

## Massachusetts School Building Authority

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### 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](mailto:SOI@massschoolbuildings.org).

## Massachusetts School Building Authority

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School District Boston

District Contact Mary E Skipper TEL: (617) 635-9402

Name of School Charles H Taylor

Submission Date 4/14/2023

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### 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)**

**Chief Executive Officer \***

**School Committee Chair**

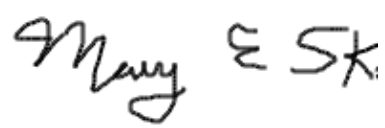
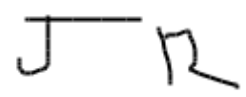
**Superintendent of Schools**

Michelle Wu

Jeri Robinson

Mary Skipper

Mayor



(signature)

(signature)

(signature)

Date

Date

Date

4/14/2023 11:05:03 AM

4/14/2023 9:34:57 AM

4/14/2023 10:32:52 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 Boston

District Contact Mary E Skipper TEL: (617) 635-9402

Name of School Charles H Taylor

Submission Date 4/14/2023

### Note

Thank you for the opportunity. We look forward to partnering.

### 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?** Yes

### If "YES", Please describe Potential Consolidation that is anticipated at the school.

We plan to combine the Shaw and Taylor Schools starting in SY24-25 and operate it as a two-campus school. Our goal is to move the school into one building through this process.

**Is this SOI the District Priority SOI?** No

**School name of the District Priority SOI:** 2023 Pauline Agassiz Shaw Elementary School

**Is this part of a larger facilities plan?** Yes

**If "YES", please provide the following:**

**Facilities Plan Date:** 3/1/2017

**Planning Firm:** Symmes Maini and Mckee Associates

**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:**

The City of Boston and BPS are currently working with DLR Group to update the BPS long-term facilities plan, utilizing data from the 2017 SMMA study, an updated capacity analysis of all BPS facilities, new educational specifications and design standards, and a project prioritization framework for future capital planning. This is anticipated to be complete in the Fall of 2023.

In 2022, the City of Boston and Boston Public Schools launched the Green New Deal for Boston Public Schools (GND for BPS), a shared commitment to accelerating school construction and renovation projects to expand educational opportunity for Boston students while building learning spaces that are safe, healthy, resilient, and inspiring. Key to the strategy is investing in foundational tools to guide the District – made up of 131 buildings, nearly two-thirds of which were built before World War II – in the comprehensive planning, prioritization, sequencing, and design of new capital projects.

First, the BPS Facilities Department has contracted with Bureau Veritas Technical Assessments, LLC to complete a Facilities Conditions Assessment (FCA), an industry standard that produces a large, in-depth dataset of building conditions and makes recommendations for repair, replacement, and renovation. The FCA is due to be complete by the summer of 2023, and will provide accurate and precise facilities information, including current conditions, useful life estimates, and cost estimates.

Second, the City of Boston Public Facilities Department (PFD) has contracted with DLR Group, Inc. to complete a PreK-6 & 7-12 School Design Study. This study will define the educational specifications and building and design standards for new or renovated preK-6 and 7-12 schools. The study will also support the creation of a project prioritization framework, utilizing data from the FCA, to support the selection and sequencing of major capital project proposals in the future.

Together, under the direction of the BPS Office of Capital Planning, these two complementary bodies of work will prepare the City and BPS to create a long-term facilities action plan for the District by December 2023. This long-term plan will supplement, but not replace, the existing planning efforts under BuildBPS; the data analysis completed by Symmes, Maini & McKee Associates (SMMA) in 2017; and the educational priorities previously defined by the District. These priorities include:

A shift to preK-6 and 7-12 pathways in order to minimize transitions for students and create a coherent portfolio of schools across Boston neighborhoods in terms of programming, grade configurations, and school types.

BPS' commitment to inclusive education, facilitated by the 2022 collective bargaining agreement with the Boston Teachers Union, to ensure students are educated in the least restrictive environment and there is a full continuum of services available for all students.

The expansion of dual language programming, in accordance with the 2022 Office of Multilingual and Multicultural Education (OMME) Strategic Plan.

In addition to these important strategic priorities, BPS must ensure students have access to a well-rounded education which includes adequate space for STEM (as well as other core academic areas) and the associated lab and inquiry space needed to access state standards as well as foundational speciality classes such as art, music and physical education. Moreover, these core and enrichment opportunities and the required space to ensure appropriate access—which every BPS student should expect—are opportunities that should translate to high-quality before- and after-school programs, a real need for many BPS students and families.

The development and implementation of the long-term facilities plan is guided by the BPS Racial Equity Planning Tool to ensure that capital projects are designed to eliminate opportunity gaps and advance racial equity.

This Core project submission for the Charles H. Taylor School, part of a planned consolidation with the P. A. Shaw Elementary School, will advance all of the above goals. A new or renovated school facility for the combined Shaw-Taylor School will create a preK-6 pathway for more students in the Southern Dorchester/Mattapan area; increase access to inclusive education, including for multilingual students with disabilities; and lay the foundation for dual language education by strengthening existing multilingual

education programs.

