

# Innovations in Education

## **OVERVIEW**

Thanks to the strong support of the Mayor, City Council, and School Committee, and effective Superintendent leadership, the Boston Public Schools (BPS) has made considerable progress over the past sixteen years. To provide students with a successful beginning to their educational careers, the district has prioritized early childhood education, including the opening of new early education centers and full-day kindergarten for four- and five-year-olds. To prepare older students for college and career success, Boston has reorganized many of its high schools into smaller, more personalized learning environments. In recognition of its great strides in public education, in 2006, the district won the distinguished Broad Prize for Urban Education, the highest national award presented to a big city school district.

Since her appointment as Superintendent of the Boston Public Schools in August 2007, Dr. Carol R. Johnson has developed an ambitious agenda for the next chapter in the Boston Public Schools' history. Dr. Johnson is committed to eliminating achievement and access gaps by creating and expanding opportunities for all students. In January 2008, she presented to the Boston School Committee and the community an "Acceleration Agenda" that outlined key priorities for ensuring the success of all children, as well as a reorganization of the district's central offices to strengthen academic supports for schools. Superintendent Johnson's Acceleration Agenda focuses on achieving excellence for all student groups by addressing the persistent achievement gaps across race, gender and special needs populations and turning the tide on the dropout crisis.

### ***BPS Operating Budget***

The Boston Public Schools developed its FY10 budget as the U.S. economy took a sharp turn for the worse. With budgets shrinking in city

governments across the nation, the Boston Public Schools faced a difficult task – to advance its academic priorities even during a deep economic recession. For the first time in many years, the Boston Public Schools' general fund appropriation will decrease from the prior year.

The Boston Public Schools' FY10 budget, totaling \$817.1 million, represents a \$16.2 million decrease from the FY09 appropriation. In crafting this budget, every effort has been made to preserve classroom teachers and further the Acceleration Agenda. However, this budget does include layoffs. While the majority of layoffs are in non-classroom positions, as of late June, 74 teacher layoffs and 129 instructional aide layoffs are projected to occur.

Still, the FY10 budget takes several steps forward in furthering the Acceleration Agenda. These include:

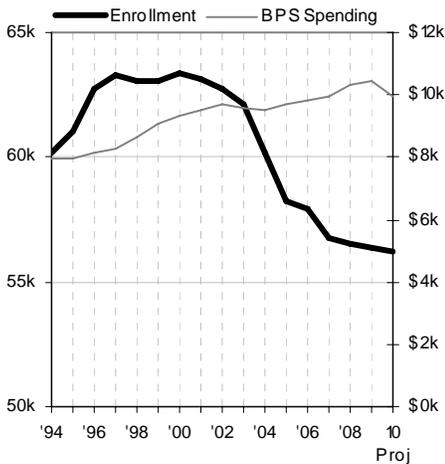
- Opening new or expanded K-8 programs as the Beethoven and Ohrenberger merge, as the Higginson moves to the Lewis, as the Garfield and Hamilton relocate to the Edison, and as the Dickerman moves to the King;
- Introducing five new or expanded pilot schools in FY10;
- Supporting English Language Learners through the recently opened Newcomers Academy, a preparatory program for high school students who arrive in Boston with limited English skills and often interrupted schooling in their home country; and
- Expanding Boston International High School, which serves English Language Learners from forty-eight countries.

In addition to support for Acceleration Agenda goals in the operating budget, funding from the federal American Recovery and Reinvestment Act (ARRA) will allow the Boston Public Schools to make strategic investments to improve student achievement and reduce costs over the long term.

**BPS STUDENTS**

**Student Enrollment**

As of January 2009, 56,385 students were enrolled in the Boston Public Schools. This enrollment level represents a decrease of 139 students from the 56,524 students enrolled in January 2008. The January 2008 enrollment represents a decrease of about 11% (6,970 students) from the most recent enrollment peak of 63,355 reached in December 1999 (See Figure 1).



