Newport Public Schools
One Newport

Colleen Burns Jermain, Ed.D.
Superintendent of Schools
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September 3, 2019

Mayor Jamie Bova and
Members of the Newport City Council
City of Newport
43 Broadway
Newport, Rhode Island 02840

Re: RIDE Stage I application

Dear Mayor Bova:

On behalf of the Newport School Department, I am requesting that the Stage I application for submission to the Rhode Island Department of Education be placed on the September 11, 2019 City Council agenda for consideration and approval. The final draft report is available for the City Council to review at https://studiojaed.sharefile.com/d-s3c7885d071d4b949 . I appreciate the City Council's support and assistance in this initiative.

Sincerely,

Colleen Burns Jermain, Ed.D.
Superintendent of Schools

cc: Newport School Committee
Newport City Council
Joseph J. Nicholson, Jr., City Manager

THE CITY OF NEWPORT

RESOLUTION

OF THE

COUNCIL

No. .....

RESOLVED: the City Council hereby approves submission of the RIDE Stage 1 application for the Newport School Department and the Mayor is authorized to sign any necessary documents in connection therewith.

IN COUNCIL
READ AND PASSED

_____
Laura C. Swistak
City Clerk

Newport Public Schools

RIDE Stage 1

September 16, 2019

STUDIO JAED

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Statement of Interest and Project Justification

Statement of Interest and Project Justification

District Overview

Newport, RI is a seaside New England City on Aquidneck Island. Although it is known for its tourism, mansions, and beaches, Newport serves and supports a diverse community with many needs. Newport remains an active small city with many different career options available to its residents. The Newport Public Schools are committed to fostering an educational community that supports both college and career readiness.

Acknowledgements

The City of Newport, Newport School Committee, and School Building Committee have participated in on-going discussions regarding the future of Newport Public Schools. While there are many thoughts that have been brought to the table, the following individuals should be thanked for their participation in the process:

Newport City Council
Angela McCalla,
Lynn Underwood Ceglie
Susan D. Taylor (Vice Chair)
Mayor Jamie Bova
Justin S. McLaughlin
Jeanne-Marie Napolitano
Kathryn E. Leonard

Newport School Committee
Louisa Boatwright
Rebecca Bolan
Aida G, Neary (Vice Chairperson)
Raymond E. Gomes (Chairperson)
Sandra J. Flowers, Ph.D.
Kathleen Silvia
Robert J. Leary

School Building Committee
Mayor Jamie Bova
Superintendent Colleen Jermain, Ed.D.
Raymond Gomes
Louisa Boatwright (Co-Chair)
Rebecca Bolan (Co-Chair)
William Riccio
Thomas Harrop
Joseph Nicholson, Jr.
Jared Vance
Robert Young
Richard "Jim" Nolan
Spencer McCombe
William Kimes
Jessica Rosa
Brian Rochelle
Brian Russell

Newport Schools

In the School Year 2018-2019, Newport Public Schools served 2158 students in grades PreK to 12.

Currently, PreK students are leasing space at the John F. Kennedy School in Middletown. The lease is expiring in the spring of 2020 and the district needs to find new space for these students.

Grades K-4 attend Claiborne Pell Elementary located at 35 Dexter Avenue which opened in 2013. Pell is in excellent condition however it is at capacity and demographic forecasts indicate that the enrollment will increase over the next 10 years.

Grades 5-8 attend Frank E. Thompson Middle School located at 55 Broadway (originally the Townsend building) which was constructed in 1903. In 2002 a large addition was added and the Townsend historic building underwent significant renovation. Thompson Middle School is in fair condition and has some Priority 2 deficiencies, and it is also currently over capacity to allow for team teaching.

William S. Rogers High School was opened at 15 Wickham Road in 1957 after the previous location in downtown Newport's Townsend building was unable to support the growing enrollment. The school, serving grades 9-12, was designed in the California style with isolated small classroom buildings sweeping across the landscape connected by glass and steel corridors. In 1968, the Career and Technical Education (CTE)/vocational building was added to provide space for the Newport Area Career and Technical High School (NACTC) which was established in 1966.

Today, Newport Public Schools operates the NACTC as an in-district CTE program which students from Newport, Middletown, Little Compton, Portsmouth, Tiverton and other local communities can send their students to obtain skills and a diploma in support of college or career.

The city of Newport has invested modestly into its facilities over the past years. At Rogers, $1.2M was invested on roof and truss work for the cafeteria building. Last year, utility trench work and road patching was also completed. Additionally, a water main break necessitated emergency repairs to domestic water service as well as replacing some sanitary piping and venting. No investments have been made at the Thompson or Pell facilities.

Rogers High School Campus was noted to be a candidate for replacement in the 2017 Jacob's Report.

Educational Facilities Master Plan

A facility assessment was completed by Jacobs engineering in 2017. In July 2019, StudioJAED architects and engineers completed a detailed assessment and developed an updated capital improvement plan which identified total improvement needs at existing school buildings of $97,000,000. Given the community's desire to upgrade the facility to better support future-focused teaching and learning, the decision was made to develop a new facility for Rogers High School. Refer to Capital Improvement plan for more detail.

Through extensive community engagement and public meetings, the School Building Committee provided a recommendation to the School Committee for a new facility located and the 15 Wickham Street site which is to be one comprehensive facility for both college and career readiness. Additionally, to address enrollment forecast growth and existing overcrowding issues, an early childhood center serving Pre-Kindergarten, Kindergarten, and Grade 1 is needed. Two sites are being evaluated to determine the preferred location for early childhood education; co-location at Rogers High School or a standalone facility at the site of the former Coggeshall School. Co-location at RHS would provide opportunities for Early Childhood CTE programming and efficient facility design. Alternatively, locating the ECC near Pell Elementary is closer to the student population

The following schedule has been tentatively developed to support the goals of the community and project to achieve work in a timely manner in an effort to reduce overall costs.

NEWPORT PUBIC SCHOOLS MAJOR PROGRAM SCHEDULE

FACILITY PLANNING PROCESS	2019				2020				2021				2022				2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Stage I Development																								
LEA Approval of Stage I																								
Stage I RIDE Submission																								
Update Stage I Submission																								
Stage II Development																								
LEA/Town Approval of Stage II																								
Stage II RIDE Submission																								
Update Stage II Submission																								
Referendum Information Campaign																								
Referendum																								
Design																								
Construction																								
Occupancy																								
Post-Occupancy Commissioning																								

All project work developed in Newport will be pursuant to the New England Collaborative for High Performing Schools 4.1 (NECHPS) to support the community's sustainability values as well as qualify the City to receive additional reimbursement opportunities.

Educational Facility Planning Process

StudioJAED and Educational Legacy Planning worked with educational leaders, students, teachers, and community members to develop a high level vision for education in Newport. The process of engagement has taken place from April 2018 to present. Refer the Educational Planning Due Diligence for more information.

District Capacity

In January of 2019, StudioJAED educational planners toured all of the District's school buildings. What was apparent through visual inspection was that both Pell Elementary and Thompson Middle Schools were operating at or over capacity. The Jacob's report provided a district capacity which indicated that the schools were at 82% utilization however they did not take into consideration the evolving needs to support special education students and English Language Learners (ELL).

At Pell Elementary, during the SY 2018-2019, one of the dedicated music rooms was being used as a grade level classroom. This is indicative that this building is currently over capacity. When reconciling the values in the Jacob's report, it needs to be understood that although the figures indicate available capacity, the actual use of the building proves that it is over capacity.

At Thompson Middle School, additional ELL student support needs have necessitated a change in educational delivery for Grade 8 students. For the SY 2019-2020, a change to instruction for grade 8 students is required to support the additional needs of ELL students. A change to instruction because of a lack of educational space is clear evidence that Thompson is already over its capacity.

At Rogers High School, all spaces in the building are currently used. Currently, the incorporation of the Superintendent's Office as well as the practice of classroom ownership by individual teachers indicates that with changes, additional capacity could be achieved.

Demographics

Demographic data was compiled from two sources: the 2017 Jacob's report and the 2019 Cropper Demographic Forecast. Both sources indicate that the enrollment will continue to grow for the next 10 years. Neither report considers any data beyond 10 years.

Community Support

The Newport Public Schools and the City of Newport submit this Stage 1 Application to the School Building Authority (SBA) and the Rhode Island Department of Education (RIDE) for the fiscal year of 2020.

_____ Date: _____
Superintendent of Schools Colleen Burns Jermain

_____ Date: _____
School Committee Chair Raymond Gomes

_____ Date: _____
Municipal Representative Mayor Jamie Bova

2

Certified Educational Facilities Manager Credentials

Thomas A. Harrop

217 Stillwater Drive
Warwick, RI 02889
(401) 737 – 6601
tharrop@verizon.net

SUMMARY

- Over 30 years of experience in construction and facilities management including over 10 years of experience in oversight of real estate transactions and fiscal management.
- More than 10 years of experience as a Facilities Manager and State Construction and Facilities Management Officer for the Massachusetts Army National Guard
- Extensive experience in developing and implementing long range construction plans and facilities maintenance and operations plans geared towards meeting agency strategic vision, improving energy efficiency, safety and security and reducing overall operational costs.
- Massachusetts Construction Supervisor License: CS 71105
- 10-hour Occupational Safety and Health Training in Construction Safety and Health

EXPERIENCE

SUPERINTENDENT OF FACILITIES MANAGEMENT, City of Newport, RI (November 2015 – Present) Responsible for day-to-day operations and maintenance of all municipal facilities located in Newport, RI including, but not limited to oversight of all service contracts, design and construction activities related to capital improvements, renovation and repairs and environmental compliance including required asbestos, radon and safety testing.

- Develop and maintain a multi-year capital improvement plan and maintenance program for all municipal facilities; oversee execution of approved projects and implement a system to prioritize maintenance projects.
- Oversee municipal and school construction projects, including any approved new school or repair projects. Attend evening meetings related to any general government or school construction projects and keep Director of Public Services apprised of status
- Assumes responsibility for the planning, scheduling and monitoring of maintenance and repair requirements for all municipal and school buildings
- Develops data regarding building maintenance costs, energy utilization, and more to facilitate informed budgeting and decision making regarding operations.

CONSTRUCTION AND FACILITIES MANAGEMENT OFFICER (CFMO), MA ARNG, Hanscom Air Force Base (February 2006 – October 2015) Responsible for design and construction of new facilities, environmental compliance for construction and operations and maintenance activities, oversight of day-to-day operations and maintenance of 200+ existing facilities located in 43 communities throughout the Commonwealth of Massachusetts

FACILITIES MANAGER, MA ARNG, Milford, MA (May 2003 – February 2006)
Responsible for managing facility service contracts and facility renovation projects geared towards increasing the useful life of facilities and maintaining optimal performance of mechanical equipment throughout its expected life cycle.

BRANCH MANAGER ~ New England Division, DeBrino Caulking Associates, Inc, Castleton, NY (March 1998 – April 2003) Responsible for business development, construction project material and labor take-offs, project bidding, proposal development, material buy-outs, equipment rentals, job site management and cost accounting for public and private sector construction projects.

ESTIMATOR / ASSISTANT PROJECT MANAGER, Diversified Contracting, Inc, Dorchester, MA
(April 1994 – February 1998) Responsible tracking bid due dates and active project payment schedules and completion of project material and labor take-offs and assisting project management staff in project submittal process and maintaining project files.

ESTIMATOR/PROJECT MANAGER, JSI/Capital Precast, Seekonk, MA (June 1988 – March 1994)
Responsible for completing material and labor take-offs for construction projects and development of cost proposals for fabrication of architectural pre-cast and project management of facility renovation projects.

EDUCATION

2007 Master of Business Administration – Military Management
Touro University International, Cypress, CA

1988 Bachelor of Science – Science (Physical Sciences Focus)
The Pennsylvania State University, University Park, PA

Fiscal Law

CERTIFICATIONS AND TRAINING

Roger Williams University and The Trust Supervisor Management Institute ~ Managers as Leaders

OSHA ~ Public Sector Safety and Health Fundamentals for General Industry

Uniform Administrative Requirements: OMB Circular A-102 & 2 CFR Part 215

Cost Principles: 2 CFR Part 220 (A-21), 225 (A-87). 230 (A-122), and FAR 31.2

Massachusetts Construction Supervisor License: CS 71105

10-hour Occupational Safety and Health Training: Construction Safety and Health

National Guard Bureau-Installations Division: Construction and Facilities Management Officer Certification

COMMITTEE ASSIGNMENTS AND ORGANIZATION ASSOCIATIONS

Newport Public Schools - School Committee ~ Facilities Sub-committee

National Guard Bureau – Installations Division; Facilities Engineering Advisory Council (FEAC)

FEAC Facilities Management Sub-committee; Chairperson 2010-2012

Massachusetts Facilities Manager's Association

Commonwealth of Massachusetts Facilities Advisory Council (CFAC)

CFAC Integrated Facilities Management (IFM) / Facilities Management Sub-committee

June 11,2019

Dear Dr. Da Silva,

In accordance with Rhode Island's Department of Education Stage II requirements, Newport Public Schools confirms to adhere to the following:

- To ensure that integrated design, construction, and maintenance approaches are consistent with the goals of High Performance Schools the following policy and operations prerequisites are required.
- The school district must create implement an integrated design approach that ensures that the high performance standards and the overall goals of Northeast-CHPS are met and that they are consistent with state policy. The District, School Board, Board of Trustees, or appropriate school leadership must pass a board level resolution that mandates compliance with NECHPS.
- Implement the EPA's Tools for Schools program or an equivalent indoor environmental management program for the new or renovated school. Provide a resolution signed by the school district requiring participation in Tools for Schools (or equivalent) for its schools.
- Implement a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.
- Establish a written policy that all newly purchased equipment and appliances to be used in the school be ENERGY STAR compliant. Additionally, the policy must prohibit the purchase of low efficiency products, including incandescent task lights, halogen torchieres, and portable electrical resistance heaters.
- Adopt a no idling policy that applies to all school buses operating in the school district and all vehicles operating in the school grounds.
- Use no CFC- or HCFC-based refrigerants in building Heating, Ventilating, Air Conditioning, & Refrigeration (HVAC&R) systems.

Sincerely,

Raymond Gomes, Chair of School Committee

Date: 6/11/19

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Capital Facilities Improvement Plan

Capital Facilities Improvement Plan

Over the next five years, the Newport Public Schools will be addressing multiple capital projects in all the schools within the District. At this time it is yet to be determined if the RIDE SBA application will include only renovations to all the schools or renovations and the construction of a new high school. Alternatively, a hybrid solution may also be considered. The following exhibits outline the total scope:

- Five Year Capital Facilities Improvement Plan Need (Renovations Only)
- Five Year Capital Facilities Improvement Plan Need (Renovations & New High School Construction)
- Five Year Capital Facilities Improvement Plan Cash Flow Matrix (Renovations Only)
- Five Year Capital Facilities Improvement Plan Cash Flow Matrix (Renovations & New High School Construction)

Total Improvement Needs at Existing School Buildings	$96,895,342	FY '22 BUDGET	FY '23 BUDGET	FY '24 BUDGET	FY '25 BUDGET	FY '26 BUDGET
		$ 15,607,767	$19,033,722	$ 19,197,659	$ 25,432,057	$ 17,624,137

Total Improvement Needs at Existing School Buildings with New Comprehensive High School Facility & Early Learning Center	$110,453,248 - $178,458,248	FY '22 BUDGET	FY '23 BUDGET	FY '24 BUDGET	FY '25 BUDGET	FY '26 BUDGET
		$172,419,418	$ 498,746	$ 284,626	$ 4,952,989	$ 302,469

The five-year Capital Facilities Improvement Plan has been compiled after a comprehensive analysis of the deferred maintenance Priority 1 & 2 needs as defined by the Statewide Assessment, and facility condition analysis performed by StudioJAED, and other "warm, safe, and dry" deficiencies as appropriate, including roofing requirements, window replacements, and Fire Marshal life safety issues.

Expectations are that the total funding available will be expended as follows:

- Building Envelope/Exterior Wall Assembly Repair
- Building Envelope/Exterior Door & Window Assembly Repair/Replacement
- Building Envelope/Roof Repair/Replacement
- Interior/Door & Window Assembly Repair/Replacement
- Interior/Building Specialties & Accessories Repair/Replacement
- Interior/Wall, Ceiling & Floor Finish Repair/Replacement
- Statewide & AOR/EOR Assessment Plumbing Repairs/Replacement
- Statewide & AOR/EOR Assessment HVAC Repairs/Replacement
- Statewide & AOR/EOR Assessment Electrical Repairs/Replacement
- Statewide & AOR/EOR Assessment Fire Protection Repairs/Replacement
- Site Improvements/Accessories, Pedestrian & Vehicular Paving Repairs/Replacement
- Statewide Technology Assessment Improvements
- Secure and Accessible Entrance
- Miscellaneous Repairs/Renovations

NEWPORT PUBLIC SCHOOLS
Five Year Capital Facilities Improvement Plan Need

SCHOOLS	IDENTIFIED NEED	FY '22 BUDGET	FY '23 BUDGET	FY '24 BUDGET	FY '25 BUDGET	FY '26 BUDGET
Claiborne Pell Elementary School	Building Envelope/Exterior Wall Assembly Repair	$ -	$ -	$ 4,671	$ -	$ -
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement	$ -	$ 16,929	$ -	$ -	$ -
	Building Envelope/Roof Repair/Replacement	$ -	$ -	$ 1,108	$ -	$ -
	Interior/Door & Window Assembly Repair/Replacement	$ -	$ -	$ 6,373	$ -	$ -
	Interior/Building Specialties & Accessories Repair/Replacement	$ -	$ -	$ -	$ 1,125	$ -
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement	$ -	$ 6,333	$ 5,788	$ -	$ -
	Interior/Casework Repair/Replacement	$ -	$ -	$ -	$ -	$ -
	Statewide & AOR/EOR Assessment Plumbing Repairs/Replacement	$ -	$ -	$ -	$ -	$ 19,979
	Statewide & AOR/EOR Assessment HVAC Repairs/Replacement	$ -	$ 56,784	$ -	$ -	$ -
	Statewide & AOR/EOR Assessment Electrical Repairs/Replacement	$ -	$ -	$ -	$ -	$ -
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repairs/Replacement	$ -	$ 201,073	$ -	$ -	$ 28,329
	Statewide Technology Assessment Improvements	$ -	$ -	$ -	$ -	$ -
	Miscellaneous Repairs/Renovations	$ 25,000	$ 25,750	$ 26,523	$ 27,318	$ 28,138
Total	**$481,220**	**$ 25,000**	**$ 306,869**	**$ 44,463**	**$ 28,443**	**$ 76,446**
Frank E. Thompson Middle School	Building Envelope/Exterior Wall Assembly Repair	$ -	$ 15,718	$ -	$ -	$ -
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement	$ -	$ 4,772	$ -	$ -	$ -
	Building Envelope/Roof Repair/Replacement	$ -	$ 9,773	$ -	$ -	$ -
	Interior/Door & Window Assembly Repair/Replacement	$ -	$ 7,557	$ -	$ -	$ -
	Interior/Building Specialties & Accessories Repair/Replacement	$ -	$ 29,813	$ 93,307	$ -	$ 141,610
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement	$ -	$ 16,705	$ -	$ -	$ -
	Interior/Casework Repair/Replacement	$ -	$ -	$ -	$ -	$ -
	Statewide & AOR/EOR Assessment Plumbing Repairs/Replacement	$ -	$ 30,289	$ -	$ -	$ -
	Statewide & AOR/EOR Assessment HVAC Repairs/Replacement	$ 253,280	$ -	$ -	$ 2,000,879	$ -
	Statewide & AOR/EOR Assessment Electrical Repairs/Replacement	$ -	$ -	$ -	$ 490,385	$ -
	Statewide & AOR/EOR Assessment Fire Protection Repairs/Replacement	$ 61,138	$ -	$ -	$ -	$ -
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repairs/Replacement	$ -	$ -	$ 67,289	$ -	$ -
	Statewide Technology Assessment Improvements	$ -	$ -	$ -	$ 2,351,327	$ -
	Miscellaneous Repairs/Renovations	$ 25,000	$ 25,750	$ 26,523	$ 27,318	$ 28,138
Total	**$5,706,570**	**$ 339,418**	**$ 140,377**	**$ 187,119**	**$ 4,869,909**	**$ 169,748**
Newport Area Career & Technical Center	Building Envelope/Exterior Wall Assembly Repair	$ -	$ 296,371	$ -	$ -	$ -
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement	$ -	$ 15,006	$ -	$ -	$ -
	Building Envelope/Roof Repair/Replacement	$ -	$ -	$ -	$ -	$ 3,541
	Interior/Door & Window Assembly Repair/Replacement	$ -	$ -	$ -	$ -	$ -
	Interior/Building Specialties & Accessories Repair/Replacement	$ -	$ -	$ -	$ 6,819	$ -
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement	$ -	$ -	$ 163,708	$ -	$ -
	Statewide & AOR/EOR Assessment Plumbing Repairs/Replacement	$ -	$ 27,177	$ -	$ -	$ -
	Statewide & AOR/EOR Assessment HVAC Repairs/Replacement	$ -	$ 476,763	$ -	$ -	$ 38,691
	Statewide & AOR/EOR Assessment Electrical Repairs/Replacement	$ -	$ -	$ -	$ 418,941	$ -
	Statewide & AOR/EOR Assessment Fire Protection Repairs/Replacement	$ -	$ -	$ -	$ -	$ -
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repairs/Replacement	$ -	$ 14,353	$ -	$ 13,174	$ -
	Statewide Technology Assessment Improvements	$ -	$ -	$ -	$ 476,850	$ -
	Secure and Accessible Entrance	$ 23,573	$ -	$ -	$ -	$ -
	Miscellaneous Repairs/Renovations	$ 25,000	$ 25,750	$ 26,523	$ 27,318	$ 28,138
Total	**$2,107,695**	**$ 48,573**	**$ 855,420**	**$ 190,231**	**$ 943,102**	**$ 70,370**
Rogers High School	Building Envelope/Exterior Wall Assembly Repair	$ 4,084,037	$ 4,206,558	$ 4,332,755	$ 4,462,737	$ 4,596,620
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement	$ 3,889,462	$ 4,006,146	$ 4,126,330	$ 4,250,120	$ 4,377,624
	Building Envelope/Roof Repair/Replacement	$ 6,381,086	$ -	$ -	$ -	$ -
	Interior/Door & Window Assembly Repair/Replacement	$ -	$ 730,762	$ -	$ -	$ -
	Interior/Building Specialties & Accessories Repair/Replacement	$ -	$ 7,959	$ 366,929	$ -	$ -
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement	$ -	$ 501,055	$ 2,094,870	$ -	$ -
	Statewide & AOR/EOR Assessment Plumbing Repairs/Replacement	$ -	$ 1,585,632	$ 1,633,201	$ 1,682,197	$ 1,732,663
	Statewide & AOR/EOR Assessment HVAC Repairs/Replacement	$ -	$ 2,430,466	$ 2,503,380	$ 2,578,481	$ 2,655,836
	Statewide & AOR/EOR Assessment Electrical Repairs/Replacement	$ -	$ 2,056,378	$ 2,118,069	$ 2,181,611	$ 2,247,060
	Statewide & AOR/EOR Assessment Fire Protection Repairs/Replacement	$ -	$ 1,450,702	$ 1,494,223	$ 1,539,050	$ 1,585,221
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repairs/Replacement	$ -	$ 652,398	$ -	$ -	$ -
	Statewide Technology Assessment Improvements	$ -	$ -	$ -	$ 2,787,133	$ -
	Select Hazardous Material Abatement & Repair/Replacmeent	$ 740,191	$ -	$ -	$ -	$ -
	Miscellaneous Repairs/Renovations	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
Total	**$88,334,399**	**$ 15,144,776**	**$ 17,679,556**	**$ 18,722,802**	**$ 19,535,967**	**$ 17,251,299**
District Wide	Miscellaneous Repairs/Renovations	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
Total	**$265,457**	**$ 50,000**	**$ 51,500**	**$ 53,045**	**$ 54,636**	**$ 56,275**

Total Improvement Needs at Existing School Buildings	$96,895,342	FY '22 BUDGET	FY '23 BUDGET	FY '24 BUDGET	FY '25 BUDGET	FY '26 BUDGET
		$ 15,607,767	$ 19,033,722	$ 19,197,659	$ 25,432,057	$ 17,624,137

New High School Facility to Replace Rogers HS & NACTC with Early Learning Center						
	Design/Construction/FF&E	$ 172,005,000	$ -	$ -	$ -	$ -
Total	**$104,000,000 - $172,005,000**	**$ 172,005,000**	$ -	$ -	$ -	$ -

Total Improvement Needs at Existing School Buildings with New Comprehensive High School Facility & Early Learning Center	$110,453,248 - $178,458,248	FY '22 BUDGET	FY '23 BUDGET	FY '24 BUDGET	FY '25 BUDGET	FY '26 BUDGET
		$ 172,419,418	$ 498,746	$ 284,626	$ 4,952,989	$ 302,469

NEWPORT PUBLIC SCHOOLS

SCHOOL NAME	PROJECT	TOTAL FUNDING NEEDED BY FISCAL YEAR				
		FY'22	FY'23	FY'24	FY'25	FY'26
Claiborne Pell ES	Building Envelope/Exterior Wall Assembly Repair			$ 4,671		
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement		$ 66,909			
	Building Envelope/Roof Repair/Replacement			$ 1,108		
	Interior/Door & Window Assembly Repair/Replacement			$ 6,573		
	Interior/Building Specialties & Accessories Repair/Replacement			$ 1,125		
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement		$ 8,053	$ 5,788		
	Statewide & AOR/FOR Assessment Plumbing Repairs/Replacement				$ 10,978	
	Statewide & AOR/FOR Assessment HVAC Repairs/Replacement		$ 66,784			
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repair/Replacement		$ 265,073		$ 28,229	
	Miscellaneous Repairs/Renovations	$ 25,000	$ 25,750	$ 26,523	$ 27,318	$ 28,138
TOTALS		$ 25,000	$ 366,869	$ 44,463	$ 28,455	$ 76,466
Frank E. Thompson MS	Building Envelope/Exterior Wall Assembly Repair		$ 16,764			
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement		$ 4,713			
	Building Envelope/Roof Repair/Replacement		$ 9,753			
	Interior/Door & Window Assembly Repair/Replacement		$ 7,017			
	Interior/Building Specialties & Accessories Repair/Replacement		$ 29,913	$ 93,307		$ 146,333
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement		$ 46,703			
	Statewide & AOR/FOR Assessment Plumbing Repairs/Replacement		$ 30,289			
	Statewide & AOR/FOR Assessment HVAC Repairs/Replacement	$ 252,280			$ 2,000,870	
	Statewide & AOR/FOR Assessment Electrical Repairs/Replacement				$ 490,385	
	Statewide & AOR/FOR Assessment Fire Protection Repairs/Replacement	$ 93,198				
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repair/Replacement			$ 67,280		
	Statewide Technology Assessment Improvements				$ 1,201,227	
	Miscellaneous Repairs/Renovations	$ 25,000	$ 25,750	$ 26,523	$ 27,318	$ 28,138
TOTALS		$ 370,478	$ 171,916	$ 187,110	$ 3,719,300	$ 174,471
Career & Technical Center	Building Envelope/Exterior Wall Assembly Repair		$ 298,371			
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement		$ 15,906			
	Building Envelope/Roof Repair/Replacement					$ 3,588
	Interior/Building Specialties & Accessories Repair/Replacement				$ 8,459	
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement			$ 163,708		
	Statewide & AOR/FOR Assessment Plumbing Repairs/Replacement		$ 27,377			
	Statewide & AOR/FOR Assessment HVAC Repairs/Replacement		$ 476,763			$ 38,691
	Statewide & AOR/FOR Assessment Electrical Repairs/Replacement				418,841	
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repair/Replacement		$ 34,353		$ 13,175	
	Statewide Technology Assessment Improvements				$ 478,858	
	Secure and Accessible Entrance	$ 23,573		$ 2,357	$ 9,429	$ 9,429
	Miscellaneous Repairs/Renovations	$ 25,000	$ 25,750	$ 26,523	$ 27,318	$ 28,138
TOTALS		$ 48,573	$ 878,524	$ 192,588	$ 955,080	$ 79,846
Rogers HS	Building Envelope/Exterior Wall Assembly Repair	$ 4,684,037	$ 4,826,558	$ 4,322,781	$ 4,462,737	$ 4,596,619
	Building Envelope/Exterior Door & Window Assembly Repair/Replacement	$ 3,993,952	$ 4,056,546	$ 4,126,330	$ 4,250,120	$ 4,377,624
	Building Envelope/Roof Repair/Replacement	$ 6,383,086	$ 6,574,578	$ 6,771,816	$ 6,974,970	$ 7,184,219
	Interior/Door & Window Assembly Repair/Replacement		$ 730,762			
	Interior/Building Specialties & Accessories Repair/Replacement		$ 7,959	$ 366,509		
	Interior/Wall, Ceiling & Floor Finish Repair/Replacement		$ 505,001	$ 2,044,870		
	Statewide & AOR/FOR Assessment Plumbing Repairs/Replacement		$ 1,585,612	$ 1,633,181	$ 1,682,197	$ 1,732,663
	Statewide & AOR/FOR Assessment HVAC Repairs/Replacement		$ 1,430,466	$ 1,503,380	$ 1,578,483	$ 1,655,836
	Statewide & AOR/FOR Assessment Electrical Repairs/Replacement		$ 1,694,978	$ 2,118,984	$ 2,181,453	$ 2,247,088
	Statewide & AOR/FOR Assessment Fire Protection Repairs/Replacement		$ 1,404,220	$ 1,450,703	$ 1,539,050	$ 1,585,221
	Site Improvements/Accessories, Pedestrian & Vehicular Paving Repair/Replacement		$ 652,388			
	Statewide Technology Assessment Improvements			$ 2,787,133		
	Select Hazardous Material Abatement & Repair/Replacement	$ 740,191		$ 29,605	$ 44,408	$ 103,617
	Miscellaneous Repairs/Renovations	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
TOTALS		$ 88,334,398	$ 17,679,596	$ 18,722,840	$ 19,526,965	$ 17,251,268
District Wide	Miscellaneous Repairs/Renovations	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
TOTALS		$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
GRAND TOTAL		$ 90,207,382	$ 19,982,732	$ 19,297,040	$ 23,482,062	$ 17,634,326

| | | | | |

NEWPORT PUBLIC SCHOOLS

SCHOOL NAME	PROJECT	TOTAL FUNDING REQUIRED	2021												2022												2023												2024											
			Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24
Rogers HS	New HS Facility to Replace Rogers HS & NACTC with Early Learning Center	$ 172,005,000			$ 1,720,050	$ 1,505,044	$ 4,586,800	$ 1,032,030	$ 1,548,045	$ 1,548,045	$ 1,032,030	$ 1,505,044	$ 1,720,050	$ 2,150,063	$ 1,720,050	$ 1,505,044	$ 4,586,800	$ 4,586,800	$ 4,586,800	$ 1,376,040	$ 1,376,040	$ 2,064,060	$ 2,752,080	$ 3,440,100	$ 4,128,120	$ 4,816,140	$ 5,504,160	$ 6,880,200	$ 8,256,240	$ 9,632,280	$ 11,696,340	$ 13,760,400	$ 11,696,340	$ 9,632,280	$ 8,256,240	$ 6,880,200	$ 5,504,160	$ 4,816,140	$ 4,128,120	$ 3,440,100	$ 2,752,080	$ 2,064,060	$ 1,376,040	$ 1,376,040	$ 516,015	$ 516,015	$ 688,020	$ 516,015	$ 516,015
	FUNDING INFLOW				$25,000,000												$50,000,000												$ 90,000,000												$ 7,005,000								
	TOTAL FUNDING AVAILABLE	$ -	$ -	$ -	$25,000,000	$35,000,000	$35,000,000	$25,000,000	$25,000,000	$25,000,000	$25,000,000	$25,000,000	$25,000,000	$25,000,000	$25,000,000	$25,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$75,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 165,000,000	$ 172,005,000	$ 172,005,000	$ 172,005,000	$ 172,005,000	$ 172,005,000	$ 172,005,000	$ 172,005,000	$ 172,005,000
	CASH OUTFLOW/MONTH	$ -	$ -	$ -	$ 1,032,030	$ 1,376,040	$ 1,032,030	$ 1,032,030	$ 1,548,045	$ 1,548,045	$ 1,032,030	$ 1,505,044	$ 1,720,050	$ 2,150,063	$ 1,720,050	$ 1,505,044	$ 4,586,800	$ 4,586,800	$ 4,586,800	$ 1,376,040	$ 1,376,040	$ 2,064,060	$ 2,752,080	$ 3,440,100	$ 4,128,120	$ 4,816,140	$ 5,504,160	$ 6,880,200	$ 8,256,240	$ 9,632,280	$ 11,696,340	$ 13,760,400	$ 11,696,340	$ 9,632,280	$ 8,256,240	$ 6,880,200	$ 5,504,160	$ 4,816,140	$ 4,128,120	$ 3,440,100	$ 2,752,080	$ 2,064,060	$ 1,376,040	$ 1,376,040	$ 516,015	$ 516,015	$ 688,020	$ 516,015	$ 516,015
	NET + OR -	$0	$0	$0	$23,967,970	$22,591,930	$21,559,900	$20,527,870	$18,979,825	$17,431,780	$16,399,750	$14,894,706	$13,174,656	$11,024,594	$9,304,544	$7,799,500	$53,212,700	$48,625,900	$44,039,100	$42,663,060	$41,287,020	$39,222,960	$36,470,880	$33,030,780	$28,902,660	$24,086,520	$18,582,360	$11,702,160	$93,445,920	$83,813,640	$72,117,300	$58,356,900	$46,660,560	$37,028,280	$28,772,040	$21,891,840	$16,387,680	$11,571,540	$7,443,420	$4,003,320	$8,256,240	$6,192,180	$4,816,140	$3,440,100	$2,924,085	$2,408,070	$1,720,050	$1,032,030	$516,015	$0

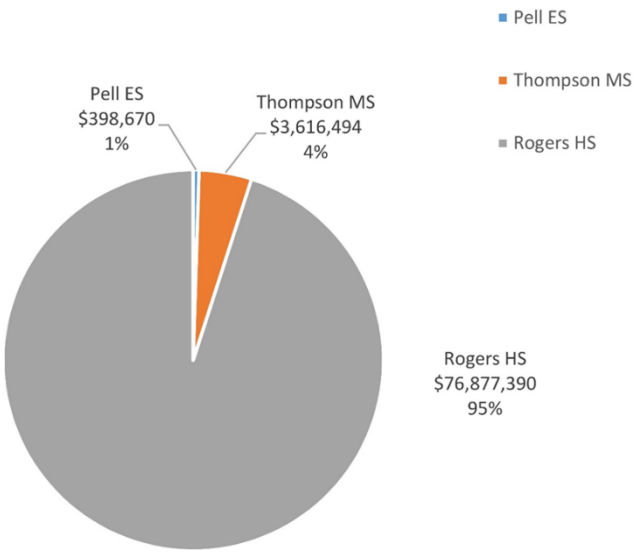
Design & Documentation	SD
	DD
	CD
Preconstruction	
Construction	
Closeout & Commissioning	
Summer & School Year Breaks	

4

Facilities Analysis

Facilities Analysis

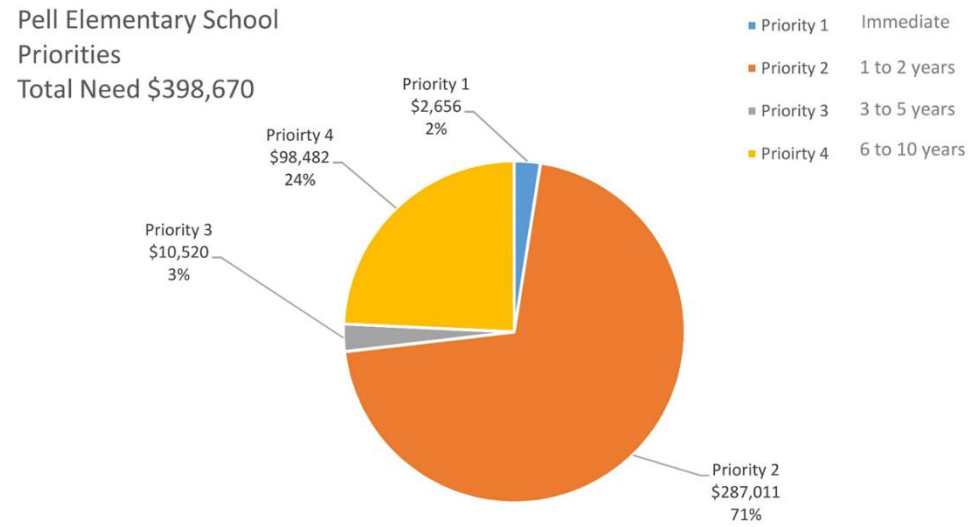
A facility assessment was completed by Jacobs engineering in 2017. In July 2019 StudioJAED Architects & Engineers, Odeh Structural Engineers and Wood Environmental & Infrastructure Solutions conducted a series of facility assessments, structural analysis, and site due diligence studies for Newport Public Schools. A capital improvement plan of over $80,000,000 has been developed to address deferred maintenance needs district wide. A structural analysis of Rogers High School as well as a due diligence report for the Rogers High School site and a Facility Condition Assessment for all facilities is included herein. The following charts identify district wide need as well as specific needs and priorities at each school based on the 2019 facility condition assessment. A new facility condition index is also listed for review and comment.



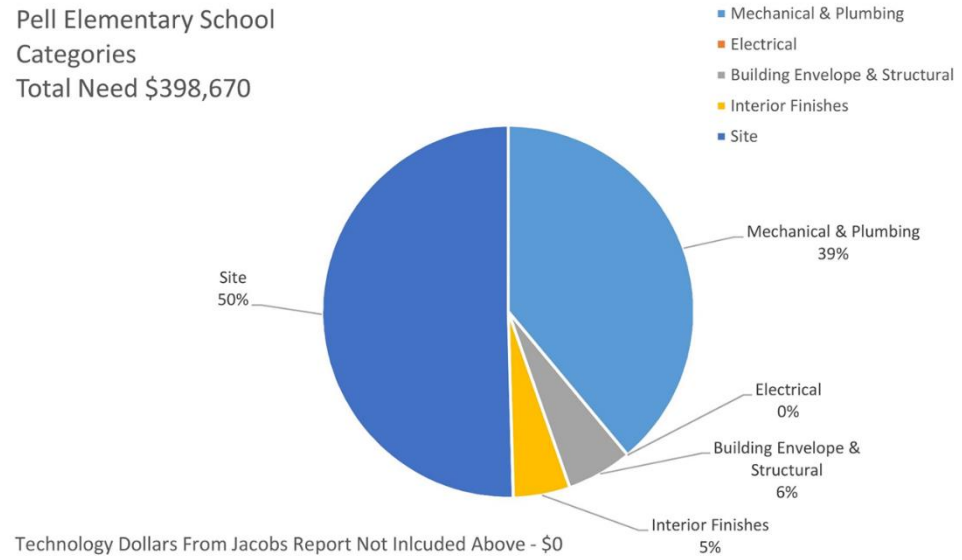
Claiborne Pell Elementary School

Grades K-4 attend Claiborne Pell Elementary located at 35 Dexter Avenue which opened in 2013. Pell is in excellent condition however it is at capacity and demographic forecasts indicate that the enrollment will increase over the next 10 years. The deferred maintenance costs over the next 10 years total approximately $400,000 and represents 1% of the district wide need.

Jacobs 2017	FCI .07
StudioJAED 2019	FCI .10



Technology Dollars From Jacobs Report Not Inlcuded Above - $0

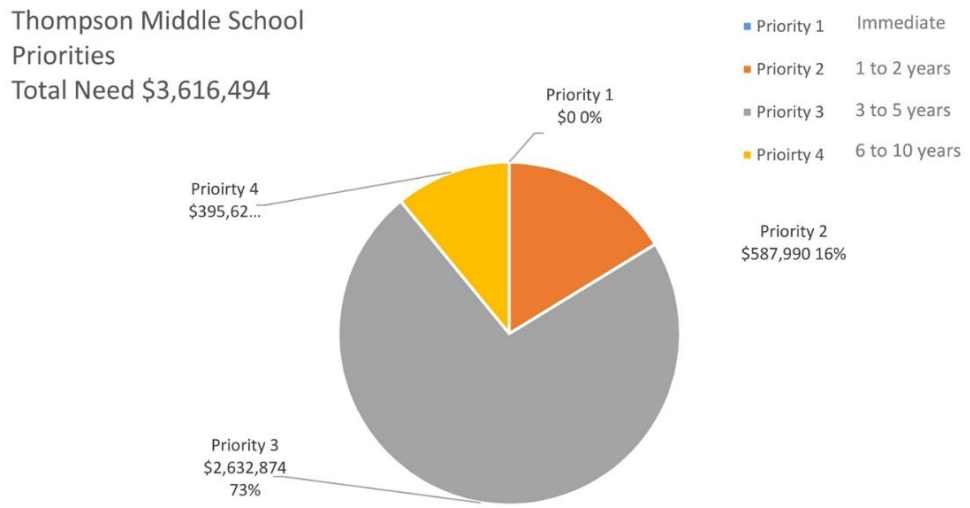


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

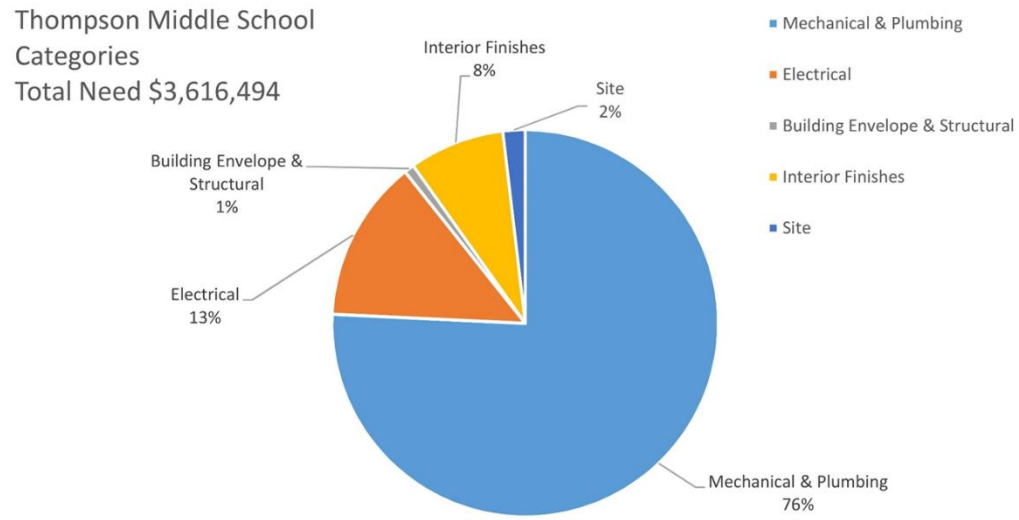
Thompson Middle School

Grades 5-8 attend Frank E. Thompson Middle School located at 55 Broadway (originally the Townsend building) was constructed in 1903. In 2002 a large addition was added and the Townsend historic building underwent significant renovation. Thompson Middle School is in fair condition. The deferred maintenance costs over the next 10 years total approximately $3,700,000 and represents 4% of the district wide need.

Jacobs 2017	FCI .15
StudioJAED 2019	FCI .15



Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

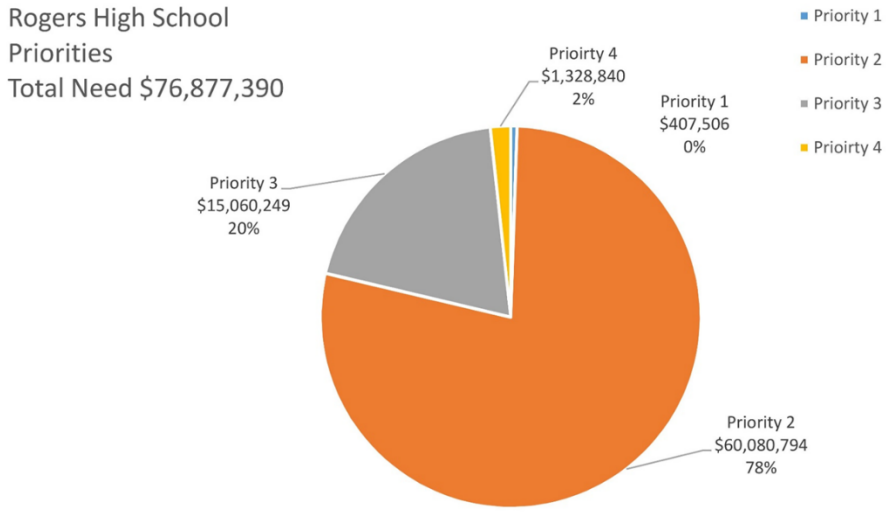


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

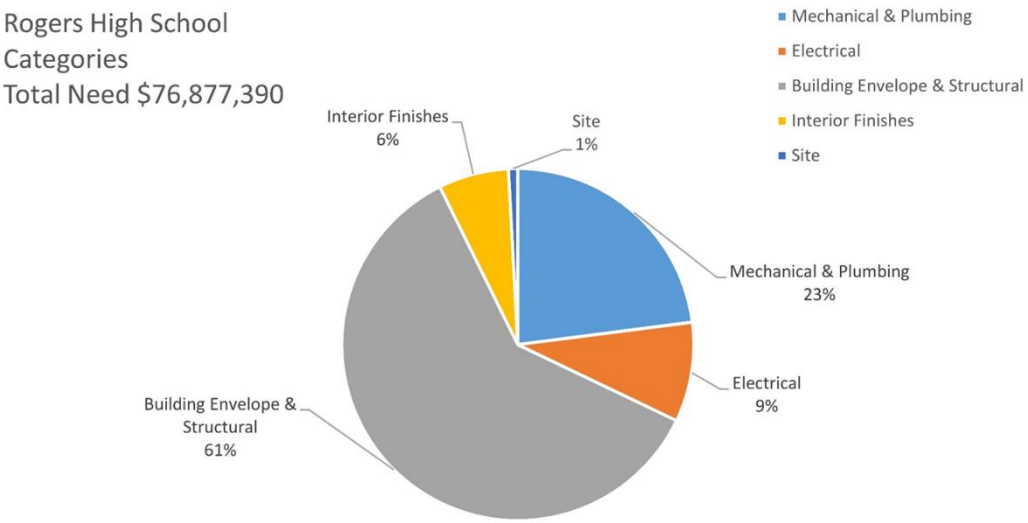
William S. Rogers High School

Grades 9-12 attend William S. Rogers High School located at 15 Wickham Road in 1957. The school was designed in the California style with isolated small classroom buildings sweeping across the landscape connected by glass and steel corridors. In 1968, the Career and Technical Education (CTE)/vocational building was added to provide space for the Newport Area Career and Technical High School (NACTC). Rogers High School Campus was noted to be a candidate for replacement in the 2017 Jacob's Report. Rogers High School is in poor condition. The deferred maintenance costs over the next 10 years total approximately $77,000,000 and represents 95% of the district wide need.

Jacobs 2017	FCI .69
StudioJAED 2019	FCI .75



Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164



Deferred Maintenance & Asset Renewal Report

Rogers HS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: High School
Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
Rogers HS									
B10 Superstructure									
B1011-01-01C Correct Concrete Above Grade Stair Deterioration by Demolition & Replacement	B1011 Exterior Above Grade Stair	Building Exterior			P2 / 1-2 Yrs	Useful Life		8 RISR	$10,750
B1015-01-04C Correct Handrail Deterioration by Prep & Refinish	B1015 Exterior Handrail or Guardrail	Building Exterior			P3 / 3-5 Yrs	Damage		100 LNFT	$3,641
B1015-03-01C Correct Guardrail Deterioration by Demolition & Replacement	B1015 Exterior Handrail or Guardrail	Building Exterior			P2 / 1-2 Yrs	Damage		15 LNFT	$4,922
B1020-01-02C Correct Structural Concrete Roof Framing Non-Structural Deterioration by Prep & Patch	B1020 Roof Construction	Building Exterior		*Repair concrete structural columns supporting roof. (1 foot wide for 408 LNFT high)*	P2 / 1-2 Yrs	Damage		408 SQFT	$15,612
B1020-04-01C Correct Concrete & Masonry Canopy Deterioration by Demolition & Replacement	B1020 Roof Construction	Building Exterior			P3 / 3-5 Yrs	Useful Life		5,000 SQFT	$1,065,159
							Total Estimated Cost for **B10 Superstructure**		**$1,100,085**
B20 Exterior Enclosure									
B2010-01-08C Correct Cast in Place Concrete Wall Finish Deterioration by Prep & Refinish	B2010 Exterior Wall	Building Exterior			P2 / 1-2 Yrs	Damage		150 SQFT	$5,206
B2010-03-07C Correct Brick Masonry Wall Stained Finish by Cleaning	B2010 Exterior Wall	Building Exterior			P3 / 3-5 Yrs	Damage		2,000 SQFT	$10,173
B2010-04-08C Correct Concrete Block Wall (Common) Finish Deterioration by Prep & Refinish	B2010 Exterior Wall	Building Exterior			P3 / 3-5 Yrs	Damage		400 SQFT	$2,446
B2010-19-02C Correct Preformed Metal Siding Wall Finish Deterioration by Prep & Refinish	B2010 Exterior Wall	Building Exterior		*Refinish vertical metal wall panels.*	P2 / 1-2 Yrs	Damage		13,000 SQFT	$43,561
B2011-01-03C Correct Louvers, Grilles & Screens Architectural Screen Deterioration by Demolition & Replacement	B2011 Exterior Wall Specialties	Building Exterior		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Useful Life		30 SQFT	$1,115

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Priority 4 (Low) - Work should be performed within the next 6-10 years or is an architectural or engineering “good practice”.
Estimated Construction Costs are based on 2019 R.S. Means data regionalized for Newport, RI using typical CM at Risk delivery trade costs plus soft cost allowances for design (10%) and owner contingency (10%).

Deferred Maintenance & Asset Renewal Report

Rogers HS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: High School
Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
B2011-06-01C Correct Exterior Aluminum Soffit or Fascia Deterioration by Demolition & Replacement	B2011 Exterior Wall Specialties	Building Exterior			P3 / 3-5 Yrs	Useful Life		4,500 SQFT	$109,702
B2020-05-01C Correct Aluminum Storefront System Deterioration by Demolition & Replacement	B2020 Exterior Window	Building Wide		*Cost allowance to replace storefront system as well as integrated exterior wall assembly building-wide.*	P2 / 1-2 Yrs	Useful Life		125,000 SQFT	$38,334,420
B2020-05-03C Correct Aluminum Storefront System Finish Deterioration by Prep & Refinish	B2020 Exterior Window	Building Wide			P2 / 1-2 Yrs	Damage		2,500 SQFT	$76,232
B2030-04-02C Correct Hollow Metal Door & Frame Deterioration by Demolition & Replacement	B2030 Exterior Door	Building Wide			P2 / 1-2 Yrs	Useful Life		25 EACH	$93,788
B2030-04-02C Correct Hollow Metal Door & Frame Deterioration by Demolition & Replacement	B2030 Exterior Door	Gymnasium			P2 / 1-2 Yrs	Damage		8 EACH	$30,012
B2030-08-02C Correct Overhead Door & Frame Deterioration by Demolition & Replacement	B2030 Exterior Door	Building Exterior			P2 / 1-2 Yrs	Damage		65 SQFT	$8,378
B2030-08-02C Correct Overhead Door & Frame Deterioration by Demolition & Replacement	B2030 Exterior Door	Building Wide			P2 / 1-2 Yrs	Damage		400 SQFT	$51,559
B2032-01-01C Correct Door Hardware Panic Bar Deteriorated by Demolition & Replacement	B2032 Exterior Door Hardware	Building Wide			P2 / 1-2 Yrs	Damage		12 EACH	$20,134
					Total Estimated Cost for **B20 Exterior Enclosure**				**$38,786,729**
B30 Roofing									
B3010-11-01C Correct EPDM Roof Deterioration by Demolition & Replacement	B3010 Roof Covering	Roof			P2 / 1-2 Yrs	Useful Life		32,906 SQFT	$1,267,117
B3010-18-01C Correct Concrete Roof (4") Deterioration by Demolition & Replacement	B3010 Roof Covering	Roof			P2 / 1-2 Yrs	Useful Life		27,141 SQFT	$5,113,970
					Total Estimated Cost for **B30 Roofing**				**$6,381,087**

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Deferred Maintenance & Asset Renewal Report

Rogers HS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: High School
Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
C10 Interior Construction									
C1011-01-01C Correct Accordion Folding Partition Deterioration by Demolition & Replacement	C1011 Interior Operable Partition	Building Wide			P2 / 1-2 Yrs	Damage		1,200 SQFT	$134,582
C1020-01-01C Correct Hollow Metal Door Deterioration by Demolition & Replacement	C1020 Interior Door	Building Wide			P2 / 1-2 Yrs	Damage		150 EACH	$454,105
C1020-01-02C Correct Hollow Metal Door Frame Deterioration by Demolition & Replacement	C1020 Interior Door	Building Wide			P2 / 1-2 Yrs	Damage		30 EACH	$31,813
C1020-01-02C Correct Hollow Metal Door Frame Deterioration by Demolition & Replacement	C1020 Interior Door	Gymnasium			P2 / 1-2 Yrs	Damage		8 EACH	$8,484
C1020-02-01C Correct Wood Door Deterioration by Demolition & Replacement	C1020 Interior Door	Building Wide			P2 / 1-2 Yrs	Damage		6 EACH	$12,874
C1020-02-02C Correct Wood Door Frame Deterioration by Demolition & Replacement	C1020 Interior Door	Building Wide			P2 / 1-2 Yrs	Damage		6 EACH	$5,948
C1022-01-05C Correct Door Hardware Passage or Privacy Set Deterioration by Demolition & Replacement	C1022 Interior Door Hardware	Building Wide			P2 / 1-2 Yrs	Damage		200 EACH	$82,957
C1030-05-01C Correct Wall Protection Guard Deterioration by Demolition & Replacement	C1030 Fittings & Accessories	Building Wide			P3 / 3-5 Yrs	Damage		4,000 LNFT	$193,928
					Total Estimated Cost for **C10 Interior Construction**				**$924,690**
C20 Stairs & Ramps									
C2020-07-01C Correct Metal Stair Tread & Nosing Finish Deterioration by Prep & Refinish	C2020 Interior Stair Finish	Building Wide			P2 / 1-2 Yrs	Damage		1,200 LNFT	$7,959
C2020-07-01C Correct Metal Stair Tread & Nosing Finish Deterioration by Prep & Refinish	C2020 Interior Stair Finish	Gymnasium			P3 / 3-5 Yrs	Damage		200 LNFT	$1,327

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Deferred Maintenance & Asset Renewal Report

Rogers HS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: High School
Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
C2050-01-03C Correct Handrail Finish Deterioration by Prep & Refinish	C2050 Interior Handrail & Balustrade	Building Wide			P3 / 3-5 Yrs	Damage		300 LNFT	$6,685
C2050-01-03C Correct Handrail Finish Deterioration by Prep & Refinish	C2050 Interior Handrail & Balustrade	Gymnasium			P3 / 3-5 Yrs	Damage		150 LNFT	$3,342
					Total Estimated Cost for **C20 Stairs & Ramps**				**$19,313**
C30 Interior Finishes									
C3010-01-01C Correct Painted Wall Finish Deterioration by Prep & Repaint (SQFT)	C3010 Wall Finish	Building Wide			P3 / 3-5 Yrs	Damage		150,000 SQFT	$650,286
C3010-03-02C Correct Ceramic Tile Wall Finish Deterioration by Regrouting	C3010 Wall Finish	Gymnasium			P3 / 3-5 Yrs	Damage		1,000 SQFT	$27,774
C3010-06-01C Correct Acoustical Wall Panel Deterioration by Demolition & Replacement	C3010 Wall Finish	Building Wide			P2 / 1-2 Yrs	Damage		800 SQFT	$16,766
C3010-13-01C Correct Unfinished Concrete Wall Finish Deterioration by Prep & Refinish	C3010 Wall Finish	Building Wide			P3 / 3-5 Yrs	Damage		3,500 SQFT	$8,991
C3010-13-01C Correct Unfinished Concrete Wall Finish Deterioration by Prep & Refinish	C3010 Wall Finish	Gymnasium			P3 / 3-5 Yrs	Damage		5,000 SQFT	$12,845
C3020-01-01C Correct Concrete Interior Floor Finish Deterioration by Prep & Refinish	C3020 Floor Finish	Building Wide			P3 / 3-5 Yrs	Damage		10,000 SQFT	$870,364
C3020-01-01C Correct Concrete Interior Floor Finish Deterioration by Prep & Refinish	C3020 Floor Finish	Gymnasium			P3 / 3-5 Yrs	Damage		2,000 SQFT	$174,073
C3020-02-01C Correct Resilient Tile Floor Finish Deterioration by Demolition & Replacement	C3020 Floor Finish	Building Wide			P2 / 1-2 Yrs	Damage		1,000 SQFT	$5,318
C3020-08-01C Correct Ceramic Tile Floor Finish Deterioration by Demolition & Replacement	C3020 Floor Finish	Gymnasium			P3 / 3-5 Yrs	Damage		1,000 SQFT	$32,210

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Deferred Maintenance & Asset Renewal Report

Rogers HS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: High School
Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
C3020-12-01C Correct Carpet Floor Finish Deterioration by Demolition & Replacement	C3020 Floor Finish	Building Wide			P3 / 3-5 Yrs	Damage		2,500 SQYD	$273,271
C3030-01-01C Correct Exposed Ceiling Structure Finish Deterioration by Prep & Refinish	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		10,000 SQFT	$18,430
C3030-01-01C Correct Exposed Ceiling Structure Finish Deterioration by Prep & Refinish	C3030 Ceiling Finish	Gymnasium			P3 / 3-5 Yrs	Damage		12,000 SQFT	$22,116
C3030-03-01C Correct Drywall Ceiling Finish Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		1,500 SQFT	$26,346
C3030-03-02C Correct Drywall Ceiling Finish Deterioration by Prep & Refinish	C3030 Ceiling Finish	Building Wide			P3 / 3-5 Yrs	Damage		2,500 SQFT	$22,940
C3030-05-01C Correct Suspended Acoustical Ceiling Tile Only Finish Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		60,000 SQFT	$325,138
C3030-06-02C Correct Metal Pan Ceiling Finish Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		700 SQFT	$20,925
C3030-10-01C Correct Concrete Ceiling Finish Surface Deterioration by Prep & Refinish	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		900 SQFT	$25,144
C3030-11-01C Correct Acoustical Ceiling Panel Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		8,200 SQFT	$49,001
					Total Estimated Cost for **C30 Interior Finishes**				**$2,581,937**
D20 Plumbing									
D2010-01-01C Correct Building Wide Plumbing Fixtures & Trim Deterioration by Demolition & Replacement (Bldg SF)	D2010 Plumbing Fixtures	Building Wide			P2 / 1-2 Yrs	Useful Life	Damage	192,810 BLDG SF	$752,283

