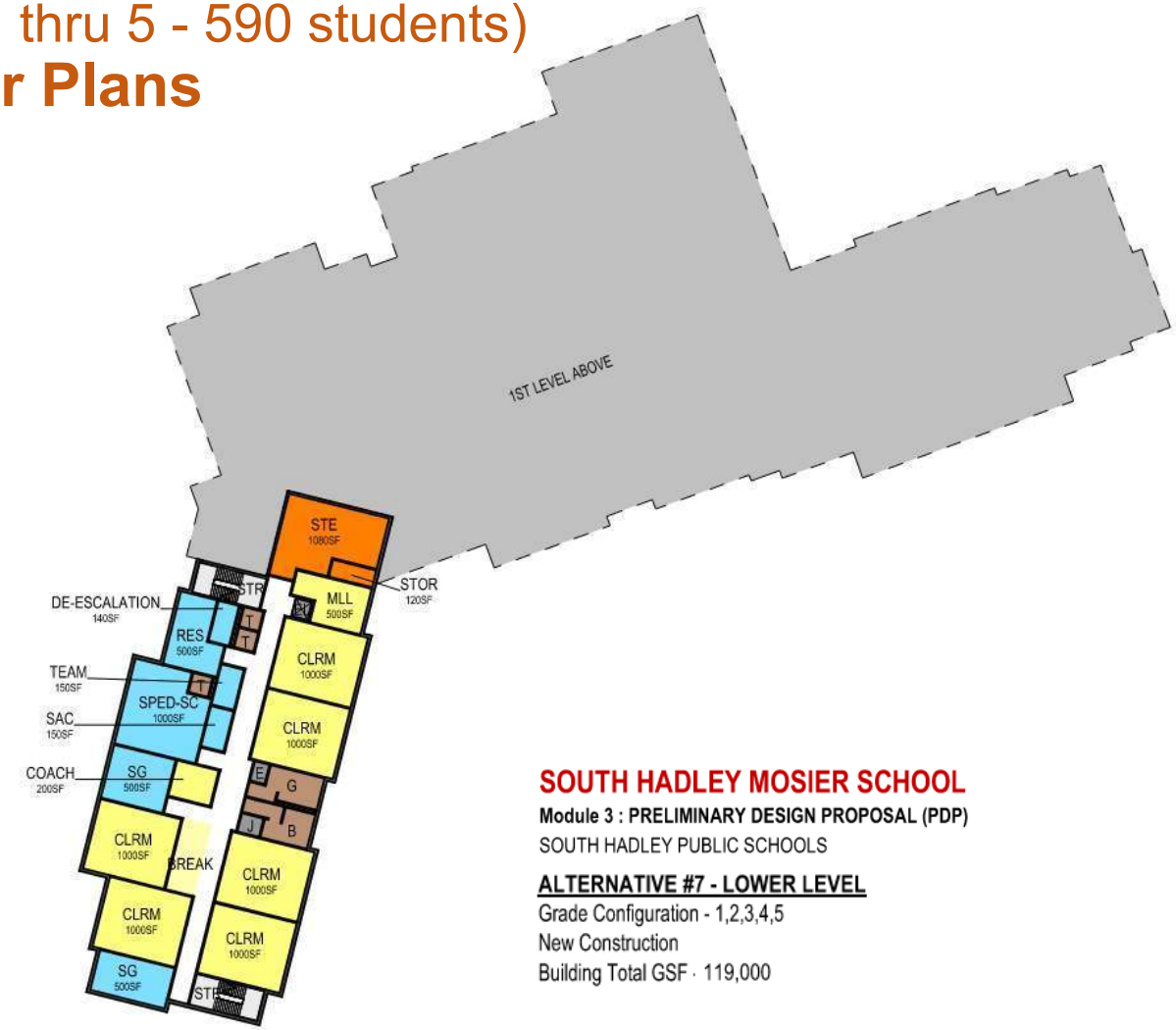
MSBA CATEGORIES

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- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

Alt #7: New Construction on Middle School Site

(Gr. 1 thru 5 - 590 students)

Floor Plans



SOUTH HADLEY MOSIER SCHOOL

Module 3 : PRELIMINARY DESIGN PROPOSAL (PDP)

SOUTH HADLEY PUBLIC SCHOOLS

ALTERNATIVE #7 - LOWER LEVEL

Grade Configuration - 1,2,3,4,5

New Construction

Building Total GSF · 119,000

- Addresses Overcrowding
- Addresses Education Plan Req’ts
- Provides Support Spaces / Adjacencies
- Improves Interior Environment
- Creates Campus Environment
- No Interruption of Education Delivery

MSBA CATEGORIES

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART/MUSIC/VOCATION
- MEDIA CENTER
- HEALTH AND PYS. ED.
- DINING AND FOOD SERVICE
- ADMIN/GUIDANCE
- MEDICAL
- CUSTODIAL AND MAINTAINENCE
- NON PROGRAMMED SPACES
- TOILETS
- UNOCCUPIED MEP
- UNOCCUPIED STORAGE
- CIRCULATION

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Preliminary Cost Range

Options	Construction Costs	Total Project Costs
• Code Upgrades and Basic Repairs	$40 - $50 million	$50 - $55 Million
• Addition/Renovations (Mosier ES Site)	$66 - $90 Million	$80 - $115 Million
• New Construction (Mosier ES Site)	$75 - $105 Million	$90 - $124 Million
• New Construction (Smith MS Site)	$77 – $100 Million	$92 - $120 Million

Based on December 2025, Preliminary Design Program Cost Estimates. Subject to change.

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Next Steps



- Submit Preliminary Design Program (PDP) to MSBA in December 2025.
- Develop and refine design options and updated cost estimates during the Preferred Schematic Report (PSR) phase in Winter/Spring 2026.
- Select one preferred design solution and proceed into Schematic Design in April 2026.
- Advance the preferred solution and complete a final detailed cost estimate during Schematic Design in Summer–Fall 2026, confirming total project cost, MSBA grant, and local share.
- Special town vote, Winter 2027
- ***Community forums to be scheduled during each phase to review progress, costs, and gather feedback.***

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Thank you!
Q&A

Visit our project website the latest updates and to sign up for our email distribution list



Email: shbuilds@shschools.com | Facebook: @SouthHadleySchools

South Hadley Public Schools
Leader in Academic Excellence

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South Hadley Elementary School Building Project

An Elementary School for South Hadley's Future

Presented by the South Hadley Mosier Elementary School Building Committee



Why Now?

The Town of South Hadley has been invited to participate in the extremely competitive Massachusetts School Building Authority (MSBA) grant program to design and construct a new or renovated school. Mosier Elementary School was 1 of 19 schools to be selected (out of 63 schools) in 2023 based on its urgent needs.

Why do we need a new or renovated Mosier ES?



Current facility is past the point of repair



Too small for our programs and services



Opportunity for grade re-configuration

What is the MSBA?



The Massachusetts School Building Authority (MSBA) is a quasi-independent state authority that supports communities across the Commonwealth in creating educationally appropriate, cost effective, sustainable, and energy efficient schools. It provides taxpayers significant reimbursements for school construction projects. The MSBA derives its revenue from the state sales tax.

What's the project timeline?



Current project timeline is subject to change

What work will be done in the Feasibility Study?

During the Feasibility Study, the School Building Committee, Town Officials, and the School District work with the project team and MSBA to:

- Study the grade configuration options
- Document the educational program
- Generate a space summary
- Document existing conditions
- Develop and evaluate alternatives
- Recommend the most cost effective and educationally appropriate preferred solution to the MSBA Board of Directors in October 2026



Project Aspirations Word Cloud, SBC Members

A Special Town Vote is expected in Winter 2027 for project approval.

How can I get involved?

Community members are encouraged to attend monthly Building Committee Meetings and future Community Meetings, where the latest information will be presented, and feedback will be encouraged. Stay tuned for dates to be announced.

Have questions? Email us: **shbuilds@shschools.com**

Visit our website: **https://www.southhadleyschools.org/our-schools/south-hadley-elementary-building-project**

SCAN ME

Scan for Project Website

Meet the Team

The South Hadley Elementary School Building Committee (SBC) includes town/school district employees and community members who provide input, guidance, and authorization throughout the planning process on behalf of our community.

Read a Meet the Committee profile now on our project website.

SBC Members

Brook Beaulieu, Teacher, SHPS
Jeff Cyr, Vice Chair
Elizabeth Cooke, Director of Student Services, SHPS
Cindy Flynn, Mosier School Principal, SHPS
Leonard Finkowski, Community Member
Eric Friesner, Community Member
Rudolph Hall, Community Member
Lyn Jacques, Assistant Superintendent, SHPS
Brian Kennedy, Community Member
Tracie Kennedy, Community Member
Kevin McAllister, Community Member
Scott Moore, Director of Building Operations
Ryan Moore, Community Member
Diane Mulvaney, Chair
Chuck Romboletti, Assistant Town Administrator/HR
Jennifer Voyik, Superintendent, SHPS
Teresa Winters-Tobin, Community Member
Lisa Wong, Town Administrator
Liz Wood, High School Principal, SHPS

Project Partners

Project Manager:	Skanska
Design Team:	Mount Vernon Group (MVG)
Funding Partner:	Massachusetts School Building Authority (MSBA)

The South Hadley Elementary School Building Committee invites you to learn more about the process, design options, preliminary costs, next steps and to ask questions.

Community Meeting & Mosier School Tour

Thursday, December 11, 2025

at Mosier Elementary School

101 Mosier St, South Hadley, MA

5:15 PM , Mosier School Tour
(in-person only)
6:00 - 7:00 PM, Community Meeting, Q&A Session to follow
(in-person or virtual)

Scan the QR code to left to join the meeting virtually. Passcode: 691717

Childcare provided by South Hadley HS - Meet in the Mosier Gymnasium

Stay Connected

visit our project website for the latest project news and information (scan QR code)

SCAN ME

Have questions? Email us:
shbuilds@shschools.com

An Elementary School for South Hadley's Future

Mosier ES Project Update
Presented by the South Hadley Elementary School Building Committee









www.southhadleyschools.org/our-schools/south-hadley-elementary-building-project

Now is the time to get informed and get involved

The Town of South Hadley has been invited to participate in the extremely competitive Massachusetts School Building Authority (MSBA) grant program to design and construct a new or renovated school.

Mosier Elementary School was 1 of 19 schools to be selected (out of 63 schools) in 2023 based on its urgent needs.

What key milestones are coming up?

Educational Visioning Workshops/Community Workshop: Fall 2025 (complete)

Community Meeting & Tour: 12/11/25 at Mosier

Preliminary Design Program submission: Dec. 2025

Community Meeting & Tour: Spring 2026 (TBD)

Preffered Schematic Report submission: Apr. 2026

MSBA approval of preferred solution: Jun. 2026

Special Town Vote: Winter 2027

South Hadley Mosier Elementary School Building Project Project Timeline



**Schedule subject to change*

What is the MSBA?

The Massachusetts School Building Authority (MSBA) is a quasi-independent state authority that supports communities across the Commonwealth in creating educationally appropriate, cost effective, sustainable, and energy efficient schools. It provides taxpayers significant reimbursements for school construction projects. The MSBA derives its revenue from the state sales tax.

What work will be done in the Feasibility Study Phase?

During the Feasibility Study, the School Building Committee, Town officials, and the Massachusetts School Building Authority (MSBA) will work together to evaluate South Hadley's educational needs and facility options. The study will explore potential grade configurations, document existing building conditions, and develop and compare alternatives. The goal is to identify the most cost-effective and educationally appropriate solution to recommend to the MSBA Board of Directors in the winter of 2027.

Why do we need a new or renovated Mosier Elementary School?

The Mosier School is over 50 years old and no longer meets the needs of today's students. The building's age, size, and layout limit both safety and learning opportunities. **Key challenges:**



Current facility is past the point of repair



Too small for our programs and services



Opportunity for grade re-configuration

The Mosier School also depends on temporary modular classrooms to fit all students. Working with the MSBA allows South Hadley to study long-term, cost-effective solutions, from renovation to new construction, that support the community's future educational goals.

Get informed. Get involved.

Visit our website for latest news. Have questions for the SBC? Email us: shbuilds@shschools.com. Sign up for future tours and community meeting details to be emailed to you directly using the QR code:

Sign Up for Mosier Elementary School Tours & Community Meeting Email Distribution

Now is the time to get informed and get involved

The Town of South Hadley has been invited to participate in the extremely competitive Massachusetts School Building Authority (MSBA) grant program to design and construct a new or renovated school.

Mosier Elementary School was 1 of 19 schools to be selected (out of 63 schools) in 2023 based on its urgent needs.

What key milestones are coming up?

Educational Visioning Workshops/Community Workshop: Fall 2025 (complete)

Community Meeting & Tour: 12/11/25 at Mosier

Preliminary Design Program submission: Dec. 2025

Community Meeting & Tour: Spring 2026 (TBD)

Preffered Schematic Report submission: Apr. 2026

MSBA approval of preferred solution: Jun. 2026

Special Town Vote: Winter 2027

South Hadley Mosier Elementary School Building Project Project Timeline



What is the MSBA?

The Massachusetts School Building Authority (MSBA) is a quasi-independent state authority that supports communities across the Commonwealth in creating educationally appropriate, cost effective, sustainable, and energy efficient schools. It provides taxpayers significant reimbursements for school construction projects. The MSBA derives its revenue from the state sales tax.

What work will be done in the Feasibility Study Phase?

During the Feasibility Study, the School Building Committee, Town Officials, and the School District work with the project team and MSBA to study the grade configuration options, document the educational program, generate a space summary, document existing conditions, develop and evaluate alternatives, and recommend the most cost effective and educationally appropriate solution to the MSBA Board of Directors in the Winter of 2027.

Why do we need a new or renovated Mosier Elementary School?

The Mosier School, grades 2-4, constructed in 1969, has far surpassed its expected lifespan and is in need of attention. While the Mosier school has been well maintained for the past 45 years, we have not seen significant repairs or enhancements, leaving us with a facility past the point of regular maintenance.

Students and staff contend with drafty windows, exterior doors that fail to close properly, uneven floors, and outdated heating, ventilation, and electrical systems. These shortcomings greatly diminish our ability to deliver educational programs that align with modern practice.

The town has outgrown this building, relying on 4 modular classrooms to accommodate students for the last 25 years—initially intended as a temporary fix. Additionally, the school fails to meet today's standards for air quality, fire safety, accessibility, and overall safety.

Working with the MSBA presents an opportunity to not only provide a new or improved facility but re-imagine the educational delivery system with a new grade configuration that meets South Hadley's student and family needs. Choosing not to accept the MSBA's financial support would significantly reduce the return on our community's investment, and could lead to higher long-term costs for taxpayers.

Get informed. Get involved.

Visit our website for access to resources and FAQ's. Have questions for the SBC? Email us: shbuilds@shschools.com. Sign up for future tours and community meeting details to be emailed to you directly using the QR code:

Sign Up for Mosier Elementary School Tours & Community Meeting Email Distribution

Leadership Team
Kick-Off Meeting Date TBD

South Hadley Public Schools
Leader in Academic Excellence









ENVISIONING THE NEW MOSIER ELEMENTARY SCHOOL FACILITY

MOUNT VERNON GROUP ARCHITECTS MVG

newvistadesign

1

Agenda

Mosier Elementary School
Leader in Academic Excellence

1. Introductions and Priority Goal Setting — 40 min
   - Introductions
   - Visioning focus areas
   - Priority goals for the Mosier Elementary School visioning process
   - Priority goals for Mosier Elementary School programs and facilities
2. Overview of the Visioning Process — 40 min
   - Teaching and learning within Mosier Elementary School and SHPS
   - Building off of any previous visioning work
   - Design Patterns
   - Guiding Principles
   - Discussion of visioning options
3. Next Steps and Strategizing for Visioning Workshops — 40 min
   - Focus areas
   - Background materials
   - Participants
   - Calendaring
   - Workshop logistics
   - Q&A

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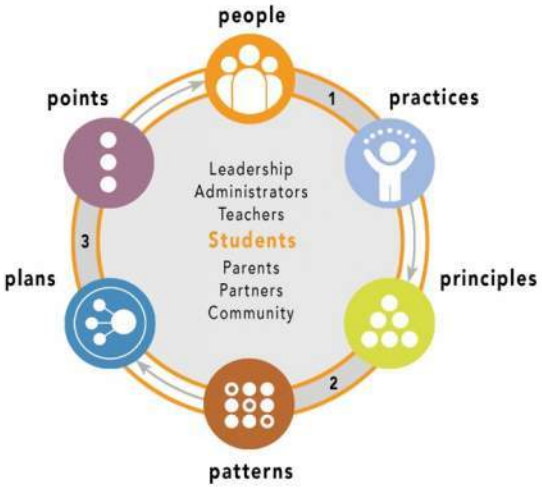
newvistadesign

2

The 6 Ps Visioning Process

Engaging, customizable, and effective

- key people
- desired practices
- guiding principles
- design patterns
- adjacency plans
- talking points



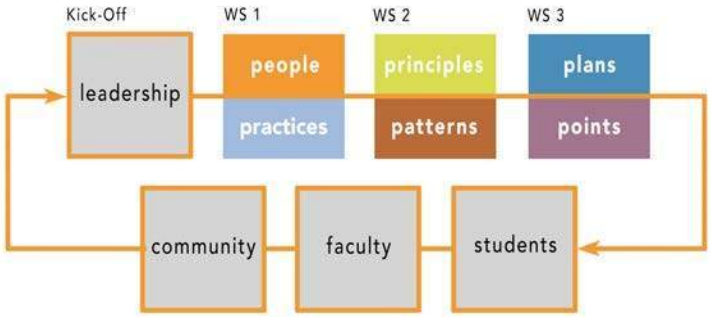
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3

The 6 Ps Visioning Process

Engaging, customizable, and effective

- Leadership
- Teachers
- Specialists
- Students
- Parents
- Partners
- Community



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Why We Do This

- Listen to and learn about your district and school vision and aspirations
- Share best practice examples from similar projects/schools
- Help introduce ideas and spark conversations
- Work with you to envision your most effective and successful building
- Maximize use of your space template

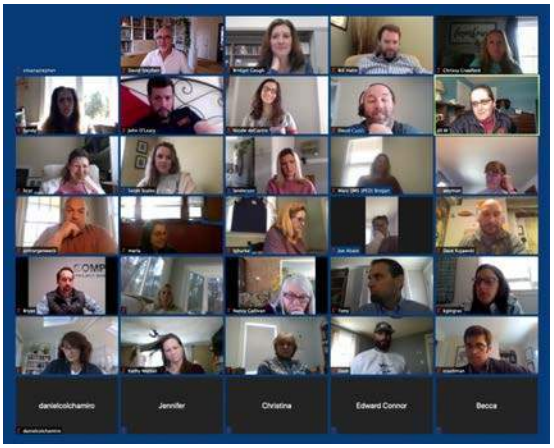


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Virtual or In-Person Visioning

- Shorter Workshops
- Highly Interactive
- Breakout Groups Discussions
- Chat Function Feedback
- Google Docs Info Collection
- Interactive Software for Real-Time feedback



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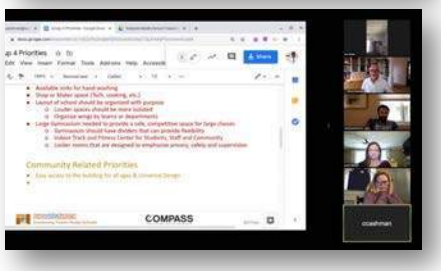
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Mentimeter







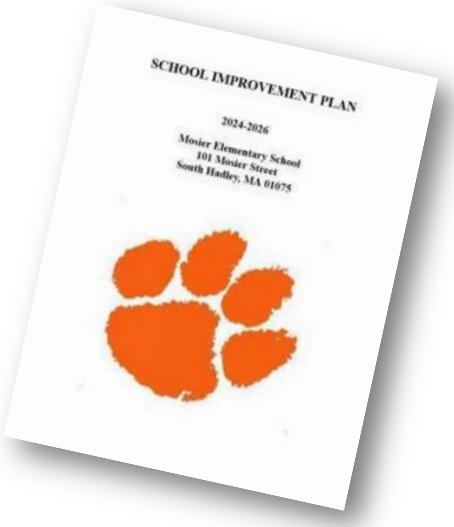


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Building Upon

- Current Innovation Agenda, Programming, and Language
- School Improvement Plan
- DRAFT Education Plan
- Other Sources?



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Developing a Narrative

- Educational vision
- Design priorities and goals
- Desired adjacencies
- Optimization of space template



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Introductions

Name and Role

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Greatest Hope

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Overarching Themes

- Use every square inch of the building
- Create flexible and multi-use spaces
- Extend learning beyond classroom walls
- Build synergy and connectivity between varied spaces
- Define learning clusters and communities





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Overarching Themes

- Provide agile and multi-purpose classrooms
- Provide venues for hands-on learning
- Support whole school and small school identity
- Support community use and access
- Foster community connections





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Project Scope

Current Grade 2-4 Enrollment Mosier Elementary School	Proposed Grade 1-5 Enrollment Mosier Elementary School, (relocates grade 1 from the MSBA-funded Plains Elementary School and grade 5 from the Smith Middle School)
360 students	590 students

- Base Renovation
- Substantial Renovation
- Renovation Addition
- New Construction

- *High Level Ed Visioning*
- *On the Ground Focus Groups*

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Any renovated or New MSBA School Will Have…

Massachusetts School Building Authority

- Full ADA and Code Compliance
- Safe Entry and Security Features
- Thermal Comfort (Heating and Cooling)
- Modern Technology and Furniture
- Well-Sized Classrooms with Natural Light



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Any renovated or New MSBA School Will Also Have…

Massachusetts School Building Authority

- Push-In Special Ed (Breakout Rooms) plus OT, PT, and Speech
- Safe Drop-Off and Pick-Up
- Sustainable Features (LEED/MA CHPS)
- Distributed and Gender-Neutral Bathrooms
- Well-sized Cafeteria, Media Center, Athletic Facilities, Music, Fine Arts, and Performing Art Spaces



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This is an Opportunity to…

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- Reflect on your District and School Agenda and Needs
- Push your thinking about what is possible
- Envision a building that will last you for decades to come
- Be practical and forward thinking…

Be ASPRATIONAL in your thinking!

Compromises will need to be made

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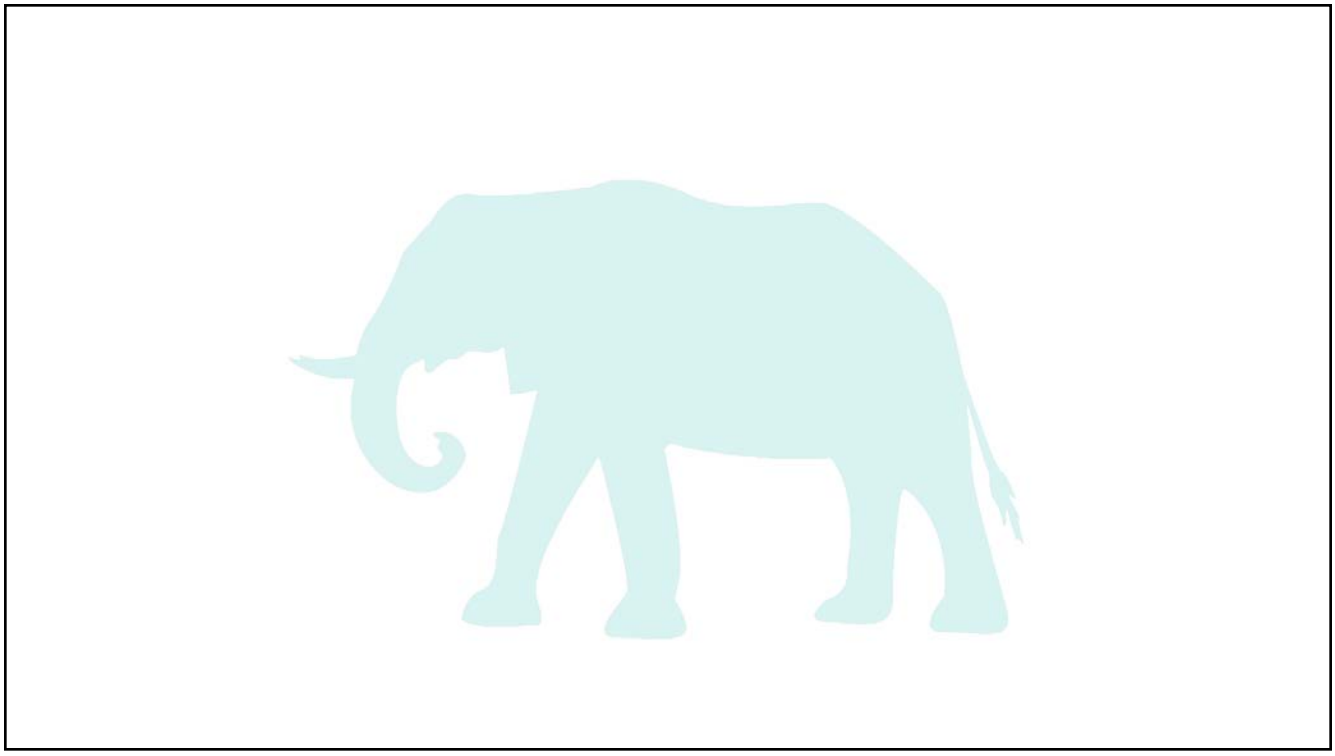
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Priorities

Educational, Architectural, and Community

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Future Ready

Programming and Learning Goals

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Educational Priorities Drive Design

- Differentiated and Experiential Learning
- MTSS (Multi-tiered System of Supports)
- Project-Based Learning
- Social justice, diversity, and inclusion
- Student mental health
- Special Education Alignment
- SEL / Sown to Grow Curriculum
- Trauma Informed Practices



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Mosier Core Values

Promoting Excellence in Education

By using the guidance provided by Massachusetts state standards and initiatives and excelling within current explicit, instructional structures of differentiation that support all students.

Promoting Equity in the Community

By empowering students and their families through effective communication/tools and practice of inclusive educational techniques, social emotional learning initiatives, use of curriculum that embraces and emboldens the celebration of all.

Promoting a Responsive Sense of Community

By celebrating a cooperative and positive approach to community building and consistently and intentionally defining with student voice what can be achieved as a group of individuals.



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Elementary Considerations

- Exploring the cognitive, social emotional and physical/motor needs of elementary learners
- Facilitating Play
- Invoking Curiosity
- Encouraging Discovery
- Developing Confidence
- Promoting Belonging







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Educational Delivery

What do your district and school value?
Where do you want to be?

Teacher-Centric	→	Student-Centric
Passive Learning	→	Active Learning
Classrooms	→	Flexible Learning Environments
Conventional Technology	→	1:1 Technology Environments
Individual	→	Collaborative
Subject-Based	→	Project-Based







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SHPS Vision Statement

The South Hadley School District is committed to initiating and supporting policies, practices and pedagogies that promote social justice, diversity, and inclusion. In celebration of our collective rich diversity, we also seek to affirm and elevate historically marginalized identities and experiences. We are fervent in our belief that biased actions and hateful speech have no place in our learning community. As one unified South Hadley School District, our commitment to social justice and educational equity will be reflected in our daily operations including recruitment, admission, student and staff retention, responsibility for modeling and reinforcing upstander behavior, school and family support, hiring practices, curriculum, and respectful dialogue.

- Social justice, diversity, and inclusion
- Elevation of historically marginalized identities and experiences

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SPHS School Improvement Plan

Goal 1: Curriculum, Instruction, and Data

Goal 2: School community social health and wellness

Goal 3: Improved special ed and general ed alignment

- Deep thinking and understanding
- Leverage unique learning styles
- Flexibly administered instructional best practices

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Student-Centered
and Lifelong-Learning

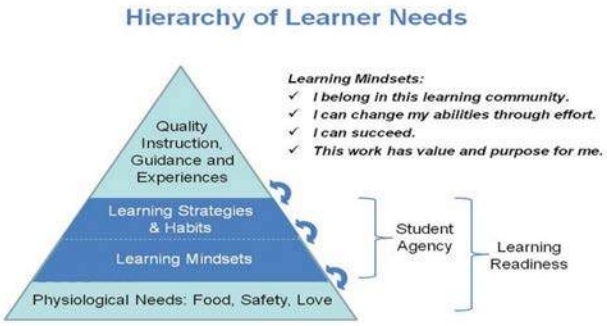
- Agency
- Higher Order Thinking
- Proactive Learning
- Varied Learning
- Problem Solving
- Organizational Skills
- Communication
- Confidence





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Academic/Growth Mindset



… Integrity, responsibility and Perseverance…



… value of effort over innate intelligence…

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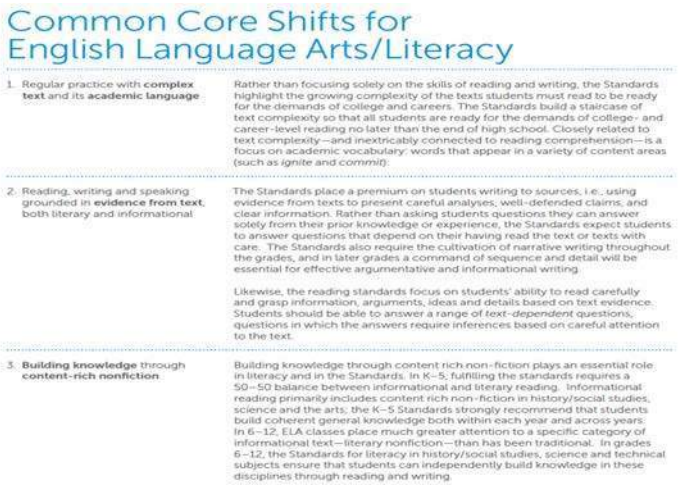
Social Emotional Learning



- Character education
- Growth Mindset
- Mental health
- Mindfulness
- Resilience and Grit
- Classroom management

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Mastery of Core Academics



Common Core Shifts for English Language Arts/Literacy

1. Regular practice with **complex text** and its **academic language**	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational	The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
3. **Building knowledge** through **content-rich nonfiction**	Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K–5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction

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Differentiated Instruction

- Universal Design for Learning
- Push-In Delivery
- Targeted Intervention
- Enrichment
- Equity for All Learners





Multiple Means of **Representation**, **Expression** and **Engagement**

- Varied Delivery Methods
- Hands-On Learning
- Action and Expression

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Responsive Classroom



- Active Learning
- Morning Meetings
- Belonging and Safety
- Order and Autonomy
- Developmental Considerations



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Diversity, Equity, Inclusion, and Belonging









- Differentiated Instruction
- Push-In Special Education Delivery
- Alternative Programming
- EL Programming
- Newcomer Academy

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Additional 21st Century Themes

- Differentiated Instruction
- Push-In Special Ed Delivery
- Health and Wellness
- Student Engagement
- Community Connections





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Additional 21st Century Themes

- Project-Based Learning
- STEM and STEAM
- Team Teaching
- Arts Integration
- After School Enrichment





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Additional 21st Century Themes

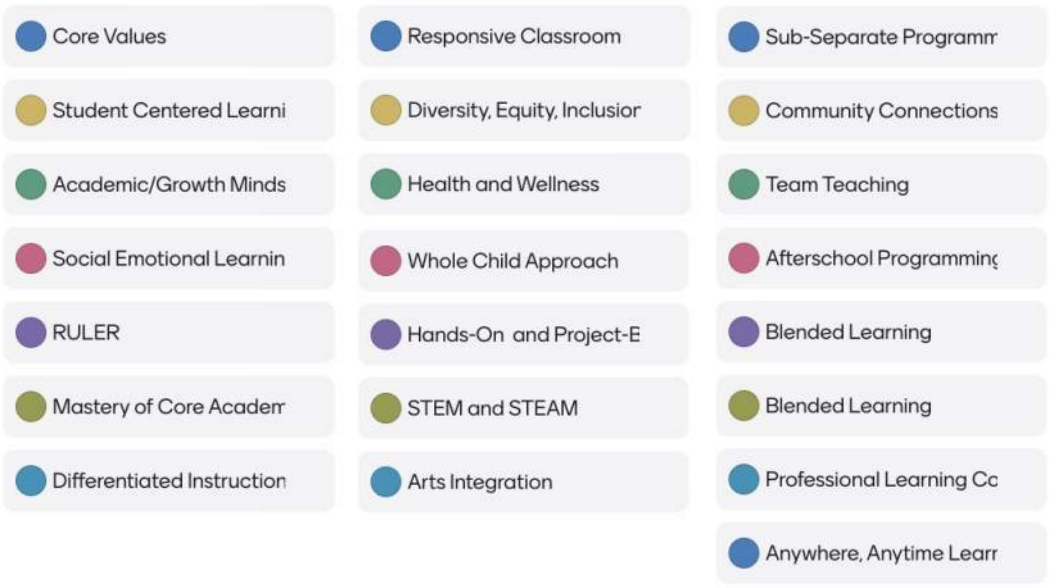
- Real World Connections
- Blended Learning
- Deeper Learning
- Anytime, Anywhere Learning
- Global Connections





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Program Priorities



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Other Language and Priorities

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Priorities

Educational, Architectural, and Community

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Future Ready

Learning Goals Poster Activity

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Future Ready Learning Goals
Activity


SHPS Vision of a Graduate

Academic Proficiency

Critical Thinking Skills

Effective Communication

Character Development

Global and Cultural Competence

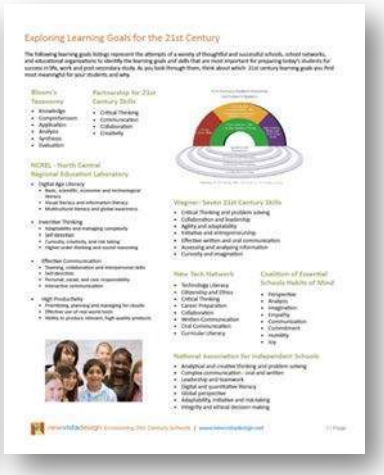
Collaboration and Teamwork

Leadership Skills

Adaptability and Resilience

Civic and Social Responsibility

Lifelong Learning


Exploring Learning Goals for the 21st Century



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SCOG Analysis

Strengths, Challenges, Opportunities and Goals

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Design Patterns

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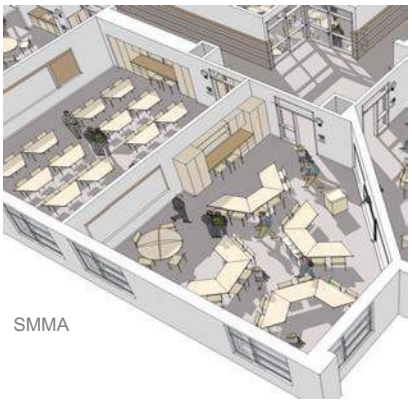
New School Design Patterns

- Welcoming Arrival
- Welcoming Entry
- Safety and Security
- Wayfinding and Streetscapes
- Clusters of Learning
- Classroom Neighborhoods
- Agile Classrooms
- Extended Learning Areas
- Breakout Spaces
- Collaborative Spaces
- Quiet Spaces
- Push-In Special Education
- Flexible Furniture
- Professional Work Areas
- Community Access
- Heart of School
- Media Center Learning Commons
- Makerspaces
- Flexible Science Labs
- STEM/STEAM Adjacencies
- Career Tech Spaces
- Visible Learning and Transparency
- Branding and Identity
- Display and Exhibition
- Storytelling
- Distributed Resources
- Varied Performance Venues
- Distributed Dining
- Enrichment Spaces
- Indoor/Outdoor Connections
- Outdoor Gathering Spaces
- Outdoor Learning
- Sustainability
- Building as Teacher

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New School
Design Patterns

Agile Classrooms



SMMA

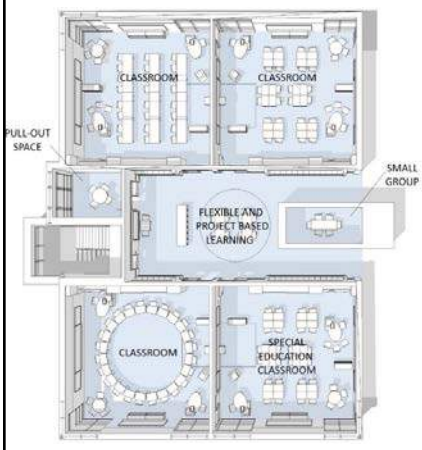


MLK Lower School - Perkins Eastman

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New School
Design Patterns

Classroom Neighborhoods





Zervas School – Perkins Eastman

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New School
Design Patterns

Extended Learning Spaces



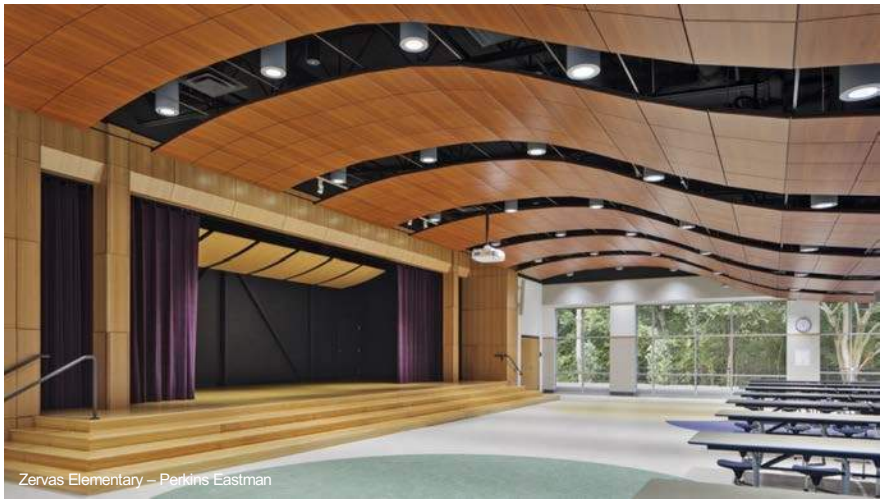




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New School
Design Patterns

Cafetorium Multi-Purpose Space







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New School
Design Patterns

Media Center
Learning Commons



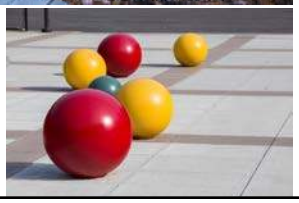
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New School
Design Patterns

Outdoor Connections









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New School
Design Patterns

Sustainability


HTHCV – Studio E


Ayer - AMMA


High Tech Elementary North County C – Studio E

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New School
Design Patterns

Building as Teacher






MLK ES/MS - Perkins Eastman







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Guiding Principles

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Guiding Principles set design priorities and offer an invaluable framework for making decisions and choices as the design process unfolds…



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JACOBS ELEMENTARY

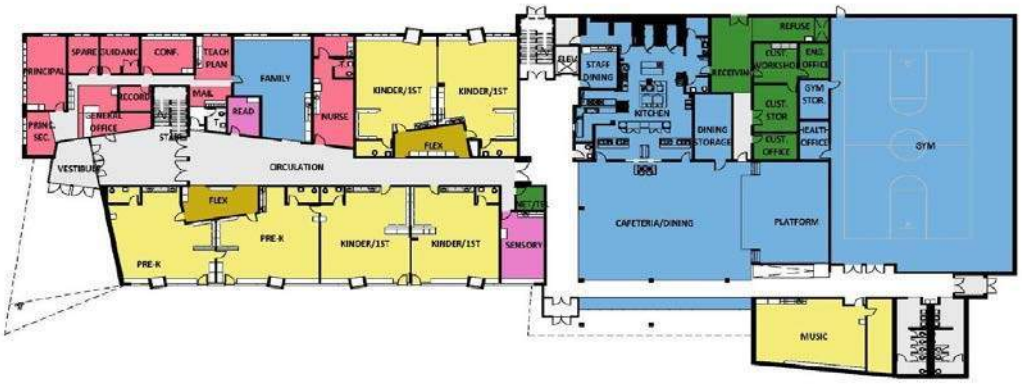


1. Real World and Brain-Based Learning
2. Learning Communities
3. School as Community Resource
4. Flexible and Adaptable Spaces
5. Outdoor/Nature Connections
6. Sustainability/Building as Teacher

newvistadesign with Turowski 2 Architects

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Jacobs Elementary School
Learning Communities



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Jacobs Elementary School

Flexible and Adaptable Spaces



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Jacobs Elementary School

Flexible and Adaptable Classrooms



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Jacobs Elementary School
Wayfinding





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Jacobs Elementary School
Outdoor Connections







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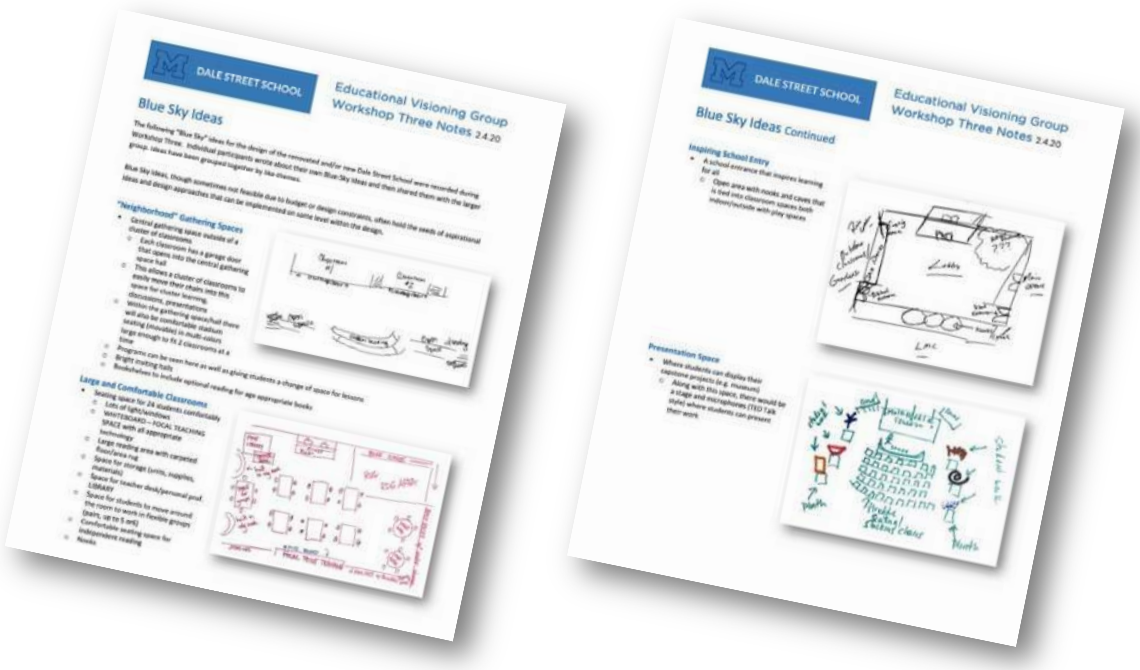
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Blue Sky Ideas

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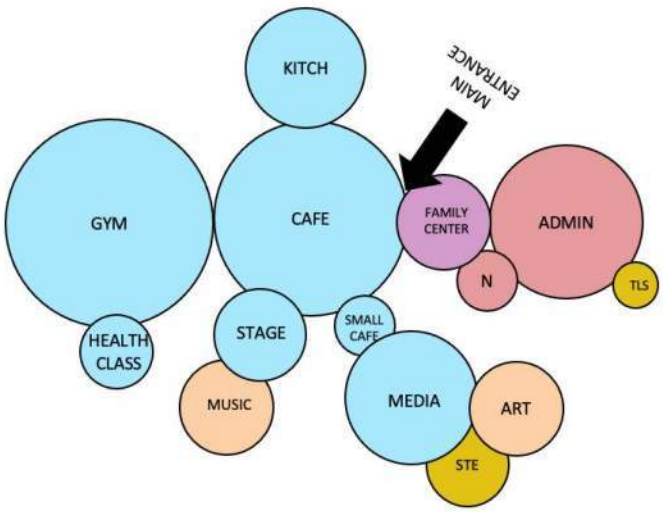
Mosier Elementary School

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Bubble Diagramming

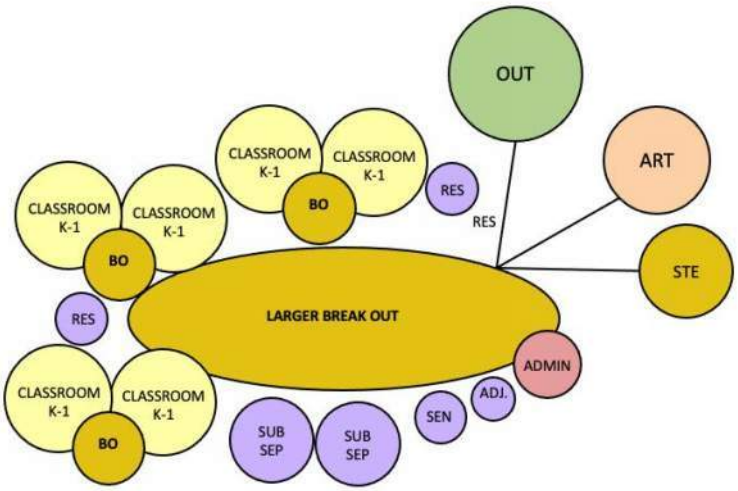
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Whole School Diagram



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Classroom Neighborhoods



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Mosier Elementary School

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Talking Points

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Mosier Elementary School
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School Tours

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Visioning Logistics

- Terminology
- Participants
- Focus Areas
- Community Meetings
- Small Group Facilitation
- Google Docs Sharing
- Workshop Scheduling
- Translation Services

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Mosier Elementary School

Leader in Academic Excellence

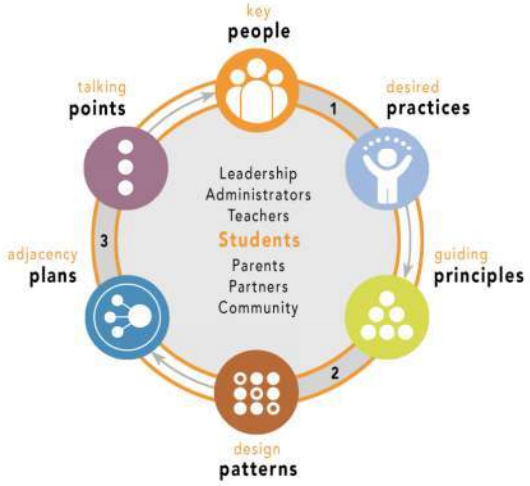
Q&A

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South Hadley Public Schools
Leader in Academic Excellence

Moiser Elementary School Educational Visioning Overview

During the months of September and October 2025, the Mosier Elementary School Educational Visioning Group (EVG) – a group of South Hadley Public Schools leadership, administrators, teachers, parents, and community partners will participate in three virtual 2.75-hour long Educational Visioning Workshops run by Mount Vernon Group Architects and New Vista Design. Each workshop will be a collaborative session designed to inform the design of the renovated and/or new Mosier Elementary School facility as connected to the MSBA (Mass School Building Authority) Feasibility Study that has been awarded to the district. Participants will be led through a step-by-step visioning process aimed at capturing their best thinking about the school's and district's current and future academic goals and priorities and connecting them to best practices and possibilities in innovative elementary school facility design.



All workshops are designed to be highly participatory, engaging, and informative. The educational and architectural goals set during these workshops will have a direct and tangible impact on the design approach toward, and features of the renovated and/or new school facility. We do hope that you will consider taking part in the workshops and sharing your ideas and dreams for the Mosier Elementary School facility. Meetings will start and end on time.

WS One will take place virtually from 6:00-8:45 PM on Tuesday, September 30, 2025, and will explore the following topics:

- **Priority Goals** for South Hadley Public Schools (SHPS) educational programming and Mosier's renovated and/or new facility
- **Future-Ready Teaching and Learning Practices** that are important to SHPS and Mosier both now as envisioned for the coming decades
- **Future Ready Learning Goals** that distill the group's best thinking about SHPS's current and future academic programming and priorities

WS Two will take place virtually from 6:00-8:45 PM on Thursday, October 9, 2025, and will explore the following topics:

- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with SHPS's and Mosier's current educational programming as well as the District's vision for its future
- **Architectural Design Patterns** that SHPS would like to put into practice within a renovated and/or new facility

WS Three will take place in person from 3:00-6:00 PM on Thursday, October 23 , 2025, and will explore the following topics:

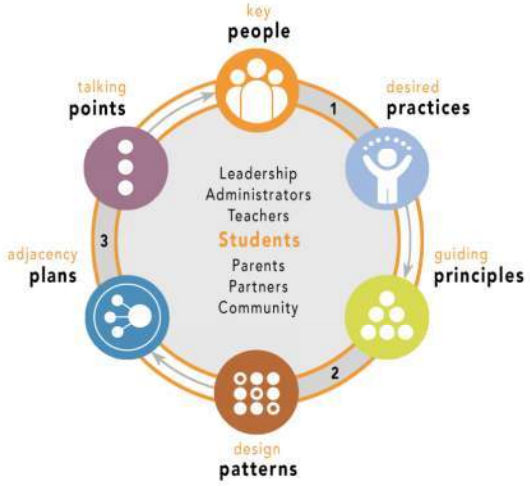
- **Guiding Principles** for the design of the renovated and/or new facility
- **Blue Sky Ideas** for the design of the renovated and/or new facility
- **Bubble Diagramming** of conceptual design ideas for the renovated or new facility

Please contact ***put contact person and email here*** if you would like more information about the upcoming workshops and how to take part in them.