**BPS Enrollment and per Student Spending**  
 FY94 - FY10 adjusted to 2000 dollars  
 Figure 1

The enrollment projection of 56,210 students in FY10 anticipates a 0.3% decrease from the FY09 enrollment overall. The Boston Public Schools projects a 0.1% decrease in the number of regular education students from the actual enrollment level in January 2009. Special education enrollment is expected to increase by about 0.6% from the January 2009 enrollment level. Bilingual education/Sheltered English Instruction (SEI) enrollment is projected to decrease by about 2.7% from the January 2009 level.

Student enrollment is a key factor in the Boston Public Schools budget. During the budgeting process, BPS projects enrollment levels for each program, grade, and school. The projected enrollment at each school for the upcoming school year then determines the allocation of resources at the school level.

**Student Diversity**

The BPS student population is racially and ethnically diverse. In FY09, the student body was 39% Black, 37% Hispanic, 13% White, 9% Asian, 2% multi-racial, non-Hispanic, and less than 1% other. 72% of BPS students are eligible to receive free and reduced-price meals in school (62% free, 10% reduced).

The Boston Public Schools seeks to ensure equal educational opportunities and prevent discrimination and inequalities based on racial, ethnic, or socio-economic status, gender, sexual orientation, or any other reasons.

**PROGRAMS AND SERVICES**

Currently, 79.1% of Boston Public Schools students are in regular education programs (including vocational and advanced work, and mainstream special education), 10.7% are in bilingual education, and 10.2% are in substantially separate special education programs.

**Regular Education**

Regular education programs at the Boston Public Schools include grades 1 through 12, kindergarten, and early learning opportunities. BPS programs range from early learning to high school programs, from classical education to technology, and from advanced work classes to remedial and alternative education. In addition, adult basic education and evening high school programs are available for Boston's adult population.

**English Language Learners**

The Boston Public Schools, through its Office of Language Learning and Support Services (OLLSS), ensures that English Language Learners (ELL)/Limited English Proficient (LEP) students acquire proficiency in English while achieving the same standards as their fluent English-speaking peers. There are approximately 11,000 ELL/LEP students in the Boston Public Schools. In educating ELLs, Boston Public Schools identifies those children who qualify for ELL services and explains program options to their families. Families then choose the program they believe will best meet their child's educational needs. These programs include Sheltered English Immersion programs, Two-Way Immersion, and Transitional

Bilingual Education. (Families may also opt out of an assignment to an ELL program.) All ELL programs provide access to the same rigorous curriculum that students in general education receive.

The Parthenon report on strategies for off-track youth issued in 2007 found that ELLs who enter the Boston Public Schools for the first time during high school are at high risk of dropping out of school before graduation. To address the needs of these students, the Boston Public Schools recently opened the Newcomers Academy. The Newcomers Academy is a transitional program to help prepare ELLs aged fourteen to eighteen years for successful entry into a diploma-granting high school. In addition, in FY10 the Boston Public Schools is expanding enrollment at the Boston International High School, a school for ELLs that currently serves students from forty-eight countries.

In addition to providing these new and expanded programs, the Boston Public Schools plans to use funds from the American Recovery and Reinvestment Act to make investments that will close the access and achievement gaps for ELLs across the district. BPS will use this funding to buy English Language Development materials and assessments needed for effective instruction. In addition, BPS will add fourteen ESL specialists and teachers using ARRA funds.

#### **Special Education**

The Boston Public Schools provides special education services in both public schools and special education private schools to approximately 11,450 students. In keeping with BPS's goal to enable all students to achieve high standards, BPS's special education services are geared towards mitigating barriers to teaching and learning so that all students can reach citywide learning standards, graduate from high school, have the tools to choose post-secondary education and/or employment, and contribute to the community. All special education services are provided in accordance with the Individuals with Disabilities Education Act (IDEA), Massachusetts State Regulations (CMR 28), and Boston School Committee policies.

Special education teachers work with students with disabilities to meet the goals and objectives

specified in their Individualized Educational Plans (IEPs). Speech and language pathologists, occupational therapists, adaptive physical education teachers, and other specialists also provide services as determined through the IEP process.