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Deferred Maintenance & Asset Renewal Report

Rogers HS

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Campus Name: Newport Public Schools
Building Type: High School
Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
D2010-03-10C Correct Lavatory Trap Insulation Required by Install New	D2010 Plumbing Fixtures	Building Wide			P2 / 1-2 Yrs	Accessibility		20 EACH	$1,364
D2010-08-01C Correct Electric Water Cooler (Single) Deterioration by Demolition & Replacement	D2010 Plumbing Fixtures	Building Wide			P2 / 1-2 Yrs	Useful Life	Damage	8 EACH	$23,889
D2020-01-01C Correct Domestic Water Piping & Valves & Insulation Deterioration by Demolition & Replacement (Bldg SF)	D2020 Domestic Water Distribution	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	192,810 BLDG SF	$1,819,417
D2020-08-02C Correct Domestic Water Heater (50 Gal Gas Fired) Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Basement near BR		*300 MBH input, size is estimated.*	P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$11,307
D2020-13-01C Correct Potable Water Storage Tank Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Basement near BR		*Approximately 100 Gallons*	P2 / 1-2 Yrs	Useful Life	Damage	1 EACH	$17,245
D2020-13-01C Correct Potable Water Storage Tank Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Basement near BR		*Approximately 100 Gallons*	P2 / 1-2 Yrs	Useful Life	Damage	1 EACH	$17,245
D2030-01-01C Correct Deteriorated Sanitary Sewer Pipe & Fittings Deterioration by Demolition & Replacement (Bldg SF)	D2030 Sanitary Waste	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	192,810 BLDG SF	$2,111,964
D2030-05-01C Correct Sump Pump Deterioration by Demolition & Replacement	D2030 Sanitary Waste	Boiler Room			P2 / 1-2 Yrs	Useful Life	Damage	2 EACH	$2,187
						Total Estimated Cost for **D20 Plumbing**			**$4,756,899**
D30 HVAC									
D3020-01-10C Correct Steam Boiler Required (4,000 MBH) by Install New	D3020 Heat Generation	Boiler Room		*To replace the existing, non-functional, boiler.*	P2 / 1-2 Yrs	Function/ Functional		1 EACH	$215,428
D3020-12-02C Correct Steam Condensate Tank (25 Gal) Deterioration by Demolition & Replacement	D3020 Heat Generation	Building Wide			P4 / 6-10 Yrs	Useful Life		2 EACH	$16,081

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Rogers HS

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Assessed Date: June 2019

System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
D3040-02-21C Correct Air Handling Unit Heating Only (3000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Kitchen Supply Storage			P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$31,262
D3040-02-21C Correct Air Handling Unit Heating Only (3000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Plant Room			P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$31,262
D3040-02-22C Correct Air Handling Unit Heating Only (4000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Locker Rooms			P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$76,622
D3040-02-24C Correct Air Handling Unit Heating Only (6000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Auditorium Boys & Girls Dressing Rooms			P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$104,817
D3040-02-24C Correct Air Handling Unit Heating Only (6000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Auditorium Classrooms			P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$104,817
D3040-02-25C Correct Air Handling Unit Heating Only (7000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Basement near BR			P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$56,502
D3040-02-28C Correct Air Handling Unit Heating Only (10,000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Auditorium		*Existing single unit is estimated 20,000 CFM. Increased asset quantity to allow for unit size.*	P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$212,409
D3040-02-28C Correct Air Handling Unit Heating Only (10,000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Gymnasium		*Existing single unit is estimated 20,000 CFM. Increased asset quantity to allow for unit size.*	P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$212,409
D3040-05-01C Correct Gas-Fired Makeup Air Unit (500 MBH) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Roof		*220 MBH*	P4 / 6-10 Yrs	Useful Life		1 EACH	$53,076
D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Basement near BR		*Propeller fan.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$4,346
D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Boiler Room		*Propeller Fan.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$4,346
D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Building Wide		*Ceiling mounted.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$4,346

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D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Locker Room		*Propeller Fan.*	P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$8,692
D3040-09-03C Correct Exhaust or Induction Fan (1/5 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Roof			P2 / 1-2 Yrs	Damage	Useful Life	35 EACH	$153,993
D3040-13-02C Correct Ductwork & Insulation (Interior) Deterioration by Demolition & Replacement Building Wide (Bldg SF)	D3040 HVAC Distribution	Auditorium Building			P2 / 1-2 Yrs	Damage	Useful Life	41,260 BLDG SF	$1,493,569
D3040-13-02C Correct Ductwork & Insulation (Interior) Deterioration by Demolition & Replacement Building Wide (Bldg SF)	D3040 HVAC Distribution	Cafeteria			P2 / 1-2 Yrs	Damage	Useful Life	4,831 BLDG SF	$174,877
D3040-13-02C Correct Ductwork & Insulation (Interior) Deterioration by Demolition & Replacement Building Wide (Bldg SF)	D3040 HVAC Distribution	Gym Building			P2 / 1-2 Yrs	Damage	Useful Life	31,750 BLDG SF	$1,149,317
D3040-13-02C Correct Ductwork & Insulation (Interior) Deterioration by Demolition & Replacement Building Wide (Bldg SF)	D3040 HVAC Distribution	Main Office Areas			P2 / 1-2 Yrs	Damage	Useful Life	4,327 BLDG SF	$156,633
D3040-14-03C Correct Grilles Registers Dampers & Diffusers Deterioration by Demolition & Replacement (BLDG SF)	D3040 HVAC Distribution	Building Wide		*Cafeteria, Auditorium Bldg., Gym, and Main Office Areas.*	P2 / 1-2 Yrs	Damage	Useful Life	82,168 BLDG SF	$169,792
D3040-17-02C Correct HVAC Piping System & Insulation Pipe (2"-4") Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Building Wide		*LNFT of piping for Steam & Condensate is estimated allowance across 2 common pipe sizes.*	P2 / 1-2 Yrs	Damage	Useful Life	400 LNFT	$94,299
D3040-17-03C Correct HVAC Piping System & Insulation Pipe (5"-6") Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Building Wide		*LNFT of piping for Steam & Condensate is estimated allowance across 2 common pipe sizes.*	P2 / 1-2 Yrs	Damage	Useful Life	400 LNFT	$112,530
D3050-01-02C Correct Packaged Rooftop Air Conditioning & Heating Unit (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*3 Ton units.*	P2 / 1-2 Yrs	Damage	Useful Life	3 EACH	$85,316
D3050-10-05C Correct Heating Only Unit Ventilator (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	3 EACH	$99,586

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System Name / Corrective Action	Subsystem Name	Location Description	Asset Number	Correction Notes	Priority (Years)	Justification #1	Justification #2	Quantity UOM	Estimated Construction Cost
D3050-16-02C Correct Heating Only Fan Coil Unit (3 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$27,652
D3050-16-02C Correct Heating Only Fan Coil Unit (3 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Library Storage			P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$13,826
D3050-20-04C Correct Steam & Hot Water Unit Heater (200 MBH) Deterioration by Demo & Replacement	D3050 Terminal & Packaged Units	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	28 EACH	$139,852
D3050-26-01C Correct Steam or Hot Water Fin-Tube Radiation Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	2,700 LNFT	$1,368,359
D3060-01-05C Correct Pneumatic Control System Deterioration by Demolition & Replacement with Alternate DDC System (Bldg SF)	D3060 HVAC Instrumentation & Controls	Building Wide			P2 / 1-2 Yrs	Function/ Functional	Environ Imprvmt	192,810 BLDG SF	$612,974
D3090-01-01C Correct Dust Collection System Deterioration by Demolition & Replacement	D3090 Other Special HVAC Systems & Equipment	Art Room			P2 / 1-2 Yrs	Useful Life	Damage	1 EACH	$12,522
					Total Estimated Cost for **D30 HVAC**				**$7,001,511**
D40 Fire Protection									
D4010-01-04C Correct Wet Pipe Sprinkler System Deterioration by Demolish & Replace System (Bldg SF)	D4010 Sprinklers	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	192,810 BLDG SF	$4,352,107
					Total Estimated Cost for **D40 Fire Protection**				**$4,352,107**
D50 Electrical									
D5010-05-02C Correct Main Distribution Panel (800 AMP) Deterioration by Demolition & Replacement	D5010 Electrical Service & Distribution	Electrical Room		*800 amp swbd with 800 amp main breaker and double row distribution section.*	P4 / 6-10 Yrs	Useful Life		1 EACH	$11,554
D5010-05-04C Correct Main Distribution Panel (1200 AMP) Deterioration by Demolition & Replacement	D5010 Electrical Service & Distribution	Electrical Room		*1200 amp swbd with 1200 amp Main breaker and double row section with feeder breakers.*	P4 / 6-10 Yrs	Useful Life		1 EACH	$14,462

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D5010-06-01C Correct Main Disconnect Switch (600 AMP) Deterioration by Demolition & Replacement	D5010 Electrical Service & Distribution	Electrical Room		*2400 volt , 200 amp switch for dry type xfmr in auditorium basement.*	P3 / 3-5 Yrs	Useful Life		1 EACH	$17,557
D5010-16-01C Correct Bldg Wide Electrical Service & Distr Deterioration by Demolition & Replacement (Bldg SF)	D5010 Electrical Service & Distribution	Building Wide			P3 / 3-5 Yrs	Useful Life	Function/ Functional	192,810 BLDG SF	$2,123,116
D5020-10-01C Correct Building Wide General Lighting Inefficient by Demolition & Replacement with Alternative Product (Bldg SF)	D5020 Lighting & Branch Wiring	Building Wide		*Including auditorium and gym lighting with branch circuit wiring.*	P3 / 3-5 Yrs	Energy Conserv	Function/ Functional	192,810 BLDG SF	$2,098,035
D5020-16-04C Correct Exterior Building Wall Mounted Lighting Required by Install New	D5020 Lighting & Branch Wiring	Building Exterior			P3 / 3-5 Yrs	Security		50 EACH	$77,294
D5021-01-05C Correct Receptacles Required by Install New	D5021 Branch Wiring	Building Wide			P3 / 3-5 Yrs	Function/ Functional		250 EACH	$159,246
D5021-01-06C Correct Receptacles (GFCI) Required by Install New	D5021 Branch Wiring	Roof		*Each roof top HVAC need service outlet with in 25 ft.*	P3 / 3-5 Yrs	Codes/ Standards		12 EACH	$8,226
D5030-03-02C Correct Building Wide Fire Alarm System Deterioration by Demolition & Replacement (Bldg SF)	D5030 Fire Alarm System	Building Wide			P3 / 3-5 Yrs	Function/ Functional		192,810 BLDG SF	$1,326,247
D5032-01-02C Correct Master Clock System Deterioration by Demolition & Replacement (Bldg SF)	D5032 Clock & Program Systems	Building Wide			P3 / 3-5 Yrs	Function/ Functional		192,810 BLDG SF	$359,413
					Total Estimated Cost for **D50 Electrical**				**$6,195,151**
E10 Equipment									
E1040-03-02C Correct Dock Bumper Required by Install New	E1040 Dock Lift & Equipment	Building Exterior			P2 / 1-2 Yrs	Damage		4 EACH	$1,177
					Total Estimated Cost for **E10 Equipment**				**$1,177**

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F20 Selective Demolition									
F2020-01-02C Correct Asbestos Boiler Insulation and Packing by Abatement	F2020 Hazardous Components Abatement	Boiler Room		*The existing older boiler has significantly damaged insulation. The insulation is reported as asbestos containing. It is in an area that is frequently occupied by custodial staff.*	P1 / Immed	Life Safety	Damage	600 SQFT	$29,497
F2020-05-01C Correct Asbestos Floor Tile Remediation Required by Abatement & Install Resilient Finish	F2020 Hazardous Components Abatement	Building Wide			P2 / 1-2 Yrs	Damage		31,000 SQFT	$710,695
F2020-20-02C Correct Asbestos Plaster Ceiling Finish Remediation Required by Abatement & Install New with Drywall Finish	F2020 Hazardous Components Abatement	Gymnasium		*This ceiling is damaged. It is in a public space and subject to additional damage. It is suspected to be asbestos containing.*	P1 / Immed	Life Safety	Damage	17,860 SQFT	$367,261
F2020-20-02C Correct Asbestos Plaster Ceiling Finish Remediation Required by Abatement & Install New with Drywall Finish	F2020 Hazardous Components Abatement	Gymnasium			P2 / 1-2 Yrs	Damage		6,000 SQFT	$123,380
					Total Estimated Cost for **F20 Selective Demolition**				**$1,230,832**
G20 Site Improvements									
G2020-01-02C Correct Bituminous Parking Lot Deterioration by Patch & Apply Sealcoat	G2020 Parking Lots	Parking Lot			P2 / 1-2 Yrs	Damage		500 SQYD	$4,328
G2030-01-01C Correct Bituminous Sidewalk Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior			P2 / 1-2 Yrs	Damage		600 SQYD	$46,267
G2030-02-01C Correct Concrete Sidewalk Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior			P2 / 1-2 Yrs	Damage		8,500 SQFT	$121,725
G2040-03-03C Correct Bollard Deterioration by Prep & Refinish	G2040 Site Development	Building Exterior		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		20 EACH	$1,129
G2040-10-01C Correct Bicycle Rack Deterioration by Demolition & Replacement	G2040 Site Development	Building Exterior			P3 / 3-5 Yrs	Damage		12 LNFT	$9,714

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G2040-18-03C Correct Tennis Court Surface Finish Deterioration by Prep & Resurface	G2040 Site Development	Building Exterior			P2 / 1-2 Yrs	Damage		500 SQYD	$37,926
G2040-20-02C Correct Competition Track Surface Deterioration by Prep, Resurface, & Restripe	G2040 Site Development	Building Exterior			P2 / 1-2 Yrs	Damage		1 EACH	$411,997
							Total Estimated Cost for **G20 Site Improvements**		**$633,086**
							Total Estimated Cost for **Rogers HS**		**$73,964,605**

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odeh engineers
1223 Mineral Spring Avenue
North Providence, RI 02904

ROGERS HIGH SCHOOL & NACTC
DUE DILIGENCE STRUCTURAL EVALUATION

15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

Prepared for:

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July 30, 2019

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INTRODUCTION

This due diligence structural evaluation of the Rogers High School and Newport Area Career & Technical Center (hereafter NACTC) buildings was undertaken at the request of Mr. Philip R. Conte, President, of StudioJAED, located at 10 Dorrance Street, Suite 700 in Providence, Rhode Island. The purpose of this structural evaluation was to assess the existing structural condition of the Rogers High School and the Newport Area Career & Technical Center buildings.

STANDARD OF CARE AND USE OF REPORT

Please note that the results of this investigation are limited to visual observations of the accessible areas only. While we have made efforts to review the areas of concern, many conditions were concealed by architectural finishes or were otherwise inaccessible, and therefore additional damage or other unforeseen conditions may be present. The findings of this report therefore represent our best professional opinion based on the information available to us at this time.

We understand that this report is intended for use only by the StudioJAED, and their client, to understand the existing structural condition of the Rogers High School and the NACTC buildings. In any budgeting, the owner must carry adequate contingency for hidden or unforeseen conditions that are not identified or are worse than described herein.

Please note that all dimensions of the existing structure given herein are approximate and based on measurements of representative members. Dimensions can and will vary and must be considered as "+/-" in all cases (whether or not the "+/-" symbol is indicated).

DOCUMENTS AVAILABLE

Odeh Engineers had previously acquired copies of the original 1954 structural drawings for the Rogers High School buildings. Odeh Engineers had also previously acquired copies of structural drawings for the 1994 and 2016 renovations to the Rogers High School buildings.

StudioJAED provided Odeh Engineers with updated architectural floor plans for the Rogers High School buildings. These drawings were prepared by Edward Rowse Architects and were dated April 29. 2016.

There were no architectural drawings or structural drawings provided to Odeh Engineer for the NACTC building.

ACTIONS TAKEN

Odeh Engineers, Inc. undertook the following actions to complete this structural evaluation:

- Representatives of Odeh Engineers (Project Engineer Robert Bowen and Field Engineer Paul Wilkinson) visited the project site several times during early July 2019 to inspect and assess the structural condition of the school buildings.
- Odeh Engineers documented and photographed visually apparent structural deficiencies and potential problem areas that were observed during the inspection and assessment of the school buildings.
- Utilizing a DJI Inspire 2 sUAS (small Unmanned Aircraft System) mounted with a Zenmuse X4S, 20 MegaPixel resolution camera, Odeh Engineers conducted an aerial photographic survey of the existing condition of the roofs of the buildings.
- Prepared this written summary of findings and recommendations.

KEY PLAN

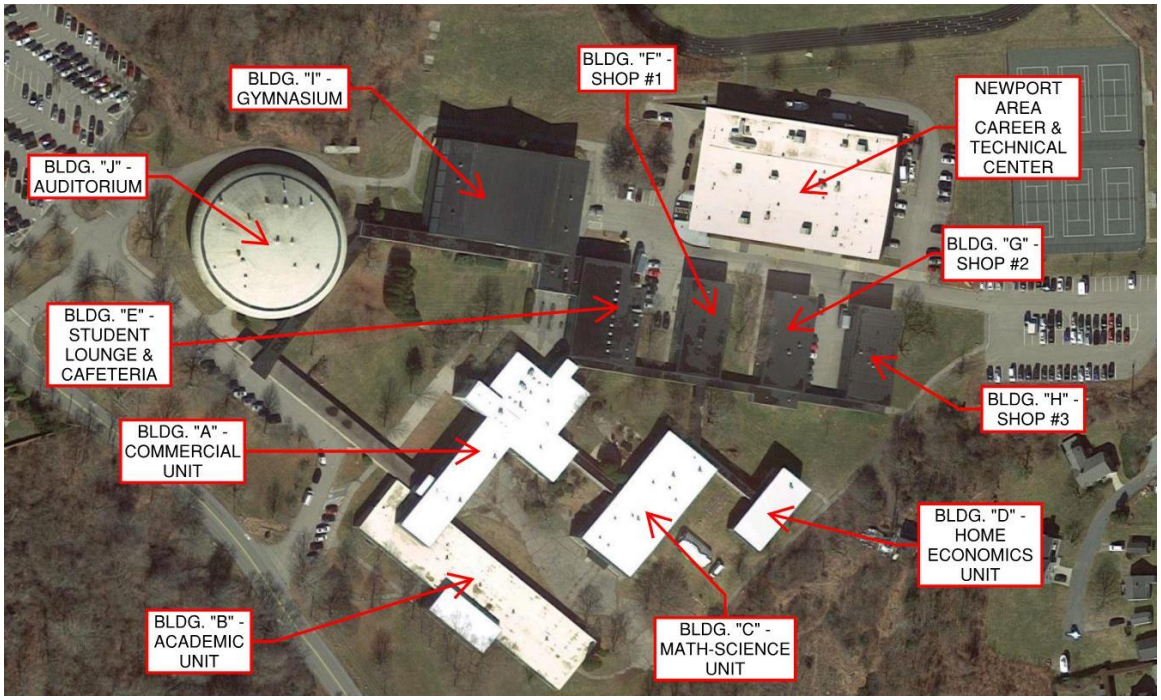

FIGURE 1

Aerial photograph of the Rogers High School buildings and the Newport Area Career & Technical Center building. Please note that in this photo north is vertically up.

OBSERVED STRUCTURAL DEFICIENCIES, POTENTIAL PROBLEM AREAS, AND COMMENTS

The following existing structural deficiencies and potential problem areas were observed by Odeh Engineers, Inc. during our investigation of the existing Rogers High School buildings and the Newport Area Career & Technical Center building. Each observation is accompanied by comments on the cause and impact of the deficiency. Please refer to the photographs in **Appendix A: Photographs** for additional information.

NEWPORT AREA CAREER & TECHNICAL CENTER BUILDING

- **Large concrete spall along west foundation wall:** There is a large concrete spall along the exterior face of the west foundation wall adjacent to the loading dock stairs. **(Please refer to Photo #1 in Appendix A: Photographs.)**
    - **COMMENT:** The concrete spall does not represent a structural hazard. To assure the long-term durability of the foundation wall, the loose concrete of the spall should be removed, and the foundation wall patched with modern, high-performance concrete repair products.

- **Large crack in main entrance stairs and landing:** There is a large crack in the exterior concrete stairway and landing located at the main entrance on the south side of the NACTC building. **(Please refer to Photo #2 in Appendix A: Photographs.)**
    COMMENT: The crack in the exterior concrete stairs and landing does not currently represent a structural hazard. To assure the long-term durability of the stairs and landing, the crack should be repaired with modern, high-performance concrete repair products.

- **Rusted steel framing members supporting prefabricated exterior roof soffit and fascia panels:** Many of the steel framing members supporting the exterior roof soffit and fascia panels have lost their protective paint coating and are rusted. The rusting of these steel framing members currently appears to be surface rusting only. **(Please refer to Photos #3 and #4 in Appendix A: Photographs.)**
    - **COMMENT:** Despite the surface rust, the exposed roof soffit and fascia framing members appear to be in good structural condition. The steel framing members should be cleaned, primed, and repainted to protect these members from further corrosion.

- **Localized slab-on-grade floor settlement:** At the interior floor level along the western end of the south side of the NACTC building, localized settlement of the concrete floor slab-on-grade has occurred adjacent to the exterior foundation wall and piers. There is no evidence of foundation settlement or pier settlement in the areas

where the floor slab had settled. **(Please refer to Photos #5 and #6 in Appendix A: Photographs.)**

- **COMMENT:** Since the building foundations and piers do not appear to have settled, and because the area where the floor slab has settled is a concrete slab on grade, the localized floor settlement does not pose a health or safety hazard. However, the general appearance and the overall functionality of the floor where the concrete slab has settled has been diminished.

- **Water ponding on north side of roof:** Water appears to be ponding in several areas along the north side of the NACTC building roof as evidenced by the localized areas of collected dirt and debris. **(Please refer to Photo #7 in Appendix A: Photographs.)**
  - **COMMENT:** Ponding of water on the roof of the school building can cause the roof structure to sag under the weight of the ponded water. As the roof sags, additional ponding may occur, increasing the load on the roof structure and leading to additional roof sagging. Ponding water on roofs will eventually lead to roof leaks. Roofs should be designed and built to have enough pitch to assure the drainage of runoff from the roof.

BUILDING "A" – COMMERCIAL UNIT

- **Failed exterior wall panel joint sealants:** The flexible joints sealants in the exterior wall panels have aged, cracked and failed. **(Please refer to Photos #8 and #9 in Appendix A: Photographs.)**
  - **COMMENT:** The flexible joint sealants in the exterior wall panels of Building "A" have reached the end of their serviceable life. Because the joint sealants have failed, water may be able to enter the building envelope. The existing failed exterior wall panel joint sealants should be removed, and new joint sealants installed.

BUILDING "B" – ACADEMIC UNIT

- **Localized exterior brick wall mortar deterioration and efflorescence:** At a few locations around the exterior perimeter of Building "B", there is localized deterioration of the mortar in the exterior brick veneer wall mortar joints and there is efflorescence leaching from these walls. **(Please refer to Photos #10 and #11 in Appendix A: Photographs.)**
  - **COMMENT:** The deteriorated mortar in the exterior brick veneer wall mortar joints will allow water to enter the building envelope and may be causing the efflorescence. Where required, the mortar joints should be raked and repointed. Any source of water that is allowing water to enter the building envelope must be eliminated to prevent efflorescence.

BUILDING "C" – MATH–SCIENCE UNIT

- **Deteriorated mortar between exterior brick wall capstones:** Along the south end wall, and along the southern ends of the east and west exterior brick veneer walls of Building "C", the mortar between the capstones of the wall has deteriorated. **(Please refer to Photo #12 in Appendix A: Photographs.)**
    - **COMMENT:** The deteriorated mortar between the exterior wall capstones will allow water to enter the building envelope. Where required, the mortar joints should be raked and repointed.

BUILDING "D" – HOME ECONOMICS UNIT

- **Concrete foundation wall spalls:** There are a couple of minor concrete spalls in the foundation walls along the north side and east side of the Building "D". The concrete spall along the north foundation wall has exposed reinforcing steel. **(Please refer to Photos #13 and #14 in Appendix A: Photographs.)**
    - **COMMENT:** These concrete spalls do not currently represent a structural concern. To assure the long-term durability of the foundation wall, the loose concrete of the spalls should be removed, and the foundation walls patched with modern, high-performance concrete repair products.

BUILDING "E" – STUDENT LOUNGE & CAFETERIA

- **Exterior brick wall cracks:** A vertical crack has developed in the exterior brick veneer wall at the northeast corner of Building "E". There is a stepped crack in the brick veneer near the base of the chimney adjacent to the Cafeteria loading dock. **(Please refer to Photos #15 and #16 in Appendix A: Photographs.)**
    - **COMMENT:** The cracks in the exterior brick walls should be repaired to prevent water infiltration into the brick and possible long-term damage to the building structure.

- **Ponding of water on roof:** Water appears to be ponding along the west side of the Building "E" roof as evidenced by the localized areas of collected dirt and debris. **(Please refer to Photos #17 in Appendix A: Photographs.)**
    - **COMMENT:** In July of 2016, Odeh Engineers performed a detailed inspection and assessment of the Building "E" roof structure. During this assessment Odeh Engineers observed improper structural modifications to the roof framing members including cut roof joist web members and missing diagonal cross-bracing members for the roof joists. In addition, Odeh Engineers observed significant ponding of water across the cafeteria portion

of the roof. Odeh Engineers had recommended that structural repairs be made to address the cut roof joist web members and the missing roof joist cross-bracing. Odeh Engineers also recommended the installation of additional roof drains along the cafeteria side of Building "E" to reduce the ponding water. To the best of our knowledge, none of these recommended actions have been undertaken.

BUILDING "F" – SHOP #1

- **Localized exterior brick wall mortar deterioration:** There are several small areas where the mortar in the exterior brick veneer walls of Building "F" has deteriorated. **(Please refer to Photo #18 in Appendix A: Photographs.)**
    - **COMMENT:** The deteriorated mortar in the exterior brick veneer wall mortar joints will allow water to enter the building envelope. Where required, the mortar joints should be raked and repointed.

BUILDING "G" – SHOP #2

- **Apparent roof leak:** There appears to be a leaking roof in Building "G". **(Please refer to Photo #19 in Appendix A: Photographs.)**
    - **COMMENT:** The apparent roof leak currently does not appear to have done any damage to the building structure. The roof leak should be investigated and repaired as necessary.

BUILDING "H" – SHOP #3

- **Localized exterior brick wall mortar deterioration:** There are several small areas where the mortar in the exterior brick veneer walls of Building "H" has deteriorated. **(Please refer to Photo #20 in Appendix A: Photographs.)**
    - **COMMENT:** The deteriorated mortar in the exterior brick veneer wall mortar joints will allow water to enter the building envelope. Where required, the mortar joints should be raked and repointed.

- **Large concrete spall in underside of Second Floor slab:** There is a large concrete spall with exposed reinforcing steel located in the underside of the Building "H" Second Floor structural concrete floor slab. **(Please refer to Photo #21 in Appendix A: Photographs.)**
    - **COMMENT:** The loose concrete at the spall should be removed as soon as possible to prevent possible injury. The remnant sound concrete should then be repaired using modern concrete products.

- **Unframed metal roof deck penetration:** There is a large, unframed penetration through the metal roof deck of Building "H". **(Please refer to Photo #22 in Appendix A: Photographs.)**
    - **COMMENT:** Because the metal roof deck is unsupported around the perimeter of the opening, the unsupported ends of the metal roof deck will sag under load. The sagging of the metal roof deck may cause roof leaks. A steel frame should be installed under the metal roof deck to prevent the deck from sagging.

BUILDING "I" – GYMNASIUM

- **Deteriorated mortar; damaged, missing bricks:** A few bricks located adjacent to the northern end of the gymnasium east exterior wall are missing and/or are damaged. In addition, the mortar at this area is deteriorated. **(Please refer to Photo #23 in Appendix A: Photographs.)**
    - **COMMENT:** The missing and/or damaged exterior wall bricks should be replaced, and the deteriorated mortar joints should be raked and repointed.

- **Deteriorated exterior concrete stairs:** The exterior cast-in-place concrete stairs located on the north side of the gymnasium a partially deteriorated. **(Please refer to Photo #24 in Appendix A: Photographs.)**
    - **COMMENT:** The deteriorated concrete stairs should be repaired with modern concrete repair products.

BUILDING "J" – AUDITORIUM

- **Concrete columns supporting the roof are severely spalled:** At least three of the concrete columns that support the thin-shell concrete roof structure are severely cracked and spalled. Other columns supporting the roof may have similar cracking and spalling issues, but are concealed from view by plywood enclosures that have been installed around the tops of the columns on the exterior of the building. **(Please refer to Photos #25 to #29 in Appendix A: Photographs.)**
    - **COMMENT:** This is a potentially serious structural issue that requires further investigation.

WALKWAY ROOFS

- **Water-stained, sagging and failed gypsum roof panels:** Several of the gypsum roof panels located along Corridor P on the south side of the gymnasium are water-stained, sagging, or have failed. This roof is subject to snowdrift loading from the

adjacent high walls of the gymnasium. **(Please refer to Photos #30 to #33 in Appendix A: Photographs.)**

- **COMMENT:** Gypsum roof deck panels typically have a maximum load capacity of 50 PSF (pounds per square foot) in their sound condition. The gypsum roof panels loose much of their load-carry capacity when they have become wet. Snowdrift areas of the roof can have as much as 90 PSF snowdrift loading, thus exceeding the roof deck safe load capacity. The water-stained, sagging and failed gypsum roof deck panels should be removed and replaced.

- **Sagging wood-framed walkway roofs:** The wood-framed Walkway K and Walkway L roofs, located between Buildings "F", "C" and "D" appear to be sagging. **(Please refer to Photo #34 in Appendix A: Photographs.)**
  - **COMMENT:** The Walkway K and Walkway L wood-framed roofs appear to be under-designed. The design of wood-framed walkway roofs should be checked for conformance with current Building Code requirements.

- **Ponding of water on walkway roofs:** Ponding of water was observed at various locations on the roofs of the campus walkways. In addition, since many of the walkways are adjacent to the taller school buildings, the roofs of these walkways are subject to snowdrift loading. **(Please refer to Photo #35 in Appendix A: Photographs.)**
  - **COMMENT:** Ponding of water on the roof of the walkways can cause the roof structure to sag under the weight of the ponded water. As the roof sags, additional ponding may occur, increasing the load on the roof structure, potentially leading to additional roof sagging. Ponding water on roofs will eventually lead to roof leaks, as is evident at several locations. Roofs should be designed and built to have enough pitch to assure the drainage of runoff from the roof.

FINDINGS AND RECOMMENDATIONS

At the Auditorium building, the tops of three of the concrete columns supporting the Auditorium's thin-shell concrete roof structure are severely cracked and spalled. The tops of the remaining Auditorium concrete columns are enshrouded with plywood coverings preventing visual access. Similar concrete cracking and spalling may be occurring at these columns. The cracking and spalling of the concrete columns is a potentially serious structural condition that requires further investigation, assessment and analysis.

It is evident to this office that there exists on-going serious structural issues with the thin-shell dome structure. This office recommends a monitoring program be initiated in order to track

any movement of the dome structure. Eventually the dome structure should be upgraded or demolished. However, upgrading the Auditorium roof structure is impractical and could be cost prohibitive.

Although there is currently no evidence of structural distress, the continued ponding of water on the roof of the Cafeteria building is a potential concern. In 2016, Odeh Engineers had recommended that previously identified improper structural modifications to the Cafeteria roof structure be repaired, and that additional roof drains be installed to alleviate the ponding of water. To the best of our knowledge none of these recommended corrective actions have been undertaken.

Several of the gypsum roof deck panels in the Corridor P walkway, located along the south side of the Gymnasium, are water-stained, sagging, or have failed. The gypsum roof panels loose much of their load-carrying capacity when the panels become wet. In addition, the portion of the Corridor P roof deck adjacent to the gymnasium is subject to snowdrift loading from the abutting high roof of the gym. Since the Corridor P walkway roof was designed and built circa 1954, the roof was likely not designed to support these snowdrift loads.

Water is ponding at several locations on the other corridor/walkway roofs. The ponding of water on the roofs of the walkways can cause the roof structure to sag under the weight of the ponded water. As the roof sags, additional ponding may occur, increasing the load on the roof structure, potentially leading to additional roof sagging. Snowdrift load can occur where these walkway roofs abut an adjoining building with a higher roof. Ponding of water on the roofs of the walkways and snowdrift loadings may eventually lead to roof leaks or failure.

The remainder of the structural deficiencies and potential problem areas identified heretofore should be addressed as part of a routine maintenance program for these buildings. If such deficiencies are not addressed, this could lead to more serious structural problems in the future.

We trust that this report meets your needs at this time. Should you have any questions, or require any additional information, please do not hesitate to contact this office.

Sincerely,

M. David Odeh, P.E.
Principal

Paul Wilkinson
Field Engineer

APPENDIX A: PHOTOGRAPHS

PHOTO #1

This photo shows the large concrete spall located along the exterior face of the west foundation wall adjacent to the loading dock stairs.

PHOTO #2

This photo shows the crack in the exterior concrete stairs and landing located at the main entrance on the south side of the NACTC building.

PHOTO #3

This photo shows a wide view of the rusted steel framing members that support the roof soffit and fascia panels along the exterior of the NACTC building.

PHOTO #4

This photo shows the typical loss of the protective paint and the surface rusting of the steel framing members that support the exterior prefabricated roof soffit and fascia panels.

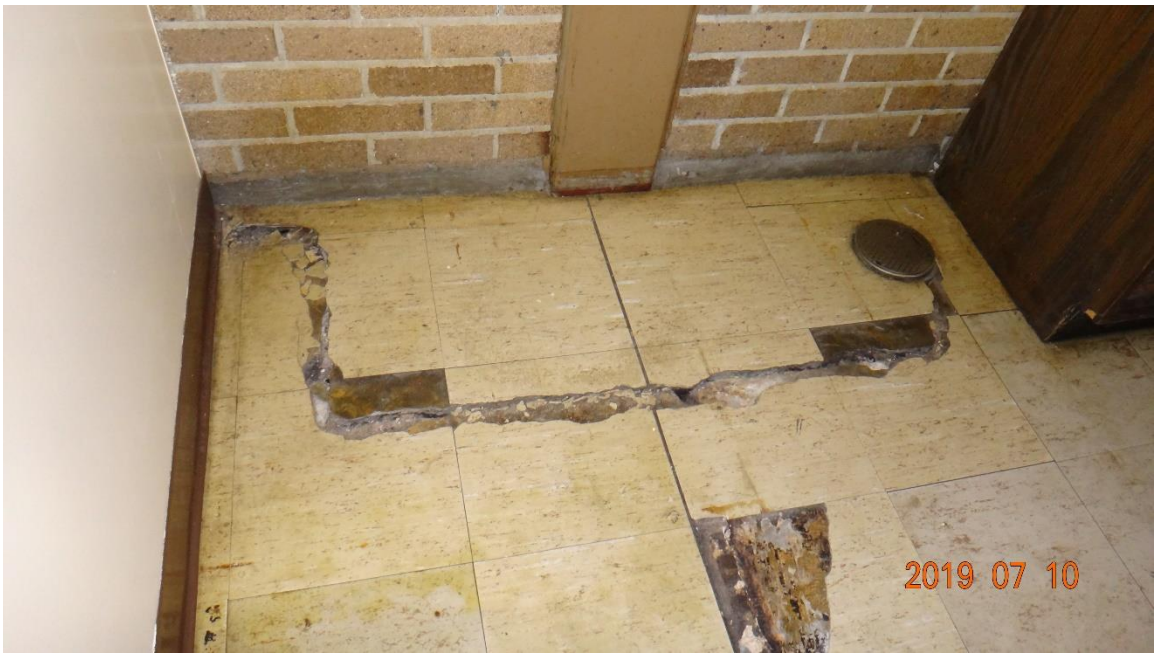

PHOTO #5

This photo shows the settlement of the concrete floor slab surrounding one of the column piers located along the western end of the south side of the NACTC building.

PHOTO #6

This photo shows another view of the settlement of the concrete floor slab along the western end of the south side of the NACTC building.

PHOTO #7

This photo shows the collection of dirt and debris along the north side of the roof of the NACTC building. The localized collection of dirt and debris on the roof of the building is indicative of water ponding on the roof of the building.

PHOTO #8

This photo shows a couple of locations where the joint sealants in the exterior wall panels of Building "A" have failed.

PHOTO #9

This photo shows a close-up view of the failed sealant in one of the Building "A" exterior wall panel joints.

PHOTO #10

This photo shows one of the locations around the exterior perimeter of Building "B" where there is localized deterioration of the mortar in the exterior brick veneer wall mortar joints and there is efflorescence leaching from the walls.

PHOTO #11

This photo shows another location along the exterior perimeter of Building "B" where there is localized deterioration of the mortar in the exterior brick veneer wall mortar joints and there is efflorescence leaching from the wall.

PHOTO #12

This photo shows one of the locations along the exterior brick walls at the southern end of Building "C" where the mortar between the wall capstones has deteriorated.

PHOTO #13

This photo shows the concrete spall in the foundation wall along the east side of Building "D".

PHOTO #14

This photo shows the concrete spall and the exposed reinforcing steel in the foundation wall along the north side of Building "D".

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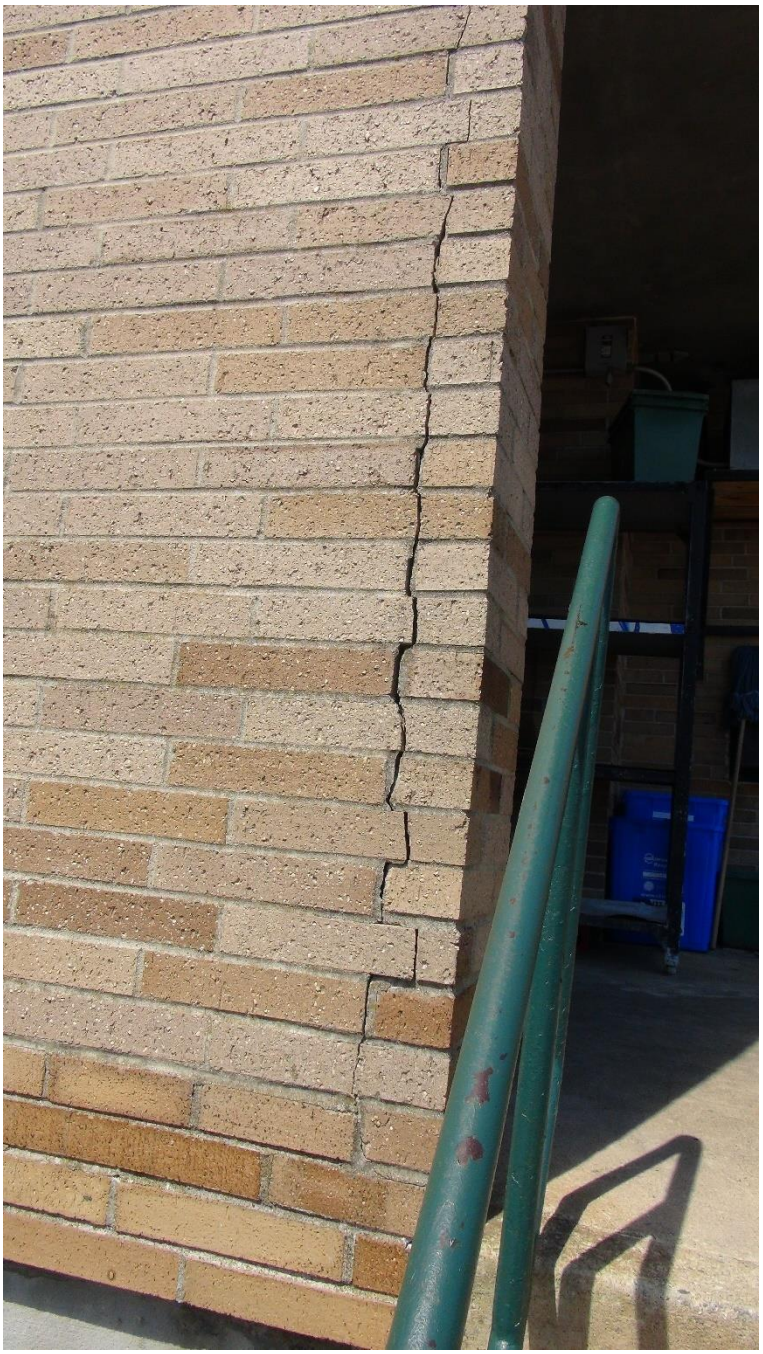

PHOTO #15

This photo shows the vertical crack in the exterior brick veneer wall located at the northeast corner of Building "E".

PHOTO #16

This photo shows the stepped crack in the exterior brick veneer located near the base of the chimney adjacent to the Building "E" loading dock.

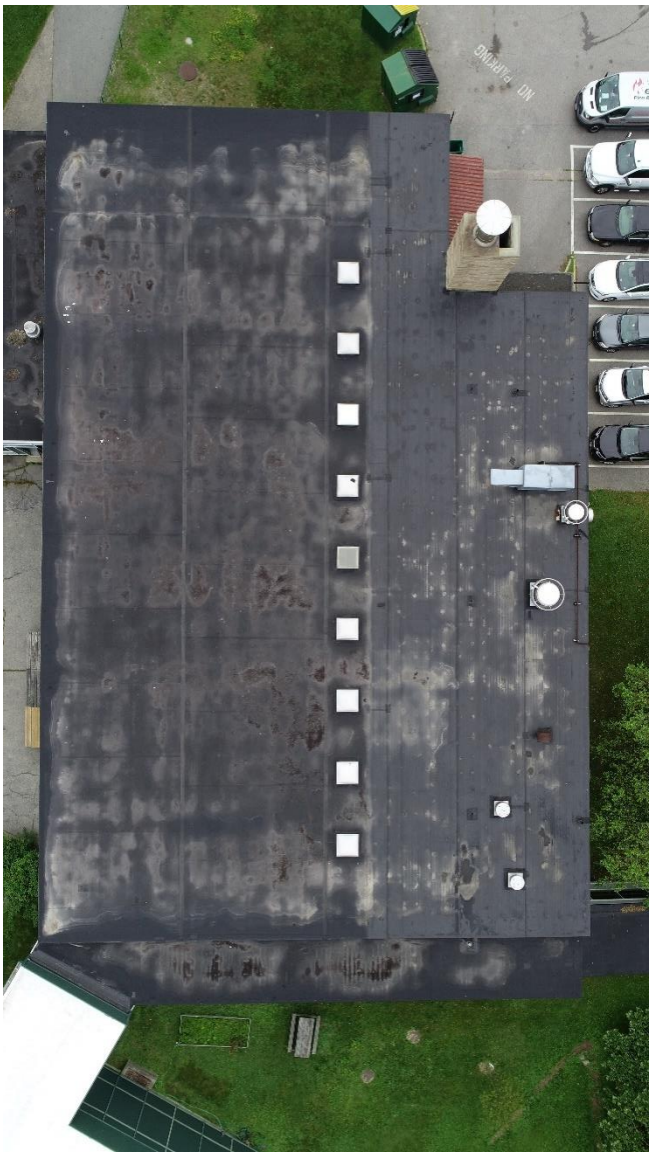

PHOTO #17

This photo shows the collection of dirt and debris mostly along the west side of the roof of Building "E". The localized collection of dirt and debris on the roof of the building is indicative of water ponding on the roof of the building.

PHOTO #18

This photo one of the several small areas where the mortar in the exterior brick veneer walls of Building "F" has deteriorated.

PHOTO #19

This photo shows what appears to be a leaking roof in Building "G". Currently there does not appear to be any structural damage done to the building as a result of this apparent roof leak.

PHOTO #20

This photo shows one of the locations in the exterior brick veneer walls of Building "H" where the mortar has deteriorated.

PHOTO #21

This photo shows the concrete spalls and exposed reinforcing steel in the underside of the Second Floor structural concrete floor slab in Building "H".

PHOTO #22

This photo shows the large, unframed metal roof deck penetration in Building "H".

PHOTO #23

This photo shows the deteriorated mortar, and the missing and damaged bricks located at the northern end of the east exterior wall of the gymnasium.

PHOTO #24

This photo shows one of the exterior concrete stairs located on the north side of the gymnasium where the concrete has deteriorated.

PHOTO #25

This photo shows one of the cracked and spalled concrete columns around the perimeter of Building "J". These columns support the thin-shell concrete roof of the Auditorium.

PHOTO #26

This photo partially shows another of the cracked and spalled concrete columns that supports the thin-shell concrete roof of the Auditorium.

PHOTO #27

This photo attempts to show another of the concrete columns that is cracked and spalled at the top of the column. The spalled concrete is concealed behind the plywood sheathing. The plywood sheathing appears to have become displaced and distorted by the movement of the spalled concrete at the top of the column.

PHOTO #28

This photo shows a portion of the cracked and spalled concrete column that is enshrouded within the plywood sheathing that covers the top of the Auditorium columns.

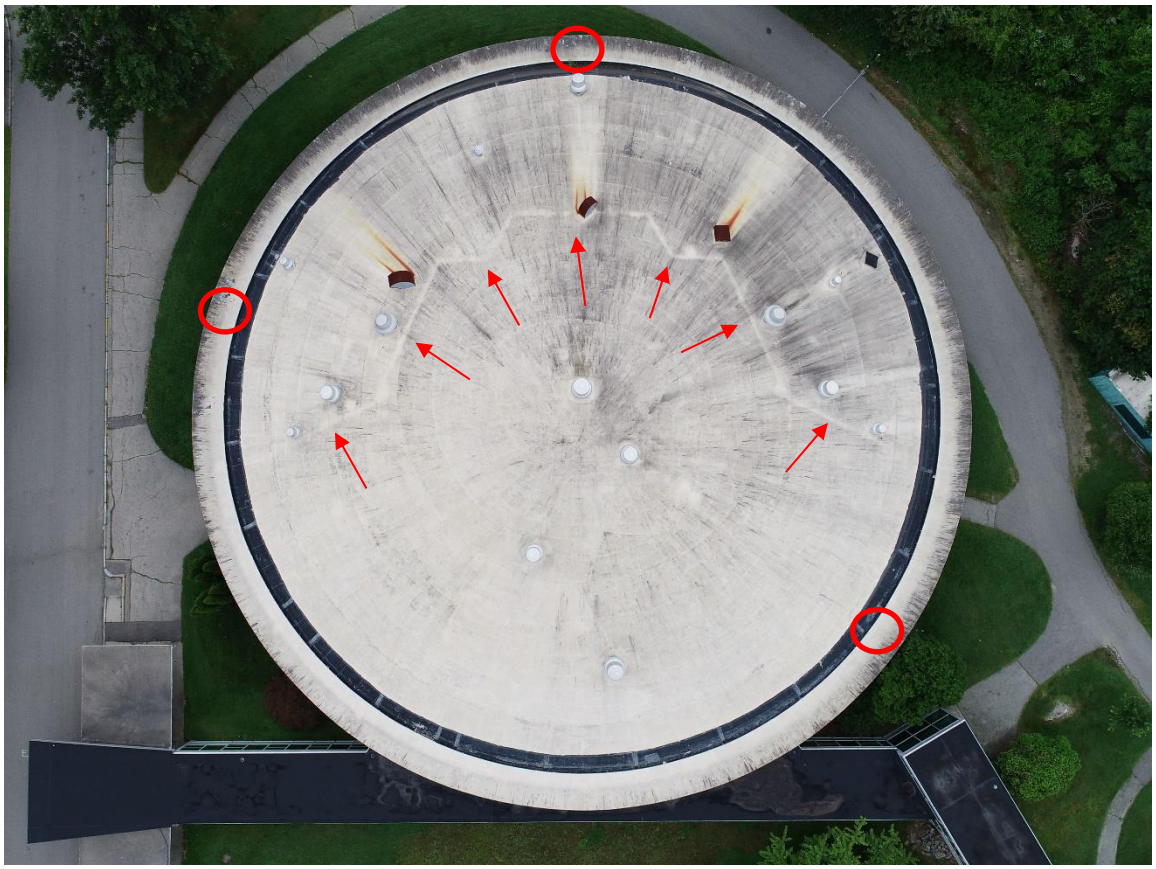

PHOTO #29

This photo shows an aerial view of the Auditorium roof structure. This photo was taken on July 7, 2019 by Odeh Engineers' DJI Inspire 2 sUAS drone. The red circles show the approximate locations of the three concrete columns supporting the thin-shell concrete roof of the Auditorium. Also of note is the discoloration of the top surface of the concrete dome (as indicated by the red arrows) along lines that mimic the interior masonry block walls located directly under the roof structure. The cause of these lines of discoloration of the concrete is not known at this time.

PHOTO #30

This photo shows one of the Corridor P water-stained gypsum roof deck panels located on the south side of the gymnasium.

PHOTO #31

This photo shows a couple of the sagging gypsum panels for the Corridor P roof located along the south side of the gymnasium.

PHOTO #32

This photo shows more of the water-stained and sagging gypsum roof deck panels located in Corridor P along the south side of the gymnasium.

PHOTO #33

This photo shows the failed gypsum roof deck panel located in Corridor P on the south side of the gymnasium.

PHOTO #34

This photo shows the apparent sagging of the Walkway L wood roof beams and wood roof deck.

PHOTO #35

This photo shows the accumulation of dirt and debris along the walkway Corridor N located along the south side of the Cafeteria and Shop buildings.

Due Diligence Report

Proposed Redevelopment of
William S. Rogers High School
AP 41 Lot 002 and Lot 300
15 Wickham Road
Newport, RI
Project # 3653190050

Prepared for:

Studio JAED

c/o Philip Conte, Principal/President and CEO, 42 Weybosset Street, Suite 403,
Providence, RI 02903

July 2019

Due Diligence Report

Proposed Redevelopment of William S. Rogers High School

15 Wickham Road, Newport, RI

Project # 3653190050

Prepared for:
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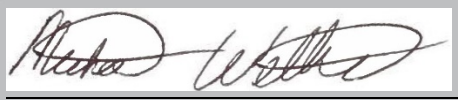
Prepared and Reviewed by:



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- Appendix B.2: NRCS Soils Map
- Appendix B.3: Wetlands Map
- Appendix B.4: FEMA Flood Insurance Rate Map (FIRM)
- Appendix B.5: Natural Heritage Area Map
- Appendix B.6: Historic District Map
- Appendix B.7: Record Survey – 1953

1.0 Introduction

Wood Environment & Infrastructure Solutions, Inc. (Wood) is pleased to provide Studio JAED (the Client) with the following Due Diligence Report, providing an engineering analysis of potential constraints to the redevelopment of the campus at William S. Rogers High School, 15 Wickham Road in Newport, Rhode Island. The 37.1±-acre campus (the "Site") is comprised of Assessor's Plat (AP) 41 Lot 002 (35.6± ac) and Lot 300 (1.5± ac). Wood notes that AP 41 Lot 300, with an address of 109 Old Fort Road, contains one structure (130' x 210') that is interior to AP 41 Lot 002. Wood assumes that this lot is part of the school campus and therefore, includes this property in our due diligence assessment. The Site is bounded by residential properties and a convalescent home to the north and east, Ruggles Avenue to the south, and Wickham Road to the west. (See Figure 1 below and Appendix B.1 for Site Location Map).

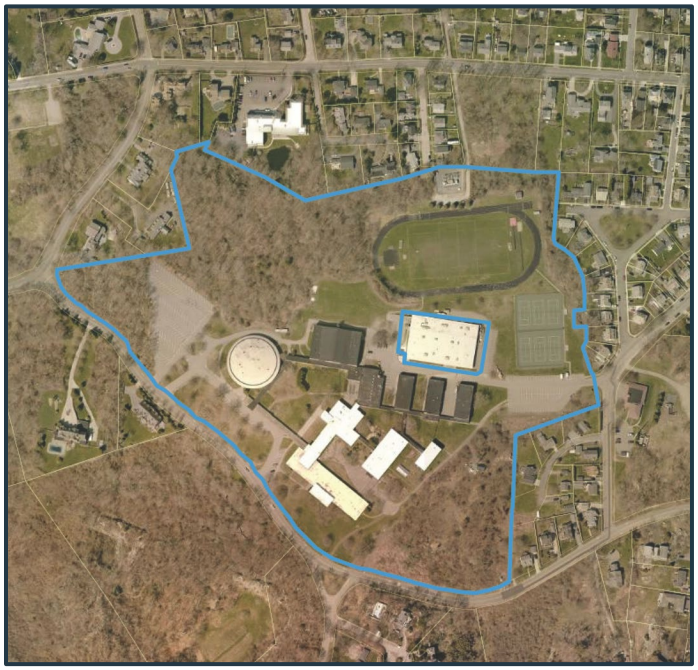


Figure 1: Site Location Map

Wood has identified two (2) additional properties that are owned by the City of Newport within 200 feet of the Site. These are Ballard Park (AP 41 Lot 390) and Murphy Field (AP 41 Lot 028). Ballard Park is located on the west side of Wickham Road and is designated by the City of Newport's GIS website as in the "Open Space" Zoning District, "Ocean Drive Historic Overlay" Zoning District, and "State Conservation Land." As such, this property is unlikely to be suitable for use in redevelopment plans for Rogers High School.

Murphy Field is located on the east side of Old Fort Road and is designated by the City of Newport's GIS website as in the "Residential R10-A" Zoning District. Murphy Field contains recreational facilities, including tennis and basketball courts, two baseball/softball fields, and a large grass field for soccer or other turf sports. Murphy Field may be suitable for use in redevelopment plans for Rogers High School but has not been included in this Due Diligence Report.

Wood has also prepared a Constraints Plan for use by the Client in developing Conceptual Site Redevelopment Plans. A copy of this Constraints Plan is provided in Appendix A; an AutoCAD version of the Constraints Plan will be provided to the Client electronically.

Summary of Findings

- Soils/Topography: Adverse impact. Wood reviewed an existing conditions survey from 1953 (See Appendix B.7), which shows significant areas of exposed ledge throughout the Site and swamp (wetlands) that were filled to develop the school in the 1950's. The likelihood of encountering ledge/bedrock in redevelopment is also supported by a review of GIS databases. Wood recommends that geotechnical testing be performed early in the design process.

- FEMA Flood Zone: No adverse impact. The majority of the Site is in Zone X (Area of Minimal Flood Hazard). A small area in the southeastern corner of the Site is impacted by a 500-year flood zone (0.2% chance of inundation), which is associated with Lily Pond to the south.

- Wetlands: Minor impact. According to the Rhode Island Department of Environmental Management (RIDEM) and Rhode Island Geographic Information System (RIGIS) mapping, the majority of the Site is upland/non-wetland. Wetlands exist just north of the existing track to Harrison Avenue and near the southern boundary at Ruggles Avenue. This wetland is associated with the aforementioned 500-year flood plain of Lily Pond. Wood recommends that wetlands delineation be performed early in the design process to confirm the full extents of wetlands and wetland buffers. Redevelopment in these areas should be avoided.

- Natural Heritage Areas (NHA): No adverse impact. Available mapping shows no areas of concern on or in the vicinity of the Site.

- Archaeological/Historical Assets: No adverse impact. Available mapping shows no areas of archaeological or historical significance on the Site.

- Easements: No adverse impact; however, this should be confirmed by deed research and updated survey. The 1953 existing conditions survey does not depict any easements on the Site nor were any records of easements identifed during our research.

- Utilities: No adverse impact. Water and sewer department personnel have advised that there are no issues with supplying water and sewer service to the Site.

- Zoning: No adverse impact. The Site is Zoned Residential R-40; schools are permitted by Special Use Permit from the Zoning Board of Review in this zone. Associated amenities such as parks, playgrounds,and playing fields are permitted uses by-right in this zone.

- Environmental Site Assessment: Excluded from study.

2.0 Existing Site Conditions

According to City of Newport Tax Assessor's records, the Site is currently occupied by the William S. Rogers High School that includes ten (10) interconnected buildings totaling 122,280 square feet. The campus also includes track and field areas, tennis courts, site access drives, parking areas, lawns, and wooded open space. Records indicate that school construction began in the 1950's and the main building was completed in

1957. There is also a building on campus with an address of 109 Old Fort Road. This 2-story building was constructed in 1989 and contains 36,750 square-feet of space.

Soils and Topography

Mapping by the USDA Natural Resources Conservation Service (NRCS) Web Soil Survey indicates that most of the Site is composed of Canton-Urban Land, Canton and Charlton, and Rock Outcrop-Canton soils. These soils are defined as "*ablation till over bedrock, very rocky, and fine sandy loams.*" Within these soil groups, NRCS indicates that bedrock is likely to be encountered at depths greater than 6 feet and according to the RIDEM Environmental Resource Map, the entire Site is mapped for Absalona Formation Bedrock Geology. Additionally, 1953 record survey plans of the site indicate several areas of ledge. The Existing Conditions Constraints Plan in Appendix A shows approximations of the ledge areas on site according to the record survey.

Soils in wetland areas of the Site (see following section) are Stissing very stony silt loam and Pittstown silt loam. These areas should be excluded from Site redevelopment proposals. (See Appendix B.2 for NRCS Web Soil Survey Map).

Table 1: Soils

Soil Type	Unit Symbol	Hydrologic Soil Group	Groundwater Depth	Percentage of Site Area
Canton-Urban Land Complex, very rocky, 15-25% slopes	CC	B	>6 FT/bedrock	43.5
Canton and Charlton fine sandy loams, very rocky, 3-15% slopes	CeC	B	>6 FT/bedrock	36.2
Canton-Charlton-Rock outcrop complex, 15-35% slopes, very stony	CaD	B	>6 FT/bedrock	3.5
Rock Outcrop-Canton Complex	Rp	NR	1.5-3.5 FT	9.1
Stissing very stony silt loam	Sf	D	0 FT	4.7
Pittstown silt loam	PmB	C	1.5 FT	1.7
Newport-Urban Land Complex	NP	C	2 FT	1.1

Rhode Island GIS LIDAR mapping indicates that most of the Site is moderately graded, with elevations within the existing developed area ranging from approximately 38± feet at the site entrance from Old Fort Road to 62± feet at the edge of the western parking lot. The currently undeveloped areas of the property show more considerable grade changes according to the LIDAR data. The northwest portion of the site has elevations ranging from 56± feet to 74± feet, while the southeast portion of the site has elevations ranging from 18± to 76± feet.

Before advancing beyond conceptual/schematic design, Wood recommends that the Client engage a geotechnical engineer to determine the specific soil characteristics to support building foundations, pavement, retaining walls and/or any other anticipated structures.

Wetlands/Waterbodies

Based on a review of RIDEM's Environmental Resource Map and the City of Newport GIS database, there are state-regulated wetland resource areas on the Site. There is a wetland depicted immediately north of the track that extends off the property to Harrison Avenue and likely includes a 50-foot perimeter wetland "buffer" in accordance with RIDEM Stormwater Regulations. There is also a wetland depicted near the

southern property boundary at Ruggles Avenue. This wetland would also likely require a 50-foot perimeter wetland "buffer." (See Appendix B.3 for Wetlands Mapping.)

Wood recommends that wetlands delineation be performed early in the design process to confirm the full extents of wetlands and wetland buffers. Redevelopment in these areas should be avoided, because any proposed alteration of these wetlands will require approval from RIDEM, which is a 9-12 month review time with no guarantee of approval.

