

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 Boston

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

Name of School Pauline Agassiz Shaw Elementary School


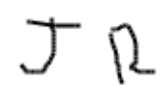

Submission Date 4/14/2023

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)**

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 11:07:22 AM	4/14/2023 9:36:23 AM	4/14/2023 10:38:02 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 Pauline Agassiz Shaw Elementary School

Submission Date 4/14/2023

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? 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? Yes

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 P.A. Shaw School, part of a planned consolidation with the Charles H. Taylor 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 P.A. Shaw was built in 1919; 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: 10 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 10 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 3/1/2017

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 Program 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 11/02-11/14/2023 - City Council Ways & Means Committee hearing on the Order 11/29/2023 - 1st vote by City Council 12/13/2023 - 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

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 P.A. Shaw was built in 1919. The building currently serves students in grades K0 through 4, but will expand to add one 5th grade classroom beginning in SY23-24.

There have been no additions or major renovations to the facility, and most building systems are original to the building and have far exceeded their useful life. The facility was painted in 2005 and had roof repairs in 2003, but has not seen any other major investments in the last 10 years.

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

32706

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 P.A. Shaw is located on a site that is 48,573 square feet, or 1.12 acres, on the north side of Norfolk Street. The school is highly transit-accessible: the MBTA #21 and #26 bus routes are one block away, connecting the school to transit hubs at Codman Square, Ashmont, and Forest Hills, and the Morton Street Commuter Rail station on the Fairmount Line is two blocks away. The MBTA Ashmont station on the Red Line is 1.4 miles away. No other buildings are on the site. There is a small parking lot and a concrete play area to the northeast of the building. The rubberized play surface is small and shows signs of wear and is starting to raise up on the edges. 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 P.A. Shaw is located at 429 Norfolk Street, Dorchester, MA 02124.

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 has a brick veneer exterior and built-up roof, with layers of asphalt between ply sheets. The roof was repaired in 2003. This involved replacing leaky portions of the roof. The most recent façade work was done in 2010, and the BPS Facilities team estimates that the façade would need close to \$1 million in repair costs to be put into good repair. The windows are double-pane and are 13 years old.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 2010

Description of Last Major Repair or Replacement:

The 2010 façade work repaired and repainted ornamental pieces of the façade.

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 roof was repaired in 2003. This involved replacing leaky portions of the roof.

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) 13

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

Windows were replaced in 2010

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 Shaw 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 71 and 19 years old. The boilers are series 28HB Smith Cast Iron Boilers, model #28HE-S/W-09. The radiators and piping are original to the building. The steam system last had work done in 2002, when one of the steam boilers was replaced, including replacing the immediate connections. This did not include replacing or repairing the piping or other related infrastructure. The heating system is past its useful life and requires significant ongoing preventative maintenance.

There is no comprehensive mechanical ventilation system; ventilation works on the dissipation of heat for a natural draft, with open double-pane windows as the primary source of airflow. There is no comprehensive cooling system, but some classrooms do have window air conditioning units, which were installed in School Year 2022-23. There are no unit ventilators.

The building is not sprinklered, and in need of upgrades to its life safety systems, fire alarms, and public address system in order to be compliant with current codes.

The electrical system is GE and has a capacity of 800 amps. The electrical system had panel upgrades in 2014. A comprehensive heating, ventilation, and air conditioning system would require a full electrical upgrade to expand electrical capacity.

The plumbing system is roughly 27 years old. Because of the age of the plumbing, to avoid lead exposure from school drinking water, the Shaw School uses bottled water for students, staff and visitors.

There is no elevator, and the building is not ADA compliant.

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)

The Shaw has a steam heat system, which is scheduled, operated, and monitored remotely by the BPS Planning & Engineering team using an Automatic Temperature Controls system. The system has long exceeded its life expectancy and is energy inefficient

Age of Boiler (number of years since the Boiler was installed or replaced) 71

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

The boilers are series 28HB Smith Cast Iron Boilers, model #28HE-S/W-09. The radiators and piping are original to the building. The steam system last had work done in 2002, when one of the steam boilers was replaced, including replacing the immediate connections. This did not include replacing or repairing the piping or other related infrastructure. The heating system is past its useful life and requires significant ongoing preventative maintenance.