South Hadley Public Schools
Leader in Academic Excellence

Moiser Elementary School Educational Visioning Overview

During the months of September and October 2025, the Mosier Elementary School Educational Visioning Group (EVG) – a group of South Hadley Public Schools leadership, administrators, teachers, parents, and community partners will participate in three virtual 2.75-hour long Educational Visioning Workshops run by Mount Vernon Group Architects and New Vista Design. Each workshop will be a collaborative session designed to inform the design of the renovated and/or new Mosier Elementary School facility as connected to the MSBA (Mass School Building Authority) Feasibility Study that has been awarded to the district. Participants will be led through a step-by-step visioning process aimed at capturing their best thinking about the school's and district's current and future academic goals and priorities and connecting them to best practices and possibilities in innovative elementary school facility design.



All workshops are designed to be highly participatory, engaging, and informative. The educational and architectural goals set during these workshops will have a direct and tangible impact on the design approach toward, and features of the renovated and/or new school facility. We do hope that you will consider taking part in the workshops and sharing your ideas and dreams for the Mosier Elementary School facility. Meetings will start and end on time.

WS One will take place virtually from 6:00-8:45 PM on Tuesday, September 30, 2025, and will explore the following topics:

- **Priority Goals** for South Hadley Public Schools (SHPS) educational programming and Mosier's renovated and/or new facility
- **Future-Ready Teaching and Learning Practices** that are important to SHPS and Mosier both now as envisioned for the coming decades
- **Future Ready Learning Goals** that distill the group's best thinking about SHPS's current and future academic programming and priorities

WS Two will take place virtually from 6:00-8:45 PM on Thursday, October 9, 2025, and will explore the following topics:

- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with SHPS's and Mosier's current educational programming as well as the District's vision for its future
- **Architectural Design Patterns** that SHPS would like to put into practice within a renovated and/or new facility

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- **Guiding Principles** for the design of the renovated and/or new facility
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Please contact ***put contact person and email here*** if you would like more information about the upcoming workshops and how to take part in them.

DRAFT Additional Workshop Overview

South Hadley Public Schools
Leader in Academic Excellence

In addition to the three Educational Visioning Group Workshops outlined on the previous page, additional educational visioning workshops will also include:

A voluntary Faculty Workshop will take place virtually from 4:00-5:45 PM on Wednesday, October 15, 2025, and will explore the following topics:

- **Priority Goals** for South Hadley Public Schools educational programming and Mosier's renovated and/or new facility
- **Future-Ready Teaching and Learning Practices** that are important to SHPS and Mosier, both now as envisioned for the coming decades
- **Architectural Design Patterns** that SPHS and Mosier would like to put into practice within a renovated and/or new facility

A Community Forum will take place virtually from 6:00-8:00 PM on Tuesday, October 21, 2025, and will explore the following topics:

- **Project Overview** of scope and timeline
- **Educational Visioning Overview** of priority educational and architectural goals determined during the initial visioning process, with opportunities for the community to share their own priorities and concerns
- **Q&A and Next Steps**

Leadership Team
Kick-Off Meeting September 17, 2025

South Hadley Public Schools
Leader in Academic Excellence









ENVISIONING THE NEW MOSIER ELEMENTARY SCHOOL FACILITY

MOUNT VERNON GROUP ARCHITECTS

newvistadesign

Agenda

Mosier Elementary School

Leader in Academic Excellence

1. Introductions and Priority Goal Setting — 40 min
   - Introductions
   - Visioning focus areas
   - Priority goals for the Mosier Elementary School visioning process
   - Priority goals for Mosier Elementary School programs and facilities

2. Overview of the Visioning Process — 40 min
   - Teaching and learning within Mosier Elementary School and SHPS
   - Building off of any previous visioning work
   - Design Patterns
   - Guiding Principles
   - Discussion of visioning options

3. Next Steps and Strategizing for Visioning Workshops — 40 min
   - Focus areas
   - Background materials
   - Participants
   - Calendaring
   - Workshop logistics
   - Q&A

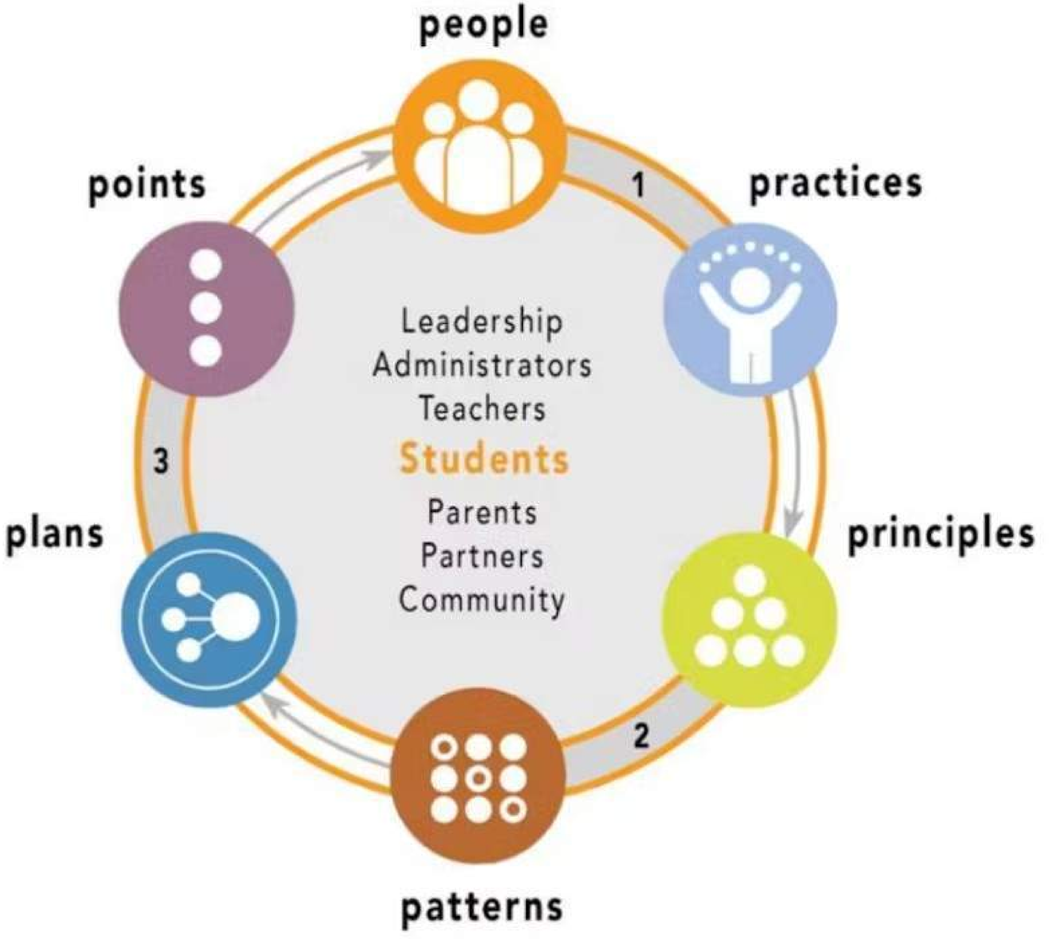
MOUNT VERNON GROUP ARCHITECTS MVG

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The 6 Ps Visioning Process

Engaging, customizable, and effective

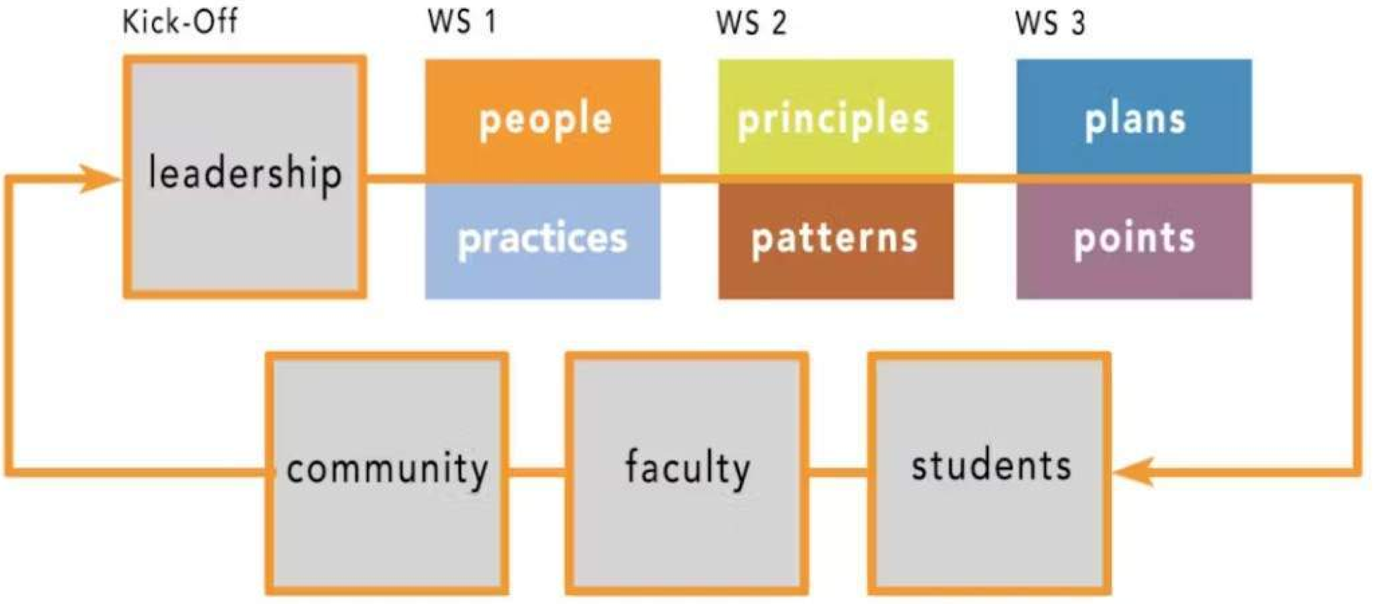
- key people
- desired practices
- guiding principles
- design patterns
- adjacency plans
- talking points



The 6 Ps Visioning Process

Engaging, customizable, and effective

- Leadership
- Teachers
- Specialists
- Students
- Parents
- Partners
- Community



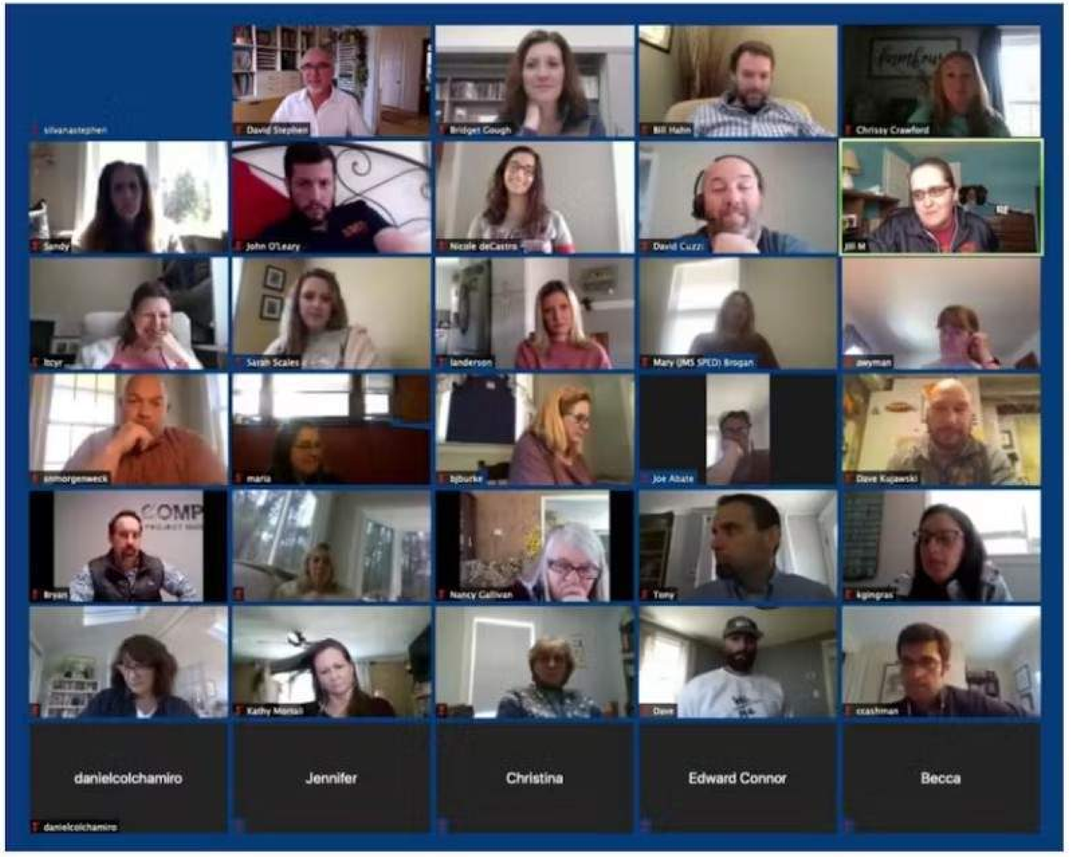
Why We Do This

- Listen to and learn about your district and school vision and aspirations
- Share best practice examples from similar projects/schools
- Help introduce ideas and spark conversations
- Work with you to envision your most effective and successful building
- Maximize use of your space template

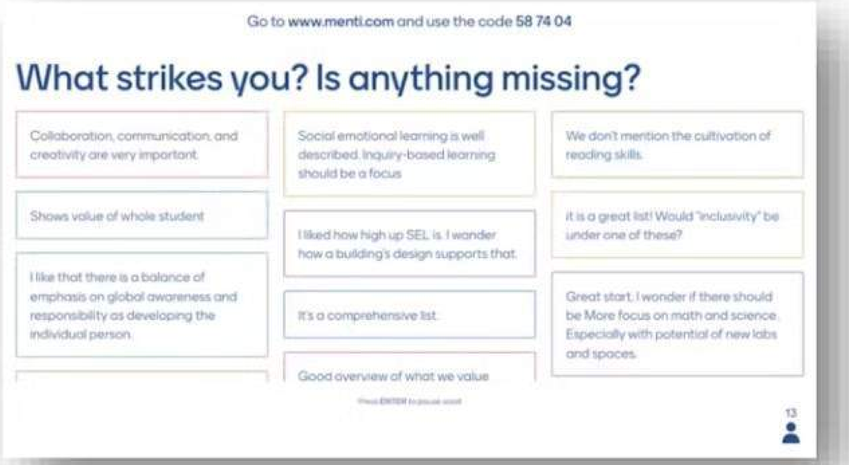


Virtual or In-Person Visioning

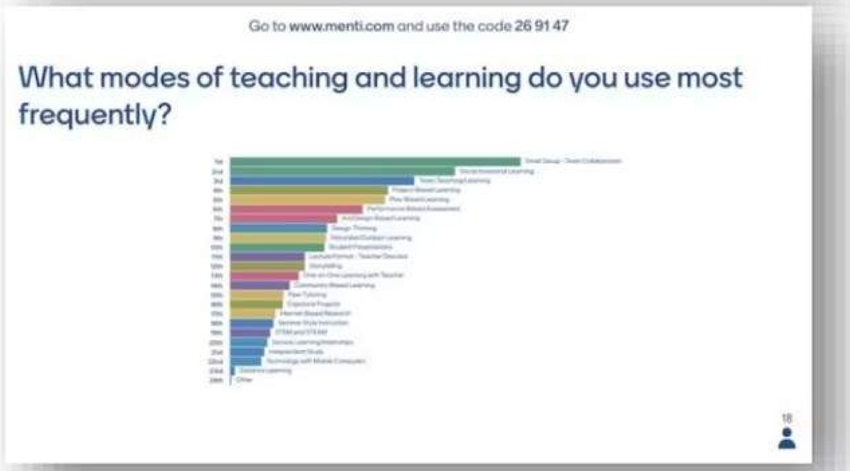
- Shorter Workshops
- Highly Interactive
- Breakout Groups Discussions
- Chat Function Feedback
- Google Docs Info Collection
- Interactive Software for Real-Time feedback

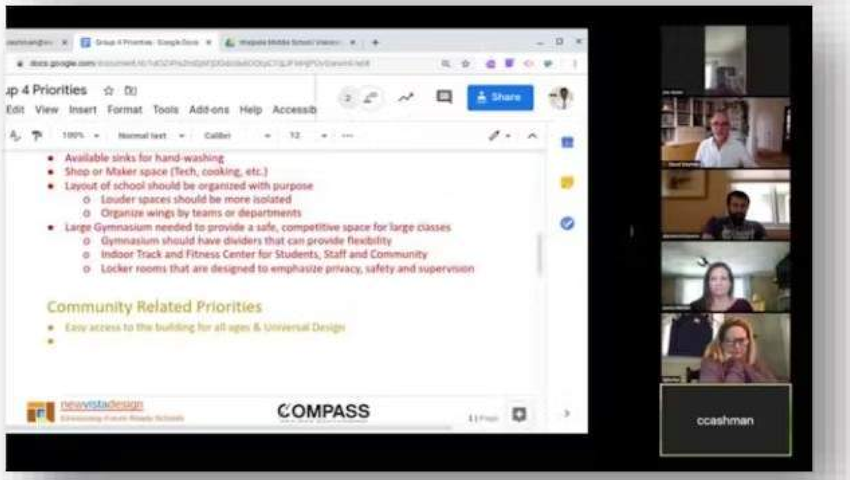


Mentimeter









MOUNT VERNON GROUP ARCHITECTS MVG

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Mosier Elementary School
Leader in Academic Excellence

Instructions



Please share your name, role, and affiliation with the Mosier/South Hadley community.

Elizabeth Wood SHHS Principal

Jennifer Voyik, Superintendent

Cindy Flynn Mosier Principal

Steven Ziobrowski. Director of Technology. South Hadley Public Schools

Elizabeth Cooke, Director of Student Services

Luis D. Martinez, Principal MESMS

Courtney Mackey District Mental Health Coordinator South Hadley School District

Lyn Jacques Assistant Superintendent

2 10

Please share your name, role, and affiliation with the Mosier/South Hadley community.

David Gallagher, Mosier AP

Victoria Clifford, Skanska, Owner's Project Manager

2 10

Please share your Greatest Hope for the Mosier Elementary School project.

Safe, welcoming, and inspiring space where every child feels a sense of belonging.

Technology Innovation through simplicity.

Providing a safe place for students to learn and staff to have the tools and space needed to support our students at this crucial developmental age

The opportunity to plan ahead for the spaces our students need. Hopefully creating a space that people fee positive about. Being creative with hallway spaces

I hope for enough space for all special education teachers and related service providers to have their own space to work with students individually or in small groups

building designed to support modern teaching and learning with flexible classrooms, collaborative areas and access to technology that prepares students for the future.

That the new elementary school will be a community hub for children and families to thrive in a modern educational center that enhances and promotes their development and community involvement.

A brand new building for students and staff.

Please share your Greatest Hope for the Mosier Elementary School project.

-support for MTSS Framewok -space for professional development and learning communities

Modern, flexible muti-purpose spaces, taking consideration the outdoors spaces, and could be updated easily in the future

Mosier Elementary School

Leader in Academic Excellence

Priorities

Educational, Architectural, and Community

Educational Priorities Drive Design

- Differentiated and Experiential Learning
- MTSS (Multi-tiered System of Supports)
- Project-Based Learning
- Social justice, diversity, and inclusion
- Student mental health
- Special Education Alignment
- SEL / Sown to Grow Curriculum
- Trauma Informed Practices



Mosier Core Values

Promoting Excellence in Education

By using the guidance provided by Massachusetts state standards and initiatives and excelling within current explicit, instructional structures of differentiation that support all students.

Promoting Equity in the Community

By empowering students and their families through effective communication/tools and practice of inclusive educational techniques, social emotional learning initiatives, use of curriculum that embraces and emboldens the celebration of all.

Promoting a Responsive Sense of Community

By celebrating a cooperative and positive approach to community building and consistently and intentionally defining with student voice what can be achieved as a group of individuals.



Please share your top Educational Priorities for SHPS and Mosier Elementary School students.

Whole child development that fosters curiosity, creativity, social-emotional skills, and character education.

Equity and access to appropriate grade level education for all learners SEL Community partnerships

Building that is conducive for learning - special education rooms, smaller intervention rooms, specialist rooms - with state of the art technology.

For students to be able to have a variety of ways to access learning

Safe flexible spaces that allow for independent and group work. Safe lockdown areas. Multiple small working group areas equipped for a multitude of needs. A multipurpose physical space.

Supporting diverse learners through differentiated instruction, intervention, and enrichment

Expanding learning beyond the classroom.

- Making sure all students have access to high quality instructional material and the interventions and support to allow them to access it -safe learning environments

Please share your top Educational Priorities for SHPS and Mosier Elementary School students.

Possible outdoor learning spaces

spaces for play and exploration including indoor and outdoor spaces. Places for movement breaks and hands-on learning experiences

1. That educators have the necessary modern technologies to support institution in the classroom and other spaces. 2. That ALL students have access to equitable instruction and learning.

Supporting diverse learners Small work group areas

- Larger spaces are great but require more time to navigate. Every minute counts in the day for covering curricula. Example- time and technology in the cafeteria

This is an Opportunity to…



Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- Reflect on your District and School Agenda and Needs
- Push your thinking about what is possible
- Envision a building that will last you for decades to come
- Be practical and forward thinking…

Be ASPRATIONAL in your thinking!

Compromises will need to be made

MOUNT VERNON GROUP ARCHITECTS MVG

newvistadesign



Mosier Elementary School
Leader in Academic Excellence

Overarching Themes

- Use every square inch of the building
- Create flexible and multi-use spaces
- Extend learning beyond classroom walls
- Build synergy and connectivity between varied spaces
- Define learning clusters and communities





Overarching Themes

- Provide agile and multi-purpose classrooms
- Provide venues for hands-on learning
- Support whole school and small school identity
- Support community use and access
- Foster community connections





MOUNT VERNON GROUP ARCHITECTS MVG

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Mosier Elementary School
Leader in Academic Excellence

Please share your top Architetural Priorities for a renovated and/or new Mosier facility.

Have to replace the portables It would be nice to have community gathering spaces closer to each other to utilize them together if needed.

Taking consideration the outdoor space as part of the classroom.

A building that is functional and easily maintained. No courtyards.

HVAC that is efficient and provides climate comfort Large enough spaces for flexible classrooms Extra meeting spaces for community gatherings

Screened windows that open without letting bees in Outdoor learning centers (covered pavilion) Greenhouse Sensory paths built into floors and walls Spaces within classrooms for student breaks

Double entry security. Alternative energy such as solar or wind to offset electrical needs. Lights on switches instead of run through a computer

1. Heating and cooling is a concern - my building (just 10 years old) has issues with this; so, it is not a given. 2. Natural light is so important for students. 3. Avoid wasted space.

spaces that will be easy to maintain moving forward. Courtyards are great but the current one doesn't have easy access for maintenance. Any courtyard space should be low maintenance.

1 8

Please share your top Architetural Priorities for a renovated and/or new Mosier facility.

possible use of geothermal

1 8

Please share your top Community Priorities for Mosier's educational programming and facility.

Maintaining the aesthetics of the area Having shared spaces for the community to access

Community spaces: gym, cafetorium that can be used for community events

This school will be used for community sports, recreational activities and may need to connect with survival centers / urgent care in the future. Having a kitchen that is accessible to the community??

cost is going to be a big factor with the community. We are currently going through a budget crisis with the annual budget.

1 Having a functional space for events and meetings. 2. Safe and efficient commute for walkers and biking student. 3. Use of outdoor spaces in the afternoon and weekend

A fitness area that can be used by the staff and community?

Maybe they want a playground that is safe to be used after hours. All age levels and special needs to be considered.

there is an arboretum behind the middle school and access for the community will be important

Please share your top Community Priorities for Mosier's educational programming and facility.

Make the information transparent. The worst thing that can derail a project of this magnitude is when parents of the community feel like they didn't know all the facts.

What community considerations and sensitivities should the Design Team be aware of?

Money is a concern as the senior center is fairly new - taxes will go up.

Neurodivergent community member meeds. Children with hearing loss, vision- effected by bright light. Culturally welcoming.

Appearance- It is important to be new and updated while also keeping traditional look/feel.

Arboretum behind the middle school

The town does the fireworks and Fourth of July fair behind the middle school and in the parking lot. Not sure if that will matter.

Mosier Elementary School

Leader in Academic Excellence

Future Ready

Programming and Learning Goals

SHPS Vision Statement

The South Hadley School District is committed to initiating and supporting policies, practices and pedagogies that promote social justice, diversity, and inclusion. In celebration of our collective rich diversity, we also seek to affirm and elevate historically marginalized identities and experiences. We are fervent in our belief that biased actions and hateful speech have no place in our learning community. As one unified South Hadley School District, our commitment to social justice and educational equity will be reflected in our daily operations including recruitment, admission, student and staff retention, responsibility for modeling and reinforcing upstander behavior, school and family support, hiring practices, curriculum, and respectful dialogue.

- Social justice, diversity, and inclusion
- Elevation of historically marginalized identities and experiences

SPHS School Improvement Plan

Goal 1: Curriculum, Instruction, and Data

Goal 2: School community social health and wellness

Goal 3: Improved special ed and general ed alignment

- Deep thinking and understanding
- Leverage unique learning styles
- Flexibly administered instructional best practices

Student-Centered
and Lifelong-Learning

- Agency
- Higher Order Thinking
- Proactive Learning
- Varied Learning
- Problem Solving
- Organizational Skills
- Communication
- Confidence





Social Emotional Learning



SOWN TO GROW



Mastery of Core Academics

Common Core Shifts for English Language Arts/Literacy

1. Regular practice with **complex text** and its **academic language**	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational	The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
3. **Building knowledge** through **content-rich nonfiction**	Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K–5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction

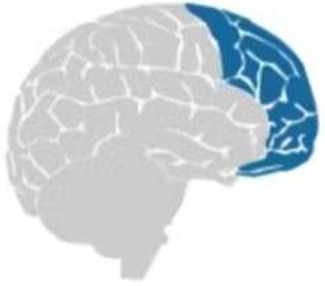
Differentiated Instruction

- Universal Design for Learning
- Push-In Delivery
- Targeted Intervention
- Enrichment
- Equity for All Learners





Recognition Networks
The "what" of learning



Strategic Networks
The "how" of learning



Affective Networks
The "why" of learning

Multiple Means of **Representation**, **Expression** and **Engagement**

- Varied Delivery Methods
- Hands-On Learning
- Action and Expression

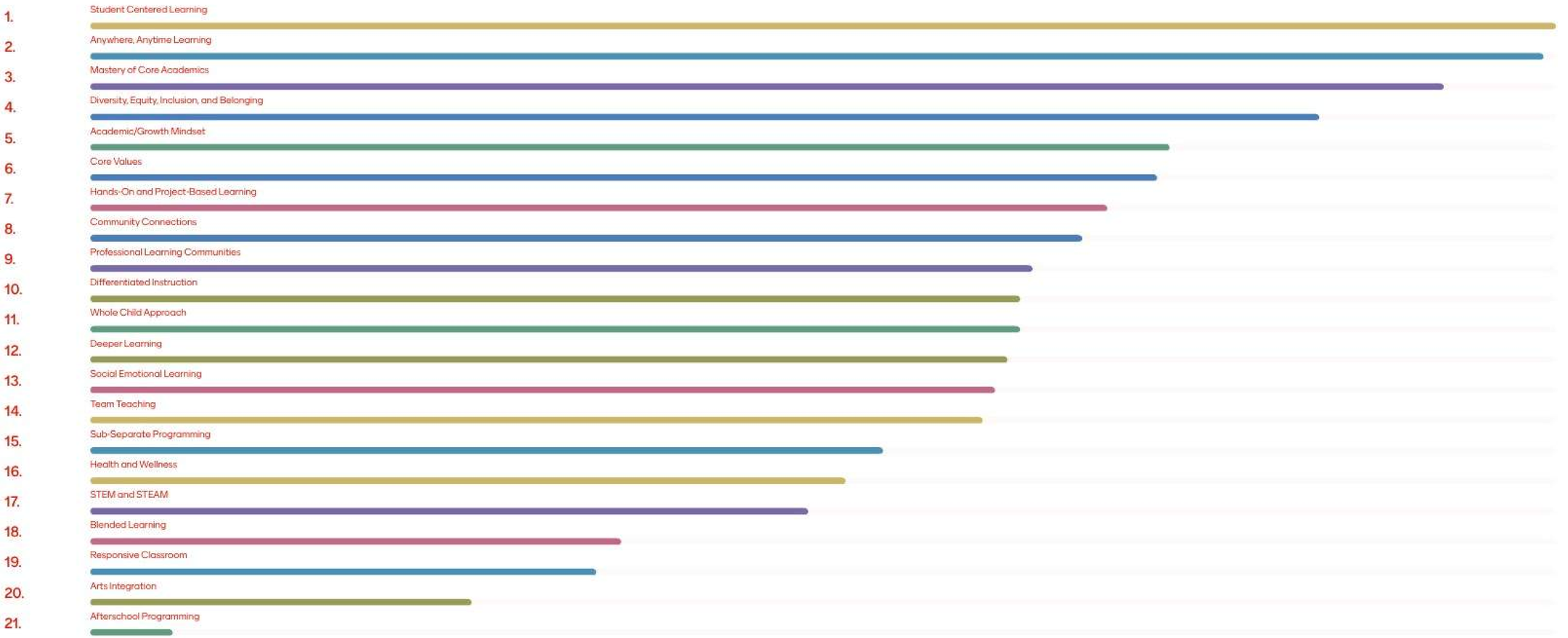
Additional 21st Century Themes

- Real World Connections
- Blended Learning
- Deeper Learning
- Anytime, Anywhere Learning
- Global Connections





Which programmatic focus areas are top of mind for you within SHPS and Mosier?



What language is missing from this list about your district and and school educational focus areas?

Caregiver involvement

MTSS

Explicit teaching classrooms that allow for lecture and then release

Outdoor Classroom Space

multilingual learning

Future Ready Learning Goals

Activity

SHPS Vision of a Graduate

South Hadley High School's Vision of a Graduate encompasses a set of characteristics, skills, and values that our school aims to instill in its students throughout their academic journey. This vision serves as a guide to shaping well-rounded individuals who are prepared for success in various aspects of life. While specific traits of our individual students may vary, the common elements include academic proficiency, critical thinking, communication skills, character development, and a commitment to community and global citizenship.

Academic Proficiency
A graduate is expected to have a strong foundation in core academic subjects, including mathematics, science, language arts, and social studies. This proficiency serves as a basis for further education and lifelong learning.

Critical Thinking Skills
Graduates should be adept at analyzing information, solving problems, and thinking critically. This skill set enables them to approach challenges with a thoughtful and analytical mindset.

Effective Communication
A graduate is expected to be a proficient communicator, both in written and verbal forms. Clear expression of ideas, active listening, and effective interpersonal communication are emphasized.

Character Development
Beyond academic achievements, the vision of a graduate underscores the importance of character development. Traits such as integrity, resilience, empathy, and a strong work ethic are integral to molding individuals of high moral character.

Global and Cultural Competence
Graduates are encouraged to embrace diversity and possess an understanding of global issues. Cultural competence fosters an appreciation for different perspectives and prepares individuals to thrive in an interconnected world.

Collaboration and Teamwork
The ability to work collaboratively with others is a key aspect of a graduate's profile. Whether through group projects, extracurricular activities, or community service, graduates are expected to contribute positively to collective endeavors.

Leadership Skills
Graduates should demonstrate leadership qualities, whether in formal roles or through informal influence. This includes the ability to inspire others, make informed decisions, and take initiative.

Adaptability and Resilience
The vision of a graduate recognizes the importance of adaptability and resilience in the face of challenges. Graduates should be equipped to navigate changes and setbacks with a positive and proactive attitude.

Civic and Social Responsibility
A graduate is encouraged to be an active and responsible member of society. This involves contributing to the community, participating in civic activities, and understanding one's role in making a positive impact on the world.

Lifelong Learning
The concept of being a lifelong learner is central to the vision of a graduate. Graduates are expected to continue seeking knowledge, adapting to new technologies, and pursuing personal and professional growth throughout their lives.

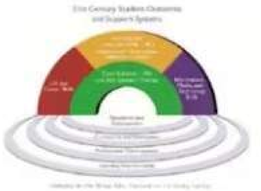
This holistic approach aims to prepare graduates not only academically but also socially and ethically, equipping them for success in a diverse and dynamic world.

Exploring Learning Goals for the 21st Century

The following learning goals listings represent the attempts of a variety of thoughtful and successful schools, school networks, and educational organizations to identify the learning goals and skills that are most important for preparing today's students for success in life, work and post-secondary study. As you look through them, think about which 21st century learning goals you find most meaningful for your students and why.

Bloom's Taxonomy
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Partnership for 21st Century Skills
- Critical Thinking
- Communication
- Collaboration
- Creativity



NCREL - North Central Regional Education Laboratory
- Digital Age Literacy
  - Basic, scientific, economic and technological literacy
  - Visual literacy and information literacy
  - Multicultural literacy and global awareness
- Inventive Thinking
  - Adaptability and managing complexity
  - Self-direction
  - Curiosity, creativity, and risk taking
  - Higher-order thinking and sound reasoning
- Effective Communication
  - Teaming, collaboration and interpersonal skills
  - Self-direction
  - Personal, social, and civic responsibility
  - Interactive communication
- High Productivity
  - Prioritizing, planning and managing for results
  - Effective use of real world tools
  - Ability to produce relevant, high-quality products

Wagner: Seven 21st Century Skills
- Critical Thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurship
- Effective written and oral communication
- Assessing and analyzing information
- Curiosity and imagination

New Tech Network
- Technology Literacy
- Citizenship and Ethics
- Critical Thinking
- Career Preparation
- Collaboration
- Written Communication
- Oral Communication
- Curricular Literacy

Coalition of Essential Schools Habits of Mind
- Perspective
- Analysis
- Imagination
- Empathy
- Communication
- Commitment
- Humility
- Joy



National Association for Independent Schools
- Analytical and creative thinking and problem solving
- Complex communication - oral and written
- Leadership and teamwork
- Digital and quantitative literacy
- Global perspective
- Adaptability, initiative and risk-taking
- Integrity and ethical decision making

Mosier Elementary School

Leader in Academic Excellence

SCOG Analysis

Strengths, Challenges, Opportunities and Goals



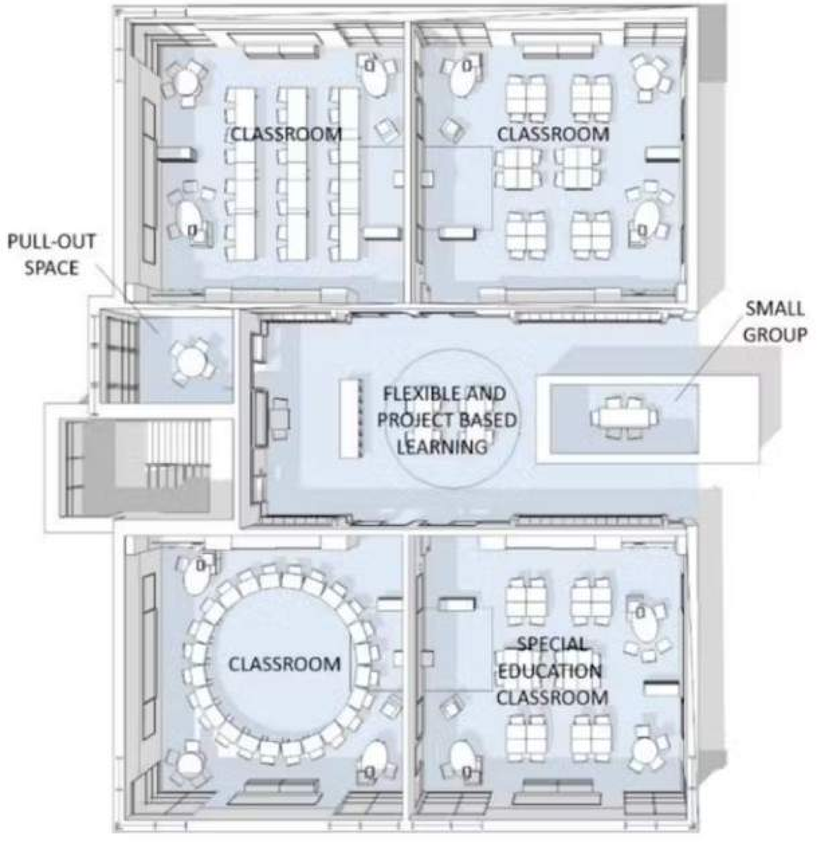
Mosier Elementary School

Leader in Academic Excellence

Design Patterns

New School
Design Patterns

Classroom Neighborhoods




Zervas School – Perkins Eastman

New School
Design Patterns

Extended Learning Spaces



Birralee Primary School – Thompson Architects




Ivan Smith Elementary - Tappé Architects

New School
Design Patterns

Cafetorium
Multi-Purpose Space


Zervas Elementary – Perkins Eastman


Jacobs Elementary – T2 with New Vista



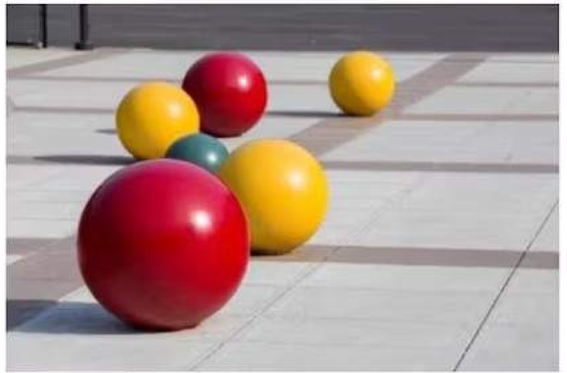
New School

Design Patterns

Outdoor Connections









New School
Design Patterns

Sustainability


HTHCV – Studio E


Ayer - AMMA

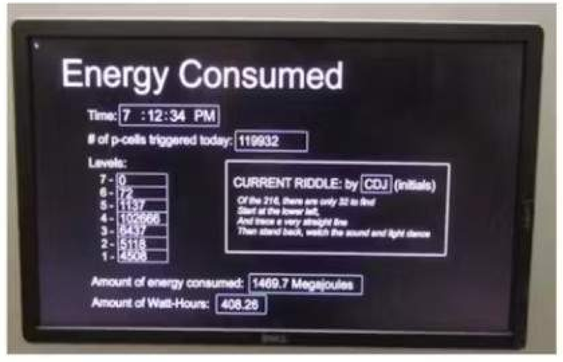

High Tech Elementary North County C – Studio E

New School

Design Patterns

Building as Teacher













Guiding Principles set design priorities and offer an invaluable framework for making decisions and choices as the design process unfolds…



DALE STREET SCHOOL

Educational Visioning Group Workshop Two Notes 1.28.20

Guiding Principles 1.0

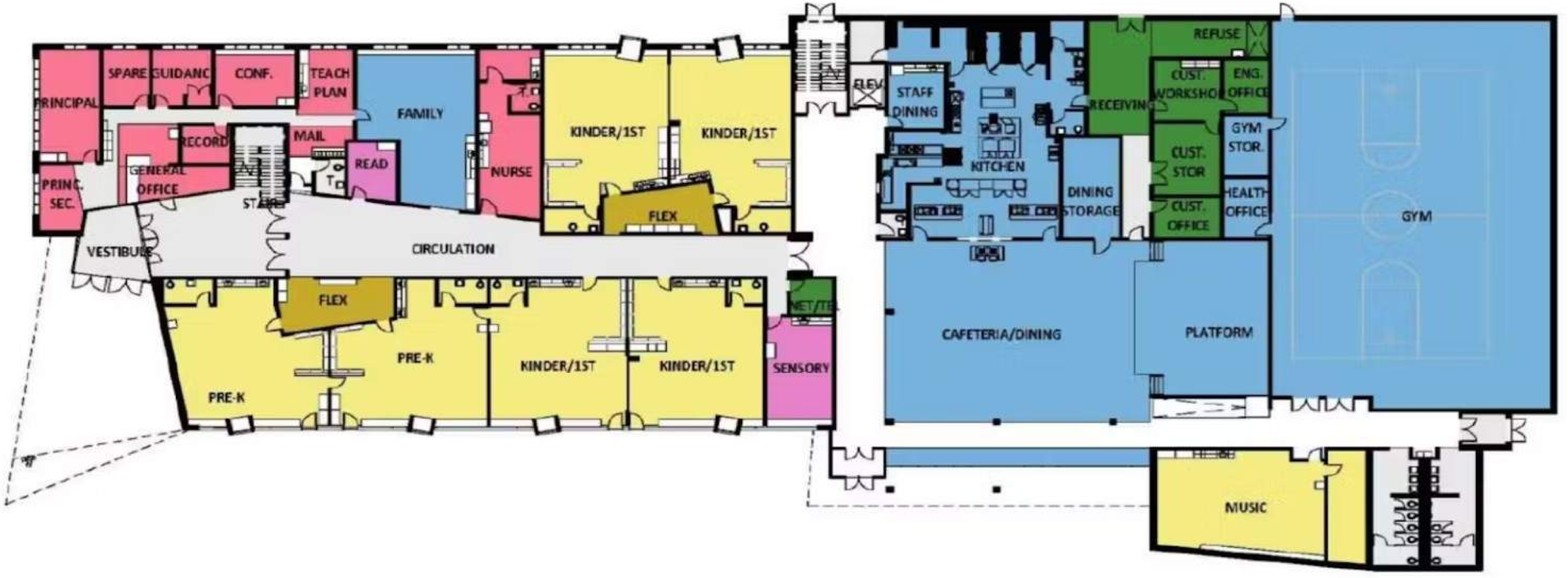
The following set of DRAFT "Guiding Design Principles 1.0" for design of the renovated and/or new Dale Street School facility was developed by the Educational Working Group (EWG) during the Educational Visioning Workshop that took place on January 28, 2020. The EWG is a group of approximately 30 participants that includes Medfield Public Schools leadership, administrators, teachers, parents and community partners. Five teams of 5-6 participants each worked to create their own set of priority Guiding Principles, after which each team presented to the larger group. Participants were then given the opportunity to prioritize their top six Guiding Principles. These have been grouped thematically and listed below in order of the number of votes they received, with each Guiding Principle given five votes for appearing on one of the original team lists, and each subsequent priority vote given one point.

Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

1. Small Learning Communities (89 votes)
   - Personalization
   - Small School Feel, Big School Pride
   - Learning Neighborhoods
   - Visible Learning and Connections
   - Collaboration and Cooperation
2. School as Community Resource (50 votes)
   - A Community Building
   - Space Available 7 Days a Week
   - Meeting Town Needs
   - Heart of the Building
   - Connections to Unique Identity of Town
3. Flexible and Adaptable Spaces (47 votes)
   - Agile Classrooms and Flexible Furniture
   - Extended Learning Spaces
4. Real World and Brain Based Learning (45 votes)
   - Innovation
   - Intellectual Engagement
   - Whole Child Teaching and Learning
   - Lifelong Learning
5. Connections to Nature (36 votes)
   - Outdoor Classrooms and Learning
   - Indoor/Outdoor Views
   - Outdoor Play Spaces
   - Gardens
6. Sustainability (23 votes)
   - Natural Light
   - Sustainable Materials and Practices
   - Efficiency and Durability
   - Building as Teacher

Jacobs Elementary School

Learning Communities



Jacobs Elementary School

Flexible and Adaptable Spaces



Jacobs Elementary School

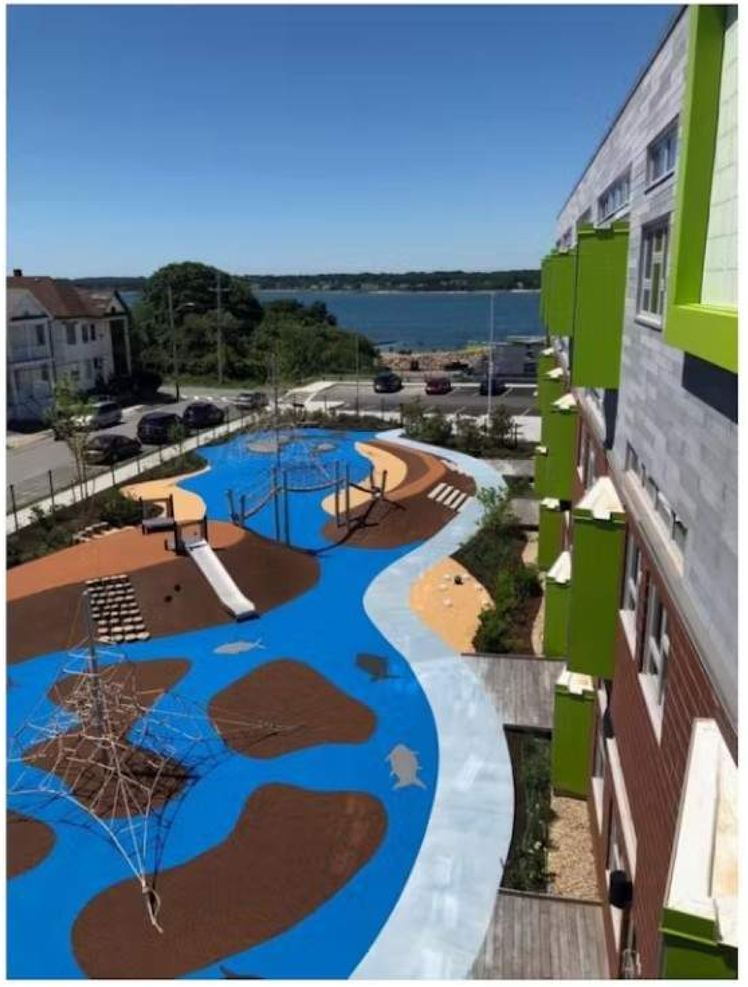
Wayfinding

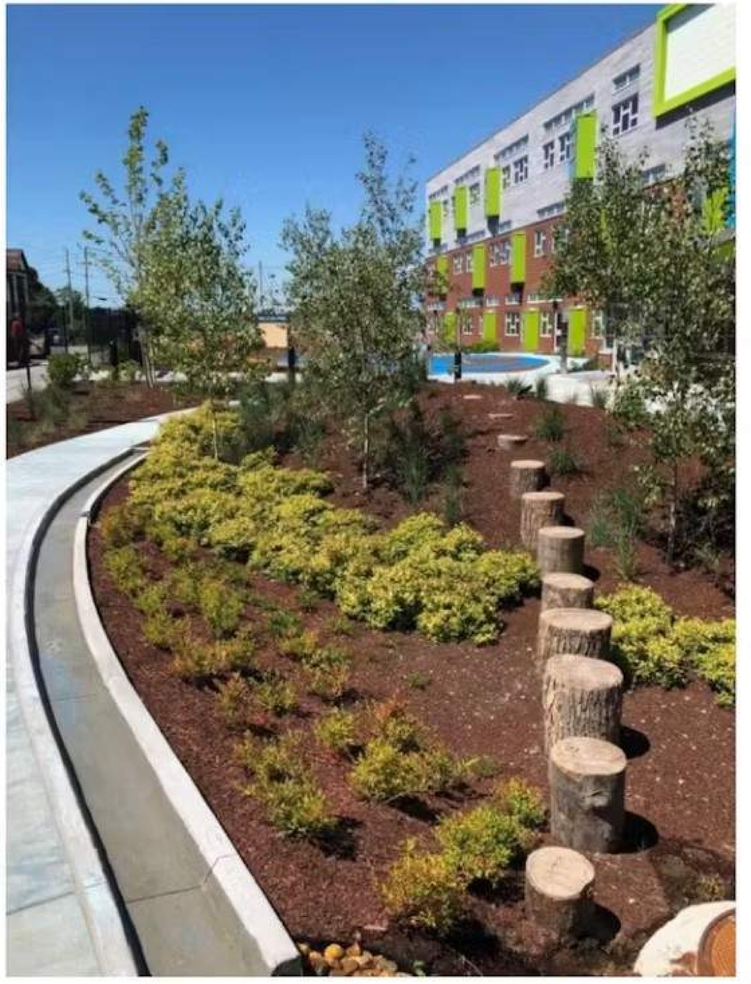




Jacobs Elementary School

Outdoor Connections







Mosier Elementary School

Leader in Academic Excellence

Blue Sky Ideas

DALE STREET SCHOOL

Educational Visioning Group
Workshop Three Notes 2.4.20

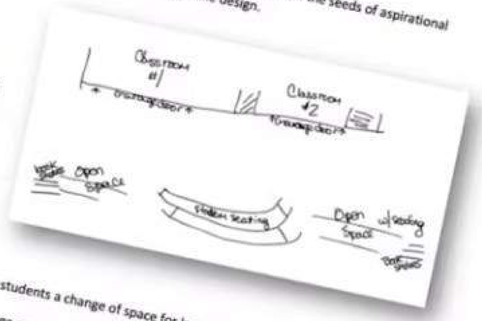
Blue Sky Ideas

The following "Blue Sky" ideas for the design of the renovated and/or new Dale Street School were recorded during Workshop Three. Individual participants wrote about their own Blue-Sky Ideas and then shared them with the larger group. Ideas have been grouped together by like-themes.

Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

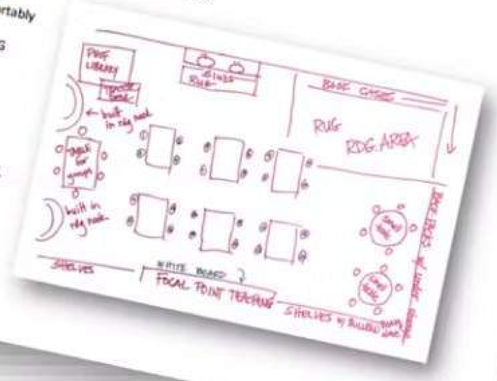
"Neighborhood" Gathering Spaces

- Central gathering space outside of a cluster of classrooms
  - Each classroom has a garage door that opens into the central gathering space hall
  - This allows a cluster of classrooms to easily move their chairs into this space for cluster learning, discussions, presentations
  - Within the gathering space/hall there will also be comfortable stadium seating (movable) in multi-colors large enough to fit 2 classrooms at a time
  - Programs can be seen here as well as giving students a change of space for lessons
  - Bright inviting halls
  - Bookshelves to include optional reading for age appropriate books



Large and Comfortable Classrooms

- Seating space for 24 students comfortably
  - Lots of light/windows
  - WHITEBOARD – FOCAL TEACHING SPACE with all appropriate technology
  - Large reading area with carpeted floor/area rug
  - Space for storage (units, supplies, materials)
  - Space for teacher desk/personal prof. LIBRARY
  - Space for students to move around the room to work in flexible groups (pairs, up to 5 or6)
  - Comfortable seating space for independent reading
  - Nooks



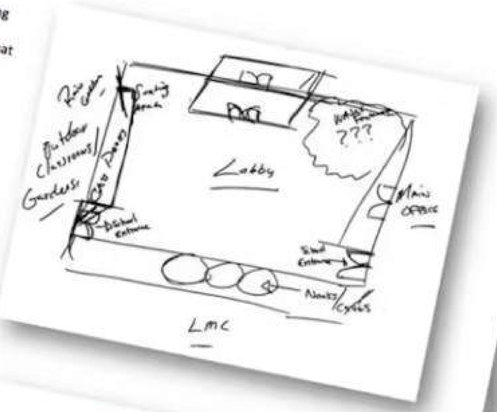
DALE STREET SCHOOL

Educational Visioning Group
Workshop Three Notes 2.4.20

Blue Sky Ideas Continued

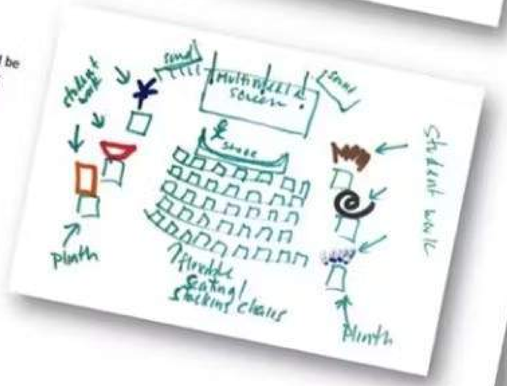
Inspiring School Entry

- A school entrance that inspires learning for all
  - Open area with nooks and caves that is tied into classroom spaces both indoor/outside with play spaces



Presentation Space

- Where students can display their capstone projects (e.g. museum)
  - Along with this space, there would be a stage and microphones (TED Talk style) where students can present their work



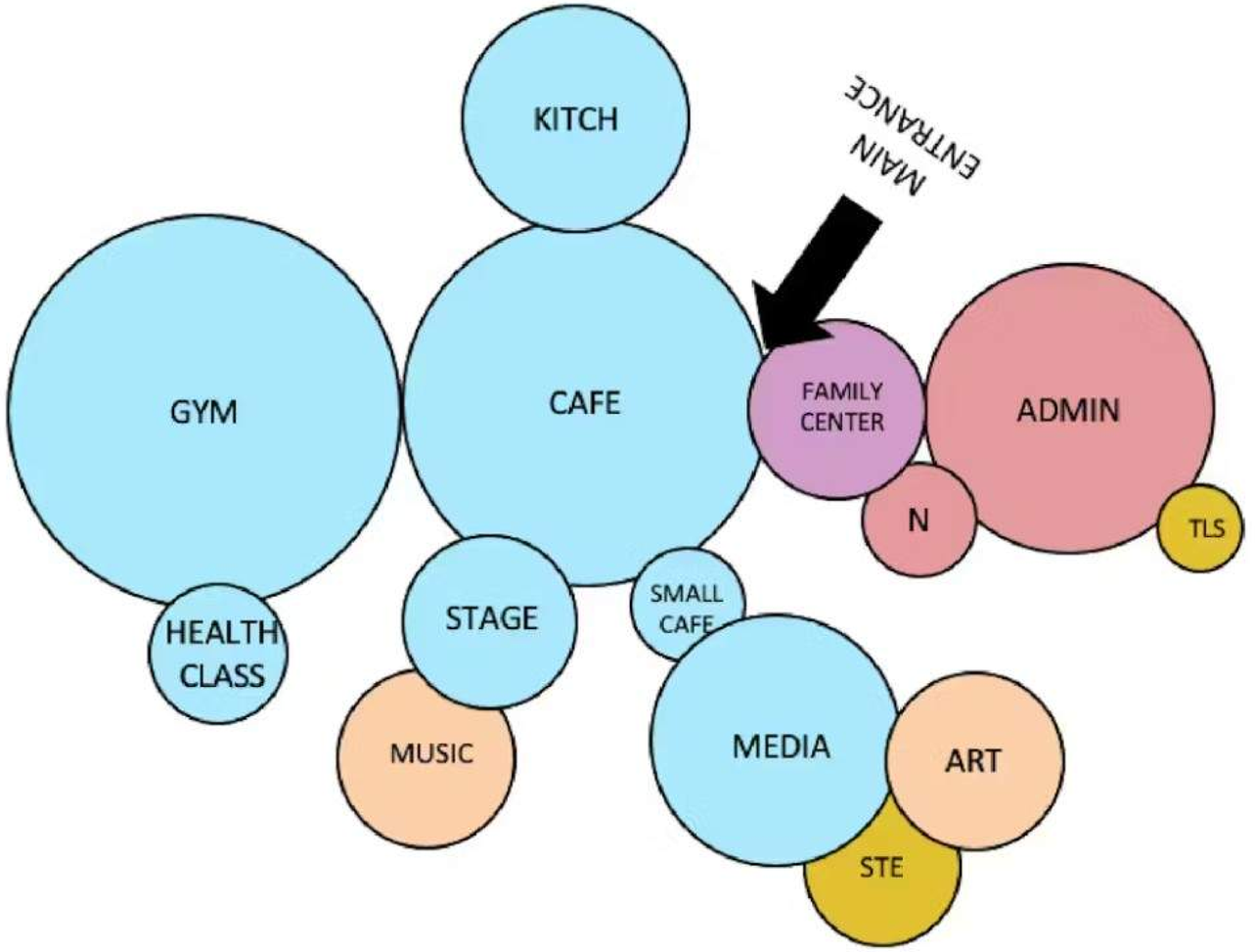


Mosier Elementary School

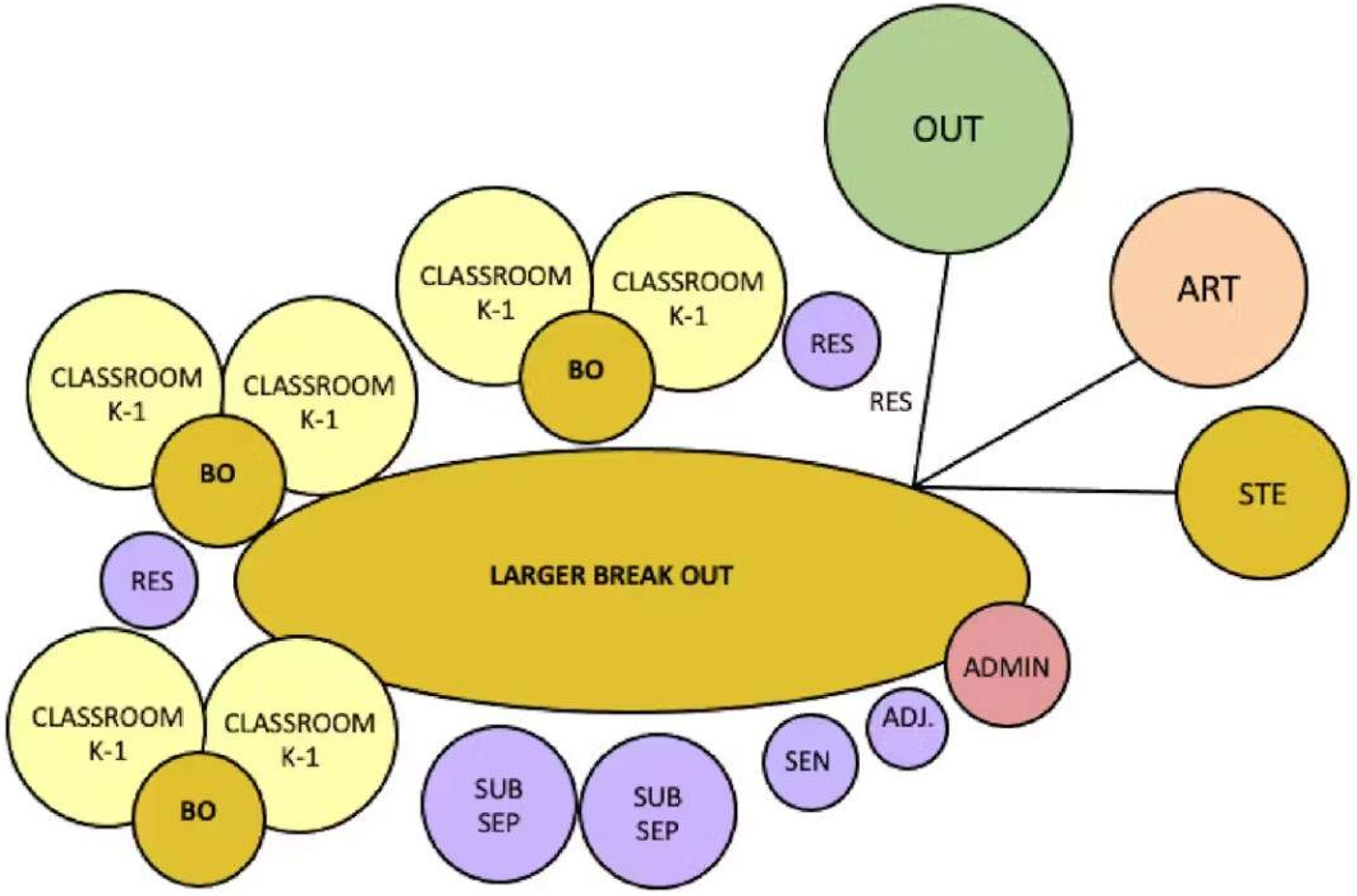
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Bubble Diagramming

Whole School Diagram



Classroom Neighborhoods



Mosier Elementary School

Leader in Academic Excellence

School Tours

Mosier Elementary School

Leader in Academic Excellence

Visioning Logistics

- Terminology
- Participants
- Focus Areas
- Community Meetings
- Small Group Facilitation
- Google Docs Sharing
- Workshop Scheduling
- Translation Services

Mosier Elementary School
Leader in Academic Excellence

SHPS Educational Leadership Team
Visioning Kick Off Meeting Notes

A group of South Hadley Public Schools (SHPS) leadership participated in a 2-hour Educational Visioning Kick-Off Meeting on September 17, 2025. The purpose of the meeting was for the project architects (Mount Vernon Group) and educational planner (New Vista Design) to present an overview of the educational visioning process, discuss overarching educational and architectural priorities for the Mosier Elementary School project, and establish a framework and schedule for educational visioning workshops. The following notes highlight information gathered during the meeting.



Meeting Participants

1.	Elizabeth Wood	SHHS Principal
2.	Jennifer Voyik	Superintendent
3.	Cindy Flynn	Mosier Principal
4.	Steven Ziobrowski	Director of Technology
5.	Elizabeth Cooke	Director of Student Services
6.	Luis D. Martinez	Principal MESMS
7.	Courtney Mackey	District Mental Health Coordinator
8.	Lyn Jacques	Assistant Superintendent
9.	David Gallagher	Mosier AP
•	Victoria Clifford	Skanska, Owner's Project Manager
•	Frank Tadesco	Mount Vernon Group
•	Chris LeBlanc	Mount Vernon Group
•	Dennis Daley	Mount Vernon Group
•	David Stephen	New Vista Design



Greatest Hopes

The following Greatest Hopes for the SHPS and Mosier programs and facilities were brainstormed by workshop participants during the Kick-Off Meeting. Responses have been grouped by like-themes.

Safe, Inclusive, and Welcoming Environment

- Safe, welcoming, and inspiring space where every child feels a sense of belonging
- Providing a safe place for students to learn and staff to have the tools and space needed to support our students at this crucial developmental age
- That the new elementary school will be a community hub for children and families to thrive in a modern educational center that enhances and promotes their development and community involvement

Modern, Flexible, and Future-Ready Facilities

- A brand new building for students and staff
- Modern, flexible multi-purpose spaces, taking consideration of outdoor spaces, and could be updated easily in the future
- Building designed to support modern teaching and learning with flexible classrooms, collaborative areas, and access to technology that prepares students for the future
- The opportunity to plan ahead for the spaces our students need, creating a space that people feel positive about, including creative hallway spaces

Greatest Hopes *Continued*

Support for Diverse Learning Needs

- I hope for enough space for all special education teachers and related service providers to have their own space to work with students individually or in small groups
- Support for MTSS Framework
- Space for professional development and learning communities

Innovative Use of Technology

- Technology innovation through simplicity

Project Priorities

The following Educational, Architectural, and Community Priorities for SHPS and Mosier Elementary School programs and facilities were brainstormed by workshop participants during the Kick-Off Meeting. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Whole Child Development

- Whole child development that fosters curiosity, creativity, social-emotional skills, and character education
- Social Emotional Learning
- Places for movement breaks and hands-on learning experiences
- Spaces for play and exploration including indoor and outdoor spaces

Equity and Access

- Equity and access to appropriate grade level education for all learners
- That ALL students have access to equitable instruction and learning
- Making sure all students have access to high quality instructional material and the interventions and support to allow them to access it

Support for Diverse Learners

- Supporting diverse learners through differentiated instruction, intervention, and enrichment
- For students to be able to have a variety of ways to access learning
- Supporting diverse learners

Community and Partnerships

- Community partnerships

Learning Environments and Flexibility

- Safe flexible spaces that allow for independent and group work
- Multiple small working group areas equipped for a multitude of needs
- A multipurpose physical space
- Safe learning environments
- Safe lockdown areas
- Small work group areas
- Larger spaces are great but require more time to navigate. Every minute counts in the day for covering curricula. Example: time and technology in the cafeteria

Innovative and Inclusive Building Design

- Building that is conducive for learning including special education rooms, smaller intervention rooms, and specialist rooms with state-of-the-art technology
- Possible outdoor learning spaces
- Expanding learning beyond the classroom

Technology and Instructional Support

- That educators have the necessary modern technologies to support instruction in the classroom and other spaces

Architectural Priorities

Functional and Low-Maintenance Design
- A building that is functional and easily maintained, with no courtyards
- Spaces that will be easy to maintain moving forward, with any courtyard space being low maintenance
- Avoid wasted space

Safety and Security
- Double entry security
- Lights on switches instead of being run through a computer

Sustainability and Energy Efficiency
- HVAC that is efficient and provides climate comfort
- Alternative energy such as solar or wind to offset electrical needs
- Possible use of geothermal

Flexible and Multi-Use Spaces
- Large enough spaces for flexible classrooms
- Extra meeting spaces for community gatherings
- Community gathering spaces located near each other for ease of joint use

Indoor Environmental Quality
- Heating and cooling is a concern, even in newer buildings
- Natural light is important for student well-being
- Screened windows that open without letting bees in

Outdoor Integration
- Taking consideration of the outdoor space as part of the classroom
- Outdoor learning centers such as a covered pavilion
- Greenhouse for hands-on, nature-based learning

Wellness and Sensory Support
- Sensory paths built into floors and walls
- Spaces within classrooms for student breaks

Portables Replacement
- Have to replace the portables with permanent, integrated structures

Community Priorities

Shared Community Use Spaces
- Having shared spaces for the community to access
- Community spaces such as a gym and cafetorium that can be used for community events
- A fitness area that can be used by both staff and community
- A kitchen that is accessible to the community for events or emergency services
- A functional space for events and meetings

Recreational and Outdoor Access
- This school will be used for community sports and recreational activities and may need to connect with survival centers or urgent care in the future
- Playground that is safe and available for after-hours use, designed for all age levels and special needs
- Use of outdoor spaces in the afternoon and weekend
- Access to the arboretum behind the middle school for community enjoyment

Aesthetics and Environment
- Maintaining the aesthetics of the area to reflect and respect the surrounding neighborhood

Accessibility and Safety
- Safe and efficient commute options for students who walk or bike to school

Financial Responsibility
- Cost is going to be a big factor for the community due to the current budget crisis and financial concerns

Inclusivity and Universal Design
- Playground design should consider inclusivity for all age groups and special needs to ensure accessibility and equal use

Transparency and Community Engagement
- Make information transparent throughout the project
- Avoid misunderstandings by ensuring families and community members are informed of all details and developments

Additional Community Considerations

When asked to share additional community considerations that the Design Team should be sure to keep in mind when approaching the educational visioning process and the design of the renovated and/or new Mosier Elementary School facility, Leadership Team members shared the following concerns.

- Money is a concern as the senior center is fairly new - taxes will go up
- Neurodivergent community member needs. Children with hearing loss, vision- affected by bright light
- The building must be culturally welcoming
- Appearance- It is important to be new and updated while also keeping traditional look/feel
- Consider the Arboretum behind the middle school
- The town does the fireworks and Fourth of July fair behind the middle school and in the parking lot. Not sure if that will matter



Priority Educational Focus Areas

The following initial listing of priority educational focus areas for SHPS schools was brainstormed during the Kick-Off Meeting. The list places Student-Centered Learning, Academic/Growth Mindset, and Hands-On Learning at the top of the list. This listing of focus areas represents a quick snapshot of district priorities and will be further explored during the upcoming Educational Visioning Group Workshops.



1. Student-Centered Learning
2. Anywhere, Anytime Learning
3. Mastery of Core Academics
4. Diversity, Equity, Inclusion, and Belonging
5. Academic/Growth Mindset
6. Core Values
7. Hands-On and Project-Based Learning
8. Community Connections
9. Professional Learning Communities
10. Differentiated Instruction
11. Whole Child Approach
12. Deeper Learning
13. Social Emotional Learning
14. Team Teaching
15. Sub-Separate Programming
16. Health and Wellness
17. STEM and STEAM
18. Blended Learning
19. Responsive Classroom
20. Arts Integration
21. Afterschool Programming

When asked what additional Priority Educational Focus Areas should be added to the list above, workshop participants offered the following suggestions:

- Caregiver involvement
- MTSS
- Explicit teaching classrooms that allow for lecture and then release
- Outdoor Classroom Space
- Multilingual learning
- Social Studies/History

Project Logistics

The following project logistics were agreed upon during the meeting.

- The Leadership Team will form an Educational Visioning Group of approximately 30-40 people to participate in three virtual Educational Visioning Workshops.
- Based on conversations with the district, the Educational Visioning Workshops will take place on the following dates:
  - **Workshop One** will take place virtually on Tuesday, September 30, 2025, from 6:00-8:45 PM
  - **Workshop Two** will take place virtually on Thursday, October 9, 2025, from 6:00-8:45 PM
  - **Workshop Three** will take place in person on Thursday, October 23, 2025, from 3:00-6:00 PM
  - A virtual **Faculty Workshop** will take place on Wednesday, October 15, 2025, from 4:00-5:45 PM
  - A virtual **Community Workshop** will take on Tuesday, October 21, 2025, from 6:00-8:00 PM
- The Educational Visioning Group will consist of SHPS district and school leadership, administrators, teachers, parents, and community partners
- All workshop materials (presentations, handouts, videos, and consolidated notes) will be stored in a Google Folder to be created by the district

Next Steps and Action Items

1. SHPS to create a Google folder titled "Mosier Ed Visioning Materials " and share it with all design team members as editors
2. David to send SHPS an overview of all workshops and dates in Word format
3. SHPS to compile and send a complete participant list to David Stephen by EOD Friday, September 26, 2025. Please include each person's name, role/affiliation, and email address.
4. SHPS to send out calendar holds as soon as it has a list of participants to make sure to get the workshops on their calendar
5. David to send out Zoom links for all three workshops once he receives the complete list of participants
6. SHPS to identify 4-6 small group facilitators from the SHPS Leadership Team for Workshops One, Two, and Three. The number needed will depend on how large the group is. Mount Vernon Group can provide 3 small group facilitators, and the district will supply the rest… enough so that each small group has no more than 6 participants including the facilitator.
7. David to send an overview of small group activities and handouts to small group facilitators once he receives their names

SHHS Vision of a Graduate

South Hadley High School's Vision of a Graduate encompasses a set of characteristics, skills, and values that our school aims to instill in its students throughout their academic journey. This vision serves as a guide to shaping well-rounded individuals who are prepared for success in various aspects of life. While specific traits of our individual students may vary, the common elements include academic proficiency, critical thinking, communication skills, character development, and a commitment to community and global citizenship.

Academic Proficiency

A graduate is expected to have a strong foundation in core academic subjects, including mathematics, science, language arts, and social studies. This proficiency serves as a basis for further education and lifelong learning.

Critical Thinking Skills

Graduates should be adept at analyzing information, solving problems, and thinking critically. This skill set enables them to approach challenges with a thoughtful and analytical mindset.

Effective Communication

A graduate is expected to be a proficient communicator, both in written and verbal forms. Clear expression of ideas, active listening, and effective interpersonal communication are emphasized.

Character Development

Beyond academic achievements, the vision of a graduate underscores the importance of character development. Traits such as integrity, resilience, empathy, and a strong work ethic are integral to molding individuals of high moral character.

Global and Cultural Competence

Graduates are encouraged to embrace diversity and possess an understanding of global issues. Cultural competence fosters an appreciation for different perspectives and prepares individuals to thrive in an interconnected world.

Collaboration and Teamwork

The ability to work collaboratively with others is a key aspect of a graduate's profile. Whether through group projects, extracurricular activities, or community service, graduates are expected to contribute positively to collective endeavors.

Leadership Skills

Graduates should demonstrate leadership qualities, whether in formal roles or through informal influence. This includes the ability to inspire others, make informed decisions, and take initiative.

Adaptability and Resilience

The vision of a graduate recognizes the importance of adaptability and resilience in the face of challenges. Graduates should be equipped to navigate changes and setbacks with a positive and proactive attitude.

Civic and Social Responsibility

A graduate is encouraged to be an active and responsible member of society. This involves contributing to the community, participating in civic activities, and understanding one's role in making a positive impact on the world.

Lifelong Learning

The concept of being a lifelong learner is central to the vision of a graduate. Graduates are expected to continue seeking knowledge, adapting to new technologies, and pursuing personal and professional growth throughout their lives.

This holistic approach aims to prepare graduates not only academically but also socially and ethically, equipping them for success in a diverse and dynamic world.

Exploring Future Ready Learning Goals

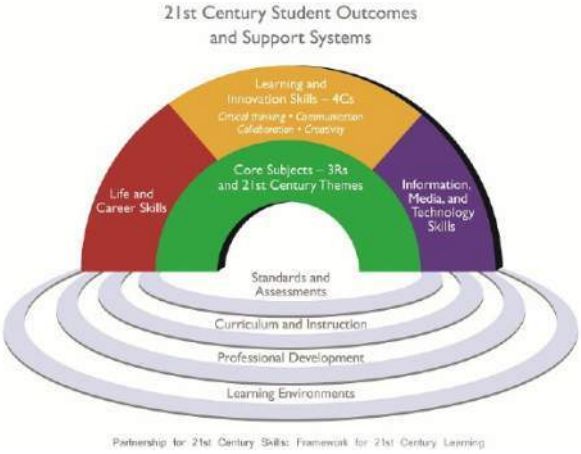
The following learning goals listings represent the attempts of a variety of thoughtful and successful schools, school networks, and educational organizations to identify the learning goals and skills that are most important for preparing today's students for success in life, work and post-secondary study. As you look through them, think about which "Future Ready" learning goals you find most meaningful for your students/children and why.

Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Partnership for 21st Century Skills

- Critical Thinking
- Communication
- Collaboration
- Creativity
- Citizenship



NCREL - North Central Regional Education Laboratory

- Digital Age Literacy
  - Basic, scientific, economic and technological literacy
  - Visual literacy and information literacy
  - Multicultural literacy and global awareness
- Inventive Thinking
  - Adaptability and managing complexity
  - Self-direction
  - Curiosity, creativity, and risk taking
  - Higher-order thinking and sound reasoning
- Effective Communication
  - Teaming, collaboration and interpersonal skills
  - Self-direction
  - Personal, social, and civic responsibility
  - Interactive communication
- High Productivity
  - Prioritizing, planning and managing for results
  - Effective use of real world tools
  - Ability to produce relevant, high-quality products



Wagner: Seven 21st Century Skills

- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurship
- Effective written and oral communication
- Assessing and analyzing information
- Curiosity and imagination

New Tech Network

- Technology Literacy
- Citizenship and Ethics
- Critical Thinking
- Career Preparation
- Collaboration
- Written Communication
- Oral Communication
- Curricular Literacy

Coalition of Essential Schools Habits of Mind

- Perspective
- Analysis
- Imagination
- Empathy
- Communication
- Commitment
- Humility
- Joy

National Association for Independent Schools

- Analytical and creative thinking and problem solving
- Complex communication - oral and written
- Leadership and teamwork
- Digital and quantitative literacy
- Global perspective
- Adaptability, initiative and risk-taking
- Integrity and ethical decision making

Exploring Future Ready Learning Goals

The following learning goals listings represent the attempts of a variety of thoughtful and successful schools, school networks, and educational organizations to identify the learning goals and skills that are most important for preparing today's students for success in life, work and post-secondary study. As you look through them, think about which "Future Ready" learning goals you find most meaningful for your students/children and why.

The MET Technical School

- Communication
  - How do I take in and express ideas?
- Empirical Reasoning
  - How do I prove it?
- Personal Qualities
  - What do I bring to this process?
- Quantitative Reasoning
  - How do I measure, compare, or represent it?
- Social Reasoning
  - What are other peoples perspectives on this?

Expeditionary Learning

- The primacy of self-discovery
- The having of wonderful ideas
- The responsibility for learning
- Empathy and caring
- Success and failure
- Collaboration and competition
- Diversity and inclusion
- The natural world
- Solitude and reflection
- Service and compassion

Deeper Learning Network/ EL Schools

- Mastery of Core Academic Content
- Critical Thinking and Problem Solving
- Collaboration
- Effective Communication
- Self-Directed Learning
- An "Academic Mindset"

21st Century Employability and College Prep Skills (CTE)

- Work in teams
- Ask good questions
- Consider multiple perspectives in the workplace
- Ask how things are connected
- Take big picture views

Key Competencies for Lifelong Learning

European Reference Framework

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence
- Basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Top Ten Skills for 2025

Future of Jobs Report/World Economic Forum

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordination with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Profile of a Virgina Graduate

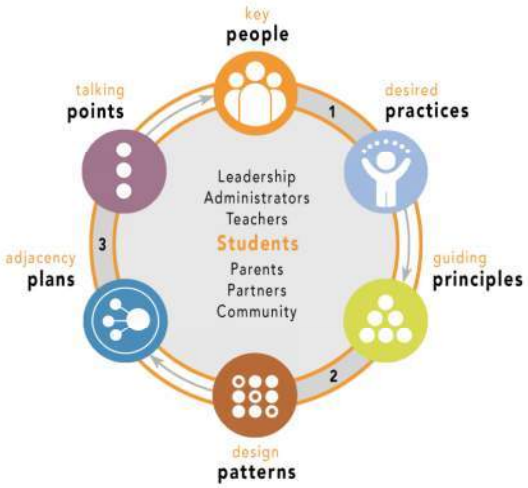
- Content Knowledge
  - *Achieve and Apply Appropriate Academic and Technical Knowledge*
- Workplace Skills
  - *Attain and demonstrate Productive Workplace Skills, Qualities and behaviors*
- Community Engagement and Civic Responsibility
  - *Build Connections and Value for Interactions with Diverse Communities*
- Career Exploration
  - *Align Knowledge, Skills and Personal Interest with Career Opportunities*



Mosier Elementary School
Leader in Academic Excellence

Moiser Elementary School
Community Educational Visioning Forum

Please join us on the evening of Tuesday, October 24, 2025, from 6:00-8:00 PM for a virtual Community Educational Visioning Forum run by Mount Vernon Group Architects and New Vista Design. The workshop will be a collaborative session designed to give the South Hadley community an overview of MSBA (Mass School Building Authority) process, the Mosier Elementary School projectand the educational and design priorities that have been established thus far by participants during the first two Mosier Educational Visioning Group Workshops. Community members will also have the opportunity to weigh in with their own priorities and concerns regarding the design of the renovated and/or new Mosier Elementary School facility.



The educational and architectural goals set during this and other workshops will have a direct and tangible impact on the design approach toward, and features of the renovated and/or new school facility. We do hope that you will consider taking part in the workshops and sharing your ideas and dreams for Mosier Elementary School.

The workshop will start and end on time and cover the following topics:

- **Project Overview** and MSBA timeline
- **Priority Goals** for South Hadley Public Schools educational programming and a renovated and/or new Mosier Elementary School facility
- **Future-Ready Teaching and Learning Practices** that are important to Mosier and SHPS, both now and as envisioned for the coming decades
- **Architectural Design Patterns** and approaches that community members would like to put into practice within a renovated and/or new Mosier facility

A Zoom link to the virtual Community Forum can be found below:

Join Zoom Meeting
https://us02web.zoom.us/j/87827460060
Meeting ID: 878 2746 0060

Please contact ***put contact person and email here*** if you would like more information about the upcoming Community Forum

Educational Visioning Group

Workshop One September 30, 2025

Mosier Elementary School

Leader in Academic Excellence









ENVISIONING THE NEW MOSIER ELEMENTARY SCHOOL FACILITY

MOUNT VERNON GROUP ARCHITECTS

newvistadesign

Agenda

Mosier Elementary School

Leader in Academic Excellence

1. Visioning Overview and Introductions

   (30 min)

2. Priority Goal Setting *Activity* (30 min)

3. Future Ready Teaching and Learning

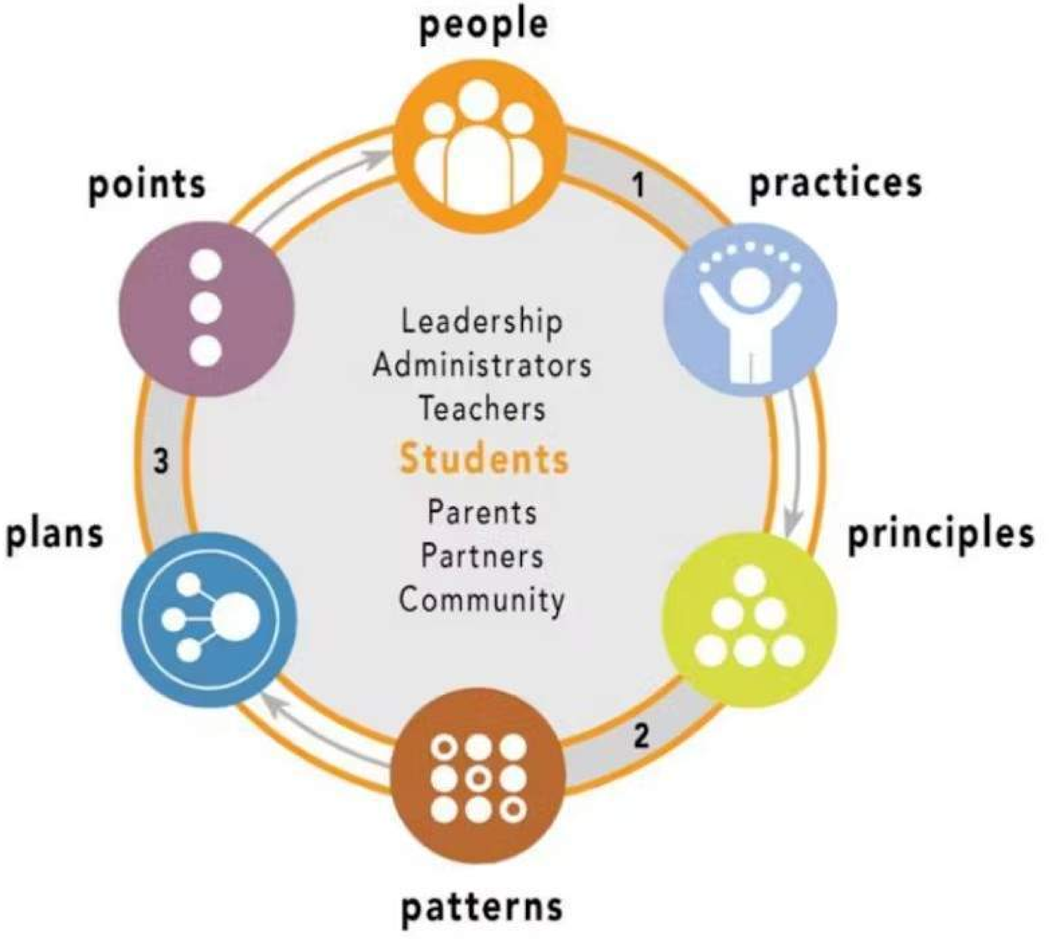
   (30 min)

4. Portrait of a Graduate *Activity* (45 min)

The 6 Ps Visioning Process

Engaging, customizable, and effective

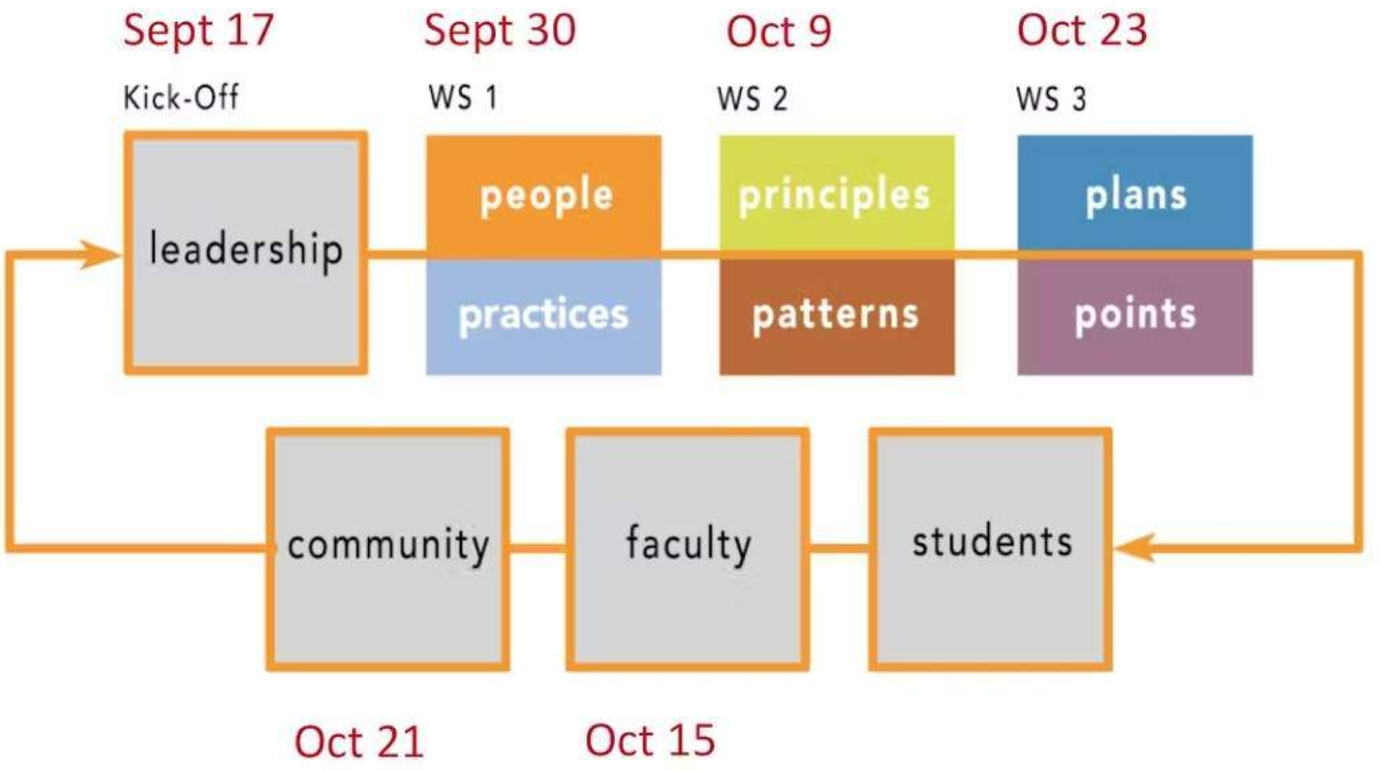
- key people
- desired practices
- guiding principles
- design patterns
- adjacency plans
- talking points



The 6 Ps Visioning Process

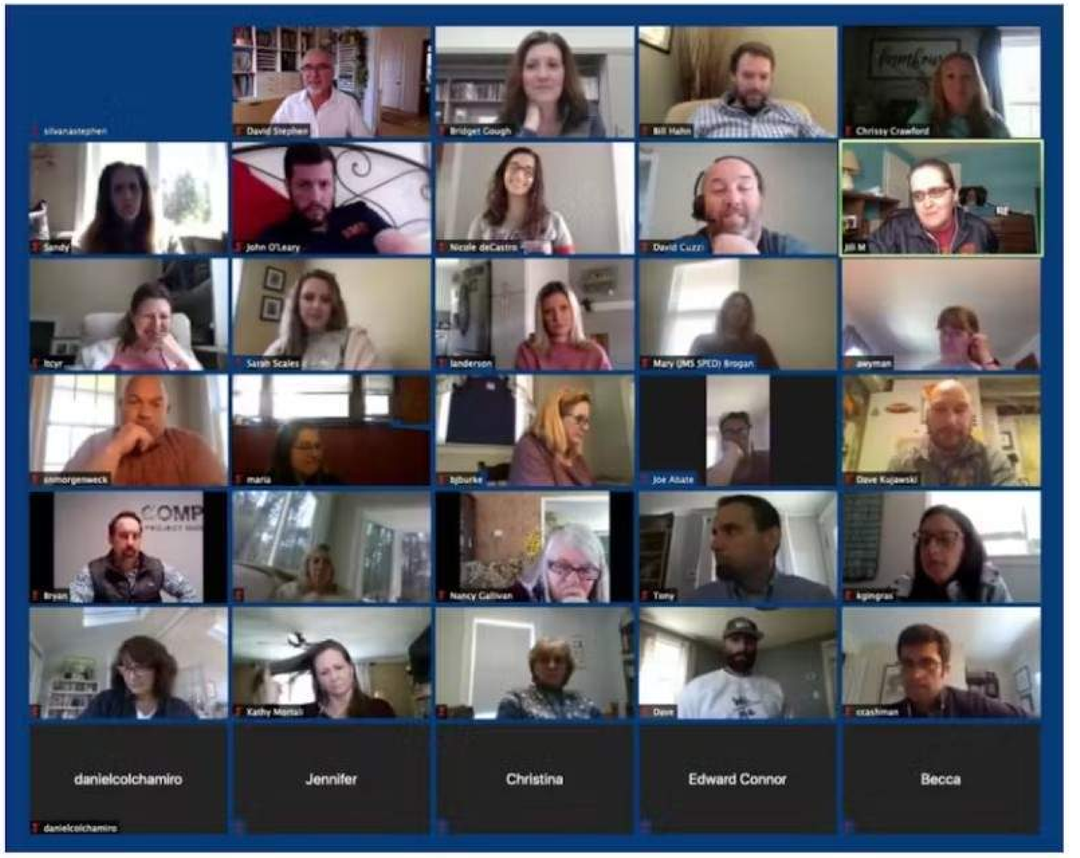
Engaging, customizable, and effective

- Leadership
- Teachers
- Specialists
- Students
- Parents
- Partners
- Community

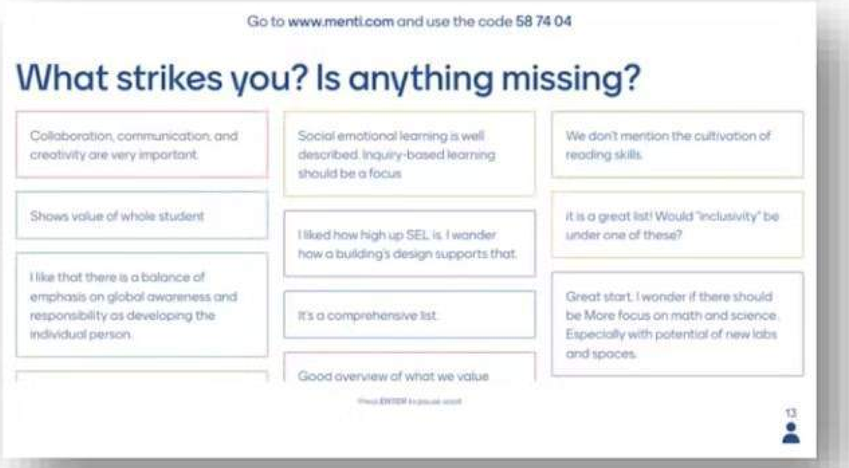


Virtual and In-Person Visioning

- Shorter Workshops
- Highly Interactive
- Breakout Groups Discussions
- Chat Function Feedback
- Google Docs Info Collection
- Interactive Software for Real-Time feedback

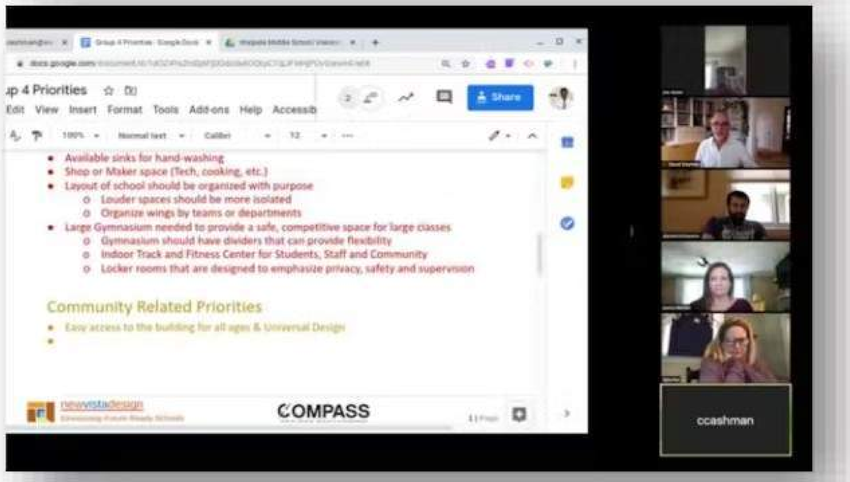


Mentimeter









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Mosier Elementary School
Leader in Academic Excellence

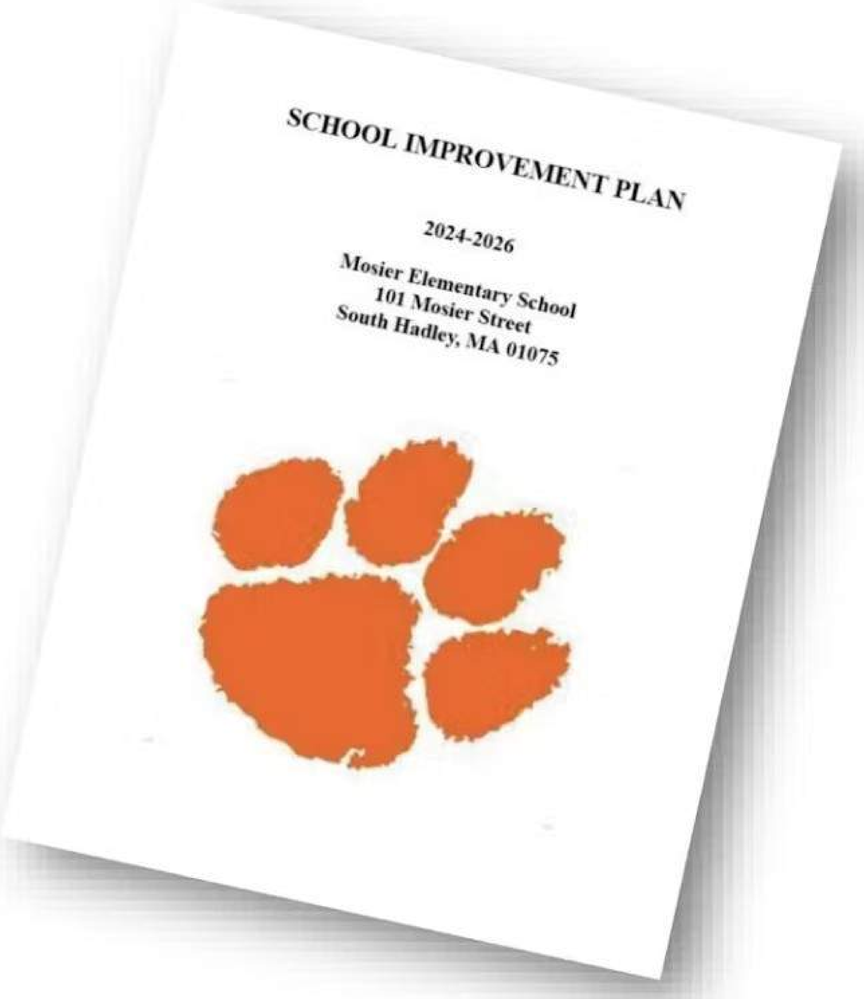
Why We Do This

- Listen to and learn about your district and school vision and aspirations
- Share best practice examples from similar projects/schools
- Help introduce ideas and spark conversations
- Work with you to envision your most effective and successful building
- Maximize use of your space template



Building Upon

- Current Innovation Agenda, Programming, and Language
- School Improvement Plan
- DRAFT Education Plan
- Other Sources?



High Level Priority Setting

Current Grade 2-4 Enrollment Mosier Elementary School	Proposed Grade 1-5 Enrollment Mosier Elementary School, (relocates grade 1 from the MSBA-funded Plains Elementary School and grade 5 from the Smith Middle School)
360 students	590 students

- Base Renovation
- Substantial Renovation
- Renovation Addition
- New Construction

- *High Level Ed Visioning*
- *On the Ground Focus Groups*

Developing a Narrative

- Educational vision
- Design priorities and goals
- Desired adjacencies
- Optimization of space template



Brainstorming Rules

- Go for Quantity
- Encourage Wild Ideas
- Defer Judgment
- Build on the Ideas of Others
- One Conversation at a Time
- Stay Focused on the Topic
- Don't Worry About Spelling



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Nothing is Set in Stone

- This is high level visioning and part of an ongoing conversation
- We are throwing a lot of ideas out there to see what resonates and what sticks
- There are no right or wrong answers when brainstorming!