BPS strives to provide appropriate services to students with disabilities and to serve more students within regular education settings. While many special education students receive instruction in regular education classrooms and resource rooms, approximately 45% of students with disabilities are educated in substantially separate settings to successfully meet their special education needs.

In addition to in-district placements in mainstream or substantially separate placements, BPS is responsible for the educational services of approximately 410 students in out-of-district placements. Students receive out-of-district placements when it is determined that their needs cannot be met in a public school setting, and that a private day school or private residential school is required to meet their educational goals and objectives. BPS is currently fully or partly responsible for paying for services for most of these students at an average cost of \$59,533 per year. Tuition rates are established by the Commonwealth of Massachusetts Rate Setting Commission.

In FY10, the Boston Public Schools will make strategic investments using ARRA funds to increase inclusionary models and practices in schools, reduce disproportionately high special education referrals and implement an in-class autism service model. These investments will improve the quality of education for special needs students and decrease costs over the long term.

#### **Student/School Support Services**

Students in all programs take advantage of a wide range of support services in the schools. These support services create a continuum of support for students with and without disabilities. BPS provides prevention services focused on improving school climate and increasing staff capacity to deal with a broad range of issues, direct services provided to students either in groups or individually, and crisis services. BPS collaborates with human services and community agencies to supplement the support services BPS offers.

## **ALTERNATIVE SCHOOL DESIGNS**

### ***Pilot Schools***

Innovation is essential to continuous school improvement. In recognition of this fact, BPS and the Boston Teachers Union (BTU) collaborated in 1994 to create pilot schools that could serve as laboratories for innovative ideas in quality instruction. Pilot schools, exempt from the BTU contract and School Committee rules and regulations, can test innovative educational ideas that can later be introduced to the entire BPS community. In February 2006, BPS and the BTU agreed to significantly expand the number of pilot schools over the next few years.

Pilot school students' test scores on national and state tests have shown consistent improvement. Reports by the Center for Collaborative Education have suggested that the flexibility pilot schools have been given with regard to budget, staffing and scheduling has had a positive impact on instruction, the educational environment, post-secondary outcomes and most importantly, student achievement.

As of FY10, twenty-two pilot schools will be in operation, serving an estimated 7,358 students, or 13% of Boston Public Schools students. These pilot schools were created through a request for proposals process.

Boston's existing pilot schools include: Fenway High School, Young Achievers Science and Math K-8 School, Lyndon K-8 School, Greater Egleston Community High School, Mission Hill K-8 School, The Harbor School, New Mission High School, Boston Arts Academy, Quincy Upper School, TechBoston Academy, Boston Community Leadership Academy, Orchard Gardens K-8 School, Frederick Pilot Middle School, Another Course to College, Lee Academy, Mason Elementary School, Baldwin Early Learning Center, and Gardner Extended Services School. In addition, the English High School is a Commonwealth Pilot School.

In addition to these existing pilot schools, in FY10 the Boston Public Schools will introduce five new or expanded pilot schools. TechBoston Academy will expand from its current high school format to a grade 6-12 program. The Young Achievers K-8, an existing pilot school, will relocate and expand in its new location in the Lewenberg building. The

new BTU Pilot K-8 will open in the Parkman building, formerly occupied by the Young Achievers. Meanwhile, the Haley Elementary will convert to a pilot school, and the Mary Lyons will expand from its current K-8 model to a K-12 model as a pilot school for grades 9-12, providing an additional opportunity for special needs high school students.

### ***Horace Mann Charter Schools***

The City of Boston has two Horace Mann charter schools that will serve an estimated 570 students in FY10. These schools, the Health Careers Academy and the Boston Day and Evening Academy, were originally founded as pilot schools and were designated as Horace Mann charter schools in 1999.

A Horace Mann charter school represents all or part of a public school operated under a formal charter approved by the local school committee and local bargaining agent and granted by the Commonwealth of Massachusetts. Charters are granted for five years and are renewable. Charter schools must comply with state regulations on testing and assessments, and must measure their progress against the goals specified in their charter and produce a formal annual report. In addition, site visits are used to assess each charter school's progress.