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:

One of the boilers was replaced in 2002, including replacing the immediate connections, but not replacing or repairing the piping or other related infrastructure

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:

Electrical upgrades in 2014 included an expansion of the panel 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).

Current lighting fixtures were replaced about 16 years ago. The lights are dual filament double hung fixtures. 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, vinyl composite tile, and hardwood. The terrazzo has significant cracks throughout the building. Most of the interior is made of drywall, with plaster ceilings. In the 2021-2022 school year, two rooms were identified as needing full flooring updates.

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

Interior doors are wood with steel fire doors in the corridors. Both interior and external doors and smoke doors are in need of upgrades to be compliant with ADA 2010 Design Standards and the Massachusetts Architectural Access Code in 521 CMR, and are considered high priority for upgrades.

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 Shaw currently serves students in grades K0 (for 3-year-olds) through 4. In the 2023-2024 school year, the Shaw plans to eliminate one second grade classroom in order to create space to add one fifth grade classroom, allowing current fourth grade students to continue learning in the building. For SY23-24, the Shaw will have a total of 12 classrooms: one K0/K1 early childhood classroom, two K1 classrooms, two K2 classrooms, two 1st grade classrooms, one 2nd grade classroom, two 3rd grade classrooms, one 4th grade classroom, and one 5th grade classroom. Other than the early childhood classrooms, all other classrooms are general education only.

In general, classrooms are small and lack the ability to create multiple zones to support differentiation. The 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. The Shaw has plans to hire a science specialist for SY23-24, but this educator will be required to rotate throughout the building using a cart, and would not have access to a sink, furniture, or a safe storage space to store materials to be able to do experiments.

Space constraints have prevented the Shaw from moving towards inclusion classrooms, adding programs for multilingual learners, or adding additional services or resources for multilingual learners or students with disabilities. BPS has made a commitment to move every school and every classroom toward inclusive practices, where every student is educated in the least restrictive environment and has access to a full continuum of services. This commitment 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 English Language Arts, math, and multilingual

learners language support, Tier 2 and 3 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. The Shaw's physical constraints create barriers to the effective educator collaboration and family engagement that is foundational to MTSS. The Shaw also does not have space to create dedicated areas for occupational therapy or physical therapy, nor does it have a sensory room to support inclusion for students with sensory issues.

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 Shaw has 12 core classroom spaces, including 11 classrooms for K1-4 and one substantially-separate early childhood classroom for K0/K1 (for 3- and 4-year olds). Classrooms range from 760 to 1,172 square feet, and generally lack adequate storage space. Many have been converted from their initial intended use.

The K0/K1 classroom is on the first floor, and lacks toilets or sinks. The first floor has two single-stall bathrooms used by the K0/K1 students, but the toilets are not sized for kindergarten students. The first floor also has two K1 classrooms, two K2 classrooms, and three classroom spaces that have been converted into a fine arts room, library, and a meeting room primarily used by the school's family liaison for family meetings. Despite creative attempts to build a library, the space is not equipped as a full media center with computers or other technology. In SY23-24, the family liaison will likely be displaced from their current room in order to accommodate Catie's Closet, a nonprofit organization that provides clothes, toiletries, and other essentials to students and families living in poverty. The first floor also has a small office suite for the school leader and school secretary, a small copier room with a conference table, and a staff bathroom.

The second floor currently has two 1st grade classrooms, two 2nd grade classrooms, one 3rd grade classroom, and two 4th grade classrooms. There are also two resource rooms used for English as a Second Language (ESL) pull-out services. The resource rooms are small; ideally, given space constraints, ESL teachers would serve no more than 7-8 students at a time, but to effectively serve the Shaw's student population, ESL teachers are serving up to 13 students at once. Students often participate in ESL pull-out services in a hallway area outside the resource room, which also has a copy machine. ESL services are also provided in other hallways. The second floor also has a nurse's office with a separate bathroom.