Impairments/TMDLs within Watershed

The (federal) Clean Water Act (CWA) Section 303(d) requires states to identify and list those waterbodies that are not expected to meet state water quality standards after the implementation of technology-based controls and, as such, require the development of Total Maximum Daily Loads (TMDLs). States must include on the lists the specific cause(s) of the impairment (if known). The State's 303(d) list of impaired waters, developed by the Rhode Island Department of Environmental Management (RIDEM), fulfills this CWA requirement.

A portion of the Site is watershed to Lily Pond. According to the report titled, "State of Rhode Island 2016 303(d) List of Impaired Waters," published by the RIDEM Office of Water Resources, Lily Pond (ID Number RI0010047L-02) is listed with the following TMDL schedules: phosphorus and enterococcus; therefore, all new development or redevelopment projects discharging stormwater into the Lily Pond watershed must include stormwater quality best management practices (BMPs) to address these impairments.

Groundwater Classification

The Site has been mapped by RIDEM as in Groundwater Classification GA. Groundwater classified GA shall be those groundwater resources that RIDEM has designated to be suitable for public or private drinking water use without treatment. There are no restrictions on site redevelopment for properties within the GA area.

FEMA Flood Zone

Federal Emergency Management Agency (FEMA) Community Panel Number 44005C0179J, effective September 4, 2013, indicates that the Site and majority of surrounding area lies within Zone X. This zone is designated as "*areas of minimal flood hazard*." Per the FEMA panel for this area, a small portion of the southeastern corner of the Site has "*0.2% Annual Chance Flood Hazard, areas of 1% annual chance flood with average depth less than one foot, or with drainage areas of less than one square mile*." There are no FEMA requirements or restrictions to the redevelopment of this portion of the Site due to this designation. (See Appendix B.4 for FEMA Map.)

Natural Heritage Areas

Based on a review of RIDEM's Environmental Resource Map, there are no Natural Heritage Areas in the vicinity of the Site. (See Appendix B.5 for Natural Heritage Areas Map.)

Archaeological and Historical Areas

Based on a review of RIDEM's Environmental Resource Map and the City of Newport GIS database, there no archaeological or historical sites on the school campus, although the Site abuts the "Ocean Drive Historic District." This overlay district includes properties to the west of Brenton Road, south of Ruggles Avenue, and several properties to the west of the Site with frontage on Brenton Road. (See Appendix B.6 for Historic District Map.)

Easements

Wood obtained a copy of a 1953 survey of the Site. These plans do not depict any easements on the property nor were any easements found during Wood's research. Before advancing the design beyond the conceptual stage, Wood recommends that an updated survey be performed to confirm the existence or absence of any easements on the Site.

Utilities

- **City of Newport Department of Utilities – Sewer/Drain Service**
  The Department of Utilities is the regulatory authority responsible for sewer and drain service in the vicinity of the Site. Based on record plans and GIS figures obtained from the city, 8-inch concrete and clay sanitary pipes exist on the southeast section of Ruggles Ave that borders the Site. 8-inch clay pipe also exists on the portion of Old Fort Road bordering the Site. Additionally, 8-inch PVC sanitary pipe exists in Old Fort Road just east of the Site. For drain services, 12-inch and 15-inch pipe exists in Wickham Road, Ruggles Avenue, and Old Fort Road. A closed drain system also exists within the Site consisting of catch basins, manholes, and pipe ranging from 10-inches to 24-inches in diameter. Based on the information obtained for available sewer and drain service, it is anticipated that existing services will be able to support redevelopment of the school.
- **City of Newport Department of Utilities – Water Service**
  The Department of Utilities is the regulatory authority responsible for water service in the vicinity of the Site. Based on record plans and GIS figures obtained from the city, a 12-inch asbestos-cement water main exists in Wickham Road, a 12-inch ductile iron main exists in Ruggles Avenue, and a 6-inch ductile iron main exists in Old Fort Road. Currently, the domestic service is a 6-inch ductile iron line from Ruggles Avenue. An 8-inch ductile iron fire protection line services the Site from Old Fort Road. The Utilities Department indicated that there has been some integrity issues in the past for the domestic service, however, it is believed that the existing services will be adequate to support the redevelopment of the school.
- **National Grid (NGrid) – Gas Service**
  According to GIS figures obtained from National Grid, gas main exists in the eastern section of Ruggles Avenue that borders the Site and runs north up Old Fort Road and past the Site. Additionally, gas main exists in the western section of Wickham Road that borders the Site as well as in Brenton Road. Based on the information gathered, existing gas facilities in the area are anticipated to be accessible and adequate to support the proposed redevelopment.
- **National Grid (NGrid) – Electric Service**
  Overhead lines were observed on Wickham Road, Ruggles, Avenue, and Old Fort Road. Wood concludes that electric power is readily available for the proposed redevelopment via overhead service from of the existing lines in either Wickham Road, Ruggles Avenue, or Old Fort Road.
- **Telecommunications**
  Overhead lines were observed on Wickham Road, Ruggles Avenue, and Old Fort Road. Based on the needs of the existing school, Wood concludes that telecommunications are readily available for the proposed school redevelopment via existing lines.

3.0 Zoning Analysis

The Site is located in the Residential R-40 Zoning District. In accordance with the City of Newport Code of Ordinances, Title 17 Zoning, Chapter 17.32.020, schools require a special use permit from the Newport Zoning Board of Review. Associated parks, playgrounds, and playing fields are allowed by-right in the R-

40 Zone. Wood assumes that a special use permit would have been granted for the original school construction in the 1950's. In accordance with Chapter 17.108.02 (Special Use Permits), "*Any substantial revision of an approved special use permit application and any reconstruction, enlargement, extension, moving or structural alteration of an approved special use permit or any building or structure in connection therewith shall require submission of a new special use permit application as for the original application.*"

The following summarizes Wood's review of the City of Newport's Code of Ordinances relative to Title 17 Zoning and the site-specific zoning, parking, loading, and landscaping requirements for redevelopment of the Site.

Table 1: Zoning Criteria for R-40 Zone

Zoning Regulation	Zoning Chapter	Required
Minimum Lot Area	17.32.030	40,000 SF
Minimum Lot Width	17.32.030	200 Feet
Front Yard Setback	17.32.040	50 Feet
Side Yard Setback	17.32.040	40 Feet
Rear Yard Setback	17.32.040	20 Feet
Max. Lot Building Coverage	17.32.050	15% or 248,945 SF
Max. Building Height *	17.32.060	30 Feet *

*Chapter 17.04.050 allows that *"no structure shall exceed the maximum height specified in this zoning code, unless in the residential districts the median height of the primary structures on the abutting properties of the subject lot exceeds that height."*

Table 2: Parking and Loading

Parking and Loading Regulations	Zoning Chapter	Required
Parking Required	17.104.020	1 space per 5 auditorium seats – or – 1 space per 5 classroom seats
Standard Parking Stall Dimensions	17.104.040	9'x18'
Compact Parking Stall Dimensions *	17.104.040	8'x16'*
Max. Percentage of compact stalls*	17.104.040	50%*
Min. Aisle Width	17.104.040	
- 0-44 degrees	17.104.040	12 Feet
- 45-59 degrees	17.104.040	13 Feet
- 60-69 degrees	17.104.040	17 Feet
- 70-79 degrees	17.104.040	18 Feet
- 80-89 degrees	17.104.040	19 Feet
- 90 degrees	17.104.040	20 Feet
Loading Spaces	17.104.030	4 spaces for 100-200K GFA
Loading Dimensions	17.104.040	12'x40'
Loading Height Clearance	17.104.040	14 Feet
Access Drive Width	17.104.040	

*Chapter 17.104.40.A allows *"in parking areas of fifty (50) or more spaces, up to fifty (50) percent of the total off-street parking spaces required may be designed and designated for compact cars."*

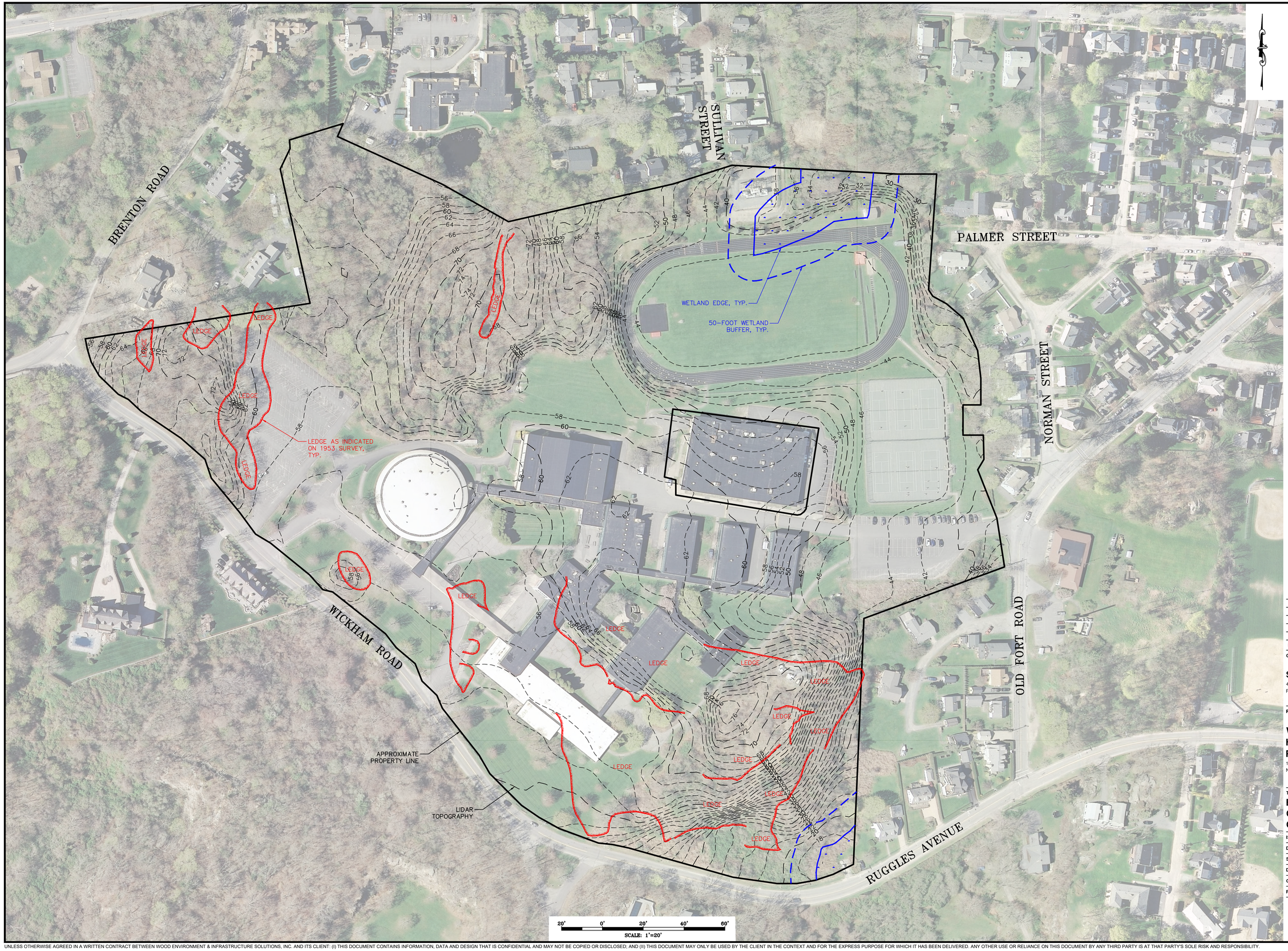
Landscaping and Tree Planting

The following is a summary of applicable sections of the City of Newport Code of Ordinances relating to landscaping requirements for site redevelopment.

- Chapter 12.36 "Tree and Open Space Preservation and Protection," a permit is required from the Newport Tree Warden to ensure the "*protection, maintenance, removal, and planting of trees in the public rights-of-way, parks, and all public property within the city*." A landscape plan prepared by a registered landscape architect is sufficient for this application.
- Chapter 17.104.040: *"Parking areas containing more than forty (40) parking spaces shall be divided by permanent barriers, landscaped areas, rain gardens, or raised walks. No parking bay divider equal to ten parking spaces shall exist without a divider equal to or greater than the area of one parking space."*
- Chapter 17.104.050: "*All off-street parking and loading areas shall be suitable improved, graded, stabilized and maintained so as to cause no nuisance or danger from dust or from stormwater runoff. Parking lots should be designed to property control stormwater on site using natural techniques and pervious surfaces where possible. No such area shall have a slope of less than one-half percent or greater than three percent."*
- Chapter 17.104.050: "*No loading space or access thereto shall be located less than thirty (30) feet from any residential district boundary line."*

Appendix A:

Existing Conditions Constraints Plan



wood.
WOOD ENVIRONMENT & INFRASTRUCTURE SOLUTIONS, INC.
275 PROMENADE STREET, SUITE 100
PROVIDENCE RHODE ISLAND, 02908
WEB: WWW.WOODPLC.COM
(401) 648-9240

NOT FOR CONSTRUCTION

REVISION	DATE	DESCRIPTION

CLIENT:

STUDIO JAED
42 WEYBOSSET STREET, SUITE 403
PROVIDENCE, RI 02903

PROJECT:

WILLIAM S. ROGERS HIGH SCHOOL REDEVELOPMENT
15 WICKHAM ROAD,
NEWPORT, RI 02840

TITLE:

EXISTING CONDITIONS CONSTRAINTS PLAN

ISSUED FOR:	-
DATE:	JULY 5, 2019
SCALE:	N/A
DRAWN BY:	MJW
CHECKED BY:	CNB
PROJECT NO:	3653190050

C-1

SHEET 1 OF 1

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Appendix B:

Background Information

Appendix B.1:

Site Location Map

Property Information

ID	41-002
Location	15 WICKHAM RD
Owner	

MAP FOR REFERENCE ONLY
NOT A LEGAL DOCUMENT

City of Newport, RI makes no claims and no warranties, expressed or implied, concerning the validity or accuracy of the GIS data presented on this map.

Appendix B.2:

NRCS Soils Map

Hydrologic Soil Group—State of Rhode Island: Bristol, Kent, Newport, Providence, and Washington Counties
(PL - Copy)

MAP LEGEND

Area of Interest (AOI)

Area of Interest (AOI)

Soils

Soil Rating Polygons

A
A/D
B
B/D
C
C/D
D
Not rated or not available

Soil Rating Lines

A
A/D
B
B/D
C
C/D
D
Not rated or not available

Soil Rating Points

A
A/D
B
B/D
C
C/D
D
Not rated or not available

Water Features

Streams and Canals

Transportation

Rails
Interstate Highways
US Routes
Major Roads
Local Roads

Background

Aerial Photography

MAP INFORMATION

The soil surveys that comprise your AOI were mapped at 1:12,000.

Warning: Soil Map may not be valid at this scale.

Enlargement of maps beyond the scale of mapping can cause misunderstanding of the detail of mapping and accuracy of soil line placement. The maps do not show the small areas of contrasting soils that could have been shown at a more detailed scale.

Please rely on the bar scale on each map sheet for map measurements.

Source of Map: Natural Resources Conservation Service
Web Soil Survey URL:
Coordinate System: Web Mercator (EPSG:3857)

Maps from the Web Soil Survey are based on the Web Mercator projection, which preserves direction and shape but distorts distance and area. A projection that preserves area, such as the Albers equal-area conic projection, should be used if more accurate calculations of distance or area are required.

This product is generated from the USDA-NRCS certified data as of the version date(s) listed below.

Soil Survey Area: State of Rhode Island: Bristol, Kent, Newport, Providence, and Washington Counties
Survey Area Data: Version 18, Dec 6, 2018

Soil map units are labeled (as space allows) for map scales 1:50,000 or larger.

Date(s) aerial images were photographed: Dec 31, 2009—Sep 12, 2017

The orthophoto or other base map on which the soil lines were compiled and digitized probably differs from the background imagery displayed on these maps. As a result, some minor shifting of map unit boundaries may be evident.

Hydrologic Soil Group

Map unit symbol	Map unit name	Rating	Acres in AOI	Percent of AOI
CaD	Canton-Charlton-Rock outcrop complex, 15 to 35 percent slopes, very stony	B	1.3	3.5%
CC	Canton-Urban land complex, very rocky	B	15.9	43.5%
CeC	Canton and Charlton fine sandy loams, 3 to 15 percent slopes, very rocky	B	13.2	36.2%
NP	Newport-Urban land complex	C	0.4	1.1%
PmB	Pittstown silt loam, 3 to 8 percent slopes	C	0.6	1.7%
Rp	Rock outcrop-Canton complex, 0 to 35 percent slopes, very stony		3.3	9.1%
Se	Stissing silt loam	D	0.0	0.1%
Sf	Stissing very stony silt loam	D	1.7	4.7%
Totals for Area of Interest			**36.6**	**100.0%**

Description

Hydrologic soil groups are based on estimates of runoff potential. Soils are assigned to one of four groups according to the rate of water infiltration when the soils are not protected by vegetation, are thoroughly wet, and receive precipitation from long-duration storms.

The soils in the United States are assigned to four groups (A, B, C, and D) and three dual classes (A/D, B/D, and C/D). The groups are defined as follows:

Group A. Soils having a high infiltration rate (low runoff potential) when thoroughly wet. These consist mainly of deep, well drained to excessively drained sands or gravelly sands. These soils have a high rate of water transmission.

Group B. Soils having a moderate infiltration rate when thoroughly wet. These consist chiefly of moderately deep or deep, moderately well drained or well drained soils that have moderately fine texture to moderately coarse texture. These soils have a moderate rate of water transmission.

Group C. Soils having a slow infiltration rate when thoroughly wet. These consist chiefly of soils having a layer that impedes the downward movement of water or soils of moderately fine texture or fine texture. These soils have a slow rate of water transmission.

Group D. Soils having a very slow infiltration rate (high runoff potential) when thoroughly wet. These consist chiefly of clays that have a high shrink-swell potential, soils that have a high water table, soils that have a claypan or clay layer at or near the surface, and soils that are shallow over nearly impervious material. These soils have a very slow rate of water transmission.

If a soil is assigned to a dual hydrologic group (A/D, B/D, or C/D), the first letter is for drained areas and the second is for undrained areas. Only the soils that in their natural condition are in group D are assigned to dual classes.

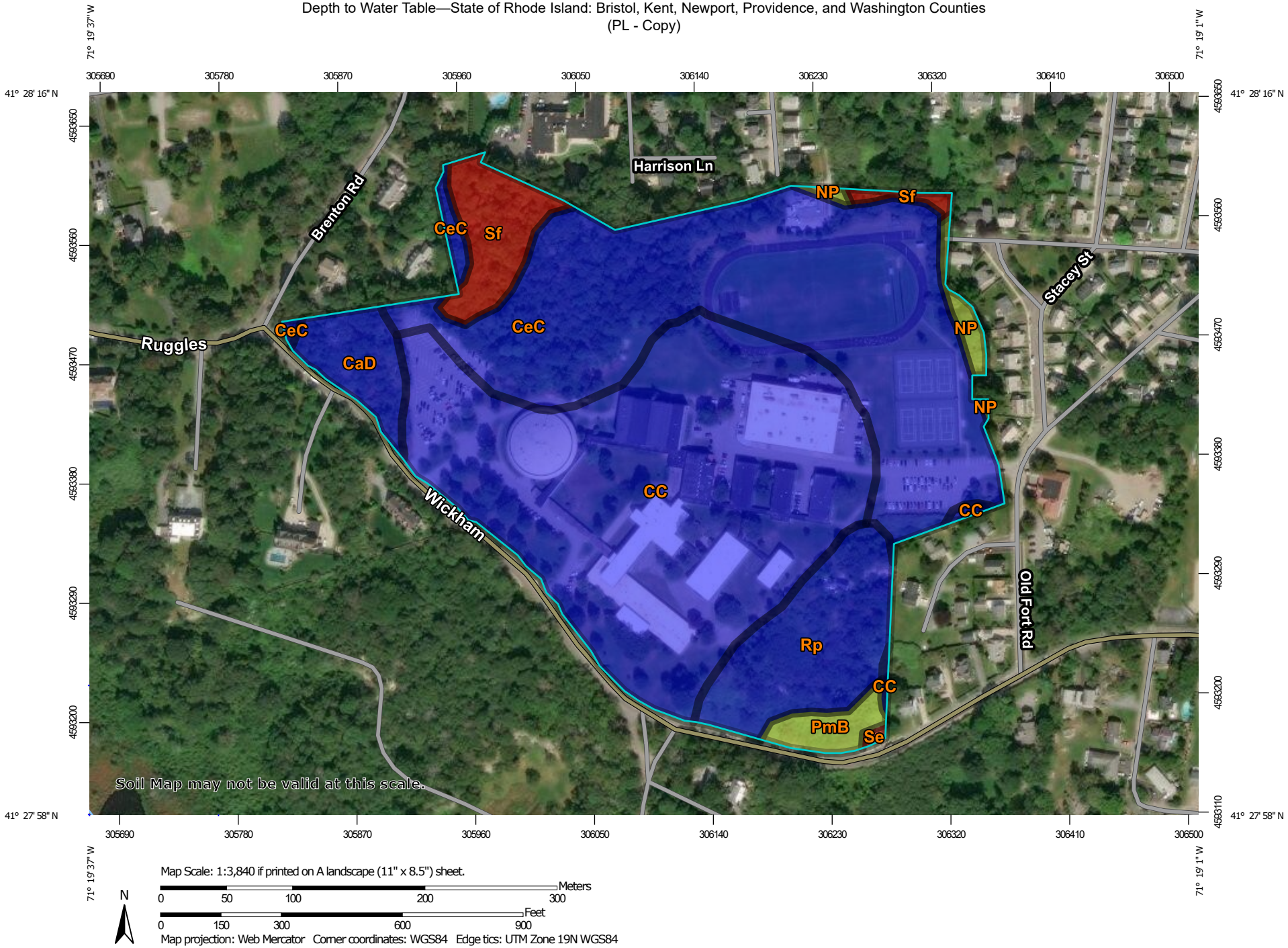
Rating Options

Aggregation Method: Dominant Condition

Component Percent Cutoff: None Specified

Tie-break Rule: Higher

Depth to Water Table—State of Rhode Island: Bristol, Kent, Newport, Providence, and Washington Counties
(PL - Copy)



MAP LEGEND

Area of Interest (AOI)

Area of Interest (AOI)

Soils

Soil Rating Polygons

0 - 25

25 - 50

50 - 100

100 - 150

150 - 200

> 200

Not rated or not available

Soil Rating Lines

0 - 25

25 - 50

50 - 100

100 - 150

150 - 200

> 200

Not rated or not available

Soil Rating Points

0 - 25

25 - 50

50 - 100

100 - 150

150 - 200

> 200

Not rated or not available

Water Features

Streams and Canals

Transportation

Rails

Interstate Highways

US Routes

Major Roads

Local Roads

Background

Aerial Photography

MAP INFORMATION

The soil surveys that comprise your AOI were mapped at 1:12,000.

Warning: Soil Map may not be valid at this scale.

Enlargement of maps beyond the scale of mapping can cause misunderstanding of the detail of mapping and accuracy of soil line placement. The maps do not show the small areas of contrasting soils that could have been shown at a more detailed scale.

Please rely on the bar scale on each map sheet for map measurements.

Source of Map: Natural Resources Conservation Service
Web Soil Survey URL:
Coordinate System: Web Mercator (EPSG:3857)

Maps from the Web Soil Survey are based on the Web Mercator projection, which preserves direction and shape but distorts distance and area. A projection that preserves area, such as the Albers equal-area conic projection, should be used if more accurate calculations of distance or area are required.

This product is generated from the USDA-NRCS certified data as of the version date(s) listed below.

Soil Survey Area: State of Rhode Island: Bristol, Kent, Newport, Providence, and Washington Counties
Survey Area Data: Version 18, Dec 6, 2018

Soil map units are labeled (as space allows) for map scales 1:50,000 or larger.

Date(s) aerial images were photographed: Dec 31, 2009—Sep 12, 2017

The orthophoto or other base map on which the soil lines were compiled and digitized probably differs from the background imagery displayed on these maps. As a result, some minor shifting of map unit boundaries may be evident.

Depth to Water Table

Map unit symbol	Map unit name	Rating (centimeters)	Acres in AOI	Percent of AOI
CaD	Canton-Charlton-Rock outcrop complex, 15 to 35 percent slopes, very stony	>200	1.3	3.5%
CC	Canton-Urban land complex, very rocky	>200	15.9	43.5%
CeC	Canton and Charlton fine sandy loams, 3 to 15 percent slopes, very rocky	>200	13.2	36.2%
NP	Newport-Urban land complex	60	0.4	1.1%
PmB	Pittstown silt loam, 3 to 8 percent slopes	69	0.6	1.7%
Rp	Rock outcrop-Canton complex, 0 to 35 percent slopes, very stony	>200	3.3	9.1%
Se	Stissing silt loam	23	0.0	0.1%
Sf	Stissing very stony silt loam	23	1.7	4.7%
Totals for Area of Interest			**36.6**	**100.0%**

Description

"Water table" refers to a saturated zone in the soil. It occurs during specified months. Estimates of the upper limit are based mainly on observations of the water table at selected sites and on evidence of a saturated zone, namely grayish colors (redoximorphic features) in the soil. A saturated zone that lasts for less than a month is not considered a water table.

This attribute is actually recorded as three separate values in the database. A low value and a high value indicate the range of this attribute for the soil component. A "representative" value indicates the expected value of this attribute for the component. For this soil property, only the representative value is used.

Rating Options

Units of Measure: centimeters

Aggregation Method: Dominant Component

Component Percent Cutoff: None Specified

Tie-break Rule: Lower

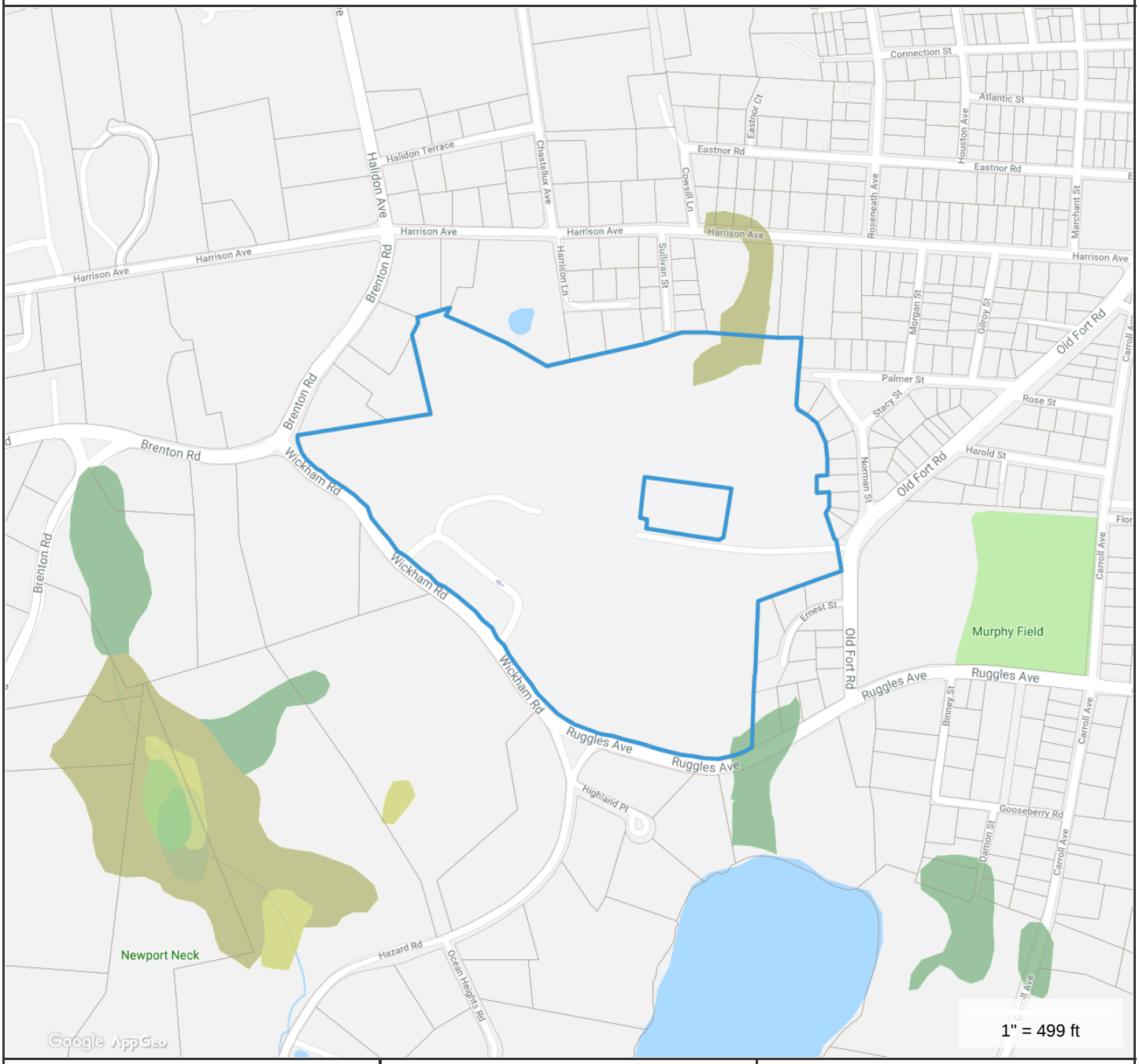
Interpret Nulls as Zero: No

Beginning Month: January

Ending Month: December

Appendix B.3:

Wetlands Map



Property Information

ID	41-002
Location	15 WICKHAM RD
Owner	

MAP FOR REFERENCE ONLY
NOT A LEGAL DOCUMENT

City of Newport, RI makes no claims and no warranties, expressed or implied, concerning the validity or accuracy of the GIS data presented on this map.

Map Theme Legends

Wetlands

Appendix B.4:

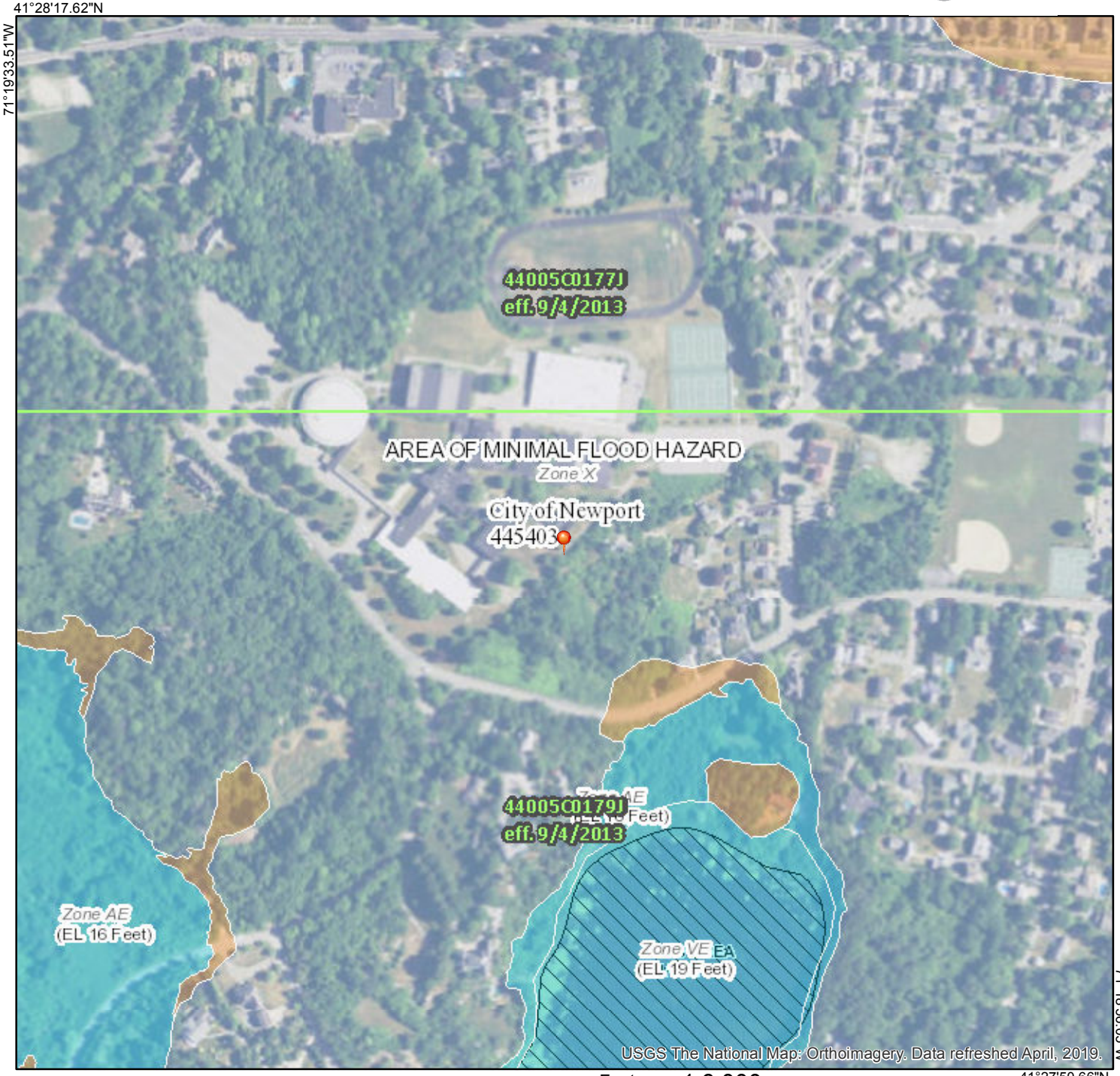
Flood Insurance Rate Map (FIRM)

National Flood Hazard Layer FIRMette

FEMA

41°28'17.62"N

71°19'33.51"W



71°18'56.05"W

41°27'50.66"N

Feet

0 250 500 1,000 1,500 2,000

1:6,000

Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

SPECIAL FLOOD HAZARD AREAS
- Without Base Flood Elevation (BFE) *Zone A, V, A99*
- With BFE or Depth *Zone AE, AO, AH, VE, AR*
- Regulatory Floodway

OTHER AREAS OF FLOOD HAZARD
- 0.2% Annual Chance Flood Hazard, Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile *Zone X*
- Future Conditions 1% Annual Chance Flood Hazard *Zone X*
- Area with Reduced Flood Risk due to Levee. See Notes. *Zone X*
- Area with Flood Risk due to Levee *Zone D*

OTHER AREAS
- NO SCREEN Area of Minimal Flood Hazard *Zone X*
- Effective LOMRs
- Area of Undetermined Flood Hazard *Zone D*

GENERAL STRUCTURES
- Channel, Culvert, or Storm Sewer
- Levee, Dike, or Floodwall

OTHER FEATURES
- 20.2 / 17.5 Cross Sections with 1% Annual Chance Water Surface Elevation
- Coastal Transect
- 513 Base Flood Elevation Line (BFE)
- Limit of Study
- Jurisdiction Boundary
- Coastal Transect Baseline
- Profile Baseline
- Hydrographic Feature

MAP PANELS
- Digital Data Available
- No Digital Data Available
- Unmapped

N

The pin displayed on the map is an approximate point selected by the user and does not represent an authoritative property location.

This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards

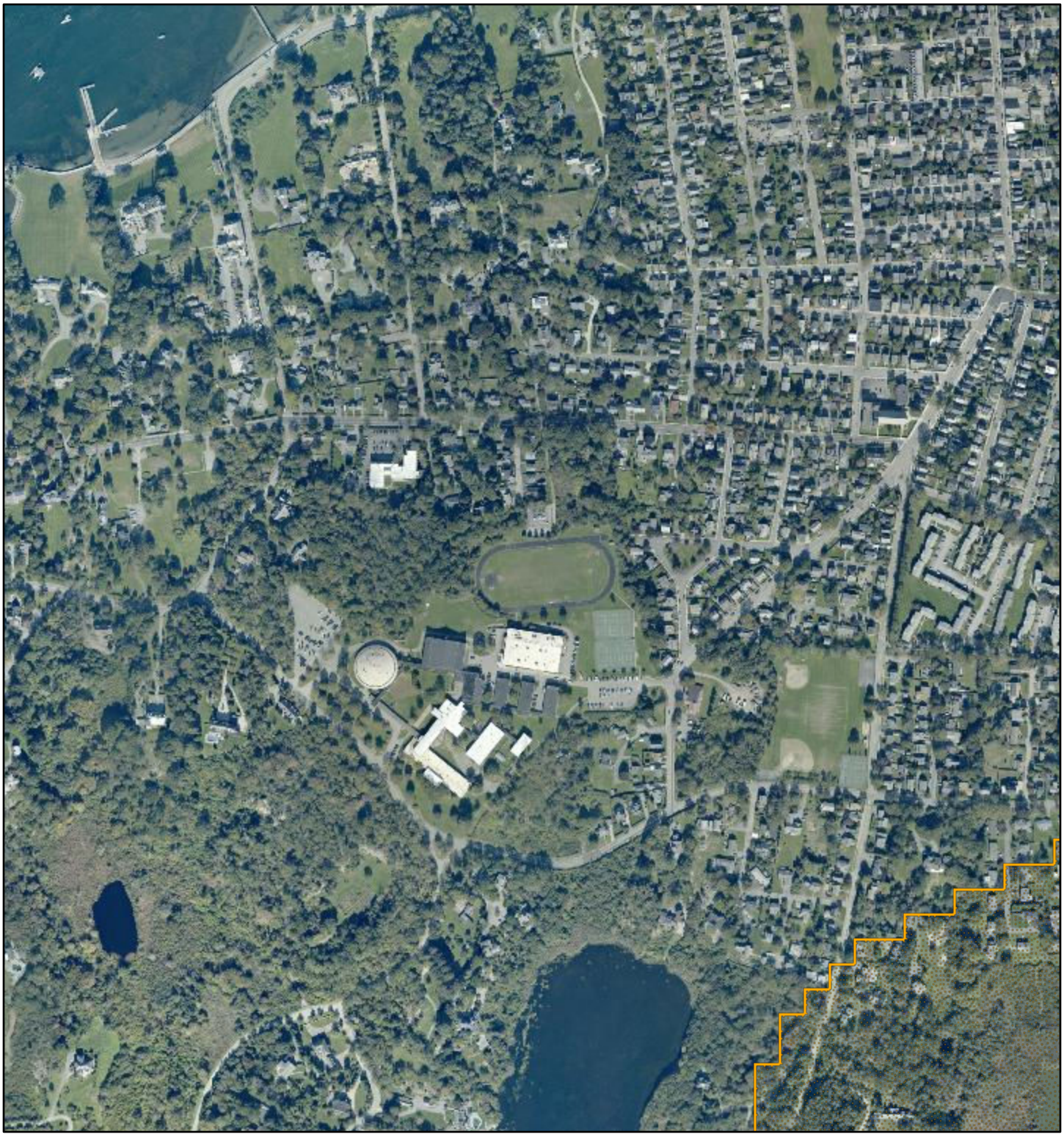
The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 7/5/2019 at 8:55:00 AM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

Appendix B.5:

Natural Heritage Areas Map

RIDEM Environmental Resource Map



7/3/2019 3:18:24 PM

1:9,028

0 0.05 0.1 0.2 mi

0 0.07 0.15 0.3 km

NaturalHeritageArea

Aerial Photo (October 2018)

Red: Red

Green: Green

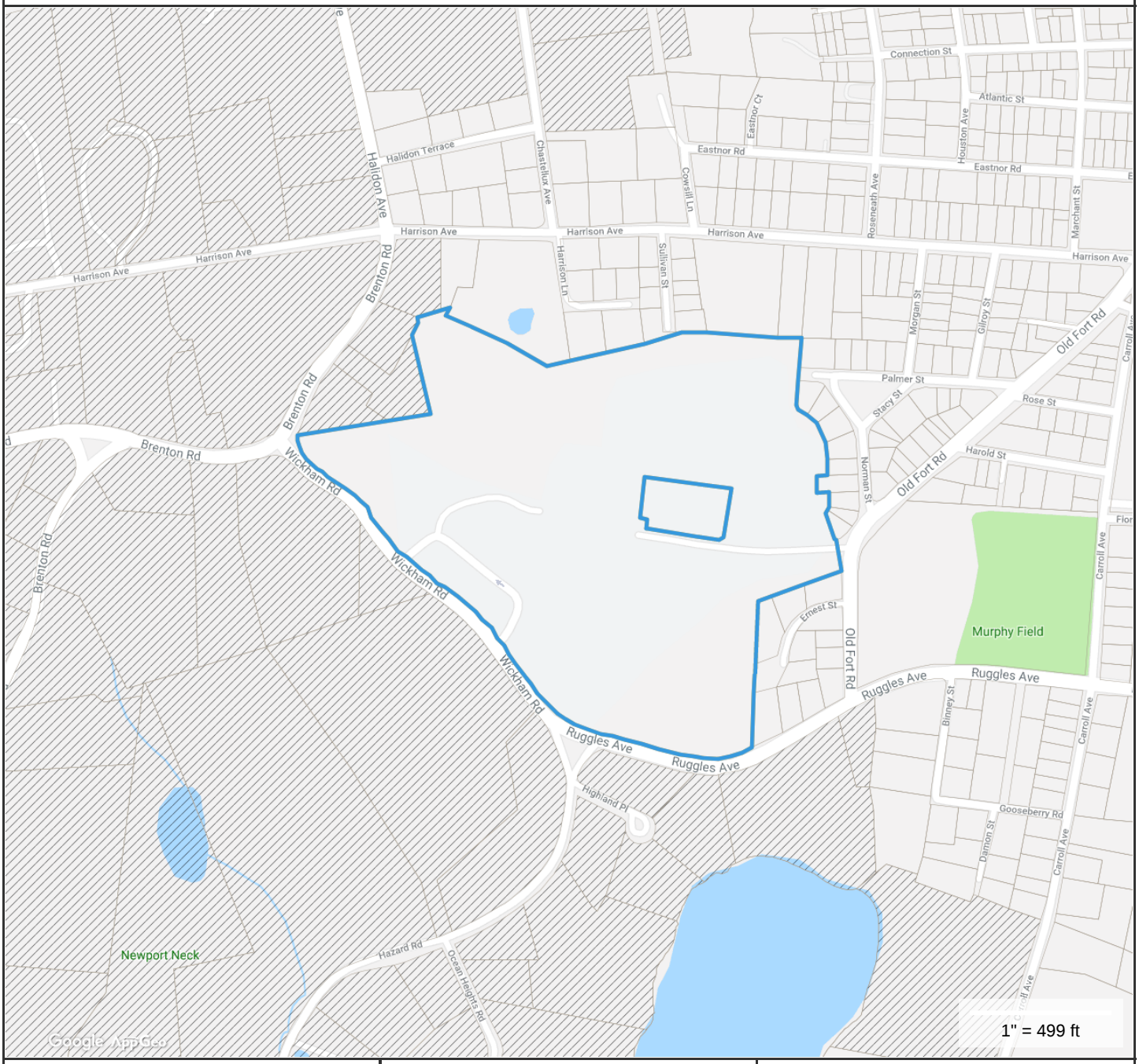
Blue: Blue

Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community

Esri, HERE, Garmin, INCREMENT P, NGA, USGS | Copyright:© 2013 National Geographic Society, i-cubed | URI EDC, RIGIS | USDA NRCS | RIEMA | RIGIS | RIGIS, University of Rhode Island

Appendix B.6:

Historic District Map



Property Information

ID	41-002
Location	15 WICKHAM RD
Owner	

MAP FOR REFERENCE ONLY
NOT A LEGAL DOCUMENT

City of Newport, RI makes no claims and no warranties, expressed or implied, concerning the validity or accuracy of the GIS data presented on this map.

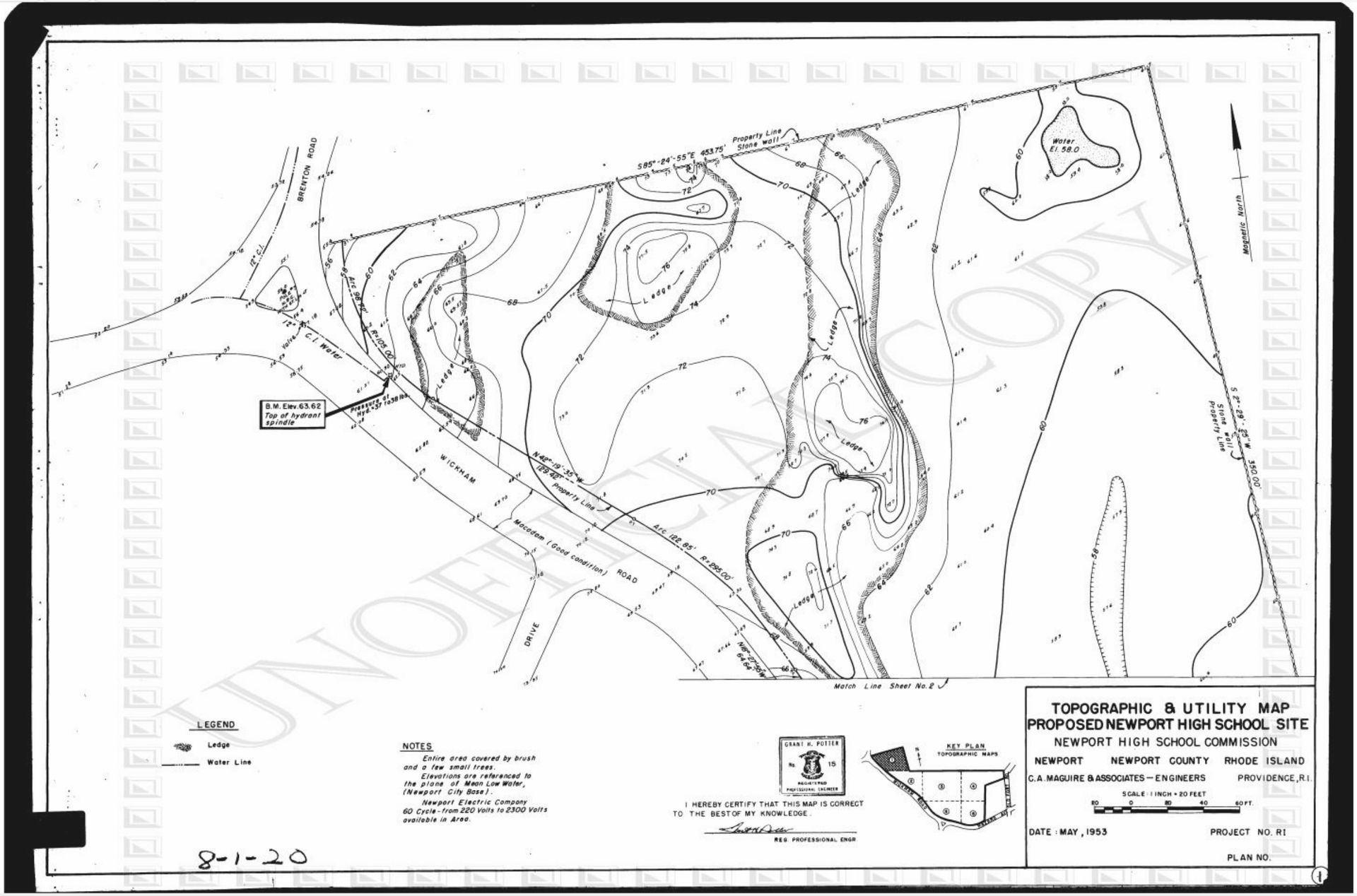
Map Theme Legends

Historic District

Appendix B.7:

Record Survey - 1953

Welcome to 20/20 Perfect Vision Land Records I2: ImageViewer - Google Chrome
Not secure | i2f.uslandrecords.com/RI/Newport/D/ImageViewerEx.aspx
1 of 15



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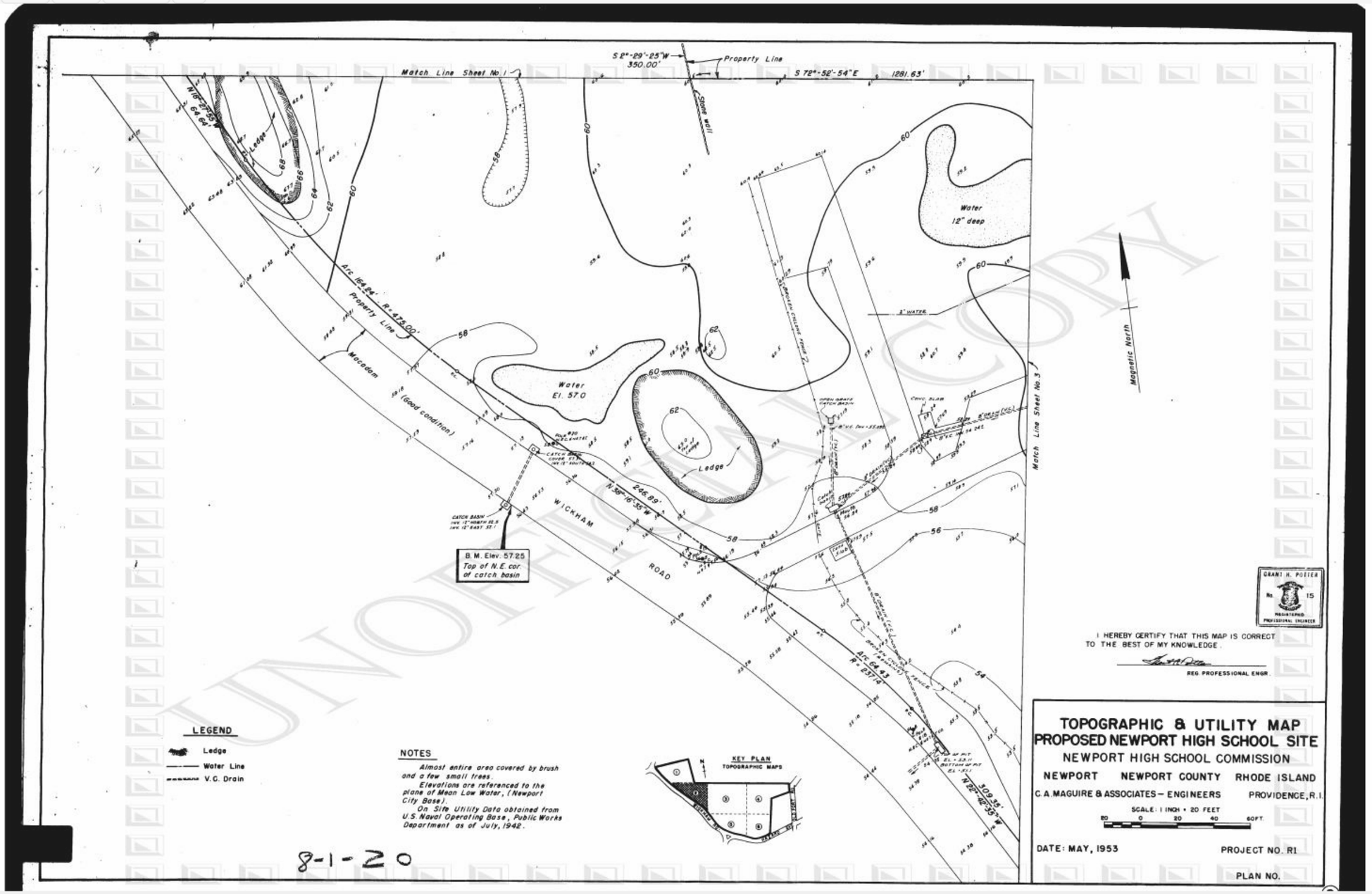
2 of 15



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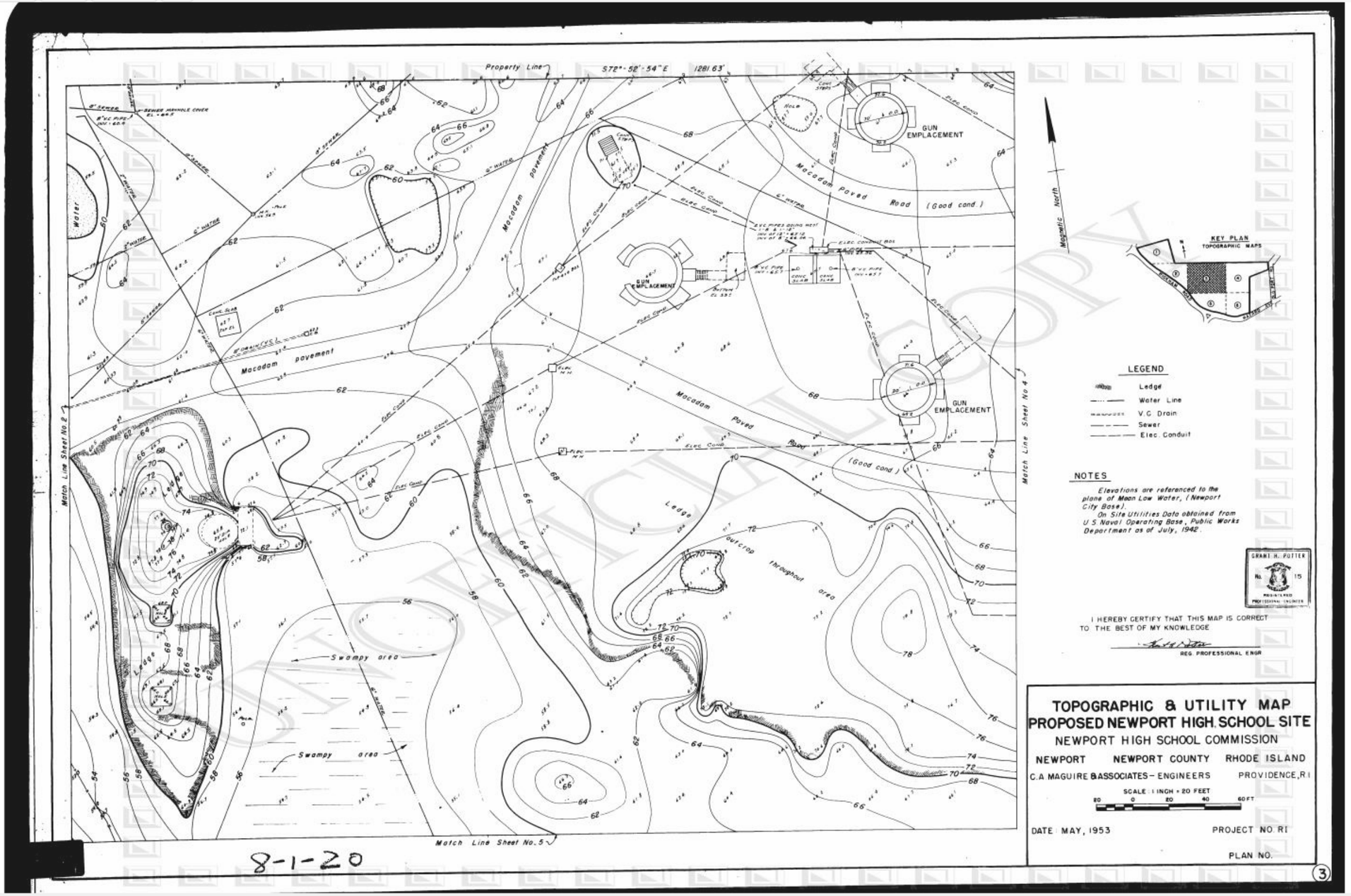
3 of 15



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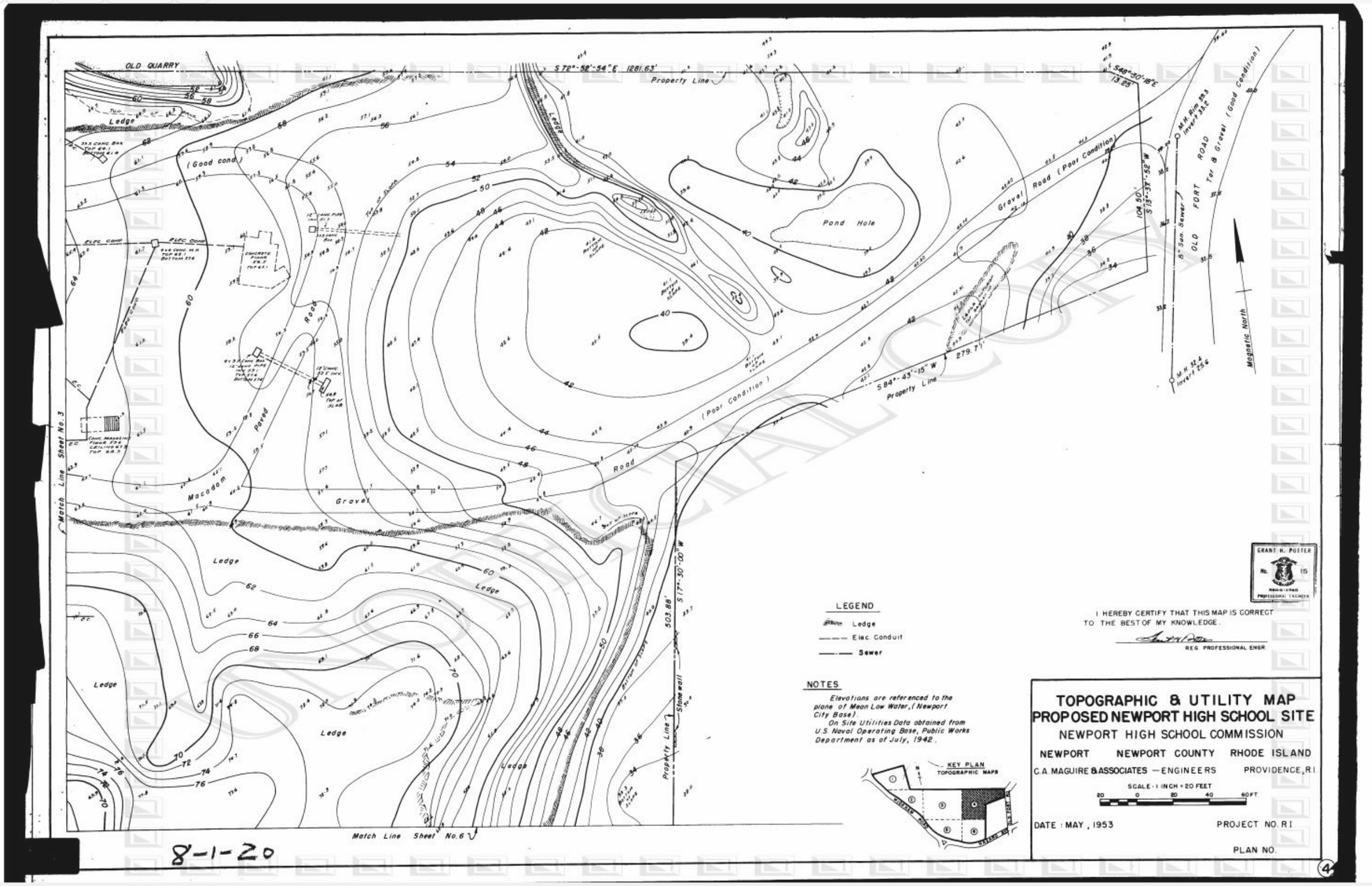