Horace Mann charter schools submit a budget request to the Superintendent and School Committee each year. The cost of Horace Mann charter schools is included in the BPS operating budget. In accordance with the Massachusetts law governing charter schools, a Horace Mann charter school's budget allocation must be consistent with the allocation to other public schools in the district.

### ***Commonwealth Charter Schools***

In accordance with the Education Reform Act of 1993, Commonwealth charter schools are public schools established by charters granted by the Board of Education independent of local school committees. Commonwealth charter schools differ from pilot schools and Horace Mann charter schools in that the granting of their charters does not require the approval of the local school committee or school unions, and they do not

submit an annual budget request to the local school committee. The sending district of the student attending the Commonwealth charter school bears the cost of their education. Tuition costs for charter school students who live in Boston are paid by the City of Boston through a state assessment separate from the BPS operating budget.

In FY09, approximately 5,025 Boston students attended Commonwealth charter schools. In FY10, enrollment of Boston students in charter schools is expected to increase to approximately 5,264. (*For more information on charter school funding, see Revenue Estimates and Analysis*)

### **EXTERNAL RESOURCES**

External funds are critical to the success of the Boston Public Schools. They are targeted for specific purposes that enhance teaching and learning and are part of a strategic all-funds approach to budgeting. External funds are provided through formula grants (called entitlements), competitive grants, reimbursement accounts, and other grants, primarily from state and federal sources. BPS expects to receive \$151.5 million in external funds in FY10, an amount equal to 15.6% of its all-funds budget excluding capital funds. The FY10 budget for external funds represents an increase of approximately \$13.4 million or 9.7% from the FY09 budget. At the time of this writing, BPS was in the process of applying for grants that may be awarded for FY10, but are not yet guaranteed. As a result, the FY10 external funds estimate is likely understated.

#### ***Federal Aid***

Federal and state aid to the Boston Public Schools has varied over the past few fiscal years. The Boston Public Schools' level of federal funding dropped in FY04 when the federal government began using 2000 Census figures in aid formulas, rose in FY05, and leveled off in FY06. Federal aid dropped in FY07 and FY08 due to cuts in federal education program budgets. In FY09, federal aid to Boston's schools increased slightly.

The Boston Public Schools' primary source of federal education funding is the No Child Left Behind Act (NCLB). NCLB, established during the

cyclical reauthorization of the Elementary and Secondary Education Act (ESEA) in 2002, promises resources geared toward improving the quality of education for every child. NCLB funds come with substantial new programmatic requirements including targeting of disadvantaged students, greater choice for parents, flexibility for states and districts, accountability, and scientifically-based instructional strategies and academic content. NCLB now contains all of the federal formula grants except for those pertaining to students with disabilities.

Funding for students with disabilities is provided through another major source of federal funding, the Individuals with Disabilities Education Act. This funding serves as a revenue source for the district's comprehensive special education program.

#### ***American Reinvestment and Recovery Act***

In FY10, Boston Public Schools will receive approximately \$31.5 million additional federal funds appropriated through the American Reinvestment and Recovery Act (ARRA). These funds will be distributed through Title I and IDEA grants. The Boston Public Schools plans to use over half of this funding to ensure that classrooms are adequately staffed with teachers and teachers' aides. The remaining funds will be used to make strategic investments to improve academic achievement for all while reducing long-term costs. These strategic investments include:

- Providing teachers and schools with the right tools to monitor student attendance and truancy;
- Purchasing computer equipment and assistive technology and providing professional development so that more special education students, including students with autism, can receive instruction in an inclusion setting;
- Buying equipment and software to enable schools to more effectively intervene with struggling students before they are referred to special education;
- Purchasing core literacy materials so that all students are reading to learn by the end of grade three, and providing professional development in literacy for teachers; and

- Acquiring English Language Development materials and an assessment system and providing professional development to provide greater access to high-quality instruction for English Language Learners.