Instructions



12

Please share your name, role, and affiliation with the Mosier/South Hadley community.

Susan Taylor, Interior Designer at MVG

Dave Cirone 4th grade teacher at mosier

Courtney Mackey South Hadley Public Schools District Mental Health Coordinator

Carla Lussier Principal Henry J. Skala School

Jennifer Voyik, Superintendent for SHPS

Cynthia Flynn Mosier Elementary School Principal

Doug Lake, Architect at MVG

Diane Mulvaney Chair, School Building Committee

2 15

Please share your name, role, and affiliation with the Mosier/South Hadley community.

Rudolph J Hall. Parents, Building committee members and school Architect in the community

Kimberly Ludkiewicz/Assistant Principal and Early Childhood Coordinator at Skala School

Rachael Baglione, community member/parent, background in public construction compliance

Chris LeBlanc, Project Manager, MVGA

Dennis Daly Architect principal at MVG

Laura fusari ,LICSW Parent of Sam and Matthew, 6th and 3rd grade.

Teresa Winters Tobin, parent to three south hadley school students; Member of the elementary school building committee; work in higher education

2 15

What three words best describe the culture of teaching, learning, and community at Mosier Elementary?



2 11

Mosier Elementary School

Leader in Academic Excellence

Priorities

Educational, Architectural, and Community

Mosier Elementary School

Leader in Academic Excellence

Educational Priorities

Educational Priorities Drive Design

- Differentiated and Experiential Learning
- MTSS (Multi-tiered System of Supports)
- Project-Based Learning
- Social justice, diversity, and inclusion
- Student mental health
- Special Education Alignment
- SEL / Sown to Grow Curriculum
- Trauma Informed Practices



Elementary Considerations

- Exploring the cognitive, social emotional and physical/motor needs of elementary learners
- Facilitating Play
- Invoking Curiosity
- Encouraging Discovery
- Developing Confidence
- Promoting Belonging







Educational Delivery

What do your district and school value?
Where do you want to be?

Teacher-Centric	→	Student-Centric
Passive Learning	→	Active Learning
Classrooms	→	Flexible Learning Environments
Conventional Technology	→	1:1 Technology Environments
Individual	→	Collaborative
Subject-Based	→	Project-Based







Initial Leadership EDUCATIONAL Priorities

- **Whole Child Development**
- **Equity and Access**
- **Support for Diverse Learning Needs**
- **Community and Partnerships**
- **Flexible Learning Environments**
- **Innovative and Inclusive Building Design**
- **Technology and Instructional Support**



Please share your top EDUCATIONAL PRIORITIES for SHPS and Mosier Elementary School.

student centric

project based learning

Teacher communication

Small group instruction

Student centered approach
Spaces for quiet breaks or small group work

Flexible grouping spaces.

Whole class, small group and individual work spaces within a classroom

Flexibility

12

Please share your top EDUCATIONAL PRIORITIES for SHPS and Mosier Elementary School.

One on one intensive therapy/support

Breakout spaces

confident students

Student centric Flexible multi purpose spaces

Room for creativity and exploration and risk taking Support of outdoor eduction when appropriate Having adequate supports for teachers and students

STEM Learning - expanding science, technology, engineering and math with hands on learning.

Quiet spaces

Inclusive to all learners (academic, behavior and physical ability)

Please share your top EDUCATIONAL PRIORITIES for SHPS and Mosier Elementary School.

Project based learning, supporting diverse need

Building independence and self reliance and problem solving

Reading focus areas

STEAM

Opportunities for elderly services to support youth if appropriate

More mental health supports

Outdoor learning

Phones are locked in pouches

Please share your top EDUCATIONAL PRIORITIES for SHPS and Mosier Elementary School.

expanding language access programs

Small performance art space

Sensory and spaces for expression

Gym and physical fitness multi purpose space for recreation

Large classrooms

Warm inviting spaces

Science labs

Outdoor spaces

Mosier Elementary School

Leader in Academic Excellence

Architectural Priorities

Overarching Themes

- Use every square inch of the building
- Create flexible and multi-use spaces
- Extend learning beyond classroom walls
- Build synergy and connectivity between varied spaces
- Define learning clusters and communities





Overarching Themes

- Provide agile and multi-purpose classrooms
- Provide venues for hands-on learning
- Support whole school and small school identity
- Support community use and access
- Foster community connections





Any renovated or New MSBA School Will Have…

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- Full ADA and Code Compliance
- Safe Entry and Security Features
- Thermal Comfort (Heating and Cooling)
- Modern Technology and Furniture
- Well-Sized Classrooms with Natural Light



Any renovated or New MSBA School Will Also Have…

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- Push-In Special Ed (Breakout Rooms) plus OT, PT, and Speech
- Safe Drop-Off and Pick-Up
- Sustainable Features (LEED/MA CHPS)
- Distributed and Gender-Neutral Bathrooms
- Well-sized Cafeteria, Media Center, Athletic Facilities, Music, Fine Arts, and Performing Art Spaces



This is an Opportunity to…



Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- Reflect on your District and School Agenda and Needs
- Push your thinking about what is possible
- Envision a building that will last you for decades to come
- Be practical and forward thinking…

Be ASPRATIONAL in your thinking!

Compromises will need to be made

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Mosier Elementary School
Leader in Academic Excellence

Initial Leadership ARCHITECTURAL Priorities

- **Safe, Inclusive, and Welcoming Environments**
- **Functional and Low-Maintenance Design**
- **Safety and Security**
- **Sustainability and Energy Efficiency**
- **Modern, Flexible, and Future-Ready Facilities**
- **Flexible and Multi-Use Spaces**
- **Indoor Environmental Quality**
- **Outdoor Integration**
- **Wellness and Sensory Support**
- **Portables Replacement**



Please share your top ARCHITECTURAL PRIORITIES for the renovated and/or new Mosier Elementary facility.

Upgrade duct work
Healthy building, no mold

Flexible spaces

Heating and AC that works beyond the warranty

Small spaces between classrooms for small group support

Usable exterior spaces

Space for innovative specials

Light open spaces

Large conference room

1

14

Please share your top ARCHITECTURAL PRIORITIES for the renovated and/or new Mosier Elementary facility.

Large OT space

Lots of natural light

Something that gives a nod to the history of south hadley. Connect the school to western ma

Flexible to allow for the changing landscape of student needs

Gymnasium seating

Access to water and internet and electricity in every room

Open spaces

Sensory-friendly elements

1

14

Please share your top ARCHITECTURAL PRIORITIES for the renovated and/or new Mosier Elementary facility.

inclusive learning hubs

maker spaces

Flexible seating and flexible use gym for after hours community

I love the idea of hallways with fun movement

Landscaping that's sustainable

Use of space in the art room more functional. Shelving deep enough, sepeate kiln room with shelves, closets that lock.

Good size library with a technology/media space that will meet the needs of the large span in graces (a lot happens from grade 1 to grade 5)

Functional without sacrificing the look and feel of a warm and inviting space

1 14

Please share your top ARCHITECTURAL PRIORITIES for the renovated and/or new Mosier Elementary facility.

Storage space

Make sure we don't loose the "homey" feeling that Mosier currently has

Utilize roof for natural sciences

Outdoor space for learning
Outdoor space for staff breaks and lunch

Good support spaces for teachers to coordinate and collaborate

Green features

Connection between building and outdoors / landscape

Performance and art spaces

1 14

Please share your top ARCHITECTURAL PRIORITIES for the renovated and/or new Mosier Elementary facility.

hallways that can also double as interactive teaching spaces

Sensory spaces

If grade 1-5; appropriate developmental spaces for 1 and for 5th

Divided play areas outside if the grades are 1-5

1-2 staff rooms that are welcoming and furnished with comfort and functionality in mind

Acoustics

A building that's beautiful architecturally and practical

Bathrooms close to each room

1 14

Please share your top ARCHITECTURAL PRIORITIES for the renovated and/or new Mosier Elementary facility.

Air conditioning

Single stall classroom bathrooms would be great

Working heat

Big windows Good incorporation of outdoor beauty of area

Gym with separate access and bathroom

Fitness area
Accessibility after hours

1

14



Mosier Elementary School

Leader in Academic Excellence

Community Priorities

Initial Leadership COMMUNITY Priorities

- **Shared Community Use Spaces**
- **Recreational and Outdoor Access**
- **Aesthetics and Environment**
- **Accessibility and Safety**
- **Financial Responsibility**
- **Inclusivity and Universal Design**
- **Transparency and Community Engagement**



Please share your top COMMUNITY PRIORITIES for SHPS and Mosier Elementary School.

Large gym for community events

Shared spaces

Shared spaces for the community

Making all parents feel included nd welcomed, something's should be finance free

Athletic spaces to share

Multilingual resources

spaces for groups and community organizations to be able to meet

Community access to spaces for public use during non-school hours.

Please share your top COMMUNITY PRIORITIES for SHPS and Mosier Elementary School.

Sound financial decisions

welcoming hub at the school entrance

Space is avaiable for all to use. Welcoming environment

Opportunities for multigenerational connections. How can the senior center enhance learning?

Gym recreational space for games and practice; space to use for exercise classes for community

large parking lot with plenty of space for staff, parents and visitors

Inviting spaces for scouting or other communities

Safe entrance/exit and traffic flow in parking lot

Please share your top COMMUNITY PRIORITIES for SHPS and Mosier Elementary School.

Camp out on the playground events!

Space to promote arts for students and families ; extra curricular space

family resource wing that can host after-school programming for the community

Just fun community events that are diverse and creative

Mosier Elementary School

Leader in Academic Excellence

Future Ready

Programming and Learning Goals

SHPS Vision Statement

The South Hadley School District is committed to initiating and supporting policies, practices and pedagogies that promote social justice, diversity, and inclusion. In celebration of our collective rich diversity, we also seek to affirm and elevate historically marginalized identities and experiences. We are fervent in our belief that biased actions and hateful speech have no place in our learning community. As one unified South Hadley School District, our commitment to social justice and educational equity will be reflected in our daily operations including recruitment, admission, student and staff retention, responsibility for modeling and reinforcing upstander behavior, school and family support, hiring practices, curriculum, and respectful dialogue.

- Social justice, diversity, and inclusion
- Elevation of historically marginalized identities and experiences

SPHS School Improvement Plan

Goal 1: Curriculum, Instruction, and Data

Goal 2: School community social health and wellness

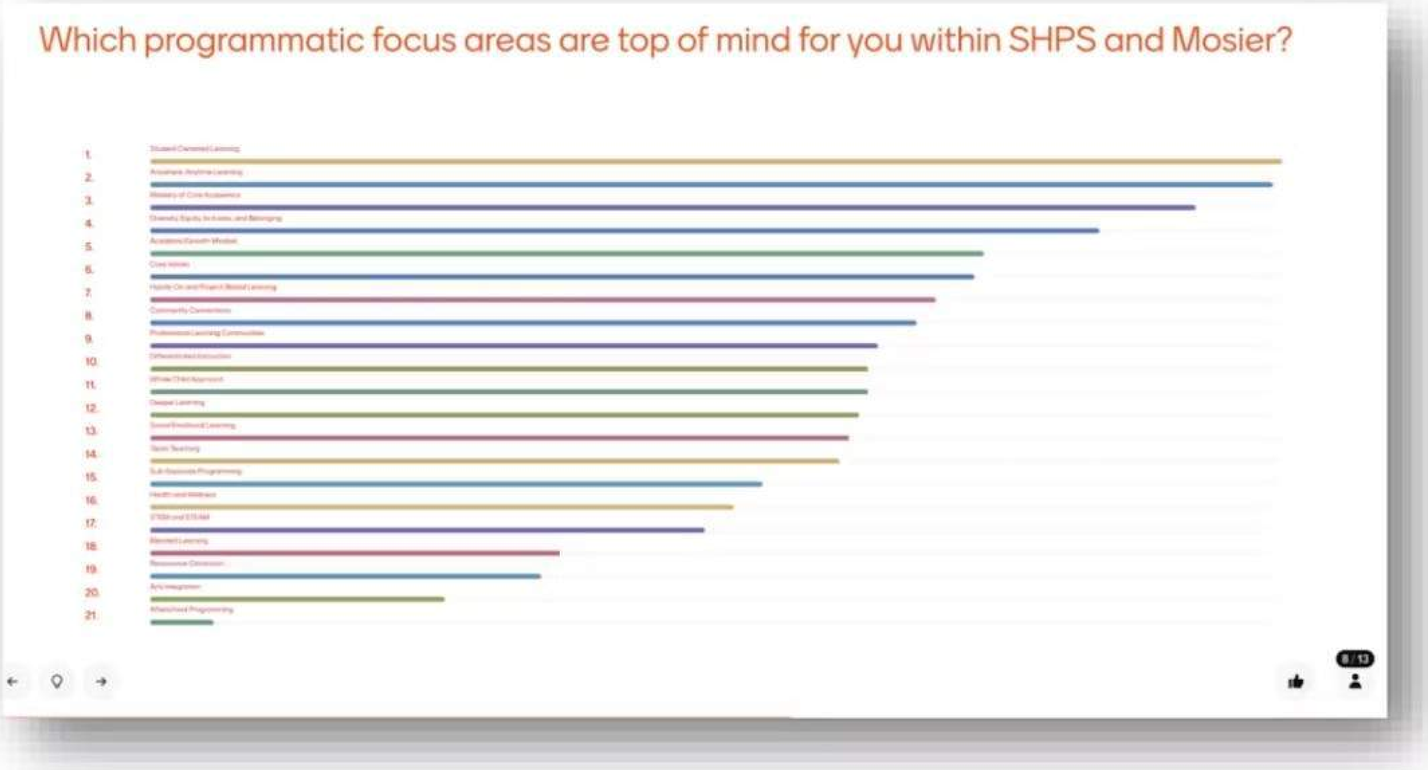
Goal 3: Improved special ed and general ed alignment

- Deep thinking and understanding
- Leverage unique learning styles
- Flexibly administered instructional best practices

Future Ready Teaching and Learning

What Educational Focus Areas are Most Important to SHPS?

1. Student-Centered Learning
2. Anywhere, Anytime Learning
3. Mastery of Core Academics
4. Diversity, Equity, Inclusion, and Belonging
5. Academic/Growth Mindset
6. Core Values
7. Hands-On and Project-Based Learning
8. Community Connections
9. Professional Learning Communities
10. Differentiated Instruction
11. Whole Child Approach
12. Deeper Learning
13. Social Emotional Learning
14. Team Teaching
15. Sub-Separate Programming
16. Health and Wellness
17. STEM and STEAM
18. Blended Learning



Student-Centered
and Lifelong-Learning

- Agency
- Higher Order Thinking
- Proactive Learning
- Varied Learning
- Problem Solving
- Organizational Skills
- Communication
- Confidence





Anytime, Anywhere Learning

- Flip Classrooms
- Virtual Delivery
- Self Paced and Small Group
- Gaming







Mastery of Core Academics

Common Core Shifts for English Language Arts/Literacy

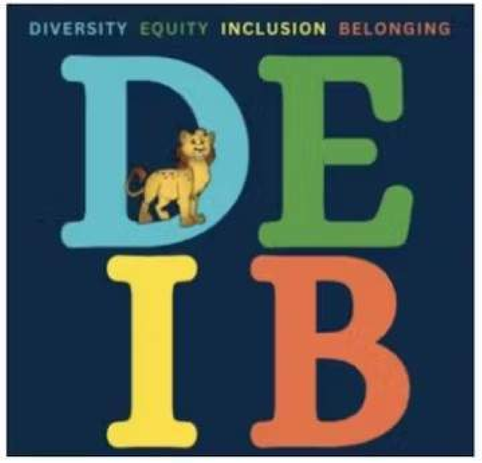
1. Regular practice with **complex text** and its **academic language**	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational	The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
3. **Building knowledge** through **content-rich nonfiction**	Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K–5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction

Diversity, Equity, Inclusion, and Belonging



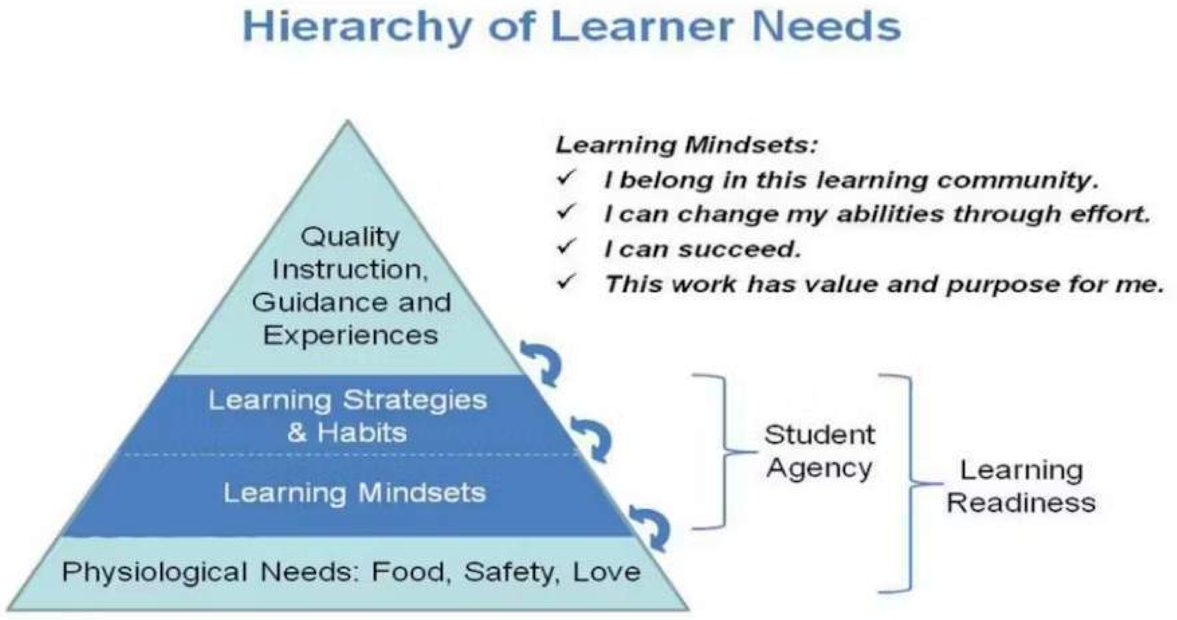






- Differentiated Instruction
- Push-In Special Education Delivery
- Alternative Programming
- EL Programming
- Newcomer Academy

Academic/Growth Mindset





… Integrity, responsibility and Perseverance…

… value of effort over innate intelligence…

Mosier Core Values

- Promoting excellence in education
- Promoting equity in our community
- Empowering students to be active participants in their learning community
- Promoting a responsive, cooperative community marked by respect for self and others.



What do these practices look like now at Mosier Elementary?

Innovative field trips and

Anywhere, Anytime Learning - The current Mosier Elementary School doesn't have the space to accommodate this type of learning in flexible spaces.

Limited

Mastery of core academics is highly valued currently at Mosier.

Fit to Space

Partner work in math and reading

School assemblies that inspire and challenge

Challenging

What do these practices look like now at Mosier Elementary?

Limited space for small group work

Making sure learning materials are representative of different learning styles

The importance of providing students a well rounded education

Small, crowded classrooms

Anywhere, anytime learning

Crowded classrooms

Sharing resourced

recent updated curriculum in Math and ELA to help support mastery of core academics

What do these practices look like now at Mosier Elementary?

Spaces that allow for aspiration, not just survival and making do

Limited support services

Dedicated and deeply caring teachers

Flexibility and freedom in regards to where and how students access learning

outdoor classrooms, maker spaces

Definitely space to showcase and present their projects and learning

What might these practices look like at Mosier in an aspirational future?

New updated resources for reading and writing curriculum

Teachers allowing for multiple learning styles and self-directed learning to excel in flexible spaces.

Wide classrooms for small group work

Technology at their fingertips

Larger classrooms with stations for different types of learning

Spaces that provide students with access to growth at their level and comfort. Allowing teachers the ability to provide that for them.

Educators can alter year to year depending on student preferences and needs because they have the space and resources to do so

Spaces for labs or projects

What might these practices look like at Mosier in an aspirational future?

The ability to shift the focus from how to get it done (space, etc limitations) to how can it take it to the next level with the [new] tools at hand.

Latest technology with space to do so

creating learning streets in the hallways

Smooth transitions for students and teachers between learning experiences and spaces

Space for students to showcase their learning

Sensory hallways and Reset stations for student breaks

An explosion of creativity because we can with a new/updated space.

Brain-break spaces

Hands-On and Project-Based

- Problem-Based Learning
- Academic and Vocational Integration
- Community as Text
- Authentic Contexts
- Performance assessment
- Product creation








Community Connections

- Real World and Authentic Contexts
- Performance Assessment
- Product Creation





Professional Learning Communities

- Teaming and Co-Teaching
- Cross-Discipline Instruction
- Teacher and Student Collaboration







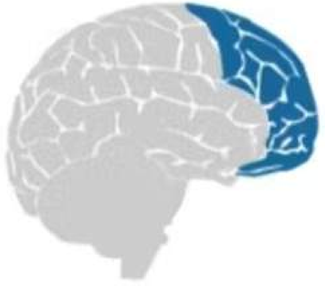
Differentiated Instruction

- Universal Design for Learning
- Push-In Delivery
- Targeted Intervention
- Enrichment
- Equity for All Learners





Recognition Networks
The "what" of learning



Strategic Networks
The "how" of learning



Affective Networks
The "why" of learning

Multiple Means of **Representation**, **Expression** and **Engagement**

- Varied Delivery Methods
- Hands-On Learning
- Action and Expression

Whole Child Approach

- Academic
- Social
- Emotional
- Cognitive
- Physical
- Mental Health









Deeper Learning

- Self Direction
- Collaboration
- Problem Solving



Deeper Learning Competencies

CONTENT EXPERTISE

Students develop key competencies, skills, and dispositions with ample opportunities to apply knowledge and engage in work that matters to them.

CRITICAL THINKING & PROBLEM SOLVING

Students consider a variety of innovative deeper learning approaches to address and understand complex questions that are authentic and important to their communities.

COLLABORATION

Students co-design projects with peers, exercise shared-decision making, strengthen relational agency, resolve conflict, and assume leadership roles.

EFFECTIVE COMMUNICATION

Students practice listening to understand, communicating with empathy, and share their learning through exhibiting, presenting and reflecting on their work.

SELF DIRECTED LEARNING

Students use teacher and peer feedback and self-reflection to monitor and direct their own learning while building self knowledge both in and out of the classroom.

ACADEMIC MINDSET

Students establish a sense of place, identity, and belonging to increase self-efficacy while engaging in critical reflection and action.



What do these practices look like now at Mosier Elementary?

Hands on science experiments

Professional Learning Communities are solid.

Currently we partner with the senior center and have volunteers come from that organization.

Students working in small groups

Pull out and inclusion services

PLCs

Professional learning community

Art room that provides ability to collaborate more fully with teachers.

What do these practices look like now at Mosier Elementary?

Space for STEAM collaboration

What might these practices look like at Mosier in an aspirational future?

Dedicated space for staff to work and collaborate together

Maker space or shared science labs

Science lab

Outdoor experiment lab

Designated multipurpose lab spaces

Science lab - dedicated space

PLC spaces dedicated to each core subject with storage for material libraries for teachers.

Larger hallways with flexible seating and furniture for small group learning

What might these practices look like at Mosier in an aspirational future?

Places where kids can be messy!

sensory spaces throughout the building

I would love for science to be a special that kids go to like gym or art in addition to the classroom

Technology in the art room

Social Emotional Learning



SOWN TO GROW



Team Teaching

- Professional Learning Communities
- Cross-Discipline Instruction
- Teacher and Student Collaboration







Sub Separate Programming

- Individualized instruction
- Focused attention and support
- Multisensory methodologies
- Academic, social, and daily living skills.
- Inclusion opportunities in general education
- Consistent coordination among educators, specialists, and families





Health and Wellness

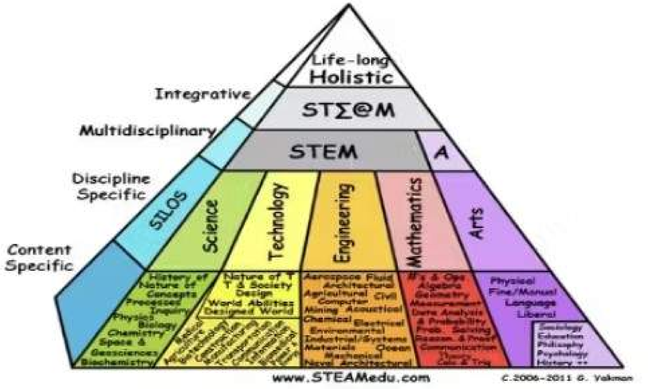
- Movement
- Varied Contexts for Learning
- Indoor/Outdoor Play
- Fitness (i.e. Yoga)
- Physical Education
- Outdoor Connections





STEM and STEAM

- STEM as meta-discipline
- Art and Humanities as Glue
- Design Thinking Process

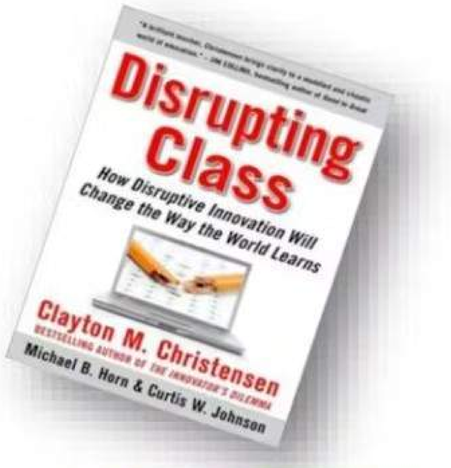






Blended Learning

- Seamless Technology Integration
- Online and Virtual Delivery
- Production, not Consumption of Technology









What do these practices look like now at Mosier Elementary?

Science materials are limited and space to utilize them effectively is limited.

Student laptops in each room for different subjects like writing or math or research

Sensory and sanctuary spaces are not ideal

Technology in the art room

Space is always a limitation but the teachers work their miracles to make it work for the students

No team teaching anymore but we used to

There is a sub separate room that is very cozy and the teacher has done a fantastic job with transforming the space

Sensory and calming spaces are in place but would benefit from upgrades

What might these practices look like at Mosier in an aspirational future?

Sensory spaces available to students.

A large sensory room with windows all around that may be used with ALL students at all grade levels.

Outdoor spaces for health and wellness

Science specific classroom/storage.

, sensory/break spaces easily accessible to each grade level

Specialized classrooms designed with flexible layouts, including dedicated areas for students to regroup, self-regulate, and de-escalate when needed

Dimmable lighting

Dimmable lighting ! Yes!

What might these practices look like at Mosier in an aspirational future?

Sensory paths/materials that grow with the students as they become more mature

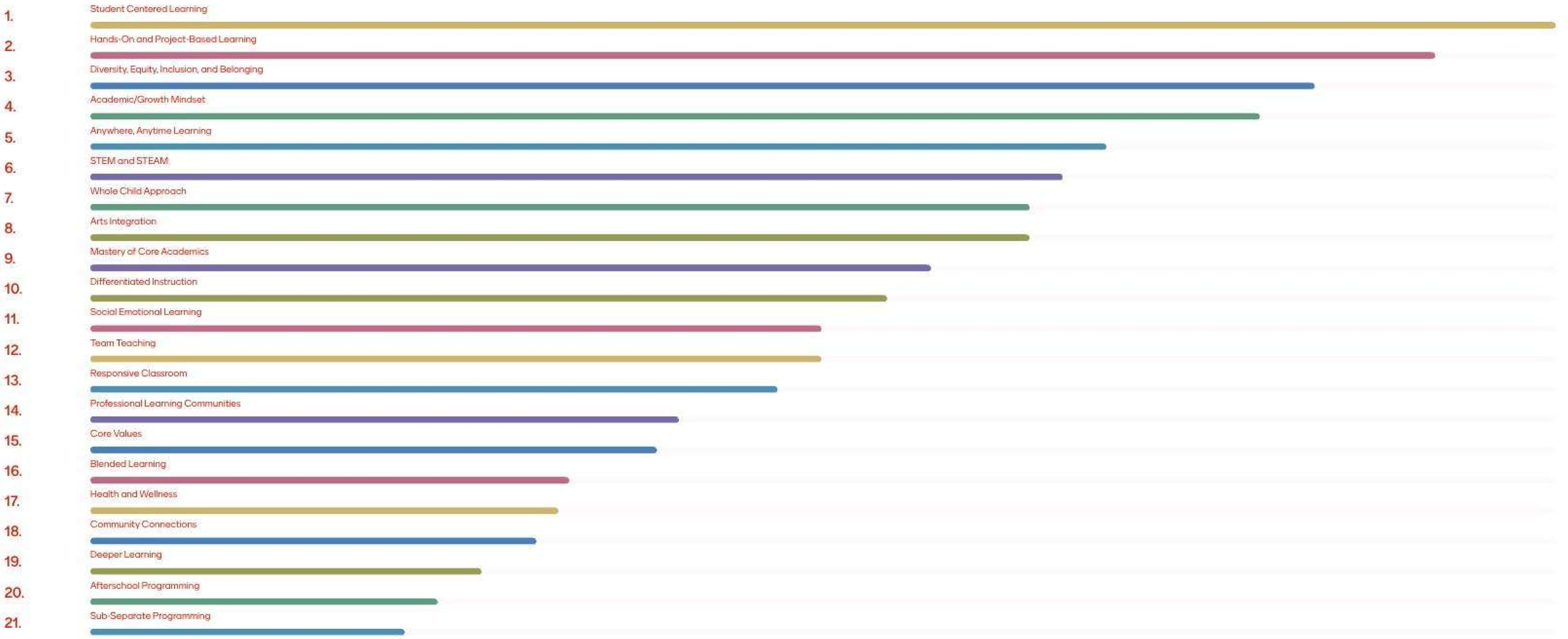
Enough space for grade levels to all be in the same hall

Space within the class room that is for the teacher and the students, a space that is comfortable.

The gym should be a flexible space with zones for multiple activities, adaptable equipment, and areas for both fitness and play.

Spaces to store students projects

Which programmatic focus areas are top of mind for you within SHPS and Mosier?



What language is missing from this list about your priority district/school educational focus areas?

technology and digital citizenship

Comfort like heat, a/c, water, light, or furniture for the age of students at mosier

Connection to the larger community partnerships available. Connection to conservation areas nesr the site.

sustainability and environmental learning

Music and the arts

Bathrooms for adults seperate of students

Connection to nature

family engagement

Mosier Elementary School

Leader in Academic Excellence

Future Ready

Learning Goals Poster Activity

Future Ready Learning Goals

Poster Activity

SHPS Vision of a Graduate

South Hadley High School's Vision of a Graduate encompasses a set of characteristics, skills, and values that our school aims to instill in its students throughout their academic journey. This vision serves as a guide to shaping well-rounded individuals who are prepared for success in various aspects of life. While specific traits of our individual students may vary, the common elements include academic proficiency, critical thinking, communication skills, character development, and a commitment to community and global citizenship.

Academic Proficiency
A graduate is expected to have a strong foundation in core academic subjects, including mathematics, science, language arts, and social studies. This proficiency serves as a basis for further education and lifelong learning.

Critical Thinking Skills
Graduates should be adept at analyzing information, solving problems, and thinking critically. This skill set enables them to approach challenges with a thoughtful and analytical mindset.

Effective Communication
A graduate is expected to be a proficient communicator, both in written and verbal forms. Clear expression of ideas, active listening, and effective interpersonal communication are emphasized.

Character Development
Beyond academic achievements, the vision of a graduate underscores the importance of character development. Traits such as integrity, resilience, empathy, and a strong work ethic are integral to molding individuals of high moral character.

Global and Cultural Competence
Graduates are encouraged to embrace diversity and possess an understanding of global issues. Cultural competence fosters an appreciation for different perspectives and prepares individuals to thrive in an interconnected world.

Collaboration and Teamwork
The ability to work collaboratively with others is a key aspect of a graduate's profile. Whether through group projects, extracurricular activities, or community service, graduates are expected to contribute positively to collective endeavors.

Leadership Skills
Graduates should demonstrate leadership qualities, whether in formal roles or through informal influence. This includes the ability to inspire others, make informed decisions, and take initiative.

Adaptability and Resilience
The vision of a graduate recognizes the importance of adaptability and resilience in the face of challenges. Graduates should be equipped to navigate changes and setbacks with a positive and proactive attitude.

Civic and Social Responsibility
A graduate is encouraged to be an active and responsible member of society. This involves contributing to the community, participating in civic activities, and understanding one's role in making a positive impact on the world.

Lifelong Learning
The concept of being a lifelong learner is central to the vision of a graduate. Graduates are expected to continue seeking knowledge, adapting to new technologies, and pursuing personal and professional growth throughout their lives.

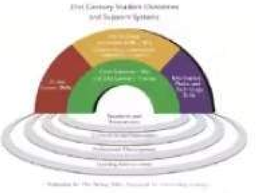
This holistic approach aims to prepare graduates not only academically but also socially and ethically, equipping them for success in a diverse and dynamic world.

Exploring Learning Goals for the 21st Century

The following learning goals listings represent the attempts of a variety of thoughtful and successful schools, school networks, and educational organizations to identify the learning goals and skills that are most important for preparing today's students for success in life, work and post-secondary study. As you look through them, think about which 21st century learning goals you find most meaningful for your students and why.

Bloom's Taxonomy
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Partnership for 21st Century Skills
- Critical Thinking
- Communication
- Collaboration
- Creativity



NCREL - North Central Regional Education Laboratory
- Digital Age Literacy
  - Basic, scientific, economic and technological literacy
  - Visual literacy and information literacy
  - Multicultural literacy and global awareness
- Inventive Thinking
  - Adaptability and managing complexity
  - Self-direction
  - Curiosity, creativity, and risk taking
  - Higher-order thinking and sound reasoning
- Effective Communication
  - Teaming, collaboration and interpersonal skills
  - Self-direction
  - Personal, social, and civic responsibility
  - Interactive communication
- High Productivity
  - Prioritizing, planning and managing for results
  - Effective use of real world tools
  - Ability to produce relevant, high-quality products

Wagner: Seven 21st Century Skills
- Critical Thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurship
- Effective written and oral communication
- Assessing and analyzing information
- Curiosity and imagination

New Tech Network
- Technology Literacy
- Citizenship and Ethics
- Critical Thinking
- Career Preparation
- Collaboration
- Written Communication
- Oral Communication
- Curricular Literacy

Coalition of Essential Schools Habits of Mind
- Perspective
- Analysis
- Imagination
- Empathy
- Communication
- Commitment
- Humility
- Joy



National Association for Independent Schools
- Analytical and creative thinking and problem solving
- Complex communication - oral and written
- Leadership and teamwork
- Digital and quantitative literacy
- Global perspective
- Adaptability, initiative and risk-taking
- Integrity and ethical decision making

Future Ready Learning Goals

Poster Activity **(35-40 min)**

Objective: Work with your breakout group to create a Learning Goals Poster for Mosier students.

1. Individually look through the Future Ready Learning Goals
2. Take note of those you think are most important
3. Share your priority learning goals
4. Work as a team to create a collective listing of 6-10 priority learning goals
5. Create bullet points under each learning goal to provide more definition
6. Give your list a title and create a poster format

Please share your 3-4 Personal Favorite Learning Goals.

Mosier Elementary School

Leader in Academic Excellence

Q&A

Mosier Elementary School
Leader in Academic Excellence

Mosier Educational Visioning Group
Workshop One Notes



The Mosier Elementary School Educational Visioning Group (EVG) met virtually for the first of three Educational Visioning Workshops from 6:00 – 8:45 PM on September 30, 2025. The EVG is a group of approximately 19 participants that includes South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members. Visioning Workshops are being facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. An additional Faculty Visioning Workshop will take place on October 15, 2025, and a Community Visioning Workshop will take place on October 21, 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com

Project Priorities

The following Educational, Architectural, and Community Priorities for the Mosier Elementary School project were brainstormed by workshop participants during Workshop One. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Student-Centered Learning
- Student centric and student centered approach
- Building independence, self-reliance, and problem solving
- Developing confident students who feel supported

Instructional Approaches
- Project based learning that supports diverse needs
- Small group instruction embedded into daily practice
- Whole class, small group, and individual work spaces within a classroom

Teacher and Student Support
- Strong teacher communication to foster effective collaboration
- Adequate supports for both teachers and students
- Expanded mental health services to meet increasing needs
- One-on-one intensive therapy and support when needed

Flexible Learning Environments
- Flexible grouping spaces that adapt to multiple uses
- Breakout spaces and quiet areas for reflection or small groups
- Flexible multi-purpose spaces to support collaboration or independent work
- Large classrooms that can accommodate different teaching models

Creative and Exploratory Learning
- Room for creativity, exploration, and risk-taking
- Sensory spaces and opportunities for expression
- Small performance art spaces to encourage the arts

STEM and STEAM Education
- Expanding STEM with science, technology, engineering, and math hands-on learning
- Commitment to STEAM, integrating the arts into STEM
- Science labs equipped for discovery-based learning

Educational Priorities *Continued*

Equity and Inclusion
- Inclusive practices for all learners across academic, behavioral, and physical needs
- Expanding access to language programs to serve diverse populations

Wellness and Physical Development
- Gym and physical fitness areas with multi-purpose recreation space
- Outdoor learning opportunities, including environmental and physical education
- Phones locked in pouches to encourage focus and reduce distractions

Community and Intergenerational Connections
- Opportunities for elderly services to support youth where appropriate
- Outdoor spaces designed for both learning and community use
- Warm, inviting environments that encourage belonging

Architectural Priorities

Health and Building Systems
- Heating and AC that function reliably beyond warranty periods
- Upgraded duct work to ensure efficient air circulation
- Commitment to a healthy building free of mold and environmental hazards
- Working heat and dependable air conditioning for year-round comfort

Natural Light and Connection to Outdoors
- Large windows that maximize natural light and views
- Big windows incorporated into design to highlight the beauty of the surrounding area
- Strong visual and physical connections between the building and the outdoors
- Outdoor spaces for learning, staff breaks, and lunch
- Usable exterior spaces and sustainable landscaping
- Roof areas utilized for natural sciences and outdoor teaching opportunities

Flexibility and Future-Readiness
- Spaces designed to be flexible for evolving student needs
- Flexible seating, multipurpose gym, and community use after hours
- Hallways that double as interactive teaching spaces and areas for fun movement
- Inclusive learning hubs adaptable to multiple age groups and activities

Learning and Instructional Spaces
- Maker spaces that support creativity and innovation
- Performance and art spaces designed for music, drama, and presentations
- Good-size library with technology and media space supporting grades 1–5 developmental needs
- Functional art room with deep shelving, kiln room, and secure storage closets
- Large OT space that accommodates therapy and student support services
- Small spaces between classrooms for targeted small group instruction

Community and Shared Spaces
- Large conference room for staff, parents, and community meetings
- Gymnasium seating to host school and community events
- Gym with separate access and bathrooms for after-hours community use
- Fitness area accessible after hours to support wellness for all

Support for Teachers and Staff
- Good support spaces for teachers to plan, collaborate, and coordinate
- One to two staff rooms that are welcoming, comfortable, and functional
- Bathrooms located close to each classroom for staff and student convenience

Architectural Priorities *Continued*

Inclusion, Sensory, and Developmental Needs

- Sensory-friendly elements incorporated throughout the building
- Dedicated sensory spaces for students needing calm environments
- Developmentally appropriate spaces for grades 1–5 that respect age differences
- Divided outdoor play areas designed for varying grade levels

Infrastructure and Functionality

- Access to water, internet, and electricity in every classroom
- Storage spaces that are ample and thoughtfully designed
- Acoustics carefully considered for classrooms, hallways, and gathering spaces
- Single-stall classroom bathrooms for younger grade levels

Design, Aesthetic, and Identity

- Functional spaces that do not sacrifice warmth or an inviting feel
- Retaining the "homey" atmosphere currently valued at Mosier
- Architectural design that is beautiful, practical, and enduring
- A design that acknowledges the history of South Hadley and connects to the character of Western Massachusetts



Community Priorities

Athletics and Recreation

- Large gym designed to host community events and athletic programs
- Gym and recreational space for games, practices, and community exercise classes
- Athletic spaces intentionally designed for shared school and community use

Community Gathering Spaces

- Shared spaces throughout the school that can host a wide range of community organizations and events
- Opportunities for scouting groups, clubs, and other organizations to use school facilities
- Family resource wing that provides after-school programming and community support services

Welcoming and Inclusive Environment

- School as a welcoming hub at the entrance that conveys openness and belonging
- Spaces and programming that make all parents feel included and welcome, with some activities intentionally finance free
- Environment designed to be warm, accessible, and available for all

Multilingual and Accessible Resources

- Multilingual resources to ensure equitable communication for families with diverse language backgrounds
- Inclusive approaches to information sharing so all families can fully engage with school and community life

Intergenerational Connections

- Opportunities for seniors to partner with students and schools in meaningful ways
- Collaboration with the senior center to enhance learning and build multigenerational community ties

Arts and Cultural Enrichment

- Spaces dedicated to arts for both students and families
- Extracurricular areas that allow performances, exhibitions, and creative programming
- Fun and diverse community events that celebrate creativity and cultural expression

Community Priorities *Continued*

Outdoor and Informal Community Events

- Playgrounds and outdoor spaces that can host informal events such as community campouts
- School grounds intentionally designed for recreational and family-friendly gatherings

Parking, Safety, and Access

- Large parking lot with adequate space for staff, parents, and visitors
- Safe entrances, exits, and traffic flow in parking areas to ensure safety during peak times
- Clear pathways for community access during both school and non-school hours

Financial Responsibility and Sustainability

- Sound financial decision-making to balance school and community needs responsibly
- Transparent use of resources to ensure long-term sustainability of community-accessible facilities

Mosier and SHPS Culture of Teaching and Learning

When asked to share three words that best describe Mosier Elementary School's and SHPS's culture of teaching and learning, workshop participants created the following Word Cloud.

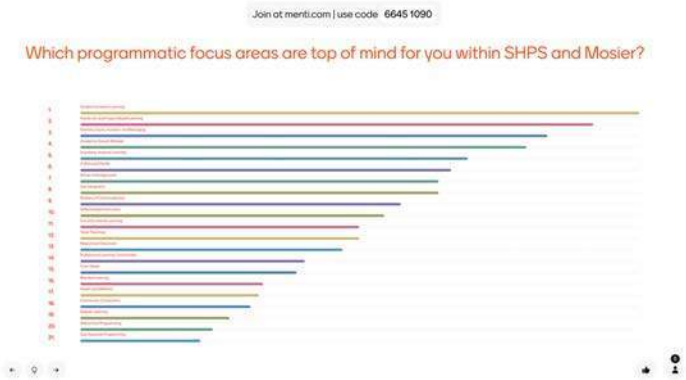


- Committed (4)
- Collaborative (3)
- Growing (3)
- Trying Hard (2)
- Caring (2)
- Open (2)
- Dedicated (1)
- Dedicated Teachers (1)
- Creative (1)
- Ongoing (1)
- Meaningful Mistakes (1)
- Engaging (1)
- More Paraprofessionals (1)
- Relationships (1)
- More Math And Reading Specialist (1)
- More Mental Health (1)
- Conflicts Undermine (1)
- Determined (1)
- Teacher Communication (1)
- Open Spaces (1)

Mosier and SHPS Priority Educational Focus Areas

The following initial listing of priority educational focus areas for Mosier Elementary School and SHPS was brainstormed during Workshop One which, like the list created by the Educational Leadership Team during the Kick-Off Workshop on September 17, 2025, places Student-Centered Learning, Academic/Growth Mindset, and Diversity, Equity and Inclusion within their top five priority focus areas. This is an incomplete list and not meant to prioritize one focus area over another, but rather to identify key district educational focus areas and aspirations for the school and district.

1. Student-Centered Learning
2. Hands-On and Project-Based Learning
3. Diversity, Equity, Inclusion, and Belonging
4. Academic/Growth Mindset
5. Anywhere, Anytime Learning
6. STEM and STEAM
7. Whole Child Approach
8. Arts Integration
9. Mastery of Core Academics
10. Differentiated Instruction



11. Social Emotional Learning
12. Team Teaching
13. Responsive Classroom
14. Professional Learning Communities
15. Core Values
16. Blended Learning
17. Health and Wellness
18. Community Connections
19. Deeper Learning
20. Afterschool Programming
21. Sub-Separate Programming

When asked what additional Educational Focus Areas were most important to them or should be further emphasized, workshop participants responded with the following thoughts.

- Technology and digital citizenship
- Music and the Arts
- Thermal and physical comfort (heating, cooling, water, lights, and ergonomic furniture)
- Sustainability and environmental learning
- Connection to conservation areas near the site
- Connection to community partnerships
- Family engagement
- Bathrooms for adults that are separate from students

NSD Priority Educational Focus Areas in Practice: Now and Future

When asked what these Priority Educational Focus Areas look like in practice within NSD, either NOW, or in an aspirational FUTURE, workshop participants shared the following thoughts.

Student-Centered Learning – Currently

- Students often engage in partner work in math and reading to build skills collaboratively
- School assemblies serve as moments of inspiration and challenge for the student body
- Teachers are recognized as deeply dedicated and caring, placing student needs at the center of their work
- Students have some opportunities to showcase and present their projects as part of their learning experience

Student-Centered Learning – In the Future

- Design classrooms and learning spaces that support multiple learning styles and self-directed exploration
- Provide flexible spaces that allow students to access growth at their own level and comfort
- Ensure spaces enable teachers to adapt instruction year to year based on student preferences and needs
- Incorporate areas where students can showcase their learning and achievements
- Offer project-based and lab spaces that encourage hands-on, applied learning



Anywhere, Anytime Learning – Currently

- Innovative field trips are part of the learning approach, connecting classroom learning to real-world experiences
- Outdoor classrooms and maker spaces exist as creative extensions of learning, though use is limited by available space
- Flexibility in where and how students access learning is valued, even if constrained by the building's design
- Current classroom spaces are small and crowded, making it difficult to fully support flexible, anytime learning

Anywhere, Anytime Learning – In the Future

- Equip students with access to technology at their fingertips to support seamless learning
- Create "learning streets" in hallways to extend educational experiences beyond traditional classrooms
- Ensure smooth transitions between different learning experiences and spaces for both students and teachers
- Include sensory hallways and reset stations to allow students to take brain breaks and recharge throughout the day



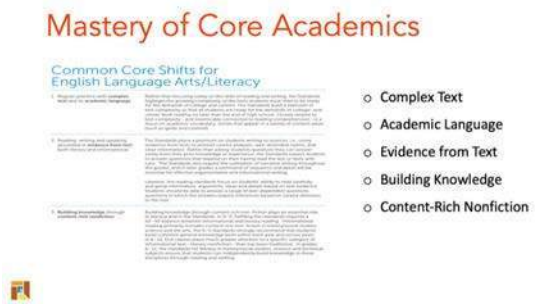
Educational Focus Areas Now and Future *Continued*

Mastery of Core Academics – Currently

- Mastery of core academics in math and ELA is highly valued at Mosier
- Updated curriculum in these subjects reflects a commitment to supporting student achievement
- Collaborative learning, such as partner work, is used to reinforce academic skills
- Limited space for small group work restricts opportunities for targeted academic support

Mastery of Core Academics – In the Future

- Provide updated and high-quality resources for reading and writing curriculum
- Design classrooms with multiple stations to allow focused, differentiated academic work
- Ensure spaces allow teachers to shift focus from logistical limitations to enhancing learning with new tools



Diversity, Equity, Inclusion, and Belonging – Currently

- Learning materials are chosen with attention to representing diverse learning styles and perspectives
- Efforts are made to create learning environments that support inclusion and belonging for all students

Diversity, Equity, Inclusion, and Belonging – In the Future

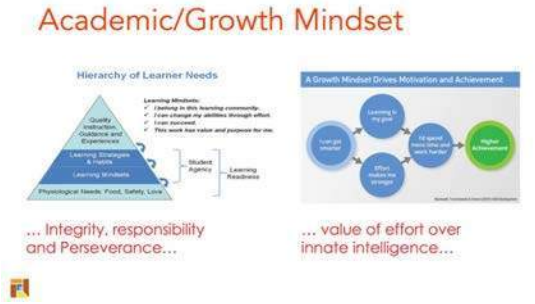
- Build flexible learning environments that accommodate diverse student needs and promote equitable access to resources
- Include spaces that support comfort, wellness, and inclusion for all learners
- Provide areas that celebrate student creativity and diverse talents

Academic/Growth Mindset – Currently

- Spaces for learning sometimes feel focused on survival and making do, though there is an aspiration for more inspiring environments
- Students are regularly presented with challenges that encourage them to build persistence and resilience
- Limited support services can make it difficult to fully meet the diverse growth needs of all learners

Academic/Growth Mindset – In the Future

- Encourage exploration and experimentation through spaces that foster curiosity and innovation
- Provide environments that allow both teachers and students to continuously grow and iterate on learning approaches
- Design classrooms that inspire an “explosion of creativity” through new and updated spaces and tools



Educational Focus Areas Now and Future *Continued*

Core Values – Currently

- A well-rounded education, balancing academics with other aspects of growth, remains an important value at Mosier
- Teachers and staff share resources in ways that reinforce a collaborative school culture
- The sense of care, community, and high expectations is central to how the school approaches its mission

Core Values – In the Future

- Ensure learning environments reflect a commitment to innovation, creativity, and student well-being
- Integrate brain-break spaces and flexible settings that value both academic rigor and personal development
- Create spaces that inspire joy, curiosity, and pride in learning achievements



Hands-On and Project-Based Learning – Currently

- Students regularly engage in hands-on learning, including science experiments.
- Small-group work allows students to collaborate and apply their learning actively.
- Dedicated spaces, such as the art room and STEAM areas, support collaborative and project-based activities.