Finally, as the Charles H. Taylor Elementary School was built in 1931, lacks comprehensive heating, cooling, and ventilation systems; and is highly energy-inefficient, this Core project SOI would also support the City of Boston’s commitment to climate action and building decarbonization, as outlined in the Building Emission Reduction and Disclosure Ordinance.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 9 students per teacher**

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 9 students per teacher**

**Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes**

**If "YES", please provide the author and date of the District’s Master Educational Plan.**

Symmes Maini and Mckee Associates March 1, 2017

**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.**

"Does Not Apply"

**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).**

If the MSBA Board votes to invite any City of Boston school projects into the Core program, Mayor Michelle Wu will file a loan order providing funds for project costs through schematic design, including costs for a design firm and an OPM. Assuming the MSBA Board acts on the Core at its October 25, 2023 meeting, the timeline for City approval of project funds would be: 11/01/2023 - Loan order filed with City Council 11/02-11/14 - City Council Ways & Means Committee hearing on the Order 11/29/23 - 1st vote by City Council 12/13/23 - 2nd vote by City Council The Mayor may sign the Order anytime after the City Council passes the Order on a 2nd reading. In practice, the Mayor usually signs the order within a few days of the second City Council vote. For planning purposes, assume the Mayor signs the Order by 12/15/2023.

## General Description

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**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).

The Charles H. Taylor Elementary School was built in 1931 and currently serves students in grades K0-6. The building's exterior facade and masonry had significant repair work in 2011, but the building has not seen any major investments in the last 10 years. There have been no additions or major renovations. Most building systems are original to the building and have far exceeded their useful life.

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

49,702

**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).

The Taylor is located on a site that is 64,004 square feet, or 1.47 acres, on the north side of Morton Street. No other buildings are on the site. There is a concrete play area to the south of the building, with no rubberized surface, turf, or grass field. The schoolyard is large, at roughly 25,000 feet, but the play structure is too small to serve the size of the Taylor's student population. The site is not MAAB/ADA accessible.

**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)

The Taylor is located at 1060 Morton St, Boston, MA 02126. The school is highly transit-accessible: the MBTA #21 and #26 buses run past the school, connecting the school to transit hubs at Codman Square, Ashmont, and Forest Hills, and the Morton Street Commuter Rail station is 1.2 miles away.

**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 Taylor has a Built-Up roof, with layers of asphalt between ply sheets, and brick veneer exterior. The roof is 16 years old and has active water infiltration. The facade is 13 years old, with renovations completed in 2011 to refurbish and reattach the large granite ornamental pieces over the windows, but no major repair or replacement of the overall building exterior. The windows are double-pane and are 30 years old. There have been no major repairs to the windows.

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

**Year of Last Major Repair or Replacement:(YYYY)** 1900

**Description of Last Major Repair or Replacement:**

non

**Roof Section** A

**Is the District seeking replacement of the Roof Section?** YES

**Area of Section (square feet)** 2

**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)**

Built-Up roof, with layers of asphalt between ply sheets

**Age of Section (number of years since the Roof was installed or replaced)** 16

**Description of repairs, if applicable, in the last three years. Include year of repair:**

The Taylor has a Built-Up roof, with layers of asphalt between ply sheets, and brick veneer exterior. The roof is 16 years old and has active water infiltration. Directly impacting students' and educators' experience in the classroom, and requiring educators and school staff to divert their attention away from students in order to address urgent building maintenance issues.

**Window Section A**

**Is the District seeking replacement of the Windows Section?** YES

**Windows in Section (count)** 1

**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

Double Pane Windows

**Age of Section (number of years since the Windows were installed or replaced)** 30

**Description of repairs, if applicable, in the last three years. Include year of repair:**

The windows are double -pane and are 30 years old. There have been no major repairs to the windows.

**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 Taylor School has a steam heat system, which is scheduled, operated, and monitored remotely by the BPS Planning & Engineering team using an Automatic Temperature Controls (ATC) system. The system has long exceeded its life expectancy and is energy inefficient. The system is powered by two gas-fired steam boilers, which are 12 and 34 years old. The boilers are series 28A Smith Cast Iron Boilers, model #28A-S/W-16. The steam boilers operate on pneumatics. The radiators and piping are original to the building. Assuming a 20-year useful life, one of the boilers is well past its useful life, and the heating system requires significant ongoing preventative maintenance.

There is no mechanical ventilation system; ventilation works on the dissipation of heat for a natural draft, with double pane windows as the primary source of airflow. Fresh air comes in through the boiler room, rises throughout the building, and escapes through the roof. This does not meet the 21st century standard for ventilation. Unit ventilators were installed in some upstairs classrooms in 2002, and are past the end of their useful life.

The building needs upgrades to its sprinklers and life safety systems to be compliant with current codes.

The electrical system is a 400 amp FPE Federal Pacific system, and had panel upgrades in 2014. A comprehensive heating, ventilation, and air conditioning system would require a full electrical upgrade to expand electrical capacity. The electrical capacity will not allow for installation of air conditioning units, therefore, there is no cooling system in the building.