### State Aid

The primary source of state aid to schools is Chapter 70 education aid. (Note: This funding is not included in the BPS external resources total as it is normally distributed as direct general fund revenue to the City.) The state began distributing dedicated education aid after the enactment of the state’s comprehensive school reform law, the Education Reform Act of 1993. The City received \$210.5 million in Chapter 70 education aid in FY07, and \$215.8 million in FY08. The City expects to receive \$221.4 million in FY09, and has assumed a reduction to \$217.0 million in FY10. In FY09, \$221.4 million in Chapter 70 general fund revenue was budgeted. The state reduced that amount by \$23.3 million mid-year and offset the reduction with a \$23.3 million grant from the State’s ARRA funds.

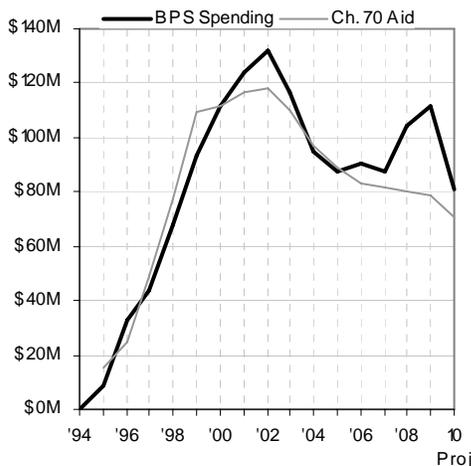
The school funding system in Massachusetts includes a mandated local level of spending (local contribution), state aid to support a minimum level of spending or “foundation budget,” and establishes required annual local spending increases (municipal revenue growth factor). The City has consistently met these requirements, and contributed beyond the level of funding required. (See Figure 2 for changes in school spending and Chapter 70 aid levels.)

Additionally, the state provides important aid to mitigate the financial costs of educating students with disabilities. With “circuit breaker” reimbursements, the state shares the cost of educating students with disabilities once the cost to educate those students exceeds a threshold amount. “Circuit breaker” aid was enacted in 2000 and implemented in 2004.

Prior to FY05 the Commonwealth provided annual funds to offset the cost of school transportation. The City received \$9.1 million in FY04 for the cost of student transportation, a cost that has since been absorbed by the City.

The Boston Public Schools has not yet been awarded FY10 funding from the state stabilization

funds made available through ARRA, and will be working closely with Secretary Paul Reville and Commissioner Mitchell Chester to maximize funding opportunities for Boston.



**Cumulative Change in BPS Spending & Chapter 70 Aid**  
 FY94-FY10 Adjusted to 2000 dollars

Figure 2

*(Please see the Revenue Estimates Section for more detail on school aid.)*

### Private Partnerships

The Boston Public Schools, in collaboration with several non-profit partners, has been very successful in leveraging grants and donations from private foundations, corporations, and occasionally individuals to support its educational mission. In FY10, BPS will benefit from major grants from foundations as well as partnerships with local organizations.

In 2008, an Arts Expansion Fund was created by BPS and EdVestors through which schools can apply for grants to enhance arts programming. The goal is to distribute at least \$1.5 million over three years for this purpose.

A number of funders will provide support in FY10 for two programs that help prepare young children and their families for the transition to kindergarten - Countdown to Kindergarten, a program that helps families transition to kindergarten, and Play to Learn groups that prepare students for learning through educational play. These funders include The Bank of New York Mellon (\$58,000), Children’s Hospital (\$48,000), and the Lindey Foundation (\$45,000).

To support college readiness, the Boston Foundation has provided \$108,000 to support the establishment of a College Readiness Coordinator position. \$125,000 is expected from the Hyams Foundation to support a credit recovery program. This program will serve students who have passed the MCAS but need to complete additional courses in order to graduate.

The Barr Foundation, the Nellie Mae Foundation and the Stone Foundation are contributing over \$475k in private funds to support early childhood education in FY09 and FY10. Funding will support K2 curriculum development, curriculum alignment across grades K1-3, and development of school readiness measures.