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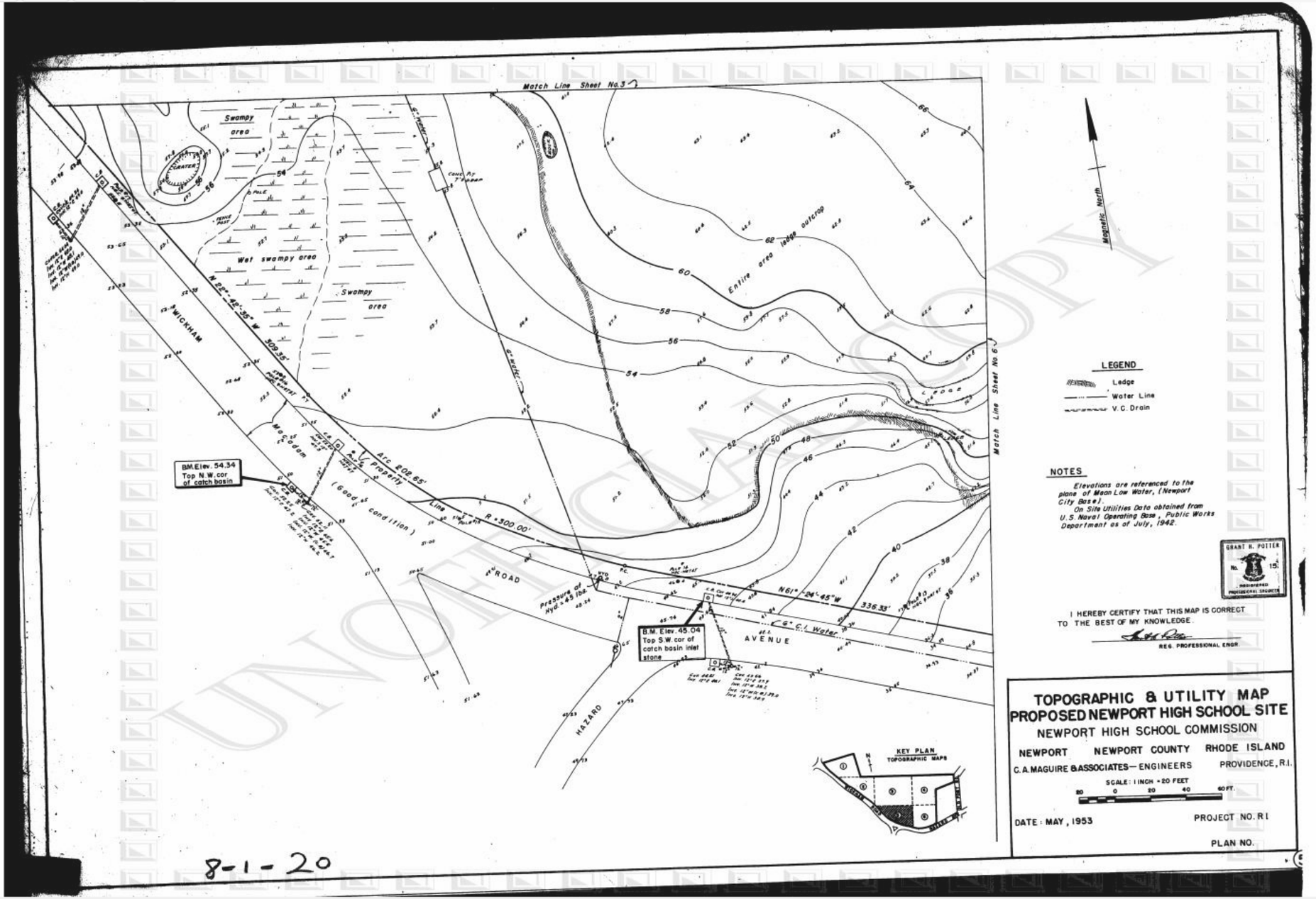

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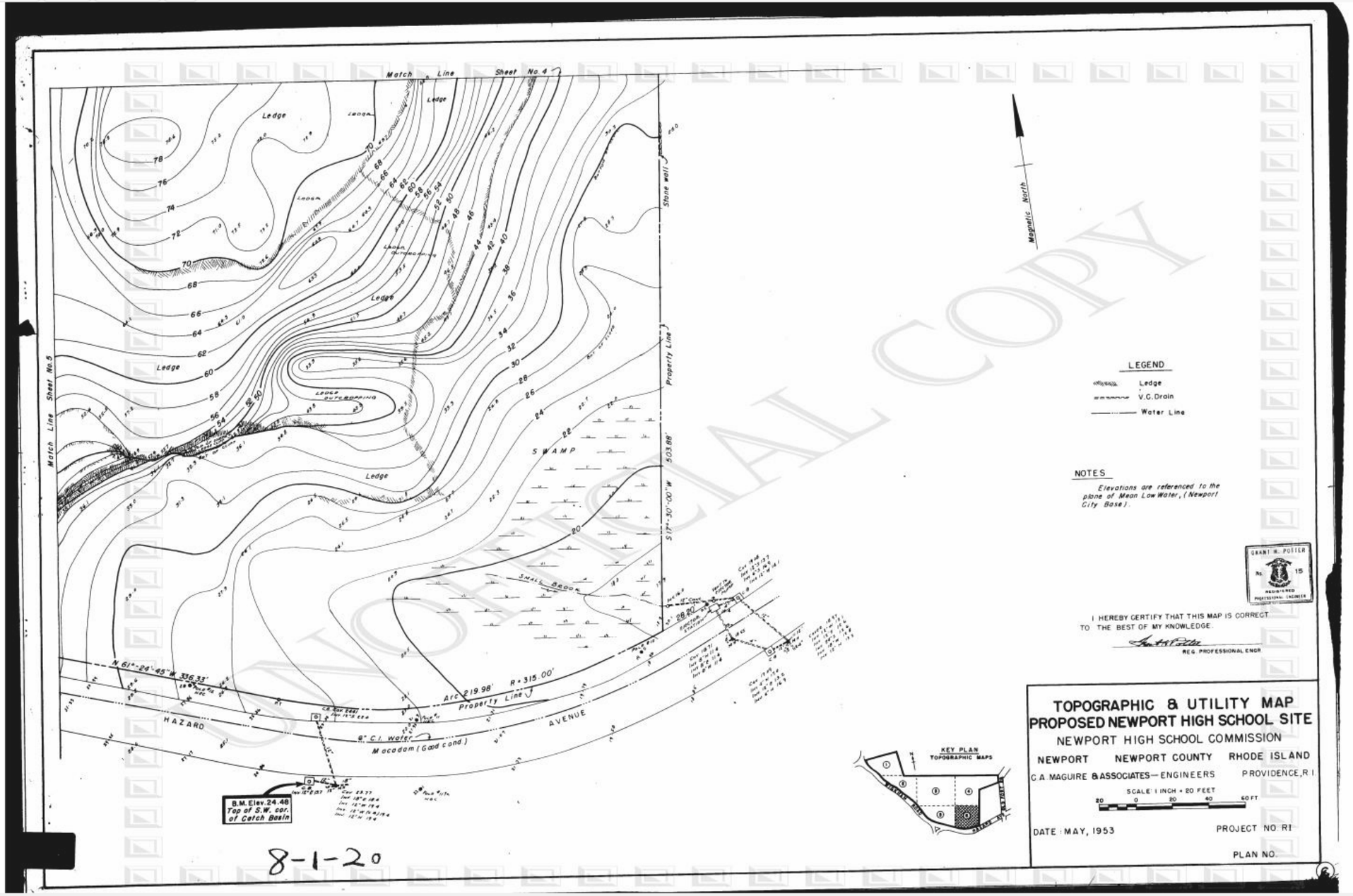

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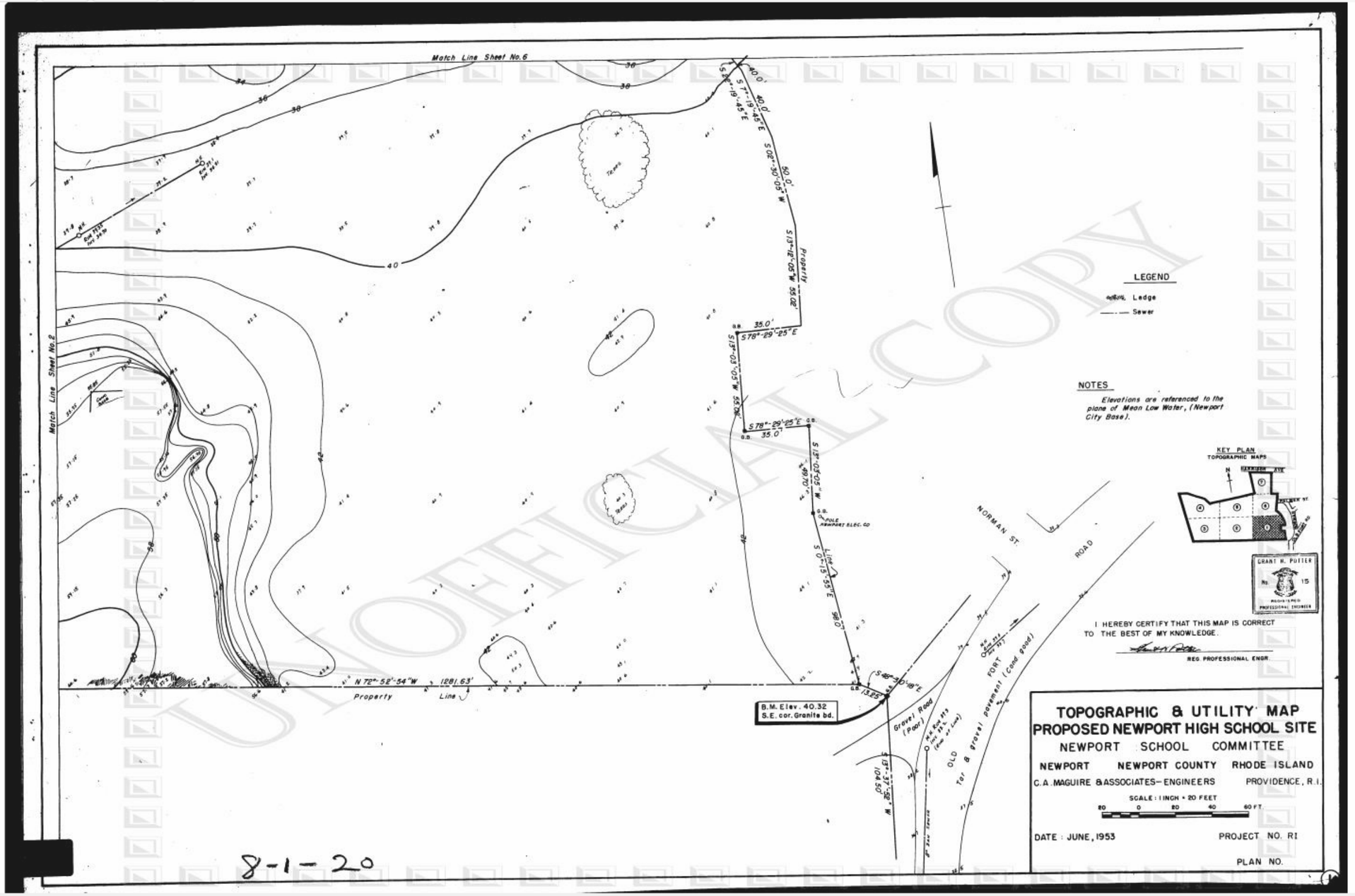

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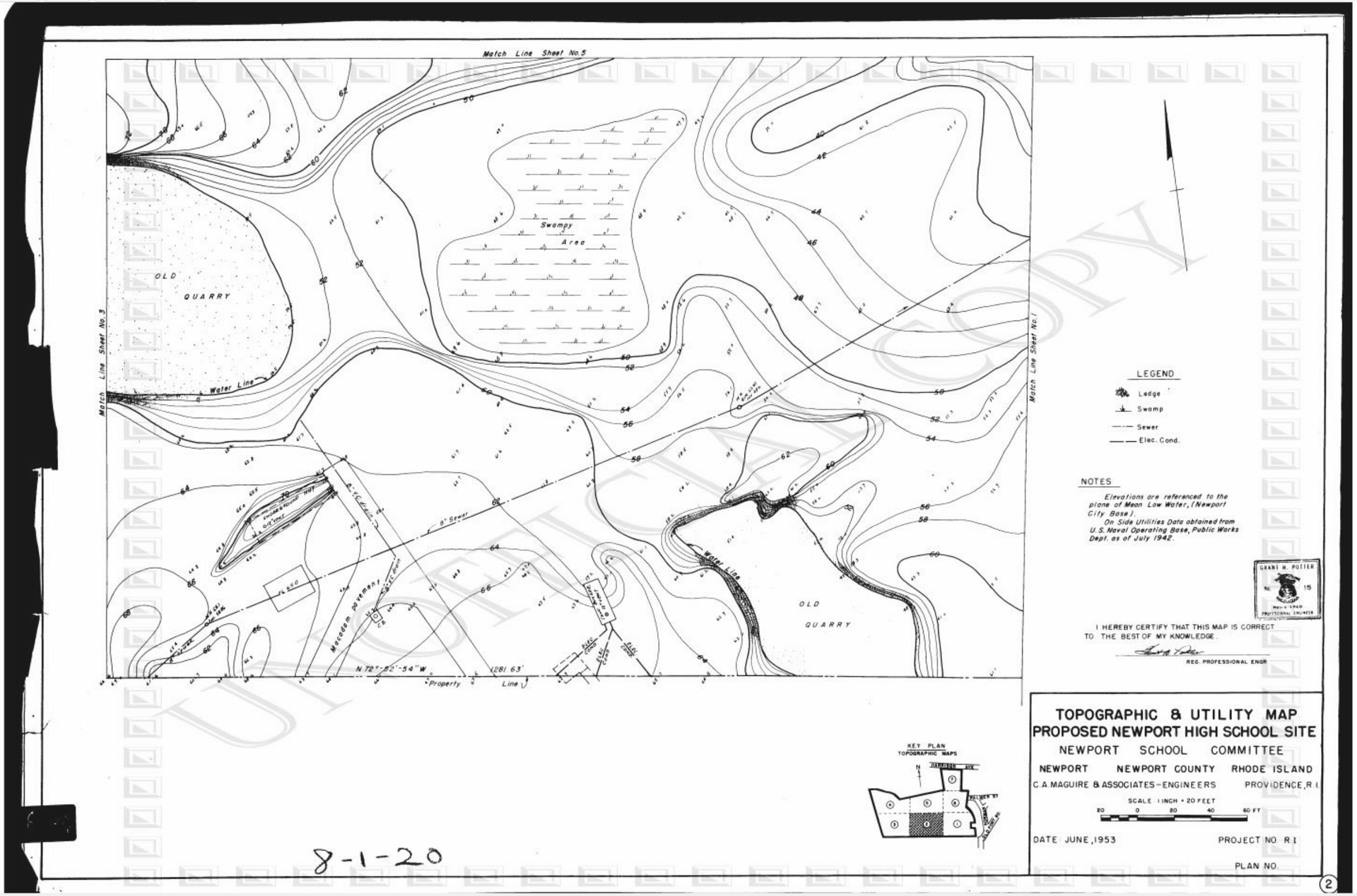

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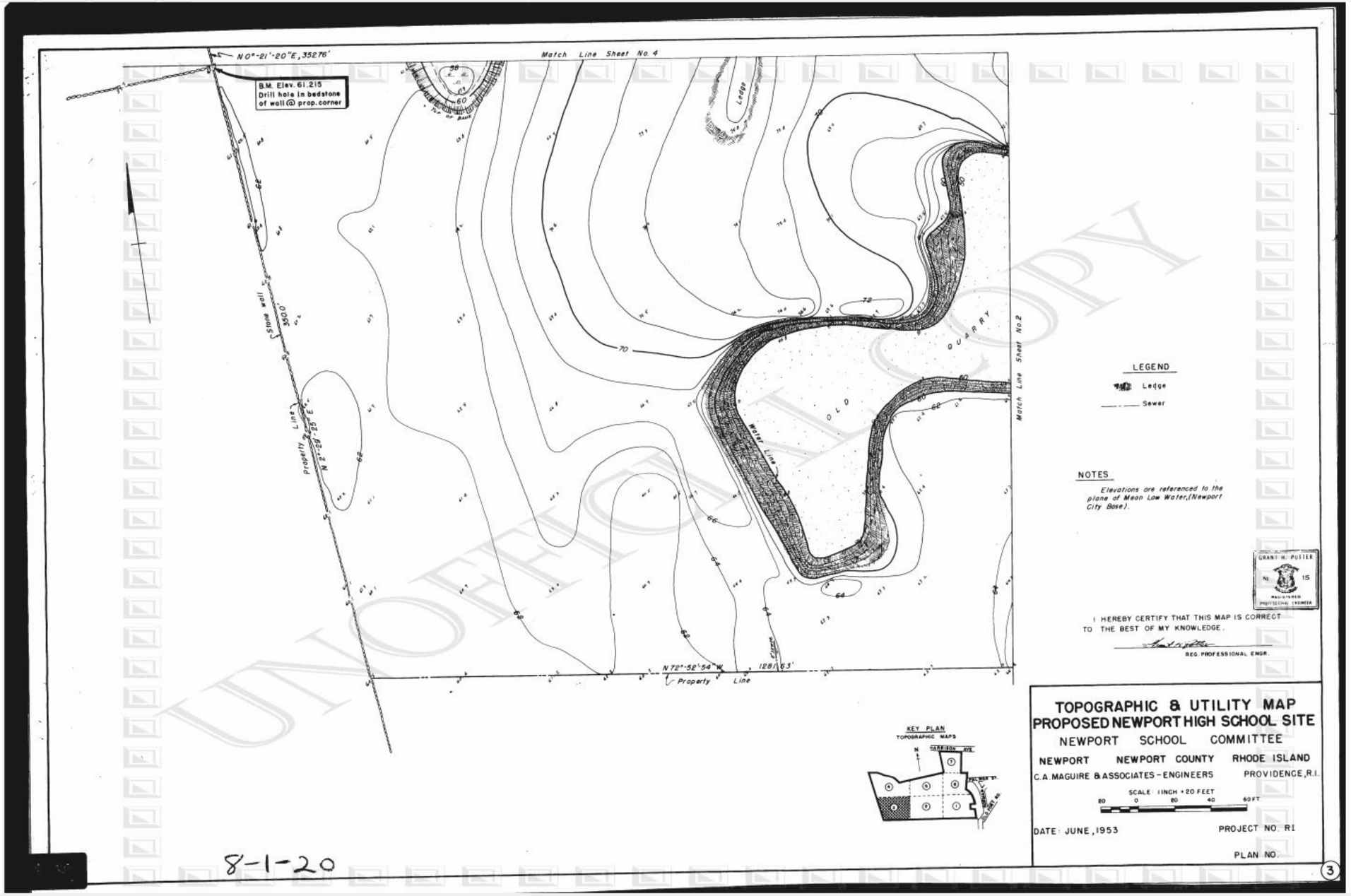

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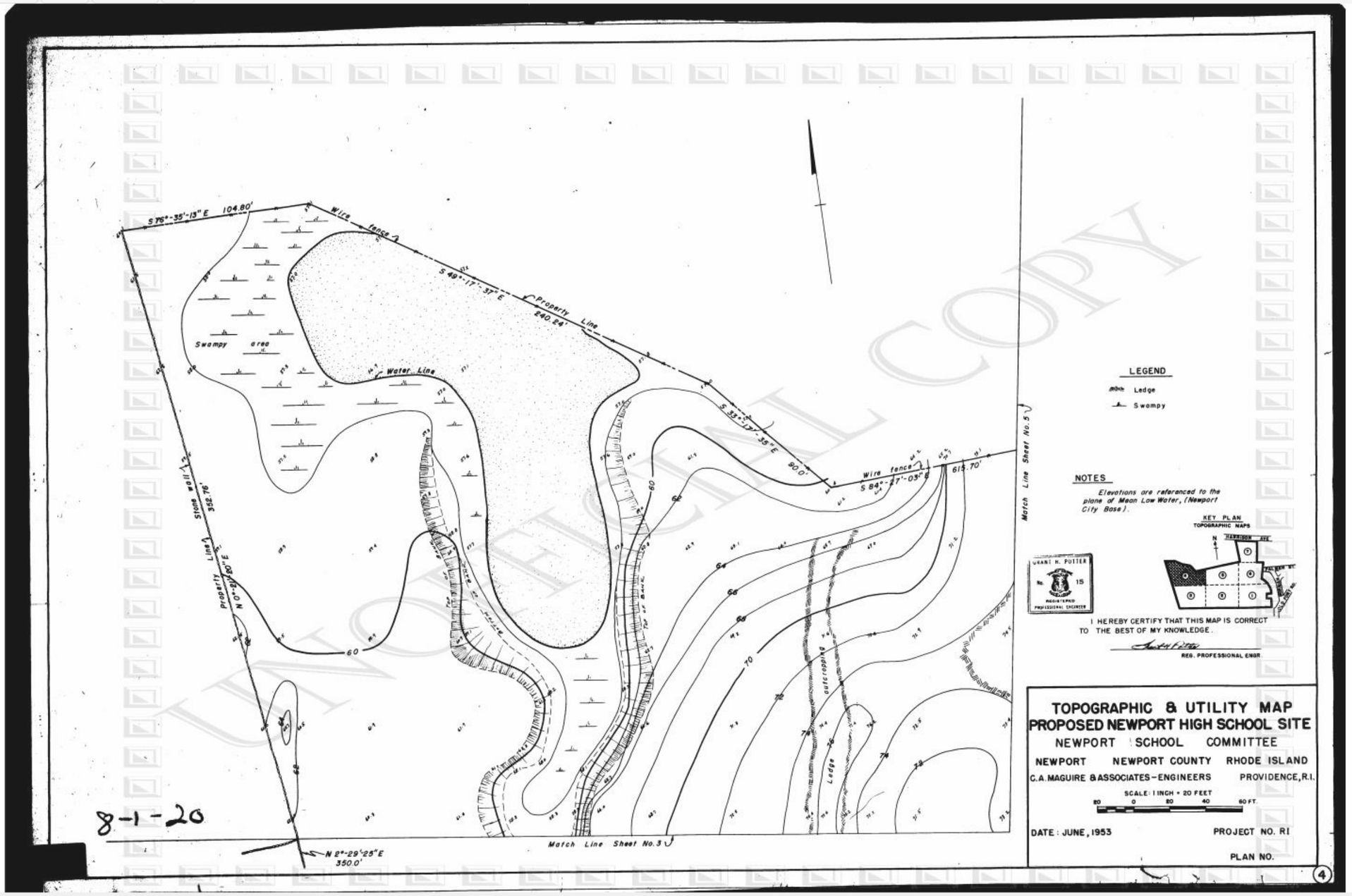
10 of 15 5



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Welcome to 20/20 Perfect Vision Land Records I2: ImageViewer - Google Chrome
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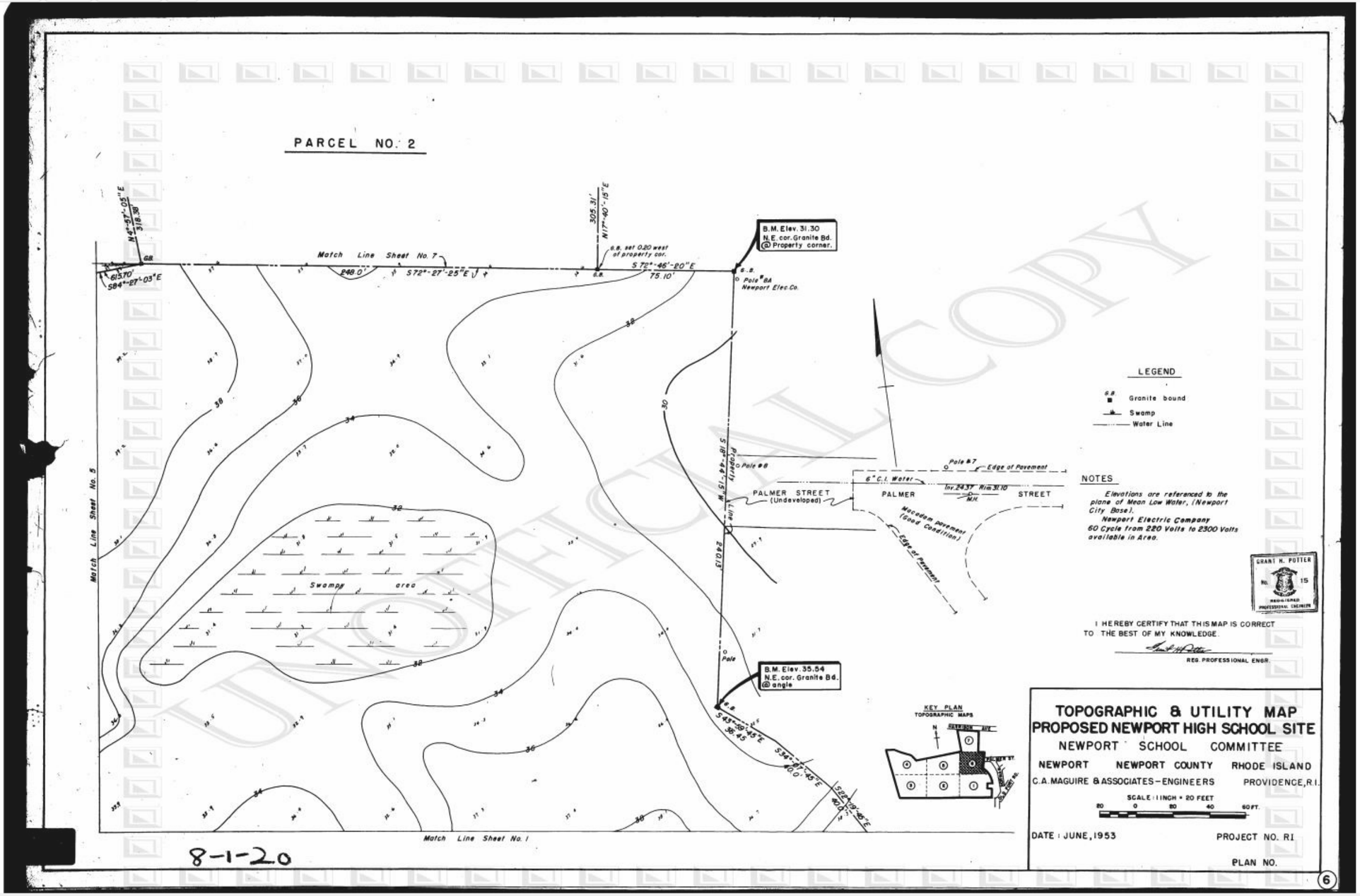
12 of 15 5



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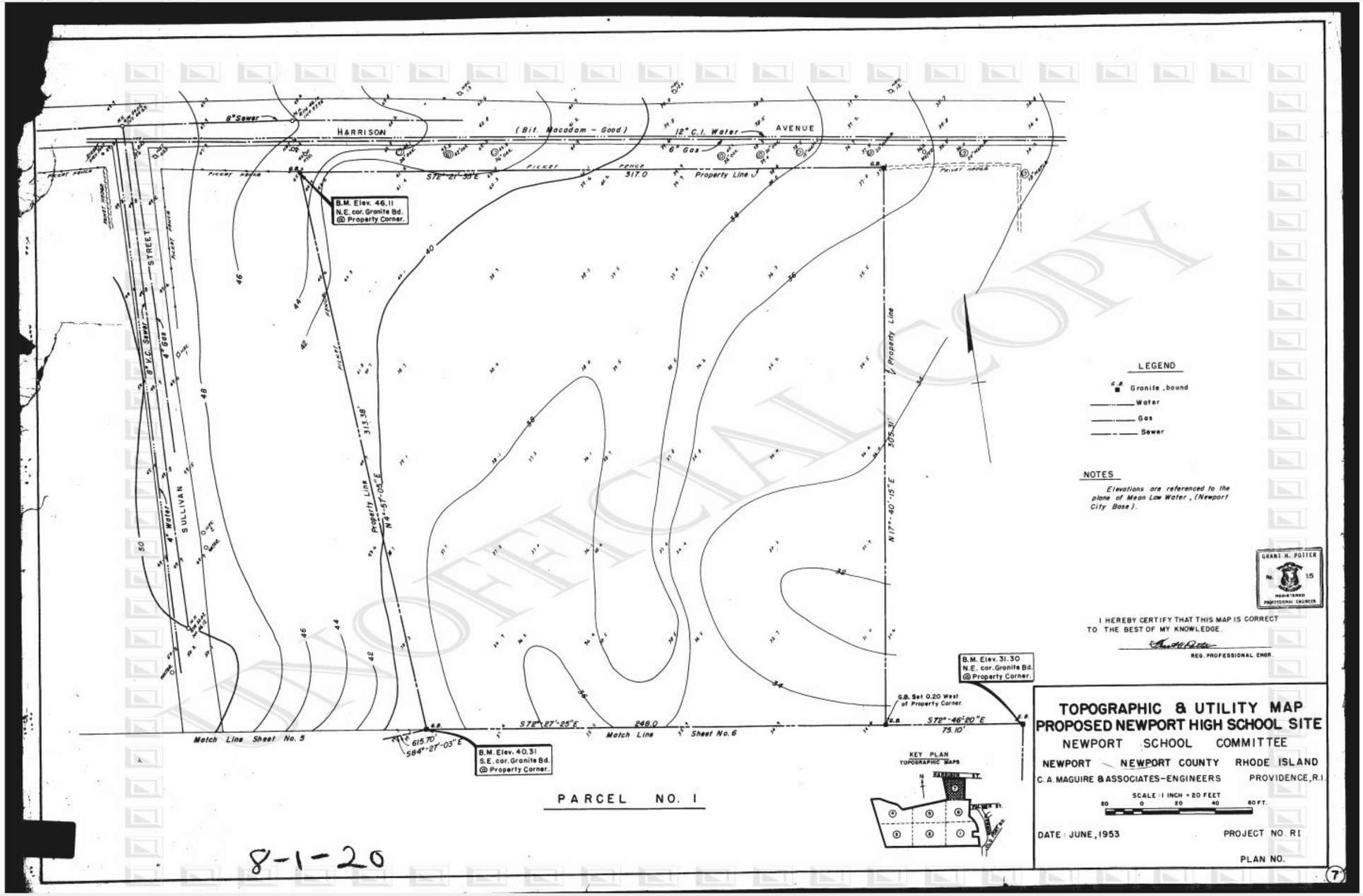
13 of 15 5



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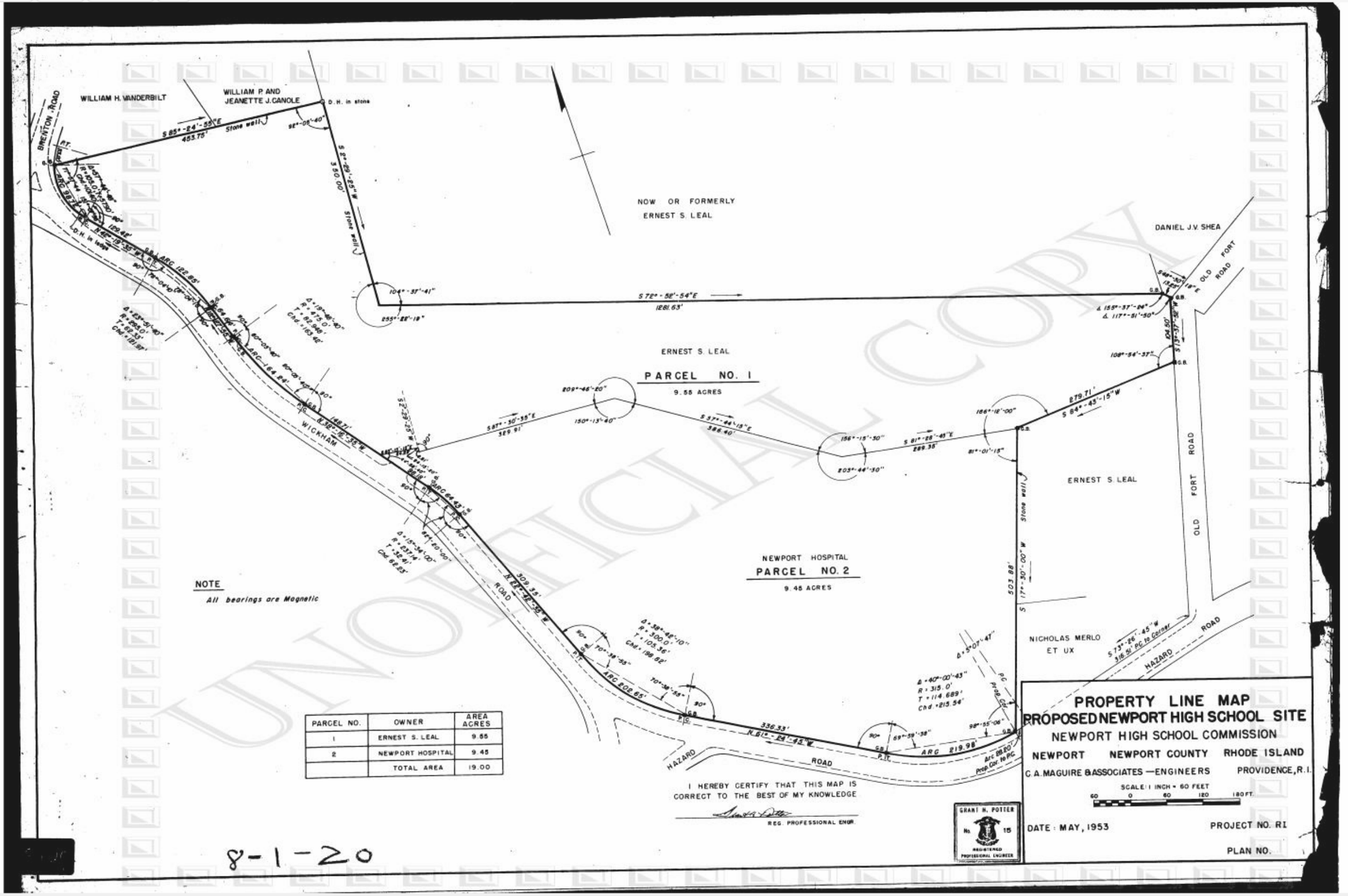
14 of 15 5



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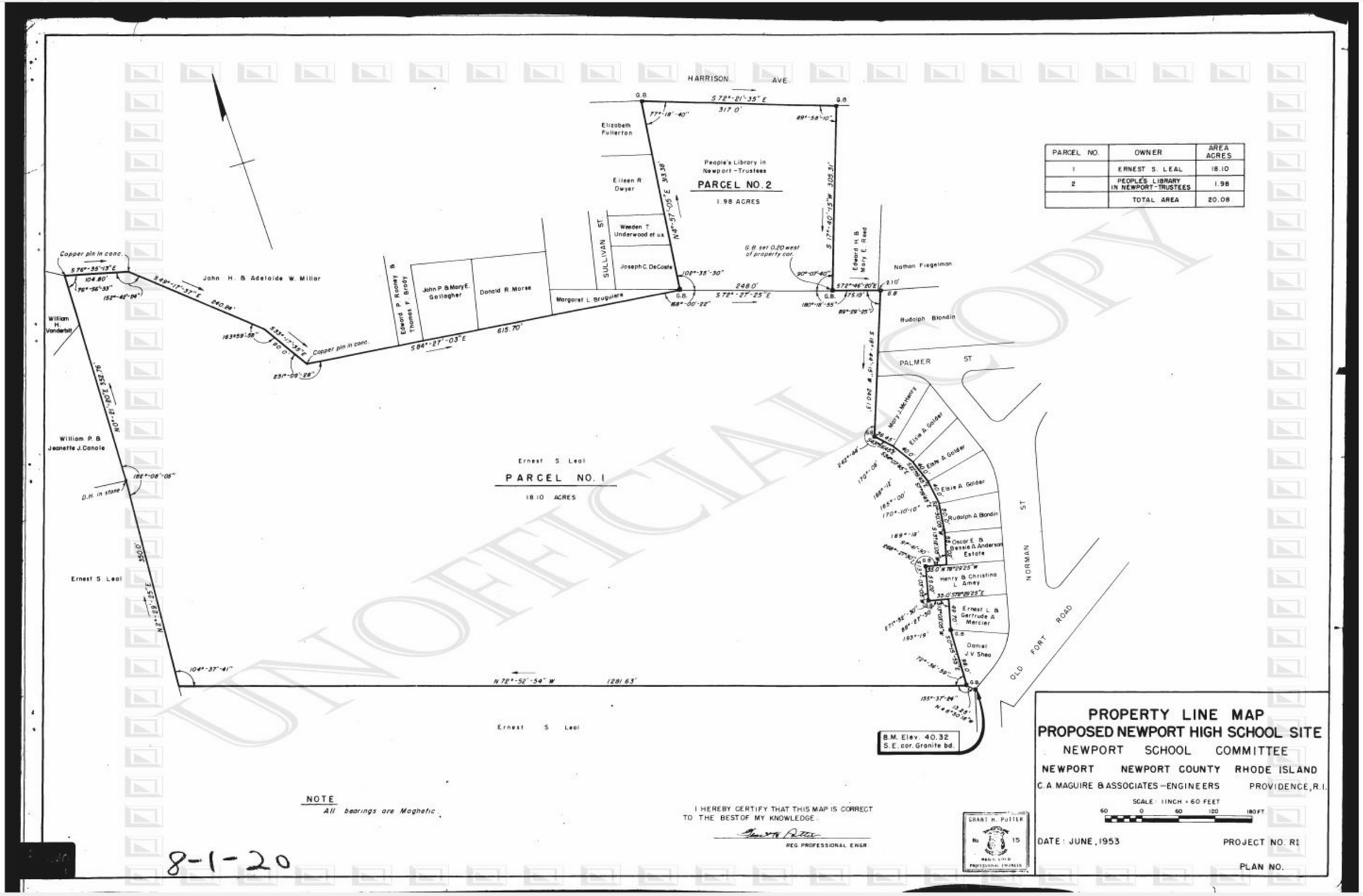

PARCEL NO.	OWNER	AREA ACRES
1	ERNEST S. LEAL	18.10
2	PEOPLES LIBRARY IN NEWPORT - TRUSTEES	1.98
	TOTAL AREA	20.08

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ENERGY STAR® Data Verification Checklist

41

ENERGY STAR ® Score[1]

Claiborne Pell Elementary School

Registry Name: Claiborne Pell Elementary School
Property Type: K-12 School
Gross Floor Area (ft²): 105,565
Built: 2013

For Year Ending: Jun 30, 2019
Date Generated: Jul 22, 2019

1. The ENERGY STAR score is a 1-to-100 assessment of a building's energy efficiency as compared with similar building nationwide, adjusting for climate and business activity.

Property & Contact Information

Property Address
Claiborne Pell Elementary School
35 Dexter Street
Newport, Rhode Island 02840

Property ID: 7410126

Property Owner
Newport Public Schools
109 Old Fort Road
Newport, RI 02840
4018472100

Primary Contact
Jacob Meyer
2500 Wrangle Hill Road
Bear, DE 19701
302-832-1652
meyerj@studiojaed.com

1. Review of Whole Property Characteristics

Basic Property Information

1) **Property Name:** Claiborne Pell Elementary School — ☒ Yes ☐ No

Is this the official name of the property?

If "No", please specify: _____

2) **Property Type:** K-12 School — ☒ Yes ☐ No

Is this an accurate description of the primary use of this property?

3) **Location:** — ☒ Yes ☐ No

35 Dexter Street
Newport, Rhode Island 02840

Is this correct and complete?

4) **Gross Floor Area:** 105,565 ft² — ☒ Yes ☐ No

Is value an accurate account of the gross floor area for the property?

5) Average Occupancy (%): 90 ☒ **Yes** ☐ **No**

Is this occupancy percentage accurate for the entire 12 month period being assessed?

6) Number of Buildings: 1 ☒ **Yes** ☐ **No**

Does this number accurately represent all structures?

7) Whole Property Verification: ☒ **Yes** ☐ **No**

Does this application represent the entire property? If any space or energy use has been excluded from this property, please describe it in the notes section below.

Notes:

Indoor Environmental Quality

1) Outdoor Air Ventilation ☐ **Yes** ☒ **No**

Does this property meet the minimum ventilation rates according to ANSI/ASHRAE Standard 62.1, Ventilation for Acceptable Indoor Air Quality?

2) Thermal Environmental Conditions ☐ **Yes** ☒ **No**

Does this property meet the acceptable thermal environmental conditions according ANSI/ ASHRAE Standard 55, Thermal Environmental Conditions for Human Occupancy?

3) Illumination ☐ **Yes** ☒ **No**

Does this property meet the minimum illumination levels as recommended by the Illuminating Engineering Society of North America (IESNA) Lighting Handbook?

Notes: Outdoor air ventilation rates cannot be verified. Illumination levels are generally fair, but do not appear to meet levels recommended by IESNA.
Mechanical equipment is beginning to fail or failed leading to unstable temperature control throughout.

2. Review of Property Use Details

K-12 School: Building Use

This Use Detail is used to calculate the 1-100 ENERGY STAR Score.

1) Gross Floor Area: 105,565 ft²

[X] Yes [ ] No

Is this the total size, as measured between the outside surface of the exterior walls of the building(s)? This includes all areas inside the building(s) such as: occupied tenant areas, common areas, meeting areas, break rooms, restrooms, elevator shafts, mechanical equipment areas, and storage rooms. Gross Floor Area should not include interstitial plenum space between floors, which may house pipes and ventilation. Gross Floor Area is not the same as rentable, but rather includes all area inside the building(s). Leasable space would be a sub-set of Gross Floor Area. In the case where there is an atrium, you should count the Gross Floor Area at the base level only. Do not increase the size to accommodate open atrium space at higher levels. The Gross Floor Area should not include any exterior spaces such as balconies or exterior loading docks and driveways.

2) High School: No

[X] Yes [ ] No

Is this is the correct answer to whether the property is a high school (teaching grades 10, 11, and/or 12)? If the property teaches to high school students at all, then it is a high school. For example, if the school teaches grades K-12 (elementary/middle and high school), then it is considered a high school.

3) Number of Workers on Main Shift: 70

[X] Yes [ ] No

Is this the number of workers present during the main shift? Note that this is not a total count of workers, but rather a count of workers who are present at the same time. For example, if there are two daily eight hour shifts of 100 workers each, the Number of Workers on Main Shift value is 100. Number of Workers on Main Shift may include employees of the property, sub-contractors who are onsite regularly, and volunteers who perform regular onsite tasks. Number of Workers should not include visitors to the buildings such as clients, customers, or patients.

4) Student Seating Capacity: 744

[X] Yes [ ] No

Is this the maximum number of students for which the school was designed? This should include the seating capacity of the entire school. If portable classrooms have been added to the school, include the capacity of these classrooms, as they expand the overall capacity of the school.

5) Months in Use: 9

[X] Yes [ ] No

Is this the total number of months that the property is open for standard activities?

6) Weekend Operation: No

[X] Yes [ ] No

Is this the correct answer to whether the property includes regular activities on the weekend beyond the scope of maintenance, cleaning, and security personnel? Weekend activity includes any time when the property is used for classes, performances, or other school or community activities, on one or both days of the weekend during one or more seasons of the year.

7) Number of Computers: 372

[X] Yes [ ] No

Is this the total number of desktop computers, laptops, and data servers at the property? This number should not include tablet computers, such as iPads, or any other types of office equipment. The count should only reflect computers that are owned by the school. It should not include any computers that are brought onsite by students or staff.

8) Cooking Facilities: 100% Yes

[X] Yes [ ] No

Is this the correct answer to whether the property has a commercial cooking area designed to provide and serve food to occupants and/or visitors? Commercial kitchens include restaurants and cafeterias, but not employee break room kitchens.

9) Gross Floor Area Used for Food Preparation: 1,276 ft² ☒ **Yes** ☐ **No**

Is this the correct Gross Floor Area Used for Food Preparation? It is defined as the total size of all large/commercial kitchen areas used for the storage and preparation of food. It is a subset of the property Gross Floor Area. It should not include small kitchens, employee break rooms/pantries, concession stands, or service and seating areas.

10) Number of Walk-in Refrigeration/Freezer Units: 0 ☒ **Yes** ☐ **No**

Is this the total count of walk-in units at the property? The Number of Walk-in Refrigeration/Freezer Units is the total count of walk-in units at the property. Walk-in Refrigeration/Freezers are large enough for a person to actually walk into. They may or may not have a door, plastic strips, or other flexible covers.

★ **11) Percent That Can Be Heated:** 100 ☒ **Yes** ☐ **No**

Is this the total percentage of the property that can be heated by mechanical equipment?

★ **12) Percent That Can Be Cooled:** 80 ☒ **Yes** ☐ **No**

Is this the total percentage of the property that can be cooled by mechanical equipment? This includes all types of cooling from central air to individual window units.

13) Gymnasium Floor Area: 5,635 ft² ☒ **Yes** ☐ **No**

Is this the correct floor area for the gymnasium, including gymnasium/athletic areas, spectator areas, locker rooms, and other associated spaces?

14) School District: Newport ☒ **Yes** ☐ **No**

Is this the administrative school district in which the property is located?

Notes:

3. Review of Energy Consumption

Data Overview

Site Energy Use Summary		**National Median Comparison**	
Natural Gas (kBtu)	3,420,450 (54%)	National Median Site EUI (kBtu/ft²)	55.8
Electric - Grid (kBtu)	2,973,899.2 (46%)	National Median Source EUI (kBtu/ft²)	104.1
Total Energy (kBtu)	6,394,349.2	% Diff from National Median Source EUI	8.5%
Energy Intensity			
Site (kBtu/ft²)	60.6	**Emissions (based on site energy use)**	
Source (kBtu/ft²)	112.9	Greenhouse Gas Emissions (Metric Tons CO2e)	404.5

Power Generation Plant or Distribution Utility:
The Narragansett Electric Co

Note: All values are annualized to a 12-month period. Source Energy includes energy used in generation and transmission to enable an equitable assessment.

Summary of All Associated Energy Meters

The following meters are associated with the property, meaning that they are added together to get the total energy use for the property. Please see additional tables in this checklist for the exact meter consumption values. **Note: please review all meter entries, making note of any unusual entries, and, if they are correct, provide a manual note to explain.**

Meter Name	Fuel Type	Start Date	End Date	Associated With:
Natural Gas	Natural Gas	01/01/2013	In Use	Claiborne Pell Elementary School
Electric Grid Meter	Electric - Grid	01/01/2013	In Use	Claiborne Pell Elementary School

Total Energy Use ☒ **Yes** ☐ **No**

Do the meters shown above account for the total energy use of this property during the reporting period of this application?

Additional Fuels ☒ **Yes** ☐ **No**

Do the meters above include all fuel types at the property? That is, no additional fuels such as district steam, generator fuel oil have been excluded.

On-Site Solar and Wind Energy ☐ **Yes** ☒ **No**

Are all on-site solar and wind installations reported in this list (if present)? All on-site systems must be reported.

Notes:

Natural Gas Meter: Natural Gas (MBtu/MMBtu (million Btu))

Associated With: Claiborne Pell Elementary School

Start Date	End Date	Usage
07/01/2018	06/30/2019	3,420.45

	Total Consumption (MBtu/MMBtu (million Btu)):	3,420.45
	Total Consumption (kBtu (thousand Btu)):	3,420,450

Total Energy Consumption for this Meter ☒ **Yes** ☐ **No**

Do the fuel consumption totals shown above include consumption of all energy tracked through this meter that affect energy calculations for the reporting period of this application (i.e., do the entries match the utility bills received by the property)?

Notes:

Electric - Grid Meter: Electric Grid Meter (kWh (thousand Watt-hours))

Associated With: Claiborne Pell Elementary School

Start Date	End Date	Usage	Green Power?
07/01/2018	06/30/2019	871,600	No
	Total Consumption (kWh (thousand Watt-hours)):		871,600
	Total Consumption (kBtu (thousand Btu)):		2,973,899.2

Total Energy Consumption for this Meter ☒ **Yes** ☐ **No**

Do the fuel consumption totals shown above include consumption of all energy tracked through this meter that affect energy calculations for the reporting period of this application (i.e., do the entries match the utility bills received by the property)?

Notes:

4. Signature & Stamp of Verifying Licensed Professional

Signature _____

Date 2/18/19

Licensed Professional

Brian Zigmond
2500 Wrangle Hill Road
Bear, DE 19701
3028321652
Zigmondb@studiojaed.com

NOTE: When applying for the ENERGY STAR, the signature of the Verifying Professional must match the stamp.

Professional Engineering Stamp

(if applicable)

NOTE: This application is NOT valid for ENERGY STAR registration. Portfolio manager has been used to establish a baseline energy use index for comparison reasons only per RIDE requirements.

ENERGY STAR® Data Verification Checklist

LEARN MORE AT energystar.gov

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ENERGY STAR ® Score[1]

Rogers High School

Registry Name: Rogers High School
Property Type: K-12 School
Gross Floor Area (ft²): 225,810
Built: 1968

For Year Ending: Jun 30, 2019
Date Generated: Jul 18, 2019

1 The ENERGY STAR score is a 1 to 100 assessment of a building's energy efficiency as compared with similar building nationwide, adjusting for climate and business activity.

Property & Contact Information

Property Address
Rogers High School
15 Wickham Road
Newport, Rhode Island 02840

Property ID: 7386355

Property Owner
Newport Public Schools
109 Old Fort Road
Newport, RI 02840
(401)847-2100

Primary Contact
Jacob Meyer
2500 Wrangle Hill Road
Bear, DE 19701
302-832-1652
meyerj@studiojaed.com

1. Review of Whole Property Characteristics

Basic Property Information

1) **Property Name:** Rogers High School — ☒ Yes ☐ No

Is this the official name of the property?

If "No", please specify: _____

2) **Property Type:** K-12 School — ☒ Yes ☐ No

Is this an accurate description of the primary use of this property?

3) **Location:** — ☒ Yes ☐ No

15 Wickham Road
Newport, Rhode Island 02840

Is this correct and complete?

4) **Gross Floor Area:** 225,810 ft² — ☒ Yes ☐ No

Is value an accurate account of the gross floor area for the property?

5) **Average Occupancy (%):** 90 — ☒ Yes ☐ No

Is this occupancy percentage accurate for the entire 12 month period being assessed?

6) **Number of Buildings:** 1 — ☒ Yes ☐ No

Does this number accurately represent all structures?

7) **Whole Property Verification:** — ☒ Yes ☐ No

Does this application represent the entire property? If any space or energy use has been excluded from this property, please describe it in the notes section below.

Notes:

Indoor Environmental Quality

1) **Outdoor Air Ventilation** — ☐ Yes ☒ No

Does this property meet the minimum ventilation rates according to ANSI/ASHRAE Standard 62.1, Ventilation for Acceptable Indoor Air Quality?

2) **Thermal Environmental Conditions** — ☐ Yes ☒ No

Does this property meet the acceptable thermal environmental conditions according ANSI/ ASHRAE Standard 55, Thermal Environmental Conditions for Human Occupancy?

3) **Illumination** — ☐ Yes ☒ No

Does this property meet the minimum illumination levels as recommended by the Illuminating Engineering Society of North America (IESNA) Lighting Handbook?

Notes: Approximately 60% of mechanical equipment is failing or failed leading to unstable temperature control throughout.
Outdoor air ventilation rates cannot be verified.
Illumination levels are generally fair, but do not appear to meet the levels recommended by IESNA.

2. Review of Property Use Details

K-12 School: Building Use

This Use Detail is used to calculate the 1-100 ENERGY STAR Score.

★ **1) Gross Floor Area:** 225,810 ft² ☒ Yes ☐ No

Is this the total size, as measured between the outside surface of the exterior walls of the building(s)? This includes all areas inside the building(s) such as: occupied tenant areas, common areas, meeting areas, break rooms, restrooms, elevator shafts, mechanical equipment areas, and storage rooms. Gross Floor Area should not include interstitial plenum space between floors, which may house pipes and ventilation. Gross Floor Area is not the same as rentable, but rather includes all area inside the building(s). Leasable space would be a sub-set of Gross Floor Area. In the case where there is an atrium, you should count the Gross Floor Area at the base level only. Do not increase the size to accommodate open atrium space at higher levels. The Gross Floor Area should not include any exterior spaces such as balconies or exterior loading docks and driveways.

★ **2) High School:** 100% Yes ☒ Yes ☐ No

Is this is the correct answer to whether the property is a high school (teaching grades 10, 11, and/or 12)? If the property teaches to high school students at all, then it is a high school. For example, if the school teaches grades K-12 (elementary/middle and high school), then it is considered a high school.

★ **3) Number of Workers on Main Shift:** 50 ☒ Yes ☐ No

Is this the number of workers present during the main shift? Note that this is not a total count of workers, but rather a count of workers who are present at the same time. For example, if there are two daily eight hour shifts of 100 workers each, the Number of Workers on Main Shift value is 100. Number of Workers on Main Shift may include employees of the property, sub-contractors who are onsite regularly, and volunteers who perform regular onsite tasks. Number of Workers should not include visitors to the buildings such as clients, customers, or patients.

4) Student Seating Capacity: 1,200 ☒ Yes ☐ No

Is this the maximum number of students for which the school was designed? This should include the seating capacity of the entire school. If portable classrooms have been added to the school, include the capacity of these classrooms, as they expand the overall capacity of the school.

5) Months in Use: 9 ☒ Yes ☐ No

Is this the total number of months that the property is open for standard activities?

★ **6) Weekend Operation:** No ☒ Yes ☐ No

Is this the correct answer to whether the property includes regular activities on the weekend beyond the scope of maintenance, cleaning, and security personnel? Weekend activity includes any time when the property is used for classes, performances, or other school or community activities, on one or both days of the weekend during one or more seasons of the year.

7) Number of Computers: 600 ☒ Yes ☐ No

Is this the total number of desktop computers, laptops, and data servers at the property? This number should not include tablet computers, such as iPads, or any other types of office equipment. The count should only reflect computers that are owned by the school. It should not include any computers that are brought onsite by students or staff.

★ **8) Cooking Facilities:** 100% Yes ☒ Yes ☐ No

Is this the correct answer to whether the property has a commercial cooking area designed to provide and serve food to occupants and/or visitors? Commercial kitchens include restaurants and cafeterias, but not employee break room kitchens.

9) Gross Floor Area Used for Food Preparation: 1,649 ft² ☒ Yes ☐ No

Is this the correct Gross Floor Area Used for Food Preparation? It is defined as the total size of all large/commercial kitchen areas used for the storage and preparation of food. It is a subset of the property Gross Floor Area. It should not include small kitchens, employee break rooms/pantries, concession stands, or service and seating areas.

10) Number of Walk-in Refrigeration/Freezer Units: 1 ☒ Yes ☐ No

Is this the total count of walk-in units at the property? The Number of Walk-in Refrigeration/Freezer Units is the total count of walk-in units at the property. Walk-in Refrigeration/Freezers are large enough for a person to actually walk into. They may or may not have a door, plastic strips, or other flexible covers.

11) Percent That Can Be Heated: 100 ☒ Yes ☐ No

Is this the total percentage of the property that can be heated by mechanical equipment?

12) Percent That Can Be Cooled: 0 ☒ Yes ☐ No

Is this the total percentage of the property that can be cooled by mechanical equipment? This includes all types of cooling from central air to individual window units.

13) Gymnasium Floor Area: 10,751 ft² ☒ Yes ☐ No

Is this the correct floor area for the gymnasium, including gymnasium/athletic areas, spectator areas, locker rooms, and other associated spaces?

14) School District: Newport ☒ Yes ☐ No

Is this the administrative school district in which the property is located?

Notes:

3. Review of Energy Consumption

Data Overview

Site Energy Use Summary		**National Median Comparison**	
Natural Gas (kBtu)	2,316,772.5 (50%)	National Median Site EUI (kBtu/ft²)	47.8
Electric - Grid (kBtu)	2,312,310 (50%)	National Median Source EUI (kBtu/ft²)	92
Total Energy (kBtu)	4,629,082.6	% Diff from National Median Source EUI	-57.1%
Energy Intensity		**Emissions (based on site energy use)**	
Site (kBtu/ft²)	20.5	Greenhouse Gas Emissions (Metric Tons CO2e)	296.3
Source (kBtu/ft²)	39.4		

Power Generation Plant or Distribution Utility:
The Narragansett Electric Co

Note: All values are annualized to a 12-month period. Source Energy includes energy used in generation and transmission to enable an equitable assessment.

Summary of All Associated Energy Meters

The following meters are associated with the property, meaning that they are added together to get the total energy use for the property. Please see additional tables in this checklist for the exact meter consumption values. **Note: please review all meter entries, making note of any unusual entries, and, if they are correct, provide a manual note to explain.**

Meter Name	Fuel Type	Start Date	End Date	Associated With:
Electric Grid Meter	Electric - Grid	07/01/2018	In Use	Rogers High School
Natural Gas	Natural Gas	07/01/2018	In Use	Rogers High School

Total Energy Use ☒ Yes ☐ No

Do the meters shown above account for the total energy use of this property during the reporting period of this application?

Additional Fuels ☒ Yes ☐ No

Do the meters above include all fuel types at the property? That is, no additional fuels such as district steam, generator fuel oil have been excluded.

On-Site Solar and Wind Energy ☒ Yes ☐ No

Are all on-site solar and wind installations reported in this list (if present)? All on-site systems must be reported.

Notes:

Electric - Grid Meter: Electric Grid Meter (kWh (thousand Watt-hours))

Associated With: Rogers High School

Start Date	End Date	Usage	Green Power?
07/01/2018	07/01/2019	679,556	No
	Total Consumption (kWh (thousand Watt-hours)):		679,556

	Total Consumption (kBtu (thousand Btu)):	2,318,645.1

Total Energy Consumption for this Meter ☒ **Yes** ☐ **No**

Do the fuel consumption totals shown above include consumption of all energy tracked through this meter that affect energy calculations for the reporting period of this application (i.e., do the entries match the utility bills received by the property)?

Notes:

Natural Gas Meter: Natural Gas (MBtu/MMBtu (million Btu))

Associated With: Rogers High School

Start Date	End Date	Usage
07/01/2018	07/01/2019	2,323.12
	Total Consumption (MBtu/MMBtu (million Btu)):	2,323.12
	Total Consumption (kBtu (thousand Btu)):	2,323,120

Total Energy Consumption for this Meter ☒ **Yes** ☐ **No**

Do the fuel consumption totals shown above include consumption of all energy tracked through this meter that affect energy calculations for the reporting period of this application (i.e., do the entries match the utility bills received by the property)?

Notes:

4. Signature & Stamp of Verifying Licensed Professional

_____ (Name) visited this site on _____ (Date). Based on the conditions observed at the time of the visit to this property, I verify that the information contained within this application is accurate and in accordance with the Licensed Professional Guide.

Signature _____

Date 2/18/19

Licensed Professional

Brian Zigmond
2500 Wrangle Hill Road
Bear, DE 19701
3028321652
Zigmondb@studiojaed.com

NOTE: When applying for the ENERGY STAR, the signature of the Verifying Professional must match the stamp.