The elevator is 15 years old, and would need modernization to be able to be used both as a freight elevator and for daily use by students and staff.

The plumbing system had some upgrades 27 years ago, when modest sections of the piping were replaced.

Because of the age of the plumbing, to avoid lead exposure from school drinking water, the Taylor School uses bottled water for students, staff and visitors.

**Boiler Section 1**

**Is the District seeking replacement of the Boiler?** YES

**Is there more than one boiler room in the School?** YES

**What percentage of the School is heated by the Boiler?** 100

**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas

**Age of Boiler (number of years since the Boiler was installed or replaced)** 12

**Description of repairs, if applicable, in the last three years. Include year of repair:**

Non

**Boiler Section 2**

**Is the District seeking replacement of the Boiler?** YES

**Is there more than one boiler room in the School?** YES

**What percentage of the School is heated by the Boiler?** 100



**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural gas

**Age of Boiler (number of years since the Boiler was installed or replaced)** 34**Description of repairs, if applicable, in the last three years. Include year of repair:**

Non

**Has there been a Major Repair or Replacement of the HVAC SYSTEM?** YES**Year of Last Major Repair or Replacement:(YYYY)** 2002**Description of Last Major Repair or Replacement:**

There were repairs to steam system 21 years ago

Unit ventilators (heating and ventilation) were installed in the upstairs classrooms only (16 classrooms) in 2002, allowing draft to move out of the building.

**Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM?** YES**Year of Last Major Repair or Replacement:(YYYY)** 2014**Description of Last Major Repair or Replacement:**

Panel upgrades to upgrade capacity

**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 dual filament tube-style lighting fixtures were replaced about 16 years ago. Assuming a 20-year useful life, the lighting system has about 4 years of useful life remaining, but should be replaced with LED lighting for increased lumens and efficiency.

Flooring throughout the building is a mixture of terrazzo, hardwood, tile, and poured concrete. Ceilings are plaster, and the walls are drywall. Lighting fixtures appear to be original to the building with the bulbs being updated and replaced and are a hung dual filament tube bulb setup.

Interior doors do not meet current codes, and do not have push bars in the direction of the building exits. Interior doors are wood, with steel fire doors in the corridors and to exit. The doors are not wide enough for a student using a wheelchair to navigate through, failing to meet ADA standards. Exterior and smoke doors are also high priorities for repair or replacement.

Painting at the Taylor was last done in 2005; assuming a 10-year useful life, the painting is 8 years overdue.

**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).**

The Taylor serves students in grades K0 (for 3-year-olds) through 6. In the 2023-2024 school year, the Taylor will have a total of 27 classrooms: one strand (K0 through 6) of full inclusion classrooms, one strand (K2-6) of general education classrooms, one strand (K1-6) of Sheltered English Immersion (SEI) classrooms for students who are Haitian Creole speakers, one strand (3-6) for multilingual students in the Students with Limited or Interrupted Formal Education (SLIFE) program, and two substantially classrooms (K2-2 and 4-6) for students with intellectual impairments.

In general, classrooms are small and lack the ability to create multiple zones to support differentiation. The Taylor building lacks breakout spaces for differentiated or personalized learning or special education, limiting the ability to support Universal Design for Learning (UDL). Classrooms lack adequate storage and sufficient access to technology to fully support Project Based Learning (PBL) and personalized learning. The building lacks space for teacher planning, collaboration and professional development. Building furniture has limited flexibility to support PBL and other learning modalities. The building spaces are set up to support the primary core curriculum, but it lacks learning environments that adequately support science, the arts, technology curriculum, and physical activity. There is no auditorium-type space or gathering space in the building for school-wide assemblies, performances, or other celebrations. The building also does not have a science or STEM room. There is limited space for specialists; the math specialist uses a classroom space in the basement, but the literacy interventionist and music teacher must

travel around the building rotating throughout the classrooms. Since there is no place to store equipment or instruments, the Taylor is only able to offer oral music instruction.

**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).**

The Taylor has 27 core classroom spaces, ranging from 495 to 730 square feet. The first floor has one K0-K1 classroom, one K1 SEI classroom, and three classrooms each for K2, 1st, and 2nd grades (one general education, one inclusion, one SEI). The first floor has two substantially separate rooms for students with intellectual impairments: one for grades K2-3, and one for grades 4-6. The first floor also has an office suite with the school leader's office space, an electrical closet and storage area, the nurse's office with a bathroom, and a makeshift conference room created at the end of the hallway.

The second floor has two 3rd grade classrooms (one inclusion and one general education), three classrooms each for grades 4, 5, and 6 (one general education, one inclusion, one SEI), and two SLIFE classrooms (one for grades 3 and 4, and one for grades 5 and 6). There is also a small resource room (roughly 330 square feet) that offers pull-out services to students who need individualized supports and a small teacher's lounge with a bathroom. There is also a small classroom (495 square feet) that is used for arts education, but there is not sufficient space for equipment or storage or a sink to wash materials. The art education space is particularly overcrowded for older students.