BPS has a long-running tradition of working with numerous independent organizations to help bring additional resources, expertise and guidance to Boston's youth and BPS students in particular. BPS seeks to have each school build a partnership not only with a college or university, but also with a business or foundation, arts or cultural organization, and health or human services provider. Through the Step-Up program, five area universities have made a commitment of resources totaling \$10 million over five years. These resources will be used to support underperforming schools.

The Boston Public Schools will receive financial and in-kind contributions from several local organizations in FY10. In addition to acting as fiscal agent for the Gates grants, the non-profit Boston Educational Development Foundation (BEDF) serves as a fiscal agent for relatively small donations awarded to individual schools by corporate partners, foundations, or individual donors. As of March 31, 2009, BEDF's non-Gates Foundation fundraising totaled \$7,764,500.

## **PERFORMANCE INDICATORS AND STANDARDS**

### **Overview**

BPS has been evaluating its progress using measurable outcomes for a number of years. Through a collaborative process that involved the Superintendent and School Committee, BPS has developed and refined performance indicators and standards to promote continuous improvement in teaching and learning in every classroom and every school. Federal and state funding guidelines

also require BPS to track student progress. Changes in federal and state law over the past several years have changed the district's role with respect to accountability. (*Performance Indicator & Standards data can be found in the Education chapter in Volume 2 of the City of Boston FY10 Budget.*)

Under the No Child Left Behind Act (NCLB), federal regulations define the specific criteria for which schools will be held accountable, and on which sanctions and/or rewards are based. NCLB requires that states set standards for achievement and implement testing for students to see whether those standards are being attained, not only by the population as a whole, but also by student subgroups. Subgroups include students with disabilities, students with limited English proficiency, and students from all major ethnic and racial groups. At the state level, a provision in the Massachusetts Education Reform Act of 1993 stipulated that all students from the class of 2003 forward must pass the Massachusetts Comprehensive Assessment System (MCAS) in order to receive a high school diploma.

Following are descriptions of the performance indicators that BPS currently uses in accordance with federal and state law.

### **Adequate Yearly Progress**

Adequate Yearly Progress (AYP) is the amount of improvement toward student proficiency that a school or district must demonstrate each year, on average, to close performance gaps and have all students performing at proficient or advanced levels in English language arts and mathematics by 2014. AYP is determined separately for English language arts and mathematics.

The amount of progress that is deemed to be "adequate" depends on a school's or district's performance level relative to state performance targets for each rating cycle, and the extent to which a school has improved relative to its baseline for that rating period. Previously, a rating cycle represented a two-year period over which MCAS performance was averaged. Beginning in 2007, improvement is determined in a yearly cycle; i.e., current performance is compared to that of the prior year. In 2008, a school can meet AYP if:

- Performance is at or above the State Performance Target (composite performance

index of 76.5 or higher for mathematics; 85.4 or higher for English Language Arts) or

- The school meets or exceeds the Improvement Target for all students overall and for all subgroups.

### ***MCAS Tests: Distributions***

The Massachusetts Comprehensive Assessment System (MCAS) is a statewide standardized test that measures student performance and serves to seek educational accountability from their respective school systems. MCAS data present the percentages of students at each school that fall into each of the four MCAS Performance Levels. Level 1 denotes “failing,” Level 2 denotes “needs improvement,” Level 3 denotes “proficient,” and Level 4 denotes “advanced.”

In the analyses of MCAS scores, percentages are based on the total number of students required to take the test. This includes regular education students, students with disabilities tested with standard accommodations, and limited English proficient (LEP) students. BPS expects that the percentage of students in Level 1 will continuously decrease and the percentages of students in Levels 3 and 4 will increase.

### ***Daily Student Attendance***

Student attendance is an indicator of student exposure to school instruction. It is calculated as the average daily attendance divided by the average daily membership based on data provided by each school to the Records Management Unit. High rates of student attendance are a basic requirement underlying school effectiveness. BPS expects student attendance to continuously improve.

### ***Dropouts***

The dropout rate is regarded as a significant indicator of a school’s effectiveness. According to state guidelines established in FY92, students in grades 6-12 are counted as dropouts if they leave school during the year from July 1 to June 30 for any reason other than transfer, graduation, death, or expulsion with an option to return. BPS expects the dropout rate to continuously decline.