Hands-On and Project-Based Learning – In the Future

- Create dedicated maker spaces, science labs, and outdoor experiment areas that allow students to engage in hands-on, project-based learning
- Design multipurpose lab spaces that support experimentation, creativity, and collaborative problem-solving
- Provide areas where students can explore freely and even “get messy,” encouraging tactile and experiential learning
- Incorporate technology into creative spaces, such as art rooms, to expand hands-on learning opportunities

Community Connections – Currently

- The school maintains partnerships with local organizations, including the senior center, which provides volunteers to support student learning and engagement

Community Connections – In the Future

- Build flexible spaces that can host partnerships, guest experts, and community-based projects, fostering stronger ties between students and the local community



Educational Focus Areas Now and Future *Continued*

Professional Learning Communities (PLCs) – Currently

- Strong professional learning communities exist, enabling educators to collaborate, share strategies, and improve instructional practices
- PLCs are consistently used to enhance teaching and learning across the school

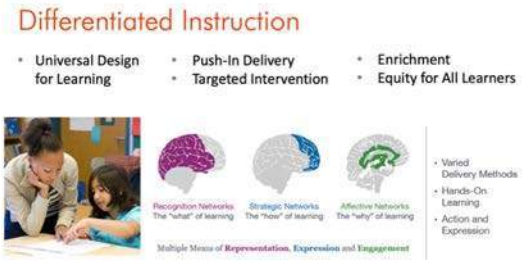


Professional Learning Communities (PLCs) – In the Future

- Dedicate spaces for staff collaboration, including subject-specific PLC rooms with material libraries and storage to support ongoing professional development
- Ensure PLC spaces are designed to encourage planning, sharing of resources, and cross-disciplinary collaboration among educators

Differentiated Instruction – Currently

- Students have access to pull-out and inclusion services, allowing instruction to be tailored to their individual needs
- Teachers work to meet diverse learning styles and levels through structured support and small-group instruction



Differentiated Instruction – In the Future

- Design larger hallways and flexible learning areas with varied seating and furniture to support small-group instruction and personalized learning experiences
- Include sensory-friendly spaces throughout the building to accommodate diverse student needs and learning preferences

Whole Child Approach – Currently

- Learning environments, such as the art room, support social and collaborative development alongside academic growth
- Collaborative spaces promote engagement, creativity, and relationship-building among students and staff



Whole Child Approach – In the Future

- Provide sensory spaces and flexible learning environments that support social-emotional well-being alongside academic growth
- Integrate creative and experiential “specials,” such as science as a stand-alone subject similar to art or gym, to engage multiple intelligences and interests

Educational Focus Areas Now and Future *Continued*

Deeper Learning – Currently

- Students are provided with opportunities to deepen understanding through hands-on science experiments and project-based tasks
- STEAM collaboration spaces allow for extended exploration and application of knowledge beyond traditional instruction



Deeper Learning – In the Future

- Offer spaces and tools that encourage students to explore subjects more deeply through experimentation, collaboration, and inquiry-based learning
- Ensure that dedicated labs and maker spaces allow students to extend learning beyond traditional classroom instruction, fostering curiosity, innovation, and problem-solving skills

Social Emotional Learning – Currently

- Sensory and calming spaces exist to support students' emotional needs, though they could benefit from upgrades.
- Sanctuary and sensory spaces are available, but their design and functionality are not yet ideal

Social Emotional Learning – In the Future

- Create sensory and break spaces that are easily accessible to students at every grade level.
- Provide specialized classrooms with flexible layouts, including dedicated areas for students to regroup, self-regulate, and de-escalate when needed
- Incorporate sensory paths and materials that evolve as students mature
- Ensure classroom spaces are comfortable for both teachers and students, fostering focus and well-being
- Include dimmable lighting in learning and sensory spaces to support mood, concentration, and emotional regulation

Team Teaching – Currently

- Team teaching is no longer in practice, though it was previously part of the instructional approach

Team Teaching – In the Future

- Design classrooms and shared spaces that facilitate collaboration among teachers and support co-teaching models



Educational Focus Areas Now and Future *Continued*

Sub-Separate Programming – Currently

- A sub-separate classroom is available and has been thoughtfully transformed by the teacher to create a cozy, welcoming environment for students

Sub-Separate Programming– In the Future

- Ensure sub-separate and specialized learning environments are integrated within the broader school community while providing the necessary supports for individualized instruction

Health and Wellness – Currently

- Efforts are made to support student well-being through available calming and sensory spaces, despite limitations in design and resources

Health and Wellness – In the Future

- Develop outdoor and indoor spaces that promote physical health, movement, and overall well-being
- Create a flexible gym space with zones for multiple activities, adaptable equipment, and areas for both fitness and play



STEM and STEAM – Currently

- Science materials are limited, and available space constrains the ability to use them effectively
- Technology is integrated into certain areas, such as the art room, enhancing student engagement and learning opportunities

STEM and STEAM – In the Future

- Design science-specific classrooms with dedicated storage and work areas to support hands-on experiments and project-based learning
- Provide spaces to store student projects and materials to enhance creativity and inquiry

Blended Learning – Currently

- Student laptops are available in classrooms for various subjects, including writing, math, and research, supporting individualized and technology-based learning
- Space constraints remain a challenge, yet teachers consistently find creative ways to make learning work effectively for students

Blended Learning – In the Future

- Ensure sufficient space within classrooms to support both technology integration and flexible learning arrangements for individual or group work
- Create large, adaptable spaces that can accommodate multiple grade levels together when appropriate

Mosier Elementary School Learning Goals Poster

The following reflection on "Future Ready Learning Goals" for Mosier Elementary School students was developed by the Educational Visioning Group (EVG) during Ed Visioning Workshop. Three teams of 6-7 participants worked in small groups to brainstorm learning goals they think are most important for Mosier Elementary school students and then create a theoretical poster that would appear in each Campbell and Greenmont classroom. Each team's list was then grouped by like goals below, with each Learning Goal receiving 6 votes for appearing on an original team list.

These varied Future Ready Learning Goals will serve as lenses through which to discuss and assess ideas about desired teaching and learning practices and the spaces that best support them.

Mosier Learning Goals 1.0

1. Joyful Exploration (12 votes)
   - Foster happiness
   - Get messy and get outside
   - Have fun, jump in, and create
   - Connect to nature, understand the natural world that surrounds us
   - Accessible and age-appropriate learning opportunities built within all spaces
   - Curiosity and adventure
2. Citizenship and Character (24 votes)
   - Equity, inclusion, and belonging
   - You belong and you are part of the community
   - You are valued, safe, and respected
   - Global and cultural competence
   - Develop mutual respect between teammates
3. Academic Proficiency (6 votes)
   - Setting goals as students move up and develop
   - Cubs develop into lions
4. Communication and Collaboration (12 votes)
   - Written and oral communication and application
   - Ability to communicate needs to better understand curriculum
   - Community and connection
   - Ability to take in and express ideas
5. Learning for Life (12 votes)
   - Continue to learn things
   - Everyone learns in different ways: nourish those differences
   - Applying learning to real world experiences
   - Students learning from teachers, and vice versa
   - Mentorships and leadership skills: how to achieve goals
   - Connection to community, elder services, collaboration on projects
   - Create friendships through varied learning experiences
6. Critical Thinking and Problem Solving (6 votes)
   - Ability to apply the curriculum through asking questions and analyzing information
   - Collaborating with team members to brainstorm and share ideas
   - Everyone brings a strength to collaborative and project-based learning experiences
7. Resiliency and Adaptability (24 votes)
   - Believe in the Power of Yet
   - Ability to learn from mistakes
   - Ability to approach new situations with a positive mindset
   - Embrace change
   - Continue to learn new things
   - Risk Taking

Mosier Elementary School Learning Goals Poster 2.0

The following Learning Goals Poster version 2.0 is a first (and subjective) pass at translating the above Learning Goals 1.0 into more student friendly language. This version is for discussion purposes only.

Titles: **Building Bricks to a Successful Future**
Empowering Every Child as a Learner

1. Explore and Stay Curious

- Be happy and excited to learn new things
- Ask questions and wonder about the world
- Try new activities and have fun creating
- Go outside and learn from nature

2. Be Part of Our Community

- Help make our school a kind and safe place for everyone
- See yourself and others in the work we do
- Be proud of your class and grade
- Work together to make our school a better place

3. Share Your Ideas and Work Together

- Practice speaking and writing clearly
- Listen to others and share your thoughts
- Work as a team where everyone helps
- Show respect when working with classmates

4. Grow Good Character

- Be kind, fair, and honest
- Take care of yourself, others, and our school
- Show respect in classrooms, hallways, and shared spaces
- Be a good friend and community member

5. Think, Question, and Keep Learning

- Ask questions and look for answers
- Use what you learn to solve problems in real life
- Learn from teachers, friends, and helpers in the community
- Try different ways of learning and see what works best for you

6. Keep Trying and Be Brave

- Believe in the power of "yet" — you can learn it with practice
- Learn from mistakes and try again
- Be open to new challenges and changes
- Be brave and try new things, even if they feel hard

7. Celebrate Cultures and Differences

- Be proud of who you are
- Learn about and respect others' cultures and traditions
- Work together with people who are different from you
- Celebrate what makes each of us unique

Mosier Elementary School
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Design Patterns

1

Set 1

2

Set One

Given

Welcoming Arrival





3

Set One

Greeting and Gatekeeping







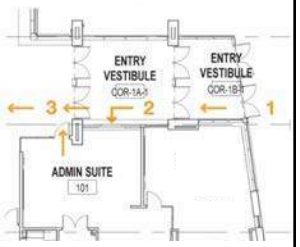


4

Set One Given

Security and Welcome





5

Set One

Wayfinding and Streetscapes



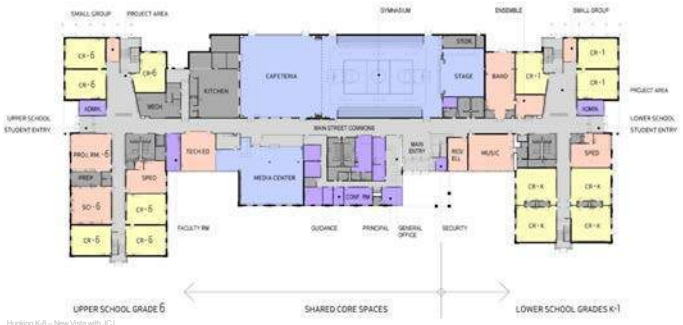




6

Set One

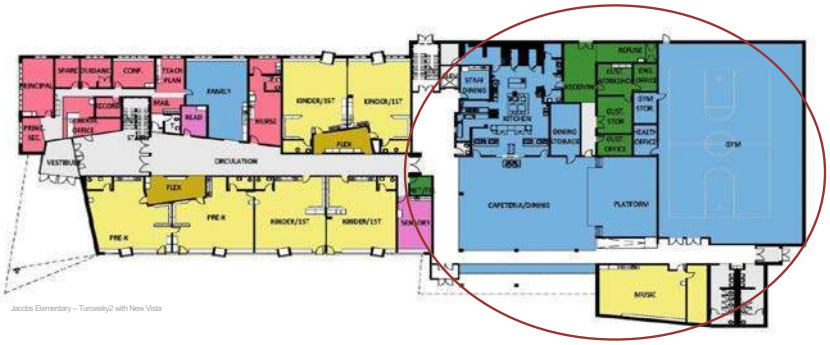
Clusters of Learning



7

Set One

Safe Community Access



8

Set One Given

Agile Classrooms





9

Set One

Classroom Zones





10

Set One

Classroom Neighborhoods





11

Set 2

12

Set Two

Extended Learning Areas







13

Set Two

Breakout and Pullover Spaces









14

Set Two

Anywhere, Anytime Learning





15

Set Two

Good Storage







16

Set Two

Heart of the School





17

Set Two Given

Cafetorium Multi-Purpose Space







18

Set Two Given

Flexible and Modular Furniture









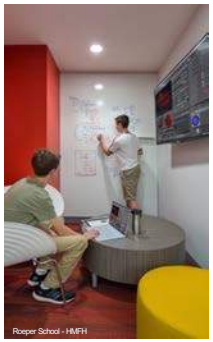
19

Set Two

Between Spaces/Hallway Learning









20

Set Two

Nooks, Caves, and Quiet Spaces









21

Set 3

22

Set Three

Branding and Identity







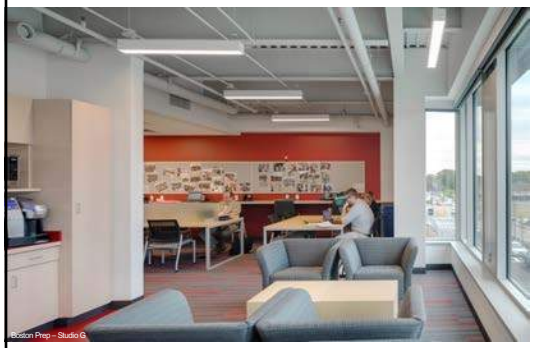




23

Set Three Given

Professional Work Areas





24

Set Three

Media Center Learning Commons

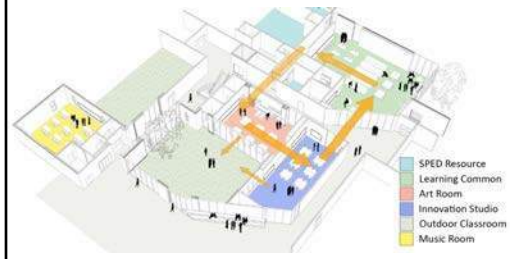




25

Set Three

Innovation Hubs





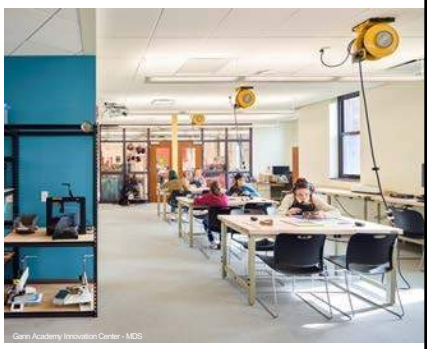


26

Set Three

Hands-On and Makerspaces





27

Set Three Given

Enrichment Spaces







28

Set Three

Afterschool Spaces



29

Set Three

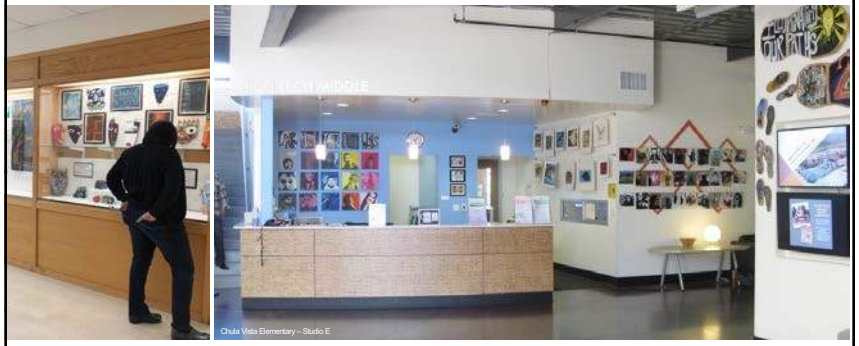
Transparency and Connection



30

Set Three

Display and Exhibition



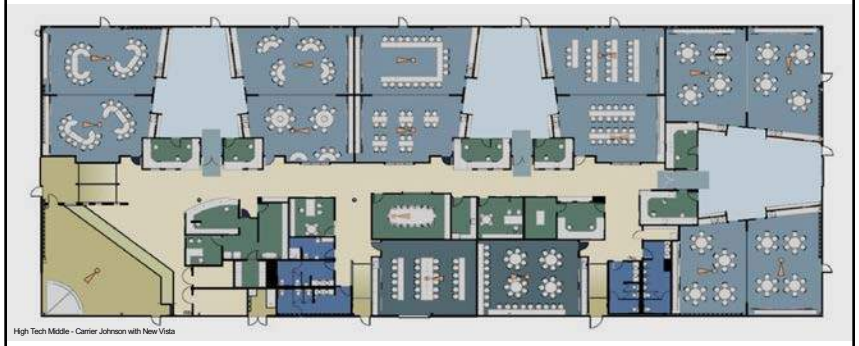
31

Set 4

32

Set Four

Distributed Resources



33

Set Four

Distributed Dining





34

Set Four

Outdoor Connections and Learning











35

Set Four Given

Engaged Outdoor Play







36

Set Four

Fitness and Movement









37

Set Four

Biophilic Design









38

Set Four Given

Sustainability







39

Set Four Given

Healthy Building



40

Set Four

Building as Teacher



41

Small Group Design Pattern Prioritization

1. (5-10 min) Individually review the Design Pattern handout and make a list of the 10-15 patterns that you think are most important for the design of your renovated and/or new facility
2. (20-25 min) Have each group member share their priority Design Patterns, then make a group list of the top 10-15 patterns that participants agree upon as being of most importance and list them in priority order. Feel free to combine patterns with a title and bullet points below or add detailed descriptions of how they might be implemented. You can also add your own Custom Design Patterns and language to the list.
3. Facilitators, please record your team's brainstorm on a Word Document and email it to david@newvistadesign.net

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Help Shape the Future of Mosier Elementary School





South Hadley Elementary School Building Project
Faculty Workshop
Wednesday, October 15, 2025 | 4:00 PM

💻 Zoom Link:
https://us02web.zoom.us/j/88946194522
📌 ID: 889 4619 4522

You are invited to take part in a **virtual faculty workshop** to provide input on the design of a new or renovated Mosier Elementary School, as part of the Educational Visioning Process shaping South Hadley's future.

Faculty **participation is highly encouraged**, as your perspectives are critical to shaping priorities for student learning, spaces and programs that matter most, and how the new school can best serve the South Hadley community.

Why Your Voice Matters

- Mosier Elementary has reached the end of its useful life
- South Hadley has been selected for the highly competitive Massachusetts School Building Authority (MSBA) program, which provides significant funding support
- **Faculty input is essential** to design a school that reflects our values

Please reach out to Superintendent Jenn Voyilk with any questions.

Stay Connected
www.southhadleyschools.org/our-schools/south-hadley-elementary-building-project
Email: shbuilds@shschools.com | Facebook: @SouthHadleySchools

Mosier Elementary School
Leader in Academic Excellence

Mosier Educational Visioning Group
Workshop Two Notes



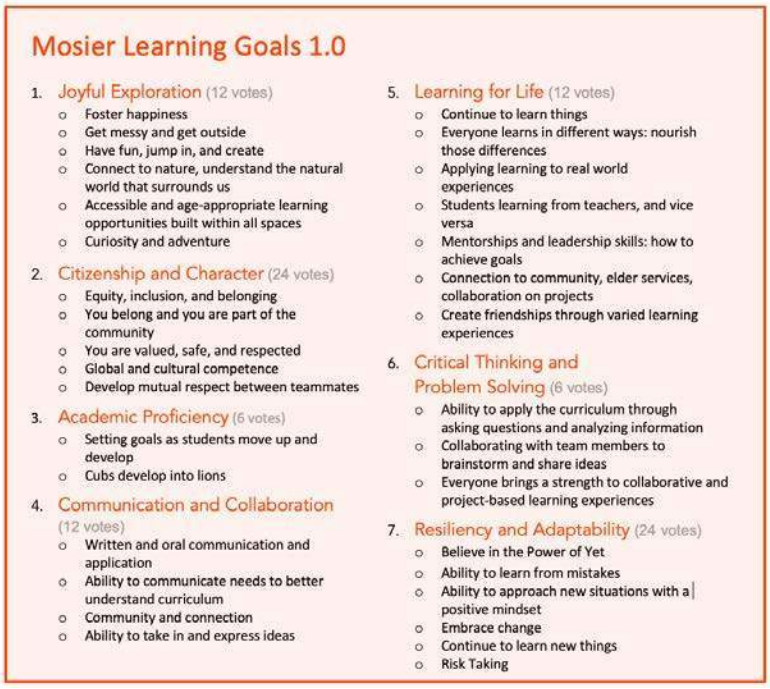
The Mosier Elementary School Educational Visioning Group (EVG) met virtually for the second of three Educational Visioning Workshops from 6:00 – 8:45 PM on September 30, 2025. The EVG is a group of approximately 10-18 participants that includes South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members. Visioning Workshops are being facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. An additional Faculty Visioning Workshop will take place on October 15, 2025, and a Community Visioning Workshop will take place on October 21, 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com

Reflections on Future Ready Learning Goals

After reviewing the set of Future Ready Learning Goals 1.0 and 2.0, Workshop Two participants shared the following reflections and comments with regard to what strikes them about the list, or what is missing.

What Strikes You?

- Glad to see focus on belonging and inclusion
- Strong focus on community and inclusion
- Strong focus on the growth of children in many ways
- Curiosity and lifelong learning
- I like how version 2.0 has headings that are actions
- Notions of nature and community stewardship and relationships to the school community
- Students who are made to feel safe, comfortable, and accepted are more receptive to the learning process
- Emphasis on confidence and security in oneself and within a community
- Goals that are relatable to younger students



Mosier Learning Goals 1.0

1. Joyful Exploration (12 votes)
   - Foster happiness
   - Get messy and get outside
   - Have fun, jump in, and create
   - Connect to nature, understand the natural world that surrounds us
   - Accessible and age-appropriate learning opportunities built within all spaces
   - Curiosity and adventure
2. Citizenship and Character (24 votes)
   - Equity, inclusion, and belonging
   - You belong and you are part of the community
   - You are valued, safe, and respected
   - Global and cultural competence
   - Develop mutual respect between teammates
3. Academic Proficiency (6 votes)
   - Setting goals as students move up and develop
   - Cubs develop into lions
4. Communication and Collaboration (12 votes)
   - Written and oral communication and application
   - Ability to communicate needs to better understand curriculum
   - Community and connection
   - Ability to take in and express ideas
5. Learning for Life (12 votes)
   - Continue to learn things
   - Everyone learns in different ways: nourish those differences
   - Applying learning to real world experiences
   - Students learning from teachers, and vice versa
   - Mentorships and leadership skills: how to achieve goals
   - Connection to community, elder services, collaboration on projects
   - Create friendships through varied learning experiences
6. Critical Thinking and Problem Solving (6 votes)
   - Ability to apply the curriculum through asking questions and analyzing information
   - Collaborating with team members to brainstorm and share ideas
   - Everyone brings a strength to collaborative and project-based learning experiences
7. Resiliency and Adaptability (24 votes)
   - Believe in the Power of Yet
   - Ability to learn from mistakes
   - Ability to approach new situations with a positive mindset
   - Embrace change
   - Continue to learn new things
   - Risk Taking

Reflections on Future Ready Learning Goals *Continued*

What Surprises You

- I am surprised there wasn't a heavier focus on academics
- Academic rigor and growth need to be expanded

What Is Missing

- We need to be stronger on academics
- Could fostering creative thinking be included
- Integration of technology into instruction

Strengths and Challenges

The following list of Strengths and Challenges with regard to SHPS's and Mosier's current educational programming and facilities was brainstormed by members of the Educational Visioning Group (EVG) during Workshop Two. Participant responses have been grouped thematically.

MOSIER EDUCATIONAL STRENGTHS

Dedicated and Caring Staff
- Hard working teachers
- Dedication to the students' learning
- Commitment to student growth and prosperity
- Proactive and dedicated special education teachers and teachers in general
- The admin team is dedicated to their staff, students, and families

Safety and Well-Being
- Safety and accessibility
- Attention to increased mental health challenges

Celebration of Diversity and Inclusion
- All students are celebrated for who they are
- Be sure to celebrate a diverse community of learners who are the future of South Hadley

Consistent and Focused Instructionp
- Focused on explicit instruction that allows for deep learning as a student progresses through school
- Consistency across grades with curriculum

Creativity and Innovation in Learning
- Support for creativity

Special Education
- Mosier has amazing special ed staff
- Reading intervention and core curriculum

Community Engagement and Support
- Community support
- Families are very connected to the schools
- Great community events
- Traditions
- Field trips and special events like assemblies
- "Trunk or treat"

Collaboration and Professional Growth
- Professional Learning Communities

Holistic Student Experience
- Physical activity space

MOSIER EDUCATIONAL CHALLENGES

Time and Workload Pressures
- Not enough time in the day to do all of the work

Staffing and Capacity Challenges

Scheduling and Structure

Class Size and Learning Environment

Student Well-Being and Mental Health
- Increased mental health needs

Instructional Focus and Engagement
- Student focus

MOSIER K-12 FACILITIES STRENGTHS

Natural Light and Openness
- Lots of windows and natural light
- High ceiling in some classrooms

Outdoor Learning and Play Areas
- Outdoor play space
- Lovely outdoor aesthetics

Safe and Welcoming Entry
- Double lock vestibule entrance
- Entry is safe with multiple doors

Sheltered Access and Circulation
- Covered sidewalk is great

Spaces for Gathering and Performance
- Space for performance in cafeteria

Community Use and Connection
- The gym is old but it is used by the community

MOSIER K-12 FACILITIES CHALLENGES

Limited Functionality and Flexibility
- Non-flexible spaces
- Lack of functional space
- Small classroom size
- Portable classrooms
- Having to create flexibility out of closets
- Lack of breakout space or meeting space
- Lack of office space for specialists and service providers
- Sensory spaces

Building Layout and Circulation
- Layout overall
- Layout of parking
- Pick up/drop off and bus lanes
- One floor

Aging Infrastructure and Maintenance Issues
- Outdated spaces that and don't support diverse learning
- While its bones are in good shape, its face is tired
- Lacking sprinkler system
- Dirty and run down appearance
- Floor tiles falling apart
- Ceiling tiles that can't be replaced
- Sinks and water fountains not working

Electrical and Utility Limitations
- Lack of electric outlets
- Only a couple of outlets in each classroom

Gym Size and Functionality
- Small gym with limited seating and dark lighting

Restroom Accessibility and Privacy
- Bathrooms lacking privacy in some spots
- Bathrooms far away from classrooms

Priority 21st Century Design Patterns 1.0

The following set of priority "21st Century Design Patterns" for the design of renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Two. Workshop participants were introduced to 36 "Design Patterns" that represent varied architectural design features of and approaches to 21st century school facility design. Individual participants first rated each Design Pattern with a heart, thumbs up, or thumbs down, and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received.

Top 18 Design Patterns 1.0

1. Good Storage (18 votes)
2. Cafetorium/Multi-Purpose (17 votes)
3. Professional Work Areas (17 votes)
4. Classroom Neighborhoods (16 votes)
5. Healthy Building (16 votes)
6. Engaged Outdoor Play (16 votes)
7. Sustainability (16 votes)
8. Clusters of Learning (15 votes)
9. Community Access (15 votes)
10. Agile Classrooms (15 votes)
11. Breakout and Pull Over Spaces (15 votes)
12. Media Center Learning Commons (15 votes)
13. Outdoor Connections and Learning (15 votes)
14. Fitness and Movement (15 votes)
15. Wayfinding in Streetscapes (14 votes)
16. Greeting and Gatekeeping (14 votes)
17. Classroom Zones (14 votes)
18. Flexible Modular Furniture (14 votes)





Next 18 Design Patterns 1.0

19. Distributed Resources (13 votes)
20. Security and Welcome (13 votes)
21. Extended Learning Spaces (13 votes)
22. Branding and Identity (13 votes)
23. Biophilic Design (13 votes)
24. Hands On and Makerspaces (12 votes)
25. Enrichment Spaces (12 votes)
26. After School Spaces (12 votes)
27. Display and Exhibition (12 votes)
28. Welcoming Arrival/Safe Drop Off and Pick Up (11 votes)
29. Distributed Dining/Cafeteria Zones (11 votes)
30. Nooks, Caves and Quiet Spaces (10 votes)
31. Innovation Hubs (10 votes)
32. Building as a Teacher (10 votes)
33. Heart of School (9 votes)
34. Transparency and Connection (8 votes)
35. Anywhere, Anytime Learning (7 votes)
36. Between Spaces/Hallway Learning (6 votes)

Priority 21st Century Design Patterns 2.0

The following set of priority "21st Century Design Patterns 2.0" for the design of renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Two. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to. Three small groups of 4-5 participants worked to create their own set of 10-15 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of "votes" they received, with each pattern given 4 votes for every time that it appeared on a small group's list. The list below combines the responses of all three small groups. Each group was also asked to select up to four "Power Patterns" that they thought essential for the renovated and/or new Mosier Elementary School facility. These are indicated by asterisks, the number of which indicate how many teams selected that Design Pattern as a Power Pattern.

1. **Security & Welcome*** (12 votes)
   - Vestibule and parent room at entry
2. **Agile Classrooms*** (12 votes)
   - Classroom zones – sectioned off areas
   - Small groups going on all at once
   - Independent, group – happening at same time
   - Nooks within classroom to get away – hide in plain sight, quiet spaces
   - Space to use technology
3. **Safe Community Access**** (12 votes)
   - Community access to spaces
4. **Breakout and Quiet Spaces*** (12 votes)
   - Meeting spaces
   - Pullover spaces and small group rooms
   - Nearby zones outside the classroom to take students
   - Breakout rooms between classrooms would be very useful
   - Workspaces need teacher supervision and should be located very close and have windows
   - Flexibility for use by teachers and students when needed
   - Pullout spaces should not become storage
   - Brain breaks
5. **Healthy Building**** (8 votes)
   - Especially if a renovation







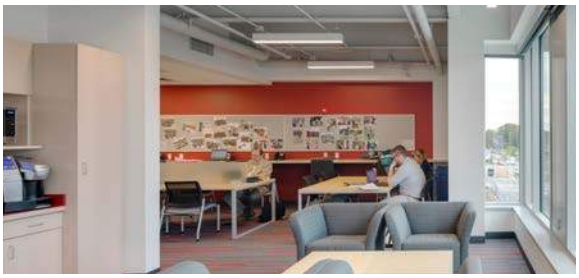


6. Classroom Neighborhoods* (8 votes)
   - Clusters of Learning
   - Grouping of grades
7. Biophilic Design* (8 votes)
8. Branding and Identity* (8 votes)
   - Via streetscapes and good wayfinding
9. Outdoor Connections** (8 votes)
   - Connections to nature
   - Biophilic design
   - Nearby walking paths
   - Warm wood feeling, bring nature inside
   - Natural daylight
   - Courtyard not desirable
   - Current clerestory windows at Mosier offer nice daylighting
10. Fitness and Movement* (8 votes)
    - Sensory space, sensory path within building
11. Extended Learning Areas* (4 votes)
12. Sustainability (4 votes)
13. Flexible and Modular Furniture (4 votes)
    - Flexible Seating
14. Good Storage (4 votes)
    - Throughout the building
    - For teachers and students
15. Transparency and Connection (4 votes)
16. Professional Workspaces (4 votes)
    - Spaces for teacher work and learning
    - A professional look and feel (with grown-up furniture)
17. Distributed Dining (4 votes)
    - Different types of spaces within the cafeteria/cafetorium
    - Gathering between students can happen organically during lunch or other times in the space
    - Provides opportunities for students to find a comfortable spot for themselves











Priority 21st Century Design Patterns 2.0

The following set of priority "21st Century Design Patterns 2.0" for the design of renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Two. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to. Three small groups of 4-5 participants worked to create their own set of 10-15 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of "votes" they received, with each pattern given 4 votes for every time that it appeared on a small group's list. The list below combines the responses of all three small groups. Each group was also asked to select up to four "Power Patterns" that they thought essential for the renovated and/or new Mosier Elementary School facility. These are indicated by asterisks, the number of which indicate how many teams selected that Design Pattern as a Power Pattern.

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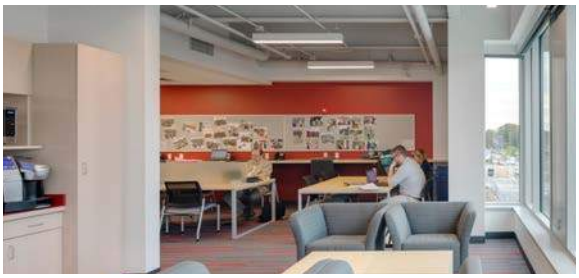


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    - Provides opportunities for students to find a comfortable spot for themselves











Mosier Elementary School
Leader in Academic Excellence

Mosier Educational Visioning
Community Forum Notes

Members of Mosier Elementary School community met for a virtual Community Forum from 6:00 – 8:00 PM on Tuesday, October 21, 2025. The workshop was facilitated by Mount Vernon Group Architects and New Vista Design, with the with the goal of sharing highlights of the Educational Visioning Group Workshops thus far, as well as capturing community members' best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshop or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com



Attendees

1. Jess Law – 2nd Grade Teacher
2. Cindy Flynn – Principal, Mosier School
3. Ashley Macey – Grade 1 Teacher at Plains/Skala
4. Jeff Kristek – Nearby Resident on Parkview Dr
5. Jennifer Voyik – Superintendent
6. Pamela Soderbaum – Special Education Teacher at Mosier
7. Samantha Krumpholz – School Psychologist, Skala/Mosier
8. Carla Lussier – Principal, Henry J. Skala School (Grades PreK–1)
9. Christien Laible – South Hadley Resident and Parent
10. Diane Mulvaney – School Building Committee

- Susan Taylor – Interior Designer at MVG
- Chris LeBlanc – Project Manager with MVG
- David Stephen – New Vista Design
- Nicholas Lobik – Skanska/OPM
- Victoria Clifford – Skanska/OPM

Greatest Hopes and Concerns

The following Greatest Hopes for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes.

Inspiring and Future-Ready Learning Environments

- A new, state-of-the-art school designed to support both educators and students
- Flexible and adaptable learning spaces that can evolve with changing instructional needs
- Low lighting options and sensory supports such as a dedicated sensory room
- Spaces that promote student wellness and comfort through thoughtful design

Sustainability and Energy Efficiency

- A sustainable, energy-efficient building that reduces long-term operating costs
- A design that reflects environmental responsibility and long-term stewardship

Collaboration and Community Connections

- Opportunities for vertical alignment across grade levels, encouraging collaboration among younger and older students
- Mentorship opportunities where upper elementary students can support and guide younger peers
- Spaces that encourage collaboration among students, families, and staff

Greatest Hopes and Concerns *Continued*

Growth and Adaptability

- Sufficient space to support future enrollment growth and potential population increases
- Availability of additional rooms and flexible layouts for future expansion or changing program needs
- Design that allows for the inclusion of new teaching models and technology over time

Equity, Inclusion, and Accessibility

- Accessibility for all students, ensuring barrier-free movement throughout the building and playground
- Inclusive design that supports diverse learners and service providers
- Office and workspace for all specialized staff and service professionals

Concerns

- Insufficient space or storage capacity
- Energy use that may not meet sustainability expectations
- The possibility of repeating past design or planning mistakes from HJSS
- Traffic and neighborhood disruption at the proposed school site
- Concern that the town may vote down the new school proposal

Project Priorities

The following Project Priorities for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Safety and Emotional Well-Being

- Students feel physically and emotionally safe in their classrooms and throughout the school
- A strong sense of security and belonging that allows students to focus on learning
- Social and emotional growth embedded in daily experiences, helping students develop confidence and empathy

Growth Mindset and Resilience

- Encouraging students to take risks, make mistakes, and learn from them in a supportive environment
- Building persistence and self-awareness so students view challenges as opportunities for growth
- Promoting a culture where effort, reflection, and continuous improvement are celebrated

Academic Rigor and Individualized Support

- Meeting every student where they are academically, emotionally, and developmentally
- Ensuring that all learners receive the supports, interventions, and opportunities they need to succeed
- Balancing high academic expectations with compassionate guidance and personalized instruction

Creative and Experiential Learning

- Providing spaces and opportunities that inspire imagination and innovation
- Encouraging hands-on, project-based learning that connects theory with real-world application
- Designing environments that foster curiosity, exploration, and creative problem-solving

Educational Priorities *Continued*

Flexibility and Adaptive Learning Environments

- Using breakout spaces and flexible furniture to support a variety of learning styles and group sizes
- Designing classrooms that can easily adapt to different activities, from quiet focus to collaboration
- Encouraging movement and choice to make learning more dynamic and responsive

Anywhere, Anytime Learning

- Promoting learning beyond the classroom through access to technology, outdoor areas, and community connections
- Encouraging students to see learning as a lifelong process that can happen in any setting
- Supporting digital literacy and independent exploration as part of a future-ready education

Architectural Priorities

Community Connection and Shared Access

- Spaces such as the café, gym, and performance areas designed for community use during and beyond school hours
- A building layout that welcomes the public while maintaining secure zones for students
- Shared spaces that strengthen relationships between the school and the wider community

Natural Light, Nature, and Wellness

- Generous access to natural light in classrooms, offices, and shared areas to support health and focus
- Outdoor learning spaces that bring nature into the daily rhythm of teaching and learning
- Visual and physical connections to the outdoors that promote calm, creativity, and well-being

Functional and Flexible Learning Environments

- Grade-level pods or neighborhoods that foster collaboration, belonging, and identity among students and teachers
- Small group breakout spaces integrated throughout the building to support personalized and project-based learning
- Flexible spaces that can adapt to evolving educational programs and future community growth

Staff and Professional Spaces

- Offices for all staff members with windows to provide natural light and visibility
- Professional learning and collaboration spaces that support teamwork and teacher development
- Dedicated office and workspace for teachers within classrooms to allow for planning and student support

Storage, Organization, and Efficiency

- Built-in storage with lockable options to maintain organization and security
- Ample space for student belongings and seasonal gear such as snow clothing and boots
- An efficient building design that uses every inch purposefully with no wasted space

Sustainability and Energy Efficiency

- Use of heat pumps and energy-efficient systems supported by Green Communities funding
- Solar-ready roof and building orientation designed to optimize future renewable energy installations
- Electric vehicle charging preparation for both cars and buses to support long-term sustainability goals

Safety, Accessibility, and Circulation

- Safe and accessible parking areas for staff with clear circulation patterns for drop-off and pick-up
- Thoughtful traffic design that addresses congestion and enhances pedestrian safety
- Full accessibility for all students, staff, and visitors to ensure an inclusive environment

Community and Intergenerational Connections

- Opportunities for elderly services to support youth where appropriate
- Outdoor spaces designed for both learning and community use
- Warm, inviting environments that encourage belonging

Community Priorities

Inclusive and Accessible Play Spaces

- Playgrounds designed with a variety of equipment that welcomes and supports students of all abilities
- Inclusive play areas that promote social interaction, collaboration, and shared growth among children
- Outdoor environments that connect learning, recreation, and community engagement in safe and accessible ways

Durable and Multi-Use Outdoor Facilities

- Playing fields and recreation areas built to withstand heavy use while remaining open to the community year-round
- Outdoor fields equipped with lighting to extend usability for games, practices, and community events after school hours
- Spaces designed for flexibility so they can serve both school activities and community recreation needs

Community Gathering and Collaboration Spaces

- Classrooms, common areas, and conference rooms sized to accommodate large group meetings, family events, and collaborative learning
- Multi-purpose areas that foster connections between families, educators, and community organizations
- Spaces that reinforce the school's role as a civic hub and community anchor

Accessibility, Comfort, and Sensory Considerations

- Gymnasiums designed with acoustic treatments or soundproofing to reduce noise and support students with sensory sensitivities
- Play and recreation spaces that prioritize comfort, inclusivity, and sensory-friendly features to welcome all learners and visitors

Parking and Event Access

- Ample, well-organized parking to support staff, families, and visitors during school hours and community events
- Sufficient parking and circulation for weekend use, including athletic games, performances, and community gatherings
- Clear access routes and lighting to ensure safety and ease of movement during busy events

Blue Sky Ideas

The following Project Priorities for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Outdoor Learning and Connection to Nature

- Outdoor classrooms that extend learning beyond the walls of the building and encourage hands-on, experiential education
- Garden areas where students can plant, grow, and study vegetation as part of science, sustainability, and nutrition lessons
- A greenhouse connected to the garden so students can cultivate vegetables to be used in school lunches, promoting farm-to-table awareness
- Outdoor spaces designed with permeable paving and lighter-colored surfaces to reduce heat retention and environmental impact
- A green roof that supports sustainability education, provides insulation, and connects students to environmental science
- Playgrounds and outdoor areas that are accessible, inclusive, and welcoming to all students, modeled after recently built examples in nearby communities such as Northampton

Blue Sky Ideas *Continued*

Design Aesthetics and Sensory Well-Being

- Light, calming color palettes such as soft blues and greens chosen to support neurodivergent learners and reduce overstimulation
- Adjustable lighting and operable windows that allow teachers to control brightness, airflow, and comfort levels throughout the day

Sustainability and Environmental Responsibility

- Building and site design that demonstrates environmental stewardship through green technologies and materials
- Landscape and infrastructure choices that promote ecological balance and climate responsiveness while providing learning opportunities

School Identity and Inspiration

- A unique architectural and graphic identity that reflects the beauty of the surrounding landscape and local character
- A design approach that creates a strong sense of place and pride for students, staff, and the community

Educational Model and Precedent

- A vision inspired by innovative examples such as Easthampton's Mountain View Elementary, emphasizing flexibility, natural light, and outdoor learning integration
- Consideration of a K–5 or PreK–5 configuration that supports developmental continuity and community among early learners

Priority 21st Century Design Patterns 1.0

The following set of priority "21st Century Design Patterns" for the design of a renovated and/or new Mosier Elementary School facility was developed by participants in the Community Forum. Participants were introduced to 24 "Design Patterns" that represent varied architectural design features of, and approaches to 21st century school facility design, and that had been prioritized by members of the Educational Visioning Group in previous workshops. Individual participants rated the Design Patterns collectively in order of importance. The resulting list of Top 10 Design Patterns has been placed in priority order based on the cumulative total of priority ratings that each received.

Top 10 Design Patterns

1. Healthy Building
2. Good Storage
3. Cafetorium/Multi-Purpose Space
4. Flexible and Modular Furniture
5. Security and Welcome
6. Clusters of Learning
7. Classroom Zones
8. Greeting and Gatekeeping
9. Professional Workspaces
10. Engaged Outdoor Play





Personal Favorite Design Patterns

When asked to share their top 4 Personal Design Patterns, Community Forum participants shared the following.

- Security and Welcome (5 mentions)
- Good Storage (5)
- Agile Classrooms (4)
- Clusters of Learning (4)
- Extended Learning Areas (2)
- Professional Workspace (2)
- Biophilic Design (2)
- Sustainability (2)
- Breakout and Quiet Spaces (1)
- Healthy Building (1)
- Outdoor Connections (1)
- Branding and Identity (1)
- Flexible and Modular Furniture (1)



Please sit in mixed grouping of:

- Teachers
- Parents
- SBC Members
- Administrators
- Community Members

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Mosier Elementary School
Leader in Academic Excellence

Educational Visioning Group

Workshop Three October 23, 2025

Mosier Elementary School

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ENVISIONING THE NEW MOSIER ELEMENTARY SCHOOL FACILITY

MOUNT VERNON GROUP ARCHITECTS

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Agenda

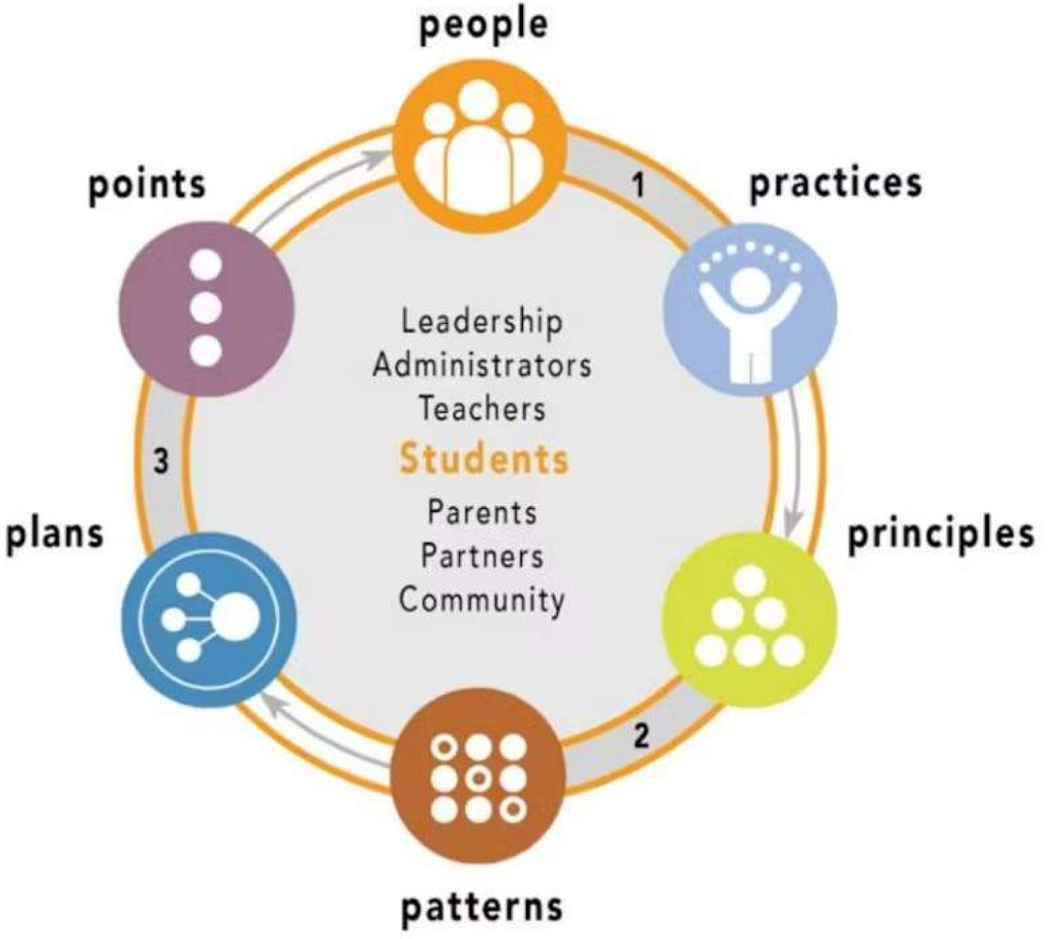
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1. Design Patterns *Review* *(30 min)*
2. Guiding Principles *Activity* *(40 min)*
3. Blue Sky Ideas *Activity* *(15 min)*
4. Bubble Diagramming *Activity* *(75 min)*

The 6 Ps Visioning Process

Engaging, customizable, and effective

- key people
- desired practices
- guiding principles
- design patterns
- adjacency plans
- talking points



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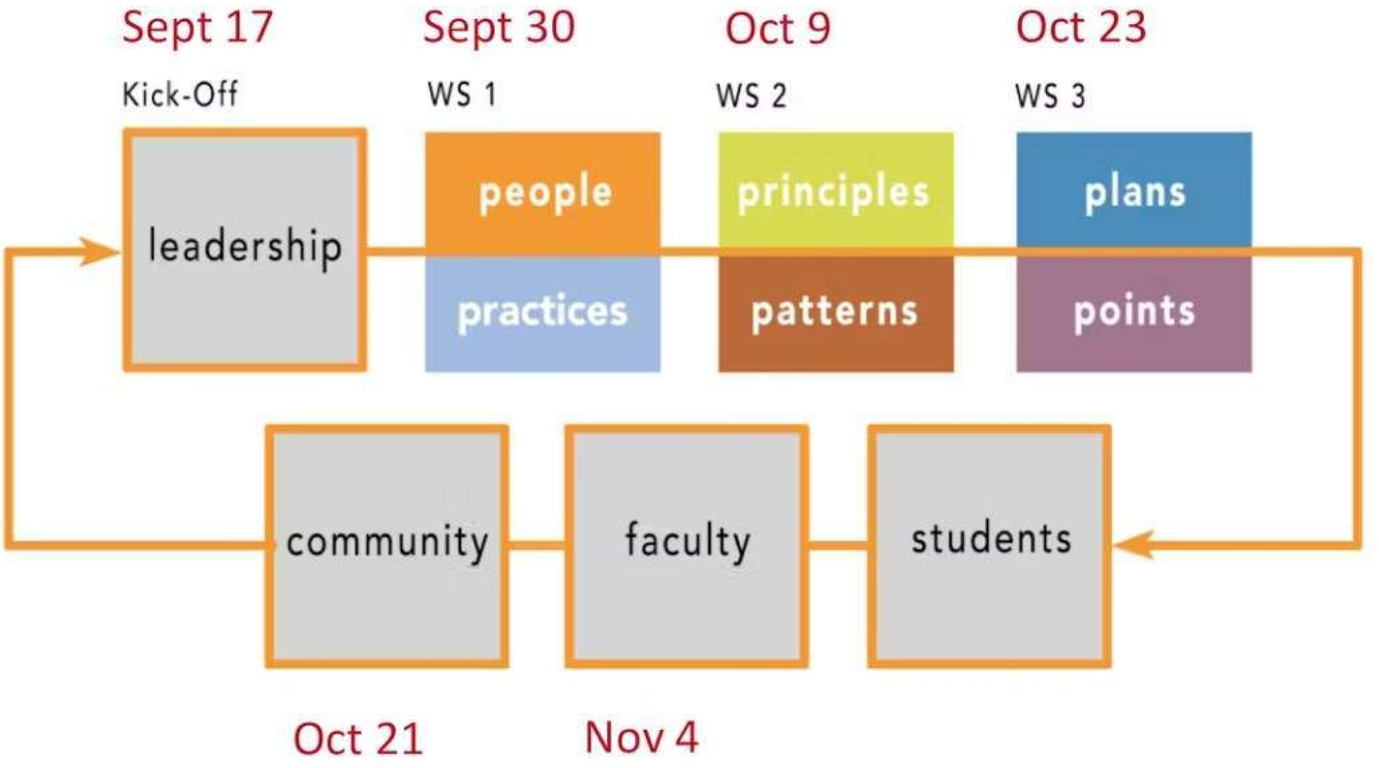
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The 6 Ps Visioning Process

Engaging, customizable, and effective

- Leadership
- Teachers
- Specialists
- Parents
- Partners
- Community



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Developing a Narrative

- Educational vision
- Design priorities and goals
- Desired adjacencies
- Optimization of space template



Workshop Two Notes





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Instructions



12

Please share your name, role, and affiliation with the Mosier/South Hadley community.