The basement level has two small classroom spaces, one used for 3rd grade SEI, and one used as a yoga room. There is a small storage area that has been converted into a resource room shared by the speech pathologist, occupational therapist, and physical therapist. This is the only available space in the building for pull-out services for students with disabilities. The basement has a large boys' bathroom and a girls' bathroom, the boiler room, and a cafeteria and kitchen area. There are also two regular-sized classroom spaces: one that is used by the math specialist for enrichment programming, and the other that has been converted into a gym area for physical education instruction. The gym is not adequately sized to offer the range of physical education instruction that BPS requires for elementary school programs as articulated in the BPS curriculum frameworks. There is also a classroom space next to the gym that is used as a library space. The library does not have the furniture or technology to be used as a full media center. The gym and library spaces were once one large room, but were separated in two.

There is a large concrete schoolyard, but the space is poorly organized to coordinate outdoor recess or outdoor physical education instruction. The play structure is small and cannot serve multiple grades at one time. Outdoor education programming is overall limited.

**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).**

In SY22-23 the Taylor's enrollment is 358 students. The 2017 SMMA capacity analysis suggests that the Taylor has a total capacity of 317 students. On average, classrooms are currently under-enrolled, but because of lack of separate spaces for individualized services and supports, the Taylor faces difficulties maintaining a general education strand, a full inclusion strand, an SEI strand for multilingual learners who speak Haitian Creole, and a multilingual SLIFE program while also maintaining space for pull-out services, specialists, educator collaboration, and family engagement and partnerships. Several spaces in the basement have been converted to be able to offer a full range of programming, including physical education instruction, academic interventionists, and specialized services like occupational and physical therapy.

BPS has proposed combining the Charles H. Taylor with the P. A. Shaw School beginning in SY24-25, in part, in order to address capacity constraints in both buildings. The merger would create a two-campus school, with lower grades in the Shaw building and upper grades in the Taylor building. By consolidating some general education classrooms, the merger would free up physical space to more effectively offer a range of programs and services

and a strong practice of offering Multi-Tier System of Supports (MTSS). The merger would also create a continuous preK-6 pathway across both campuses, allowing a multiple-strand school, with several classrooms in each grade band serving a range of students, including students with disabilities and multilingual learners.

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**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).**

BPS manages various maintenance and repairs contracts through its Facilities Management and Planning & Engineering Departments, such as HVAC, plumbing, and gas fitting, electrical, air filters, elevators, sprinklers, general construction, and roofs. Preventative maintenance and repairs are facilitated through these contracts, and by requests and data managed within an internal work order tracking system. District capital improvement needs and projects are developed using the work order system and the BPS Building Dashboard, and they are prioritized as funding and staff capacity is available.

Maintenance and capital repair is funded both through BPS' annual Operating Budget and the City of Boston Capital Plan. The approved FY23-27 Capital Plan included funds for new school maintenance initiatives, including upgrades to libraries, science rooms, and art rooms, as well as increased budgets for auditorium improvements. There have been no major new capital investments in the Charles H. Taylor since the exterior and masonry work in 2011.

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## Priority 4

### ***Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.***

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Mattapan and Dorchester are two of the four neighborhoods identified by the 2017 SMMA study as high-growth neighborhoods for populations under 18 years old. The two neighborhoods also have higher proportions of Black and Latino children. Because of high student population and birth rate trends, the SMMA study identified these neighborhoods as good candidates for a new or expanded elementary school. For example, the SMMA report found that “there are very few schools in the Mattapan neighborhood relative to its population density.” In 2023, Mattapan and Southern Dorchester alone (zip codes 02126 and 02124, respectively) represented 24% of all children under 5 years old, indicating these neighborhoods will continue to represent a large proportion of the BPS student population for many years. BPS also has an above-average capture rate in these neighborhoods, compared to private, parochial or charter schools.

Analysis of assignment patterns in Southern Dorchester and Mattapan shows that there are not enough elementary school seats in these neighborhoods, particularly for multilingual students and students with disabilities. Among current Shaw students, 77% live in Southern Dorchester or Mattapan, indicating that many families in these neighborhoods have a strong preference for schools near their home. As BPS works to expand inclusion to every school and every classroom in the District, the expectation is that every school should be able to appropriately serve every student in BPS. This shift towards inclusion will place higher enrollment demand on the Taylor, but space constraints will prevent the Taylor from being able to grow its enrollment while offering high-quality instruction to all learners, including students with disabilities and multilingual learners.

Currently, there are 981 elementary school students with disabilities living in Southern Dorchester (02124) or Mattapan (02126) who attend inclusive schools; nearly half of these students (481, or 49%) are assigned to schools outside Southern Dorchester or Mattapan, therefore experiencing longer travel times to reach the inclusion program of their choice. Similarly, there are 1,659 English learners living in 02124 or 02126; nearly two-thirds of these students (1,072, or 65%) attend schools outside Southern Dorchester or Mattapan – a disproportionately high rate when compared to all students living in 02124 or 02126.