Professional Engineering Stamp

(if applicable)

NOTE: This application is NOT valid for ENERGY STAR registration. Portfolio manager has been used to establish a baseline energy use index for comparison reasons only per RIDE requirements.

ENERGY STAR® Data Verification Checklist

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ENERGY STAR ® Score[1]

Frank E. Thompson Middle School

Registry Name: Frank E. Thompson Middle School
Property Type: K-12 School
Gross Floor Area (ft²): 120,000
Built: 2002

For Year Ending: Jun 30, 2019
Date Generated: Jul 22, 2019

1. The ENERGY STAR score is a 1-to-100 assessment of a building's energy efficiency as compared with similar building nationwide, adjusting for climate and business activity.

Property & Contact Information

Property Address
Frank E. Thompson Middle School
55 Broadway
Newport, Rhode Island 02840

Property ID: 7409384

Property Owner
Newport Public Schools
109 Old Fort Road
Newport, RI 02840
4018472100

Primary Contact
Jacob Meyer
2500 Wrangle Hill Road
Bear, DE 19701
302-832-1652
meyerj@studiojaed.com

1. Review of Whole Property Characteristics

Basic Property Information

1) **Property Name:** Frank E. Thompson Middle School — ☒ Yes ☐ No

Is this the official name of the property?

If "No", please specify: _____

2) **Property Type:** K-12 School — ☒ Yes ☐ No

Is this an accurate description of the primary use of this property?

3) **Location:** — ☒ Yes ☐ No

55 Broadway
Newport, Rhode Island 02840

Is this correct and complete?

4) **Gross Floor Area:** 120,000 ft² — ☒ Yes ☐ No

Is value an accurate account of the gross floor area for the property?

5) Average Occupancy (%): 90 ☒ **Yes** ☐ **No**

Is this occupancy percentage accurate for the entire 12 month period being assessed?

6) Number of Buildings: 1 ☒ **Yes** ☐ **No**

Does this number accurately represent all structures?

7) Whole Property Verification: ☒ **Yes** ☐ **No**

Does this application represent the entire property? If any space or energy use has been excluded from this property, please describe it in the notes section below.

Notes: Outdoor air ventilation rates cannot be verified. Illumination levels are generally fair, but do not appear to meet levels recommended by IESNA.
Mechanical equipment is beginning to fail or failed leading to unstable temperature control throughout.

Indoor Environmental Quality

1) Outdoor Air Ventilation ☐ **Yes** ☒ **No**

Does this property meet the minimum ventilation rates according to ANSI/ASHRAE Standard 62.1, Ventilation for Acceptable Indoor Air Quality?

2) Thermal Environmental Conditions ☐ **Yes** ☒ **No**

Does this property meet the acceptable thermal environmental conditions according ANSI/ASHRAE Standard 55, Thermal Environmental Conditions for Human Occupancy?

3) Illumination ☐ **Yes** ☒ **No**

Does this property meet the minimum illumination levels as recommended by the Illuminating Engineering Society of North America (IESNA) Lighting Handbook?

Notes:

2. Review of Property Use Details

K-12 School: Building Use

This Use Detail is used to calculate the 1-100 ENERGY STAR Score.

1) Gross Floor Area: 120,000 ft²

[X] Yes [ ] No

Is this the total size, as measured between the outside surface of the exterior walls of the building(s)? This includes all areas inside the building(s) such as: occupied tenant areas, common areas, meeting areas, break rooms, restrooms, elevator shafts, mechanical equipment areas, and storage rooms. Gross Floor Area should not include interstitial plenum space between floors, which may house pipes and ventilation. Gross Floor Area is not the same as rentable, but rather includes all area inside the building(s). Leasable space would be a sub-set of Gross Floor Area. In the case where there is an atrium, you should count the Gross Floor Area at the base level only. Do not increase the size to accommodate open atrium space at higher levels. The Gross Floor Area should not include any exterior spaces such as balconies or exterior loading docks and driveways.

2) High School: No

[X] Yes [ ] No

Is this is the correct answer to whether the property is a high school (teaching grades 10, 11, and/or 12)? If the property teaches to high school students at all, then it is a high school. For example, if the school teaches grades K-12 (elementary/middle and high school), then it is considered a high school.

3) Number of Workers on Main Shift: 60

[X] Yes [ ] No

Is this the number of workers present during the main shift? Note that this is not a total count of workers, but rather a count of workers who are present at the same time. For example, if there are two daily eight hour shifts of 100 workers each, the Number of Workers on Main Shift value is 100. Number of Workers on Main Shift may include employees of the property, sub-contractors who are onsite regularly, and volunteers who perform regular onsite tasks. Number of Workers should not include visitors to the buildings such as clients, customers, or patients.

4) Student Seating Capacity: 600

[X] Yes [ ] No

Is this the maximum number of students for which the school was designed? This should include the seating capacity of the entire school. If portable classrooms have been added to the school, include the capacity of these classrooms, as they expand the overall capacity of the school.

5) Months in Use: 9

[X] Yes [ ] No

Is this the total number of months that the property is open for standard activities?

6) Weekend Operation: No

[X] Yes [ ] No

Is this the correct answer to whether the property includes regular activities on the weekend beyond the scope of maintenance, cleaning, and security personnel? Weekend activity includes any time when the property is used for classes, performances, or other school or community activities, on one or both days of the weekend during one or more seasons of the year.

7) Number of Computers: 300

[X] Yes [ ] No

Is this the total number of desktop computers, laptops, and data servers at the property? This number should not include tablet computers, such as iPads, or any other types of office equipment. The count should only reflect computers that are owned by the school. It should not include any computers that are brought onsite by students or staff.

8) Cooking Facilities: 100% Yes

[X] Yes [ ] No

Is this the correct answer to whether the property has a commercial cooking area designed to provide and serve food to occupants and/or visitors? Commercial kitchens include restaurants and cafeterias, but not employee break room kitchens.

9) Gross Floor Area Used for Food Preparation: 552 ft² ☒ **Yes** ☐ **No**

Is this the correct Gross Floor Area Used for Food Preparation? It is defined as the total size of all large/commercial kitchen areas used for the storage and preparation of food. It is a subset of the property Gross Floor Area. It should not include small kitchens, employee break rooms/pantries, concession stands, or service and seating areas.

10) Number of Walk-in Refrigeration/Freezer Units: 0 ☒ **Yes** ☐ **No**

Is this the total count of walk-in units at the property? The Number of Walk-in Refrigeration/Freezer Units is the total count of walk-in units at the property. Walk-in Refrigeration/Freezers are large enough for a person to actually walk into. They may or may not have a door, plastic strips, or other flexible covers.

★ **11) Percent That Can Be Heated:** 100 ☒ **Yes** ☐ **No**

Is this the total percentage of the property that can be heated by mechanical equipment?

★ **12) Percent That Can Be Cooled:** 80 ☒ **Yes** ☐ **No**

Is this the total percentage of the property that can be cooled by mechanical equipment? This includes all types of cooling from central air to individual window units.

13) Gymnasium Floor Area: 6,713 ft² ☒ **Yes** ☐ **No**

Is this the correct floor area for the gymnasium, including gymnasium/athletic areas, spectator areas, locker rooms, and other associated spaces?

14) School District: Newport ☒ **Yes** ☐ **No**

Is this the administrative school district in which the property is located?

Notes:

3. Review of Energy Consumption

Data Overview

Site Energy Use Summary		**National Median Comparison**	
Natural Gas (kBtu)	3,420,450 (54%)	National Median Site EUI (kBtu/ft²)	54.2
Electric - Grid (kBtu)	2,850,112 (46%)	National Median Source EUI (kBtu/ft²)	100.1
Total Energy (kBtu)	6,270,562	% Diff from National Median Source EUI	-3.6%
Energy Intensity			
Site (kBtu/ft²)	52.3	**Emissions (based on site energy use)**	
Source (kBtu/ft²)	96.4	Greenhouse Gas Emissions (Metric Tons CO2e)	395.3

Power Generation Plant or Distribution Utility:
The Narragansett Electric Co

Note: All values are annualized to a 12-month period. Source Energy includes energy used in generation and transmission to enable an equitable assessment.

Summary of All Associated Energy Meters

The following meters are associated with the property, meaning that they are added together to get the total energy use for the property. Please see additional tables in this checklist for the exact meter consumption values. **Note: please review all meter entries, making note of any unusual entries, and, if they are correct, provide a manual note to explain.**

Meter Name	Fuel Type	Start Date	End Date	Associated With:
Natural Gas	Natural Gas	01/01/2002	In Use	Frank E. Thompson Middle School
Electric Grid Meter	Electric - Grid	01/01/2002	In Use	Frank E. Thompson Middle School

Total Energy Use ☒ **Yes** ☐ **No**

Do the meters shown above account for the total energy use of this property during the reporting period of this application?

Additional Fuels ☒ **Yes** ☐ **No**

Do the meters above include all fuel types at the property? That is, no additional fuels such as district steam, generator fuel oil have been excluded.

On-Site Solar and Wind Energy ☐ **Yes** ☒ **No**

Are all on-site solar and wind installations reported in this list (if present)? All on-site systems must be reported.

Notes:

Natural Gas Meter: Natural Gas (MBtu/MMBtu (million Btu))

Associated With: Frank E. Thompson Middle School

Start Date	End Date	Usage
07/01/2018	06/30/2019	3,420.45

	Total Consumption (MBtu/MMBtu (million Btu)):	3,420.45
	Total Consumption (kBtu (thousand Btu)):	3,420,450

Total Energy Consumption for this Meter ☒ **Yes** ☐ **No**

Do the fuel consumption totals shown above include consumption of all energy tracked through this meter that affect energy calculations for the reporting period of this application (i.e., do the entries match the utility bills received by the property)?

Notes:

Electric - Grid Meter: Electric Grid Meter (kWh (thousand Watt-hours))

Associated With: Frank E. Thompson Middle School

Start Date	End Date	Usage	Green Power?
07/01/2018	06/30/2019	835,320	No
	Total Consumption (kWh (thousand Watt-hours)):		835,320
	Total Consumption (kBtu (thousand Btu)):		2,850,111.8

Total Energy Consumption for this Meter ☒ **Yes** ☐ **No**

Do the fuel consumption totals shown above include consumption of all energy tracked through this meter that affect energy calculations for the reporting period of this application (i.e., do the entries match the utility bills received by the property)?

Notes:

4. Signature & Stamp of Verifying Licensed Professional

Signature _____

Date 2/18/19

Licensed Professional

Brian Zigmond
2500 Wrangle Hill Road
Bear, DE 19701
3028321652
Zigmondb@studiojaed.com

NOTE: When applying for the ENERGY STAR, the signature of the Verifying Professional must match the stamp.

Professional Engineering Stamp

(if applicable)

NOTE: This application is NOT valid for ENERGY STAR registration. Portfolio manager has been used to establish a baseline energy use index for comparison reasons only per RIDE requirements.

5

District and Community Demographics

District and Community Demographics

Enrollment and Demographic information for the City of Newport has been obtained from two sources and are included herein.

1. Jacobs report 2017
2. Cropper GIS McKibben Demographic Study Report 2019

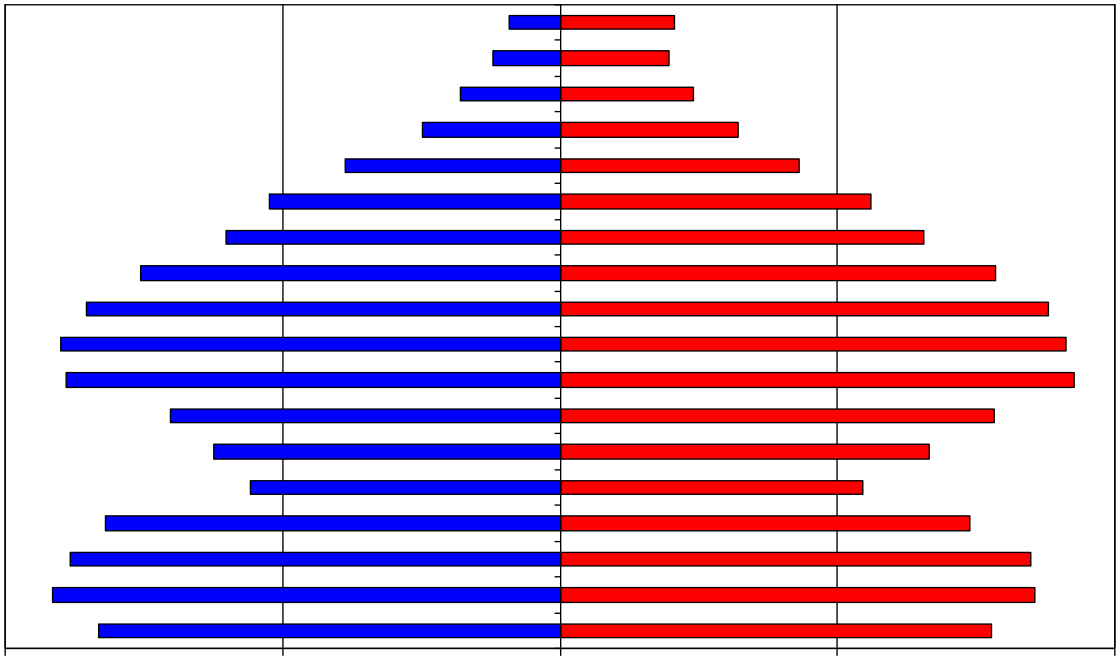
The Jacobs report is included as an appendix to this report.

Newport Public Schools

One Newport

Newport Public School District, RI

Demographic Study Report 2019



Cropper GIS

McKibben Demographics

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Executive Summary

1. The resident total fertility rate for the Newport Public School District over the life of the forecasts is below replacement level. (1.45 vs. the replacement level of 2.1) If the college population is excluded, the TFR rises to 1.81

2. Most non-college in-migration to the district continues to occur in the 0-to-9 and 25-to-44-year-old age groups.

3. The local 18-to-24-year-old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out-migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.

4. The primary factors causing the district's enrollment to increase over the next 10 years are the increase in the number of elderly households turning over, a slowing in the increase of empty nest households coupled with a sustained rate of in-migration of young families.

5. Changes in year-to-year enrollment over the next ten years will primarily be due to large cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.

6. The elementary enrollment (PK-4) will slowly increase after the 2022-23 school year.

7. The median age of the district's population will decrease from 36.3 in 2010 to 34.8 in 2030.

8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.

9. Total district enrollment is forecasted to increase by 75 students, or 3.5%, between 2018-19 and 2023-24. Total enrollment will increase by 106 students, or 0.3%, from 2023-24 to 2028-29.

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment changes of each school district are influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However, in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Newport Public School District. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Newport Public School District provided enrollments by grade and attendance center for the school years 2014-15 to 2018-19. Birth and death data for the years 2000 through 2017 were obtained from the Rhode Island Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2016. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 300 of the over 10,800 current households in the district would have been included. For comparison 1,500 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size

relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Newport Public School District as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2028. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.45 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be below the level needed to maintain the current level of population and enrollment within the Newport Public School District over the course of the forecast period. However, the district's fertility rate is reduced to the presence of a significant college population. If the college population is excluded, the district's TFR increases to 1.81

A close examination of data for the Newport Public School District has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Newport Public School District (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24-year-old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of the which come from areas within 75 miles of the Newport Public School District) primarily consisting of younger adults and their children.

As the Newport County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Newport Public School District and its attendance areas will remain the same through the year 2028. Below is a list of assumptions and issues that are specific to the Newport Public School District These issues have been used to modify the population forecast models to more accurately predict the impact of these factors on each area's population change. Specifically, the forecasts for the Newport Public School District assume that throughout the study period:

a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage stays below 5.0%;
c. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;
d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
e. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Newport County for any year in the forecasts;
f. All currently planned, platted, approved and permitted housing developments are built out and completed by 2027. All housing units constructed are occupied by 2028;
g. The unemployment rates for the Newport County and the Providence Metropolitan Area will remain below 6.0% for the 10 years of the forecasts;
h. The intra district student transfer policy remains unchanged over the next 10 years;
i. The rate of students transferring into and out of the Newport Public School District will remain at the 2017-18 level;
j. There are no new private schools opened in the district or in Newport County over the next 10 years:
k. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
l. The state of Rhode Island does not change the current policy on open enrollment, charters or school vouchers anytime in the next 10 years;

m. There will be no building moratorium within the district;
n. Businesses within the district and the Newport Public School District area will remain viable;
o. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;
q. The current rates of private school and home school attendance rates will remain constant;
r. The rate of foreclosures for commercial property remains at the 2004-2008 average for Newport County;

If a major employer in the district or in the Newport County area or the greater Providence Metropolitan Area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Newport Public School District that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration), the age structure of the total population and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

1. a base-year population (here, the 2010 Census population for the Newport Public School District);
2. a set of age-specific fertility rates for the district to be used over the forecast period;
3. a set of age-specific survival (mortality) rates for the district;
4. a set of age-specific migration rates for the district; and;
5. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspects of generating the population forecasts are found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Newport Public School District is classified as a "small area" population (as compared to the population of the state of Rhode Island or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Newport Public School District were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Newport Public School District.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of

year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out-migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in Newport Public School District for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be +2.0% for the life of the forecasts.

REFERENCES

McKibben, J.
The Impact of Policy Changes on Forecasting for School Districts. Population Research and Policy Review, Vol. 15, No. 5-6, December 1996

Peters, G. and R. Larkin
Population Geography. 7th Edition. Dubuque, IA: Kendall Hunt Publishing. 2002.

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The Methods and Materials of Demography: Second Edition, Academic Press: New York, New York. 2004.

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State and Local Population Projections, Academic Press, New York, New York. 2001.

Appendix A: Supplemental Tables

Table 1: Forecasted District Total Population Change, 2010 to 2020

	2010	2015	*2010-2015 Change*	2020	*2015-2020 Change*	*2010-2020 Change*
Newport Public School District	24,672	24,960	*1.2%*	25,210	*1.0%*	*2.2%*

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Newport Public School District	2,253	21.2%	10,616	21,812	2.05

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
Newport Public School District	38.1%	23.9%	43.6%

Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area , 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Newport Public School District	41.4%	12.7%

Table 5: Elementary Enrollment (PK-4), 2018, 2023, 2028

	2018	2023	2018-2023 Change	2028	2023-2028 Change	2018-2028 Change
Newport Public School District	886	888	*0.2%*	925	*4.2%*	*4.4%*

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Newport Public School District	285	258	277	282	232	255	203	212	215	199	181

Table 7: Comparison of District Resident Enrollment by Grade with 2010 Census Counts by Age, 2014-2018

2010 Census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Newport Public School District	**285**	**258**	**277**	**282**	**232**	**255**	**203**	**212**	**215**	**199**	**181**	**185**	**204**	**185**
2018 Enrollment	180	173	176	166	141	152	149	213	154	155	**155**			
	63.2%	67.1%	63.5%	58.9%	60.8%	59.6%	73.4%	100.5%	71.6%	77.9%				
2017 Enrollment	180	173	176	166	141	152	149	213	154	155	155			
	63.2%	67.1%	63.5%	58.9%	60.8%	59.6%	73.4%	100.5%	71.6%	77.9%	85.6%			
2016 Enrollment	176	185	169	159	143	163	161	159	190	178	166	114		
	61.8%	71.7%	61.0%	56.4%	61.6%	63.9%	79.3%	75.0%	88.4%	89.4%	91.7%	61.6%		
2015 Enrollment	181	208	164	177	151	148	164	156	151	173	175	124	142	
	63.5%	80.6%	59.2%	62.8%	65.1%	58.0%	80.8%	73.6%	70.2%	86.9%	96.7%	67.0%	69.6%	
2014 Enrollment		195	171	190	152	145	155	145	150	140	192	131	147	120
		75.6%	61.7%	67.4%	65.5%	56.9%	76.4%	68.4%	69.8%	70.4%	106.1%	70.8%	72.1%	64.9%

Appendix B: Population Forecasts

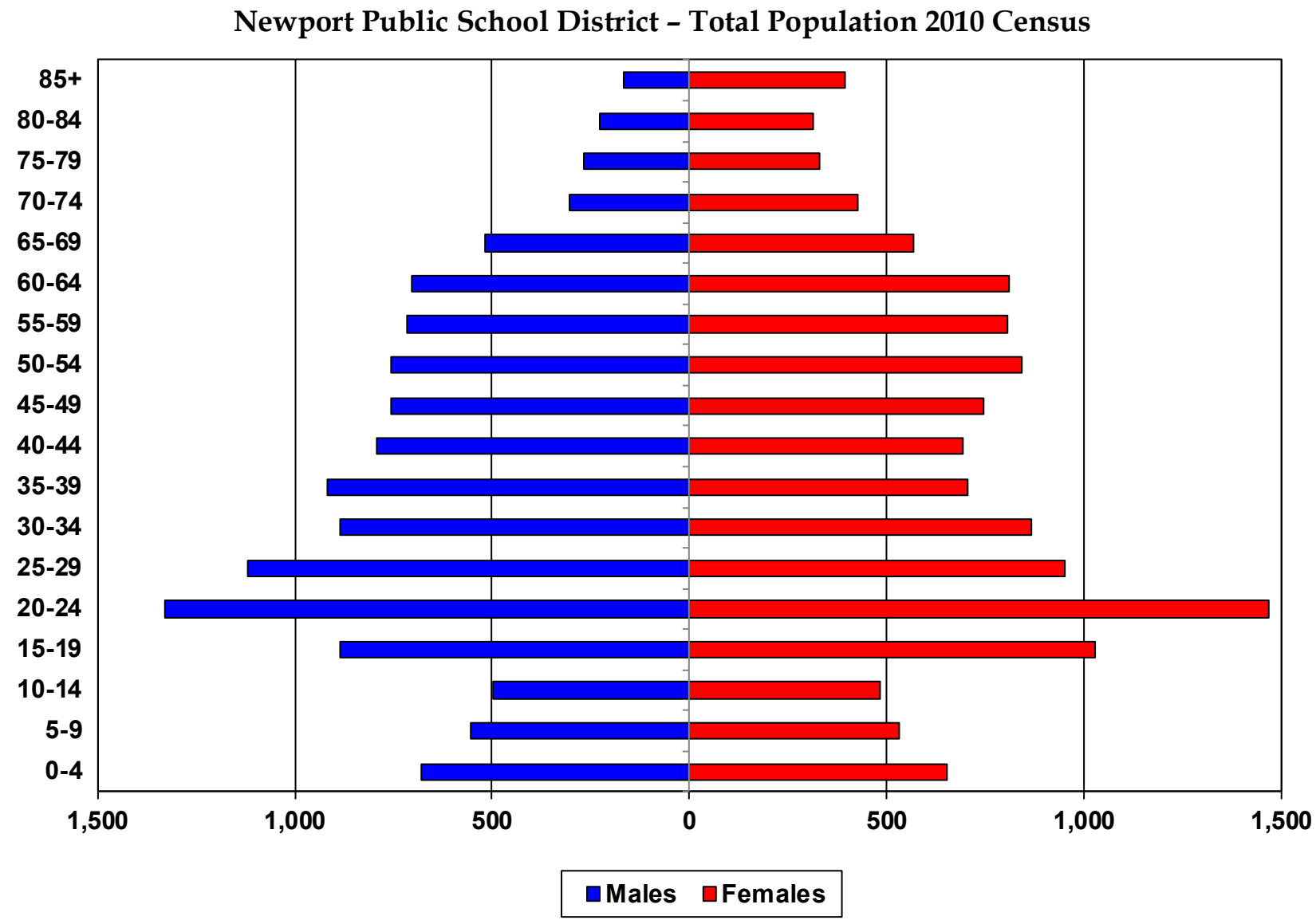
Newport Public School District - 2018 Population Forecasts

Total	2010	2015	2020	2025	2030
0-4	1,334	1,250	1,290	1,290	1,270
5-9	1,084	1,250	1,160	1,220	1,250
10-14	978	1,040	1,210	1,120	1,180
15-19	1,912	1,930	2,040	2,260	2,120
20-24	2,794	2,790	2,840	3,010	3,180
25-29	2,069	2,060	2,010	2,030	2,240
30-34	1,750	1,700	1,670	1,610	1,650
35-39	1,622	1,670	1,610	1,580	1,520
40-44	1,485	1,570	1,610	1,560	1,520
45-49	1,502	1,430	1,520	1,560	1,500
50-54	1,597	1,450	1,380	1,450	1,490
55-59	1,521	1,530	1,380	1,300	1,380
60-64	1,514	1,440	1,440	1,290	1,220
65-69	1,086	1,400	1,320	1,320	1,170
70-74	730	800	1,040	970	970
75-79	596	590	630	830	780
80-84	539	480	500	520	660
85+	559	580	560	550	570
Total	24,672	24,960	25,210	25,470	25,670
Median Age	36.3	36.4	36.2	35.6	34.8

	2010 to 2015	2015 to 2020	2020 to 2025	2025 to 2030
Births	1,330	1,350	1,380	1,360
Deaths	1,250	1,300	1,320	1,350
Natural Increase	80	50	60	10
Net Migration	190	200	210	200
Change	288	250	260	210

Differences between period Totals may not equal Change due to rounding.

Appendix C: Population Pyramid



Appendix D: Enrollment Forecasts

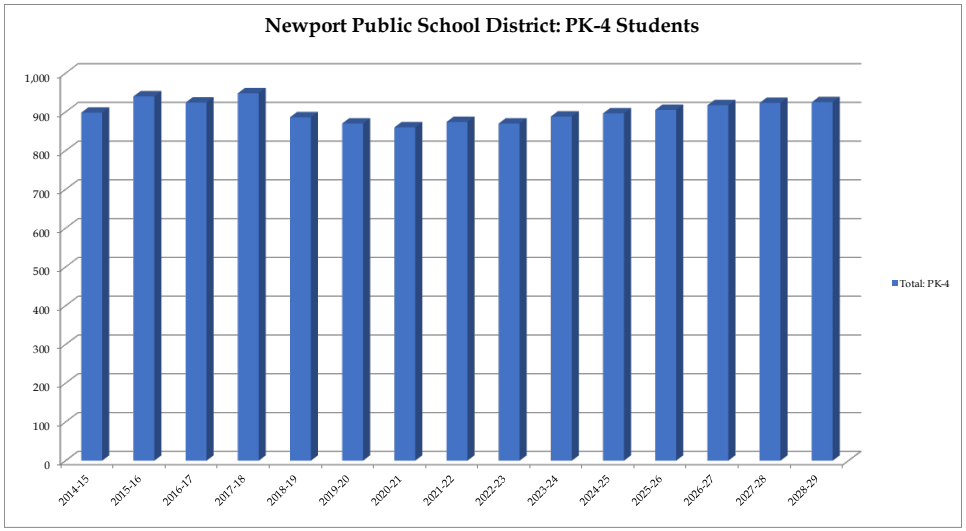
Newport Public School District -Enrollment Forecasts

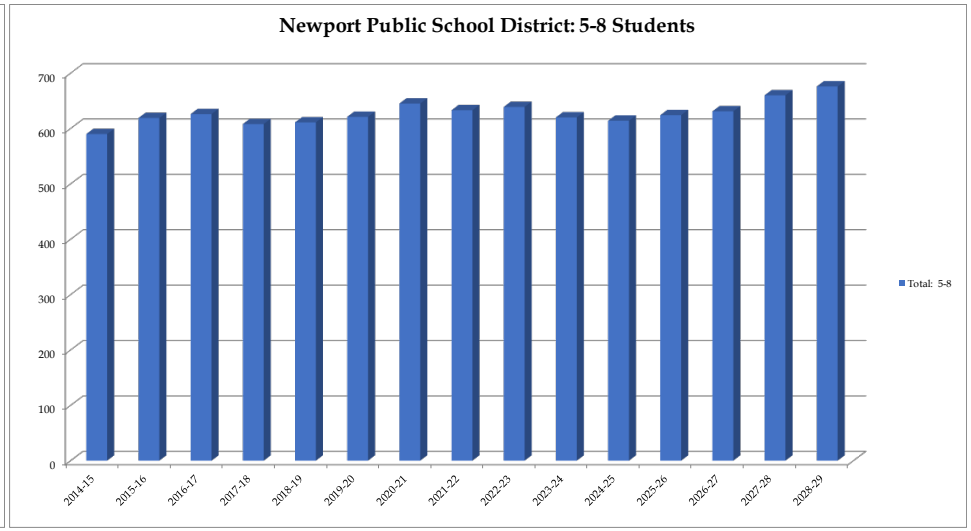
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
PK	45	59	61	48	53	53	53	53	53	53	53	53	53	53	53
K	195	181	174	190	154	166	168	171	172	173	175	175	178	179	177
1	171	208	176	181	183	159	171	173	174	176	177	179	179	180	181
2	190	164	185	180	161	176	153	166	168	169	171	173	175	175	176
3	152	177	169	173	168	153	167	147	159	161	162	166	168	170	170
4	145	151	159	176	167	163	148	164	144	156	158	159	164	166	168
Total: PK-4	898	940	924	948	886	870	860	874	870	888	896	905	917	923	925
5	155	148	143	166	158	164	160	147	162	143	154	156	161	166	168
6	145	164	163	141	166	161	167	165	151	167	147	159	162	167	173
7	150	156	161	152	136	163	158	165	163	149	165	146	161	164	169
8	140	151	159	149	151	133	160	156	163	161	148	163	147	163	166
Total: 5-8	590	619	626	608	611	621	645	633	639	620	614	624	631	660	676
9	192	173	190	213	210	201	177	214	209	218	216	198	220	198	220
10	131	175	178	154	181	191	183	161	195	190	198	197	180	200	180
11	147	124	166	155	135	167	176	168	148	179	175	182	181	166	184
12	120	142	114	155	135	126	155	164	156	138	166	163	169	168	154
Total: 9-12	590	614	648	677	661	685	691	707	708	725	755	740	750	732	738
Total: PK-12	2078	2173	2198	2233	2158	2176	2196	2214	2217	2233	2265	2269	2298	2315	2339
Total: PK-4	898	940	924	948	886	870	860	874	870	888	896	905	917	923	925
Change		42	-16	24	-62	-16	-10	14	-4	18	8	9	12	6	2
% Change		4.68%	-1.70%	2.60%	-6.54%	-1.81%	-1.15%	1.63%	-0.46%	2.07%	0.90%	1.00%	1.33%	0.65%	0.22%
Total: 5-8	590	619	626	608	611	621	645	633	639	620	614	624	631	660	676
Change		29	7	-18	3	10	24	-12	6	-19	-6	10	7	29	16
% Change		4.92%	1.13%	-2.88%	0.49%	1.64%	3.86%	-1.86%	0.95%	-2.97%	-0.97%	1.63%	1.12%	4.60%	2.42%
Total: 9-12	590	614	648	677	661	685	691	707	708	725	755	740	750	732	738
Change		24	34	29	-16	24	6	16	1	17	30	-15	10	-18	6
% Change		4.07%	5.54%	4.48%	-2.36%	3.63%	0.88%	2.32%	0.14%	2.40%	4.14%	-1.99%	1.35%	-2.40%	0.82%
Total: PK-12	2078	2173	2198	2233	2158	2176	2196	2214	2217	2233	2265	2269	2298	2315	2339
Change		95	25	35	-75	18	20	18	3	16	32	4	29	17	24
% Change		4.57%	1.15%	1.59%	-3.36%	0.83%	0.92%	0.82%	0.14%	0.72%	1.43%	0.18%	1.28%	0.74%	1.04%

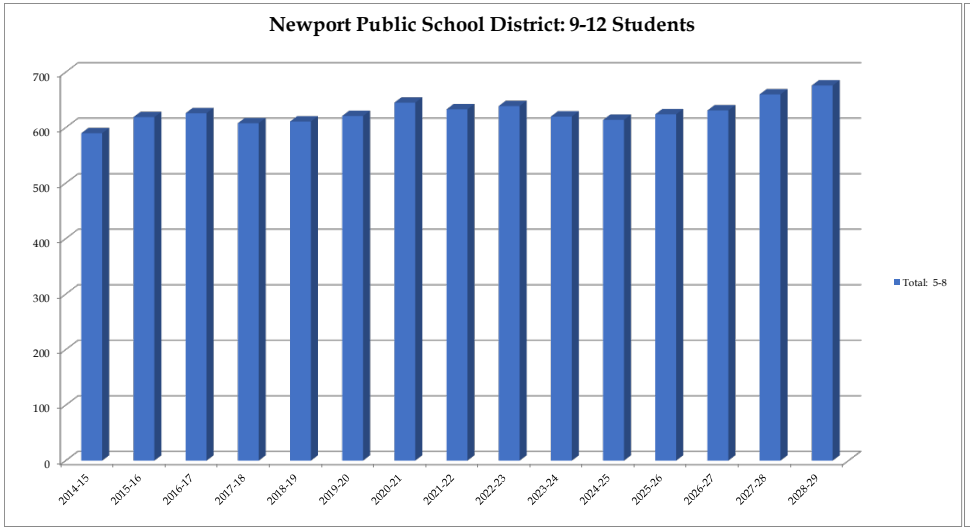
Forecasts Developed February 2019

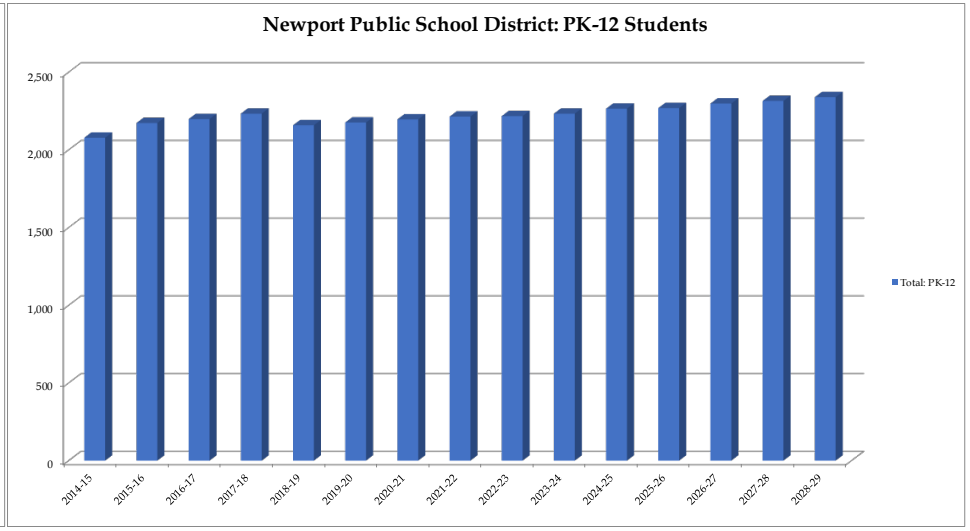
Green Cells (2018-19 and earlier) are historical data

Blue Cells(2019-20 and later) are forecasted years


Newport Public School District: PK-4 Students
1,000
900
800
700
600
500
400
300
200
100
0
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
2025-26
2026-27
2027-28
2028-29
Total: PK-4


Newport Public School District: 5-8 Students
700
600
500
400
300
200
100
0
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
2025-26
2026-27
2027-28
2028-29
Total: 5-8


Newport Public School District: 9-12 Students
700
600
500
400
300
200
100
0
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
2025-26
2026-27
2027-28
2028-29
Total: 5-8


Newport Public School District: PK-12 Students
2,500
2,000
1,500
1,000
500
0
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
2025-26
2026-27
2027-28
2028-29
Total: PK-12

6

Cross Districting Due Diligence

Cross Districting Due Diligence

The three communities of Newport, Middletown, and Portsmouth comprise Aquidneck Island. Currently, each municipality operates their own school district however historically, there was only one high school located in Newport that served the entire island. Additionally, because of declining enrollments in two of the communities and desire to offer more robust curriculum discussions have occurred between the three communities as to how to improve education for children.

Superintendent Colleen Jermain reached out to both Middletown and Portsmouth Town Councils to discuss unification of public school districts. Portsmouth has agreed to move forward with discussions regarding opportunities for unification. Middletown has voted against discussions with Newport regarding unification.

Following are the meeting minutes documenting the results of those meetings.

Colleen Burns Jermain, Ed.D.
Superintendent of Schools
109 Old Fort Road • Newport, Rhode Island 02840-3898
Telephone 401.847.2100 Ext. 5376 • Fax 401.849.0170 • colleenjermain@npsri.net

May 17, 2019

Mr. Robert Sylvia and Members of the Middletown Town Council
Town of Middletown
350 East Main Road
Middletown, RI 02840

Dear President Sylvia and Honorable Town Council Members,

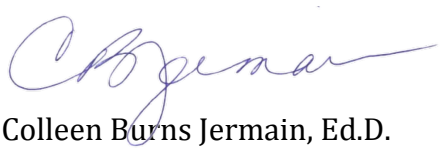
Newport Public Schools is undergoing the RIDE submission process for school construction. As part of this process, I am reaching out to you to see if there is any desire for discussion on a unified school district to provide the best educational opportunities for all our children while being responsible to our communities relating to rising costs and possible tax implications for our residents now and in the future. After watching the most recent joint workshop with the Middletown Town Council and School Committee I did sense the urgency you as a Town Council would like to see changes around test scores and academic success, as well as being mindful on how dollars are spent and allocated. This is the same concern here in Newport . So I wonder if as leaders we owe it to the students and families of today and tomorrow from both communities that we serve to do our due diligence and consider "the what if". The short time we sit and listen to each other may surprise us on what we may learn, especially if it means we can maintain the same structures and students we now service, PK-8, and allow our communities together to build a state of the art high school that combines the best of what we do and more while receiving an 80% reimbursement rate on all costs on this project, as well as any other projects Middletown may have already bonded for the future.

Newport and Middletown have had a long relationship of collaboration ranging from our partnerships in hockey, cooperative tennis teams, high school dances, art and the most recent amazing joint theater production of Godspell. Our youth play Pop Warner and soccer together as one team at a very early age and as school districts we support each other in many areas. The students and children are fine. I believe it is now our time as adults to see if there is a possibility of creating a great system together that is even better than we could possibly imagine for our children.

I am requesting fifteen minutes of your time on the next agenda to possibly save the Town of Middletown millions in the future and share a conceptual possibility both communities may

want to explore. The offer of reimbursement and funding is time sensitive and limited. Before Newport moves forward on its own, I would like a chance to have a conversation and share the financial and educational possibilities with you-our neighbors and partners in Middletown.

Sincerely,



Colleen Burns Jermain, Ed.D.
Superintendent of Schools

CBJ/cn

cc: Shawn Brown, Town Administrator
Mr. Raymond Gomes, Chair, Newport School Committee
Newport School Committee Members
Honorable Mayor Jamie Bova and Newport City Council
Joseph Nicholson, City Manager of Newport

THIS MEETING CAN BE VIEWED IN ITS ENTIRETY ON THE TOWN OF MIDDLETOWN WEBSITE WWW.MIDDLETOWNRI.COM OR THE DVD IS AVAILABLE AT THE MIDDLETOWN LIBRARY.

At a Regular Meeting of the Town Council of the Town of Middletown, RI held at the Middletown Town Hall, 350 East Main Road, Middletown, RI on Monday, June 3, 2019 at 6:00 P.M.

Council President Robert J. Sylvia, Presiding
Vice President Paul M. Rodrigues
Councillor Terri Flynn
Councillor Henry F. Lombardi, Jr.
Councillor M. Theresa Santos
Councillor Dennis B. Turano
Councillor Barbara A. VonVillas, Members Present

PLEDGE OF ALLEGIANCE TO THE FLAG

RECONSIDERATION

The Middletown Town Council follows the codification of present-day general parliamentary law as articulated in Robert's Rules of Order Newly Revised 10th edition (2000), together with whatever rules of order the Council has adopted for its own governance. The motion to reconsider is one of the motions that can bring a question again before an assembly, and is designed to bring back for further consideration a motion which has already been voted on:

If, in the same session that a motion has been voted on, but no later than the same day or the next day on which a business meeting is held, new information or a changed situation makes it appear that a different result might reflect the true will of the assembly, a member who voted with the prevailing side can, by moving to ***Reconsider*** [RONR (10th ed.), p. 304-321] the vote, propose that the question shall come before the assembly again as if it had not previously been considered. (From Robert's Rules of Order Newly Revised In Brief, Robert, Evans et al., De Capo Press, 2004)

A motion to reconsider was made at 7:00 p.m.

6:00 P.M. - EXECUTIVE SESSION

1. Executive Session - Pursuant to provisions of RIGL, Sections 42-46-2, 42-46-4 and 42-46-5 (a) (5) Lease (JFK School), (5) Lease (JFK School), (2) Collective Bargaining (Police Union-FOP) and (2) Collective Bargaining (Police Union-FOP). - review, discussion and/or potential action and/or vote in executive session and/or open session.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to recess open session and reconvene in executive session at 6:02 p.m.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to recess executive session and reconvene in open session at 6:45 p.m.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to approve the Newport Community School lease for JFK School.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to seal the executive session minutes pursuant to Section 42-46-7. RIGL.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to recess this meeting at 6:47 p.m.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to reconvene this meeting at 7:00 p.m.

The reconsideration was acted on at this time.

The item to be reconsidered is the following item, which was voted on at the May 29, 2019, Special Meeting of the Council.

2. Public Hearing (Advertised)
   Public Hearing Remains Open
   An Ordinance of the Town of Middletown (Second Reading)
   An Ordinance in amendment to the ordinances of the Town of Middletown General Fund, Parks and Recreation Fund, Sewer Fund and Refuse and Recycling Fund, Appropriating revenues for the Fiscal Year July 1, 2019 to June 30, 2020.

Original motion - On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to adopt said ordinance on its second reading, as amended.

On motion of Councillor Flynn to reconsider the adoption of said ordinance as, amended, there was no second to the motion.

7:00 P.M. – REGULAR MEETING

PUBLIC FORUM

2. Pursuant to Rule 25 of the Rules of the Council, Citizens may address the town on one (1) subject only, said subject of substantive Town business, neither discussed during the regular meeting nor related to personnel or job performance. Citizens may speak for no longer than five (5) minutes and must submit a public participation form to the Council Clerk prior to the start of the meeting. All items discussed during this session will not be voted upon.

Libby Kirwin, 69 Sachuest Way, addressed the Council, noting concern with the change in direction of the traffic at Aquidneck Avenue and Purgatory Road. Ms. Kirwin explained the change has made traffic unmanageable in the area and requests the Council to revisit the design.

Susan Adie, 43 Willow Avenue, addressed the Council noting the Town is looking cleaner, but is still concerned with plastic pollution and inquired what the Town's plan is for plastic.

Theresa Spengler, 1111 Wapping Road, addressed the Council, reviewing School Department Administration and Support Staff bonuses and stipends, along with Town Administration bonuses and pay raises. Ms. Spengler also noted that school test scores declined, due to testing changes.

PRESENTATIONS

3. At the request of Councillor Santos, Citation of the Council, re: Benjamin Currey.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to begin said presentation.

Councillor Santos and Councillor VonVillas presented Benjamin Currey with a Council citation.

Ben Currey thanked the Town Council for recognition for his scholarship and acceptance to the US Naval Academy.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to act as a Board of License Commission.

ACTING AS A BOARD OF LICENSE COMMISSION

4. (Advertised for Public Hearing; Abutters Notified)
Application of East Island Reserve, LLC dba East Island Reserve, 985 East Main Road, for a Class BT Liquor License to be used at the same premises. (NEW)

Public Hearing was declared open.

Jay Lynch, III, Esquire, representing the applicant, addressed the Council explaining that East Island Reserve, LLC is requesting a Class BT liquor license for restaurant/bar service to guests, not the public. Mr. Lynch explained that the pool is the primary area, but would like to include the entire establishment as a precaution if a guest would like to bring alcohol back to their room. Mr. Lynch noted the hours requested are 11:00 a.m. to 10:00 p.m. with an option to extend to 11:00 p.m. for parties.

David Rice, 113 Meadow Lane, addressed the Council noting concern with this license being added to a busy situation. Mr. Rice explained the area has experienced changes since the renovations of the Sandpiper and Newport Vineyards. Mr. Rice noted that the area has become noisy and congested with traffic and pedestrians.

Celine Rice, 113 Meadow Lane, addressed the Council inquiring if there is a bar next door, why would East Island Reserve need a liquor license? Mrs. Rice noted concern that the East Island Reserve does not have a manager on site.

Discussion centered around if the application should be continued since the applicant is not present to answer Council questions, the quality of life for the residents in the area, the bartender will be TIPs certified, the applicant is not seeking an amusement license and parking of vehicles in the area.

There being no other persons desiring to be heard, public hearing was declared closed.

On motion of Council President Sylvia, duly seconded, it was voted unanimously to continue this matter to the June 17, 2019, Regular Meeting to have the applicant present to answer Council questions; Councillor Flynn voted NO to said motion.

5. (Advertised for Public Hearing; Abutters Notified)
Application of Mission, LLC, 58 Aquidneck Avenue, for a Class BL Liquor License to be used at the same premises. (NEW)

Public Hearing was declared open.

Sean Bouchard, Esquire, representing the applicant, addressed the Council explaining that the applicant has received zoning approval, the license is limited to Beer and Wine, the restaurant will mirror the Newport location.

Vice President Rodrigues noted concern for the parking in the area.

Sean Bouchard, Esquire, explained there are eight parking spaces between Empire Coffee and Mission, noting the coffee shop is a morning business and Mission opens in the afternoon. Mr. Bouchard explained the seating is limited to 24 to 26 seats and cannot expand, the location is good for pedestrian traffic.

Councillor Flynn inquired about the application granted to TWINS, LLC.

Town Clerk Wendy J.W. Marshall, responding to Councillor Flynn, explained that the license was granted, but never issued; the prior applicant did not meet or complete all requirements for issuance of the liquor license.

John Bagwill, 587 Tuckerman Avenue, addressed the Council noting that most people Uber or use Lift to restaurants these days.

There being no other persons desiring to be heard, public hearing was declared closed.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to grant said license.

Vice President Rodrigues requested that items #10, #14 and #17 be heard under the regular portion of the agenda.

CONSENT

6. Approval of Minutes, re: Regular Meeting, May 20, 2019.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to approve said minutes.

7. Communication of Cynthia M. Gianfrancesco, CHMM, CPG, Supervising Environmental Scientist, Rhode Island Army National Guard, re: Notification of soil sampling by RIARNG Environmental Office Personnel, property located at Newport State Airport.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said communication.

8. Communication of Jim Dealy, Grants Writer, East Bay Community Action Program, re: Status Report for Middletown's FY 2018 Civic Appropriation to EBCAP.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said communication.

9. Resolution of the Town of Warren, re: Stabilization of State Educational Aid.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said resolution.

10. Resolution of the Town of Portsmouth, re: In Support of an Amended "Plastic Waste Reduction Act".

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said resolution.

Councillor Turano asked to have a similar resolution prepared for the Council to pass.

On motion of Councillor Turano, duly seconded, it was voted unanimously to prepare a resolution mirroring Portsmouth to be acted on at the next regular meeting of the Council.

11. Resolution of the Town of Foster, re: Second Amendment Sanctuary Town.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said resolution.

12. Application of Russell J. Carlone, Middletown, for RENEWAL of a Private Detective License for the 2019-2020 licensing year.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to grant said license renewal.

13. Application of Stephen Charles Schwarz, Middletown, for RENEWAL of a Private Detective License for the 2019-2020 licensing year.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to grant said license renewal.

14. Application for Special Event Permit from Wow Media, 114 West Main Road for a Grand Opening to be held on Friday, June 21, 2019 from 4:00 p.m. 8:00 p.m. or Saturday, June 22, 2019 from 1:00 p.m. to 5:00 p.m.

Councillor Santos inquired what the business Wow Media is and how long the tent will be on site?

Town Clerk Wendy J.W. Marshall, responding to Councillor Santos, noted that the tent is only for the Grand Opening and the establishment is a Media Store.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to grant said Special Event Permit.

LICENSES

15. Application of East Island Reserve, LLC dba East Island Reserve, 985 East Main Road, for a Victualling House License for the 2018-2019 licensing year. (NEW)

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to continue this matter to the June 17, 2019, Regular Meeting of the Council.

16. Application of Mission, LLC, 58 Aquidneck Avenue, for a Victualling House license for the 2018-2019 licensing year. (NEW)

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to grant said license contingent on Building Official, Fire Marshal, Public Works and Board of Health approvals.

17. Keystone Novelties Distributors, LLC dba Keystone Fireworks, 726 Aquidneck Avenue, for a Holiday Sales License for the 2019-2020 licensing year. (NEW)

Discussion centered around that the tent will be on the grass next to 7-Eleven on Aquidneck Avenue from June 21st to July 7th and the Zoning Board has given the applicant approval for setting up in that location.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to grant said license contingent upon approval of the Fire Department.

OTHER COMMUNICATION

18. Communication of Colleen Burns Jermain, Ed.D., Superintendent of Schools, City of Newport, re: Discussion on a unified school district.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said communication.

Colleen Burns Jermain, Ed.D., Superintendent of Schools reviewed the communication above and a power point presentation, which is on file in the Office of the Town Clerk.

Senator Louis P. DiPalma, 24 Sail Court, addressed the Council speaking in support of the Unified School District.

Discussion centered around the state funding formula, if there would be a freeze on funds from the state, school facility maintenance, and the 80.5%

reimbursement rate from the state.

Thomas Kowalczyk, 9 Beechland Place, addressed the Council presenting them with a handout, entered here:

Enter handout

John Bagwill, 587 Tuckerman Avenue, addressed the Council suggesting that Middletown share services with Newport.

Christopher Semonelli, 542 Wolcott Avenue, addressed the Council noting support of a Unified School District discussion. Mr. Semonelli explained that pockets of regionalization is happing such as Project Lead the Way.

Ron Heroux, 51 Bay Ridge Drive, addressed the Council noted support for the unified school district planning process. Mr. Heroux explained that the Council can always vote "No" once the study is complete.

Richard Adams, 240 Island Drive, addressed the Council speaking in favor of the discussion of a unified school district.

Lawrence Frank, 8 O'Donnell Road, addressed the Council reading the following into the record.

Enter letter

Lisa Olaynack, 201 Paradise Avenue, addressed the Council noting that test scores are not everything, make decision that are best for all and that we are stronger together.

Jeanne Napolitano, 34 Malbone Road, Newport, addressed the Council noting she hopes that the discussion will continue regarding the unified school district. Ms. Napolitano explained that some services are unified at this time such as sports programs.

Jamie Bova, Mayor of the City of Newport, 19 Russell Avenue, Newport, addressed the Council, speaking in support, noting that if both communities come together we can build a state of the art opportunities.

Sandra J. Flowers, Newport School Committee Member, 16 Keeher Avenue, Newport, addressed the Council in support of further discussion of a unified school district. Ms. Flowers noted to think out of the box, put our heads together and work on cost effective planning.
Theresa Spengler, 1111 Wapping Road, addressed the Council, noting that for several years unification of schools has been discussed and the voters declined. Ms. Spengler expressed concern about the time line and doing due diligence before making a decision.

Aida Neary, Newport School Committee Member, 36 Newport Avenue, Newport, addressed the Council speaking in support of further discussion of a unified school district. Ms. Neary explained that this is the best opportunity for the kids, we need to try, if not we will let down the kids.

Councillor Flynn noted funding reductions to the schools and if Middletown is unwilling to fund schools, it is time to have this discussion.

Councillor VonVillas noted it is about the kids and what you can provide, it is not about money. Ms. VonVillas explained the need to discuss the school unification.

Vice President Rodrigues noted he wants to make the best decision for the community and would like to sit and research the issue prior to making a decision.

Councillor Lombardi noted his agreement with Vice President Rodrigues. Mr. Lombardi explained he needs time to digest the data.

Council President Sylvia noted that discussion has been around for years and the only driver cannot be money. Mr. Sylvia expressed concern of the social aspect of unified schools.

George Triplett, former Newport School Committee member, addressed the Council noting support for the discussion. Mr. Triplett explained that people do not have all the information to make a decision and the primary goal is education of the children.

On motion of Council President Sylvia, duly seconded, it was voted to make a decision regarding continuing the dialog with Newport for a unified school district on June 17, 2019; Councillor VonVillas voted NO to said motion.

PUBLIC HEARING

19. (Public Hearing Advertised; Abutters Notified)
Amendments to the Town's Comprehensive Community Plan (First Reading)
Amendments to Town's Comprehensive Community Plan shall amend the future land use plan, map L-4, of the Land Use element of the Middletown Comprehensive Community Plan is amended to bring consistency between the Future Land Use Plan and the Town's Zoning Map for several parcels fronting on Paradise Avenue., Prospect Ave., Maidford River Rd., River Run Rd., Reservoir Rd., Gray Craig Rd., and Paradise Ct. Subject parcels identified on the attached map. The Comprehensive Plan future land use designation of all subject parcels would change from "Low Density Residential" to "Medium-Density Residential".

Public Hearing was declared open.

Kate Greenman, 300 Paradise Avenue, addressed the Council noting she is against this ordinance and would like an explanation. Ms. Greenman explained that she feels this is spot zoning.

John Bagwill, 587 Tuckerman Avenue, addressed the Council noting that he was on the Comprehensive Community Plan Committee. Mr. Bagwill suggests the Council change the zoning code, not the comprehensive community plan.

Bob Fye, 603 Paradise Avenue, addressed the Council inquired about the meaning of the change.

Town Planner Ronald Wolanski addressed the Council explaining there is no change in development or zoning. Mr. Wolanski noted it is a map change to keep consistency with the zoning map, which is a requirement of state law.

Discussion centered around no change to zoning just comprehensive community plan designation low to medium density, the zoning and the comprehensive community plan should be consistent, financial impact on residents and non-conforming lots in the area.
There being no other persons desiring to be heard, public hearing remains open.

On motion of Vice President Rodrigues, duly seconded, it was voted unanimously to receive said amendment to the Town's

Colleen Burns Jermain, Ed.D.
Superintendent of Schools
109 Old Fort Road • Newport, Rhode Island 02840-3898
Telephone 401.847.2100 Ext. 5376 • Fax 401.849.0170 • colleenjermain@npsri.net

May 28, 2019

Mr. Kevin Aguiar and Members of the Portsmouth Town Council
Town of Portsmouth
2200 East Main Road
Portsmouth, RI 02871

Dear President Aguiar and Honorable Town Council Members,

Newport Public Schools is undergoing the RIDE submission process for school construction. As part of this process, I am reaching out to you to see if there is any desire for discussion on a unified school district to provide the best educational opportunities for all our children while being responsible to our communities relating to rising costs and possible tax implications for our residents now and in the future. I am wondering if as leaders we owe it to the students and families of today and tomorrow from both communities that we serve to do our due diligence and consider "the what if". The short time we sit and listen to each other may surprise us on what we may learn, especially if it means we can maintain the same structures and students we now service, PK-8, and allow our communities together to build a state of the art high school that includes career and technical opportunities that combines the best of what we do and more for the entire Aquidneck Island public school students – and receive an 80.5% reimbursement rate on all costs on this project, as well as any other projects Portsmouth may be considering for the future.

I am requesting fifteen minutes of your time on a future agenda to discuss the possibilities of working together to share a conceptual possibility your community may want to explore for the delivery of educational services for the future. The offer of reimbursement and funding is time sensitive and limited. Before Newport moves forward on its own I would

like to have a chance to have a conversation and explore any and all options possible for our schools on Aquidneck Island.

Sincerely,

Colleen Burns Jermain, Ed.D.
Superintendent of Schools

CBJ/cn

cc: Richard Rainer, Jr., Portsmouth Town Administrator
Mr. Raymond Gomes, Chair, Newport School Committee
Newport School Committee Members
Honorable Mayor Jaime Bova and Newport City Council
Joseph Nicholson, Newport City Manager

PORTSMOUTH TOWN COUNCIL MEETING
JUNE 24, 2019 MINUTES

6:00 PM – Town Council Chambers, Portsmouth Town Hall, 2200 East Main Road

MEMBERS PRESENT: Kevin M. Aguiar, Linda L. Ujifusa, J. Mark Ryan, Keith E. Hamilton, Leonard B. Katzman and Andrew V. Kelly

MEMBERS ABSENT: Daniela T. Abbott

Time: 6:00 PM

EXECUTIVE SESSION – Motion to go into Executive Session under RIGL 42-46-5(a)(2) made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 6-0.

1. RIGL 42-46-5 (a)(2) Collective Bargaining – Fire Department – One vote taken. Motion passed 6-0.

ADJOURN – Motion to seal the minutes and adjourn into Open Session made by Mr. Hamilton, seconded by Mr. Kelly Motion passed 6-0.

Time: 6:20 PM

7:00 PM – Town Council Chambers, Portsmouth Town Hall, 2200 East Main Road

MEMBERS PRESENT: Kevin M. Aguiar, Linda L. Ujifusa, J. Mark Ryan, Keith E. Hamilton, Leonard B. Katzman, Andrew V. Kelly and Daniela T. Abbott

Time: 7:01 PM

EMERGENCY EVACUATION PLAN

PLEDGE OF ALLEGIANCE – The Pledge of Allegiance was followed by a Moment of Silence for our men and women serving around the world in harm's way.

SITTING AS THE PORTSMOUTH TOWN COUNCIL

PRESIDENT'S EXECUTIVE SUMMARY – There was a 6-0 vote to approve a tentative 3 year contract with the firefighter's union.

CONSENT AGENDA

1. Bills
2. Peddler Licenses – Annual:
    a. Oceanside Enterprises II LLC d/b/a Greenwich Bay Oyster Bar/The Shuck Truck, 240 Main St., East Greenwich, 1 vehicle (#1471)
    b. bimini-me/luxsails co., 200 Burning Tree Dr, Naples, FL (#1472)

Motion to approve the Consent Agenda made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 7-0.

MINUTES

TCM 6/10/19 & Exec. – Motion to approve the Minutes made by Mr. Katzman, seconded by Ms. Ujifusa. Motion passed 7-0.

TOWN ADMINISTRATOR'S REPORT

1. Former Coggeshall School update – As you are aware, there are no current tenants leasing the building. Occupancy is limited to 49 people and we are currently allowing the CFPIA to run Zumba Classes and the YMCA to use the gym area for basketball and the revenue generated covers the cost of utilities. There is a recurrence of mold in the building and an air quality and mold inspection were done last week. We will have the results in 1-2 weeks and will determine next steps after that. Due to the occupancy limit, we are conducting a fire safety and building condition assessment to determine what use of the property can be authorized and will communicate that to parties interested in using the building in an as is agreement.
2. RI Senate and RI House of Representatives Resolution in honor of Colonel Thomas Lee – Last week on the 18th, Colonel Lee was recognized by the RI State Senate and House of Representatives for his years of public service. In commemoration of his impending retirement, Chief Lee received resolutions from both chambers that were read during session and it was my honor to attend the event together with the Council Vice President, Colonel Brian Peters, and our Town Planner.
3. Annual Portsmouth Award update – Nominations have been received for this year's annual Portsmouth Award which was established to recognize an individual, local business, or an organization that has made or is making significant contributions to the welfare and betterment of our community. The nominations are currently being evaluated and I anticipate an announcement at the next Council Meeting.
4. Parks and Recreation Committee update – The members of the new Parks and Recreation Committee have been contacted and sworn in. The first meeting will be Thursday, June 27th at 5:00 pm. The Town Clerk and I will review the Open Meeting Act with them, give them examples of by-laws, and discuss with them how to set up and agenda and post it on line.