Jennifer Voyik, Superintendent

Doug Lake, Architect MVG

Cindy Flynn Principal Mosier School

Diane Mulvaney School Building Committee

Vanessa Rogers, Interior Designer MVG

Nick Lobik - Skanska

Luis D. Martinez, SH Admin

Dave Cirone fourth grade teacher at Mosier

1 14

Please share your name, role, and affiliation with the Mosier/South Hadley community.

Carol Constant, SH Selectboard

Pamela Soderbaum
Mosier Teacher

Courtney Mackey
District Mental Health Coordinator

Rachael Baglione, Mosier parent

Susan Taylor, interior designer, MVG

Chris LeBlanc-MVG

1 14



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Design Patterns

New School
Design Patterns

- Welcoming Arrival
- Welcoming Entry
- Safety and Security
- Wayfinding and Streetscapes
- Clusters of Learning
- Classroom Neighborhoods
- Agile Classrooms
- Extended Learning Areas
- Breakout Spaces
- Collaborative Spaces
- Quiet Spaces
- Push-In Special Education
- Flexible Furniture
- Professional Work Areas
- Community Access
- Heart of School
- Media Center Learning Commons
- Makerspaces
- Flexible Science Labs
- STEM/STEAM Adjacencies
- Career Tech Spaces
- Visible Learning and Transparency
- Branding and Identity
- Display and Exhibition
- Storytelling
- Distributed Resources
- Varied Performance Venues
- Distributed Dining
- Enrichment Spaces
- Indoor/Outdoor Connections
- Outdoor Gathering Spaces
- Outdoor Learning
- Sustainability
- Building as Teacher



2

Top Design Patterns

Individual

1. Good Storage
2. Cafetorium/Multi-Purpose
3. Professional Work Areas
4. Classroom Neighborhoods
5. Healthy Building
6. Engaged Outdoor Play
7. Sustainability
8. Clusters of Learning
9. Safe Community Access
10. Agile Classrooms
11. Breakout and Quiet Spaces
12. Media Center Learning Commons
13. Outdoor Connections and Learning
14. Fitness and Movement
15. Wayfinding and Streetscapes
16. Greeting and Gatekeeping
17. Classroom Zones
18. Flexible Modular Furniture

Small Group

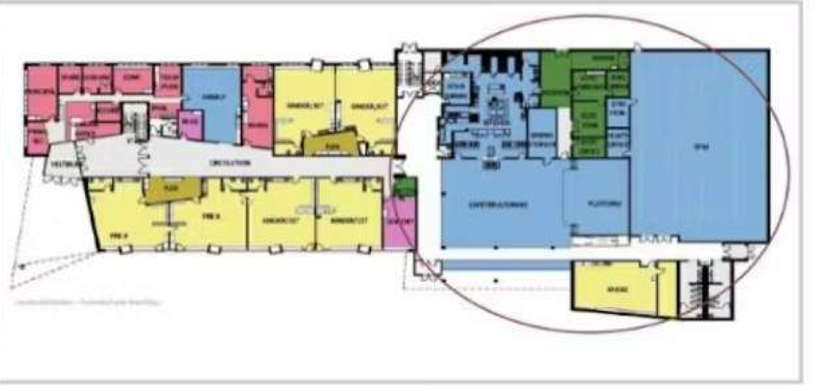
1. Security & Welcome
2. Agile Classrooms
3. Safe Community Access
4. Breakout and Quiet Spaces
5. Classroom Neighborhoods
6. Classroom Zones
7. Biophilic Design
8. Branding and Identity
9. Healthy Building
10. Outdoor Connections and Learning
11. Fitness and Movement
12. Extended Learning Areas
13. Sustainability
14. Flexible and Modular Furniture
15. Good Storage
16. Transparency and Connection
17. Professional Workspaces
18. Distributed Dining

Priority Design Patterns 2.0

1. **Security & Welcome*** (12 votes)
   - Vestibule and parent room at entry
2. **Agile Classrooms*** (12 votes)
   - Classroom zones – sectioned off areas
   - Small groups going on all at once
   - Independent, group – happening at same time
   - Nooks within classroom to get away – hide in plain sight, quiet spaces
   - Space to use technology
3. **Safe Community Access**** (12 votes)
   - Community access to spaces
4. **Breakout and Quiet Spaces*** (12 votes)
   - Meeting spaces
   - Pullover spaces and small group rooms
   - Nearby zones outside the classroom to take students
   - Breakout rooms between classrooms would be very useful
   - Workspaces need teacher supervision and should be located very close and have windows
   - Flexibility for use by teachers and students when needed
   - Pullout spaces should not become storage
   - Brain breaks







Priority Design Patterns 2.0

5. **Classroom Neighborhoods*** (8 votes)
   - Clusters of Learning
   - Grouping of grades
6. **Biophilic Design*** (8 votes)
7. **Branding and Identity*** (8 votes)
   - Via streetscapes and good wayfinding
8. **Healthy Building**** (8 votes)
   - Especially if a renovation
9. **Outdoor Connections**** (8 votes)
   - Connections to nature
   - Biophilic design
   - Nearby walking paths
   - Warm wood feeling, bring nature inside
   - Natural daylight
   - Courtyard not desirable
   - Current clerestory windows at Mosier offer nice daylighting
10. **Fitness and Movement*** (8 votes)
    - Sensory space, sensory path within building



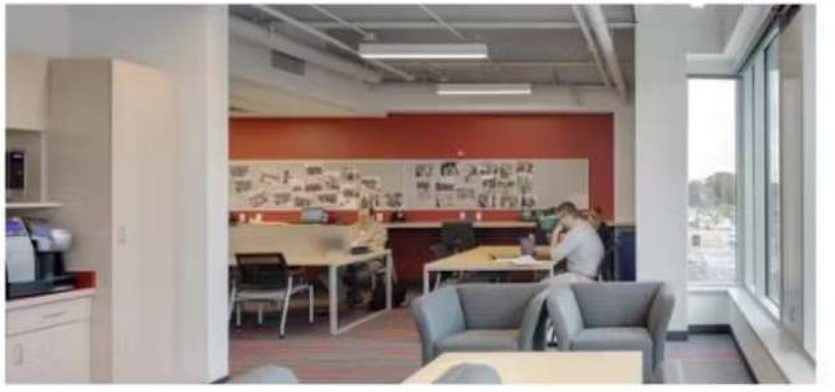




Priority Design Patterns 2.0

11. **Extended Learning Areas*** (4 votes)
12. **Sustainability** (4 votes)
13. **Flexible and Modular Furniture** (4 votes)
    - Flexible Seating
14. **Good Storage** (4 votes)
    - Throughout the building
    - For teachers and students
15. **Transparency and Connection** (4 votes)
16. **Professional Workspaces** (4 votes)
    - Spaces for teacher work and learning
    - A professional look and feel (with grown-up furniture)
17. **Distributed Dining** (4 votes)
    - Different types of spaces within the cafeteria/cafetorium
    - Gathering between students can happen organically during lunch or other times in the space
    - Provides opportunities for students to find a comfortable spot for themselves







What strikes you about these Design Pattern Priorities? What surprises you? What is missing?

adding onto Security & Welcome to include pick-up and drop-off.

Neighborhoods need extensive discussions to accommodate the ever changing numbers at each grade level. Makes us nervous to embrace that design priority.

Need for artistic touches to differentiate grade level neighborhoods and make things less institutional

Surprised that flexible dining was at the bottom

The list identifies design patterns that weave in and out throughout the school which allows us to stay focused on need versus want.

Distributed dining is highly important, especially in a centralized location to accommodate all students

Distributed dining is very important to those that work in the buildings Outdoor spaces that are easily supervised Not having wasted space Natural light while maintaining acoustics Community access

Regulation size gym vs not

1 13

What strikes you about these Design Pattern Priorities? What surprises you? What is missing?

Distributed dining importance. Flexibility of classroom neighborhoods. Safe community access must have. Don't make too small. Outdoor flexibility for size and outdoor learning.

Well-planned acoustics

These are the more permanent structures.

Centralized specialties for community access, locking off the student wings for security and to stop guests from wandering

Outdoor learning spaces with areas of cover

I'm surprised that distributed dining is last on the lis list and would like us to consider the need for different types of spaces within the cafetorium.

Covered outdoor area for play. Amphitheater would be good for outdoor flex. Easily supervised outdoor areas. Display cases at community areas. Acoustics important.

Breakout spaces for group learning or kids who need brain breaks

1 13

What strikes you about these Design Pattern Priorities? What surprises you? What is missing?

Acoustics are very important for focused learning environments

Safe community spaces to create public access for community programs. Also good for children as they will have visited for programs before they start in the new school.

Clerestory windows good for sound And light. Assisted hearing in classrooms. No unused spaces like bleacher stairs.

Sound systems to help better focus students within the classroom, this will also benefit students with hearing impairments.

Security and welcoming- welcoming site, easy and separate access, welcoming and secure entrance and building areas

1 & 3 are related. Community use entry. Pick up and drop off

Security & Welcome

Safe Community Access

1 13

What strikes you about these Design Pattern Priorities? What surprises you? What is missing?

breakout and quiet spaces

agile classrooms

Classroom neighborhood
Security and welcome Safe community access
Breakout and quiet spaces

breakout and quiet spaces

1

13

Please share your Personal Favorite top 4 Design Patterns



13

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Guiding Principles



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Guiding Principles set design priorities and offer an invaluable framework for making decisions and choices as the design process unfolds…

Wareham Elementary

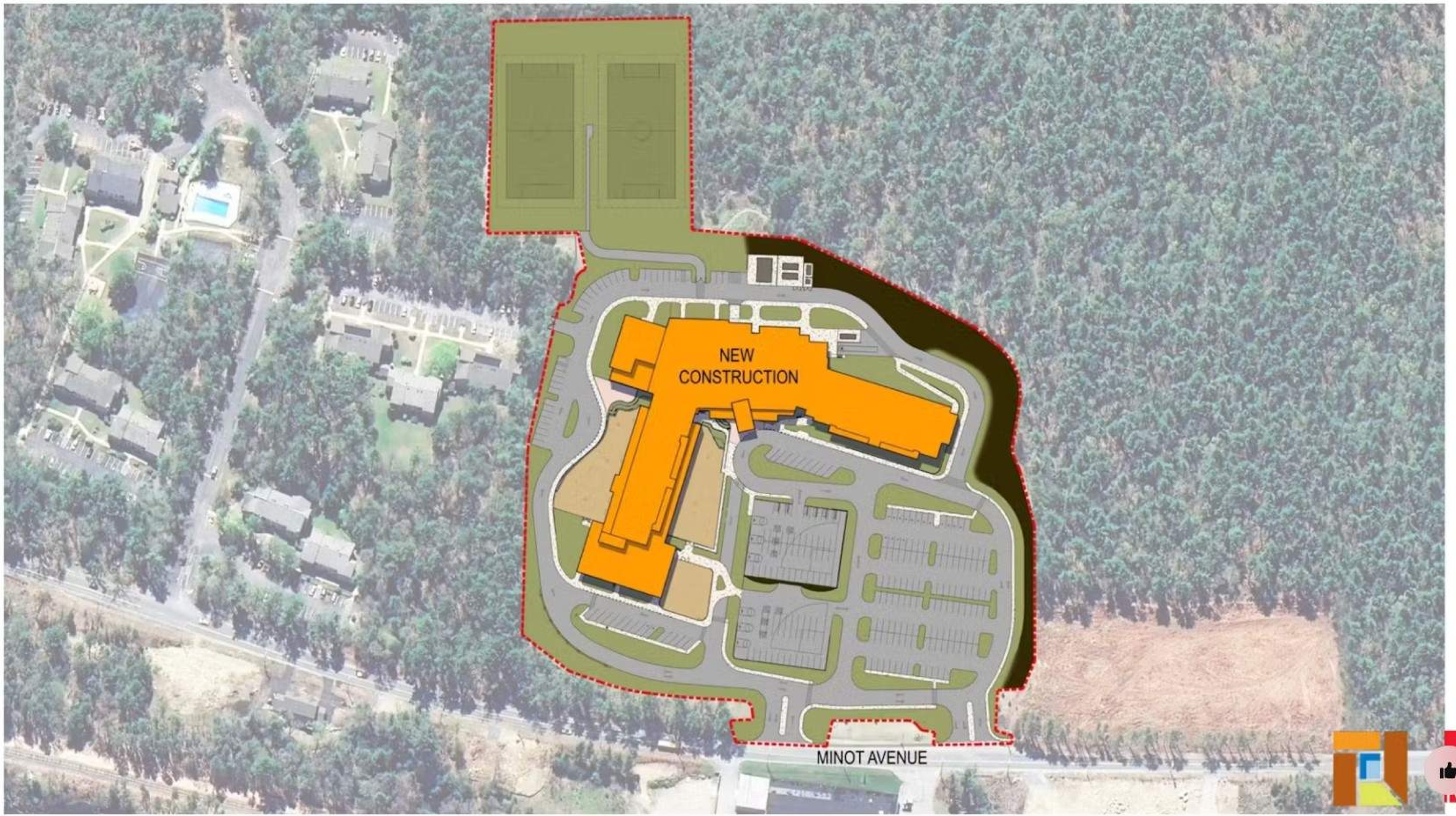
Wareham, MA

Wareham Elementary School

1. School As Community Resource
2. Student Centered
3. Learning Communities
4. Flexible & Adaptable
5. Best Design for Dollars Spent
6. Connections To Outdoors/Nature



Wareham Elementary School



Wareham Elementary School



LOWER LEVEL

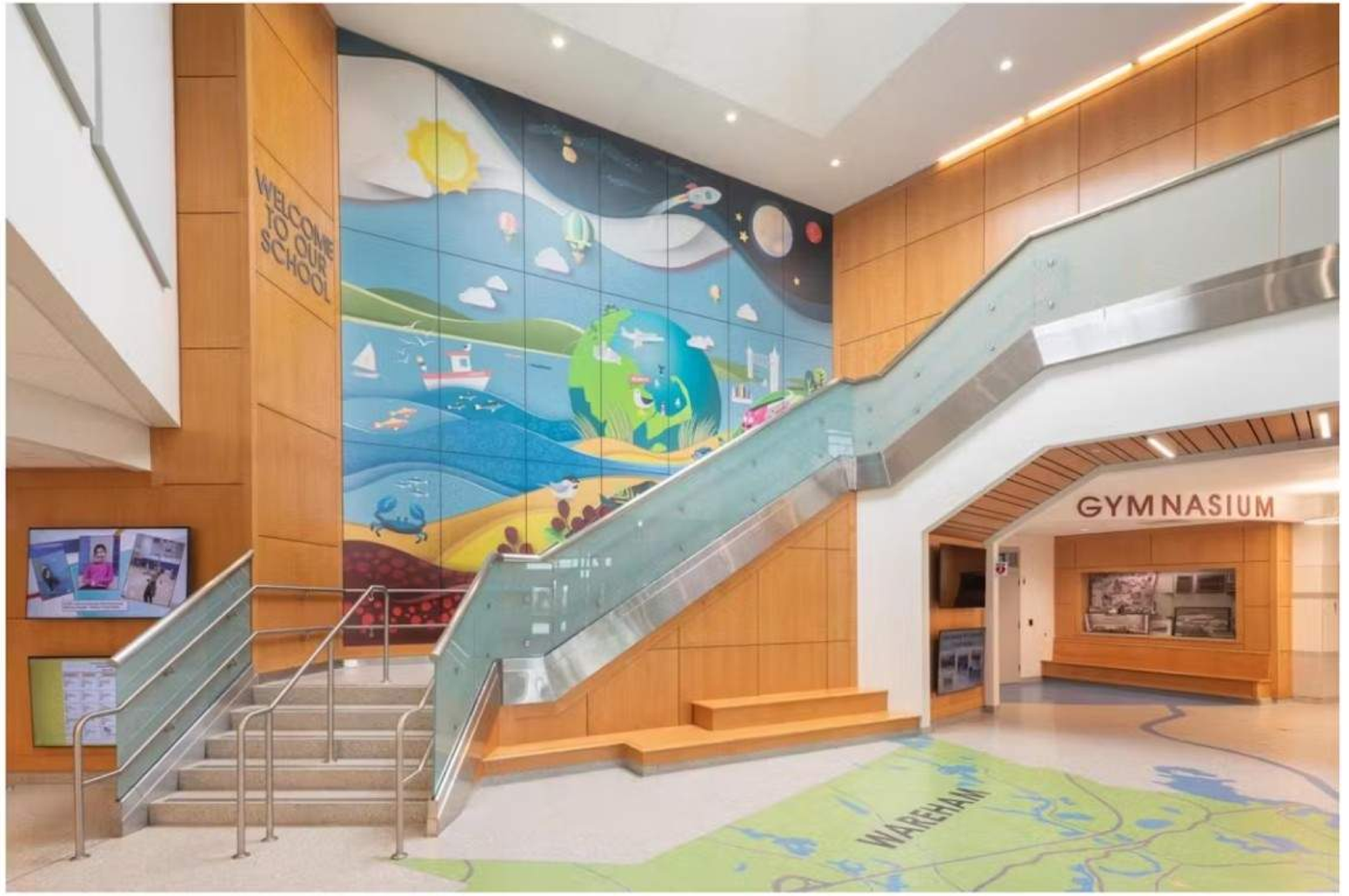


FIRST LEVEL



SECOND LEVEL

Wareham Elementary School



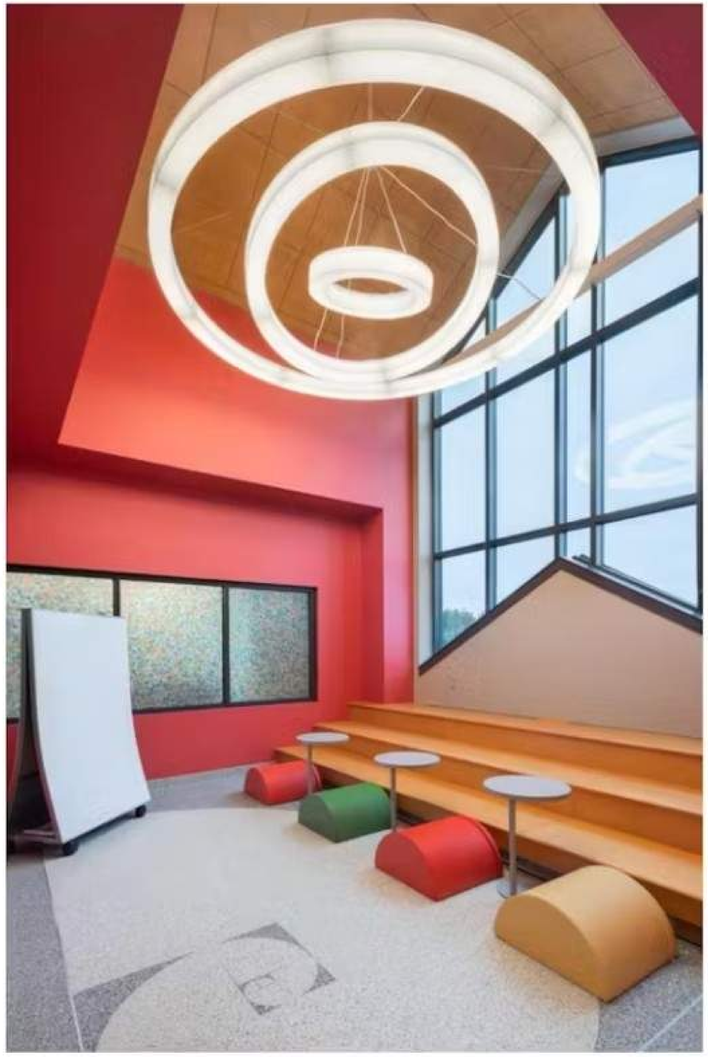




Wareham Elementary School











Wareham Elementary School





Wareham Elementary School





Wareham Elementary School



Harris Brook Elementary

Ludlow, MA

Harris Brook Elementary

1. Learning Communities
2. Varied & Flexible Spaces
3. A Place You Want to Be
4. Educate the Whole Child
5. Safe & Welcoming
6. Visible Learning



Harris Brook Elementary



Harris Brook Elementary



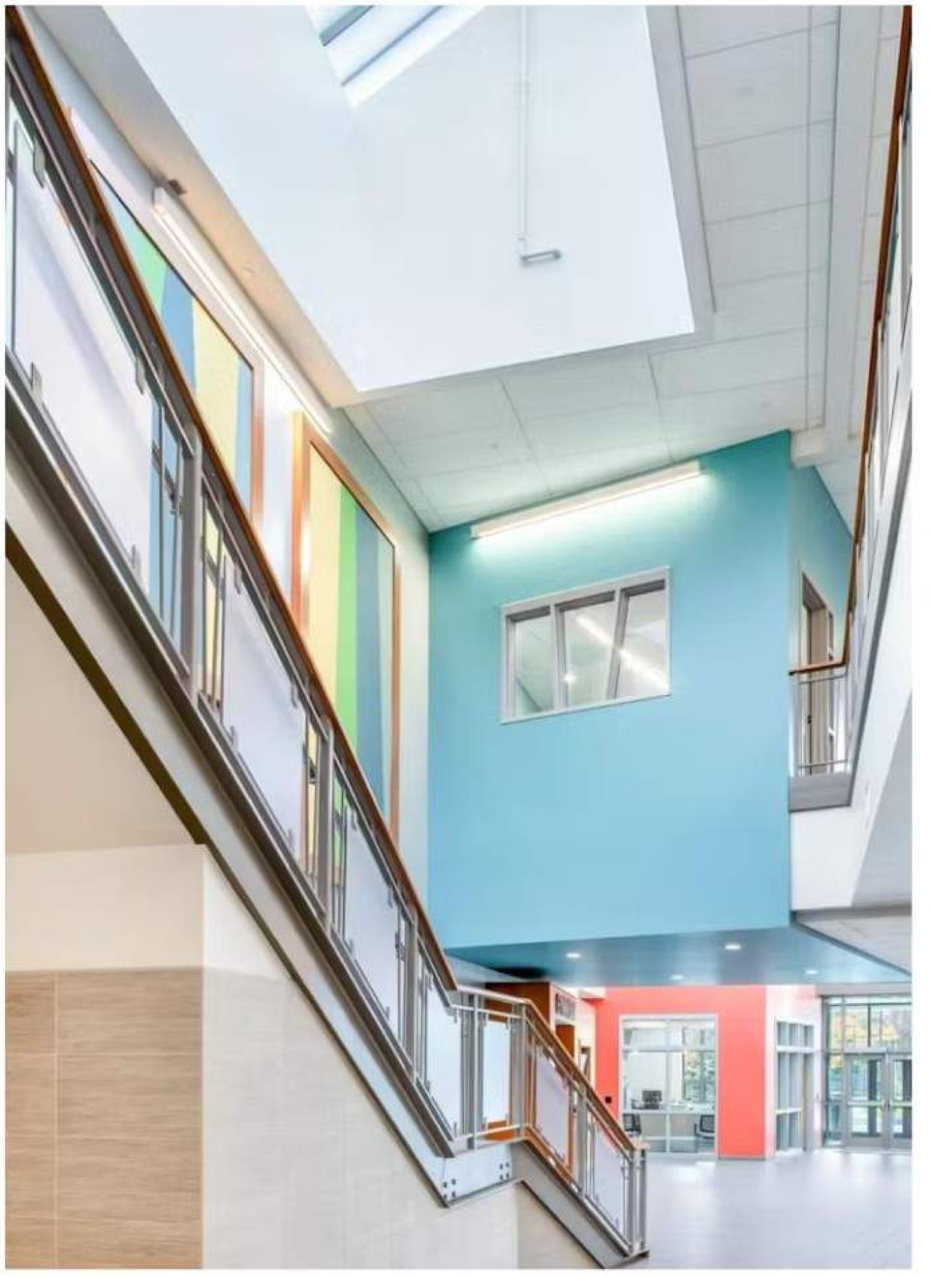
FIRST LEVEL



SECOND LEVEL

Harris Brook Elementary





Harris Brook Elementary





Harris Brook Elementary





Harris Brook Elementary





Harris Brook Elementary



Center Sylvester School

Hanover, MA

Center/Sylvester School

1. A Place We Want to Be
2. Collaboration/Connections
3. Flexibility/Environments **for Learning**
4. Whole Child Focus
5. Safety
6. Outdoor Connection



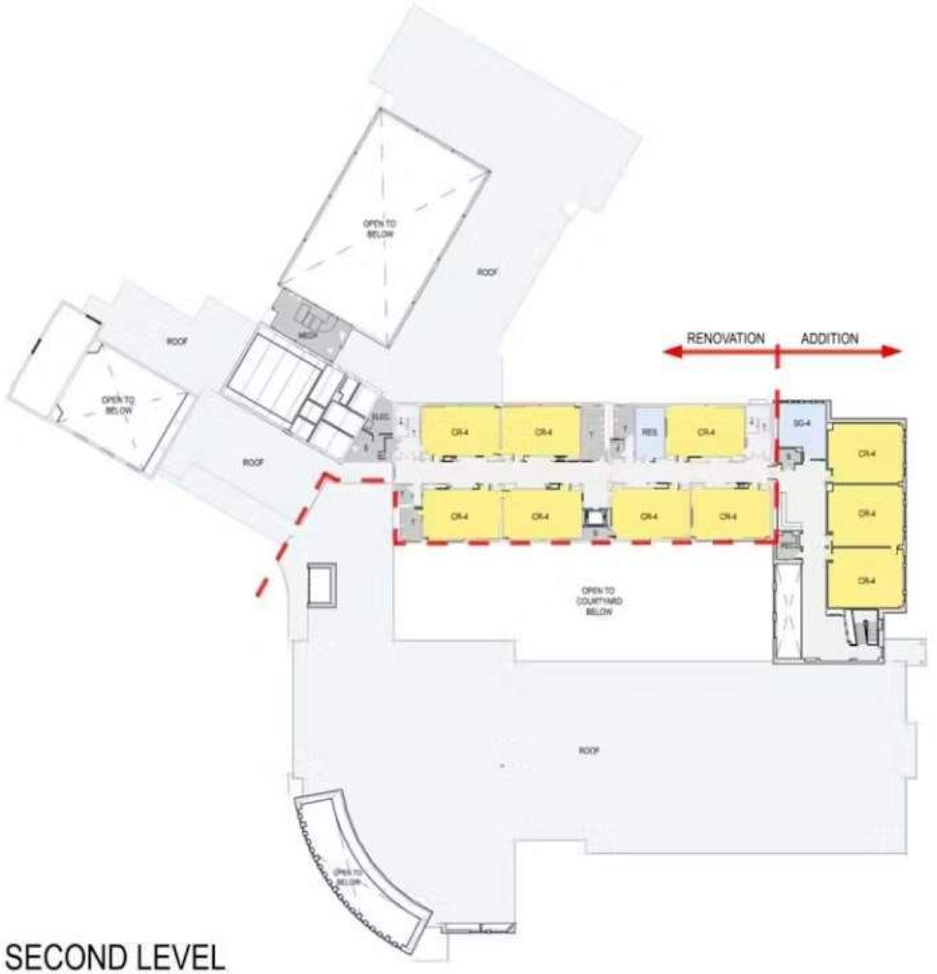
Center/Sylvester School



Center/Sylvester School



FIRST LEVEL



SECOND LEVEL

Center/Sylvester School





Center/Sylvester School





Center/Sylvester School



Center/Sylvester School



Guiding Principles Brainstorm

Work within your small groups to make a collective list of 5-6 Guiding Principles for the design of the renovated and/or new Mosier Elementary School facility

- Learning Communities
- Varied and Flexible Spaces
- A Place You Want to Be
- Educate the Whole Child
- Safe and Welcoming
- Visible Learning

- School as Community Resource
- Student-Centered Learning
- Learning Communities
- Flexible and Adaptable
- Best Design for Dollars Spent
- Connections to Outdoors & Nature

- A Place You Want to Be
- Collaboration and Connections
- Flexibility Environments for Learning
- Whole Child Focus
- Safety and Welcome
- Outdoor Connections

- School as Community Resource
- STEM/Art Integration (STEAM)
- Personalization, Connection, & Ownership
- Adaptability and Evolution
- Visible Learning
- Outdoor Connections

- Flexible Learning
- Personalization
- Collaboration and Connection
- Visible Learning
- Environmental Integration
- Seamless Technology

- Warm, Safe, and Inviting
- Community Access
- Creative and Visible Learning
- Flexible and Adaptable
- Neighborhood Clusters
- Building as Teacher
- Outdoor Connections

Mix and match and make your own...



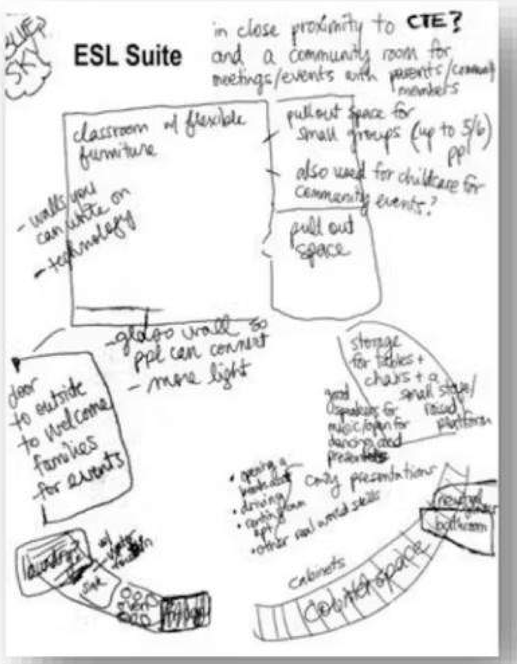
Mosier Elementary School

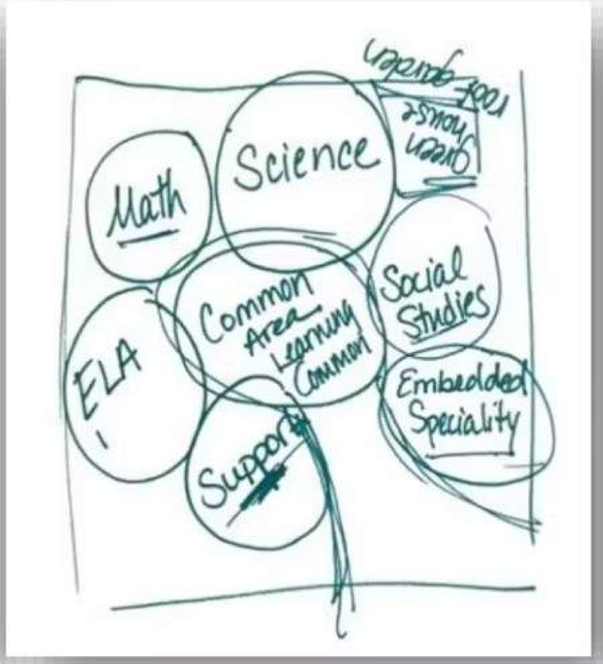
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Break

Blue Sky Aspirational Ideas …

- Size
- Shape
- Use
- Furniture
- Lighting
- Color
- Occupants
- Etc.







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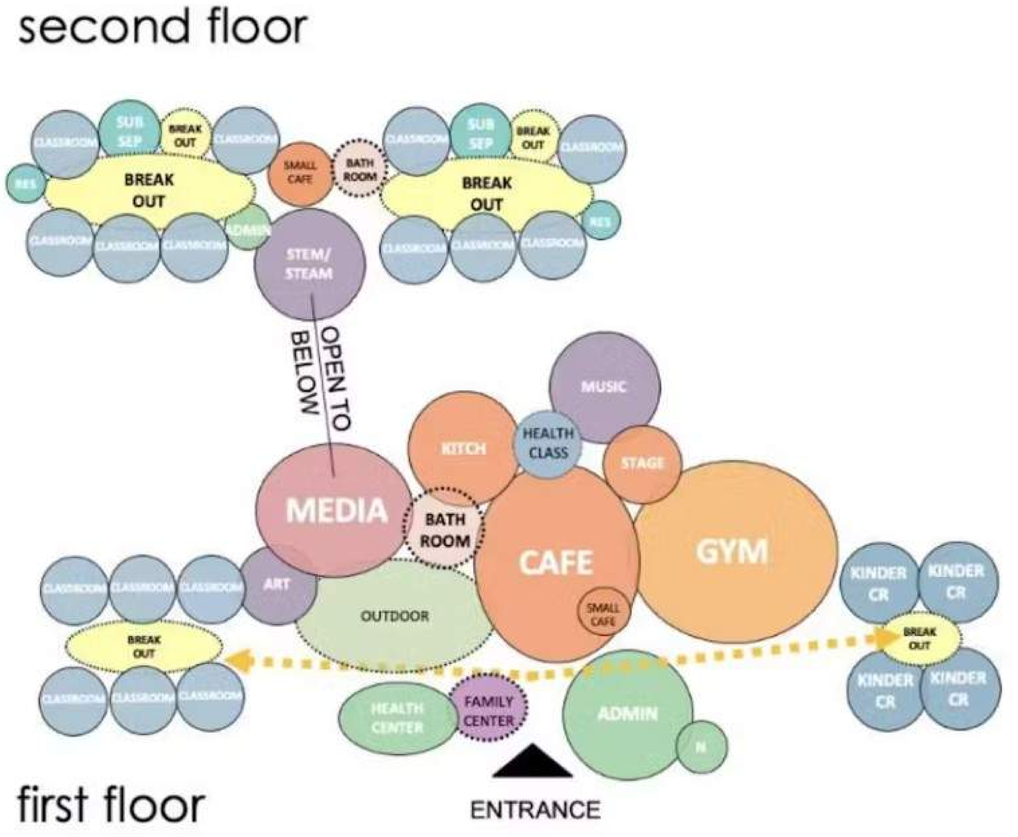
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Please share one or more Blue Sky Aspirational Ideas for the design of the renvoated and/or new Mosier facility.

Bubble Diagramming Activity

- Whole School Connections
- Community Access Zone
- Classroom Neighborhoods
- Distributed Media Center
- Hands on Learning
- Indoor/Outdoor Connections
- Outdoor Learning



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Mosier Elementary School

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Q&A

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Mosier Educational Visioning Group
Workshop Three Notes



The Mosier Elementary School Educational Visioning Group (EVG) met in-person for the third of three Educational Visioning Workshops from 3:30 – 6:30 PM on October 23, 2025. The EVG is a group of approximately 10-18 participants that includes South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members. Visioning Workshops are being facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. An additional Faculty Visioning Workshop will take place on November 4, 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com

Design Pattern Feedback

When asked to share what strikes them about the Design Pattern priorities established during Workshop Two, Workshop Three participants shared the following thoughts.

What Strikes You

- Security and Welcome remain top priorities with emphasis on safe, clear, and separate access as well as pick-up and drop-off areas
- Design patterns connect throughout the school, maintaining focus on need versus want
- Neighborhood flexibility and scale must respond to fluctuating grade-level numbers
- Strong value placed on distributed dining as a central, equitable, and efficient feature
- Outdoor learning and play spaces that are covered, flexible, and easily supervised are seen as vital
- Acoustics and sound design are emphasized for learning, inclusion, and well-being
- Community access and visibility are key—public areas balanced with secured student zones
- Breakout and quiet spaces valued for focus, small group work, and brain breaks
- Clerestory windows and natural light appreciated for both light and sound quality
- Need for artistic design elements to reduce institutional feel and reflect grade identity

What Surprises You

- Distributed dining listed at the bottom despite strong support for its importance
- Surprise that flexibility in classroom neighborhoods ranks lower than expected
- Some confusion or concern about regulation gym size and how it supports programming
- Unexpected that the list does not elevate the importance of outdoor covered learning and play areas

Design Pattern Feedback *Continued*

What Is Missing

- More clarity on neighborhood size, adaptability, and student capacity planning
- Explicit mention of locking and zoning strategies for safety while maintaining community access
- Consideration of space efficiency and prevention of underused areas such as bleacher stairs
- Inclusion of assisted hearing systems and enhanced classroom acoustics for accessibility
- Visual display and identity features at community zones to showcase student work
- Stronger articulation of acoustic design priorities across all learning environments
- Greater emphasis on permanent structural design priorities like flexible dining and community zones
- Integration of agile classrooms and breakout areas as core, not secondary, design features

Personal Favorite Design Patterns

When asked to share their top 4 Personal Design Patterns, Workshop Three participants shared the following Design Patterns



- Agile Classrooms (6 mentions)
- Safe Community Access (5)
- Classroom Neighborhoods (5)
- Outdoor Connections And Learning (5)
- Breakout And Quiet Spaces (4)
- Distributed Dining (3)
- Security And Welcome (2)
- Safety And Welcome (2)
- Good Storage (2)
- Transparency And Connection (3)
- Professional Workspace (2)
- Biophilic Design (1)
- Flexible Furniture (1)
- Community Connections (1)
- Sustainability (1)
- Nooks, Caves, And Quiet Spaces (1)

Guiding Principles

The following set of "Guiding Principles 1.0" for the design of the renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG was introduced to three Case Studies of recent elementary school projects in which the Guiding Principles for each school were reviewed as connected to design decisions that were made for the project. Working in three breakout groups, participants then brainstormed their own lists of Guiding Principles for the MMRHS project. These have been grouped thematically and listed below, with each receiving five "votes" for every time it appeared on a small group list.

1. **A Place You Want to Be** (15 Votes)
   - Town Connected Branding and Identity
2. **Safety and Welcome** (15 Votes)
   - Children feel protected, valued, and eager to learn from the moment they arrive
3. **Whole Child Focus** (15 Votes)
   - Nurture academic, social, and physical growth in every student
4. **School as Community Resource** (15 Votes)
   - Ease of Community Access
5. **Flexible Learning Communities** (10 Votes)
   - Adaptable and Connected Spaces
6. **Visible Learning and Connections** (10 Votes)
   - Heart of the School
7. **Outdoor Connections** (10 Votes)
   - Biophilic Design









Whole School Diagram 1

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Mosier Elementary School facility.

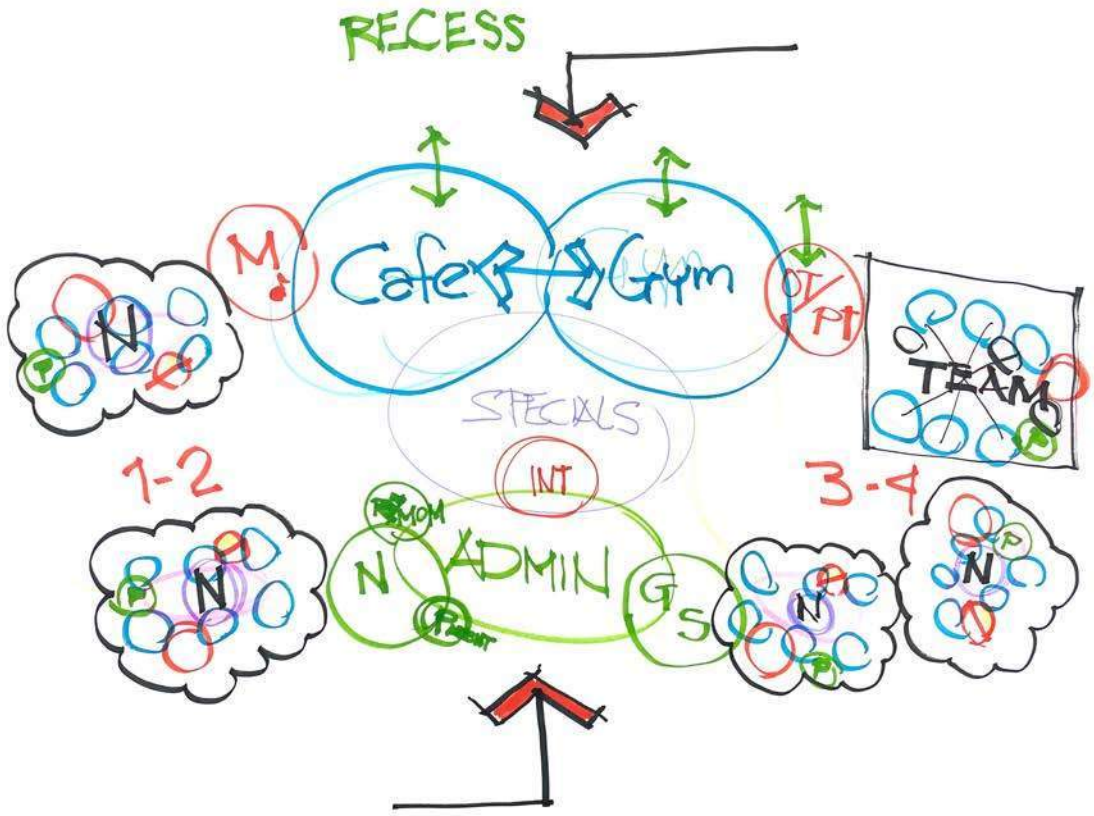


Diagram One NOTES

- This plan started with the idea that we wanted many of the shared spaces to be centrally located, starting with the Administrative Offices, Nurse's Suite, and Parent's Room up near the front entry
- Parents picking up students who are sick should not have to walk all the way through the school. Parents who are coming to a meeting or need a translator should have a space to sit and meet
- There is Mother's Room near the Nurse's Suite
- Interventionists and Specialists are also centrally located so the if we have the Classroom Neighborhoods around the periphery, student do not need to walk far to get to them
- The Dining Suite is also near the front entry, with the Cafetorium and Gym connected
- The Cafetorium would have a stage and an adjacent Music Room

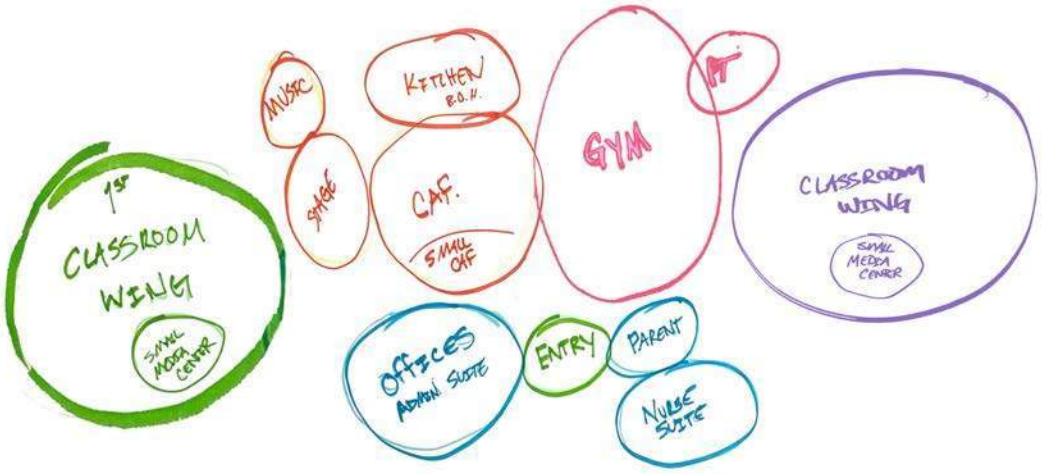
- OT and PT rooms are located adjacent to the Gym and provide additional space for physical activity
- There are exits from the Cafeteria and Gym to the outside so that the students don't need to walk through the school to get to recess
- There are two floors with Classroom Neighborhoods. One would co-locate Grades 1 and 2, and the other would co-locate Grades 3 and 4
- 5th grade would be their own Classroom Neighborhood with cross discipline teaming that will help them with the transition from elementary to middle school. Two or three teachers will be teamed together so that students start to get the idea of transitioning between classes, but in a safer space than the middle school
- We included six classrooms in each of the Classroom Neighborhoods, as well as Special Education Spaces, and Teacher Meeting and Planning Spaces
- The Specials are centrally located and could include Art, STEAM and a centralized smaller Media Center
- There is a separate Community Entry for afterhours access to the Cafetorium and Gym and potentially some of the Specials classrooms



Whole School Diagram 2

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Mosier Elementary School facility.

First Floor Diagram



Second Floor Diagram

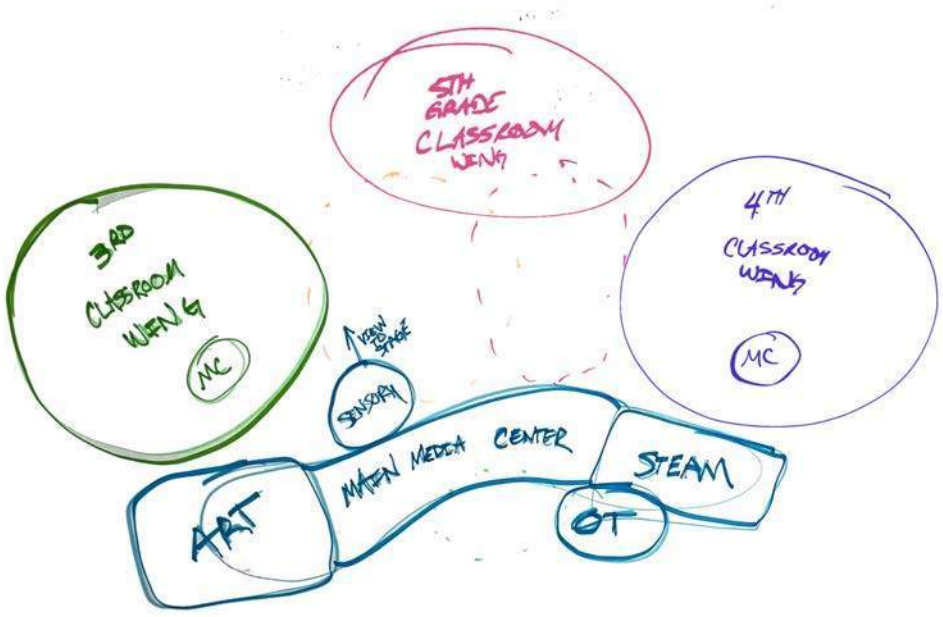


Diagram Two NOTES

- This plan is very similar to the previous diagram
- We want everything in the center and everything that the community can access to be in the middle
- We also have the Administrative Suite, the Nurse's Room, and a Parent Room near the entry to get more natural light and be closer to the exit so that sick children do not need to be walking through the school when they leave
- We have Classroom Neighborhoods/Wings for Grades One and Two on the first floor and for Grades Three, Four, and five on the second floor
- Within each Classroom Wing we have a smaller Media Center, with the larger Media Center on the second floor
- Near the Cafeteria we have a Small Cafeteria in the front so that you don't have to walk through the chaotic cafeteria to get to it if you have sensory needs
- We have our stage in the Cafeteria with the Music Room nearby
- The Kitchen is near the back of the building for deliveries
- We also put PT near the Gym, but moved OT to the second floor near the Art Room because we think of gross motor skill development in PT and fine motor skills development in OT, which aligns with the Gym and Art Room respectively
- The second floor centrally locates the Main Media Center with Art, STEAM, and OT located along that spine as well
- A Sensory Room that can view the stage for those student who want to watch things going on in there, but can otherwise get overwhelmed doing so
- The Sensory Room could also be used for small group work and meetings
- The Gym and Cafeteria are two story spaces, and the Fifth Grade Wing would be located behind them
- We had the same though about making the fifth grade a transition year with unique attributes to their Classroom Neighborhood that promotes teacher teaming
- The diagrams from both groups seem very "South Hadley," meaning very functional and community oriented and friendly
- More "Feng Shui" – and not "in your face"



Mosier Elementary School

Leader in Academic Excellence

Educational Visioning Report

The following pages offer a summary of notes taken, and information gathered during the Mosier Elementary School Educational Visioning Workshops that took place during the months of September - November 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com.