Some students with particular disabilities living in Southern Dorchester or Mattapan are particularly unlikely to be able to access the programs they need within their own neighborhoods. For example, of students with mild to moderate cognitive limitations, learning disabilities, mild global cognitive limitations, or emotional impairment, only a small proportion (24%, 32%, 15%, and 9%, respectively) are able to attend schools within their own neighborhood. By contrast, nearly half (47%) of general education students living in 02124 or 02126 go to school within their own neighborhood. These enrollment trends indicate that as BPS fulfills its commitment to becoming a fully inclusive district, where every school can effectively serve every student in the least restrictive environment, there will be higher enrollment demand on the Taylor from families living in the Southern Dorchester/Mattapan area.

**Priority 4**

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

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BPS is in the process of transitioning to a preK-6 and 7-12 pathway that creates the opportunity for one-time transitions for students from pre-K through graduation. As part of this transition, BPS has identified some short-term opportunities to create stability for current students in the Southern Dorchester/Mattapan area who currently do not have access to a continuous preK-6 pathway. In 2022, BPS proposed merging the Charles H. Taylor School with the P.A. Shaw School, a preK-4 elementary school 0.6 miles away, for the beginning of SY24-25.

Besides a substantially-separate early childhood classroom, the P.A. Shaw has only general education classrooms, in part because of space constraints that hinder a strong MTSS, with space for educator collaboration, individualized support and small group instruction, and family engagement. Combining the two schools and creating one school spread across two campuses would stabilize both programs and expand access to inclusive education and multilingual programming for students living in Southern Dorchester/Mattapan. Based on projected enrollment for SY23-24, a combined Shaw-Taylor Elementary School would serve about 545 students in SY24-25. BPS plans to formally introduce this merger proposal to the Boston School Committee on April 26, 2023, with a vote scheduled for May 10, 2023.

By creating a preK-6 school across two campuses, the combined school would be able to consolidate some classrooms, freeing up physical space to accommodate pull-out services, special instruction, educator collaboration and planning, and family engagement, as well as add new multilingual programming and enrichment opportunities. However, a combined two-campus school would nevertheless face facility-related constraints that hinder effective educator collaboration and family engagement and prevent the school from offering a full range of academic and enrichment programming.

**Priority 4**

**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.**

Combining the Shaw and Taylor Schools into one combined school community will create stability for current students while supporting the District's commitment to expanding inclusive and multilingual education. However, over the long-term, maintaining a two-campus school may not be ideal. For example, families with students at both the lower and upper campuses may have trouble ensuring their children arrive at school on-time, leading to missed learning time for students or higher absenteeism. Staffing a two-campus school may also create challenges for staff that work across both buildings, like specialists. Although spreading across two campuses will support the combined Shaw-Taylor School in meeting the District's educational priorities, neither facility is designed to have a full-service gymnasium, auditorium, or science lab, limiting the potential to expand non-core academic or enrichment programming.

**Please also provide the following:**

**Cafeteria Seating Capacity:** 80  
**Number of lunch seatings per day:** 3  
**Are modular units currently present on-site and being used for classroom space?:** NO

**If "YES", indicate the number of years that the modular units have been in use:**

**Number of Modular Units:**

**Classroom count in Modular Units:**

**Seating Capacity of Modular classrooms:**

**What was the original anticipated useful life in years of the modular units when they were installed?:**

**Have non-traditional classroom spaces been converted to be used for classroom space?:** YES

**If "YES", indicate the number of non-traditional classroom spaces in use:** 7

**Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):**

Basement area converted to be used as the 3rd grade SEI classroom

Basement area converted to be used for yoga as part of the physical education instruction program

Basement area converted to be used for special education services, including the speech pathologist, occupational therapist, and physical therapist

Basement area converted to be used for math enrichment services

Basement area converted to be used as a makeshift gym for physical education instruction

Basement area converted to be used as the library

Second floor area converted to be used as a resource room for pull-out services

**Please explain any recent changes to the district's educational program, school assignment polices, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :**

In 2019, the Boston School Committee approved a proposal for BPS to become a primarily K-6/7-12 and K-8/9-12 system, offering students an educational experience that requires only one transition. At that time, 23 of 47 elementary schools were in buildings that have fewer than 15 classrooms, which are too small to serve more than

1 class/grade. This presents a challenge for smaller elementary schools, which face a difficult tradeoff between either expanding to become a preK-6 school, or adding or sustaining the academic, enrichment, social emotional, and family engagement programs or services that make up high-quality learning environments.

In 2021, the district launched its Equitable Literacy initiative. The BPS vision for equitable literacy instruction is grounded in current research on effective instructional practices for students that have traditionally been marginalized; students of color, multilingual learners, and students with disabilities. Specifically, it relies on the science of reading as the grounding premise to overhaul interdisciplinary literacy practices—and by extension its tier 1 curricula. The District Curriculum and Accommodation Plan (DCAP) outlines what high-quality teaching and assessment ought to look like across content areas:

ELA/Literacy:

K0-Grade 2: Access to strong tier 1 phonics and foundational literacy instruction that centers complex, culturally affirming text and aligned opportunities for centers and studios, STEM inquiry, text-based writing, SEL and read-alouds and text talks.