The basement level has girls' and boys' bathrooms, an electrical closet, the boiler room and custodian's space, and a storage space. The basement cafeteria can only fit two classes, or about 30-40 students, at a time. While the District has worked to transition back to on-site scratch cooking, the Shaw is unable to cook meals on-site because there is no kitchen space. The basement also has one small classroom area (about 840 square feet) that has been divided in two: one half is used for before and after school programming, with about 15 students using the space at one time; and the other half is occupied by the school social worker, who serves 6-8 students at a time. The social worker's room is too small to incorporate physical activity into the practice. Across the hall, there is a related services room, which is shared by the speech pathologist and school psychologist, and a small, under-utilized teachers' space, which does not allow for teacher collaboration or planning. There is no private space to offer individualized services, with related service providers finding creative solutions to maximize the space; for example, the speech pathologist sometimes uses the room for before and after school programming when it is unoccupied, or otherwise finds space in hallways. Finally, the basement has a former classroom area that is being used 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, particularly for the Shaw's older students. The gym also has exposed pipes with sharp edges close to the floor, which can be dangerous for younger students.

There is a small garden in front of the Shaw, maintained through a partnership with City Sprouts. Outdoor play space is limited, and the play structure behind the building is outdated and unsafe, particularly for the Shaw's

youngest learners. The play area is limited in space, and can only fit 2 classes at a time. The rubberized play surface shows signs of wear and is starting to raise up on the edges.

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 Shaw's enrollment is 187 students. The 2017 SMMA capacity analysis suggests that the Shaw has a total capacity of 182 students. Based on planned programming for SY23-24, the Shaw will have 11 general education classrooms from K1 to grade 5, along with one substantially-separate early childhood classroom. On average, classrooms are currently under-enrolled. However, as the District shifts to full inclusion schools and classrooms, the Shaw will face capacity constraints, as the facility does not have physical space to maintain a double-strand K1-6 school, with separate spaces for pull-out services, specialists, educator collaboration, and family engagement and partnerships. Several classroom spaces in the basement have been converted to be able to offer the types of instruction and support services required to effectively serve the Shaw's student body. For example, basement spaces have been converted to be used as a gym, staff workspace, and rooms for the social worker and related services.

BPS has proposed combining the P. A. Shaw School with the Charles H. Taylor 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 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.

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 P. A. Shaw since the facility was painted in 2005.

Priority 4***Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.***

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, 85% 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 Shaw, but space constraints will prevent the Shaw from being able to offer 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 Shaw 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.

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 Shaw students. Because of under-enrollment at the school, in SY23-24, BPS will be able to create one 5th grade classroom to create a preK-5 pathway for the current students. However, adding this 5th grade classroom is not a sustainable configuration in the long term. Within its current building footprint, the Shaw would be unable to expand to create a preK-6 pathway for its students without eliminating classrooms and becoming a single-strand school. Moreover, as the Shaw transitions to becoming a fully inclusive school, the school will not have the physical space to sustain the programs and services that are foundational to effective MTSS.

To mitigate this problem, in 2022, BPS proposed merging the P.A. Shaw with the Charles H. Taylor School, a preK-6 elementary school 0.6 miles away, for the beginning of SY24-25. The Taylor School program includes an inclusion strand, a substantially separate program for students with intellectual impairments, and Haitian Creole and Multilingual instruction. Combining the two schools would expand access to these programs 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.

Up until this point, the District has prevented overcrowding from increased enrollment by artificially limiting the types of educational programs offered at the Shaw. Because the Shaw essentially only has general education classrooms, many students with disabilities are not able to attend. As BPS fulfills its commitment to implement inclusion—and a continuum of services— in every school, this will no longer be an accepted outcome.

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: 40

Number of lunch seatings per day: 4

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: 8

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

First floor classroom space converted to library

First floor classroom space converted to family liaison office and meeting room

Former classroom converted to classroom for fine arts instruction

Basement space originally for educator collaboration converted to related services room for speech pathologist and school psychologist

Former basement storage area converted to a gym

Former basement room divided in two, with one half used for before- and after-school programming, and the other half used by the school social worker

Former office suite/copy room on second floor converted to resource room for ESL instruction

Second floor room formerly used for before- and after-school programming converted to resource room for ESL instruction

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 students. 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.