RESIGNATIONS AND APPOINTMENTS

1. Appointments:
   a. Dog Park Committee – Motion to appoint Laurie Anderson made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 7-0.
   b. Melville Park Committee – Motion to appoint Raymond Abraham made by Mr. Hamilton, seconded by Dr. Ryan. Motion passed 7-0.

OLD BUSINESS (Discussion/Action)

1. Final police construction update. – No motions made.

2. Monthly finance report. – Motion to receive and place on file made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 7-0.

3. Final Approval of Proposed FY 2020 Budget (The Full Budget is Available for Review on the Town's Website at www.portsmouthri.com) – Motion to approve the FY 2020 Budget in the amount of $64,878,243 made by Mr. Katzman, seconded by Mr. Kelly. Motion passed 6-1. Mr. Hamilton in dissent.
   a. Draft of FY 2020 Budget Ordinance – Motion to adopt the FY 2020 Budget Ordinance made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 6-1. Mr. Hamilton in dissent.

4. Request to withdraw proposed Zoning Ordinance amendment to Article XIX for a "payment in lieu" option for low and moderate income housing requirements, and to cancel the Public Hearing.
    a. Planning Board Advisory Opinion

Motion to withdraw made by Mr. Katzman, seconded by Ms. Abbott. Motion passed 7-0.

NEW BUSINESS (Discussion/Action)

1. Permission to place a modular recreational rink on the Gardner Seveney fields. – Motion to table indefinitely made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 7-0.

2. Discuss the possibility of working together for a unified school district to provide the best educational opportunities for all our children. – Motion to continue to discuss the possibilities of working together to provide the best educational opportunities for all our children made by Mr. Kelly, seconded by Mr. Katzman. Motion passed 7-0.

3. National Grid and Verizon propose a new joint owned pole location at Anthony Road. – Motion to approve made by Mr. Hamilton, seconded by Mr. Kelly. Motion passed 7-0.

4. Request to use Surplus from FY 2019 to fund PIVFD request. – Motion not exceed $80,000 from the FY 2019 Surplus to fund PIVFD request, contingent upon Chief Ford overseeing use of funding, made by Mr. Hamilton, seconded by Mr. Katzman. Motion passed 7-0.

5. Request ratification of appointment of Brian Peters as Police Chief. – Motion to approve the ratification of appointment of Brian Peters as Police Chief made by Ms. Ujifusa, seconded by Mr. Kelly. Motion passed 7-0.

CORRESPONDENCE

1. Monthly RIRRC Report. / R. Antaya
2. Resolution to restore PILOT to 27% funded. / Providence City Council
3. Resolution Regarding SB 410 and HB 5671 on Plastic Bag Bans to Amend the Language to Exclude the Uniformity Clause. / Providence City Council

Motion to receive correspondence and place of file made by Mr. Kelly, seconded by Dr. Ryan. Motion passed 7-0.

FUTURE MEETINGS

Jul 8 7:00 PM - Town Council Meeting
Jul 22 Cancelled
Aug 13 7:00 PM - Town Council Meeting (Tuesday)
Aug 26 7:00 PM - Town Council Meeting

ADJOURN – Motion to adjourn made by Mr. Hamilton, seconded by Mr. Kelly. Motion passed 7-0.

Time: 8:26 PM

_____
Jennifer M. West, Town Clerk

Middletown

LEA Summary

Middletown totals 361,042 square feet and consists of the school type(s) detailed below. School(s) were visited three times during the Statewide Facilities Assessment by teams of specialists in March 2016. This report provides LEA summary findings for the statewide assessment program.

School Type by Count

School Type	SqFt
Elementary School	84,162
Middle School	144,880
High School	132,000
Total:	**361,042**

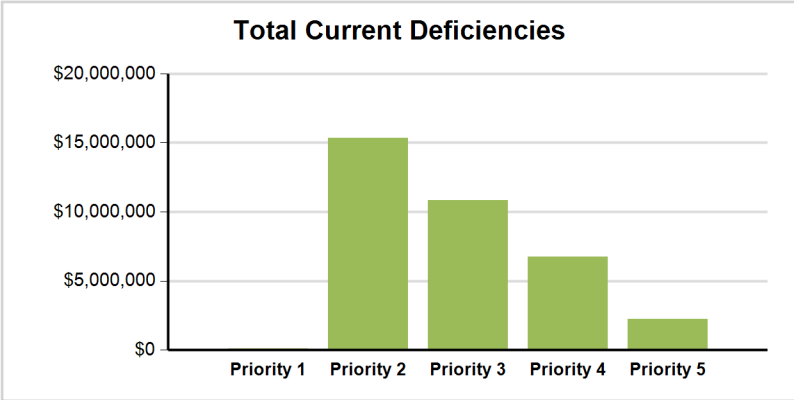
Demographics

Enrollment is projected to decrease by 1.6% over the next 10 years in Middletown. The total LEA enrollment at 4 school(s) is 2,243 students with a total capacity of 2,685 as reported by the LEA. Utilization is calculated by dividing enrollment by capacity, resulting in 83.5% utilization at Middletown.

83.5 % Utilization

Educational Program Space Analysis

In Middletown there are 172 instructional spaces; of these spaces 11.0% meet or exceed the space size standards. Of the total current deficiencies identified, $931,940 are related to the educational program space assessment. Addressing these identified deficiencies will improve the learning environment and bring the school(s) in the district closer to 21st century learning facilities.



Five Year Need Summary

The current deficiencies total $35,270,976, with 43.4% categorized as Priority 2 and another 30.8% as Priority 3. The building systems with the highest current deficiency costs are Interior and Exterior.

The projected life cycle need in Years 1 through 5 is $10,524,929. It is anticipated that the majority of the need will occur in Year 3. School(s) with the greatest need are represented in the adjacent table and make up 93.7% of the combined 5-Year need at Middletown.

School(s) with Greatest Need	Combined 5-Year Need
Middletown High School	$18,598,840
Joseph H. Gaudet School	$18,571,181
Aquidneck School	$5,744,687

Five Year Facility Condition Index (FCI)

For master planning purposes, the total current deficiencies, less new construction, and the first 5 years of projected life cycle needs were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A 5-Year FCI was calculated by dividing the 5-Year need by the total replacement cost. The 5-Year need is $45,795,905 with a district replacement value of $124,787,100. The resulting 5-Year FCI is 36.7%.

5-Year FCI Ranges

LEA Summary Data					
Gross SqFt	Avg Year Built	Current Deficiencies (Less New Construction)	Life Cycle Year 1-5 Total	Total 5-Year Need (Year 1-5 + Current Defs)	5-Year FCI
361,042	1960	$35,270,976	$10,524,929	$45,795,905	36.7%

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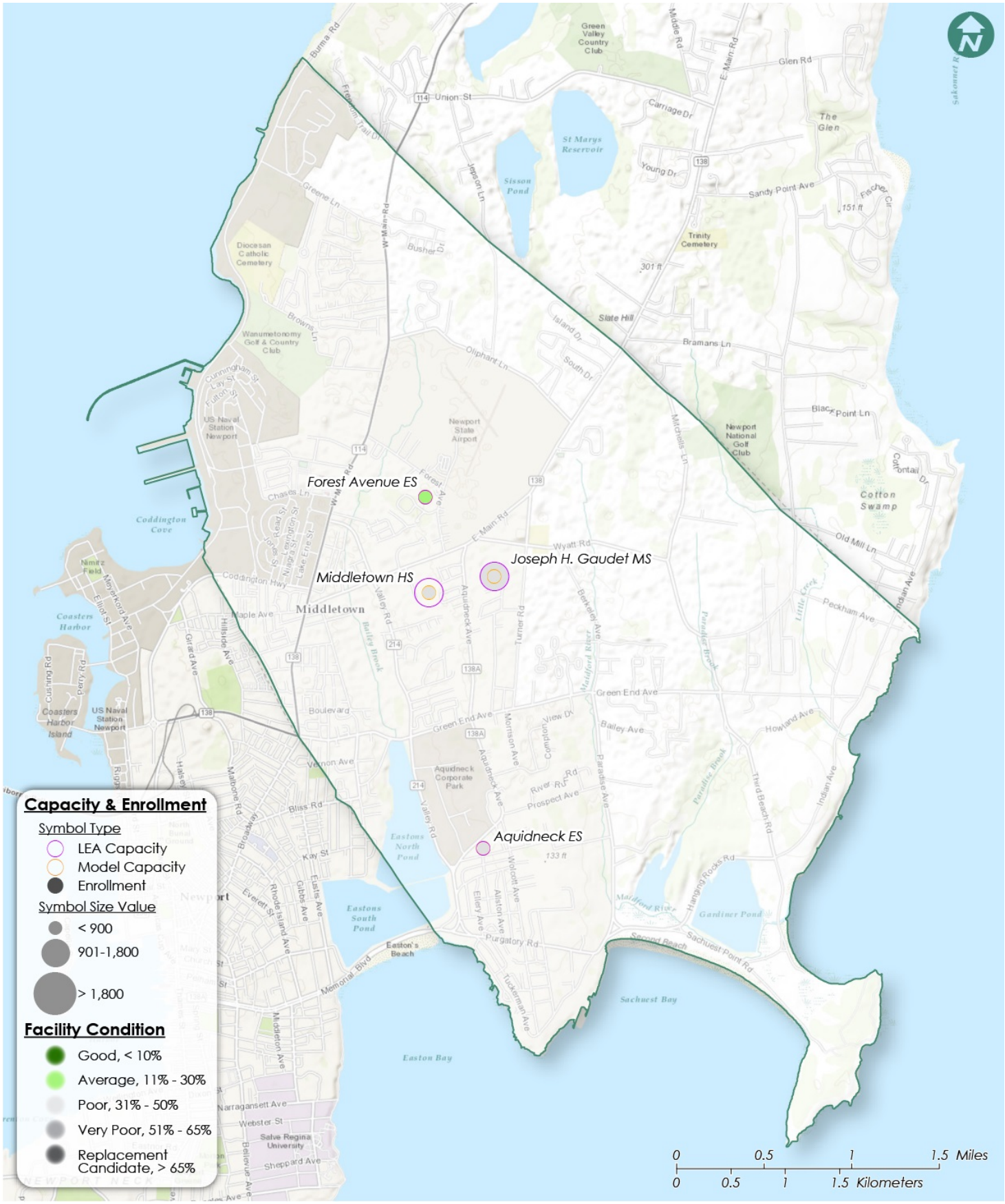
Middletown



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Portsmouth

LEA Summary

Portsmouth totals 480,050 square feet and consists of the school type(s) detailed below. School(s) were visited three times during the Statewide Facilities Assessment by teams of specialists from February-March 2016. This report provides LEA summary findings for the statewide assessment program.

School Type by Count

School Type	SqFt
Elementary School	95,000
Middle School	157,800
High School	227,250
Total:	**480,050**

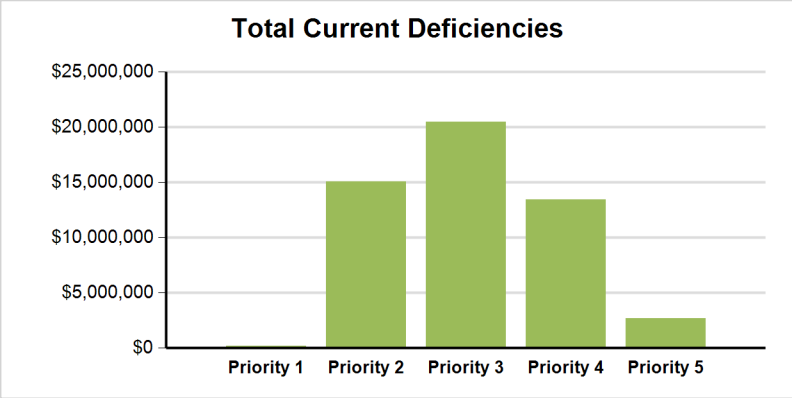
Demographics

Enrollment is projected to decrease by 16.3% over the next 10 years in Portsmouth. The total LEA enrollment at 4 school(s) is 2,444 students with a total capacity of 3,163 as reported by the LEA. Utilization is calculated by dividing enrollment by capacity, resulting in 77.3% utilization at Portsmouth.

77.3 % Utilization

Educational Program Space Analysis

In Portsmouth there are 203 instructional spaces; of these spaces 21.7% meet or exceed the space size standards. Of the total current deficiencies identified, $3,507,000 are related to the educational program space assessment. Addressing these identified deficiencies will improve the learning environment and bring the school(s) in the district closer to 21st century learning facilities.



Five Year Need Summary

The current deficiencies total $51,869,114, with 39.5% categorized as Priority 3 and another 29.0% as Priority 2. The building systems with the highest current deficiency costs are Interior and Mechanical.

The projected life cycle need in Years 1 through 5 is $9,431,173. It is anticipated that the majority of the need will occur in Year 5. School(s) with the greatest need are represented in the adjacent table and make up 92.5% of the combined 5-Year need at Portsmouth.

School(s) with Greatest Need	Combined 5-Year Need
Portsmouth High School	$26,743,842
Portsmouth Middle School	$23,436,433
Melville Elementary School	$6,543,587

Five Year Facility Condition Index (FCI)

For master planning purposes, the total current deficiencies, less new construction, and the first 5 years of projected life cycle needs were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A 5-Year FCI was calculated by dividing the 5-Year need by the total replacement cost. The 5-Year need is $61,300,287 with a district replacement value of $167,134,000. The resulting 5-Year FCI is 36.7%.

5-Year FCI Ranges

LEA Summary Data					
Gross SqFt	Avg Year Built	Current Deficiencies (Less New Construction)	Life Cycle Year 1-5 Total	Total 5-Year Need (Year 1-5 + Current Defs)	5-Year FCI
480,050	1962	$51,869,114	$9,431,173	$61,300,287	36.7%

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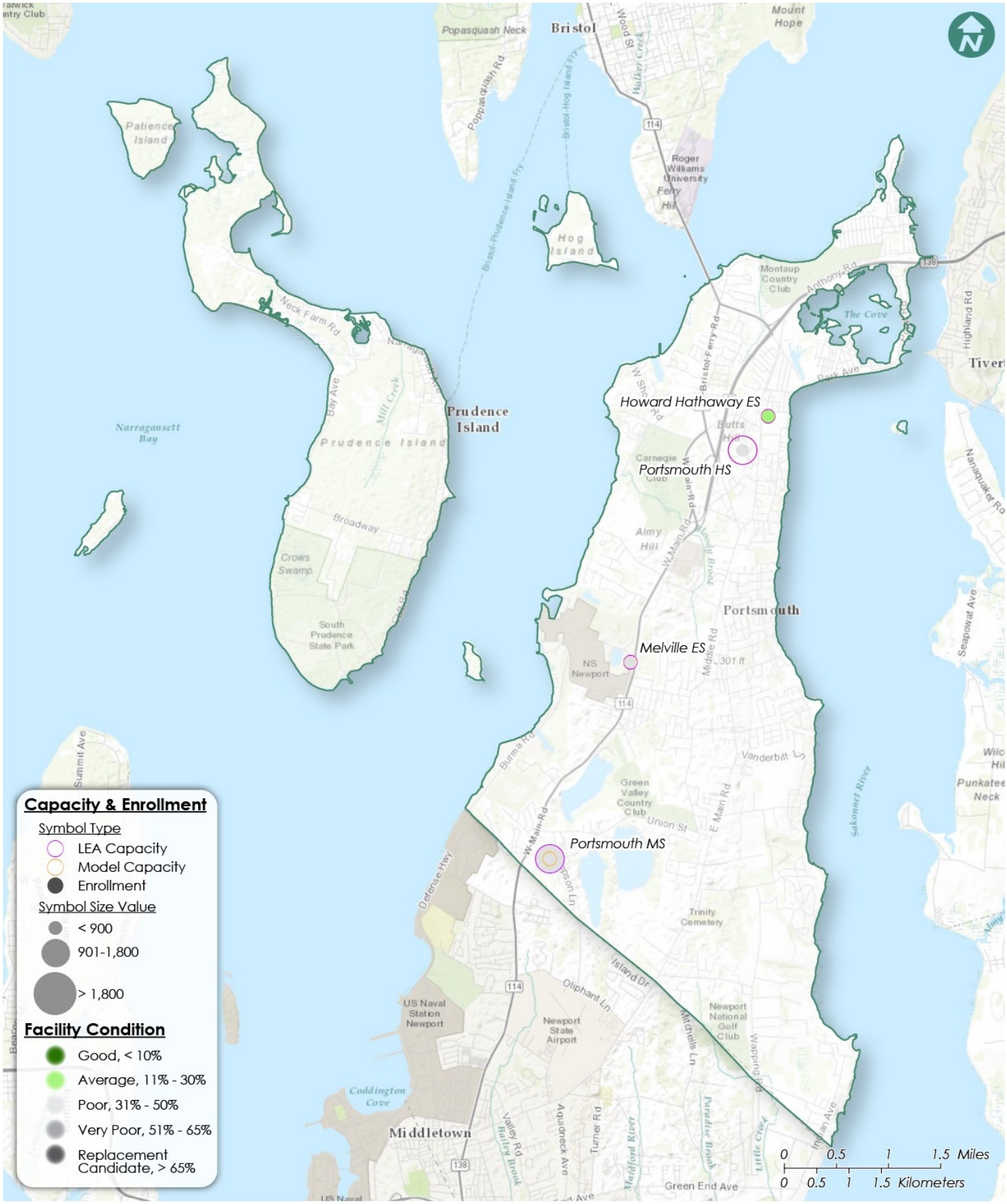
Portsmouth



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Educational Program Due Diligence

Educational Program Due Diligence

Mission

The goal of Rogers High School is to provide students with opportunities and access to the world through quality education.

The Mission of Rogers High School,
in partnership with parents and community,
is to provide a challenging and appropriate education in a safe environment,
so that all students will develop productive citizenship, life-long learning,
and the ability to adapt successfully in a rapidly changing world.

Program of Studies

Rogers High School offers a broad range of curriculum to allow students to be prepared for college and career. Rogers High School courses are designed to develop sequential skills in a number of disciplines and are diversified to challenge a variety of interests and aptitudes within each student.

RHS adheres to all of the RIDE educational mandates for curriculum, offerings, structure, and purpose. As a result of recent mandates, Rogers has implemented Advisory which pairs each student with an adult who is responsible for their progress and needs. Included as an appendix to this report is the current Program of Studies.

Newport Area Career and Technical Center

NACTC serves 500 students and offers a variety of vocational pathways. Many students from adjacent communities tuition into the school and attend Rogers as a full or part-time student. The mission of the Newport Area Career + Technical Center, in partnership with students, parents, faculty, and sending communities is to provide all students with a quality education. The education provided is based on professionalism, high expectations of technical and academic excellence, in a work-based learning environment that will prepare our graduates with competencies for entry-level employment, post-secondary education, and to compete successfully in a rapidly changing technological world.

Career and technical education provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. Career and technical education prepares learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. Career and technical education is at the forefront of preparing youth to succeed in fast-growing, high paid jobs in high growth industries around the country.

The Newport Area Career and Technical Center (NACTC) provides its students with a unique experience through hands-on learning projects, student-run businesses and industry partnerships. In just four years, NACTC students have the opportunity to obtain employable skills, work experience, industry credentials and a diploma- positioning them for success in both college *and* career.

Schedule

Rogers has recently moved toward a block schedule which allows a deeper dive in instruction during each class meeting. This also allows core educational classes to be on the same schedule as the vocational programs.

PreKindergarten

Newport Public Schools would like to include our expanded preschool in the construction of the new high school. This would allow our high school students to access programming as a career tech pathway in early childhood education. We would like to include 8 preschool classrooms, in anticipation of expanded state run preschool programs or universal preschool, should that become a reality in RI.

Along with those classrooms, there would need to be additional spaces for therapies, i.e. speech and language therapy, occupational therapy, and physical therapy as well as a sensory room for students who need time out of the classroom to address sensory issues. There would need to be an office and reception area to check in families and students with an additional teacher work space as well as a teacher lunch room, there should also be a clinic/nursing area to care for students with medical needs. The preschool coordinator would need an office space with enough room to engage in testing of students. The preschool would need its own conference room in order to meet with families. There would also need to be a storage space to keep basic educational materials and equipment not currently in use by students, this may include large items like walkers, wheelchairs, standers or communication systems. A multi-purpose room would also be beneficial to have presentations, multi-class activities and a space for the students to engage in gross motor play when the weather does not permit them to be outside for recess. Lastly, the preschool needs a substantial amount of outdoor space that meets the Bright Stars requirements for a playground and outdoor classroom.

English Language Learners

The Newport Public School District, in an effort to best serve its EL students, outlines the following goals for the English Learner Program. In addition, the section details the collaborative approach that all District professionals will take to achieve and measure these goals. District professionals include members of the EL Department, District teachers, and District administration.

Goal 1: EL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.

> *Approach*: Data from the ACCESS for ELs assessment will be used to determine students' exact competency in each of the four areas. Working in collaboration, regular education teachers will modify units and lessons to meet the needs of EL students using the framework of district benchmarks and WIDA standards. Additional resource support for pre-teaching and post-teaching students will help to achieve this goal.

Goal 2: EL students will demonstrate proficiency according to state and district benchmarks as measured by state standardized assessments and curriculum-based measures such as formative and summative assessments.

Approach: Regular education teachers, in cooperation with EL staff, will monitor student proficiency on grade-level expectations and give feedback to students and families. Assessments are modified and accommodated to best meet student needs and reflect what students have learned.

Goal 3: EL students will develop and apply academic language as measured by curriculum-based assessments.

Approach: Academic language development within vocabulary-rich environments will be provided to students within the general education classroom. For students who need more individualized instruction, language development and vocabulary instruction will also occur during the supplemental support services they receive.

Goal 4: EL students and families will be members of and participate in the school community.

Approach: The district will provide opportunities for school, family, and community partnerships to support families so they can be more actively involved in their child's educational experiences. The added benefit is an increased staff capacity to work effectively with families and the community. Co-curricular activities, such as clubs and athletics, will be accessible to all EL students.

Goal 5: School District staff will work cooperatively with EL staff through both collaboration and resources to maintain best-practice in order to build capacity for educating English Learners.

Approach: Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Learners.

Newport Public Schools seek to satisfy families beyond their expectations by creating a Welcome Center. It will link students, parents, principals, teachers, employees, and the community to available resources and ensure accurate information and quality assistance for all. The Welcome Center will be a one-stop shop for families where people walk out feeling much better– more enriched, informed, and better prepared than when they walked in. The education of each child is so important, and we know that reaching these targets and achieving these dreams are dependent upon family engagement. The Welcome Center is here to support the day-to-day living of your family, to help you assess your needs, and to answer your questions. Let it help you be a strong and full partner in your child's education.

Within the Welcome Center, an area should be dedicated for the registration clerk to enroll families and facilitate the English learner screening process. When a student enrolls in the school district, a home language survey is completed at the time of registration. Any surveys with languages other than English indicated anywhere on the form are immediately reviewed to determine if English language proficiency screening needs to occur. Space dedicated to this process will enhance the privacy and accuracy of the test.

Once the screening process has been completed, the EL teacher or registration clerk will meet with the families to review the child's scores to determine the potential EL status and enrollment in the school's EL program. Next, the EL teacher or registration clerk will meet with the appropriate grade's guidance counselor with the course pathway for the EL student.

The Director of English Learners' office will also be located near the Welcome Center to oversee screening and the accurate placement of students.

Special Education and Student Support Services

Most high school students with disabilities access programming within their general education classroom or through a small class model with other students with similar needs. This may also overlap with other programs located at our high school, requiring a multitude of spaces to support students. Located within the NACTC program, we would need one office/classroom space to accommodate small group instruction (10-15 students).

In the main campus of Rogers High School, we would need an office and conference space for the special education department chair to meet with families. We would need 5 office/classrooms for small group instruction, located in proximity to the academic classes (English-2 & Math-2) and 9th grade academy (1).

Our smallest group of students who require a significant amount of space are those identified as needing a life skills based program. This group is best served in a suite not far from the nursing area. We would need two classrooms, one for grades 9-12, and another for our post high school transition program. We would also need a mock apartment in which to teach the basic life skills required as part of their curriculum. The apartment should have a full kitchen/dining area and living room/laundry area. Additionally, our program has established a cafe that they would like to continue, so an easily accessible business area where a cafe could be set up, would establish our in-house work experiences. There should also be a complete set of bathrooms within the suite located in close proximity to these rooms or included in the suite, should be rooms for therapeutic services including speech & language, occupational therapy, and physical therapy. There should also be a sensory room located within this suite and a storage area for equipment not in use would also be beneficial.

The last program that will need specific spaces is our Alternative Learning Program. This should be its own suite of rooms with a dedicated entrance, including a waiting area for families and a teacher work room. This would be a good space for the mental health service provider to have an office and conference room for testing and meetings. We need 4 content areas classrooms (typically for 15 students at a time), Science Lab classroom, Social studies, English & Math. Additionally we need a communal area with restrooms where integrated activities and community meetings can occur (up to 50 people). Outside of this space, a community garden and landscaping area could provide opportunities for pathways in horticulture, landscaping and applied science learning. There should be a space nearby for students to eat breakfast and lunch if they choose not to go to the large cafeteria that includes counters and sinks for keeping dishes clean. This program engages in Restorative Practices and would need a classroom for students to engage in this work. We would also need two offices/small group instruction spaces for any pull-out special education services to occur. This should close to a sensory/cool down space for individual students to take space away from the group. A storage space will be needed to house basic educational materials as well as project materials.

Mental Health Spaces:

Rogers High School has many students who fall into the "at risk" categories. In order to support all of our students, with and without diagnoses, we require a set of spaces that will provide confidential offices for a social worker and school psychologist as well as a conference room to meet with families and test students in need of evaluation. A waiting area and small group space would also provide space for

students to take space away from other students and engage in small group counseling or social skills instruction.

District Office

The District Office will need a professional space for a suite of offices in order to support the school district. The current Newport District team includes; the Superintendent and Assistant, the Assistant Superintendent and Assistant, the Director of Student Services and the Director of English Language Learners with three secretaries. Also included in this team is the Business Manager and Human Resource Manager along with their secretary. Finally the IT Dept.; which includes the IT Director, Data Manager, 2 IT Technology Support Staff and secretary. Each of the eight District Administrators need a private office in order to conduct their work. Within each office the support staff would need an office in order to manage calls, participate in webinars, repair and inventory technology and host families and community members waiting for meetings.

The suite would need to include a welcome area for parents and community members waiting for appointments. There would need to be a conference room that could accommodate varying size groups. In addition there should be a professional development area that the district could host large groups during the school day and access for large community group meetings in the after school hours. There will need to be a large secure file room for active and inactive special education files and a kitchenette for administrators and secretarial staff to have lunch and breaks. In order to support the work necessary to run a highly effective professional district, the central office team needs to have the type of space that will allow for frequent communication between departments. This productive space would afford the district team the kind of opportunity to design and facilitate professional development to our staff, community, and parent groups.

Summary of Spaces

Included in this section is a summary of spaces which would support the educational programs indicated in this report. This summary describes and quantifies the spaces desired to support the educational program goals and teaching and learning.

Educational Specification - High Schools

RIDE High School

ROOM TYPE	RIDE Guidelines ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**41,030**	
(List classrooms of different sizes separately)				
Classroom - General	950	27	25,650	825 SF min - 950 SF max
Teacher Planning	100	27	2,700	
Small Group Seminar (20-30 seats)	500	2	1,000	
Science Classroom / Lab	1,440	7	10,080	3 x85% ut=20 Seats-1 per /day/student
Prep Room	200	7	1,400	
Central Chemical Storage Rm	200	1	200	
SPECIAL EDUCATION			**16,060**	
(List classrooms of different sizes separately)				
ALP	7,000	1	7,000	
Self-Contained SPED	950	6	5,700	825-950 SF equal to surrounding classrooms
Self-Contained SPED Toilet	60	6	360	
Resource Room	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room	500	3	1,500	1/2 size Genl. Clrm.
ART & MUSIC			**6,625**	
Art Classroom - 25 seats	1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Workroom w/ Storage & kiln	150	2	300	
Band - 50 - 100 seats	1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Chorus - 50 - 100 seats	1,500	1	1,500	
Ensemble	200	1	200	
Music Practice	75	3	225	
Music Storage	500	1	500	
VOCATIONS & TECHNOLOGY			**37,800**	
Tech Clrm. - (E.G. Drafting, Business)	1,200	2	2,400	Assumed use - 50% Population - 5 times/week
Tech Lan	2,000	1	2,000	
Robotics Lab	2,000	1	2,000	Assumed use - 50% Population - 5 times/week
Recording Studio	1,500	1	1,500	
NACTC Automotive Technologu	4,125	1	4,125	
NACTC Carpentry	3,375	1	3,375	
NACTC Culinary Arts	1,875	1	1,875	
NACTC Ad Design and Media	2,200	1	2,200	
NACTC Early Education and Care	1,500	1	1,500	
NACTC Health Assisting	1,875	1	1,875	
NACTC Hospitality	2,200	1	2,200	
NACTC Maritime Pipefitting	3,375	1	3,375	
NACTC Maritime Electrical	3,375	1	3,375	
NACTC Ptech Classrooms	950	4	3,800	
NACTC AOIT	2,200	1	2,200	
HEALTH & PHYSICAL EDUCATION			**20,428**	
Gymnasium	12,000	1	12,000	
PE Alternatives	3,000	1	3,000	
Gym Storeroom	300	1	300	
Locker Rooms - Boys / Girls w/ Toilets	4,228	1	4,228	5.6 sf/student total
Phys. Ed. Storage	500	1	500	
Athletic Director's Office	150	1	150	
Health Instructor's Office w/ Shower & Toilet	250	1	250	
MEDIA CENTER			**6,119**	
Media Center / Reading Room	4,619	1	4,619	
Flexible Maker Lab	1,500	1	1,500	
AUDITORIUM / DRAMA			**9,872**	
Auditorium	5,033	1	5,033	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	1,600	1	1,600	
Auditorium Storage	439	1	439	
Make-up / Dressing Rooms	300	2	600	
Controls / Lighting / Projection	200	1	200	
Black Box Theater	2,000	1	2,000	
DINING & FOOD SERVICE			**7,208**	
Cafeteria / Student Lounge / Break-out	3,775	1	3,775	3 seatings - 15SF per seat
Chair / Table Storage	339	1	339	
Scramble Serving Area	600	1	600	
Kitchen	2,055	1	2,055	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	439	1	439	20 SF/Occupant
MEDICAL			**5,810**	
Medical Suite Toilet	60	1	60	
Nurses' Office / Waiting Room	250	1	250	
Interview Room	100	1	100	
Examination Room / Resting	100	4	400	
Clinician Office	5,000	1	5,000	
ADMINISTRATION & GUIDANCE			**4,233**	
General Office / Waiting Room / Toilet	378	1	378	
Teachers' Mail and Time Room	100	1	100	
Duplicating Room	200	1	200	
Records Room	200	1	200	
Principal's Office w/ Conference Area	375	1	375	
Principal's Secretary / Waiting	125	1	125	
NACTC Admin Area	500	1	500	
Assistant Principal's Office - AP1	150	1	150	
Assistant Principal's Office - AP2	150	0	-	
Supervisory / Spare Office	120	1	120	
Conference Room	450	1	450	
Guidance Office	150	4	600	
Guidance Waiting Room	100	1	100	
Guidance Storeroom	100	1	100	
Career Center	339	1	339	
Records Room	119	1	119	
Teachers' Work Room	378	1	378	
CUSTODIAL & MAINTENANCE			**2,191**	
Custodian's Office	150	1	150	
Custodian's Workshop	250	1	250	
Custodian's Storage	375	1	375	
Recycling Room / Trash	400	1	400	
Receiving and General Supply	339	1	339	
Storeroom	478	1	478	
Network / Telecom Room	200	1	200	
OTHER			**9,000**	
Parent Zone	500	1	500	
Welcome Center / ELL Services	2,500	1	2,500	
College and Career Center	1,000	1	1,000	
District Office	5,000	1	5,000	
Total Building Net Floor Area (NFA)			**166,376**	
Proposed Student Capacity / Enrollment			**755**	210
Remaining[3]				
Total Building Gross Floor Area (GFA)[2]			**249,564**	
Grossing factor (GFA/NFA)			**1.50**	

Educational Specification - Elementary Schools

RIDE Elementary

ROOM TYPE	RIDE Guidelines ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES		**16**	**26,800**	
(List classrooms of different sizes separately)				
Pre-Kindergarten w/ toilet	1,200	8	9,600	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	1,200	8	9,600	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-6	950	8	7,600	900 SF min - 1,000 SF max
SPECIAL EDUCATION			**2,520**	
(List rooms of different sizes separately)				
Self-Contained SPED	950	2	1,900	900-1,300 SF equal to surrounding classrooms
Self-Contained SPED - toilet	60	2	120	
Resource Room	500	0	-	1/2 size Genl. Clrm.
Small Group Room / Reading	500	1	500	1/2 size Genl. Clrm.
ART & MUSIC			**2,200**	
Art Classroom - 25 seats	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln	150	0	-	
Music Classroom / Large Group - 25-50 seats	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble	75	0	-	
HEALTH & PHYSICAL EDUCATION			**4,150**	
Gymnasium - Multipurpose	4,000	1	4,000	6000 SF Min. Size
Gym Storeroom	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	1	-	
MEDIA CENTER			**500**	
Media Center / Reading Room	500	1	500	
DINING & FOOD SERVICE			**800**	
Cafeteria / Dining	0	1	-	2 seatings - 15SF per seat
Stage	0	1	-	
Chair / Table / Equipment Storage	300	1	300	
Kitchen	500	1	500	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	0	1	-	20 SF/Occupant
MEDICAL			**410**	
Medical Suite Toilet	60	1	60	
Nurses' Office / Waiting Room	250	1	250	
Examination Room / Resting	100	1	100	
ADMINISTRATION & GUIDANCE			**1,000**	
General Office / Waiting Room / Toilet	300	1	300	
Teachers' Mail and Time Room	100	1	100	
Duplicating Room	0	0	-	
Records Room	0	0	-	
Principal's Office w/ Conference Area	150	1	150	
Principal's Secretary / Waiting	0	0	-	
Assistant Principal's Office	0	0	-	
Supervisory / Spare Office	100	2	200	
Conference Room	250	1	250	
Guidance Office	0	0	-	
Guidance Storeroom	0	0	-	
Teachers' Work Room	0	0	-	
CUSTODIAL & MAINTENANCE			**150**	
Custodian's Office	0	1	-	
Custodian's Workshop	0	1	-	
Custodian's Storage	0	1	-	
Recycling Room / Trash	0	1	-	
Receiving and General Supply	0	1	-	
Storeroom	100	1	100	
Network / Telecom Room	50	1	50	
OTHER			**0**	
Total Building Net Floor Area (NFA)			**38,530**	
Proposed Student Capacity / Enrollment			**0**	
Total Building Gross Floor Area (GFA)[2]			**57,795**	
Grossing factor (GFA/NFA)			**1.50**	

Newport Public Schools
Strategy Implementation Plan 2016-2021

Executive Summary

Newport Public Schools Strategic Plan Initiatives

Technology in the Classroom
High Quality Learning Opportunities and Pathways
Individual Learning Plans (ILP)
OneNewport – Community Engagement and Partnerships
Early Childhood Education
Faculty Professional Development
Learning Climate and Culture

The Newport Public Schools' five-year Strategic Plan was approved by the School Committee in November 2016. Work on the Strategy Implementation Plan by teams of teachers, staff, School Committee members and individuals from the community began immediately.

The four primary goals are:

1. Every student in third grade achieves third grade reading and math proficiency.

2. 100% of Newport high school students graduate with the academic, vocational and social skills required for them to be confident and succeed in the next path of their career.

3. Create a concept of OneNewport where the Newport community and schools join forces to mutually provide the educational resources and experiences that encourage all students to succeed and contribute to Newport's future economy and social well-being.

4. Create a professional working climate that is respectful, produces a high-achieving and powerful learning community where faculty, students, and families want to work, attend, and succeed.

The Implementation Plan has seven initiative areas that are fundamental to achieving our strategic goals. Each initiative area had a dedicated team that did research, collaborated with colleagues, evaluated current conditions, and assessed operating strengths and weaknesses.

The teams were tasked with making recommendation based on priorities and positive student impact, but not be constrained by current budgets or conformance to the status quo. They also considered the skills demanded by 21st century workplace based on recent surveys and workshops. Many recommendations have a foundation in the innovative projects and programs within the Newport Public Schools. The results of these programs are extraordinary. Since all seven initiatives are interconnected, the teams shared mutual synergies and contingencies.

To achieve the NPS Strategic Goals, the following actions are recommended for implementation. Although this is a five-year plan, most of the actions need to be implemented within next two years to have significant impact by year five. The following initiatives are presented in an approximate priority order.

Technology in the Classroom

This initiative emerged as the highest priority because technology is a major gating factor to preparing students, teaching effectively, and enabling positive change in the other six strategic initiatives. Newport has one of the worst computer-to-student ratios in RI schools. In spite of stellar results in our tech-infused programs like PTECH, AOIT and MakerSpace, we need to achieve a 1:1 computer-student ratio at Thompson and Rogers within two years. The life-cycle expense per student per year is between $110-140.

- **Action T-1:** Acquire 893 Chrome Book computers in 2017-18 and 919 in 2018-19 through purchase or lease arrangement.

- **Action T-2: Supplemental computer-teaching related equipment for the classroom**: This includes Chrome Book storage/charging/security carts and projection devices for classroom presentation

- **Action T-3-: Provide an adequate broadband network, connectivity and performance to assure effectiveness in the classroom:** The NPS broadband backbone network is in place with good capacity. Peripheral (edge) equipment needs to be upgraded. Much of this cost might be covered by e-rate funding.

- **Action T-4: Technical Support Personnel:** Specialized staff is necessary to ensure that the Chrome Books, software applications, supplemental equipment and network are properly performing for the students and teachers in the classroom. Malfunctions interfere with teaching/learning and are demoralizing. Faculty technical professional development is very important and covered in the Professional Development section.

  In the first two years of implementing technology in the classroom, best practices conclusive indicated that having a "technology integration facilitator" (aka – a technical-savvy experienced teacher who directly helps classroom teachers with curriculum integration and blending learning techniques) in each school is essential. An IT director is critical because that position is the responsible for multi-year planning, implementation and performance of the entire classroom technology investment.

  It should be noted that the hodge-podge of computers and gear in the schools now are extremely costly because they either are broken or take extraordinary effort to keep them functioning because of the numerous outdated makes and models of equipment. Then there is the wasted staff and teaching time spent resolving problems. Other districts experienced major reduction in support costs and down-time once they converted to plan with only standard and compatible devices.

- **Action T-5: Technology as a Gating Factor for Other Strategy Initiatives:** Reaching a critical mass of available classroom computers (1:1 ratio) is necessary for Multiple Opportunities Learning (#5), Professional Development options (#6), Early Childhood Education learning and diagnostics (#1), and implementation of Individual Learning Plans (#3).

Early Childhood Education

This initiative was also given high implementation priority because the investment in Pre-K enrollment, and creative immersion of all students into reading and math, are proven proactive interventions that can dramatically improve a child's ability to succeed in school. Also, these program changes are a prerequisite to achieving reading/math proficiency by third grade goal.

The Early Childhood team (experienced teachers and staff along with many leaders from supporting organizations) has been meeting intensively for the past year and many of its recommendations are already being implemented.

- **Action EC-1a:** Reconfigure teaching resources at Pell School to concentrate on **reading skills** for all children in grades 1-3. STAR testing is being done (pre and post) at pre-determined intervals to measure progress. Additional resources are being dedicated for vulnerable children (ELL and Low Income).

- **Action EC-1b:** Develop a plan, similar to the reading plan, at Pell School to address **math skills** for all children in grades 1-3.

- **Action EC-2:** Continue efforts to enroll all vulnerable students in full day kindergarten and collaborate with community partners to achieve high attendance and family support. Provide additional remedial reading and math assistance as well as summer programs.

- **Action EC-3:** Determine the number of vulnerable 3 and 4 year old in Newport. Determine how many of these children are enrolled in any (NPS, non-profit or for-profit) pre-K program. Assess the baseline metric of the percentage of vulnerable Newport 3 and 4 year olds enrolled. Determine what the factors are in successful pre-K experiences and conversely, the obstacles.

- **Action EC-4:** Begin to build capacity within our community to ensure that all vulnerable 3 and 4 year olds living in Newport can be enrolled in high quality Pre-K classes

High Quality Learning Opportunities and Pathways

The goal of this initiative is to evolve the high school experience away from a limited selection of prescriptive courses to one that more fully engages each student and more responsibly prepares them for the rapidly changing world beyond high school. This initiative builds on the insights and remarkable results from the innovative programs that RHS has already pioneered – PTECH, AOIT, Newport Project, the Alternative Learning Program and the Career Tech courses. Over 70% of RHS student are already participating in the "multiple opportunities" concept.

To take this initiative to the next level, more options are needed for learning and more interaction with adults. Expanding learning options means increasing the course options, more independent and project-based curriculum, utilizing more delivery channels for courses, more AP courses, dual college enrollment, job experiences, internships and apprenticeships. Research is showing that the breadth and depth of student learning and life-skills development dramatically occurs when there is sustained and meaningful interaction with adults. Academic proficiencies are not compromised; mastery of the curriculum requirements is the cornerstone of the multiple opportunities initiative.

- **Action MO-1:** Form an advisory team of faculty (both traditional classroom and new programs) and community members (business, experience) to research and identify new topic areas and opportunities that correspond with student interests and career aspirations. Incorporate recommendations from the League of Innovative Schools.

- **Action MO-2:** Develop the ability and capacity to offer more project based experiences, internships, apprenticeships, and utilizing more community members as classroom resources. Expanding abilities and capacity may include re-evaluating traditional time schedules, more vehicles for transportation, coordinators for internship supervision, and processes for finding and scheduling community experts for classroom activities.

- **Action MO-3:** Create sustained and meaningful interactions between students and adults, such as a teacher-mentor, advisor, counselor or advocate. This is the crucible that nourishes self-esteem, confidence, decision-making, planning and learning, especially for vulnerable students. However, this approach deviates from the typical operating culture and job expectations. Professional development will be a necessary investment. Utilize the Individual Learning Plan as a common point of exploring, setting goals and planning.

- **Action MO-4:** Individual Learning Plans (ILP) as a tool for not only student goal setting and planning, but also interest and aptitude profile and occupational exploration. The ILP (a computer-based internet accessed platform) plan can be effective in smoothing the transition from TMS to RHS to take advantage of its multiple opportunities courses.

Faculty Professional Development

Professional Development (PD) is process of continuous learning and improvement. The emphasis for the next two years is on (a) technology as a learning and teaching tool, (b) social-emotional awareness, and (c) science and reading.

The reason PD was identified as a strategic priority is because it was no longer perceived as central to our educational mission due to staff reductions and budget cuts. Like all organizations, adapting to rapid changes in technology and social environment requires continuous learning, training and capacity-building.

- **Action PD-1:** Form an advisory team of teachers to assist the Assistant Superintendent in designing a responsive and effective PD multiyear plan for NPS. It will be formed in the 2017-18 school year and initially focus on applying practical quality factors (e.g. early scheduling, content expectations, session evaluation) to the current PD program.

- **Action PD-2:** Collaboratively recommend PD modules for the three priority areas. Technology-Classroom integration and social-emotional have near-term benefits. Applying quality standards to these PD offerings is essential.

- **Action PD-3:** Expand the delivery modes of PD to include on-line, webinars, tech meet-ups, and interactive forums.

- **Action PD-4:** Create a formal cumulative PD resume for each teacher as part of the NPS information system. The resume will provide an indication of who has expertise in critical areas and a measure of PD investment hours and cost from year to year.

Individual Learning Plans (ILP)

A personalized learning plan for each student will be created starting in 6th grade and will be updated continually until graduation. The purpose is to engage with the students as they set goals and do planning. The ILP provides continuity for each student as they progress grade to grade. The ILP tool resides on the "WaytoGoRI" platform and is accessed by computer through the internet. In addition to assisting the student with goal setting and planning, it also provides interest and aptitude inventories, occupational exploration, and discusses job clusters. Without sufficient computers in the classroom, ILP cannot be implemented.

- **Action IL-1:** TMS recommends reinstituting the "advisory program" as part of its ILP revitalization because it sets aside time for student mentoring and advising. RHS also feels that if the ILP is not paired with adult discussion and guidance, most of its value is lost.

- **Action IL-2:** The ILP will be implemented in grades 6 through 12 as a pilot program with selected groups of diverse students who have routine access to computer. A pilot program will also allow us to evaluate the best techniques for mentoring and advising.

Learning Climate and Culture

Teachers and staff asked that culture and climate be made a strategic priority. Organizational culture and climate are intangible and difficult to measure, yet they predispose a group's ability to trust, innovate, adapt and collaborate authentically. Good organizational cultures promote trust, autonomy, mastery, purpose, recognition and common goals. The presence of a good school culture and climate results in better student achievement because effective interpersonal awareness and skills are demonstrated through adult modeling.

- **Action C&C-1:** Form a diverse advisory team to identify and encourage behaviors and expectations that nurture a trusting and respectful school climate. Conduct feedback and focus group sessions. Recommend milestone concepts.

- **Action C&C-2:** Professional development is one important activity that can promote trust between teachers and administration because there is common commitment to its importance - learning and professional growth. The goals for technology and social-cultural PD will be planned collaboratively, building trust and achieve excellence.

- **Action C&C-3:** Develop a "welcoming and wrap-around continuity" program for new teachers beginning the summer of 2017.

- **Action C&C-4:** Make a concerted effort to communicate thoroughly about adapting to change. All NPS professionals must take dramatic efforts to demystify uncertainty and concentrate energy on helping students learn.

OneNewport - Community Engagement and Partnerships

Without broad-based community support and engagement it would be difficult to achieve the goal of becoming a high performing sought after educational system for one's family. The NPS system is one part of the greater good of the community and must be recognized as a main ingredient of a successful city.

The OneNewport goal is to achieve a unified and collaborative commitment by the talented and resourceful Newport community to actively participate in and be responsible for the education of all our children.

- **Action ON-1:** Identify opportunities for Newport organizations and individuals to contribute to the objectives of the NPS strategic plan. An example would be to develop a sustainable and effective process whereby teachers reach out to community members that have specific experiences or expertise.

- **Action ON-2:** Establish working relationships with community organizations to partner and contribute to advancing the NPS strategic objectives.

- **Action ON-3:** Further promote the goals and achievements of our schools and work with the community to invest in educating Newport's children to high standards. An example would be supplementing the NPS administration in creating more awareness of the NPS Strategic Plan and programs underway.

Initiative #1
Early Childhood Education

Description

The Early Childhood Education strategic initiative is perhaps the most compelling because it has the potential to have the greatest overall impact on student achievement during the next decade.

The primary goal is for every third grader to be reading and proficient at math at the third grade level and our system will help sustain this with appropriate structures. In 2015 only 38% of third-graders tested as proficient at this level.

Research is clear: Students who are below level at the end of third grade have a significantly lower probability of being successful for the remainder of their schooling. They simply did not develop the skills and behaviors necessary to achieve. As an ironic consequence, the schools end up spending significant expenses trying to address chronic learning and behavioral deficiencies for the remaining nine years of schooling.

Not being proficient in reading and math by the end of the third year has human and financial consequences in terms of low self-esteem, subsequent behavior issues, attendance, poor academic achievement and limited career and economic options. The reasons for this situation are numerous and complex. Although there are no simple solutions, research offers clusters of proven initiatives that greatly improve a child's probability of academic achievement and educational success. For example, full-day programs are more effective than half-day because they are more academic, spending more time on reading and math.

Newport's elementary school has a vibrant and accomplished foundation to launch the early education strategic initiatives. Pell School has highly-qualified administrators and faculty as well as several pioneer programs in digital literacy. The school focuses on engaging parents and community organizations to help augment this work.

Research is definitive: In order to have all 3rd grade students achieve proficiency in reading and math in 3rd grade, all "at risk" children need to participate in high quality pre-K programs at ages 3 and 4. "High-Quality" pre-K programs equates to a 4 or 5 (on a 1 – 5 scale, 5 being high) BrightStars rating – the rating system used by Rhode Island. In the Newport area, only 25% of child care centers are rated at the 4-5 level. Currently an estimated 35% of Newport children are enrolled in Bright Star 4 & 5-rated pre-K programs. (*Note:* Precise data is difficult to obtain because of confidentiality and overlapping categories. (RI Kids Count and the NPS student is a credible data source.)

Pre-K programs are offered by a variety of organizations including non-profits (e.g. Martin Luther King Center, government sponsored (e.g. EBCAP State Pre-K, Head Start), commercial schools and the public school system. The most important variable is to provide capacity for 210 "at risk" children. Currently Newport's enrollment is about 80 with very little additional capacity.

This early-age educational investment is mandatory for academic performance achievement levels and cost savings in the subsequent twelve years of schooling. Providing facility capacity is a major challenge, but there are there are other challenges as well. Finding funding is a major challenge, but a coherent plan might attract additional grants and financial support.

For Newport, there are five distinct but connected segments for early childhood education:

- **Birth to Age 3** – Connect with parents about educational opportunities in Newport and the child's developmental health. Engagement with community social and health care organizations is essential, as well as coordination of education-parent planning resulting from diagnostic insight. There are many valuable initiatives underway to identify very young at-risk children through developmental screenings: Baby Steps, Healthy Families America, Nurse Family Partnership, Parents as Teachers, Child Outreach Program, NFCOZ and collaboration with local pediatricians.

- **Pre-School Ages 3-4** – All children ages 3 or 4 who are disadvantaged - cognitively, social, behavior, language (ELL – English Language Learners), economically, or physically benefit exponentially when enrolled and attend readiness Pre-K programs. Some excellent qualified pre-K programs (e.g. State Pre-K, Head Start, Martin Luther King Center) are offered throughout the community taught by certified teachers. Parent involvement and support, transportation, tuition/cost, twelve-month sessions and attendance are critical aspects of a successful pre-K program. The annual NPS-hosted Pre-K Fair is designed to connect parents of children 4 and younger with private or public organizations on Aquidneck Island.

- **Kindergarten Age 5** – There is a trend nationally to promote kindergarten as mandatory because of its proven positive impact on childhood education, especially for disadvantaged children. However, even with mandatory K enrollment, attendance can be problematic. Close coordination between the pre-K programs and the Kindergarten teachers is an important transitional factor.

- **Grades 1 through 3** – Being able to develop reading and math skills in these grades are strong predictors of educational achievement. To develop reading and math skills there needs to be trained teachers and robust professional development programs that include diagnostic and intervention techniques. Empowering the teaching staff combined with "blended learning" (use of technology in the classroom) digital curriculum, and STEAM/STEM initiatives can result in significant gains in teaching effectiveness during these years, as opposed to overly-structured routines that restrict instructor initiative and individualized flexibility. Parent-teacher interaction is also important and can be easily attained through technology and phone. Summer reading and math programs are effective in reducing "summer slide" – the loss of academic skills over the summer recess.

- **Grade 4 and transition to middle school** –There must be interschool curriculum continuity, including the use of technology, and individualized learning plans to assure sharing of information. "Back-sliding" or "summer-sliding" is when a child "loses" a significant percentage of what they learned during the school year because of the paucity of academic stimulation during the summer months. For this reason, summer or extended educational experiences are a necessary part of early childhood programming.

Scope of the Early Childhood Education Initiative

- Assess Pre-K and kindergarten enrollment levels and compare to the total number of Newport students with remedial needs.
- Evaluate the capacity for pre-K and kindergarten in Newport and neighboring communities.
- Survey Pell teachers for ideas and recommendations.
- Understand the ELL program and services; discuss recommendations.
- Meet with STEAM teachers. Discuss their recommendations for program growth.
- Meet with teachers integrating technology and digital curriculum. Incorporate their suggestions in the strategic plan. Include technology partners in discussion.
- Discuss the prenatal to age 3 programs in the community and recommendations to find ways on how to better connect with parents and care providers.
- Identify and meet the existing partner organizations, agencies, groups, and individuals already engaged with early childhood support.
- Review RIDE early childhood strategies, recommendations and guidelines.
- Research effective early childhood techniques and best practices in schools with demographics similar to Newport.
- Analyze data relevant to student population, achievement, costs, results and benchmarks.
- Explore "teacher empowerment" as a core competency for adaptive education and student achievement.
- Assess the implications of organizational culture and change necessary for implementing strategic initiatives.
- Provide estimates of incremental expenses and timelines for implementing the early childhood initiatives.
- Understand the pivotal resources and processes needed to achieve proficiency in reading and math for

at-risk students, such as specially trained teachers, translators, support activities and class size/time. A good baseline is the UI Early Learning and Development Standards.

Summary Discussion

Preliminary Data and Strategic Priorities:

- All 3rd grade students are proficient in reading and math by the end of the 3rd grade year.
- Enroll all "at risk" children ages 3-5 in Pre-K or Kindergarten, preferably in all-day classes, summers included.
- Integrate STEAM, digital literacy and technology into the elementary curriculum.
- Provide professional development, training and collaboration time for teachers.
- Encourage "out of the box" approaches to enable every child the ability to be on grade level.
- Build on the base of successful programs at Pell.

Newport – Children Age 18 and Younger (2016 RI Kids Count -2010 data)						
Ethnicity	Number	% of Total	Reading Proficiency	Math Proficiency	Needing Intervention	Grad Rate
Latino	703	17%	18%	18%	37%	76%
Black	337	8%	22%	21%	30%	77%
White	2405	58%	48%	46%	3%	77%
Total	4083	100%	37%	36%	14%	83%

Early Education Data: Students Pre-K to Grade 4 (NPS report May 27 2016)

- Total Pre-K to 4th students = 939
- Total K – grade 4 = 862
- Pre-K = 77 (50% spec/50% peer)
- Kindergarten =173
- Grade 1 = 170
- Grade 2 = 181
- Grade 3 = 166
- Grade 4 = 157
- % Free/Re Lunch = 66.5%

Number of Disadvantaged Students at Ages of 3 and 4 for Pre-K: For planning purposes we used the following assumptions:

- Number of 3 & 4 year olds in Newport averages 175 per year each (= total 350)
- 60% of these students are identified as "at risk"
- Total estimated "at risk" 3 and 4 year olds = 210
- Current enrollment of Newport children (ages 3 & 4) Pre-K programs
    - Pell School = 75
    - State Pre-K slots = 54
    - Ages 3 to 5 received CCAP in centers = 105
    - ECAP Early Head Start in centers = 32; home visits = 15
    - YMCA Twice as Nice Preschool = 58 slots
    - Child and Family Sandpipers Early Learning Center = 38 slots

There is also the challenge of "at risk" students moving or arriving at any time during a school year.

Use of Technology and STEAM Curriculum: Providing significantly more computers to the classroom and integrating curriculum to take advantage of the technology for teaching and learning in focus proficiency categories. Expanding existing technology-related programs and starting new initiatives is important to build

a more expansive experience base. On-line diagnostic tools could be valuable. Educate and expand student and family awareness of programs outside the school day. FabNewport, Boys and Girls Club, and other agencies are available during non-school hours.

Community Partnerships: There is an extensive network of community collaboration, especially critical for the support and services needed for families and children starting at very young ages. Most of the locating and pre-K education of at-risk children are done by community organizations in partnership with the NPS. Several committed community partners have been previously mentioned but there are many more including the Newport Housing Authority, East Bay Community Action Program, Boys and Girls Club, Health Equity Zone, Martin Luther King Center, RI Kids Count, Newport Community Schools and Newport Hospital. NPS is also associated with national organizations that offer support and resources: National Campaign for Grade Level Reading, the van Beuren Charitable Foundation, the Prince Charitable Trust, Nellie Mae Education Foundation, RI Foundation, and Bank Newport.

Implementation Objectives

The goal is to have every third grade student achieve standard proficiency achievement levels in reading and math by the end of their third grade year. Leading up to this goal are several cascading sub-goals:

- Concentrating on students in grades 1-3 in reading and math with frequent progress monitoring. Providing skilled experienced teachers for this initiative and additional professional development programs to all teachers. Additional resources will be applied to ELL children.
- Enrolling all targeted children in full-day kindergarten. Setting high expectations for attendance, enlisting collaborative support from community organizations.
- Enrolling all targeted 3 and 4 Newport children in full-day pre-K classes. These classes should be BrightStars4+ rated, and can be offered by NPS, non-profits, or for-profit organizations.
- Providing summer programs for all the above students.
- Engaging with Newport or local organizations that work with families, provide early child developmental screening and offer outreach services.

EARLY CHILDHOOD EDUCATION ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Develop a math proficiency plan similar to the reading proficiency plan outline in this section.		June 2017
2	Determine the number of designated 3 and 4 year old Newport children targeted for early childhood educational intervention.		June 2017
3	Compared to best practices, assess the number of specialized teachers, translators and professional development programs needed based on the designated student population. Assess new hire planning.		June 2017
4	Identify and implement near-term pilot programs that utilize technology to assist with focused learning activities, such as word recognition for ELL students.		Summer 2017
5	Expand Professional Development programs for teachers, especially in targeted need areas such as use of diagnostic and intervention techniques for “at risk” students. Includes math and reading interventionists.		Summer 2017
6	Continue with Early Childhood Advisory group meeting on a regular basis, to include progress tracking and recommending adjustments		Ongoing - Monthly
7	Implement NPS Personalized Learning Plan for all students; share with students and parents.		2017-19

8	Develop a process for measuring collaboration with community partner organizations and scheduled progress reviews. Improve implementation or prototype recommendations.		Summer 2017
9	Continue with implementation planning and adjustments.		
10	Budgeting Updates		
11	Progress tracking		

Selected Progress Measures

ASSURANCE # 2 DESTINATION OUTCOMES					
Goal		**Baseline**	**2017 Target**	**2020 Target**	**2023 Target**
Pre-K Programs with +4 BrightStars Rating		25%	50%	70%	100%
Increase Pre-K classes capacity for 3 & 4 year olds enrollment – K ready		35%	40%	60%	95%
Number of student entering grades 1-3 attended a quality summer program and participate in pre/post Slosson reading test		250 71%	275 80%	350 90%	450 100%
Percentage of 2nd grade students meet or exceed STAR reading level	All	49%	54%	60%	75%
	ELL	9%	11%	15%	20%
	Lowl	51%	60%	65%	70%
Percentage of 3rd grade students meet or exceed STAR reading level	All	53%	58%	65%	75%
	ELL	2%	4%	10%	20%
	Lowl	64%	70%	75%	80%

- Number of students (and %) meeting math proficiency by end of grade 3
- Number of designated 3 and 4 year old Newport children targeted for early childhood educational intervention
- Capacity slots for targeted 3 and 4 year old Newport students
- Percentage of targeted 3 and 4 year old Newport students enrolled in Pre-K classes

Budget Estimate and Process Changes

The preliminary budget approach is to realign the math and reading proficiency program with existing staff and reallocations of current funding. Grants and donations also are important to provide the services mentioned in this plan.

There may be near term requirements for professional development and classroom support.

During the next three years, once the assessment has been reached as to the number of 3-5 year olds designated as needing math or reading intervention and the Pre-K slots available, there may be a requirement to expand capacity. A financial estimate is not available at this time but should be considered in conjunction with the relocation of the Kennedy School students.