Grade 3-6: Access to strong tier 2 and 3 phonic and foundation literacy instruction; Access to a tier 1 literacy program that centers complex, culturally affirming and interdisciplinary texts and aligned opportunities for expeditions, project and problem-based learning activities and assessments, STEM inquiry and World Language specials. Attention to volume and quality of text-based writing opportunities across disciplines as well as tier 1 SEL integration.

Mathematics: Project and problem-based math instruction that prioritizes procedural fluency, conceptual understanding and application. Additionally, BPS defines effective mathematics instruction as eliciting evidence of students' current mathematical understanding via formative assessments and uses it as the basis for making instructional decisions.

Science: BPS approach to science emphasizes that science is not just a series of isolated facts, but an interrelated world of inquiry. Students should engage in practice and build disciplinary core ideas and vocabulary while learning in an interdisciplinary way: conducting investigations, solving problems, and engaging in discussions with teacher guidance; drawing and writing to offer explanations and arguments with support so that all students can engage in sophisticated science and engineering practices.

History/SS: BPS utilizes an inquiry-based approach to teaching history and social studies. The focus is on exploring culture, people and narratives throughout time, with a focus on the skills of contextualization, corroboration and analysis. Students are expected to demonstrate civic knowledge and mastery of related skills that allows them to develop their civic identities and participate effectively in a diverse community with embedded opportunities for problem and project-based learning across the Pre-K-12.

BPS has made a commitment through its 2022 agreement with the Boston Teachers Union and the 2022 Systemic Improvement Plan to become a fully inclusive district, where every student is educated in the least restrictive environment and has access to a full continuum of services. Inclusive education depends on a strong Multi-Tiered System of Support (MTSS), which requires high-quality, rigorous, grade-level Tier 1 instruction with appropriate accommodations for all students, including targeted instruction and services support in small groups, with 2-3 students at a time, and individually, with inclusive practices that are linguistically and culturally responsive. For ELA, math, and multilingual learners language support, instruction may include 1:1 or small group instruction, while social emotional learning practices may include small group counseling, individual counseling, and family

engagement and partnership. MTSS depends on strong systems for collaboration, including Common Planning Time teams, Instructional Leadership teams, Student Success teams, and Language Access Teams that intentionally create spaces for educators to analyze formal and informal data to differentiate Tier 1 instruction.

These changes are systemic shifts in how BPS delivers high-quality education to every student, and will require changes to the District's physical footprint in order to better facilitate inclusive practice and align with the DCAP, which may reduce the enrollment capacity of the District and of specific buildings.

**What are the district's current class size policies (maximum of 500 characters)?:**

Class Size for Schools with 6.5% or fewer students on IEPs / more than 6.5% students on IEPs / more than 25% on IEPs:

K0 - not to exceed maximum in state regulations

K1 - 22/20 / not to exceed maximum in state regulations

K2-2 - 22 / 22 / 20

3-5 - 25 / 23 / 20

6-8 - 28 / 25 / 22

9-12 - 31 / 28 / 25

resource teacher - 25 / 25 / 25

bilingual, SEI, and ESL classes - 20 without a paraprofessional; the lower of 25 or the number above with a paraprofessional



**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.***

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The Taylor building is 92 years old. The building's mechanical, electrical, and plumbing systems are mainly original to the building's construction, and require significant resources for ongoing maintenance and repairs to support efficient building operations.

The boilers are roughly 12 and 34 years old, and the 2nd floor unit ventilators were replaced in 2001-2002. These two systems support a steam boiler operating on pneumatics, which is not sufficient for modern heating, cooling, and ventilation. The supporting infrastructure was not upgraded at the same time as the repairs to the boilers themselves; the repairs did not go past the mechanical space (no updates outside of the boiler room). The facade received a minor renovation for repointing and ornamental repairs in 2010, but the envelope as a whole needs to be updated to support up-to-date insulation and waterproofing. Windows are 30 years old and though they are sound, will need updating. Minor improvements to the electrical capacity were also made in 2014, but the electrical system would need further upgrades to support air conditioning and all-electric heating and other systems.

The building's construction does not meet contemporary energy codes, nor does it have modern heating, ventilation, and air conditioning systems to provide thermal comfort and ventilation to maintain student and staff health and safety. The building is not ADA compliant. The building needs upgrades for safety compliance, such as fire alarms, sprinkler/fire suppressions systems, security and camera systems. The current fire alarm panel is discontinued and replacement parts are not available; therefore, repair is not an option and an upgrade is necessary.

**Priority 5*****Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.***

Maintenance and repairs to the noted systems and equipment have focused on extending their operation, efficiency and consistency through planned maintenance, monitoring for potential systems failures and planned repairs to anticipated failing equipment and systems. As buildings age and equipment ages, ongoing maintenance becomes increasingly challenging, as the BPS Facilities Department must keep older pieces functioning, as replacement parts get harder and harder to find and procure.