The Shaw building is 103 years old. The building's mechanical, electrical and plumbing systems are mostly vintage to the original building construction, and are always in need of increased maintenance and repairs to support their continued operations. The building envelope, facade, roof and windows have received modest repairs and upgrades over the years, and are in adequate condition, but because the building is very old, it does not meet today's educational or community needs.

The roof was repaired in 2003, when leaky portions of the roof were replaced, and windows were replaced in 2010. Given the age of the building envelope, water infiltration is an ongoing threat.

The building is heated by two gas-fired steam boilers, one of which is 71 years old and well past its useful life. When the newer boiler was replaced in 2002, some of the immediate connections were also replaced, but there have been no replacements or major repairs to the piping or other related infrastructure. The steam distribution system is original to the building, and there is no mechanical ventilation system. Educators are directed to keep windows open to ensure proper ventilation and air exchange.

The electrical service and distribution system would need a further expansion of panel capacity in order to accommodate significant new demand, such as from air conditioners, expansion of technology, or other electric systems.

The building is not compliant with ADA 2010 Design Standards or the Massachusetts Architectural Access Code in 521 CMR, and is not accessible for students using wheelchairs. The building also needs upgrades for safety compliance, such as fire alarms, sprinkler/fire suppressions systems, security and camera systems.

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. Back flow 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.

The lack of comprehensive heating, ventilation, and air conditioning systems impacts Shaw 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 Shaw is 60% Black and 33% 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 Shaw building impacts the overall indoor environmental quality of the facility, directly impacting Shaw students' educational outcomes and perpetuating opportunity gaps. In the Shaw, windows must remain open to ensure proper ventilation. This impacts temperatures inside the classrooms, particularly during winter months, therefore impacting students' ability to concentrate.

The limited panel capacity of the electrical service and distribution system also impacts the Shaw's ability to deliver the BPS educational program by limiting students' access to technology. The Shaw 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 Shaw 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 Shaw building, limiting their enrollment choices within BPS. Moreover, because families who have disabilities cannot fully access the building, the Shaw'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.

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. Finally, 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.

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.

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.

Facility and space constraints have prevented the Shaw from creating fully inclusive programs and classrooms, adding additional services or resources for multilingual learners or students with disabilities, or expanding enrichment programming, such as before- and after-school programming.

First, BPS has made a commitment to move every school and every classroom toward inclusive practices, where every student is educated in the least restrictive environment and has access to a full continuum of services. This commitment was formalized in the 2022 Collective Bargaining Agreement with the Boston Teachers Union as well as the 2022 Systemic Improvement Plan. 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. The lack of common gathering spaces makes it difficult for teachers to plan together and collaborate, and also limits full authentic family engagement practices, which are critical to an effective MTSS. These constraints further prevent the Shaw from implementing inclusion in accordance with District priorities.

The building's space constraints and physical layout make it impossible to offer an inclusive education for students in grades K0 through 6, because there is no sufficient space to offer pull-out services or support services to best serve all students in the least restrictive environment and ensure all students have access to high-quality, rigorous Tier 1 instruction. Other than the substantially separate early childhood classroom for grades K0/K1, the Shaw has only general education classrooms. Moreover, most of the students from the substantially separate K0/K1 classroom cannot continue learning at the Shaw beyond K1, because there is no space to offer the programming they need, and must transfer into other schools. This goes against the District's commitment to full inclusion and goal of creating preK-6 pathways to minimize student transitions.

The Shaw is also not physically set up to effectively serve students with a variety of disabilities, preventing the Shaw from implementing inclusion in accordance with District-wide priorities. For example, the Shaw is not compliant with ADA 2010 Design Standards or the Massachusetts Architectural Access Code in 521 CMR, and cannot effectively serve students who use wheelchairs or have physical disabilities. The Shaw also does not have space to create dedicated areas for occupational therapy or physical therapy, nor does it have a sensory room to support inclusion for students with sensory issues. There are limited breakout spaces for small groups to facilitate project-based learning, differentiated learning, or de-escalation.