Comments and References

"Early Warning: Why Reading by the End of Third Grade Matters," Kids Count Report from the Annie E. Casey Foundation, 2010

"3rd Grade Reading: Community Solutions Action Plan (CSAP)," Dubuque, Iowa

"Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation," Donald Hernandez, Sr. Advisor – Foundation of Child Development, 2011

"Strategies for Effective Collaboration with Parents, Schools and Community Members," Rutgers University, 2009 http://sdfsc.rutgers.edu

"Rhode Island Early Learning and Development Standards"

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Initiative #2
Technology in the Classroom

Description

This technology section provides recommendations for implementing a comprehensive and integrated technology program into Newport's schools over the next five years. However, it is imperative the extensive investments be made in the first two years along with accompanying faculty professional development. Newport has one of worst computer-to-student ratio in RI. Most of the five-year impact on students and teachers will be the result of how much is implemented in 2017-18.

We do have "pocket of computers" within our schools, such as PTECH, AOIT, Thompson's computer lab, and the Pell Library, but Newport schools are several years behind most RI school districts, and far behind neighboring states. Currently we have one computer for every 9 student, a 1:9 ratio. Most schools are approaching a 1:1 ratio.

Many of the computers in the schools now are woefully out-of-date or in disrepair, as are the projection devices. The hodge-podge inventory of different makes and models of equipment make technical maintenance and support tremendously expensive. The result of this situation is frustrated students and demoralized teachers.

When describing the phrase "technology in the classroom" we include more than just computer hardware. This technology implementation plan includes:

- Computer hardware, licenses and maintenance
- Software programs and licenses
- Curriculum integration and usability
- Faculty professional development and training
- Network infrastructure, capacity and performance
- Staffing – Network manager, Technology Integration Specialists, support personnel
- Ancillary equipment such as screen projection, presentation ability, and 3-D printers
- Equipment maintenance/replacement and software evolution planning
- Much broader exposure to digital literacy, coding, STEAM, and on-line resources

Technology in the classroom is a strategic initiative because of its dramatic future impact on student achievement, graduation rates, flexibility in the classroom and teaching. Technology augments our existing school program by providing a deeper competency in computing knowledge – a skill required for meaningful jobs in the 21st century. The world of work will be fundamentally different in the next decade. We need to intelligently anticipate these changes and give our students the knowledge and experience to be successful. Finally, as previously mentioned, Newport's students are a at technology disadvantage compared to the other school districts in our area.

Scope of the Technology Initiative:

- Assess how "technology" is currently being used in each of the schools. Conduct a technology needs assessment survey in each of the schools. Talk with the teachers for ideas and perspectives.
- Evaluate the impact of computers on standardized test results (PARCC, STAR) and teaching effectiveness.
- Discuss experiences with the teachers at Pell about integrating of STEAM/STEM into the classroom.
- Research "best practices" for implementation of technology in school districts similar to ours.
- Collaborate with proven partners such as "Future Ready Schools", RISTE and the Highlander group.
- Explore and consider adopting existing standards, frameworks, and recommendations of groups such as computer science teachers associations.

- Build on our successful pilot initiatives and existing technology-related programs in Newport schools, such as Academy of Information Technology (AOIT) at Rogers, robotics projects, web site design, programming and cyber-security (PTECH).
- Meet with RIDE leadership and other agencies on recommendations, initiatives, policies and funding.
- Collaborate closely with other school districts, Massachusetts Computing Attainment Network (MassCAN), Rhode Island Society of Technology Educators (RISTE) and other organizations that have expertise and resources.
- Understand the training, logistics, programming and operational costs.
- Explore partnerships with employers, colleges, and community resources necessary for a sustained high-quality integrated technology program.
- Consider what is required for a seamless path as students matriculate from grade to grade, especially in the transition from Pell to Thompson and Thompson to Rogers.
- Identify the essential measures that are used to monitor the effectiveness of a technology education program and the functional performance of the supporting processes and infrastructure.
- Develop a realistic perspective related to the impact of an integrated technology program on students' (a) academic achievement, and (b) college/career opportunities after graduation, especially for under-represented groups.
- Develop cost models and financial options.
- Explore the tangible benefits of K-12 technology program on the economic and social well-being of the Newport community.

Summary Discussion

In spite of Newport schools having some state-of-the-art technology programs like PTECH, AOIT and Thompson winning robotics awards, over the years we have failed to sufficiently invest in a systematic way to equip our students and teachers with what is needed for 21st century education and career preparation. We have one computer for every nine students.

We do not have enough computers for all students to take PARCC tests at the same time. Many of students taking PARCC tests are not familiar with computers and this dramatically affects their test results. We are considering asking for state exemption to revert to paper PARCC tests. Teachers who want to use on-line teaching resources have to sign-up for a lab, often having to wait a week before time can be scheduled. Teachers' ability to use on-line educational teaching tools, individual student learning tools, and diagnostic tools are dramatically restricted. Students need computers for research, independent learning, development of critical thinking skills, digital literacy and coding – all of which are essential for career success. This is especially true for underserved students.

This strategy initiative requests a significant financial infusion for technology over the next two years to bring Newport to parity with successful schools districts. With the installation of classroom computers, there are several other supported activities that must be launched in parallel to achieve the learning and teaching effectiveness goals. These activities include:

Computers and Equipment: The plan provides all teachers with Chromebook computers in 2017-18, as well as approximately 750 student devices; the second year would provide approximately 840 student Chromebooks. The computers can be leased or purchased depending on financial preferences. There is an initial priority on providing computers to Rogers High School and Thompson Middle School because of comparative need. Ancillary equipment such as screen projection capability and district redeployment of older PCs and laptops are included in this plan.

Each school has unique circumstances and needs that will be taken into account. It is important that each department in each school be involved in the first rollout phase. Additionally, Rogers' PTECH and AOIT program and tech faculty at Thompson and Pell can play an important guiding role.

Professional Development: Faculty professional development and training are essential for meeting the student achievement goals and making positive impact in the classroom. The type and amount of professional development will be determined by best practices, teacher requests and suggestions, recommendations from organizations with expertise in this area, and funding sources.

Software and Curriculum: Curriculum and course content will determine the appropriate software applications. The Future Ready Schools framework is proven and widely used. Google Learning and Google Classroom provide the basic platform, applications, and classroom management for the teacher.

Dedicated Teacher Instruction: Several school districts have created a position of Technology Integration Specialist. This person is an experienced faculty member with strong technology skills who assists staff in creating and integrating technology enhanced learning activities that promote 21st Century skills that are linked to the Common Core State Standards. With Technology Integration Specialists, technology is adopted much sooner because implementation is teacher-driven, and can be immediately applied in the classroom with support. During the first two years, the integration specialist accelerates the use of emerging technologies and information literacy as tools to transform both teaching and learning.

Network Capacity and Performance: Newport Schools have an adequate network infrastructure but some of the "edge" equipment needs to be upgraded to assure performance to the classroom. The network is being evaluated by an expert consulting firm. E-Rate funding is an important determinant in planning.

IT Director, Network Administrator and Support Staffing: In discussion with other school systems, it appears that having a professional IT Director and Network Administrator is essential to program success. Salaries for these positions are significant. Some options include sharing positions with the City or another school district, but these don't appear to be feasible at this time. One other option is to subcontract services.

Support staffs are trained individuals that assist teachers with technology hardware and software in the classroom so that teacher is not derailed from teaching because of equipment problems. It is recommended that there be one trained support person per school, especially during the initial implementation years. Tech-savvy and trained students can play a practical and educational role as technical support assistants.

It is also important to note that the success of other NPS strategic initiatives is partially contingent on having technology in the classrooms: Multiple Pathways, Professional Development, Early Childhood Education and Climate and Culture.

Implementation Objectives

The goal of this initiative is to improve student achievement levels, increase the graduation rate and provide teacher with tools and knowledge to enable more effective teaching. Specifically:

Objective	Current Year – Baseline	End of Year 2018-19
Computer to Student Ratio (HS-MS)	1:9	1:1
Teachers with Chromebooks	25	167
Hours of Tech PD per Teacher/Yr.	2	25
Observed Classroom/Curriculum Integration	0	85
IT Director	0	1
Network Manager	0	1
Technology Integration Specialist	.50	3

Actions and Milestone Chart

Technology in the Classroom			
	WHAT	**WHO**	**WHEN**
1	Form a NPS Technology Advisory Team of leaders and teachers from three schools to ensure excellence in the Chrome Book roll-out, professional development programs, and in-class implementation	Asst. Superintendent, Principals, Teachers	April-May 2017
2	Formal presentation of the Computers in the Classroom implementation plan to the School Committee for approval and funding options. Presentation to City Council.	Superintendent, Asst. Superintendent	April-May 2017
3	Presentation to the faculty, students and community about the importance of technology in the classroom and the NPS plan in conjunction with the strategic plan.	Superintendent, Asst. Superintendent	April-May 2017
4	Begin hiring process for IT Director and Technology Integration Specialists. Design the two-year roll-out schedule, professional development sequencing and teacher support plan/objectives.	Advisory Team and Asst. Superintendent, Principals	After budget or funding approval
5	Each school develops specific planning for effective classroom technology implementation.	Team, Principals, Asst. Superintendent IT Director	Summer 2017
6	Develop comprehensive Technology & Education plan for NPS which incorporates on-going planning with STEAM/STEM, CS4RI workshops, accelerated student learning and career skills applications, innovative teacher support.	IT Director	Fall 2017
7	Begin plan implementation	Advisory Team, Principals, Asst. Superintendent	Sept 2017
8	Collaborative progress assessment and feedback	Advisory Team, Principals, Asst. Superintendent	Quarterly 2017
9	Program evaluation and adjustment	Advisory Team, Principals, Asst. Superintendent	Quarterly

Progress Measures

The following high-level programmatic measures which are both qualitative and quantitative:

1. Committing to a significant near-term integrated technology investment for our students and teachers to bring Newport schools to parity with successful schools. The measure is an approved two-year technology funding plan and budget allocation.

2. Creating deep agreement around the expected student learning outcomes of this technology investment by the School Committee, administration, teachers, the community and students. Part of this deep commitment is the recognition that technology is fundamental to the career success of students and the professional accomplishments of our teachers.

3. Applying the expectation of excellence in every aspect of the technology implementation. Expertise is required to adapt intelligently and quickly to technology evolution. The focus on excellence and

quality extends to students' learning objectives, curriculum integration and classroom teaching, professional development and innovative teacher support, and the logistics of responding to help requests, maintenance of the hardware, and performance of the network.

4. Creating the capacity to authentically collaborate, evaluate, and adjust quickly. Some of the key objectives are not easily measured. Technology has an immense potential to accelerate the learning of underserved students, but the remarkable gains occur when technology is combined with adult interaction and creating/achieving longer-term goals.

5. There are many granular and tested benchmark objectives established by RIDE, RISTE and other professional organizations that can be adopted by NPS.

6. In working with the other strategy initiative teams, two important perspectives surfaced. First, computer availability in the schools presented significant obstacles for program success in early childhood learning, content in multiple pathway effectiveness, and meaningful generation of individual learning plans. Secondly, it was identified as a major factor affecting school culture and climate.

Budget Estimates and Process Changes

There is an accompanying detailed spreadsheet for financial planning which is currently going through iterations as information is updated. The following are some of the relevant expense estimates.

- The yearly estimated expenses related to 893 Chromebooks for students and teachers and associated carts and projection devices for 2017-18 are depending on the lease or buy option.
- The estimated expense for the second year (2018-19) for 919 Chromebooks and equipment is dependent on the lease-buy option.
- A Chromebook life cycle estimate of four years was used, at which time a new lease agreement or purchase sequence is required. The advantage of a lease option is a lower 2017-2019 annual cash flow. Over a seven-year period, the average direct cost per student per year is $131 for a lease and $107 for a purchase.
- Grants and donations may be possible to offset some expenses, but the probability of this is for later years as opposed to the upcoming school year.
- Warranty, repair and replacement estimates are being evaluated.
- Professional development is estimated at 25-35 hours per teacher over the two-year period. Some of this cost is already incorporated in the existing PD budget, but the incremental PD expense has an estimated at $20,000 per year. Grants may be available to offset this expense. PD needs were partially determined by using the Future Ready assessment survey lead by Jane Perry. Finally, technology related PD has many avenues of delivery that are very effective and at low cost, such as on-line tutorials, blogs and tech meet-ups.
- Qualified technical personnel and/or expertise is a significant expense, but one that should not be compromised. The IT Director and three Technology Integration Specialists (faculty) are required. A network manager is also important for sustained network performance.
- These estimates are based on similar implementations at North Kingston and Barrington.
- Network expenses are largely recovered through e-rate funding.
- As mentioned previously, grants and donations can be helpful expense offsets, but the core technology investments must be incorporated into the yearly NPS budget for program consistency and sustainability. The administration has also been evaluating efficiencies and re-allocations within current operations to reduce costs.

- Finally, community members with deep technology expertise laud NPS's accomplishments in PTECH, TMS projects and similar initiatives, but they also caution that we must not only catch up to where most other schools are, but also have an ethos of staying alert to the technology curve and anticipating market/employment requirements for coding, digital literacy, STEAM and continuous learning.

Comments and References

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- MassCAN Strategic Plan 2015-2018, presentation by Jim Stanton, April 29, 2016.
- North Kingston Technology Plan and working session with NPS, Michael Waterman and team
- Suggestions from Monica Awde, AOIT, March 2016
- Future Ready Schools
- Barrington Public Schools, Kate Miller, Velocity Solutions
- *The Great Decoupling, Harvard Business Review*, Erik Brynjolfsson and Andrew McAfee, Harvard Business Review, June 2015
- League of Innovative Schools
- NPS 2015-2017 Technology Plan
- ISTE Standards
- 21st Century Learning Standards
- C4RI

Initiative #3
Individual Learning Plans

Description

"The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school." (from RIDE policy letter, Aug. 2010).

State policy mandates that each student must have an ILP starting no later than sixth grade. The ILP also should be coordinated with other mandated plans (IEPs, 504s, PLP, and ELL programs). RIDE does not provide the physical ILP, but partners with Way To Go RI (waytogori.org), which is the platform Newport Public Schools uses. There are other providers – e.g. Cranston uses Naviance (naviance.com) at a small fee per student.

Both WaytoGo-RI and Naviance platforms contain convenient modules for student exploration:

- Interests and aptitudes assessment
- Related career information – descriptions, educational requirements, salary projections
- Interpersonal skills assessment
- Learning styles assessment, Study Skills
- Job interview preparation, applications and occupation clusters

Individual Learning Plans have numerous benefits for both the student and the school. ILP assists in three planning areas – academic, career, and personal/social. Its purpose is to provide information and monitor for continuous growth and mastery for each student as they matriculate from grade to grade. The ILP is a concise record of student goals, learning preferences, interests, achievement levels, activities and helping partners. The plan in early grades focuses on learning, behavior, and proficiencies. In the middle and high school years the plans actually teach students about setting goals and the value of planning. Done intelligently, plans also motivate and engage students.

The 2017 Governor's Workforce Board "unified action plan for career readiness" calls for the ILP to be a critical student planning tool and also anticipates revision of the ILP to make it more effective. NPS guidance counselors suggest the effectiveness of the ILP might be increased if students focused on different areas in different years: (e.g. – Academics grades 6 & 9; Social/Emotional grades 7 &10; Careers 8 & 11; Grade 12 is the "pull it together" year.)

ILPs are closely linked to other NPS Strategic Initiatives: Technology in the Classroom (completing ILPs on-line, retrieval, updates and exploration), Expanded Learning Opportunities/Multiple Pathways (interests and aptitude alignment, goal setting, occupational exploration), Early Childhood, and Professional Development.

NPS is in the 4th year of the current ILP program and using the *Way to Go RI* platform. All students in the 7th – 10th grades have an ILP on paper. Only one year of students have their ILP on the Way2Go portal, the rest have it on paper because of the lack a computer access. No new students were added during 2016-17. Most likely, students have only accessed their ILP only once – when they entered their information.

The TMS and RHS schools' guidance staffs are responsible for the ILP program, and most likely the only ones involved with it. Although it is designed to be accessed and utilized as a tool for staff and teachers to plan with the students annually, reality is that there is little encouragement or perceived value in using it.

There is agreement that yearly goal-setting and planning with students is valuable because it connects with the student and there are essential life skills. The ILP platform features for academic and college planning are

not viewed as effective or useful because the programs within RHS already do these things and have more personal interaction. The guidance staff feels that a way to leverage the ILP is have it be part of a curriculum or activity "theme" that spans all faculty and classes in a specially designated week.

When reviewing the entire Way2Go RI platform, the "initial goal setting" capability is only about 10% of the platform's functionality. Associated with goal setting are the features associated with interest assessment, related occupations and occupational exploration, and access to job cluster information.

Scope of the Initiative

- Determine utilization and effectiveness of current ILP system – establish a baseline of ILP in Newport Schools
- Determine a value hierarchy or priority of the WayToGo-RI capabilities and features
- Consider ILP systems used by other schools
- Best Practice or model examples … e.g. ASCA recommendations
- Assess usage and utility as students transition from grade to grade
- Focus initially on grades 6 - 12
- Solicit student and teacher feedback
- Develop an ILP process model for Newport Schools

Summary Discussion

NPS has complied with the ILP mandate for four of the last five years; roughly 600 TMS students were given the ILP, but only the personal goals section.

Although the ILP operates on the WayToGo-RI platform, neither TMS nor RHS has sufficient computers to logistically manage its on-line administration. The ILP is a two-page paper handout. No other WayToGo-RI ILP features are currently utilized.

There are no policies or procedures in place to integrate the ILP into the classroom. ILP is a "one-time" exercise. Only the guidance counselors are involved with the ILP, and it is not utilized by faculty. For these reasons, the ILP has little value to the students or staff.

Counselors suggest that the ILP could be of significant value, especially to students, if:

- There were sufficient computers in the schools for students to take the ILP modules and retrieve them on line.
- There was an orientation with students and faculty to introduce the ILP capabilities and methodology, and explain its value to both students and teachers.
- After the student takes the ILP, she/he sits with a counselor, mentor or teacher for a minimum of 20 minutes to discuss the results and talk about the next exploratory steps. Reintroducing scheduled "advisory periods" would carve out dedicated time available for ILP student-adult discussions.
- Consider pairing one student to one adult mentor/advocate over the span of years in a school.
- Recognize that the relevance of the ILP will shift as the student progress through the grades: middle school emphasis would probably be geared toward interests and exploration, where high school would focus on career planning and personal skill building.

The NPS strategic plan's emphasis on graduation and multiple educational pathways to career readiness can invigorate the value of having an ILP.

It appears that the RIDE is in the process of redesigning the ILP template/contents.

Implementation Objectives

The implementation objective of the Individual Learning Plan initiative is to either make it a meaningful and valuable tool for students and their teachers, or suspend/replace it. In its current manifestation it has very little value.

To make the ILP valuable and instructive, Thompson Middle School feels it is imperative to reinstitute its "advisory program" in parallel with its ILP initiative. An "advisory" period is time dedicated to advising or mentoring students at designated intervals, such a weekly. Inherent is a personal student-adult interaction to discuss ILP goals or progress. The interpersonal relationship, to be meaningful, should have continuity and commitment. In summary, the scheduled advisory period enables the ILP to be explored and updated regularly.

For the student, the ILP is a tool for goal-setting and planning. The student-adult discussion also allows exploration and feedback.

INDIVIDUAL LEARNING PLANS – ACTIONS AND MILESTONES			
	WHAT	**WHO**	**WHEN**
1	Form a ILP advisory team to design and evaluate a small prototype project at both TMS and RHS		Spring '17
2	Identify 30 students each from TMS and RHS of different grades and demographics, including vulnerable students. Develop a limited prototype ILP program for one year. The program would include students and an adult advocate for each student – counselor, teacher, or mentor. An "advisory" period is recommended as part of the prototype.	TMS RHS	Spring '17 2017-18 School Year
3	Determine how each level engages with the plans and the partners needed to help support the appropriate age level.		Spring/Summer 2017
4	Reengineer a process that engages the student from beginning to end, and provide adult connection at each critical planning step.		Summer 2017
5	Identify school and community partners to work with students in the prototype. Also include organizations such a Nellie-Mae and OneNewport.		Summer-Fall 2017
6	Consider a presentation to inform school colleagues and the community of the project and its progress.		2017-18 School Year
7	Create a role with the business community and Chamber that supports a commitment to be involved with the school system and help it provide opportunities for students and families.		2017-18 School Year
8	Begin plan implementation in grade 6-12 based on the results of the prototype project.		2018-19 School Year
9	Budgeting of the plan		
10	Progress tracking		

Progress Measures

- Form ILP advisory group
- Start and implement prototype ILP project
- Project benefits and quality – student and faculty feedback
- % of students with an active ILP
- % of students who have had at least four ILP sessions with the same adult per year

Budget Estimates and Process Changes

- Much of this prototype project can be done within the current budget parameters with prudent reallocations of staff and process changes
- Areas where additional funds or resources may be warranted for supporting the ILP project advisory team
- Professional development and consulting should be considered
- Leverage other strategic plan initiatives such as technology in the classroom, professional development, multiple opportunities, technology, climate/culture and One-Newport
- Coordinate or collaborate with the RIDE/Governor's Workforce ILP sub-committee

Comments and References

Governor's Workforce Advisory Board
RIDE ILP guidelines
One Kid at a Time, Eliot Levine; Teachers College Press, 2002

The *Individual Learning Plan* implementation planning team members:

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Leigh Voute
Colleen Burns Jermain, ex-officio

Initiative #4
Learning Climate and Culture

Description

The organizational culture of our schools is the crucible where students learn and teachers help students to learn.

Organizational Culture is the set of shared assumptions, values and norms that drive personal interaction with colleagues, staff, students and parents. Culture is to a school is what personality is to a person. You cannot see culture; only the artifacts of it are visible – how teachers greet students, the tone of their emails, or what happens at the end of the day. For an outsider, culture is much like an iceberg: only a little of it is visible. Culture is most reflected in behavior - what people do and do not do.

School "climate" refers to the quality of interactions that take place within the school.

When it comes time for adapting or implementing change, culture plays a huge role. Some cultures embrace change and innovation; other cultures resist them mightily. In companies, it is not unusual to see an organizational culture so powerfully wedded to tacit assumptions, habits, traditions and beliefs that they lead to persistent dysfunction, and eventually the demise of the company. Think of Kodak, Nokia and GM.

As NPS's five-year strategy was being developed, seven initiatives were identified – such as "Technology in the Classroom" and "Early Childhood Education." However, one initiative, "Learning Climate and Culture," was the one which teachers expressed as being the most important because none of the others would be viable **"unless the culture issue was addressed."**

When talking about why we have a culture problem, the phases often used are: "no leadership support, lack of trust, over-loaded classes, top-down policy edicts, tyranny of standardized tests, low student proficiency, and student discipline." We think these are symptoms more than root causes. When asked about how the school culture can improve, the suggestions include: "more personal interaction between teachers and administration, more transparency, more time for PD and collaboration, more teamwork, and trust."

This task seemed daunting – where do we even start? The team reviewed anecdotal information and tried to categorize the issues. We also tried to differentiate system-wide problems from school-specific problems. For instance, it seems the transition from small elementary schools to one large consolidated school (Pell) diminished the sense of faculty closeness and the ability to respond effectively to specific issues. Each school has some committees or initiatives underway, such as PBIS, that are trying to address some aspect of the perceived culture issue. The team met with teachers involved with specific programs for their insights and suggestions.

Research into best practices, other school experiences, and the elements of energized high-performing schools was helpful. It was interesting that the factors that motivate children to learn also motivate teachers: Common goal, autonomy, mastery, purpose, sense of belonging and recognition. Another insight from research is that the necessity of adapting to a changing external environment illuminates the strengths and weakness in school culture.

The culture and climate to strive for is one that is positive, engaging, supportive, creative and just "joyful" to work and learn within. Good work climates are also more innovative and effective. Schools with great culture and climate have similar attributes: Clear goals and high standards; trust and respect among teachers, administration, and governing groups; transparency and true collaboration; good attendance; and undistracted energy that focuses on children and their achievement. Trust opens the door for innovation, empowerment, commitment, and opportunities.

Scope of the Initiative

- Interview and survey teachers and administrators about school culture/climate and suggestions
- Research PD best practices and experiences in other schools
- Focus on understanding the causes of a fractious cultures, such as community perceptions, uncertainty about adapting to a changing environment, or the lack of cohesiveness
- Differentiate between symptoms and root causes
- Understand the inter-relationship between cultural behavior and other strategic initiatives, such as professional development and multiple opportunities
- Identify and implement a few effective actions with teachers and administration to improve school culture
- Identify obstacles and alternatives to improve trust and collaboration

Summary Discussion

The task of evaluating a "compromised" school culture and climate is complex, as is devising a set of recommendations for remediation. It was difficult to get colleagues to join our initiative team. However, we must distinguish what aspects of the schools' culture needs to change versus the positive aspects we need to nurture, such as the intrinsic desire to help students learn and willingness to innovate.

RIDE's forthcoming *Survey Works* (mid-March) should give us more insight. We anticipate that the results will differ by school because of their unique subcultures. In the meantime, we will work with the comments that seem be prevalent in all school in varying degrees:

- Lack of trust and transparency school to school and to district
- Communication breakdowns
- Need for more collaboration and shared decision making
- Increasing student behaviors and how to address them
- Discrimination within the school, categorizing students unnecessarily
- Not all teachers are committed
- Insufficient training and development opportunities
- Scheduling is inflexible
- Emailing instead of face-to-face interactions
- Over-worked, under-appreciated
- Tensions between the administration and union also causes friction among teachers

Teachers do value the sense of community and human connection, but perceive that full schedules interfere with common time.

Teachers do understand the need to be adaptive and innovative, but there is apprehension about technology proficiency and job security.

Goals and expectations need to be clearer; seems like not everyone is on the same team.

The demographics of the students have changed presenting teachers with unique learning challenges. Teachers feel they don't have the tools/skills to confront these challenges.

In recent years with staff reductions some important responsibilities have been lost, such as professional development programming and curriculum integration.

Factors considered important:

- Form an Advisory Team of respected staff with leadership skills.
- Construct and distribute a meaningful school culture and climate survey to all teachers, staff and school committee. The survey will attempt to identify both causes and suggestions. Encourage participation and completion.
- Consider a community focus group – perceptions of schools, teaching and education in Newport. Get an external perspective.
- Compile survey results and compare to anecdotal comments.
- Determine the attributes of an NPS POSITIVE CULTURE AND CLIMATE; share and discuss.
- Use a near-term professional development offering (e.g. Social-Emotional) to deliberately include activities that build trust, collaboration, connection and sense of purpose towards an important goal – helping vulnerable students be resilient. It was determined that this S-E training would benefit every school although each may have different areas of emphasis (e.g. Open Circle for Pell). The team also felt having a common S-E vocabulary has many advantages.
- Incorporate design-thinking into the processes and procedures that have significant contribution to achieving a culture of trust, true collaboration, and appreciation (involve TAN and union representatives).
- Explain, communicate and demonstrate what will be different, what the "before-after" changes are, and how we will evaluate the result of these changes.
- Develop indicators that measure or reflect the achievement of having a common goal, trust, autonomy, mastery, purpose, sense of belonging and recognition.
- As an organization, create the capacity to adapt to change quickly and intelligently and become a leader in the education field.
- Explore ways to connect with and include the Newport community.
- Expand "leadership" training within the faculty.
- Meet with other school districts who have addressed culture issue (e.g. Coventry).
- The team was emphatic that a concerted effort for new teacher orientation would be very beneficial.

Implementation Objectives

Create culture and climate that is positive, engaging, supportive, creative, and is a "joyful place" to work and learn. We will ask teachers and staff to help us determine the major factors that compromise a positive culture in our schools and begin within the next few months to implement changes that engender trust, being connected, mastery, purpose, autonomy and appreciation/recognition at every opportunity, especially where innovation is involved. Model a culture we would like students to replicate.

The Culture and Climate objectives and actions focus on:

- Constructing a deeper understanding of how teachers and staff perceive our "culture and climate" and solicit ideas for improvement.
- Establishing a candid and informed voice from the teachers as an **advisory group.**
- Formalizing the attributes we believe will create a positive culture and climate within our schools. Incorporate programs that already are used in the schools.
- Recognizing that escalating behavior issues creates stress in teachers, inherently competing with the creation of a positive learning climate.
- Identifying and seizing opportunities to rapidly and thoughtfully include aspects of positive culture changes in near-term activities – such a social-emotional PD and technology deployment.
- Considering a student-adult personalized relationship that spans multiple years for struggling young students.

- Creating a program for all new teachers coming into NPS that conveys a culture of professionalism and genuine belonging.
- Making a conscious effort to develop and recognize leadership within faculty.
- Measuring and communicating progress; sustain through policy and personal integrity.

CULTURE and CLIMATE ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Encourage participation and then evaluate the RIDE's Survey Works culture and climate survey. Also include data from other related surveys such as Nellie-Mae.	Laura Caster, Team	March-April 2017
2	Identify positive leadership in each building – seek input and possibly follow-up with focus groups.	Kim Behan, Principals and Team	April –May 2017
3	Form Culture/Climate Advisory Team; consider consolidating efforts with PBIS representatives in each school.	Kim Behan, Principals	May 2017
4	Recommend near-term Social-Emotional PD to address teacher stress resulting from extreme behavior issues (RHS, TMS). Consider using Open Circle.	Kim Behan, PD Initiative Team	April 2017
5	Develop and implement a thoughtful "welcome and wrap-around continuity" program in each school for all new teachers coming into the NPS system	Ad hoc team in each school?	April - Oct 2017
6	Develop techniques that reduce the "perceived constant state of flux," with the intent of giving a greater sense of direction and stability.	Advisory Team	June 2017
6	Provide leadership development training for teachers.	Advisory Team	
8	Schedule recognition event	Advisory Team	
9	Develop yearly milestones for positive culture accomplishments	Advisory Team	
10	Quarterly assessment of progress and ideas	Advisory Team	

Progress Measures

Culture is hard to measure because it is inherently intangible. Proxy measures can include teacher turnover, lateness, absenteeism, ineffective emails in lieu of face-to-face interactions, routine feedback in meetings and observing.

Identify near-term culture-building opportunities and specific actions that make a difference. Evaluate impact through feedback; include as part of leadership meetings.

Follow-up interviews and/or focus groups with teachers to candidly assess critical areas of culture, progress and recommendations, especially areas that directly impact student learning.

Select measures that indicate progress for each action item.

Budget Estimates and Process Changes

Only small incremental funding is anticipated for this plan, primarily for Advisory Team support and training. However, PD such as social-emotional, should be included in the PD planning.

Process (and procedure) changes will be necessary, especially to expedite prototypes of ideas and the elimination of routine activities that were implemented for a good reason but are that are now dysfunctional or have little value.

Comments and References

The Climate and Culture implementation planning team members:

Traci Westman	Linda Moitoza	
Laura Caster	Kathleen Bradley	Colleen Burns Jermain, ex-officio
Ronilee Mooney	Jo Eva Gaines	
Kim Behan	Sandra Flowers	
Beth Raffa	Kathy Silvia	

"Stop Humiliating Teachers," David Denby, *New Yorker*, February 11, 2016

Building a Culture of Hope: Enriching Schools with Optimism and Opportunity by Robert Barr and Emily Gibson, 2013, Solution Tree Press

Initiative #5
High Quality Learning Opportunities and Pathways

Description

High quality learning opportunities and pathways shift the student learning experience away from a prescribed series of courses to a variety of flexible, integrated learning experiences that are focused on individual student interests and future directions. The goal of this committee is to explore current and potential learning opportunities at RHS and to make recommendations for their expansion, with the goal of transforming the culture at RHS to better meet the needs of our students as they prepare to take on the world.

Research indicates that students do best when they are able to choose from an array of courses and programs that are aligned with their goals, interests, and aptitudes within a framework of high expectations, rigorous academic achievement, creativity, and personal awareness. Flexible student-centered scheduling increases experiential opportunities such as extended projects and internships during the school day and beyond. The benefits of offering multiple learning options may include deepened, sustained student-faculty connections and increased attendance, motivation, and achievement. Illustratively, one of the recommendations of the current CEATRI (Chronic Early Absenteeism & Truancy Reduction Initiative) is to explore increasing student engagement through such expanded learning options. In recent CEATRI school climate surveys, students reported very little control over their learning and did not see a connection between what they are learning in school and future paths.

According to the RIDE Secondary School Regulations, students can meet coursework graduation requirements "through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line learning, experiential learning opportunities, and other non-traditional academic and career-readiness learning experiences". Offering expanded learning options prepares students for life-long learning, opening windows to a plethora of possibilities. Students are not categorized by track or by default, limiting their options. Conversely, their academic horizons are broadened when the school offers so many different ways of exploring and linking academic, career, and personal interests while also meeting rigorous curriculum standards.

Over the past few years, NPS has reinvigorated its career and technical program and initiated other programs, including several in the STEM fields. This year, about 70% of RHS students are participating in these options, 50% of whom are enrolled in the NACTC and PTECH programs.

Inventory of Current Multiple Opportunities and Pathways

Pathway Program	Description
Career and Technical Education (CTE)	
Automotive Technology	ASE student certification
Culinary Arts	ProStart certification
Cosmetology	1500 hour RI state licensing requirement
Residential Carpentry	NCCER certification
Academy of Information Technology (AOIT)	Internet Computing (IC3) digital literacy certification
Advertising, Design, and New Media	NOCTI certification
Pathways in Technology Early College High School (P-TECH)	Associate of Science Cybersecurity
Experiential Learning	
Newport Project	Place-based and interdisciplinary program

Online and Blended Learning	
ALP Odysseyware	
Virtual High School (VHS)	25 students/semester
VHS Flexible Courses	Credit recovery program
Brigham Young University	
P-TECH Summit Learning	Personalized learning platform
Fuse RI - Highlander Institute	Personalized learning platform
Expanded Learning Opportunities	
Newport Community School	Expanded Learning Opportunity (ELO) projects
Accelerated - Alternative Learning Program (ALP)	RI Department of Health
Dual/Concurrent Enrollment and Articulation Agreements	
Newport Community School	Transition to College program - CCRI
P-TECH	Associate of Science Cybersecurity - CCRI
English 12	Writing 104 - URI
RI Advanced Coursework Network	Salve, RWU, Johnson and Wales, NEIT
Prepare RI Dual Enrollment	No cost college level coursework - URI, RIC, CCRI
Advanced Placement Courses - AP Biology, AP Chemistry, AP Physics, French 4, French 5	Early Enrollment Program (EEP) - RIC
AP Computer Science	NEIT
AOIT	CCRI, Bristol Community College
Advertising, Design, and New Media	NEIT
Internship, Apprenticeship, and Career-Related Experience	
Newport Community School	NUWC, MaTTS, UTAP, Horticulture
NACTC	
ALP	Pell Elementary School
Office of Rehabilitation Services (ORS)	Transition planning and Vocational Rehabilitation services for student with disabilities.
P-TECH	Internships with SENEDIA

Inherent in expanding learning options is the recognition that there is not just one pathway to high school success and that each student's schedule may look different from those of his or her classmates. Some students will attend school day to day, working in a combination of traditional, experiential, and blended classrooms, while others may participate in off-site work-study programs. Some may enroll in subject specific courses while others work in interdisciplinary settings. Some may take college-level courses through Advanced Placement, concurrent enrollment, or physical attendance on college campuses. Others may design individual programs that have yet to be conceived. Combining a number of these options is encouraged. The key is to ensure that each student is aware of all of the possible options and is supported by guidance counselors, teachers, and parents/guardians, in crafting the most engaging, effective pathway for his or her individual strengths, needs, and interests. Implicit in this strategy is that authentic, experiential learning options and high quality courses will help all students to graduate with the transferable personal and interpersonal skills and confidence that will lead them to excel in adult pursuits.

Scope of the Initiative

- Inventory the learning opportunities at RHS and level of student participation in each option.
- Compare our learning opportunities to relevant standards and research-based best practices such as those highlighted in the Great Schools Partnership self-assessment document *Global Best Practices*.
- Understand and assess the process by which students become aware of opportunities and are given access to the options.
- Evaluate the strengths and weaknesses of the programs and suggest areas of focus for a continuing advisory group.

- Collaborate with Thompson Middle School to coordinate the process of transitioning from programming at TMS to developing a pathway to graduation at RHS.
- Expand occupational awareness and leverage the student interest assessment embedded in the Individualized Learning Plan.
- Assess the staff demands required for significantly expanding community partnerships.

Summary Discussion

RHS is in the early stages of offering expanded learning options and pathways to all students. A growing drive for change from the status quo is beginning to emanate from teachers, administrators, and students in response to economic and technological changes along with a well-established educational research base that is impossible to ignore. In spite of a robust, high-quality traditional curriculum and a growing number of additional experiential and innovative initiatives, we must continue to develop transformative experiences for all of our students.

Critical factors:

- Individual goals (ILP) that are shared among the student, faculty/staff and parents/guardians
- High occurrences of positive student-adult interactions
- Culture and processes that seize learning opportunities across classes and experiences
- Courses and programs that meet academic and industry standards
- Flexible scheduling to allow interdisciplinary and experiential opportunities
- Encouragement and empowerment of students to take active responsibility for their own learning
- Continuous and transparent evaluation and adaptation
- A sense of connection, autonomy, mastery, and purpose for both students and faculty
- Increased community connection for support and resources

Implementation Objectives

The objective of the High Quality Learning Opportunities and Pathways initiative is to continue to increase the capacity of the school environment for student learning. By building on our current array of flexible programs and experiences, we want to take practical and meaningful action to further expand learning options and offer a schedule that is flexible enough to meet these demands. This will require a great deal of collaboration across the faculty and support from the administration and school committee when modifying structures, processes, and policies.

Utilizing the Student Interest Assessment embedded in the Individualized Learning Plan as students transition to the high school will inform student choice. Aligning current specialized elective courses with state adopted content-area standards and other relevant national and/or industry standards will meet content-area coursework graduation requirements. Examples of such courses are Horticulture, International Studies, and the Ideology of Fairy Tales. Additionally, increasing the number of specialized content-area semester courses will provide students with more choice in how they fulfill their graduation requirements. Community engagement initiatives, begun by One Newport, further enhance opportunities that will enable teachers to expose their students not only to career pathways but also to skills that are transferrable from the classroom to the workplace.

Although this transition may span several years, we anticipate starting on the identified action this year and implementing prototype programs during the 2017-18 school year.

High Quality Learning Opportunities and Pathways ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Form a Multiple Opportunities Advisory Leadership Team		April-May 17
2	Complete the inventory of current and pending programs/courses that qualify as Expanded Opportunities	Advisory Leadership Team	Completed
3	Further research schools that are successfully implementing multiple learning options and best practices to a high degree	Advisory Leadership Team	April-Sept 17
4	Host faculty and student forums to communicate, inform and receive feedback		
5	Propose a multiple opportunities prototype to develop deeper understanding of advantages and obstacles		
6	Assess structural requirements needed to facilitate progress: e.g. scheduling, approvals, reporting, transportation, and funding		
7	Work with partners on developing known opportunities and investigate other new opportunities		
8	Collaborate with TMS for coordinated transitioning		
9	Engage community as a resource and seek other supports		
10	Identify training and PD needs		
11	Begin plan implementation		
12	Budgeting of the plan		
13	Progress tracking		

Progress Measures

- Number of program opportunities/options
- Number of students participating
- Student and faculty feedback on program quality
- NACTC and other certifications
- AP test taken and number of passing scores
- College credits awarded
- Other measures as they emerge

Budget Estimates and Process Changes

- Professional development and common planning time are essential.
- Transportation needs to be addressed. Adequate funding is needed for additional school vans with handicap access as well as for charter buses.
- Additional resources such as specialized equipment may be needed as new options develop.
- Other strategic plan initiatives such as technology in the classroom, professional development, individual learning plans (ILP) and climate/culture should be leveraged.
- Grant writing at the district level may be necessary to provide funding for program development and expansion.

Comments and References

Global Best Practices
Greatschoolspartnership.org

Newenglandssc.org
CEATRI Implementation Team report (January 30, 2017)
RIDE *Secondary School Regulations Reference Guide* (January 2017)

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Initiative #6
Faculty Professional Development

Description

From the earliest meeting of the NPS Five Year Strategy initiative, it was strongly felt that a revitalized faculty Professional Development (PD) program was necessary for any strategy to be successful, especially considering the aggressive schedule of integrating technology into the classroom.

It is recognized that teaching is the predominant factor in student learning and achievement. Professional development is (PD) an essential factor in sustaining high-quality effective teaching. It also reflects and influences our schools' culture/climate.

Newport is experiencing the same professional development conundrum as school systems throughout the country: Over the past decade administrative staff and funding for teacher PD have been incrementally reduced or eliminated due to reduced school budgets.

We feel that the professional development structure needs to be rethought and redesigned; retaining the good and jettison the ineffective. Newport administrators and teachers express the same perspectives as colleagues nationwide:

- Assessment of need or mastery level are not utilized to determine PD priorities
- One-size-fits-all PD is typically viewed as wasted time, in spite of some good parts
- There is inadequate time allocated to PD
- PD offerings are fragmented and incomplete
- It is preferable to have a meaningful multi-year vision and plan for PD
- PD has to have direct relevance to the classroom and embedded standards
- Much of the mandatory PD is well-intended but ineffective
- Shared and collaborative PD perceived as high value and practical if done well
- Preferred PD is directed related to classroom application
- PD accomplishments should be recognized and reflected in teacher evaluations

As a baseline, Newport teachers contractually have two days of PD at the beginning of the school year. The content is selected by the administration with recommendations from teachers. Throughout the year, teachers are involved in additional PD designated by school principals or topic area leaders. Teachers are encouraged to attend conferences, paid in part from the school or union (TAN) budget. Much PD is paid for by the teacher and taken on their own time; packed school schedules leave little time for PD. Teachers are encouraged to share what was learned at conferences with colleagues. One of the major expenses and logistical challenge of PD is the expense of back-filling teachers with substitute teachers. PD and experience-sharing within teaching cohorts or subject areas is prevalent and productive because of practical classroom value. Teachers also prefer PD that is relevant to educational standards, such as ISTE for technology in the classroom. Grants for new initiatives or programs often include specific funds for PD. Some teachers engage in a lot of PD while others do very little. Outside of NPS-mandated PD days, there appears to be no objectives, recognition or tracking for PD hours. There are two optional PD days offered by the teachers' union.

Scope of the Initiative

- Interview and survey teachers and administrators about PD to serve as a baseline
- Research PD best practices and compare with other schools

- Develop a prototype structure and measurable program that is aligned with the NPS Strategy Implementation Plan
- Estimate costs, identify obstacles and alternatives, propose priorities and actions

Summary Discussion

It was difficult to establish a baseline for current PD participation outside of the required PD days. Anecdotal comments and a Future Ready Schools on-line PD survey were used by the PD team to assess this initiative and suggest recommended actions. The Future Ready Schools assessment tool also was a valuable resource for techniques and best practices for PD improvement.

The factors considered important:

- Have a District-wide PD multi-year plan, emphasizing high priority PD areas such as computer-based classroom skills, ELL PD, social-emotional training, digital literacy, and sciences.
- Clearly state NPS goals and expectations that reflect the NPS Strategic Plan, student outcomes and needs for PD as expressed by teachers and staff (Principals, Dept. Heads). Consider appointing a "lead teacher" for each PD.
- The PD offerings should be clearly related to the goals and the priorities within those goals. Consider optional and non-optional categories.
- PD and Climate & Culture are related.
- Clear expectations of teacher participation and measures of progress.
- PD should be teacher-centered, learning centered.
- Tracking teacher PD completion and teacher feedback/recommendations should be part of the PD planning concept.
- The roll-out of the new PD plan needs to be perceptively distinct from the current PD format – be marketed as a change, not business as usual.
- The quality of the PD, the PD options, the administration of PD, and the logistics of participating in PD should have a standard of excellence.
- Offer a variety of PD options – workshops, mini sessions, online, and teacher-sharing. Also explore innovative options, such as freeing up time by "early release" as used in other schools.
- The structure of PD must include a provision for "adaptability," ability to respond quickly to changing needs.
- The PD program should promote the intangibles of being connected, mastery, purpose, autonomy and appreciation/recognition.
- Convening a "teacher advisory group" to assess, recommend, and guide PD implementation as essential for a "teacher-driven" initiative. This advisory group should represent all school levels and have deep knowledge and commitment to a district-wide transition to a high-quality PD program. The advisory group members would be accountable to the Assistant Superintendent. This advisory work will require significant effort and should include some avenue of compensatory acknowledgement.
- Embedded PD that provides opportunities for lab experiencing and coaching.

Additional considerations for quality and excellence in PD:

- Each PD offering be of high-quality, high-density content and value.
- Each PD be vetted for preparation, relevance and practicality.

- Each PD should be clearly linked to a Goal Area or Strategy Initiative – so the participant understands the purposeful intent of the session.
- Recommendations and suggestions from teachers about PD topics, format and scheduling are going untapped; let's change that.
- Every PD class must have a practical and intelligent feedback form and the result will be assessed.
- Utilize existing PD models when available, such as **Future Ready** for technology in the classroom, or League of Innovative Schools.
- In year PD "catalogue", included reference to course grouping.
- Formal expectations for PD participation.
- Administrative responsibility (person or team) for each school level.
- Substitute replacement – better managed, alternatives.
- Attuned to schedules.
- Developing Leadership is part of PD.

Implementation Objectives

The Professional Development objectives and actions focus on:

- Forming a PD Advisory Group of knowledgeable teachers to develop the concepts and plan for a high-quality PD program. Transparency is essential. The advisory team can suggest outside expertise be included.
- The concepts will be initially applied to existing and near-term PD and may involve prototyping or experimentation. PD with classroom relevancy is a basic criterion.
- The emphasis will be on rapid but thoughtful change to "how and what" PD is offered, and the practicality of implementation.
- Teacher collaboration and support are essential. At a personal level, we want PD to convey the intangibles of being connected, mastery, purpose, autonomy and appreciation/recognition.
- Address the causes of teacher frustration in pursuing PD: flexible scheduling, quality of training, time availability/substitute, relevance, and acknowledgement.
- Providing big chunks of time for PD initiatives- Quarterly PD by grade level, early dismissal attached to faculty meetings.
- Ideas of jig sawing on topics among clusters in order to attend each focus area.
- Structures need to be in place so continuous learning can be shared.
- Full calendar of PD with topics.

PROFESSIONAL DEVELOPMENT ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Establish an **advisory group** of PD experts (teachers, union rep, etc.)	Invited by Asst. Supt.	April 2017
2	Develop and communicate NPS PD focus areas and expectations to stakeholders	Advisory Group	
3	Survey teachers on PD preferences and style of delivery	Advisory Group	

4	Offer a variety of PD as a prototype – assess, learn, practice, share webinars	Advisory Group	
5	Develop high quality standards to apply to all PD	Advisory Group	
6	Establish "lab classroom" teachers		
7	Have advanced PD planning and notification to ease teacher planning and scheduling	Advisory Group	
8	Redefine the existing time requirements to meet PD goals	Advisory Group	
9	Development methodology for formal PD recognition and accomplishment appreciation	Advisory Group	
10	Develop extended PD opportunities (e.g. student-led conferences, SCRATCH, tech "meet ups")	Advisory Group	
8	Begin plan implementation		
9	Budgeting of the plan (Quarterly PD .5 day by grade/dept. $10,400 * 4= 54,000)		
10	Progress tracking of the plan and adjustments		

Progress Measures

Measures should be in the context of "increasing teachers' professional and personal growth" and "improving student learning."

Specific measures will be completion of the above action items.

Each teacher's PD accomplishments will be tracked on a quarterly basis.

Budget Estimates and Process Changes

Funding for PD comes from a variety of sources: NPS budget, grants, program components, or individual out-of-pocket/own time.

One process change is to set up a low-overhead methodology for registering ALL professional development for all teachers as part of their professional accomplishments.

Many of initiatives mentioned in this implementation require no additional incremental budgeting.

Comments and References

The PD implementation planning team members:

Kim Behan
Tina Brownell
Susan Moore
Jane Perry
Colleen Burns Jermain, ex-officio

References:

Future Ready Schools (Gear Six – Personalized Professional Learning – Gear Assessment for Professional Learning)

Center for Teaching Quality – Teacher Development; www.teachingquality.org

Initiative #7
OneNewport—Community Engagement and Partnerships

Description

The purpose of the OneNewport Initiative Team is to advocate for the NPS Strategic Plan and work in collaboration with community partners to unify and mobilize support for the public schools.

The goal is to achieve a unified and a collaborative commitment by the talented and resourceful Newport community to actively participate in and be responsible for the education of all our children.

Scope of the Initiative

- With our partners and stakeholders – establish awareness about school programs, build relationships, and establish common goals and initiatives.
- Foster partnerships with community groups (e.g. NPEF, NPFF, Baby Steps, ALN) and businesses.
- Presentations of Strategic Plan – to civic groups and others in the Newport community.
- Be a strong advocate for funding of the NPS Strategic Plan initiatives and other critical school issues.

Summary Discussion

No community can define itself as a success if it fails to educate all its children to the full extent of their needs commensurate with the full extent of the community's resources. Simply stated, the future well- being of both the community and children demand that Newport do its very best. At present, the broad consensus is that our community can do better and the challenge for OneNewport is to rally the community to do so.

The OneNewport Initiative Team will advocate for and promote the Strategic Plan to NPS partners and stakeholders. This includes conducting "Awareness" campaigns, promoting the Strategic Plan, and rallying the community for support. We have learned that there is need to develop a more positive perception of the NPS in the community, making the community more aware of NPS successes. The challenge and the ultimate result will be to gain an improved image of the NPS, wide spread buy-in and broader community participation in the Strategic Plan.

The task of the OneNewport Initiative Team will be to assist the six other initiative teams to, wherever possible, connect with community entities.

Implementation Objectives

1. Develop collaborations with community entities.
2. Assist initiative teams in support of specific strategic plan objectives.
3. Advocate for funding of strategic plan objectives.

OneNewport Community Engagement and Partnerships ACTIONS AND MILESTONES			
	WHAT	**WHO**	**WHEN**
1	Identify the opportunities for organizations, agencies, groups, businesses, foundations and individuals that will ensure the success of the various objectives targeted in the strategic plan. (All OneNewport Initiative Team Members)		
2	Establish working relationships with community entities to collaborate and partner in advancing strategic plan objectives. (Health Equity Zone Meetings (Isabel Griffith), City Council Meetings (Isabel Griffith, Adrienne Haylor, Ken Nomiyama), School Committee Meetings (Isabel		

	Griffith, Adrienne Haylor, Ken Nomiyama). City Council/School Committee liaison meetings (Adrienne Haylor), Business groups (Louisa Boatwright), Newport Public Education Foundation (Donna McCarthy, Adrienne Haylor, Dave Wixted, Ken Nomiyama), Newport Partnership for Families (Ken Nomiyama, Isabel Griffith, Dave Wixted), NELLIE MAE Foundation (Adrienne Haylor), BABY STEPS (Louisa Boatwright, Dave Wixted), Alliance for a Livable Newport (Isabel Griffith, Dave Wixted), Working Cities (Louisa Boatwright), School Committee Finance Initiative Team (Ken Nomiyama, Louisa Boatwright), Naval War College (Hank Kniskern, Dave Wixted), Other partnerships (TBD)		
3	Develop awareness via a video documentary. Establish the story line and message. Select a filmmaker for the project. Obtain funding. Begin production. Introduction video in 2017. Updated video in 2018. (Adrienne Haylor, Louisa Boatwright. Ken Nomiyama)		
	TIME LINE: The process of educating the public and selective organizations has begun and is ongoing. The video design project is underway. Relationships and collaborations with some organizations have been established and await connections with initiative objectives. School years 2016-2017 and 2017-2018.		

Progress Measures

- The superintendent formed a team in the fall of 2016 of key individuals in the community, school and municipal government to address actions in this strategy.
- The superintendent designated a person to develop a community communication plan by the fall of 2016.
- At the end of implementing this Initiative, there is growth in organizations and partners directly and indirectly supporting NPS.
- The release of the introduction video and identification of new connections.
- Identify and track established collaborative support and cite specific examples.

Budget Estimates and Process Changes

- TBD

Comments and References

"Strategies for Effective Collaboration with Parents, Schools, & Community Members" (2009), Rutgers

ROGERS HIGH SCHOOL

Program of Studies

2017-2018

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Viking Pride

Passion
Respect
Integrity
Dedication
Excellence

MISSION

The Mission of Rogers High School, in partnership with parents and community, is to provide a challenging and appropriate education in a safe environment, so that all students will develop productive citizenship, life-long learning, and the ability to adapt successfully in a rapidly changing world.

Rogers High School offers every student the opportunity to graduate with a diploma and certification in a trade that helps support our goal of having all students both college and career ready. Our students will be able to take on a trade or job with our career and technical certifications to help support them pay for college or start a career.

RHS STUDENT EXPECTATIONS

The Rogers High School Community has identified and adopted four core Student Learning Expectations that support the accomplishment of the school's mission and are aligned with the standards and performance indicators identified in district and school curriculum documents.

The following interdisciplinary expectations encompass academic, civic, and social outcomes and identify what a Rogers High School student should know and be able to do.

1. **Students will demonstrate the acquisition of a body of knowledge as contained in the RHS academic curricula by:**
   - Integrating and applying acquired skills and knowledge;
   - Applying research skills;
   - Using a variety of technology tools;
   - Implementing academic and career decision-making skills.

2. **Students will communicate effectively by:**
   - Writing clearly and concisely;
   - Listening for understanding in a variety of settings;
   - Speaking clearly;
   - Reading for understanding;
   - Using other forms of expression.

3. **Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:**
   - Defining the problem accurately;
   - Collecting, organizing, and analyzing information;

- Identifying and evaluating appropriate strategies;
- Selecting, implementing, and evaluating a plan of action;
- Drawing logical, in-depth conclusions.

4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live, and work in a culturally diverse and democratic society by:

- Contributing to the well-being of the school and community;
- Taking responsibility for personal and academic choices;
- Exhibiting integrity and a high level of effort toward goal attainment;
- Recognizing and respecting the diversity and individuality of others.

It is this fourth Learning Expectation around which the philosophy for the Academic, Behavior and Career expectations for every student has been developed. This is the framework from which the policies for discipline, attendance, and tardiness derive. Indicators of successful accomplishment for this student rights and responsibility expectation are listed under each section. These accomplishments are on a continuum; the highest level is presented here.

a. <u>Contributing to the well-being of the school and community</u>:
- Always engages in meaningful service to community and/or school environment;
- Participates in promoting a safe school environment;
- Contributes to leadership within the school environment;
- Follows all guidelines for school disciplinary policy.

b. <u>Taking responsibility for personal and academic choices</u>:
- Takes and completes all State Assessments;
- Makes informed career and life decisions;
- Always applies body of knowledge and problem solving approaches in each course of study;
- Understands and accepts benefits and consequences of personal behavior;
- Carries through with responsibilities and completion of tasks;
- Embraces self-evaluation and reflection;
- Sets challenging and realistic goals.

c. **<u>Exhibiting integrity and a high level of effort toward goal attainment</u>**:
- Works responsibly in groups and as an individual;
- Demonstrates satisfactory or above in effort and academic grad attainment;
- Demonstrates the use of existing and emerging technology;
- Assumes continuous responsibility for personal learning by:
- Coming to class on time;
- Completing assignments on time;
- Utilizing extra help when offered;
- Initiating arrangements to complete missing work.

d. <u>Recognizing and respecting the diversity and individuality of others</u>:
- Respects the rights of all people;
- Learns about the differences among people, religions, and cultures through course study and school assemblies/events;

- Collaborates and works with ALL students regardless of background;
- Compares and contrasts social systems in local, state, and international settings.

In addition, all students are encouraged to participate in a sport, after school activity, or public service each semester.

PRINCIPAL'S VISION

Rogers High School will be a personalized, collaborative, and respectful learning environment in which all members of the school community will be invested in the success of all students.

GRADUATION REQUIREMENTS

Classes of 2018, 2019, 2020	**Class of 2021**

• Credit Requirements
  ○ A minimum of 24 credits is required for a Rogers High School diploma.
• Participation on the PARCC assessment in both math and English.
• End of Course Assessments
• Senior Transition (including 15 hours of community service, job shadow or internship)
	• Credit Requirements
	  ○ A minimum of **20** credits is required for a Rogers High School diploma.
	• Participation on the PARCC assessment in ELA9 and one math
	• End of Course Assessments
	• Senior Transition (including 15 hours of community service, job shadow or internship)

Minimum Course Requirements	**Minimum Course Requirements**
• English (4 years) • Mathematics (4 years or 3 + 1 math-related class) • Science (3 years; 2 with lab) • Social Studies (3 years of which 1 year is US History 2) • Physical Education & Health (4 semesters) ***OR*** JROTC (4 years) & Health (1 semester) • Technology (1 semester) • Art or Music (1 semester) • Electives* and/or Career & Technical program courses NOTE:* A minimum of 2 consecutive years of the same language should be considered if the student is anticipating college enrollment.	• English (4 years) • Mathematics (4 years) • Science (3 years; 2 with lab) • Social Studies (3 years of which 1 year is US History 2) • Physical Education & Health (4 semesters) ***OR*** JROTC (4 years) & Health (1 semester) • Technology (1 semester) • Art or Music (1 semester) • Electives* and/or Career & Technical program courses NOTE:* A minimum of 2 consecutive years of the same language should be considered if the student is anticipating college enrollment.

Introduction of the Diploma Pathways beginning with the Class of 2021

With the wide-range of educational opportunities recently provided by the state of Rhode Island, through career and technical programming, partnerships with community and post-secondary institutions, Rogers High School and its students are in a unique position to design multiple pathways to achieving post-high school goals. Building upon our current programming and with revisions to the State Secondary Education Regulations, the Class of 2021 will be offered the chance to co-create their high school pathway. Examples of possible pathways may include the following:

1. **Diploma of Mastery** – meets the state and local requirements
    a. A student has the ability to earn the 20 credits in 3 – 4 years

Note: The Diplomas of Concentration listed below require students to complete the requirements for a diploma of mastery as well as additional content in area of interest. Offerings will be provided through the RHS Program of Studies, the Advanced Coursework Network as well as dual/concurrent enrollment with post-secondary partners.