The BPS Facilities Department is responsible for ongoing maintenance and repair of Shaw facility systems. The Area Manager oversees the daily work of the school-based custodians, while a team of 20 maintenance supervisors manage the ongoing maintenance of equipment and work closely with external vendors on needed repairs. Major custodial and preventative maintenance responsibilities are outlined in the BPS Preventative Maintenance Plan. Since 2022, BPS has used Asset Essentials to track work orders in 264 different building maintenance categories, including equipment failure, cleaning, and repair requests. Upon the completion of the Facilities Conditions Assessment in the summer of 2023, Asset Essentials will also generate recurring work orders for preventative maintenance on a consistent timeline. More significant capital repairs are planned and implemented in coordination with the City of Boston Office of Budget Management. These capital projects must be prioritized and sequenced in accordance with overall District need using the BPS Racial Equity Planning Tool.

The BPS Facilities Department conducts preventative maintenance on a regular schedule. Roofs, masonry and windows, and yards and grounds are inspected visually every month by an external vendor or the alterations and repairs supervisor. Lighting, electrical distribution systems, switchgear, sub panels, and transformers are inspected monthly for proper operation, and ballasts are replaced as needed. Indoor spaces are inspected annually for indoor air quality and health and safety compliance by an external vendor or the environmental supervisor. Fire alarm devices and control equipment are tested quarterly, and fire extinguishers are serviceable annually. Kitchen suppression systems are served biannually, an external vendor or the internal plumbing supervisor conducts flow tests of fire pumps and sprinkler systems, exercises valves, tests flow and tamper switches. Heating, ventilation, and air conditioning equipment is regularly monitored, and steam boilers are cleaned and firesides and watersides, safeties and controls are inspected annually by an external vendor. Custodians also conduct weekly blowdowns to the boiler for regular maintenance. Unit ventilators are inspected, parts are adjusted, greased, and cleaned, and filters are replaced 1-4 times per year. Backflow preventers are tested and inspected by the Boston Water and Sewer Commission, and the plumbing supervisor inspects plumbing fixtures, mixing valves, heaters and systems monthly.

**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.***

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The lack of comprehensive heating, ventilation, and air conditioning systems impacts Taylor students' educational outcomes by affecting air quality and thermal comfort. Public health research shows that temperature, humidity, and air quality in school settings are linked to specific academic indicators like absenteeism, test scores, and ability to concentrate, particularly in communities with high rates of asthma and other respiratory diseases. The student body at the Taylor is 75% Black and 19% Hispanic, and in Boston, pediatric asthma-related hospitalizations are more than 5 times higher for Black and Latino children than for white children. The lack of a modern ventilation system in the Taylor building impacts the overall indoor environmental quality of the facility, directly impacting Taylor students' educational outcomes and perpetuating opportunity gaps. There are no air conditioning units in the Taylor building, because of insufficient electrical capacity. This presents serious challenges to thermal comfort, which impacts students' ability to learn, particularly during warmer months. Windows must remain open to ensure proper ventilation, which can negatively impact temperatures inside the classrooms, therefore impacting students' ability to concentrate.

The limited panel capacity of the electrical service and distribution system also impacts the Taylor's ability to deliver the BPS educational program by limiting students' access to technology. The Taylor does not have a full-service digital media center that would provide students with the computers and other technology that can facilitate the interdisciplinary and exploratory learning that is core to STEM instruction.

The lack of compliance with ADA 2010 Design Standards and the Massachusetts Architectural Access Code in 521 CMR also prevents the Taylor from delivering the District's full educational program by limiting access for students with disabilities, including students with physical disabilities. Students who use wheelchairs are unable to easily access the Taylor building, limiting their enrollment choices within BPS. Moreover, because families who have disabilities cannot fully access the building, the Taylor's facility constraints hinder consistent and authentic family engagement, which is a core practice of effective MTSS and key to the District's instructional goals.

Finally, the roof and building exterior have active water infiltration, directly impacting students' and educators' experience in the classroom, and requiring educators and school staff to divert their attention away from students in order to address urgent building maintenance issues.

**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.***

Replacement and upgrades of the building systems are needed to create a learning environment that is healthy, safe, energy-efficient, resilient, and building code-compliant, meeting BPS' educational needs today and for future generations. Ensuring modern, comprehensive heating, ventilation, and air conditioning systems will allow Shaw students to learn in a comfortable and safe environment, with high indoor air quality to protect and enhance public health. These upgrades will also ensure that the Shaw facility is aligned with the City of Boston's climate action and building decarbonization goals. Upgrading the electrical systems will allow for an expansion of curriculum and enrichment activities, building on the Shaw's experience with technology and engineering to provide students with a wider range of STEM instruction and exploratory learning. Addressing the accessibility issues to ensure full compliance with ADA 2010 Design Guidelines and Massachusetts Architectural Access Code will allow the Shaw to better serve students who use wheelchairs, moving the Shaw closer to the District's commitment to full inclusion in every classroom in every school. Finally, addressing the water infiltration issues will allow students to focus on learning and educators to focus on teaching, improving student outcomes.