Second, the Shaw's facility constraints hinder the school's ability to adequately serve English language learners. The resource rooms currently used for ESL instruction are small and increasingly crowded, as the Shaw's population of multilingual learners has grown. The ESL rooms lack private space for individualized instruction or pull-out services; as a result, students frequently receive ESL instruction in the copy room or in the hallways. In 2022, BPS finalized its Office of Multilingual and Multicultural Education (OMME) Strategic Plan, which calls for an increase in additive language programming, such as bilingual programs. Effective bilingual education requires breakout space for 1:1 or small group instruction to provide ESL services in accordance with the student's ELD level. These spaces are very limited at the Shaw, which limits the Shaw's ability to effectively serve a growing number of multilingual students. The Shaw student population would benefit from an additional ESL teacher, but there is not adequate space for another teacher.

Third, the Shaw'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 Shaw'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 Shaw 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. Though the Shaw has a classroom space used for arts education, the lack of storage space and other space constraints constrain the variety and depth of arts instruction offered. Space constraints also prevent the Shaw 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.

Because of space constraints that prevent the Shaw from offering the full educational program desired for all BPS elementary schools, the Shaw offers only general education classrooms, limiting the number of students with disabilities that the Shaw is able to serve. The Shaw student body is 94% general education, well above the District average of 74%. The vast majority (92%) of Shaw students have no Individual Education Plan (IEP), compared to 84% of K-5 students District-wide. The Shaw's student body has a smaller percentage of English learners and former English learners (30%) than the District's K-5 average (43%).

As BPS moves towards offering full inclusion in every school and every classroom, the Shaw will be unable to fully adapt its educational program due in part to space constraints. Combining the Shaw with the Taylor School beginning in SY23-24 will support the Shaw in expanding inclusive education, including by freeing up physical space to use for educator collaboration, family engagement, and related services. However, space constraints will continue to make it challenging for a combined Shaw-Taylor School to offer a full continuum of programming and services for students with disabilities. 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 Shaw's facilities and layout. The Shaw is not compliant with ADA 2010 Design Standards and the Massachusetts Architectural Access Code in 521 CMR, preventing it from effectively serving students who use wheelchairs or have physical disabilities.

To effectively serve English language learners, despite space constraints, the Shaw has converted former classroom spaces to be used as resource rooms for ESL instruction. In these rooms, ESL teachers work with groups of up to 13 students at a time, offering ESL instruction depending on the students' ELD level. Ideally, these educators would serve no more than 7-8 students at a time. To mitigate space constraints, ESL instructors use any space available to offer 1:1 or small group instruction, including the copy room and the hallways.

The Shaw has also converted several spaces in the basement and first floor to provide individualized services and supports, such as a speech pathologist, social worker, school psychologist, and family liaison. These services have supported the Shaw in effectively serving its diverse student body, but because the Shaw is using every available space, it is unable to expand to serve a preK-6 student body without eliminating classrooms and becoming a fully single-strand school.

The basement also has a room that has been converted to offer physical education instruction. However, this makeshift gym is too small to offer a full range of physical education opportunities, such as organized team sports, particularly for the older elementary students. It also has exposed pipes with sharp edges close to the floor, which can be dangerous for younger students.

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.


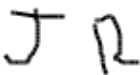

The Shaw's physical limitations prevent the Shaw from offering the full inclusive educational program that BPS desires for all its elementary schools. Because of this, the Shaw is limited in which students it is able to serve – with broader effects on the entire neighborhood and District. In particular, many students with disabilities and multilingual students are unable to attend the Shaw because of programmatic limitations. Many of these students are therefore assigned to schools outside their own neighborhoods because of limited seat availability in Dorchester/Mattapan. For example, there are 981 elementary school students with disabilities living in 02124 (Southern Dorchester) or 02126 (Mattapan) who attend inclusive schools; nearly half of these students (481, or 49%) are assigned to schools outside Southern Dorchester or Mattapan, 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. As BPS works to become a fully inclusive district, the Shaw's facilities and subsequent programmatic limitations lead to an overconcentration of students with disabilities at other schools.

Shaw 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 Shaw 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
		
(signature)	(signature)	(signature)
Date	Date	Date
4/14/2023 11:07:22 AM	4/14/2023 9:36:23 AM	4/14/2023 10:38:02 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.