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Educational Visioning Executive Summary

Overview

During the months of September – November 2025, the Mosier Elementary Educational Visioning Group – a group of approximately 19 participants that included South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members – participated in a series of three Educational Visioning that were facilitated by Mount Vernon Group Architects and New Vista Design. The goal of the workshops was to lead participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. Additionally, a Leadership Kick Off Workshop took place on September 17, 2025, a Community Visioning Workshop took place on October 21, 2025, and a Faculty Visioning Workshop took place on November 4, 2025. The following five-page executive summary offers key workshop findings. A more in-depth recording of participant feedback can be found in the notes that follow.

Workshop Schedule

- **September 17, 2025** Leadership Team Kick-Off Meeting (Virtual)
- **September 30, 2025** EVG Workshop One (Virtual)
- **October 9, 2025** EVG Workshop Two (Virtual)
- **October 21, 2025** EVG Community Forum (Virtual)
- **October 23, 2025** EVG Workshop Three (In Person)
- **November 4, 2025** EVG Faculty Forum (Virtual)



Educational Visioning Group Priorities and Considerations

The following list of educational, architectural, and community priorities and considerations for the design of the renovated and/or new Mosier Elementary School facility were shared during the Educational Visioning Group and Kick-Off Workshops.

Educational Priorities

- Student-Centered Learning
- Varied Instructional Approaches
- Teacher and Student Support
- Flexible Learning Environments
- Creative and Exploratory Learning
- STEM and STEAM Education
- Equity and Inclusion
- Wellness and Physical Development
- Community and Intergenerational Connections

Architectural Priorities

- Health and Building Systems
- Natural Light and Connection to Outdoors
- Flexibility and Future-Readiness
- Learning and Instructional Spaces
- Community and Shared Spaces
- Support for Teachers and Staff
- Inclusion, Sensory, and Developmental Needs
- Infrastructure and Functionality
- Design, Aesthetic, and Identity

Community Priorities

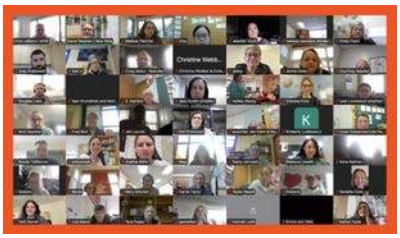
- Athletics and Recreation
- Community Gathering Spaces
- Welcoming and Inclusive Environment
- Multilingual and Accessible Resources
- Intergenerational Connections
- Arts and Cultural Enrichment
- Outdoor and Informal Community Events
- Parking, Safety, and Access
- Financial Responsibility and Sustainability

Educational Visioning Executive Summary
Faculty Priorities and Considerations

The following list of educational, architectural, and community priorities and considerations for the design of the renovated and/or new Mosier Elementary School were shared by SHPS elementary and middle school faculty during the Faculty Forum that took place on November 4, 2025.

Educational Priorities

- Academic Excellence and Rigor
- Accessibility and Inclusion
- Safety, Comfort, and Well-Being
- Experiential, Hands-On, and STEM Learning
- Social-Emotional Learning and Student Support
- Literacy, Library, and Learning Resources
- Leadership, Community, and Equity Culture



Architectural Priorities

- Safety and Security
- Community and Shared Use
- Functionality and Efficiency
- Flexible, Collaborative, and Supportive Learning Spaces
- Accessibility and Inclusion
- Sensory and Emotional Well-Being
- Natural Light and Environmental Quality
- Health and Wellness Spaces
- Staff and Professional Spaces
- Technology and Modernization
- School Identity and Aesthetics

Community Priorities

- Community Gathering and Engagement
- Safety, Comfort, and Security
- Health, Wellness, and Belonging
- Accessibility and Inclusion
- Education and Family Support
- Arts, Culture, and Performance
- Athletics, Recreation, and Physical Wellness
- Environment and Sustainability
- Infrastructure, Parking, and Accessibility Flow
- Civic and Intergenerational Connection

Priority Educational Focus Areas

The following listing of priority educational focus areas for Mosier Elementary School and SHPS was brainstormed during Workshop One. It places Student-Centered Learning; Hands-On and Project-Based Learning; Diversity, Equity, and Inclusion; Academic/Growth Mindset; and STEM and STEAM within its five priority focus areas. This is an incomplete list and not meant to prioritize one focus area over another, but rather to identify key district educational focus areas and aspirations for the school and district.

- Student-Centered Learning
- Hands-On and Project-Based Learning
- Diversity, Equity, Inclusion, and Belonging
- Academic/Growth Mindset
- Anywhere, Anytime Learning
- STEM and STEAM
- Whole Child Approach
- Arts Integration
- Mastery of Core Academics
- Differentiated Instruction
- Social Emotional Learning
- Team Teaching
- Responsive Classroom
- Professional Learning Communities
- Core Values
- Blended Learning
- Health and Wellness
- Community Connections
- Deeper Learning
- Afterschool Programming
- Sub-Separate Programming
- Career Tech Education
- Visual and Performing Arts
- Language Learning
- Push in Special Education
- NextGen ELL

Educational Visioning Executive Summary

Priority Learning Goals

Workshop participants reviewed the South Hadley High School Vision of a Graduate and brainstormed the following 21st skills and learning goals for Mosier Elementary School students. The following list represents a consolidation of the priorities articulated within each small group conversation. A more complete list can be found on Page 25 of this document.

Mosier Learning Goals 1.0

1. Academic Proficiency
   - Setting goals as students develop
   - Cubs develop into lions
2. Joyful Exploration
   - Foster happiness
   - Get messy and get outside
3. Citizenship and Character
   - Equity, inclusion, and belonging
   - You belong and you are part of the community
4. Communication and Collaboration
   - Written and oral communication
   - Ability to communicate needs to better understand curriculum
5. Learning for Life
   - Continue to learn things
   - Everyone learns in different ways: nourish those differences
6. Critical Thinking and Problem Solving
   - Ability to apply the curriculum through asking questions and analyzing information
   - Collaborating with team members to brainstorm and share ideas
7. Resiliency and Adaptability
   - Believe in the Power of Yet
   - Ability to learn from mistakes

Guiding Principles 1.0

The following set of "Guiding Design Principles 1.0" for the design of the renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group during Workshop Three. Guiding Design Principles offer a framework of educational and architectural priorities that can be referenced through all stages of the facility design process. A more detailed description of these Guiding Principles can be found on Page 35 of this document.

1. A Place You Want to Be
   - Town Connected Branding and Identity
2. Safety and Welcome
   - Children feel protected, valued, and eager to learn from the moment they arrive
3. Whole Child Focus
   - Nurture academic, social, and physical growth in every student
4. School as Community Resource
   - Ease of Community Access
5. Flexible Learning Communities
   - Adaptable and Connected Spaces
6. Visible Learning and Connections
   - Heart of the School
7. Outdoor Connections
   - Biophilic Design

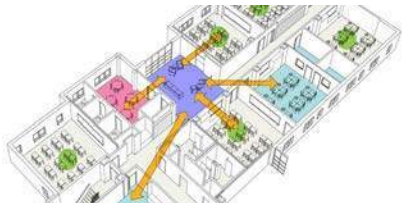
Educational Visioning Executive Summary

EVG Priority 21st Century Design Patterns 2.0

The following set of priority "21st Century Design Patterns 2.0" for the design of the renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Two. Workshop participants were introduced to 36 "Design Patterns" that represent varied architectural design features of, and approaches to 21st century middle school facility design. Working in small groups, participants worked to create their own sets of their top 12-15 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of "votes" they received, with each pattern given 5 votes for every time that it appeared on a small group's list. A more detailed description of Mosier's Priority Design Patterns 2.0 can be found on Page 31 of this document.

1. Security & Welcome
2. Agile Classrooms
3. Safe Community Access
4. Breakout and Quiet Spaces
5. Classroom Neighborhoods
6. Biophilic Design
7. Branding and Identity
8. Healthy Building
9. Outdoors Connections
10. Fitness and Movement
11. Extended Learning Areas
12. Sustainability
13. Flexible and Modular Furniture
14. Good Storage
15. Transparency
16. Professional Workspaces
17. Distributed Dining








Educational Visioning Executive Summary

Key Recommendations for Design

The educational visioning process for Mosier Elementary School brought together South Hadley Public Schools educators, students, parents, and community members to reimagine the future of learning environments in the district. Through a series of collaborative workshops, participants identified shared priorities centered on student-centered learning, flexibility, inclusion, wellness, and community connection. The process emphasized the need for spaces that nurture creativity, inquiry, and collaboration while ensuring safety, accessibility, and sustainability. As both a place of learning and a hub for the broader community, the new or renovated Mosier Elementary School should reflect South Hadley's values—supporting the whole child, empowering teachers, engaging families, and strengthening intergenerational ties. The following recommendations synthesize the collective educational, architectural, and community priorities into a set of guiding design objectives that will shape a future-ready, equitable, and inspiring learning environment for all.

Design Recommendations for Mosier Elementary School

1. **Create Agile, Student-Centered Learning Environments**
   Design flexible classroom neighborhoods with movable furniture, adaptable layouts, and extended learning areas that support varied teaching methods, collaboration, and personalized learning.
2. **Foster Inclusion, Accessibility, and Belonging**
   Ensure every space reflects universal design principles—providing sensory supports, quiet zones, and clear wayfinding to create an environment where all students feel safe, seen, and valued.
3. **Integrate Indoor-Outdoor Learning Connections**
   Maximize natural light, views, and access to outdoor classrooms, play areas, and gardens to promote biophilic design and support wellness, creativity, and environmental learning.
4. **Support Hands-On and STEM/STEAM Learning**
   Provide integrated maker, science, and arts spaces that encourage exploration, problem-solving, and cross-disciplinary learning for all ages and abilities.
5. **Design for Wellness, Movement, and the Whole Child**
   Embed opportunities for physical activity and mindfulness throughout the building—through fitness zones, distributed dining, and active circulation spaces that promote healthy habits.
6. **Create Professional and Collaborative Staff Spaces**
   Include shared planning areas, team rooms, and professional learning hubs to foster teacher collaboration, mentorship, and continuous improvement.
7. **Celebrate School Identity and Community Connection**
   Incorporate branding, art, and storytelling elements that reflect Mosier's values, student voice, and South Hadley's heritage—creating a sense of pride and belonging for all who enter.
8. **Ensure Safety, Security, and a Welcoming First Impression**
   Design clear, secure, and friendly entry sequences that balance safety with hospitality—offering easy navigation, visibility, and positive community interaction.
9. **Design for Sustainability and Long-Term Stewardship**
   Use healthy building systems, energy-efficient design, and sustainable materials to model environmental responsibility and reduce operating costs over time.
10. **Establish a True Community Hub**
    Design multipurpose spaces for afterschool programs, performances, recreation, and intergenerational gatherings—ensuring Mosier Elementary serves as a vibrant, year-round resource for the South Hadley community.

Moiser Elementary School Educational Visioning Overview

During the months of September and November 2025, the Mosier Elementary School Educational Visioning Group (EVG) – a group of South Hadley Public Schools leadership, administrators, teachers, parents, and community partners participates in three virtual 2.75-hour long Educational Visioning Workshops run by Mount Vernon Group Architects and New Vista Design. Each workshop was a collaborative session designed to inform the design of the renovated and/or new Mosier Elementary School facility as connected to the MSBA (Mass School Building Authority) Feasibility Study that has been awarded to the district. Participants were led through a step-by-step visioning process aimed at capturing their best thinking about the school's and district's current and future academic goals and priorities and connecting them to best practices and possibilities in innovative elementary school facility design. Additionally, a Leadership Kick-Off Workshop took place on September 17, 2025, a Community Forum took place on October 21, 2025, and a full Faculty Forum took place on November 4, 2025.

All workshops were designed to be highly participatory, engaging, and informative. The educational and architectural goals set during these workshops will have a direct and tangible impact on the design approach toward, and features of the renovated and/or new school facility.

WS One took place virtually from 6:00-8:45 PM on Tuesday, September 30, 2025, and explored the following topics:

- **Priority Goals** for South Hadley Public Schools (SHPS) educational programming and Mosier's renovated and/or new facility
- **Future-Ready Teaching and Learning Practices** that are important to SHPS and Mosier both now as envisioned for the coming decades
- **Future Ready Learning Goals** that distill the group's best thinking about SHPS's current and future academic programming and priorities

WS Two took place virtually from 6:00-8:45 PM on Thursday, October 9, 2025, and explored the following topics:

- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with SHPS's and Mosier's current educational programming as well as the District's vision for its future
- **Architectural Design Patterns** that SHPS would like to put into practice within a renovated and/or new facility

A Community Forum took place in person from 6:00-8:00 PM on Tuesday, October 21, 2025, and explored the following topics:

- **Project Overview** of scope and timeline
- **Educational Visioning Overview** of priority educational and architectural goals determined during the initial visioning process, with opportunities for the community to share their own priorities and concerns
- **Q&A and Next Steps**

WS Three took place in person from 3:30-6:30 PM on Thursday, October 23 , 2025, and explored the following topics:

- **Guiding Principles** for the design of the renovated and/or new facility
- **Blue Sky Ideas** for the design of the renovated and/or new facility
- **Bubble Diagramming** of conceptual design ideas for the renovated or new facility

A full Faculty Workshop took place virtually from 1:30-2:30 PM on Tuesday, November 4, 2025, and explored the following topics:

- **Priority Goals** for South Hadley Public Schools educational programming and Mosier's renovated and/or new facility
- **Future-Ready Teaching and Learning Practices** that are important to SHPS and Mosier, both now as envisioned for the coming decades
- **Architectural Design Patterns** that SPHS and Mosier would like to put into practice within a renovated and/or new facility

A group of South Hadley Public Schools (SHPS) leadership participated in a 2-hour Educational Visioning Kick-Off Meeting on September 17, 2025. The purpose of the meeting was for the project architects (Mount Vernon Group) and educational planner (New Vista Design) to present an overview of the educational visioning process, discuss overarching educational and architectural priorities for the Mosier Elementary School project, and establish a framework and schedule for educational visioning workshops. The following notes highlight information gathered during the meeting.



Meeting Participants

1.	Elizabeth Wood	SHHS Principal
2.	Jennifer Voyik	Superintendent
3.	Cindy Flynn	Mosier Principal
4.	Steven Ziobrowski	Director of Technology
5.	Elizabeth Cooke	Director of Student Services
6.	Luis D. Martinez	Principal MESMS
7.	Courtney Mackey	District Mental Health Coordinator
8.	Lyn Jacques	Assistant Superintendent
9.	David Gallagher	Mosier AP
•	Victoria Clifford	Skanska, Owner's Project Manager
•	Nicolas Lubik	Skanska, Owner's Project Manager
•	Frank Tadesco	Mount Vernon Group
•	Chris LeBlanc	Mount Vernon Group
•	Dennis Daley	Mount Vernon Group
•	David Stephen	New Vista Design



Greatest Hopes

The following Greatest Hopes for the SHPS and Mosier programs and facilities were brainstormed by workshop participants during the Kick-Off Meeting. Responses have been grouped by like-themes.

Safe, Inclusive, and Welcoming Environment

- Safe, welcoming, and inspiring space where every child feels a sense of belonging
- Providing a safe place for students to learn and staff to have the tools and space needed to support our students at this crucial developmental age
- That the new elementary school will be a community hub for children and families to thrive in a modern educational center that enhances and promotes their development and community involvement

Modern, Flexible, and Future-Ready Facilities

- A brand new building for students and staff
- Modern, flexible multi-purpose spaces, taking consideration of outdoor spaces, and could be updated easily in the future
- Building designed to support modern teaching and learning with flexible classrooms, collaborative areas, and access to technology that prepares students for the future
- The opportunity to plan ahead for the spaces our students need, creating a space that people feel positive about, including creative hallway spaces

Greatest Hopes *Continued*

Support for Diverse Learning Needs

- I hope for enough space for all special education teachers and related service providers to have their own space to work with students individually or in small groups
- Support for MTSS Framework
- Space for professional development and learning communities

Innovative Use of Technology

- Technology innovation through simplicity

Project Priorities

The following Educational, Architectural, and Community Priorities for SHPS and Mosier Elementary School programs and facilities were brainstormed by workshop participants during the Kick-Off Meeting. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Whole Child Development

- Whole child development that fosters curiosity, creativity, social-emotional skills, and character education
- Social Emotional Learning
- Places for movement breaks and hands-on learning experiences
- Spaces for play and exploration including indoor and outdoor spaces

Equity and Access

- Equity and access to appropriate grade level education for all learners
- That ALL students have access to equitable instruction and learning
- Making sure all students have access to high quality instructional material and the interventions and support to allow them to access it

Support for Diverse Learners

- Supporting diverse learners through differentiated instruction, intervention, and enrichment
- For students to be able to have a variety of ways to access learning
- Supporting diverse learners

Community and Partnerships

- Community partnerships

Learning Environments and Flexibility

- Safe flexible spaces that allow for independent and group work
- Multiple small working group areas equipped for a multitude of needs
- A multipurpose physical space
- Safe learning environments
- Safe lockdown areas
- Small work group areas
- Larger spaces are great but require more time to navigate. Every minute counts in the day for covering curricula. Example: time and technology in the cafeteria

Innovative and Inclusive Building Design

- Building that is conducive for learning including special education rooms, smaller intervention rooms, and specialist rooms with state-of-the-art technology
- Possible outdoor learning spaces
- Expanding learning beyond the classroom

Technology and Instructional Support

- That educators have the necessary modern technologies to support instruction in the classroom and other spaces

Architectural Priorities

Functional and Low-Maintenance Design
- A building that is functional and easily maintained, with no courtyards
- Spaces that will be easy to maintain moving forward, with any courtyard space being low maintenance
- Avoid wasted space

Safety and Security
- Double entry security
- Lights on switches instead of being run through a computer

Sustainability and Energy Efficiency
- HVAC that is efficient and provides climate comfort
- Alternative energy such as solar or wind to offset electrical needs
- Possible use of geothermal

Flexible and Multi-Use Spaces
- Large enough spaces for flexible classrooms
- Extra meeting spaces for community gatherings
- Community gathering spaces located near each other for ease of joint use

Indoor Environmental Quality
- Heating and cooling is a concern, even in newer buildings
- Natural light is important for student well-being
- Screened windows that open without letting bees in

Outdoor Integration
- Taking consideration of the outdoor space as part of the classroom
- Outdoor learning centers such as a covered pavilion
- Greenhouse for hands-on, nature-based learning

Wellness and Sensory Support
- Sensory paths built into floors and walls
- Spaces within classrooms for student breaks

Portables Replacement
- Have to replace the portables with permanent, integrated structures

Community Priorities

Shared Community Use Spaces
- Having shared spaces for the community to access
- Community spaces such as a gym and cafetorium that can be used for community events
- A fitness area that can be used by both staff and community
- A kitchen that is accessible to the community for events or emergency services
- A functional space for events and meetings

Recreational and Outdoor Access
- This school will be used for community sports and recreational activities and may need to connect with survival centers or urgent care in the future
- Playground that is safe and available for after-hours use, designed for all age levels and special needs
- Use of outdoor spaces in the afternoon and weekend
- Access to the arboretum behind the middle school for community enjoyment

Aesthetics and Environment
- Maintaining the aesthetics of the area to reflect and respect the surrounding neighborhood

Accessibility and Safety
- Safe and efficient commute options for students who walk or bike to school

Financial Responsibility
- Cost is going to be a big factor for the community due to the current budget crisis and financial concerns

Inclusivity and Universal Design
- Playground design should consider inclusivity for all age groups and special needs to ensure accessibility and equal use

Transparency and Community Engagement
- Make information transparent throughout the project
- Avoid misunderstandings by ensuring families and community members are informed of all details and developments

Additional Community Considerations

When asked to share additional community considerations that the Design Team should be sure to keep in mind when approaching the educational visioning process and the design of the renovated and/or new Mosier Elementary School facility, Leadership Team members shared the following concerns.

- Money is a concern as the senior center is fairly new - taxes will go up
- Neurodivergent community member needs. Children with hearing loss, vision- affected by bright light
- The building must be culturally welcoming
- Appearance- It is important to be new and updated while also keeping traditional look/feel
- Consider the Arboretum behind the middle school
- The town does the fireworks and Fourth of July fair behind the middle school and in the parking lot. Not sure if that will matter



Priority Educational Focus Areas

The following initial listing of priority educational focus areas for SHPS schools was brainstormed during the Kick-Off Meeting. The list places Student-Centered Learning, Academic/Growth Mindset, and Hands-On Learning at the top of the list. This listing of focus areas represents a quick snapshot of district priorities and will be further explored during the upcoming Educational Visioning Group Workshops.



- Student-Centered Learning
- Anywhere, Anytime Learning
- Mastery of Core Academics
- Diversity, Equity, Inclusion, and Belonging
- Academic/Growth Mindset
- Core Values
- Hands-On and Project-Based Learning
- Community Connections
- Professional Learning Communities
- Differentiated Instruction
- Whole Child Approach
- Deeper Learning
- Social Emotional Learning
- Team Teaching
- Sub-Separate Programming
- Health and Wellness
- STEM and STEAM
- Blended Learning
- Responsive Classroom
- Arts Integration
- Afterschool Programming

When asked what additional Priority Educational Focus Areas should be added to the list above, workshop participants offered the following suggestions:

- Caregiver involvement
- MTSS
- Explicit teaching classrooms that allow for lecture and then release
- Outdoor Classroom Space
- Multilingual learning
- Social Studies/History

Project Logistics

The following project logistics were agreed upon during the meeting.

- The Leadership Team will form an Educational Visioning Group of approximately 30-40 people to participate in three virtual Educational Visioning Workshops.
- Based on conversations with the district, the Educational Visioning Workshops will take place on the following dates:
  - **Workshop One** will take place virtually on Tuesday, September 30, 2025, from 6:00-8:45 PM
  - **Workshop Two** will take place virtually on Thursday, October 9, 2025, from 6:00-8:45 PM
  - **Workshop Three** will take place in person on Thursday, October 23, 2025, from 3:00-6:00 PM
  - A virtual **Faculty Workshop** will take place on Wednesday, October 15, 2025, from 4:00-5:45 PM
  - A virtual **Community Workshop** will take on Tuesday, October 21, 2025, from 6:00-8:00 PM
- The Educational Visioning Group will consist of SHPS district and school leadership, administrators, teachers, parents, and community partners
- All workshop materials (presentations, handouts, videos, and consolidated notes) will be stored in a Google Folder to be created by the district

Next Steps and Action Items

1. SHPS to create a Google folder titled "Mosier Ed Visioning Materials " and share it with all design team members as editors
2. David to send SHPS an overview of all workshops and dates in Word format
3. SHPS to compile and send a complete participant list to David Stephen by EOD Friday, September 26, 2025. Please include each person's name, role/affiliation, and email address.
4. SHPS to send out calendar holds as soon as it has a list of participants to make sure to get the workshops on their calendar
5. David to send out Zoom links for all three workshops once he receives the complete list of participants
6. SHPS to identify 4-6 small group facilitators from the SHPS Leadership Team for Workshops One, Two, and Three. The number needed will depend on how large the group is. Mount Vernon Group can provide 3 small group facilitators, and the district will supply the rest… enough so that each small group has no more than 6 participants including the facilitator.
7. David to send an overview of small group activities and handouts to small group facilitators once he receives their names

Mosier Elementary School
Leader in Academic Excellence

Mosier Educational Visioning Group
Workshop One Notes



The Mosier Elementary School Educational Visioning Group (EVG) met virtually for the first of three Educational Visioning Workshops from 6:00 – 8:45 PM on September 30, 2025. The EVG is a group of approximately 19 participants that includes South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members. Visioning Workshops are being facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. An additional Faculty Visioning Workshop will take place on October 15, 2025, and a Community Visioning Workshop will take place on October 21, 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com

Project Priorities

The following Educational, Architectural, and Community Priorities for the Mosier Elementary School project were brainstormed by workshop participants during Workshop One. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Student-Centered Learning
- Student centric and student centered approach
- Building independence, self-reliance, and problem solving
- Developing confident students who feel supported

Instructional Approaches
- Project based learning that supports diverse needs
- Small group instruction embedded into daily practice
- Whole class, small group, and individual work spaces within a classroom

Teacher and Student Support
- Strong teacher communication to foster effective collaboration
- Adequate supports for both teachers and students
- Expanded mental health services to meet increasing needs
- One-on-one intensive therapy and support when needed

Flexible Learning Environments
- Flexible grouping spaces that adapt to multiple uses
- Breakout spaces and quiet areas for reflection or small groups
- Flexible multi-purpose spaces to support collaboration or independent work
- Large classrooms that can accommodate different teaching models

Creative and Exploratory Learning
- Room for creativity, exploration, and risk-taking
- Sensory spaces and opportunities for expression
- Small performance art spaces to encourage the arts

STEM and STEAM Education
- Expanding STEM with science, technology, engineering, and math hands-on learning
- Commitment to STEAM, integrating the arts into STEM
- Science labs equipped for discovery-based learning

Educational Priorities *Continued*

Equity and Inclusion
- Inclusive practices for all learners across academic, behavioral, and physical needs
- Expanding access to language programs to serve diverse populations

Wellness and Physical Development
- Gym and physical fitness areas with multi-purpose recreation space
- Outdoor learning opportunities, including environmental and physical education
- Phones locked in pouches to encourage focus and reduce distractions

Community and Intergenerational Connections
- Opportunities for elderly services to support youth where appropriate
- Outdoor spaces designed for both learning and community use
- Warm, inviting environments that encourage belonging

Architectural Priorities

Health and Building Systems
- Heating and AC that function reliably beyond warranty periods
- Upgraded duct work to ensure efficient air circulation
- Commitment to a healthy building free of mold and environmental hazards
- Working heat and dependable air conditioning for year-round comfort

Natural Light and Connection to Outdoors
- Large windows that maximize natural light and views
- Big windows incorporated into design to highlight the beauty of the surrounding area
- Strong visual and physical connections between the building and the outdoors
- Outdoor spaces for learning, staff breaks, and lunch
- Usable exterior spaces and sustainable landscaping
- Roof areas utilized for natural sciences and outdoor teaching opportunities

Flexibility and Future-Readiness
- Spaces designed to be flexible for evolving student needs
- Flexible seating, multipurpose gym, and community use after hours
- Hallways that double as interactive teaching spaces and areas for fun movement
- Inclusive learning hubs adaptable to multiple age groups and activities

Learning and Instructional Spaces
- Maker spaces that support creativity and innovation
- Performance and art spaces designed for music, drama, and presentations
- Good-size library with technology and media space supporting grades 1–5 developmental needs
- Functional art room with deep shelving, kiln room, and secure storage closets
- Large OT space that accommodates therapy and student support services
- Small spaces between classrooms for targeted small group instruction

Community and Shared Spaces
- Large conference room for staff, parents, and community meetings
- Gymnasium seating to host school and community events
- Gym with separate access and bathrooms for after-hours community use
- Fitness area accessible after hours to support wellness for all

Support for Teachers and Staff
- Good support spaces for teachers to plan, collaborate, and coordinate
- One to two staff rooms that are welcoming, comfortable, and functional
- Bathrooms located close to each classroom for staff and student convenience

Architectural Priorities *Continued*

Inclusion, Sensory, and Developmental Needs

- Sensory-friendly elements incorporated throughout the building
- Dedicated sensory spaces for students needing calm environments
- Developmentally appropriate spaces for grades 1–5 that respect age differences
- Divided outdoor play areas designed for varying grade levels

Infrastructure and Functionality

- Access to water, internet, and electricity in every classroom
- Storage spaces that are ample and thoughtfully designed
- Acoustics carefully considered for classrooms, hallways, and gathering spaces
- Single-stall classroom bathrooms for younger grade levels

Design, Aesthetic, and Identity

- Functional spaces that do not sacrifice warmth or an inviting feel
- Retaining the "homey" atmosphere currently valued at Mosier
- Architectural design that is beautiful, practical, and enduring
- A design that acknowledges the history of South Hadley and connects to the character of Western Massachusetts



Community Priorities

Athletics and Recreation

- Large gym designed to host community events and athletic programs
- Gym and recreational space for games, practices, and community exercise classes
- Athletic spaces intentionally designed for shared school and community use

Community Gathering Spaces

- Shared spaces throughout the school that can host a wide range of community organizations and events
- Opportunities for scouting groups, clubs, and other organizations to use school facilities
- Family resource wing that provides after-school programming and community support services

Welcoming and Inclusive Environment

- School as a welcoming hub at the entrance that conveys openness and belonging
- Spaces and programming that make all parents feel included and welcome, with some activities intentionally finance free
- Environment designed to be warm, accessible, and available for all

Multilingual and Accessible Resources

- Multilingual resources to ensure equitable communication for families with diverse language backgrounds
- Inclusive approaches to information sharing so all families can fully engage with school and community life

Intergenerational Connections

- Opportunities for seniors to partner with students and schools in meaningful ways
- Collaboration with the senior center to enhance learning and build multigenerational community ties

Arts and Cultural Enrichment

- Spaces dedicated to arts for both students and families
- Extracurricular areas that allow performances, exhibitions, and creative programming
- Fun and diverse community events that celebrate creativity and cultural expression

Community Priorities *Continued*

Outdoor and Informal Community Events

- Playgrounds and outdoor spaces that can host informal events such as community campouts
- School grounds intentionally designed for recreational and family-friendly gatherings

Parking, Safety, and Access

- Large parking lot with adequate space for staff, parents, and visitors
- Safe entrances, exits, and traffic flow in parking areas to ensure safety during peak times
- Clear pathways for community access during both school and non-school hours

Financial Responsibility and Sustainability

- Sound financial decision-making to balance school and community needs responsibly
- Transparent use of resources to ensure long-term sustainability of community-accessible facilities

Mosier and SHPS Culture of Teaching and Learning

When asked to share three words that best describe Mosier Elementary School's and SHPS's culture of teaching and learning, workshop participants created the following Word Cloud.

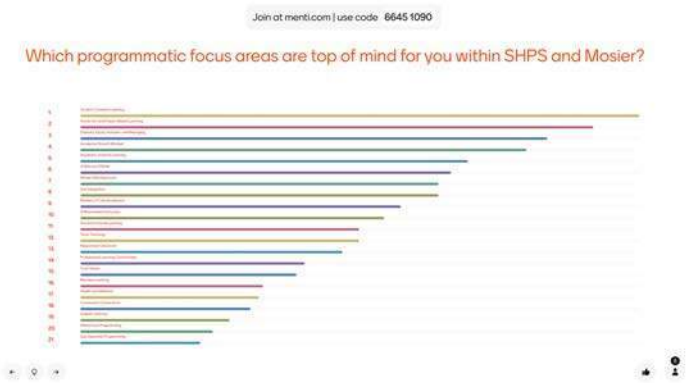


- Committed (4)
- Collaborative (3)
- Growing (3)
- Trying Hard (2)
- Caring (2)
- Open (2)
- Dedicated (1)
- Dedicated Teachers (1)
- Creative (1)
- Ongoing (1)
- Meaningful Mistakes (1)
- Engaging (1)
- More Paraprofessionals (1)
- Relationships (1)
- More Math And Reading Specialist (1)
- More Mental Health (1)
- Conflicts Undermine (1)
- Determined (1)
- Teacher Communication (1)
- Open Spaces (1)

Mosier and SHPS Priority Educational Focus Areas

The following initial listing of priority educational focus areas for Mosier Elementary School and SHPS was brainstormed during Workshop One which, like the list created by the Educational Leadership Team during the Kick-Off Workshop on September 17, 2025, places Student-Centered Learning, Academic/Growth Mindset, and Diversity, Equity and Inclusion within their top five priority focus areas. This is an incomplete list and not meant to prioritize one focus area over another, but rather to identify key district educational focus areas and aspirations for the school and district.

- Student-Centered Learning
- Hands-On and Project-Based Learning
- Diversity, Equity, Inclusion, and Belonging
- Academic/Growth Mindset
- Anywhere, Anytime Learning
- STEM and STEAM
- Whole Child Approach
- Arts Integration
- Mastery of Core Academics
- Differentiated Instruction



- Social Emotional Learning
- Team Teaching
- Responsive Classroom
- Professional Learning Communities
- Core Values
- Blended Learning
- Health and Wellness
- Community Connections
- Deeper Learning
- Afterschool Programming
- Sub-Separate Programming

When asked what additional Educational Focus Areas were most important to them or should be further emphasized, workshop participants responded with the following thoughts.

- Technology and digital citizenship
- Music and the Arts
- Thermal and physical comfort (heating, cooling, water, lights, and ergonomic furniture)
- Sustainability and environmental learning
- Connection to conservation areas near the site
- Connection to community partnerships
- Family engagement
- Bathrooms for adults that are separate from students

NSD Priority Educational Focus Areas in Practice: Now and Future

When asked what these Priority Educational Focus Areas look like in practice within NSD, either NOW, or in an aspirational FUTURE, workshop participants shared the following thoughts.

Student-Centered Learning – Currently

- Students often engage in partner work in math and reading to build skills collaboratively
- School assemblies serve as moments of inspiration and challenge for the student body
- Teachers are recognized as deeply dedicated and caring, placing student needs at the center of their work
- Students have some opportunities to showcase and present their projects as part of their learning experience

Student-Centered Learning – In the Future

- Design classrooms and learning spaces that support multiple learning styles and self-directed exploration
- Provide flexible spaces that allow students to access growth at their own level and comfort
- Ensure spaces enable teachers to adapt instruction year to year based on student preferences and needs
- Incorporate areas where students can showcase their learning and achievements
- Offer project-based and lab spaces that encourage hands-on, applied learning



Anywhere, Anytime Learning – Currently

- Innovative field trips are part of the learning approach, connecting classroom learning to real-world experiences
- Outdoor classrooms and maker spaces exist as creative extensions of learning, though use is limited by available space
- Flexibility in where and how students access learning is valued, even if constrained by the building's design
- Current classroom spaces are small and crowded, making it difficult to fully support flexible, anytime learning

Anywhere, Anytime Learning – In the Future

- Equip students with access to technology at their fingertips to support seamless learning
- Create "learning streets" in hallways to extend educational experiences beyond traditional classrooms
- Ensure smooth transitions between different learning experiences and spaces for both students and teachers
- Include sensory hallways and reset stations to allow students to take brain breaks and recharge throughout the day



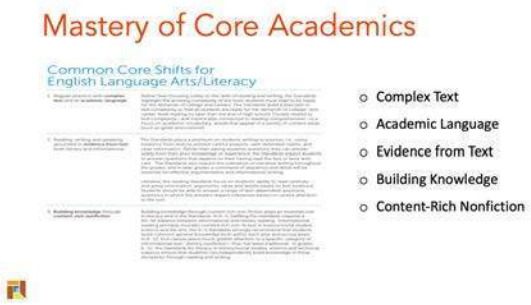
Educational Focus Areas Now and Future *Continued*

Mastery of Core Academics – Currently

- Mastery of core academics in math and ELA is highly valued at Mosier
- Updated curriculum in these subjects reflects a commitment to supporting student achievement
- Collaborative learning, such as partner work, is used to reinforce academic skills
- Limited space for small group work restricts opportunities for targeted academic support

Mastery of Core Academics – In the Future

- Provide updated and high-quality resources for reading and writing curriculum
- Design classrooms with multiple stations to allow focused, differentiated academic work
- Ensure spaces allow teachers to shift focus from logistical limitations to enhancing learning with new tools



Diversity, Equity, Inclusion, and Belonging – Currently

- Learning materials are chosen with attention to representing diverse learning styles and perspectives
- Efforts are made to create learning environments that support inclusion and belonging for all students

Diversity, Equity, Inclusion, and Belonging – In the Future

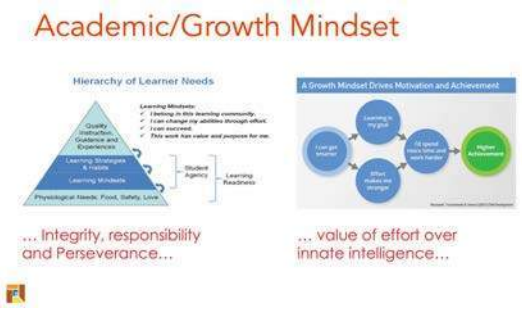
- Build flexible learning environments that accommodate diverse student needs and promote equitable access to resources
- Include spaces that support comfort, wellness, and inclusion for all learners
- Provide areas that celebrate student creativity and diverse talents

Academic/Growth Mindset – Currently

- Spaces for learning sometimes feel focused on survival and making do, though there is an aspiration for more inspiring environments
- Students are regularly presented with challenges that encourage them to build persistence and resilience
- Limited support services can make it difficult to fully meet the diverse growth needs of all learners

Academic/Growth Mindset – In the Future

- Encourage exploration and experimentation through spaces that foster curiosity and innovation
- Provide environments that allow both teachers and students to continuously grow and iterate on learning approaches
- Design classrooms that inspire an “explosion of creativity” through new and updated spaces and tools



Educational Focus Areas Now and Future *Continued*

Core Values – Currently

- A well-rounded education, balancing academics with other aspects of growth, remains an important value at Mosier
- Teachers and staff share resources in ways that reinforce a collaborative school culture
- The sense of care, community, and high expectations is central to how the school approaches its mission

Core Values – In the Future

- Ensure learning environments reflect a commitment to innovation, creativity, and student well-being
- Integrate brain-break spaces and flexible settings that value both academic rigor and personal development
- Create spaces that inspire joy, curiosity, and pride in learning achievements



Hands-On and Project-Based Learning – Currently

- Students regularly engage in hands-on learning, including science experiments.
- Small-group work allows students to collaborate and apply their learning actively.
- Dedicated spaces, such as the art room and STEAM areas, support collaborative and project-based activities.

Hands-On and Project-Based Learning – In the Future

- Create dedicated maker spaces, science labs, and outdoor experiment areas that allow students to engage in hands-on, project-based learning
- Design multipurpose lab spaces that support experimentation, creativity, and collaborative problem-solving
- Provide areas where students can explore freely and even “get messy,” encouraging tactile and experiential learning
- Incorporate technology into creative spaces, such as art rooms, to expand hands-on learning opportunities

Community Connections – Currently

- The school maintains partnerships with local organizations, including the senior center, which provides volunteers to support student learning and engagement

Community Connections – In the Future

- Build flexible spaces that can host partnerships, guest experts, and community-based projects, fostering stronger ties between students and the local community



Educational Focus Areas Now and Future *Continued*

Professional Learning Communities (PLCs) – Currently

- Strong professional learning communities exist, enabling educators to collaborate, share strategies, and improve instructional practices
- PLCs are consistently used to enhance teaching and learning across the school

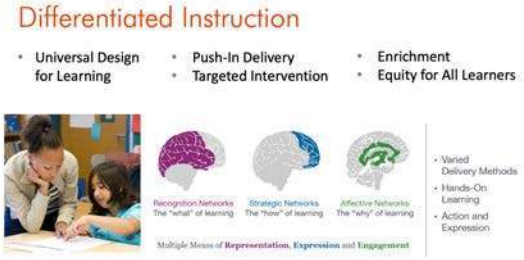


Professional Learning Communities (PLCs) – In the Future

- Dedicate spaces for staff collaboration, including subject-specific PLC rooms with material libraries and storage to support ongoing professional development
- Ensure PLC spaces are designed to encourage planning, sharing of resources, and cross-disciplinary collaboration among educators

Differentiated Instruction – Currently

- Students have access to pull-out and inclusion services, allowing instruction to be tailored to their individual needs
- Teachers work to meet diverse learning styles and levels through structured support and small-group instruction



Differentiated Instruction – In the Future

- Design larger hallways and flexible learning areas with varied seating and furniture to support small-group instruction and personalized learning experiences
- Include sensory-friendly spaces throughout the building to accommodate diverse student needs and learning preferences

Whole Child Approach – Currently

- Learning environments, such as the art room, support social and collaborative development alongside academic growth
- Collaborative spaces promote engagement, creativity, and relationship-building among students and staff



Whole Child Approach – In the Future

- Provide sensory spaces and flexible learning environments that support social-emotional well-being alongside academic growth
- Integrate creative and experiential "specials," such as science as a stand-alone subject similar to art or gym, to engage multiple intelligences and interests

Educational Focus Areas Now and Future *Continued*

Deeper Learning – Currently

- Students are provided with opportunities to deepen understanding through hands-on science experiments and project-based tasks
- STEAM collaboration spaces allow for extended exploration and application of knowledge beyond traditional instruction



Deeper Learning – In the Future

- Offer spaces and tools that encourage students to explore subjects more deeply through experimentation, collaboration, and inquiry-based learning
- Ensure that dedicated labs and maker spaces allow students to extend learning beyond traditional classroom instruction, fostering curiosity, innovation, and problem-solving skills

Social Emotional Learning – Currently

- Sensory and calming spaces exist to support students' emotional needs, though they could benefit from upgrades.
- Sanctuary and sensory spaces are available, but their design and functionality are not yet ideal

Social Emotional Learning – In the Future

- Create sensory and break spaces that are easily accessible to students at every grade level.
- Provide specialized classrooms with flexible layouts, including dedicated areas for students to regroup, self-regulate, and de-escalate when needed
- Incorporate sensory paths and materials that evolve as students mature
- Ensure classroom spaces are comfortable for both teachers and students, fostering focus and well-being
- Include dimmable lighting in learning and sensory spaces to support mood, concentration, and emotional regulation

Team Teaching – Currently

- Team teaching is no longer in practice, though it was previously part of the instructional approach

Team Teaching – In the Future

- Design classrooms and shared spaces that facilitate collaboration among teachers and support co-teaching models



Educational Focus Areas Now and Future *Continued*

Sub-Separate Programming – Currently

- A sub-separate classroom is available and has been thoughtfully transformed by the teacher to create a cozy, welcoming environment for students

Sub-Separate Programming– In the Future

- Ensure sub-separate and specialized learning environments are integrated within the broader school community while providing the necessary supports for individualized instruction

Health and Wellness – Currently

- Efforts are made to support student well-being through available calming and sensory spaces, despite limitations in design and resources

Health and Wellness – In the Future

- Develop outdoor and indoor spaces that promote physical health, movement, and overall well-being
- Create a flexible gym space with zones for multiple activities, adaptable equipment, and areas for both fitness and play



STEM and STEAM – Currently

- Science materials are limited, and available space constrains the ability to use them effectively
- Technology is integrated into certain areas, such as the art room, enhancing student engagement and learning opportunities

STEM and STEAM – In the Future

- Design science-specific classrooms with dedicated storage and work areas to support hands-on experiments and project-based learning
- Provide spaces to store student projects and materials to enhance creativity and inquiry

Blended Learning – Currently

- Student laptops are available in classrooms for various subjects, including writing, math, and research, supporting individualized and technology-based learning
- Space constraints remain a challenge, yet teachers consistently find creative ways to make learning work effectively for students

Blended Learning – In the Future

- Ensure sufficient space within classrooms to support both technology integration and flexible learning arrangements for individual or group work
- Create large, adaptable spaces that can accommodate multiple grade levels together when appropriate

Mosier Elementary School Learning Goals Poster

The following reflection on "Future Ready Learning Goals" for Mosier Elementary School students was developed by the Educational Visioning Group (EVG) during Ed Visioning Workshop. Three teams of 6-7 participants worked in small groups to brainstorm learning goals they think are most important for Mosier Elementary school students and then create a theoretical poster that would appear in each classroom. Each team's list was then grouped by like goals below, with each Learning Goal receiving 6 votes for appearing on an original team list.

These varied Future Ready Learning Goals will serve as lenses through which to discuss and assess ideas about desired teaching and learning practices and the spaces that best support them.

Mosier Learning Goals 1.0

1. Joyful Exploration (12 votes)
   - Foster happiness
   - Get messy and get outside
   - Have fun, jump in, and create
   - Connect to nature, understand the natural world that surrounds us
   - Accessible and age-appropriate learning opportunities built within all spaces
   - Curiosity and adventure
2. Citizenship and Character (24 votes)
   - Equity, inclusion, and belonging
   - You belong and you are part of the community
   - You are valued, safe, and respected
   - Global and cultural competence
   - Develop mutual respect between teammates
3. Academic Proficiency (6 votes)
   - Setting goals as students move up and develop
   - Cubs develop into lions
4. Communication and Collaboration (12 votes)
   - Written and oral communication and application
   - Ability to communicate needs to better understand curriculum
   - Community and connection
   - Ability to take in and express ideas
5. Learning for Life (12 votes)
   - Continue to learn things
   - Everyone learns in different ways: nourish those differences
   - Applying learning to real world experiences
   - Students learning from teachers, and vice versa
   - Mentorships and leadership skills: how to achieve goals
   - Connection to community, elder services, collaboration on projects
   - Create friendships through varied learning experiences
6. Critical Thinking and Problem Solving (6 votes)
   - Ability to apply the curriculum through asking questions and analyzing information
   - Collaborating with team members to brainstorm and share ideas
   - Everyone brings a strength to collaborative and project-based learning experiences
7. Resiliency and Adaptability (24 votes)
   - Believe in the Power of Yet
   - Ability to learn from mistakes
   - Ability to approach new situations with a positive mindset
   - Embrace change
   - Continue to learn new things
   - Risk Taking

Mosier Elementary School Learning Goals Poster 2.0

The following Learning Goals Poster version 2.0 is a first (and subjective) pass at translating the above Learning Goals 1.0 into more student friendly language. This version is for discussion purposes only.

Titles: **Building Bricks to a Successful Future**
Empowering Every Child as a Learner

1. Explore and Stay Curious

- Be happy and excited to learn new things
- Ask questions and wonder about the world
- Try new activities and have fun creating
- Go outside and learn from nature

2. Be Part of Our Community

- Help make our school a kind and safe place for everyone
- See yourself and others in the work we do
- Be proud of your class and grade
- Work together to make our school a better place

3. Share Your Ideas and Work Together

- Practice speaking and writing clearly
- Listen to others and share your thoughts
- Work as a team where everyone helps
- Show respect when working with classmates

4. Grow Good Character

- Be kind, fair, and honest
- Take care of yourself, others, and our school
- Show respect in classrooms, hallways, and shared spaces
- Be a good friend and community member

5. Think, Question, and Keep Learning

- Ask questions and look for answers
- Use what you learn to solve problems in real life
- Learn from teachers, friends, and helpers in the community
- Try different ways of learning and see what works best for you

6. Keep Trying and Be Brave

- Believe in the power of "yet" — you can learn it with practice
- Learn from mistakes and try again
- Be open to new challenges and changes
- Be brave and try new things, even if they feel hard

7. Celebrate Cultures and Differences

- Be proud of who you are
- Learn about and respect others' cultures and traditions
- Work together with people who are different from you
- Celebrate what makes each of us unique



The Mosier Elementary School Educational Visioning Group (EVG) met virtually for the second of three Educational Visioning Workshops from 6:00 – 8:45 PM on September 30, 2025. The EVG is a group of approximately 10-18 participants that includes South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members. Visioning Workshops are being facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. An additional Faculty Visioning Workshop will take place on October 15, 2025, and a Community Visioning Workshop will take place on October 21, 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com

Reflections on Future Ready Learning Goals

After reviewing the set of Future Ready Learning Goals 1.0 and 2.0, Workshop Two participants shared the following reflections and comments with regard to what strikes them about the list, or what is missing.