**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):**

BPS Facilities Team

**The date of the inspection:** 12/13/2022

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

Boston Public Schools Facilities Department includes licensed plumbers, electricians, mechanical and building system professionals, as well as engineers who monitor, schedule and perform annual testing of all systems within the BPS building inventory. All systems are inspected and repaired on a regular schedule outlined in the BPS Preventative Maintenance Plan.

**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.***

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The Taylor is a multiple-strand school, with programming specifically for inclusive education and multilingual education, as well as a substantially-separate program for students with intellectual impairments. However, the Taylor lacks sufficient space for pull-out services, 1:1 or small group instruction. The Taylor also lacks central gathering spaces, such as an auditorium, full gymnasium, or full-service library and media center, as well as flexible spaces like meeting rooms to facilitate external partnerships and deeper family engagement.

The K0-K1 classroom on the first floor does not have its own sinks or bathrooms, as required by EEC guidance. The Taylor's youngest students must travel to the basement in order to use the bathroom. This also presents a challenge for some older students, who must travel down up to two flights of stairs in order to access the bathroom.

The Taylor's facility constraints create challenges to offering a full range of enrichment programming. The District's education plan calls for elementary schools with art, music, science labs, maker space to support hands-on and STEM or STEAM programs, world language classrooms, a library or media center, a cafeteria with a stage, and a gymnasium. The Taylor's facilities have prevented the school from adopting this full range of programming in line with District curricular standards. For example, the BPS Wellness Policy for physical education requires that all students in grades preK-8 receive at least 45 minutes of weekly physical education instruction, with the aim of 80 minutes weekly. The Taylor does not have a full-service gym to effectively offer physical education instruction.

Similarly the 2018 BPS Arts Education Revised Policy Goals include a minimum of 90 minutes per week of high-quality arts education in elementary schools. The Taylor does not have appropriate space for arts instruction. The current classroom area used for arts instruction does not have a sink, storage, or space to dry or display student work. There is no space to store instruments or support music instruction beyond oral music instruction, with a music specialist traveling around the building using a cart. The science specialist also lacks a dedicated space, but rather travels around the building. Space constraints also prevent the Taylor from offering comprehensive before- and after-school programming.

**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.***

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The Taylor has converted several spaces from their original use in order to provide a fuller range of programming and services to its students. For example, to fit an entire Haitian Creole SEI program, the Taylor has converted a basement space to serve as a 3rd grade classroom, which is well below MSBA square footage standards. Basement spaces have also been converted to be used for special education services, including the speech pathologist, occupational therapist, and physical therapist; math enrichment programming; physical education instruction; and as a library. These spaces are generally too small and not equipped to serve their full purpose; for example, the gymnasium cannot offer a full range of physical education opportunities, such as organized team sports, particularly for the older elementary students. The smallest classroom on the second floor has also been converted to be used as a resource room for pull-out services. To mitigate space constraints, Taylor educators are using any available space to offer 1:1 or small group instruction.

Because the Taylor is using every available space to sustain multiple program strands and related services, there is limited flexible space to support educator collaboration and planning, family engagement, and external partnerships. The District's education plan calls for clustered classroom design with shared commons space to support 21st century education, whenever possible; this arrangement of educational spaces is not possible given the Taylor's facilities and layout. The Taylor is not ADA-compliant, preventing it from effectively serving students who use wheelchairs or have physical disabilities.

**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.***

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The Taylor is a multiple-strand school with several distinct program strands. The Taylor has a similar percentage of students in inclusive settings (9%) as the District-wide average for K-5 (7%), a similar percentage in substantially separate settings (5%, versus 6% for K-5 District-wide), and a similar percentage of English learners (38%) and former English learners (5%) as the District average for K-5 (38% and 5%, respectively).

Even so, in part due to space constraints, the Taylor is unable to effectively serve students with particular disabilities, impacting other elementary schools in the area and across the District. For example, of students living in Southern Dorchester or Mattapan with mild to moderate cognitive limitations, learning disabilities, mild global cognitive limitations, or emotional impairment, only a small proportion (24%, 32%, 15%, and 9%, respectively) are able to attend schools within their own neighborhood. By contrast, nearly half (47%) of general education students living in 02124 or 02126 go to school within their own neighborhood.

Taylor students do not receive physical education, science, library and tier 2 and tier 3 instruction in spaces that are consistent with providing access to instruction aligned to standards. As a result, as Taylor students transition into their next school they start at a disadvantage compared to many of their peers and this has implications for the new school and our system.

**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**


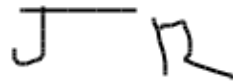
**Superintendent of Schools**

Michelle Wu

Jeri Robinson

Mary Skipper

Mayor



(signature)

(signature)

(signature)

Date

Date

Date

4/14/2023 11:05:03 AM

4/14/2023 9:34:57 AM

4/14/2023 10:32:52 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.