## ***FORMAL BUDGET PROCEDURES***

### ***Governance***

The seven-member Boston School Committee is appointed by the Mayor to staggered appointment terms and serves as the policy-making body of the Boston Public Schools. This structure was affirmed by the voters of the City of Boston in a referendum held in November 1996. The School Committee appoints a Superintendent who serves as the chief executive officer of the Boston Public Schools. The Superintendent, who is responsible for the management and supervision of the public schools, reports directly to the School Committee and also serves as a member of the Mayor’s cabinet. At each school, site councils, consisting of the building administrator, parents, teachers, representatives from collaborating institutions, and a student (at the high school level), assist principals and headmasters in decision-making processes.

### ***The Operating Budget Process***

The operating budget serves as the financial plan for carrying out the educational mission of the school system. The operating budget is developed in accordance with the goals and objectives approved by the School Committee and with extensive input from principals, headmasters, school site councils, the Superintendent’s leadership team, and the larger school community. The budget reflects the goals that the BPS community seeks to achieve during the next fiscal year.

The public school operating budget is developed under the following statutory schedule:

- The Superintendent is required to submit to the School Committee a proposed budget for the next fiscal year by the first Wednesday in February.
- The School Committee is required to submit to the Mayor estimates of the next fiscal year’s operating budget by the fourth Wednesday in February.
- The School Committee is required to take “definite action” on the proposed budget by the fourth Wednesday in March. The School Committee may adopt, reject, reduce, or increase any item in the Superintendent’s

recommended operating budget. If the School Committee fails to take action on the Superintendent's recommended operating budget by the fourth Wednesday in March, the budget recommended by the Superintendent is automatically and officially approved.

- After School Committee approval of the next fiscal year's annual budget, the Superintendent submits the budget to the Mayor who may approve or reduce the total recommended budget, but who may not allocate among expenditures.
- The Mayor must submit the school's operating budget to the City Council for appropriation on or before the second Wednesday in April.
- The City Council shall vote on the total amount of the appropriations requested by the Mayor, but neither the Mayor nor City Council shall allocate the appropriations among accounts.

### ***CAPITAL IMPROVEMENTS***

The City's capital planning process supports the Mayor's commitment to education and youth achievement in all neighborhoods across the city. The goals of the capital plan are to ensure that Boston's educational facilities are equipped to meet the needs of the City's families. Capital expenditures for schools between FY04 and FY08 totaled \$217.5 million. FY09 capital expenditures for schools are estimated at \$44.5 million.

The FY10-14 capital plan includes \$201.6 million for school facilities. In FY10, \$16.5 million in new authorization is proposed. The proposed capital plan includes the following:

- Renovations at eleven schools to accommodate the Superintendent's Pathways to Excellence school reorganization plan;
- Renovations to the Martin Luther King School to include an elevator, digital direct control HVAC systems, exterior paving and bathroom upgrades;
- Renovation of the Roosevelt School building in Hyde Park to form an expanded K-8 program with the Hemenway School;

- Major facility upgrades to roofs, masonry, HVAC systems and windows to provide healthier and more efficient schools;
- Accreditation repairs at the O'Bryant; and
- Construction of three new schoolyards and maintaining equipment installed during prior projects in continued support of the Schoolyard Initiative.

In addition to these highlights, the FY10-FY14 capital plan includes additional maintenance projects for fire alarm replacement, classroom renovations and other internal/external repairs at schools across the City. Project-level detail on capital expenditures can be found in the Education section of Volume 2 of the FY10 Budget.

Capital investment in high schools has resulted in all schools either maintaining or improving their accreditation status over the past year.

The School Building Assistance (SBA) program, administered by the Massachusetts School Building Authority, is an important revenue source for school renovation and construction. The SBA program reimburses municipalities for some of the costs associated with these capital projects. Statements of Interest for funding major renovations of several schools have been submitted to the SBA for evaluation. For the period FY10-14 total payments from the state are estimated at \$51.3 million.