What Strikes You?

- Glad to see focus on belonging and inclusion
- Strong focus on community and inclusion
- Strong focus on the growth of children in many ways
- Curiosity and lifelong learning
- I like how version 2.0 has headings that are actions
- Notions of nature and community stewardship and relationships to the school community
- Students who are made to feel safe, comfortable, and accepted are more receptive to the learning process
- Emphasis on confidence and security in oneself and within a community
- Goals that are relatable to younger students



Reflections on Future Ready Learning Goals *Continued*

What Surprises You

- I am surprised there wasn't a heavier focus on academics
- Academic rigor and growth need to be expanded

What Is Missing

- We need to be stronger on academics
- Could fostering creative thinking be included
- Integration of technology into instruction

Strengths and Challenges

The following list of Strengths and Challenges with regard to SHPS's and Mosier's current educational programming and facilities was brainstormed by members of the Educational Visioning Group (EVG) during Workshop Two. Participant responses have been grouped thematically.

MOSIER EDUCATIONAL STRENGTHS

Dedicated and Caring Staff

- Hard working teachers
- Dedication to the students' learning
- Commitment to student growth and prosperity
- Proactive and dedicated special education teachers and teachers in general
- The admin team is dedicated to their staff, students, and families

Safety and Well-Being

- Safety and accessibility
- Attention to increased mental health challenges

Celebration of Diversity and Inclusion

- All students are celebrated for who they are
- Be sure to celebrate a diverse community of learners who are the future of South Hadley

Consistent and Focused Instructionp

- Focused on explicit instruction that allows for deep learning as a student progresses through school
- Consistency across grades with curriculum

Creativity and Innovation in Learning

- Support for creativity

Special Education

- Mosier has amazing special ed staff
- Reading intervention and core curriculum

Community Engagement and Support

- Community support
- Families are very connected to the schools
- Great community events
- Traditions
- Field trips and special events like assemblies
- "Trunk or treat"

Collaboration and Professional Growth

- Professional Learning Communities

Holistic Student Experience

- Physical activity space

MOSIER EDUCATIONAL CHALLENGES

Time and Workload Pressures
- Not enough time in the day to do all of the work

Staffing and Capacity Challenges

Scheduling and Structure

Class Size and Learning Environment

Student Well-Being and Mental Health
- Increased mental health needs

Instructional Focus and Engagement
- Student focus

MOSIER K-12 FACILITIES STRENGTHS

Natural Light and Openness
- Lots of windows and natural light
- High ceiling in some classrooms

Outdoor Learning and Play Areas
- Outdoor play space
- Lovely outdoor aesthetics

Safe and Welcoming Entry
- Double lock vestibule entrance
- Entry is safe with multiple doors

Sheltered Access and Circulation
- Covered sidewalk is great

Spaces for Gathering and Performance
- Space for performance in cafeteria

Community Use and Connection
- The gym is old but it is used by the community

MOSIER K-12 FACILITIES CHALLENGES

Limited Functionality and Flexibility
- Non-flexible spaces
- Lack of functional space
- Small classroom size
- Portable classrooms
- Having to create flexibility out of closets
- Lack of breakout space or meeting space
- Lack of office space for specialists and service providers
- Sensory spaces

Building Layout and Circulation
- Layout overall
- Layout of parking
- Pick up/drop off and bus lanes
- One floor

Aging Infrastructure and Maintenance Issues
- Outdated spaces that and don't support diverse learning
- While its bones are in good shape, its face is tired
- Lacking sprinkler system
- Dirty and run down appearance
- Floor tiles falling apart
- Ceiling tiles that can't be replaced
- Sinks and water fountains not working

Electrical and Utility Limitations
- Lack of electric outlets
- Only a couple of outlets in each classroom

Gym Size and Functionality
- Small gym with limited seating and dark lighting

Restroom Accessibility and Privacy
- Bathrooms lacking privacy in some spots
- Bathrooms far away from classrooms

Priority 21st Century Design Patterns 1.0

The following set of priority "21st Century Design Patterns" for the design of renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Two. Workshop participants were introduced to 36 "Design Patterns" that represent varied architectural design features of and approaches to 21st century school facility design. Individual participants first rated each Design Pattern with a heart, thumbs up, or thumbs down, and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received.

Top 18 Design Patterns 1.0

1. Good Storage (18 votes)
2. Cafetorium/Multi-Purpose (17 votes)
3. Professional Work Areas (17 votes)
4. Classroom Neighborhoods (16 votes)
5. Healthy Building (16 votes)
6. Engaged Outdoor Play (16 votes)
7. Sustainability (16 votes)
8. Clusters of Learning (15 votes)
9. Community Access (15 votes)
10. Agile Classrooms (15 votes)
11. Breakout and Pull Over Spaces (15 votes)
12. Media Center Learning Commons (15 votes)
13. Outdoor Connections and Learning (15 votes)
14. Fitness and Movement (15 votes)
15. Wayfinding in Streetscapes (14 votes)
16. Greeting and Gatekeeping (14 votes)
17. Classroom Zones (14 votes)
18. Flexible Modular Furniture (14 votes)





Next 18 Design Patterns 1.0

19. Distributed Resources (13 votes)
20. Security and Welcome (13 votes)
21. Extended Learning Spaces (13 votes)
22. Branding and Identity (13 votes)
23. Biophilic Design (13 votes)
24. Hands On and Makerspaces (12 votes)
25. Enrichment Spaces (12 votes)
26. After School Spaces (12 votes)
27. Display and Exhibition (12 votes)
28. Welcoming Arrival/Safe Drop Off and Pick Up (11 votes)
29. Distributed Dining/Cafeteria Zones (11 votes)
30. Nooks, Caves and Quiet Spaces (10 votes)
31. Innovation Hubs (10 votes)
32. Building as a Teacher (10 votes)
33. Heart of School (9 votes)
34. Transparency and Connection (8 votes)
35. Anywhere, Anytime Learning (7 votes)
36. Between Spaces/Hallway Learning (6 votes)

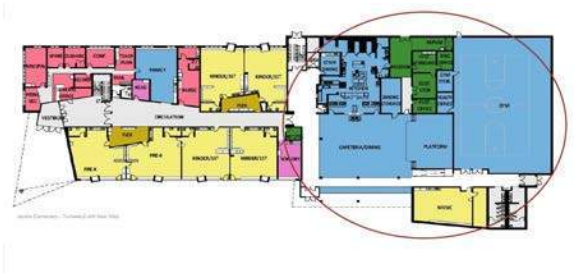
Priority 21st Century Design Patterns 2.0

The following set of priority "21st Century Design Patterns 2.0" for the design of renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Two. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to. Three small groups of 4-5 participants worked to create their own set of 10-15 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of "votes" they received, with each pattern given 4 votes for every time that it appeared on a small group's list. The list below combines the responses of all three small groups. Each group was also asked to select up to four "Power Patterns" that they thought essential for the renovated and/or new Mosier Elementary School facility. These are indicated by asterisks, the number of which indicate how many teams selected that Design Pattern as a Power Pattern.

1. Security & Welcome***(12 votes)
   - Vestibule and parent room at entry
2. Agile Classrooms*** (12 votes)
   - Classroom zones – sectioned off areas
   - Small groups going on all at once
   - Independent, group – happening at same time
   - Nooks within classroom to get away – hide in plain sight, quiet spaces
   - Space to use technology
3. Safe Community Access** (12 votes)
   - Community access to spaces
4. Breakout and Quiet Spaces*(12 votes)
   - Meeting spaces
   - Pullover spaces and small group rooms
   - Nearby zones outside the classroom to take students
   - Breakout rooms between classrooms would be very useful
   - Workspaces need teacher supervision and should be located very close and have windows
   - Flexibility for use by teachers and students when needed
   - Pullout spaces should not become storage
   - Brain breaks
5. Healthy Building** (8 votes)
   - Especially if a renovation







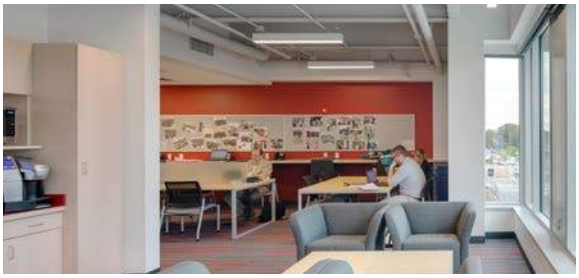


6. Classroom Neighborhoods* (8 votes)
   - Clusters of Learning
   - Grouping of grades
7. Biophilic Design* (8 votes)
8. Branding and Identity* (8 votes)
   - Via streetscapes and good wayfinding
9. Outdoor Connections** (8 votes)
   - Connections to nature
   - Biophilic design
   - Nearby walking paths
   - Warm wood feeling, bring nature inside
   - Natural daylight
   - Courtyard not desirable
   - Current clerestory windows at Mosier offer nice daylighting
10. Fitness and Movement* (8 votes)
    - Sensory space, sensory path within building
11. Extended Learning Areas* (4 votes)
12. Sustainability (4 votes)
13. Flexible and Modular Furniture (4 votes)
    - Flexible Seating
14. Good Storage (4 votes)
    - Throughout the building
    - For teachers and students
15. Transparency and Connection (4 votes)
16. Professional Workspaces (4 votes)
    - Spaces for teacher work and learning
    - A professional look and feel (with grown-up furniture)
17. Distributed Dining (4 votes)
    - Different types of spaces within the cafeteria/cafetorium
    - Gathering between students can happen organically during lunch or other times in the space
    - Provides opportunities for students to find a comfortable spot for themselves













The Mosier Elementary School Educational Visioning Group (EVG) met in-person for the third of three Educational Visioning Workshops from 3:30 – 6:30 PM on October 23, 2025. The EVG is a group of approximately 10-18 participants that includes South Hadley Public Schools (SHPS) district and school leadership, as well as district teachers, students, parents, and community members. Visioning Workshops are being facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. An additional Faculty Visioning Workshop will take place on November 4, 2025. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com

Design Pattern Feedback

When asked to share what strikes them about the Design Pattern priorities established during Workshop Two, Workshop Three participants shared the following thoughts.

What Strikes You

- Security and Welcome remain top priorities with emphasis on safe, clear, and separate access as well as pick-up and drop-off areas
- Design patterns connect throughout the school, maintaining focus on need versus want
- Neighborhood flexibility and scale must respond to fluctuating grade-level numbers
- Strong value placed on distributed dining as a central, equitable, and efficient feature
- Outdoor learning and play spaces that are covered, flexible, and easily supervised are seen as vital
- Acoustics and sound design are emphasized for learning, inclusion, and well-being
- Community access and visibility are key—public areas balanced with secured student zones
- Breakout and quiet spaces valued for focus, small group work, and brain breaks
- Clerestory windows and natural light appreciated for both light and sound quality
- Need for artistic design elements to reduce institutional feel and reflect grade identity

What Surprises You

- Distributed dining listed at the bottom despite strong support for its importance
- Surprise that flexibility in classroom neighborhoods ranks lower than expected
- Some confusion or concern about regulation gym size and how it supports programming
- Unexpected that the list does not elevate the importance of outdoor covered learning and play areas

Design Pattern Feedback *Continued*

What Is Missing

- More clarity on neighborhood size, adaptability, and student capacity planning
- Explicit mention of locking and zoning strategies for safety while maintaining community access
- Consideration of space efficiency and prevention of underused areas such as bleacher stairs
- Inclusion of assisted hearing systems and enhanced classroom acoustics for accessibility
- Visual display and identity features at community zones to showcase student work
- Stronger articulation of acoustic design priorities across all learning environments
- Greater emphasis on permanent structural design priorities like flexible dining and community zones
- Integration of agile classrooms and breakout areas as core, not secondary, design features

Personal Favorite Design Patterns

When asked to share their top 4 Personal Design Patterns, Workshop Three participants shared the following Design Patterns



- Agile Classrooms (6 mentions)
- Safe Community Access (5)
- Classroom Neighborhoods (5)
- Outdoor Connections And Learning (5)
- Breakout And Quiet Spaces (4)
- Distributed Dining (3)
- Security And Welcome (2)
- Safety And Welcome (2)
- Good Storage (2)
- Transparency And Connection (3)
- Professional Workspace (2)
- Biophilic Design (1)
- Flexible Furniture (1)
- Community Connections (1)
- Sustainability (1)
- Nooks, Caves, And Quiet Spaces (1)

Guiding Principles

The following set of "Guiding Principles 1.0" for the design of the renovated and/or new Mosier Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG was introduced to three Case Studies of recent elementary school projects in which the Guiding Principles for each school were reviewed as connected to design decisions that were made for the project. Working in three breakout groups, participants then brainstormed their own lists of Guiding Principles for the MMRHS project. These have been grouped thematically and listed below, with each receiving five "votes" for every time it appeared on a small group list.

1. **A Place You Want to Be** (15 Votes)
   - Town Connected Branding and Identity
2. **Safety and Welcome** (15 Votes)
   - Children feel protected, valued, and eager to learn from the moment they arrive
3. **Whole Child Focus** (15 Votes)
   - Nurture academic, social, and physical growth in every student
4. **School as Community Resource** (15 Votes)
   - Ease of Community Access
5. **Flexible Learning Communities** (10 Votes)
   - Adaptable and Connected Spaces
6. **Visible Learning and Connections** (10 Votes)
   - Heart of the School
7. **Outdoor Connections** (10 Votes)
   - Biophilic Design









Whole School Diagram 1

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Mosier Elementary School facility.

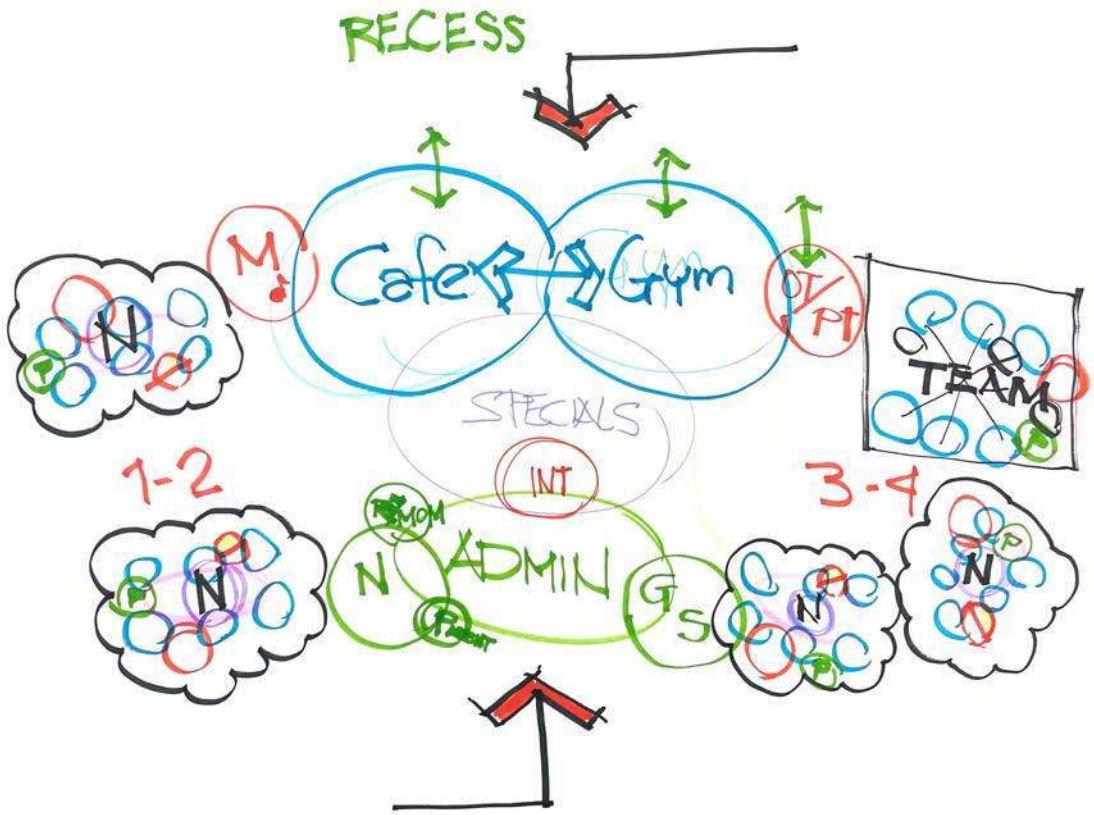


Diagram One NOTES

- This plan started with the idea that we wanted many of the shared spaces to be centrally located, starting with the Administrative Offices, Nurse's Suite, and Parent's Room up near the front entry
- Parents picking up students who are sick should not have to walk all the way through the school. Parents who are coming to a meeting or need a translator should have a space to sit and meet
- There is Mother's Room near the Nurse's Suite
- Interventionists and Specialists are also centrally located so the if we have the Classroom Neighborhoods around the periphery, student do not need to walk far to get to them
- The Dining Suite is also near the front entry, with the Cafetorium and Gym connected
- The Cafetorium would have a stage and an adjacent Music Room

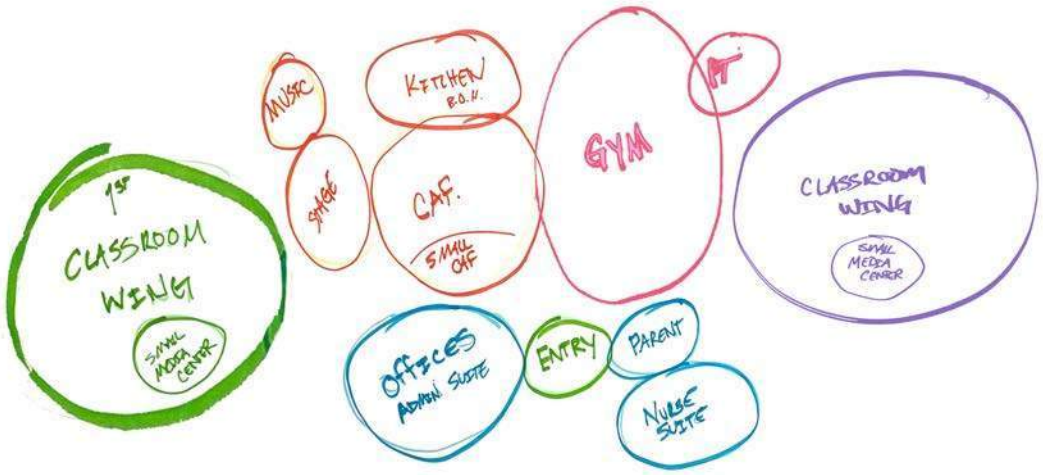
- OT and PT rooms are located adjacent to the Gym and provide additional space for physical activity
- There are exits from the Cafeteria and Gym to the outside so that the students don't need to walk through the school to get to recess
- There are two floors with Classroom Neighborhoods. One would co-locate Grades 1 and 2, and the other would co-locate Grades 3 and 4
- 5th grade would be their own Classroom Neighborhood with cross discipline teaming that will help them with the transition from elementary to middle school. Two or three teachers will be teamed together so that students start to get the idea of transitioning between classes, but in a safer space than the middle school
- We included six classrooms in each of the Classroom Neighborhoods, as well as Special Education Spaces, and Teacher Meeting and Planning Spaces
- The Specials are centrally located and could include Art, STEAM and a centralized smaller Media Center
- There is a separate Community Entry for afterhours access to the Cafetorium and Gym and potentially some of the Specials classrooms



Whole School Diagram 2

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Mosier Elementary School facility.

First Floor Diagram



Second Floor Diagram

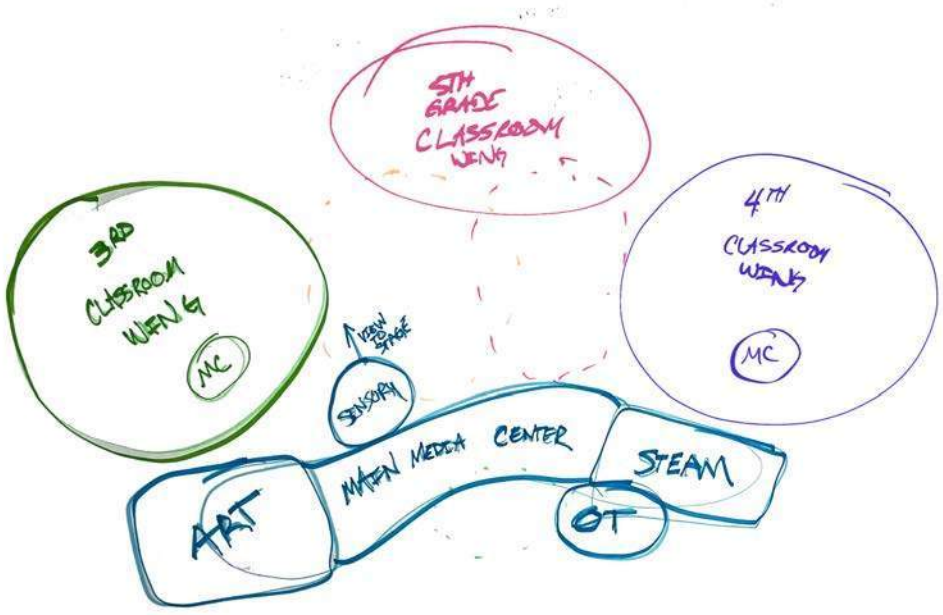


Diagram Two NOTES

- This plan is very similar to the previous diagram
- We want everything in the center and everything that the community can access to be in the middle
- We also have the Administrative Suite, the Nurse's Room, and a Parent Room near the entry to get more natural light and be closer to the exit so that sick children do not need to be walking through the school when they leave
- We have Classroom Neighborhoods/Wings for Grades One and Two on the first floor and for Grades Three, Four, and five on the second floor
- Within each Classroom Wing we have a smaller Media Center, with the larger Media Center on the second floor
- Near the Cafeteria we have a Small Cafeteria in the front so that you don't have to walk through the chaotic cafeteria to get to it if you have sensory needs
- We have our stage in the Cafeteria with the Music Room nearby
- The Kitchen is near the back of the building for deliveries
- We also put PT near the Gym, but moved OT to the second floor near the Art Room because we think of gross motor skill development in PT and fine motor skills development in OT, which aligns with the Gym and Art Room respectively
- The second floor centrally locates the Main Media Center with Art, STEAM, and OT located along that spine as well
- A Sensory Room that can view the stage for those student who want to watch things going on in there, but can otherwise get overwhelmed doing so
- The Sensory Room could also be used for small group work and meetings
- The Gym and Cafeteria are two story spaces, and the Fifth Grade Wing would be located behind them
- We had the same though about making the fifth grade a transition year with unique attributes to their Classroom Neighborhood that promotes teacher teaming
- The diagrams from both groups seem very "South Hadley," meaning very functional and community oriented and friendly
- More "Feng Shui" – and not "in your face"



Workshop Participant List

1.	Elizabeth Wood	SHHS Principal
2.	Jennifer Voyik	Superintendent
3.	Steven Ziobrowski	Director of Technology
4.	Brook Beaulieu	Reading Specialist
5.	Laura Fusari	Caregiver
6.	Teresa Winters Tobins	Building Committee
7.	Elizabeth Cooke	Director of Student Services
8.	David Gallagher	Mosier AP
9.	EB Greenwood	
10.	Luis D. Martinez	Principal MESMS
11.	Lyn Jacques	Assistant Superintendent
12.	Anna Naiman	Art Teacher, SHHS
13.	Rachel Baglione	Caregiver
14.	Cindy Flynn	Mosier Principal
15.	Courtney Mackey	District Mental Health Coordinator
16.	Diane Mulvaney	Director of Academic Finance
17.	Carla Lussier	Principal, Plains Elementary
18.	David Cirone	4th Grade Teacher
19.	Rudolph Hall	Building Committee

•	Chris LeBlanc	Mount Vernon Group Architects
•	Dennis Daley	Mount Vernon Group Architects
•	Doug Lake	Mount Vernon Group Architects
•	Susan Taylor	Mount Vernon Group Architects
•	Victoria Clifford	Skanska, Owner's Project Manager
•	Nick Lobik	Skanska, Owner's Project Manager
•	Frank Tadesco	Mount Vernon Group Architects
•	David Stephen	New Vista Design

Faculty Forum Notes

South Hadley Public School faculty members met for a virtual Faculty Forum from 2:30 – 3:30 PM on Thursday, November 4, 2025. The workshop was facilitated by Mount Vernon Group Architects and New Vista Design, with the goal of sharing highlights of the Educational Visioning Group Workshops thus far, as well as capturing faculty members' best thinking about South Hadley's and Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshop or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com



Project Priorities

The following Project Priorities for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Academic Excellence and Rigor

- Supporting student academic success through high-quality instruction
- Small class sizes for personalized attention
- High-quality professional staff and leadership
- Focus on both foundational and higher-order skills development

Accessibility and Inclusion

- Diversity, equity, and inclusion
- Accessibility for all students and physical accessibility beyond basic ADA compliance
- Equitable access and inclusion for all learners
- Inclusiveness and meeting students in environments most appropriate for them
- Inclusive practices for multilingual learners
- Universal Design for Learning with both inclusion and separate spaces for individual instruction
- Access and inclusion across all programs and facilities
- Art room accessible to all students with proper sinks, counters, and storage
- Accessible outdoor spaces and playgrounds for all students

Safety, Comfort, and Well-Being

- Safety, social and emotional security, and feelings of safety
- Safe spaces and comfort throughout the school
- Sensory-sensitive environments with low lighting and reduced noise
- Opportunities to self-regulate and calm-down areas
- Spaces for students who cannot go out for recess
- Safety features in physical design—windows, doors, clean air, and secure entry points
- Acoustics designed to reduce disruption, with no roof ladders or large concrete staircases
- Flow and ease of movement for daily routines like restroom breaks
- Safe, welcoming, and supportive environments for all students and families
- Liberation and joy as aspects of feeling secure and empowered

Educational Priorities *Continued*

Experiential, Hands-On, and STEM Learning

- Lab and maker spaces for project-based, experiential learning
- Hands-on, real-world experiences and authentic learning opportunities
- STEM programs with instructional technology and science labs
- Opportunities for critical thinking, inquiry, and authentic assessment
- Integration of financial literacy and other real-world life skills
- Play-based and exploratory learning, particularly for younger students
- Outdoor learning environments, courtyards, and nature-integrated spaces

Social-Emotional Learning and Student Support

- SEL as a foundation for inclusion and student well-being
- Therapy, counseling, and mental health supports for all grades
- Safe spots for struggling students
- Mentoring opportunities between older and younger students
- Spaces promoting student connections to staff

Literacy, Library, and Learning Resources

- School and district libraries as central hubs for learning
- Literacy support and accessible library spaces
- Library with flexible, multi-use design
- Emphasis on reading, comprehension, and critical thinking

Leadership, Community, and Equity Culture

- Visionary leadership focused on academic and life skills
- Building community and shared leadership
- Welcoming spaces for families of all languages and backgrounds
- Improved school-to-home communication
- Community gathering spaces that foster connection

Architectural Priorities

Safety and Security

- Safe and well-supervised playgrounds
- Minimal visibility from hallways into classrooms for student privacy
- Tornado-safe interior areas without windows
- Building layout designed for safe traffic patterns and smooth transitions
- Secure window and door systems that maintain safety while allowing light and air

Community and Shared Use

- Multipurpose auditorium or cafetorium large enough for all students and community events
- Gymnasium with bleacher space and lockers
- Outdoor community spaces that can be used by families after school
- Design that allows shared use by town organizations or family events
- Spaces that reflect community identity and inclusivity

Functionality and Efficiency

- Efficient and non-wasteful use of space
- Focus on functional, cost-effective design over decorative elements
- Multi-purpose and cross-district shared spaces
- Sufficient storage for classroom materials, supplies, and equipment
- Thoughtfully planned common spaces and efficient circulation
- Adequate parking for staff and families
- Building systems designed for durability and ease of maintenance
- Air conditioning, heating, and lighting designed for long-term sustainability

Architectural Priorities *Continued*

Flexible, Collaborative, and Supportive Learning Spaces

- Flexible classroom spaces with room for movement, collaboration, and breakout work
- Flexible learning spaces, seating, and layouts adaptable to student needs
- Classrooms large enough to support push-in services and specialized instruction
- Ample classroom storage including built-in closets, cubbies, and coat areas
- Room for group work, small-group conferencing, and teacher collaboration
- Vertical non-permanent surfaces like whiteboards for interactive learning
- Integration of STEM, art, and life-skills spaces such as labs, maker spaces, art rooms with functional sinks, and cooking or laundry areas
- Space for hands-on learning, project storage, and changing class sizes
- Collaboration spaces for teachers, staff, and students

Accessibility and Inclusion

- Fully accessible playgrounds that accommodate all abilities
- ADA compliance that goes beyond minimum standards, addressing lighting, acoustics, and sensory needs
- Accessible adult bathrooms and individual stall, gender-neutral restrooms
- Physical accessibility throughout the building, including parking and outdoor areas
- Sensory-friendly spaces, lighting, and acoustics to support students with sensory sensitivities
- Accessible outdoor learning areas and nature classrooms
- Clear circulation routes with reasonable walking distances between classrooms and specials
- Functional outdoor spaces easily reached without passing through the entire building

Support for Health and Well-Being

- Therapy rooms for all grades
- Dedicated sensory rooms and sensory gyms for students who need breaks or self-regulation
- Calming corners in classrooms and therapeutic breakout rooms for OT, PT, Speech, ABA, and SAC services
- Adequate lighting and air quality that support student focus and comfort
- Lighting options that support comfort such as low lighting, no fluorescent lights, and natural daylight
- Colorful and calming interiors that reduce overstimulation
- Spaces where students can reset behaviors safely and privately
- Acoustic treatments that minimize echo, manage noise, and prevent disruption between classrooms
- Health office designed in consultation with nurses and located near the main office
- Counseling offices or suites with privacy for student meetings
- Clean air, filtered ventilation, and efficient heating and cooling systems
- Regulation of temperature for comfort across seasons and for staff needs
- Accessible drinking water stations

Natural Light and Environmental Quality

- Natural lighting, windows, and connection to the outdoors
- Comfortable, welcoming, modern spaces
- Courtyards and indoor-outdoor transitions
- Clean air, operable windows, and attention to sound and light quality
- Abundant windows in classrooms and libraries to maximize natural light
- Library and learning spaces with operable windows for ventilation
- Consideration of warmth in winter and cooling in summer
- Natural aesthetics and inviting materials that create a warm, non-sterile environment
- Good air flow and acoustic balance to create a comfortable atmosphere

Architectural Priorities *Continued*

Staff and Professional Spaces

- Support staff with offices and spaces to work with students
- Adequate staff lounge and meeting rooms separate from copy areas
- Conference and planning spaces for special educators and general educators
- Private offices and workspaces for teachers, specialists, and clinicians
- Dedicated spaces for collaboration, team meetings, PLCs, and IEP conferences
- Staff lounges separated from copy areas with comfortable adult seating
- Staff lockers and storage areas for personal belongings
- Bathrooms conveniently located for staff use throughout the building
- Spaces for paras and interns to work and store materials

Technology and Modernization

- Adequate and functional technology building-wide
- Instructional technology integrated into learning
- Modern, welcoming facilities supporting digital learning
- New school building with upgraded infrastructure

School Identity and Aesthetics

- A welcoming and recognizable design that reflects the school's character
- Inviting, comfortable, and engaging spaces for learning and gathering
- A library that is functional, warm, and central to the school's identity

Community Priorities

Community Gathering and Engagement

- Welcoming spaces for families to attend events such as Open House and performances
- Community gathering areas both indoors and outdoors for meetings, celebrations, and civic activities
- Multipurpose community rooms designed for family events, performances, and outreach programs
- Pavilion or covered outdoor structure for gatherings, picnics, and informal connection
- Spaces that support community outreach, volunteering, and citizenship education
- Meeting rooms for organizations such as the PTO and other school-based or neighborhood groups
- Indoor gathering spaces that can host intergenerational programs and town-wide events
- Coffee room or break space where staff and community members can connect
- A community-focused environment that supports all families and fosters belonging

Safety, Comfort, and Security

- Safe building design that supports security while remaining welcoming
- Clearly separated entrances for buses, cars, and pedestrians to reduce congestion
- Safe playgrounds distanced from vehicular areas
- Adequate outdoor lighting for evening use and community safety
- Efficient parking lot layout that allows smooth traffic flow for staff, parents, and visitors
- Protection for undocumented families, ensuring school facilities remain safe and welcoming spaces for all
- Building access policies that prioritize trust, privacy, and community safety

Health, Wellness, and Belonging

- Areas for outdoor play that promote movement, exploration, and emotional well-being
- Friendship benches and social spaces that promote inclusion and kindness
- Community gardens and green spaces that support mental health and togetherness
- A safe, welcoming environment that encourages connection among families of all backgrounds

Community Priorities *Continued*

Accessibility and Inclusion

- Truly accessible playgrounds that exceed ADA minimums and are designed for all abilities
- Inclusive indoor and outdoor spaces that allow every child to participate fully
- Clear and safe traffic patterns that allow easy drop-off, pick-up, and pedestrian movement
- Accessible parking and entrances that support individuals with mobility challenges
- Building design that considers sensory, physical, and cultural accessibility for all users
- Inclusive language and signage throughout the school to reflect diverse families and identities

Education and Family Support

- Spaces that prioritize youth education while encouraging community learning
- Early childhood program with childcare options for faculty and community families
- Community facilities that can offer health and wellness screenings, vaccination clinics, or family services
- Programs and areas to support mothers, parents, and caregivers in accessing school life
- Collaborative learning spaces that invite family participation in education
- Integration of outdoor classrooms and student work areas for experiential learning

Arts, Culture, and Performance

- Auditorium or performance hall for concerts, plays, assemblies, and community events
- Stage-equipped auditorium separate from the cafeteria to allow multiple uses
- Display spaces to showcase student work, art, and community projects
- Arts and culture spaces integrated into the school to celebrate creativity and local identity
- Outdoor event areas with picnic tables or seating for instruction and performances

Athletics, Recreation, and Physical Wellness

- Gymnasium with bleachers and flexible sections for adaptive physical education
- Larger gym and multipurpose athletic space for youth sports and recreation
- Sports fields with lighting to support community use after hours
- Artificial turf fields for soccer, lacrosse, and other outdoor activities
- Safe and accessible play spaces for all bodies, with equipment designed for inclusion
- Outdoor bathrooms and shaded areas near playgrounds and fields for comfort and safety
- Playgrounds that are easy to maintain, safe, and separate from traffic
- Community access to fitness, athletic, and recreational facilities beyond school hours

Environment and Sustainability

- Community gardens for shared learning, local food production, and intergenerational connection
- Hydroponic systems for hands-on agricultural education and sustainability awareness
- Shaded outdoor workspaces to encourage sustainable and comfortable outdoor use
- Sustainable design that teaches environmental responsibility and supports long-term maintenance
- Connection with local organizations such as Neighbors Helping Neighbors to strengthen community networks

Infrastructure, Parking, and Accessibility Flow

- Adequate, well-planned parking lots for staff, families, and visitors
- Efficient circulation for student drop-off and bus zones with clear separation of functions
- Large parking areas designed to prevent congestion and improve safety
- Thoughtful traffic design to avoid models that have created past problems, such as Skala's layout
- Outdoor areas and playgrounds protected from car and bus traffic for safety

Civic and Intergenerational Connection

- Facilities that double as community hubs for voting, public meetings, and civic participation
- Spaces that encourage intergenerational programs where elders and youth can connect
- Gathering areas that build neighborhood bonds and promote lifelong community learning
- Emphasis on school as a civic anchor, reinforcing connection between families, educators, and local residents

Priority 21st Century Design Patterns 1.0

The following set of priority "21st Century Design Patterns" for the design of a renovated and/or new Mosier Elementary School facility was developed by participants in the Faculty Forum. Participants were introduced to 24 "Design Patterns" that represent varied architectural design features of, and approaches to 21st century school facility design, and that had been prioritized by members of the Educational Visioning Group in previous workshops. Individual faculty members rated the Design Patterns collectively in order of importance. The resulting list of Priority Design Patterns has been placed in priority order based on the cumulative total of priority ratings that each received.

Top Design Patterns

1. Healthy Building (127 votes)
2. Security & Welcome (125 votes)
3. Agile Classrooms (118 votes)
4. Breakout and Quiet Spaces (117 votes)
5. Good Storage (112 votes)
6. Classroom Zones (110 votes)
7. Professional Workspaces (108 votes)
8. Flexible and Modular Furniture (103 votes)
9. Outdoor Connections and Learning(101 votes)
10. Engaged Outdoor Play (101 votes)
11. Fitness and Movement (98 votes)
12. Safe Community Access (96 votes)
13. Cafetorium Multi-Purpose Space (94 votes)
14. Sustainability (81 votes)
15. Greeting and Gatekeeping (81 votes)
16. Classroom Neighborhoods (80 votes)
17. Media Center/Learning Commons (79 votes)
18. Clusters of Learning (78 votes)
19. Distributed Dining (77 votes)
20. Branding and Identity (71 votes)
21. Biophilic Design (70 votes)
22. Extended Learning Areas (66 votes)
23. Wayfinding and Streetscapes (58 votes)
24. Transparency and Connection (52 votes)











Personal Favorite Design Patterns

When asked to share their top 4 Personal Design Patterns, Faculty Forum participants shared the following.

- Healthy Building (35 mentions)
- Good Storage (17)
- Agile Classrooms (8)
- Breakout And Quiet Spaces (7)
- Security And Welcome (6)
- Engaged Outdoor Play (5)
- Flexible And Modular Furniture (4)
- Professional Workspaces (4)
- Distributed Dining (3)
- Classroom Zones (2)
- Extended Learning Areas (2)
- Biophilic Design (2)
- Safe Community Access (2)
- Sustainability (2)
- Outdoor Connections (1)
- Classroom Neighborhoods (1)
- Wayfinding And Streetscapes (1)
- Healthy Learning (1)



Members of Mosier Elementary School community met for a virtual Community Forum from 6:00 – 8:00 PM on Tuesday, October 21, 2025. The workshop was facilitated by Mount Vernon Group Architects and New Vista Design, with the with the goal of sharing highlights of the Educational Visioning Group Workshops thus far, as well as capturing community members' best thinking about Mosier's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshop or would like to add additional priorities to the list below, please email them to the Executive Assistant to the Superintendent, Kiesha Keitt, at kjkeitt@shschools.com



Attendees

1. Jess Law – 2nd Grade Teacher
2. Cindy Flynn – Principal, Mosier School
3. Ashley Macey – Grade 1 Teacher at Plains/Skala
4. Jeff Kristek – Nearby Resident on Parkview Dr
5. Jennifer Voyik – Superintendent
6. Pamela Soderbaum – Special Education Teacher at Mosier
7. Samantha Krumpholz – School Psychologist, Skala/Mosier
8. Carla Lussier – Principal, Henry J. Skala School (Grades PreK–1)
9. Christien Laible – South Hadley Resident and Parent
10. Diane Mulvaney – School Building Committee

- Susan Taylor – Interior Designer at MVG
- Chris LeBlanc – Project Manager with MVG
- David Stephen – New Vista Design
- Nicholas Lobik – Skanska/OPM
- Victoria Clifford – Skanska/OPM

Greatest Hopes and Concerns

The following Greatest Hopes for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes.

Future-Ready Learning Environments

- A new, state-of-the-art school designed to support both educators and students
- Flexible and adaptable learning spaces that can evolve with changing instructional needs
- Low lighting options and sensory supports such as a dedicated sensory room
- Spaces that promote student wellness and comfort through thoughtful design

Sustainability and Energy Efficiency

- A sustainable, energy-efficient building that reduces long-term operating costs
- A design that reflects environmental responsibility and long-term stewardship

Collaboration and Community Connections

- Opportunities for vertical alignment across grade levels, encouraging collaboration among younger and older students
- Mentorship opportunities where upper elementary students can support and guide younger peers
- Spaces that encourage collaboration among students, families, and staff

Greatest Hopes and Concerns *Continued*

Growth and Adaptability

- Sufficient space to support future enrollment growth and potential population increases
- Availability of additional rooms and flexible layouts for future expansion or changing program needs
- Design that allows for the inclusion of new teaching models and technology over time

Equity, Inclusion, and Accessibility

- Accessibility for all students, ensuring barrier-free movement throughout the building and playground
- Inclusive design that supports diverse learners and service providers
- Office and workspace for all specialized staff and service professionals

Concerns

- Insufficient space or storage capacity
- Energy use that may not meet sustainability expectations
- The possibility of repeating past design or planning mistakes from HJSS
- Traffic and neighborhood disruption at the proposed school site
- Concern that the town may vote down the new school proposal

Project Priorities

The following Project Priorities for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Safety and Emotional Well-Being

- Students feel physically and emotionally safe in their classrooms and throughout the school
- A strong sense of security and belonging that allows students to focus on learning
- Social and emotional growth embedded in daily experiences, helping students develop confidence and empathy

Growth Mindset and Resilience

- Encouraging students to take risks, make mistakes, and learn from them in a supportive environment
- Building persistence and self-awareness so students view challenges as opportunities for growth
- Promoting a culture where effort, reflection, and continuous improvement are celebrated

Academic Rigor and Individualized Support

- Meeting every student where they are academically, emotionally, and developmentally
- Ensuring that all learners receive the supports, interventions, and opportunities they need to succeed
- Balancing high academic expectations with compassionate guidance and personalized instruction

Creative and Experiential Learning

- Providing spaces and opportunities that inspire imagination and innovation
- Encouraging hands-on, project-based learning that connects theory with real-world application
- Designing environments that foster curiosity, exploration, and creative problem-solving

Educational Priorities *Continued*

Flexibility and Adaptive Learning Environments

- Using breakout spaces and flexible furniture to support a variety of learning styles and group sizes
- Designing classrooms that can easily adapt to different activities, from quiet focus to collaboration
- Encouraging movement and choice to make learning more dynamic and responsive

Anywhere, Anytime Learning

- Promoting learning beyond the classroom through access to technology, outdoor areas, and community connections
- Encouraging students to see learning as a lifelong process that can happen in any setting
- Supporting digital literacy and independent exploration as part of a future-ready education

Architectural Priorities

Community Connection and Shared Access

- Spaces such as the café, gym, and performance areas designed for community use during and beyond school hours
- A building layout that welcomes the public while maintaining secure zones for students
- Shared spaces that strengthen relationships between the school and the wider community

Natural Light, Nature, and Wellness

- Generous access to natural light in classrooms, offices, and shared areas to support health and focus
- Outdoor learning spaces that bring nature into the daily rhythm of teaching and learning
- Visual and physical connections to the outdoors that promote calm, creativity, and well-being

Functional and Flexible Learning Environments

- Grade-level pods or neighborhoods that foster collaboration, belonging, and identity among students and teachers
- Small group breakout spaces integrated throughout the building to support personalized and project-based learning
- Flexible spaces that can adapt to evolving educational programs and future community growth

Staff and Professional Spaces

- Offices for all staff members with windows to provide natural light and visibility
- Professional learning and collaboration spaces that support teamwork and teacher development
- Dedicated office and workspace for teachers within classrooms to allow for planning and student support

Storage, Organization, and Efficiency

- Built-in storage with lockable options to maintain organization and security
- Ample space for student belongings and seasonal gear such as snow clothing and boots
- An efficient building design that uses every inch purposefully with no wasted space

Sustainability and Energy Efficiency

- Use of heat pumps and energy-efficient systems supported by Green Communities funding
- Solar-ready roof and building orientation designed to optimize future renewable energy installations
- Electric vehicle charging preparation for both cars and buses to support long-term sustainability goals

Safety, Accessibility, and Circulation

- Safe and accessible parking areas for staff with clear circulation patterns for drop-off and pick-up
- Thoughtful traffic design that addresses congestion and enhances pedestrian safety
- Full accessibility for all students, staff, and visitors to ensure an inclusive environment

Community and Intergenerational Connections

- Opportunities for elderly services to support youth where appropriate
- Outdoor spaces designed for both learning and community use
- Warm, inviting environments that encourage belonging

Community Priorities

Inclusive and Accessible Play Spaces

- Playgrounds designed with a variety of equipment that welcomes and supports students of all abilities
- Inclusive play areas that promote social interaction, collaboration, and shared growth among children
- Outdoor environments that connect learning, recreation, and community engagement in safe and accessible ways

Durable and Multi-Use Outdoor Facilities

- Playing fields and recreation areas built to withstand heavy use while remaining open to the community year-round
- Outdoor fields equipped with lighting to extend usability for games, practices, and community events after school hours
- Spaces designed for flexibility so they can serve both school activities and community recreation needs

Community Gathering and Collaboration Spaces

- Classrooms, common areas, and conference rooms sized to accommodate large group meetings, family events, and collaborative learning
- Multi-purpose areas that foster connections between families, educators, and community organizations
- Spaces that reinforce the school's role as a civic hub and community anchor

Accessibility, Comfort, and Sensory Considerations

- Gymnasiums designed with acoustic treatments or soundproofing to reduce noise and support students with sensory sensitivities
- Play and recreation spaces that prioritize comfort, inclusivity, and sensory-friendly features to welcome all learners and visitors

Parking and Event Access

- Ample, well-organized parking to support staff, families, and visitors during school hours and community events
- Sufficient parking and circulation for weekend use, including athletic games, performances, and community gatherings
- Clear access routes and lighting to ensure safety and ease of movement during busy events

Blue Sky Ideas

The following Project Priorities for the Mosier Elementary School project were brainstormed by Community Forum participants. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Outdoor Learning and Connection to Nature

- Outdoor classrooms that extend learning beyond the walls of the building and encourage hands-on, experiential education
- Garden areas where students can plant, grow, and study vegetation as part of science, sustainability, and nutrition lessons
- A greenhouse connected to the garden so students can cultivate vegetables to be used in school lunches, promoting farm-to-table awareness
- Outdoor spaces designed with permeable paving and lighter-colored surfaces to reduce heat retention and environmental impact
- A green roof that supports sustainability education, provides insulation, and connects students to environmental science
- Playgrounds and outdoor areas that are accessible, inclusive, and welcoming to all students, modeled after recently built examples in nearby communities such as Northampton

Blue Sky Ideas *Continued*

Design Aesthetics and Sensory Well-Being

- Light, calming color palettes such as soft blues and greens chosen to support neurodivergent learners and reduce overstimulation
- Adjustable lighting and operable windows that allow teachers to control brightness, airflow, and comfort levels throughout the day

Sustainability and Environmental Responsibility

- Building and site design that demonstrates environmental stewardship through green technologies and materials
- Landscape and infrastructure choices that promote ecological balance and climate responsiveness while providing learning opportunities

School Identity and Inspiration

- A unique architectural and graphic identity that reflects the beauty of the surrounding landscape and local character
- A design approach that creates a strong sense of place and pride for students, staff, and the community

Educational Model and Precedent

- A vision inspired by innovative examples such as Easthampton's Mountain View Elementary, emphasizing flexibility, natural light, and outdoor learning integration
- Consideration of a K–5 or PreK–5 configuration that supports developmental continuity and community among early learners

Priority 21st Century Design Patterns 1.0

The following set of priority "21st Century Design Patterns" for the design of a renovated and/or new Mosier Elementary School facility was developed by participants in the Community Forum. Participants were introduced to 24 "Design Patterns" that represent varied architectural design features of, and approaches to 21st century school facility design, and that had been prioritized by members of the Educational Visioning Group in previous workshops. Individual participants rated the Design Patterns collectively in order of importance. The resulting list of Top 10 Design Patterns has been placed in priority order based on the cumulative total of priority ratings that each received.

Top 10 Design Patterns

1. Healthy Building
2. Good Storage
3. Cafetorium/Multi-Purpose Space
4. Flexible and Modular Furniture
5. Security and Welcome
6. Clusters of Learning
7. Classroom Zones
8. Greeting and Gatekeeping
9. Professional Workspaces
10. Engaged Outdoor Play





Personal Favorite Design Patterns

When asked to share their top 4 Personal Design Patterns, Community Forum participants shared the following.

- Security and Welcome (5 mentions)
- Good Storage (5)
- Agile Classrooms (4)
- Clusters of Learning (4)
- Extended Learning Areas (2)
- Professional Workspace (2)
- Biophilic Design (2)
- Sustainability (2)
- Breakout and Quiet Spaces (1)
- Healthy Building (1)
- Outdoor Connections (1)
- Branding and Identity (1)
- Flexible and Modular Furniture (1)