2. **Diploma of College-Readiness** – concentrations in a particular area of interest, with a minimum of 4 courses and level of proficiency in the content area.
    - **a. Advance Placement pathway**
        - i. Minimum of 4 AP courses; maintaining a cumulative grade of B or better
        - ii. Participation on AP examinations
    - **b. World Language pathway**
        - i. 4 years of same language – to include an EEP level class
        - ii. Proficiency demonstrated on AP or other proficiency exam in BOTH world language of choice and in English language.
        - iii. Seal of Bi-literacy is earned
    - c. **Leadership Pathways** – Student would meet the requirements as designated for each program.
        - i. Army JROTC
        - ii. International Studies & Leadership
    - **d. Individually designed pathway**
        - i. Through courses provided in RHS Program of Studies as well as via dual/concurrent enrollment, student would design their own pathway with a minimum of 4 courses to be completed in area of interest in addition to the requirements.
        - ii. Cumulative grade of B or better in area of concentration
3. **Diploma of Career Readiness**
    - a. Career and Technical pathway
        - i. 4 years of CTE coursework
        - ii. CTE related internship/apprenticeship equal to 300 hours
        - iii. Earned industry-recognized credential/certificate/license
4. **Diploma of College and Career Readiness**
    - a. Such as PTECH program
    - b. Any program that marries the minimum requirements in each of the 2 major pathways

PROMOTION

District policy (#6433) outlines the following credit requirements:

- Six (6) credits are necessary to be considered a sophomore;
- Twelve (12) credits are necessary to be considered a junior;
- Eighteen (18) credits are necessary to be considered a senior.
- To graduate and earn a Rogers High School diploma;
    - Twenty-four (24) credits are required for the Class of 2018, 2019 and 2020.
    - Twenty (20) credits are required for the Class of 2021.

It is the responsibility of the student to ensure s/he earns the appropriate amount of credits to graduate within four years. Students may graduate sooner if they take extended coursework or approved programming.

SENIOR TRANSITION (previously known as Senior Project)
Schools must be sure that all students successfully complete a rigorous diploma program that gives them access to college or post-secondary training, whether immediately after high school or when and if they so choose. Rogers High School, in compliance with state regulations, has determined that it will use the following as evidence of proficiency for graduation:

- Common Core Assessments/Performance Based Assessments for each course
- Senior Transition
- 20 course credits

The focus of the current senior transition structure is to build upon the academic component by supporting the transition from high school to the student's post-secondary choice. To this end, all seniors are required to complete the following:

- **College/Career Component**
  - Resume
  - College or Employment sample application (completion verified by guidance; actual application not required)
  - Essay utilizing a topic from the current common college application
- **Community Service Project** (minimum 15 hours, logged, and monitored)
  - Letter of Intent preceded by community service or job shadow/internship proposal form that ***must be approved prior to starting the project***.
  - Consent & Commitment form (signed by all parties)
  - Community Service log

OR→

- **Job Shadowing or Internship** (minimum 15 hours, logged and monitored)
  - Letter of Intent preceded by Job Shadow/Internship proposal which must be approved and assigned prior to starting the project
  - Consent form (signed by all parties)
  - Job Shadow/Internship log
- **Portfolio,** which will contain…
  - Resume
  - Letter of Intent
  - Essay
  - Thank you letter to mentor
  - Evaluation of student, to be completed by mentor
  - Exhibition power-point, video, Prezi or other communication medium
- **Exhibition/Interview** – presented to faculty/staff panel

Grading of Senior Transition:
Senior Transition or a comparable product is a requirement of Rogers High School and, therefore, must bear some weight in the graduation process. One-half credit (0.5) value will be entered on the transcript upon completion of all components and is obligatory if a student is to be awarded a district diploma. Each component is scored and has a due date attributed to it. This process will be monitored and scored by the Senior Transition Coordinator.

The Senior Transition process is a self-determined experience and therefore, can be completed at any point beginning in the junior and completed prior to the end of third quarter of senior year. An overall score of either (P)-pass (being the optimum score) or (F)-failure will be entered by the end of the fourth quarter marking period.

- In order to receive a passing mark of (P) the student must meet the deadlines for each project component ***and*** achieve a mark of either (3) or (4) on the established 4 point rubric for each scored item that is due. Failure to do so will result in the earning of an (F), which will not impact the overall student GPA, but will be reflected on the report card as such. A FINAL mark of (P) is obligatory for the earning of the 0.5 credit and to receive a diploma.

PROFICIENCY in ALL Performance-Based Assessments is REQUIRED in ALL courses.

GRADING SYSTEM – un-weighted, used for Honor Roll purposes

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	65-69
D	=	Based on Effort
F	=	Fail
P	=	Pass
M	=	Medical

Midterm Effort Mark

4 Above Standard
3 Standard
2 Nearly Achieved Standard
1 Below Standard

GRADE POINT AVERAGE

Rogers High School determines a student's Grade Point Average (GPA) through the use of a weighted system. In this weighted system, courses are given different numerical values depending on the demands of the course and the level of difficulty. The weighted system is divided into three levels as described below.

Based upon weighted GPA Calculator with 4.0 as guide

LEVEL

I Advanced Placement
II Honors
III College Preparatory

WEIGHTED SYSTEM				
Grade	**Value**	**AP Level I**	**Honors Level II**	**College Prep Level III**
A+	97 – 100	5.0	4.5	4.3
A	93 – 96	4.7	4.2	4.0
A-	90 – 92	4.3	3.8	3.6
B+	87 – 89	4.0	3.5	3.3
B	83 – 86	3.7	3.2	3.0
B-	80 – 82	3.3	2.8	2.6
C+	77 – 79	3.0	2.5	2.3
C	73 – 76	2.7	2.2	2.0
C-	70 – 72	2.3	1.8	1.6
D+	65 – 69	2.0	1.5	1.3
D	Based on effort	1.7	1.2	1.0
F	Below 65	0.0	0.0	0.0

A chart that shows the weighted level of every course offered at Rogers High School is available in the Guidance Office and is updated annually.

A student's Grade Point Average (GPA) is determined in the following manner. The numerical equivalent of the final grade for each course is arrived at using the weighted system chart. The numerical equivalent is then multiplied by the number of credits awarded in the course. These are totaled and divided by the total number of credits attempted. This is the yearly Grade Point Average (GPA).

RANK IN CLASS

Rank in class is determined *three* times. Rank will be reported at the end of the *fourth* semester and the *sixth* semester and *seventh* semester of a student's program. Rank in class is calculated for the purpose of assisting universities and colleges, and will be used in determining scholarships and awards. Final rank for all seniors is determined at the end of the third quarter of the senior year.

Transfer students will have their grades translated into the Rogers' weighted system and be ranked in class if possible. *A*'s from another school system will not be converted into A+'s in the Rogers system unless they are officially validated with a numerical value, e.g., 97-100 by the previous school. It shall be the responsibility of the student and parent to obtain the verification.

Senior transfer students planning to attend college have the option of not having their grades converted into our current grading system. If electing this option, they will NOT be ranked with current seniors. They would then relinquish their eligibility for Rogers' top academic scholarships, honors, and awards. In such cases, a copy of their previous school transcripts for grades 9 – 11, plus their current 12th grade report card shall be submitted when a transcript is requested.

HONOR ROLL

- ***High Honors*** – Newport Public Schools policy (No. 5410) maintains that students who receive grades no lower than an A minus in any course for a marking period shall be designated as having earned "High Honors".
- ***Honors*** – Newport Public Schools policy maintains that students with an average of "B", when all grades are considered, shall be designated as having earned "Honors".

Since good citizenship is also a factor, the administration may exclude any student from the honor roll who abuses the rules and regulations of the school.

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is open to students in grades eleven and twelve. A student is considered for membership based on the four criteria of Academics, Character, Service, and Leadership as outlined below:

- **Academics:** Students must have a minimum of a 4.0 grade point weighted average at either the end of four semesters or six semesters to qualify academically. In addition, the student's record must include a minimum of four college preparatory courses per year from the fields of English, Mathematics, Science, Social Studies, and World Language.

- **Character:** In order to meet the character requirement, a student must uphold principles of morality and ethics, comply with school regulations as outlined in the Student Handbook, demonstrate the highest standards of honesty and reliability and show courtesy, concern and respect for others. Additionally, the student must be endorsed for membership by two faculty members.

- **Service:** In order to meet the service requirement, a student must show courtesy and willingness to work with others and volunteer their assistance in the community. Students will be required to verify volunteer service rendered in the community.

- **Leadership:** In order to meet the leadership requirement, a student must demonstrate initiative in promoting school activities, contribute ideas that improve the school community, exercise influence on peers in upholding school ideals and successfully hold school offices or positions of responsibility. More specifically, the student must be an active member of at least two school extracurricular activities.

Requirements for membership in the Honor Society are demanding. Not all students are awarded membership in the National Honor Society the first time their achievements are reviewed. A student who does not qualify as a junior may re-apply as a senior as long as he/she qualifies academically at the end of the sixth semester.

> ***PLEASE NOTE:*** The final selection of the student to the Rogers Chapter of the National Honor Society is by a majority vote of the National Honor Society Faculty Council as specified in the National Honor Society Constitution. The students selected for the National Honor Society are inducted into the society during the second semester every year in a formal ceremony. A National Honor Society Member is entitled to wear a gold honor cord at graduation.

RHODE ISLAND HONOR SOCIETY

Membership in the Rhode Island Honor Society is an honor bestowed upon a student based on outstanding character and scholarship. In order to be eligible for the Rhode Island Honor Society, a student must have an overall weighted GPA of 3.6.

WORLD LANGUAGE HONOR SOCIETIES

La Société Honoraire de Français is an honor bestowed upon a student in recognition of his/her academic achievement in the French language. To qualify, a student must maintain an A- average for 2.5 years of study, having achieved French 3 or higher to be eligible.

The Rogers High School Spanish Honor Society is designed to recognize students for their academic achievement in the Spanish Language. To qualify, a student must maintain an A- average for 2.5 years of study, having achieved Spanish 3 or higher to be eligible.

TRI-M MUSIC HONOR SOCIETY

Tri-M Music Honor Society is a program of the National Association for Music Education (NAFME). It is designed to recognize students for their academic and musical achievements and to provide leadership and service opportunities to young musicians. To be eligible for membership, a student must maintain a B average in

their music classes, a B average in all of their academic courses, be presently enrolled in a music course at their school, and be recommended for membership by their school's music faculty.

NATIONAL ART HONOR SOCIETY

National Art Honor Society is a program of The National Art Education Association (NAEA). It is designed to inspire and recognize students who have shown an outstanding ability and interest in art. The NAHS strives to aid members in attaining the highest standards in art scholarship, character, and service, and to bring art education to the attention of the school and community. Students must have a minimum of one semester (0.5 credit) and a B in Art, to join. Meetings will be held at least 4 times per year. Members of NAHS are eligible for special art scholarships.

COURSE REGISTRATION

Students pre-register for the courses of their choice in the spring; however, the administration reserves the right to cancel elected classes for insufficient registration or for staff or space limitations. It is expected that once a program of study has been approved, the student will follow this program for the coming year without change.

ADVANCED PLACEMENT COURSES

Rogers High School actively participates in The College Board's Advanced Placement Program.

Qualified students, with department approval and within scheduling limitations, may enroll in any of the following college level courses as offered:

- Advanced Placement Biology
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Statistics
- Advanced Placement Chemistry
- Advanced Placement Language and Composition
- Advanced Placement Literature and Composition
- Advanced Placement Physics: Algebra-Based
- Advanced Placement U.S. History
- Advanced Placement European History
- Advanced Placement Psychology
- Advanced Placement Computer Science

PLEASE NOTE: In May of each year, standardized examinations are given in each course and students **are expected** to take these examinations to receive AP weight, otherwise the student transcript will reflect honors level weight. Colleges may, according to their individual policies, award credit, advanced placement standing, or both for the achievement of specified scores on these examinations. Details are available in the Guidance Office and from department chairpersons.

DUAL AND CONCURRENT ENROLLMENT OPPORTUNITIES

Both dual and concurrent programs are for high school students desiring to attend college while in high school. In 2013, the Rhode Island General Assembly passed legislation (RIGL 16-100) that called for the adoption of a statewide policy for dual enrollment that allows students to take college courses to earn credit at both the secondary school and the higher education institution. Subsequently, the Board of

Education adopted regulations in April of 2015, that provide all qualified Rhode Island high school students access to college level coursework while still in high school. Students can access college level courses in two ways by taking:

1. **Concurrent enrollment courses at their high school**: these courses are the same courses that are taught at the college, but are approved to be taught at the high school, by the high school teacher.
    a. **Rhode Island College (RIC) Early Enrollment Program -** In this program, students taking the Rogers High School courses listed below may receive RIC credit as well as credits toward graduation. Faculty members who teach the Early Enrollment Program courses at Rogers are appointed to adjunct faculty status at RIC.
    b. **University of Rhode Island College Writing** – Students taking this course may receive URI credit as well as credit toward graduation. Faculty members who teach this course at Rogers are URI-approved to instruct students in this course.

RHS / RIC Course Alignment			
Rogers High School		**Rhode Island College**	
AP Biology	Full year	Biology 111	4 credits
AP Chemistry	1st semester	Chemistry 103	4 credits
AP Chemistry	2nd semester	Chemistry 104	4 credits
AP Physics	1st semester	Physics 101	4 credits
French 4	Full year	French 113	4 credits
French 5	Full year	French 114	4 credits
Spanish 4	Full year	Spanish 113	4 credits
Survey of Music	1st semester	Music 201	3 credits
RHS/URI Course Alignment			
College Writing	Semester	Writing 104	3 credits

BRISTOL COMMUNITY COLLEGE (BCC) ARTICULATION AGREEMENT

Students completing three years of the Academy of Information Technology (AOIT) program will qualify for 6 college credits at Bristol Community College should they elect to enroll at BCC. In addition, students receiving their IC3 certification during AOIT II may receive college credit at colleges and universities that are members of the American Council on Education (ACE). Furthermore, students in the third year of the program will be given the opportunity to take online courses at BCC for three transferable college credits. Additionally, students enrolling in AOIT II and III will receive level 1 course weighting (equivalent to AP course weighting).

> ***PLEASE NOTE:*** Credits are not limited to students who plan to attend RIC, URI or BCC. They are accepted by colleges which have reciprocal agreements with these institutions. Students are responsible to acquire their transcript from RIC, URI or BCC and send it to their chosen university.

2. **Dual enrollment courses at the institution's campus**: these courses are part of the institution's regular schedule and are taught by a college professor. An example of a dual enrollment program is CCRI's *Running Start Program*. It is a dual enrollment program for high school seniors who have demonstrated the academic achievement and maturity necessary to enroll in college courses during their senior year of high school. Seniors who wish to study at CCRI on a

full-time basis (12 credits) during the day may be eligible to earn college credit and credit toward high school graduation simultaneously. There are specific requirements, such as the Accuplacer, along with a minimum GPA of 3.0 and a completed application that are required for this program.

a. **Enrichment Courses through the Community College of Rhode Island –** students in their junior and senior year are eligible to take 2 courses per the fall and spring semesters at CCRI and may apply the earned credits to their high school transcript as well as begin to build their college transcript. Interested students should meet with their school counselor prior to the start of the expected college semester to assist in the enrollment process. Under the enrichment course guidelines, textbooks purchases may be reimbursed by the district with the understanding that the books will be returned to the district at the end of the semester. Students are required to provide their own transportation to and from CCRI.

Upon successful completion of a dual or concurrent course, students will earn credit toward their high school graduation requirements and they will earn credit with the higher education institution where they are enrolled for the course. Depending on their plans after high school, students can choose to transfer the credit to another institution. Through the *PrepareRI* Dual Enrollment Fund, qualified public high school students can take dual and concurrent coursework with CCRI, RIC and URI and other institutions (as identified through RIDE's Advanced Coursework Network) at no costs to them or their families. Please access the following link for more information.
http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx

NEWPORT SCHOOL DEPARTMENT POLICY CONCERNING EARLY GRADUATION

The Newport School Department has no formal policy for early graduation and therefore, a student who wishes to pursue a graduation earlier than the expected date, should meet with their school counselor to understand the options. However, qualified students interested in enrolling in one or more courses/programs offered at colleges within commuting distance may do so while concurrently or dually enrolled at Rogers High School. Students must make such arrangements with their school counselor. ALL RHS and RIDE requirements must be completed prior to graduation.

PRIVACY ACT

The Federal Education Amendments of 1974, which included Section 513, Part C of the General Education Provisions Act, entitled "*Protection of the Rights and Privacy of Students,*" will be fully implemented by the Newport School Department under the leadership of the School Committee and the Superintendent of Schools.

Since the legislation relating to students' records has important implications for administrators, parents, teachers, and students, a policy statement has been disseminated throughout the Newport School Department and implemented by all appropriate professional personnel.

In addition, a statement of the rights of students and parents under this act is published on a yearly basis. Basically, this includes the types of information and records maintained by the schools, the policies for reviewing the records, and the categories of information, which have been designated as directory information.

THE POLICY OF THE NEWPORT SCHOOL DEPARTMENT REGARDING DISCRIMINATION

The Newport School Department does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, citizen status or disability in admission to, access to, treatment in or employment in its programs and activities. Ms. Colleen Burns Jermain, Superintendent of Newport Public Schools, 15 Wickham Road, Newport, Rhode Island 02840, 401-847-2100, has been designated to handle inquiries regarding the non-discrimination policies. Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, Susan Rhodes, J.F. Kennedy Federal Building, Rm 1875 Boston, MA 02203.

GUIDANCE AND COUNSELING SERVICES

Rogers High School's Guidance and Counseling Department has adopted the National Standards for School Counseling Programs. The American School Counseling Association (of which we are a member) believes these standards to be the essential elements of a high quality, effective school-counseling program. The nine standards are equally divided under the components of Academic Development, Career Development, and Personal/Social Development. These standards address program content and the knowledge, attitudes and skill competencies that all students will develop as a result of being a member of this high school. All students will have an Individualized Learning Plan (ILP) that is available to parents and students as part of the comprehensive school counseling program.

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

The National Standards for School Counseling Programs are what the ASCA believes are the essential elements of a quality and effective school-counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school-counseling program.

- ***Academic Development***
  - **Standard A.** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
  - **Standard B.** Students will complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college.
  - **Standard C.** Students will understand the relationship of academics to the world of work, and to life at home and in the community.
- ***Career Development***
  - **Standard A.** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
  - **Standard B.** Students will employ strategies to achieve future career success and satisfaction.
  - **Standard C.** Students will understand the relationship between personal qualities, education and training, and the world of work.
- ***Personal/Social Development***
  - **Standard A.** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
  - **Standard B.** Students will make decisions, set goals and take appropriate action to achieve goals.
  - **Standard C.** Students will understand safety and survival skills.

SUGGESTED COURSES OF STUDY

Students and their families work with their school counselors to create a personalized program of study that fulfills the academic and post-secondary goals of the student's Individual Learning Plan (ILP). To ensure that a student is able to meet all graduation requirements AND post-secondary goals (college, technical school, career or military), the relationship between the student and his/her counselor in mapping out long-term course needs is an integral part of a student's ILP. All currently enrolled students carry a minimum of 7 credits per school year. The suggested courses of study that follow are designed to show how a student might meet and complete all requirements.

COLLEGE PREPARATORY COURSE OF STUDIES

Students who desire to pursue the *College Preparatory (CP) Program* should refer to the following outline as a guide while selecting courses. This program meets the requirements of the Board of Regent's articulation between high schools and colleges, and can be modified to meet the needs of individual students. Along with the basic requirements for graduation, a student should complete **at least** two credits of a world language.

Grade 9	Grade 10
• English • Physical Science • World History • Algebra 1 or Geometry • World Language • Essentials of Computer Technology • Physical Education/Health/JROTC • Elective (may include CTE courses)	• English • Chemistry • US History I • Geometry or Algebra 2 • World Language • Fine/Performing Arts Elective • Physical Education/Health/JROTC • Elective (may include CTE courses)
Grade 11	**Grade 12**
• English • Biology or Physics • US History II • Algebra 2 or Pre-Calculus • World Language • Physical Education/Health/JROTC • Elective (may include CTE courses)	• English • Science Elective • Social Studies Elective • Pre-Calculus or Calculus • Physical Education/Health/JROTC • Elective (may include CTE courses)

HONORS COURSE OF STUDIES

Students who desire to pursue the *Honors Course of Studies* should refer to the following outline as a guide in the selection of courses.

Grade 9	Grade 10
• Honors English 9 • Honors Endorsed Physical Science • Honors World History • Honors Geometry • World Language • Essentials of Computer Technology • Physical Education/Health/JROTC • Elective (may include CTE courses)	• Honors English 10 • CP Chemistry • Honors US History I • Honors Algebra 2 • World Language • Fine/Performing Arts Elective • Physical Education/Health/JROTC • Elective (may include CTE courses)
Grade 11	**Grade 12**
• AP Language & Composition • CP Biology/AP Chemistry • AP US History • Honors Pre-Calculus • World Language • Physical Education/Health/JROTC • Elective (may include CTE courses)	• AP Literature & Composition • AP Science • AP Psychology or AP European History • Calculus/AP Calculus • World Language • Physical Education/Health/JROTC • Elective (may include CTE courses)

INTERNATIONAL STUDIES AND LEADERSHIP PROGRAM

The RHS International Studies and Leadership Program is a 4-year interdisciplinary rigorous pathway to high school graduation and skills necessary to succeed in a modern, globally connected world are "creativity, collaboration, critical thinking, tolerance, problem solving and the ability to ask the right questions. It is designed to meet all RI Department of Education Graduation requirements and content is accessible to all learners. Newport students will be exposed to the world around them while learning global competency, foster leadership skills and provide an exciting, new pathway to graduation. Students will have the opportunity to earn a IS&LP designation on their RHS diploma and the potential for college credits in specific Advanced Placement and early enrollment classes.

One Rise, All Rise.

Instructional Strategy

In an effort to provide a comprehensive educational experience, the instructional strategy includes interaction (lessons and country presentations) with up to 24 international officers from the Naval Staff College and 12 community leaders throughout the course of the academic year. In addition to the daily contact with the content area teacher, this interaction will provide a diverse spectrum of the following teaching and learning outcomes:

- Improved academic vocabulary and language skills
- Cooperative learning/peer evaluation
- Directed instruction
- Discovery/Inquiry based learning
- Effective questioning skills and debate techniques
- Socratic method seminars
- Formative Assessment and Reflection
- Academic lecture series at U.S. Naval War College and Salve Regina University

In addition to the content area requirements for all students, students seeking enrichment through the International Studies & Leadership Program would include the following history/social science course selections and expectations listed below to their course of study.

Grade 9	Grade 10
• World History (602, 602H) • Honors World History • Service Learning through Community – Focus = 10 hours at local level •	• US 1 (670, 670H) • RI History/US Gov't & Politics • International Studies & Leadership 1 • Service Learning through Community – Focus = 10 hours - state
Grade 11	**Grade 12**
• US2 • AP US History • International Studies 1 or 2 • Service Learning through Community – Focus = 10 hours - national	• Service Learning through Community – Focus = 10 hours – global Electives: • AP Comparative Governments and Politics • International Law • Applied Leadership

IS&LP includes an incentive based Field Studies Program designed to increase international awareness. The Field Studies Program includes educational trips to New York City, Washington D.C. and Quebec. The IS&LP provides financial assistance to students who exhibit excellent attendance and conduct, outstanding scholarship and a strong desire to learn.

IS&LP Students will be expected to maintain the following standards:

- Complete 40 hours of community service.
- Maintain a 3.0 or better in all International Studies and Leadership classes.
- Attend guest speaker forums and seminars focused on international issues and leadership development.

IS&LP Goals include the following:

- Educate and develop resilient leaders who are prepared for post-secondary education, work and life.
- Provide insight into global issues and foundations of leadership to students in a rigorous educational environment.
- Create globally competent students with greater creativity, critical thought processes, and problem solving skills who can succeed and contribute to future economies.
- Link community stakeholders and foster relationships between RHS, the U.S. Naval War College, Salve Regina University, and local leaders for greater hands-on learning opportunities for students.

CAREER & TECHNICAL COURSE OF STUDIES

Students interested in a career and technical pathway as part of their high school experience may **apply** to start in either their 9th or 10th grade year. Each program, other than cosmetology and P-TECH, has a minimum 3-year commitment. As cosmetology requires a minimum 1500 technical contact hours, students interested in this pathway should begin their freshman year.

Students who desire to pursue the *Career & Technical Course of Studies* should refer to the following outline as a guide in the selection of courses. The credits earned in these courses may in some cases fulfill health and/or science requirements as indicated by (*).

Note that advancement to the next level in the CTE pathway requires a student to achieve a minimum grade of (C-) and meet program attendance requirements.

Program	Grade 9	Grade 10	Grade 11	Grade 12
Academy of Information Technology (AOIT)	Essentials of Computer Technology #702 0.5 credit	AOIT 1 #705 1.0 credit	AOIT 2 #710 1.0 credit	AOIT 3 #712 1.0 credit AP Computer Science #711 1.0 credit
Advertising Design & New Media (ADM)	ADM #724 1.0 credit	ADM #725 1.0 credit	ADM #726 1.0 – 2.0 credits	Photojournalism #727 1.0 credit
Automotive Technology (AT)	AT #713 2.0 credits	AT #714 2.0 credits	AT #715 3.0 credits	AT #716 3.0 credits
Cosmetology	Cosmetology #717 1.0 credit	Cosmetology #718 2.0 credit	Cosmetology #719 2.5 credits	Cosmetology #720 2.5 credits Cosmetology Science (*) #721 1.0 credit
ProStart Culinary Arts (PCA)	PCA #751 1.0 credits	PCA #752 2.0 credits	PCA #753 2.0 credits	PCA #754 3.0 credits
Residential Carpentry Technology (RCT)	RCT #739 2.0 credits	RCT #740 2.0 credits	RCT #741 3.0 credits	RCT #742 3.0 credits

Pathways in Technology Early College High School (P-TECH)
COURSE OF STUDIES

Students who desire to pursue the *P-TECH Course of Studies* should refer to the following outline as a guide in the selection of courses, which, depending upon the student's individualized learning plan, may take 4-6 years to earn BOTH a high school diploma and an associate's degree in Cybersecurity from CCRI.

The PTECH program requires an application and acceptance into its program prior to selection of courses.

P-TECH Algebra 1 (#C9407) & P-TECH Geometry (#C9421)
P-TECH English 9 (#C9292) & P-TECH English 10 (#C9202)
Workplace Learning I (#C9945) & Workplace Learning II (#C9946)

Summit is more than a personalized learning platform (PLP) that allows students to navigate through content at their own pace and teachers to customize access to that content based on data- but a holistic model that focuses on cognitive skills, content knowledge, "Habits of Success" and experiential learning. While students spend a chunk of time in school or after school in "personalized learning time" (PLT), acquiring content area knowledge at their own pace, this is but a portion of the larger picture. Cognitive skills, such as modeling, hypothesizing, active listening, and contextualizing sources, are taught in "project time", through investigations, experiments, seminars, papers and multimedia presentations. Summit CEO, Diane Tavenner thinks that technology doesn't teach cognitive skills well, "this is what high quality teaching does well, so this is where the teachers spend a lot of their time." Tavenner's first attempt at personalized learning succeeded in graduating students from high school, but it failed in preparing all of them for success in college, holding many back from achieving a bachelor's degree. To succeed in college and life, students also need the "Habits of Success," – non-cognitive skills such as goal setting, perseverance and the ability to work collaboratively with others. Teachers implementing the Summit Model help students develop these qualities at all times, but particularly during "mentor time". This 1:1 coaching speaks to the model's holistic approach to educating students, focusing on connecting daily actions to future desires, engaging students in their learning, empowering students to "own" their education and nurturing a diverse community of learners. The final segment of the Summit model, experiential learning, allows student to engage in real-world experiences to discover and explore passions and careers while applying learning in authentic ways. This model is much more than a learning management system, it's a model to develop students into self-directed learners who graduate ready to take on the challenges of college.

Rogers High School Diploma Requirements (24 credit minimum)		College Requirements for AS in Computer Studies and Information Processing (Cybersecurity) (61 credit minimum)	
English	4	ENGL – 1010 Comp 1	3
Math	4	MATH – 1210 College Trigonometry	3
History/Social Sciences	3	MATH – 1200 College Algebra	3
		MATH – 1430 Math for Liberal Arts	3
Science	3 (minimum 2 with lab)	Elective – Humanities	3
Physical Education & Health	2 (0.5 per year)	Elective – Social Science (2)	6
		COMI – 1150 Programming Concepts	3
Art/Music	1 semester	COMP – 1200 Database Design and Management	3
Technology	1 semester	COMI – 2035 Introduction to Computer Forensics	3
World Language	2 – minimum suggested for college entrance	COMI – 2036 Introduction to Computer Ethics	3
		COMI – 2037 Introduction to Cybersecurity	3
Electives	5 – may include qualifying coursework completed via AS program	COMP – 2430 Operating Systems	3
		CNVT – 1810 Networking Technology	3
		CNVT – 1820 Intermediate Networking	3
		CNVT – 1830 LAN Design and Management	3
Senior Transition		CNVT – 2200 Network Security Hardware	4
		CNVT – 1200 Introduction to Wireless Networks	3
		COMP – 2500 Internship	3
		COMI 1510 or 1225 – Programming Language Elective	3

RHS P-TECH: FOUR-YEAR Scope and Sequence – Cybersecurity Pathway – SAMPLE

Content (R) Rogers	Year 1			Year 2			Year 3			Year 4		
	Fall	Sprg	Summer	Fall	Sprg	Summer	Fall	Sprg	Summer	Fall	Sprg	Summer
English	R – English 9		Optional College math or College English	R – English 10		Optional College math or College English	ENGL 1010	ENGL 1200				
Math	R- Algebra 1 or R-Geometry			Math 1430	Math 1200		Math 1210					
Science	R – Physical Science			R – Lab Science			R – Lab Science					
Social Studies	R - World History			R - US History 1		College Soc Sci Elective				US History 2/ College Social Sci Elec		
World Language	IF test out of IT Essentials			R - World Language			R – World Language					
PE (R)	PE	HLTH		PE	HLTH							
Arts (R)		Arts										
Workplace Learning (R)	Workplace Learning 1			R-Workplace Learning II			R Workplace Learning III /Internship			R Workplace Learning IV /Internship		
Information Technology	R – Essentials or Test out				COMI 1150		CNVT 1810	CNVT 1820 COMP 1200	COMP 2500 or after year 4	COMI 2035 CNVT 1830 CNVT 1200 COMI 2036	COMP 2430 CNVT 2200 COMP 2037 PROG ELECT	COMP 2500 or after year 3
HS Credits			7.0			6.0			7.0			
College Credits			0.0			12.0			28.0			22.0
Industry Certification			N/A			N/A			N/A			CCNA/N+

CAREER & TECHNOLOGY PROGRAMS

The Newport Area Career and Technical Center programs are designed for individuals who are interested in entering the workforce and/or preparing for careers and who want to take advantage of post-secondary education and/or training opportunities. A CTE program not only gives learners a path to success, but it can also help reduce college tuition costs. CTE gives learners a competitive advantage for future postsecondary placement and/or employment opportunities through career awareness, exploration and preparation through hands-on learning experiences, which are critical components of all CTE preparation programs.

CAREER & TECHNICAL TOOLS OF THE TRADE (#770) 1.0 credit
Grade 9

This course focuses on the preparation new career and technical students need for success in their chosen technical field and in today's global economy. Many of the skills needed in today's workplace such as communication, problem solving and technology are implemented through hands-on projects and field work. Technical math, writing, career readiness and digital literacy are interwoven throughout the course to develop skills and awareness of how each area is essential within their chosen trade and that job performance, work habits, ethics are all a part of being an employee or an employer.

P-TECH WORKPLACE LEARNING I & II (C9945 & CC9946) 1.0 credit
Grades 9 & 10

P-TECH has defined a sequenced continuum of Work-Based Learning activities and experiences for all students that address career awareness, career exploration, and career preparation. This is accomplished through a series of work-based classroom activities, workplace exposures, and community experiences over time. Classroom activities support and provide opportunities to reflect what's learned in the workplace and community, and workplace learning experiences support the classroom curriculum. In addition, students are supported by and provided role models and guidance from adults in the school and in the workplace. P-TECH students are provided experiences that are commensurate with their knowledge, skills, and abilities and designed to support the acquisition of knowledge and skills. These experiences are also compatible with their age and stage of development. All students are provided with a full range of opportunities throughout their engagement in P-TECH, with the expectation that they participate in authentic workplace learning experiences at each level of the WBL continuum. P-TECH employers and community partners provide opportunities that make sense for their organization, work for the business, and provide direct benefits to the student, the employer and the school.

- ACADEMY OF INFORMATION TECHNOLOGY –

The goal of the AOIT program is to introduce students to a wide variety of skill and knowledge areas in the field of computer technology. Students must come to the class with a fundamental knowledge of Word, Excel and PowerPoint. Additional, advanced skills in these areas, as well as Access Database, will be learned. Hands-on activities are offered whenever possible and students work directly with computer components and peripherals. Students also learn HTML and web design, as well as flowcharting and programming. In the second year of the program, students prepare for and earn IC3 certification (Internet and Computing Core Certification). IC3 is the first globally accepted, standards-based, validated certification program for basic computing skills, demonstrating that a student possesses the knowledge required for basic use of computer hardware, software, and the Internet. The program leading to this certification gives individuals Internet and computing literacy skills to enter current job markets or begin higher education programs. The program is an excellent complement to a college preparatory or honors program of study, with many of the students being accepted to outstanding colleges and universities. Furthermore, the AOIT program has articulation agreements with Bristol Community College, New England Tech and CCRI. Students completing the program and enrolling at any of these schools will be given college credits.

AOIT I (#705) **Grade 10** **1.0 credit**
***Prerequisite*:** Essentials of Computer Technology (#702)

AOIT II (#710) **Grade 11** **1.0 credit**

AOIT III (#712) **Grade 12** **1.0 credit**

- AUTOMOTIVE TECHNOLOGY –

The Automotive Technology Program is designed to ensure that students reach their maximum potential in the Rhode Island Department of Education mandates, National Automotive Technicians Education Foundation (NATEF) and Automotive Youth Educational Systems (AYES) certification requirements. At each level the mastery of business and industry standards are met through a variety of assessment techniques.

The program offers instruction and practical experience in the repair of all types of vehicles. This includes hydraulic systems, heating and air conditioning systems, alignment and electrical systems, engine performance, engine repair, brake systems, suspension systems, steering systems, as well as engine tune-ups.

At the advanced level, students are required to analyze and troubleshoot problems and to determine a course of action for the service they must perform. Students have the opportunity to practice their new found knowledge and skills on donated automobiles and when prepared, service automobiles belonging to the general public. Co-operative placements with major automotive businesses are available to advance students.

Upon successful completion of the entire program, the student has the opportunity to become certified through the NATEF and AYES licensing processes by completing both a written and practical examination component. NATEF and AYES Certification will give the student a choice to seek professional employment or to further their education in a post-secondary institution.

Credits are awarded in line with the hours required for various certifications available throughout the program.

AUTOMOTIVE TECHNOLOGY 1 (#713)	**Grade 9**	**1.0 credit**
AUTOMOTIVE TECHNOLOGY 2 (#714)	**Grades 10, 11**	**2.0 credits**
AUTOMOTIVE TECHNOLOGY 3 (#715) ADVANCED LEVEL	**Grades 11, 12**	**2.0 credits**
AUTOMOTIVE TECHNOLOGY 4 (#716) ADVANCED LEVEL	**Grade 12**	**2.0 credits**

- ADVERTISING DESIGN & NEW MEDIA –

The Advertising Design & New Media Academy program offers instruction in four levels to grades 9-12 in the areas of Multi Media, Video Production, Photography and Advertising & Design. Students will explore a variety of careers that are directly related to the media field. Students may then choose to further their education or become directly involved in the industry. Successful completion of this course will provide the student with knowledge of the industry and an understanding of how to construct and implement a basic design. Each student will develop professional skills that will enable him/her to become a more competent employee in the media field.

This program is dedicated to training visual specialists who will shape the world of media. This field skillfully integrates creative thinking, computer technology, photography, digital imaging, animation and sound recording technologies. In addition to career preparation, students will apply the skills learned in this program to senior projects and presentations, as well as digital portfolios.

Computer programs used in the class include: Adobe Photoshop, Illustrator, Indesign, Final Cut Pro, Motion, DVD StudioPro, Soundtrack, and Flash.

Credits are awarded based upon the number of sessions per bell schedule cycle with*1.0 – 2.0 credit options available

ADVERTISING DESIGN & NEW MEDIA (#724)	**Grades 9 – 11**	**1.0 credit***
ADVERTISING DESIGN & NEW MEDIA (#725)	**Grades 10 – 12**	**1.0 credit***
ADVERTISING DESIGN & NEW MEDIA ADVANCED LEVEL (#726)		
Grades 10-12		**1.0 credit***

- COSMETOLOGY –

Students interested in the Cosmetology program **must commit** to four years in order to satisfy the ***1500-hour R.I. State Licensing*** requirements. This program is designed to assist students in meeting the **Cosmetology National Standards** and to equip students with the entry-level skills salons require for employment.

- Cosmetology 1 - Basic vocabulary and practical work on mannequins
- Cosmetology 2 - Beginning theory, practical work on mannequins and each other
- Cosmetology 3 & 4 – Mid-level and advanced theory, practical work on each other and clients and community service.
- Students will possess a working knowledge of chemistry, anatomy and physiology, English language arts standards and math standards, as they directly relate to the field of Cosmetology.
- Manipulative (hands-on) skills are practiced on mannequins, other students and weekly clients requesting services. Students' skills are further enhanced by community service in our many outreach programs.

Upon graduation from the Cosmetology program, students will have entry level skills in hair styling, hair cutting, hair coloring, permanent waving, chemical hair straightening, skin, nail care, and salon management. Students successfully completing the program are eligible to sit for the **R.I. Cosmetology State Board Exam**. Upon passing the state board exam, graduates will have the option of becoming employed immediately and/or to continue their education in a post-secondary institution.

COSMETOLOGY 1 (#717)	**Grades 9, 10**	**1.0 credit**
COSMETOLOGY 2 (#718)	**Grades 10-11**	**1.5 credits**
COSMETOLOGY 3 (#719)	**Grades 10-11**	**1.5 credits**
COSMETOLOGY 4 (720)	**Grades 11-12**	**1.5 credits**
COSMETOLOGY SCIENCE (#721)	**Grade 12**	**1.0 credit**

- ProStart CULINARY ACADEMY® -

The Culinary Arts four-year program provides an extensive program in entry-level cooking and baking. Students perform active, practical applications in a full service commercial kitchen with an accompanying 50-seat restaurant dining room. Culinary academics are a major portion of the curriculum and give individuals a well-rounded education in food preparation.

The ProStart Culinary program is aligned with the National Restaurant Association standards and industry certification. The objective of this course is to provide hands-on learning experiences related to the food service industry. Students successfully completing the course will be prepared for entry-level positions within the culinary/baking-pastry areas of the food service industry. Students will utilize the minimum industry accepted standards of punctuality, accuracy, timeliness, cost effectiveness, ability to get along with and work cooperatively with others, to accept responsibility and work independently. Upon completion of the program, students are well positioned to be accepted in post-secondary culinary schools and/or enter the private sector in this field.

ProStart CULINARY ACADEMY® 1 (#751)	**Grades 9, 10**	**1.0 credit**
ProStart CULINARY ACADEMY® 2 (#752)	**Grades 10, 11**	**2.0 credits**
ProStart CULINARY ACADEMY® 3 (#753) ADVANCED LEVEL	**Grades 10, 11**	**2.0 credits**
ProStart CULINARY ACADEMY® 4 (#754) ADVANCED LEVEL	**Grade 12**	**2.0 credits**

- RESIDENTIAL CARPENTRY TECHNOLOGY

The objective of the Residential Carpentry program is to instruct students to become competent individuals in the field of construction. Carpentry skills taught include, but are not limited to the use of hand and power tools, equipment and materials, construction of residential structures, renovations, and minor electrical and plumbing. The students will understand that education is a cooperative venture between student, teacher, and the community. This course offers a solid foundation for a career in construction or as a stepping-stone to other trades.

Students successfully completing the course will be prepared for entry-level positions within the construction industry utilizing the minimum industry accepted standards of punctuality, accuracy, timeliness, cost effectiveness, ability to work cooperatively as part of a team, accept responsibility, and work independently. Students will be prepared for post-secondary education or training. Students will be granted a certification or credits by the National Center for Construction Education and Research (NCCER).

Co-operative education opportunities in the construction field are available to advanced students.

Credits are awarded based upon the number of sessions per bell schedule cycle.

RESIDENTIAL CARPENTRY TECHNOLOGY 1 (#739)	**Grades 9, 10**	**1.0 credit**
RESIDENTIAL CARPENTRY TECHNOLOGY 2 (#740)	**Grades 10, 11**	**2.0 credits**
RESIDENTIAL CARPENTRY TECHNOLOGY 3 (#741) ADVANCED LEVEL	**Grades 11, 12**	**2.0 credits**
RESIDENTIAL CARPENTRY TECHNOLOGY 4 (#742)	**Grade 12**	**2.0 credits**

ADVANCED LEVEL

- ADDITIONAL OFFERINGS IN TECHNOLOGY -

ESSENTIALS OF COMPUTER TECHNOLOGY (#702) ***0.5 credit***
Grade 9
Essentials of Computer Technology is a course designed to prepare students for the requirements of a proficiency-based graduation. It will provide students with the computer technology skills that are necessary to successfully complete a high school education including conducting academically-sound research and producing a research paper in proper MLA format, giving appropriate credit for sources of information. In addition to skills in Microsoft Word, students will also be instructed in the use of presentation software (PowerPoint) and spreadsheets (Excel), including graphing. This course is required for all grade 9 students.

AP COMPUTER SCIENCE A (#711) **1.0 credit**
Grades 10-12
This course is equivalent to a first semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. All students enrolled in this course are expected to take the Advanced Placement Exam in May.
Prerequisite: Essentials of Computer Technology & Algebra 1

DIGITAL & INTERACTIVE MEDIA (#704) **0.5 credit**
Grades 10-12
This course is designed to get students communicating in the 21st century. Students will move beyond basic word processing and presentation skills into photo editing, interactive presentations, sound editing and basic video editing skills. Focus will be on communication through the digital & interactive media including e-mail, newsletters, websites and various forms of social media.
Prerequisite: Essentials of Computer Technology (#702)

PHOTOJOURNALISM (#727) **1.0 credit**
Grades 11 - 12
This course provides students with the knowledge and skills necessary to produce the school yearbook, literary magazine, or other printed publication. Students may gain experience in several components such as photojournalism, writing, editing, layout and production of publications. Students who have interest in photography, business, journalism, art, marketing, accounting, and/or multimedia communications are encouraged to enroll.
Prerequisite: **Approval by instructor.**

ENGLISH

ACADEMIC EXPECTATIONS
1. Students will demonstrate the acquisition of a body of knowledge by:
   - Integrating and applying research skills and the use of a variety of technology tools to papers, projects, oral presentations and career decisions.
   - Reflecting and responding to the various literary genre through writing assignments and tests and quizzes, which demonstrate thoughtful analysis and grammatical correctness.
   - Presenting reflective oral responses both individually and cooperatively.
2. Students will communicate effectively by:
   - Actively listening to obtain knowledge and with a respect for differences in opinions and ideas.
   - Writing clear and concise forms of expression in a thoughtful manner.
   - Participating in class discussions and presentations to demonstrate knowledge.

3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
   - Defining the problem accurately.
   - Collecting, organizing and analyzing information.
   - Identifying and evaluating appropriate strategies.
   - Selecting, implementing and evaluating a plan of action expressed through writing assignments, class discussions and presentations, and other projects.
   - Drawing logical, in-depth conclusions.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
   - Recognizing and acknowledging that personal words, actions and choices affect a larger community. With this in mind, students will contribute to this atmosphere by:
   - Being on time to class
   - Attending class regularly
   - Abiding by classroom rules and expectations for conduct and respect
   - Being prepared with all necessary materials
   - Listening attentively
   - Completing all assigned work with integrity
   - Meeting assignment deadlines
   - Expressing opinions appropriately without prejudice or bias
   - Helping others who need assistance

9th GRADE ENGLISH

The 9th grade English curriculum addresses specific skills and concepts which include establishing purposeful reading strategies, introducing close reading and practicing the writing process - argumentative, narrative, and informational. Students are encouraged to participate in scholarly conversations in group discussions and to use analytical thinking as a routine in both reading and writing. Units of study are presented around the themes of navigating a path through society, exploring the complexity of relationships, and understanding personal accountability. The texts used to guide the students through these themes are *Romeo and Juliet* by William Shakespeare, *A Long Way Gone* by Ishmael Beah, *Annie John* by Jamaica Kincaid, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie and poems and works by Robert Frost.

ENGLISH 9 (#292) 1.0 credit
HONORS ENGLISH 9 (#292H) 1.0 credit

10th GRADE ENGLISH

The 10th grade English curriculum will further develop the writing process, including crafting a more complex argument by incorporating criticism. The students participate in Socratic seminars and maintain analytical thinking as a routine in both reading and writing. The thematic units include the examination of power and choice, understanding one's place in society, and exploring future personal goals. Issues, themes, and ideas are studied and interpreted through a variety of texts and genres with texts that include but are not limited to *The Crucible* by Arthur Miller, *Macbeth* by William Shakespeare, *The Other Wes Moore* by Wes Moore, *Of Mice and Men* by John Steinbeck, and *The Cellist of Sarajevo* by Steven Galloway.

ENGLISH 10 (#202) 1.0 credit
HONORS ENGLISH 10 (#202H) 1.0 credit

ENGLISH 11 (#212) 1.0 credit

The 11th grade English curriculum includes texts that require an understanding and the development of rhetorical sophistication. Students improve and develop skills of literary analysis with an awareness of embedded structures in writing genres— argumentative, narrative, and informational. The students continue to develop skills for active participation in Socratic seminars. The thematic units of study include ethics and morality, exploring citizenship, and understanding the global society and its impact on personal choices and future goals. The texts used to examine these themes may include *The Catcher in the Rye* by J.D. Salinger, *Othello* by William Shakespeare, *To Kill a Mockingbird* by Harper Lee, *Blood*

Meridian by Cormac McCarthy, *The Piano Lesson* by August Wilson, and *In the Garden of Beasts* by Erik Larson.

ADVANCED PLACEMENT– LANGUAGE AND COMPOSITION (#271) 1.0 credit
Grade 11
The Advanced Placement Language and Composition course follows the College Board's suggested curriculum which is designed to parallel college-level English courses. All students in this course are expected to take the Advanced Placement Exam in May. The AP English Language and Composition course exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. This course emphasizes the interaction of authorial purpose, intended audience and the subject at hand. Through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. ***Prerequisites****:* B average in English 10 or Department Chair approval

ENGLISH 12 (#222) 1.0 credit
The 12th grade English curriculum builds on the 11th grade English curriculum. Students extend and elaborate on the ability to write with an awareness of the audience especially as it affects university study or career pathways. The writing process continues to stress the improvement and development of skills of literary analysis with an awareness of embedded structures in writing genres— argumentative, narrative, and informational. Students are expected to fully participate in Socratic seminars. Thematic units of study include transformation and personal philosophy, power and authority, and reflecting and solidifying one's personal goals. Texts used to study the thematic units, include *Extremely Loud and Incredibly Close* by Jonathan Safran Foer, various texts dealing with 9/11, *Hamlet* by William Shakespeare, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *The Lone Survivor* by Marcus Luttrell.

NEWPORT PROJECT 1.5 credits
Grades 10 – 12
The Newport Project is a place-based educational initiative that uses the city as a classroom to take advantage of the natural and cultural richness that Newport has to offer. Through partnerships with the Newport Preservation Society and other local organizations, students gain access and exposure to a variety of historical sites and cultural experiences. Teachers guide, instruct, and support students as they work collaboratively and independently to explore, observe, research, record, and compile findings in a multimedia database. The course follows the 10th, 11th and 12th grade English curriculum and incorporates additional texts to provide student choice and enhance individual and group study. Each student creates and presents a final product that represents significant research and skilled use of 21st century technology.
ENGLISH 10 (#202-1.5)
ENGLISH 11 (#212-1.5)
ENGLISH 12 (#222-1.5)

ADVANCED PLACEMENT - LITERATURE AND COMPOSITON (#272) 1.0 credit
Grade 12
The Advanced Placement Literature and Composition course follows the College Board's suggested curriculum which is designed to parallel college-level English courses. All students in this course are expected to take the Advanced Placement Exam in May. The AP English Composition course enables students to develop critical standards for evaluating literature. Students study language, character, and theme in works of recognized literary merit. Additionally, students work to enrich their understanding of connotation, metaphor, irony, syntax, and tone in these texts. Students write extended research essays with literary analysis, develop argumentative essays, and create narrative texts.
Prerequisites*:* B average in English 11 or Department Chair approval.

LITERACY (#260 #261 #262 #263) **0.5 credit**

Grades 9-12
Literacy offers intensive intervention and support for the struggling reader. The course is designed to address the needs of students who test below average in reading comprehension ad fluency. Intensive intervention is a mandated practice by the Rhode Island Department of Education.

- ENGLISH ELECTIVES -

Electives may be taken for elective credit, but do not fulfill English graduation requirements, with the exception of College Writing (#) if paired with 1 semester of English 12.

COLLEGE WRITING (#231) **0.5 credit**
Grade 12
The College Writing course emphasizes the sharing of information. This course will provide students to varieties and strategies of expository writing for differing audiences and situations. Genres may include reports, proposals, letters, reviews, websites, and academic essays.

Offered as a concurrent enrollment course with URI (WRT 104 – Writing to Inform and Explain).

CREATIVE WRITING (#233) **0.5 credit**
Grades 9-12
Creative Writing will provide aspiring and/or novice writers the space and time to experiment and explore the craft of writing. Students will be expected to produce at least one piece of writing per week or the equivalent to a piece that may be a continuation of a work in progress. Students must be willing to read their work aloud as part of a writers' workshop of "critical friends" ready to receive and administer warm or cool feedback. Student will attempt a myriad of writing techniques and exercises designed to inspire. Local published authors will be invited to speak about their vocation. Students will read a number of contemporary and classic works to analyze those elements that distinguish a particular genre. The text *Writing Down the Bones* by Natalie Goldberg will provide a framework. Students will be encouraged to compile their works into a Literary Magazine.

IDEOLOGY OF FAIRY TALES (#234) **0.5 credit**
Grades 10-12
This elective will explore the genre of classic tales and provide students the opportunity to compare and contrast the "original" tales with modern film versions. Students will look at the common themes between the texts and films, analyzing how the dominant ideology is portrayed to the appropriate audiences. Students will make analytical connections to literary criticism to further their understanding of the themes, values and ideologies present in both literature and the films.

FILM STUDIES (#235) **0.5 credit**
Grades 10-12
This elective will explore the various genres of film and provide students with the opportunity to create a film/s of their own. Students will look at the characteristics of common themes through readings and viewing of various texts and films, both contemporary and classic. Through close analysis of cinematic representations and adaptations, students will begin to recognize common threads that run throughout the history of storytelling. They will be guided to make connections between narrative strategies in literature and film and apply them in their own creative work. The process will include three stages: writing a script, developing a storyboard, filming and editing. Collaboration with community members and others in the industry will also be explored.

LYRICS AS CONTEMPORARY POETRY (#236) **0.5 credit**
Grades 10-12
This elective is a study of the lyrics of contemporary music as poetry. Students will study lyrics by analyzing the elements of poetry reflected in songs, including but not limited to: symbol, image, metaphor, simile, rhyme and meter, and condensed meaning. Students will also examine the historical and cultural significance of the genres of music, as well as particular songwriters. There is a creative component in which the students will write their own poems and put them to existing or original music. Alternatively, students might pick a song whose lyrics are particularly meaningful to their own life, and write a personal analysis of, and reflection of the song.

ENGLISH AS A SECOND LANGUAGE (ESL)

ACADEMIC EXPECTATIONS
1. Students will use English to participate in social interaction for personal expressions and enjoyment and when speaking and writing.
2. Students will use English to obtain and express information at each level.
3. Students will demonstrate the acquisition of a body of knowledge by:
   - Reading for understanding in English at each level.
   - Organizing ideas for written and oral expression.
   - Interpreting information.
   - Expressing an awareness of the cultures of people who speak English.
   - Responding to the works of others.
4. Students will communicate effectively in English by:
   - Using the language to express themselves in writing and speaking.
   - Understanding and responding appropriately in a variety of settings.
   - Reading for understanding.
   - Using culturally appropriate forms of expression.
   - Demonstrating knowledge through application in a variety of contexts at each level.
5. Student will use English in socially and culturally appropriate ways verbally and nonverbally at the target level according to audience, purpose and setting.
6. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live, and work in culturally diverse and democratic society by:
   - Developing an appreciation of English speaking cultures.

ENGLISH AS A SECOND LANGUAGE 1 (#297) **2.0 credits**
Grades 9-12
This course is designed for students with little previous study of English who score below the 10th percentile in reading. The purpose of the course is to develop listening, speaking, reading and writing skills in English. The focus is on language needed for survival in the United States culture as well as the language needed for success in academic courses.

ENGLISH AS A SECOND LANGUAGE ADVANCED (#299) **1.0 credit**
Grades 9-12
This course is designed for students who have previously studied English as a second language and those students making the transition to, or currently enrolled in, mainstream English 9-12 classes. The overall purpose of the course is to improve and/or refine students' skills of listening, reading, speaking and writing in English. While assignments are somewhat individualized in order to focus on the needs of the students, the readings focus on American cultures as well as literature from other English speaking cultures. Library research, as well as written and oral reports may be required.

FINE AND PERFORMING ARTS

In addition to math, English, science, social studies, world language, and physical education/health all students are required to demonstrate proficiency in the arts and technology for graduation. Students may elect to demonstrate proficiency in music, visual arts design, dance or theatre, and these proficiencies must be demonstrated through satisfaction of all bullet points from the RI Arts Grade Span Expectations (GSEs).

VISUAL ARTS	MUSIC
Core Courses • Art 1 • 2D Design • 3-D Design **Studio Electives** • Studio Art 1 & Beyond Studio Art • Ceramics & Advanced Ceramics • Drawing • Contemporary Crafts • Painting • Metalcraft • MUSE – Museum Studies **Community Resources & Partnerships such as:** • Newport Art Museum • Preservation Society • Newport Restoration Foundation • Independent Study & Review See art instructor for additional information	**Curricular Courses** • Band/Jazz Ensemble • Chorus • Symphonic Orchestra **Music Electives** • Guitar Class 1 • Guitar Class 2 • Music Production Studio 1 • Music Production Studio 2 • Ukulele • World Music **Community Resources and Partnerships such as:** • Salve Regina University Community band, jazz band, orchestra and chorus • Jamestown Band • Swanhurst Chorus • RI Philharmonic Youth Orchestra • Private Instruction See music instructor for additional information
	THEATRE
	Theatre 1 Theatre 2

-VISUAL ARTS -

ACADEMIC EXPECTATIONS

1. Students will demonstrate the acquisition of a body of knowledge by:
   - Applying a variety of selected Visual Art & Design concepts for two and three-dimensional works of art.
   - Using observation to develop a reasonably accurate visual representation of a variety of subject matter.
   - Documenting and evaluating personal progress through a portfolio of self-created artwork identifying strengths and weaknesses.
2. Students will communicate effectively by:
   - Reflecting upon, analyzing and evaluating the work of self and others, verbally and through writing.
   - Using art to demonstrate the values and ideas of human experience, community and civilization.
   - Using art as a vehicle for expression and communication through the referencing of historic and contemporary art.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
   - Following Lesson Guidelines and Meeting Deadlines
   - Working independently and in groups to solve artistic problems
   - Participating in school, local and state wide art exhibitions.

4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
   - Respecting the rights, similarities and differences of others
   - Constructively criticizing the work of self and others.
   - Demonstrating behavior as delineated in the RHS Student Handbook.

ART 1 (#0371) **0.5 credit**
Grades 9-12
This semester course provides an introduction to the Visual Arts. Students will learn the language of art to develop their skills as visual thinkers and problem solvers. These abilities will intersect with other school subjects and will importantly carry forward with them beyond graduation. Students will express themselves in two-dimensional and three-dimensional formats using a variety of materials. This course is required for 9th and 10th graders intending to follow an Art & Design Pathway.

2D DESIGN (#041) **0.5 credit**
Grades 9-12
2D Design students are encouraged to uncover, explore and develop his/her own creativity and artistic potential through working with multiple painting and drawing styles. A variety of materials will be used such as graphite, colored pencil, acrylic paint, watercolor and collage.
A "STEAM" based project will also be incorporated into this course – Design and Inquiry/Theorems)
Prerequisite: Completion of Art 1 or permission of the instructor.

3D DESIGN (#042) **0.5 credit**
Grades 10-12
3D Design students will explore the basic techniques, styles and methods of sculpture art forms. Public sculpture, installation sculpture and nature inspired sculpture will serve as inspiration. Students will learn the history of each art form and how they are used today in current applications, as well as potential careers in 3D arts, including fashion design, industrial design and architecture. Project materials will include paper-mache, paper, cardboard, plaster, glue guns, scrap plastics, wire and recycled materials. (Will incorporate STEAM based project - Product Design)
Prerequisite: Completion of Art 1 or permission of the instruction

PAINTING (#023) **0.5 credit**
Grades 10-12
Discover the art world of painting through various techniques and time periods using a variety of painting mediums such as acrylic, watercolor, tempera and oil paint. Students will learn how to shade, blend, mix color, work in a variety of styles and make the transition from drawing to painting. Various brushes, tools, canvases, and art papers will be introduced. A vigorous course exposing the serious artist to popular methods and trends along with an appreciation of art.
Prerequisite: Completion of Art 1 or permission of the instructor.

METALCRAFT (#038) **0.5 credit**
Grades 10-12
Students will design and create 3-dimensioanl works of Art through the exploration of the potential of metals, wire, and mixed media. Particular emphasis will be on processes such as cutting, filing, cold soldering and fastening, bending, etching, and sanding.
Prerequisite: Completion of Art 1 or permission of the instructor.

DRAWING (#021) **0.5 credit**
Grades 10-12
For students who think they can't draw, and for those who would like to draw better.
Students will work through a series of progressive drawing skills including figure drawing, still life work, doodling and automatic drawing, perspective and nature drawing. A variety of

mediums will be explored including pastels, pencils, charcoal, pen and ink, colored pencil and crayons. Heavy emphasis will be placed on technical skill, craftsmanship and self-expression.
Prerequisite: Completion of Art 1 or permission of the instructor.

CONTEMPORARY CRAFTS (#033) 0.5 credit
Grades 9-12
This course explores a variety of hands-on techniques used to create contemporary and traditional decorative items with an emphasis on craft as fine and applied art. Students will learn the techniques of tie-dye, mosaics, papermaking, fibers, collage and more.
Prerequisite: Completion of Art 1 or permission of the instructor.

CERAMICS (#024) 0.5 credit
Grades 9-12
This course allows students to explore ceramic pottery. Learners will use hand building, surface design and glazing techniques of both functional and sculptural ceramic forms. The history of ceramics, ceramics of various cultures and contemporary ceramics will also be important subjects in this course. Students taking this course will experience what it is like to work in a real ceramics studio.
Prerequisite: Enrollment is open to grades 9-12 or with permission of the instructor. Completion of Art 1 is strongly recommended.

ADVANCED CERAMICS (#032) 0.5 credit
This class is designed for students to further expand their basic knowledge and skills in hand building. Students will also explore wheel-throwing techniques. More emphasis will be placed on the craftsmanship and quality of the finished product. Students will propose projects of their own design as well as teacher-designed projects.
*Note: Course offered during the same time slot as the ceramics class time so beginners and advanced ceramic students can work independently as well as collaboratively.
Prerequisite: Completion of Ceramics class with a grade average of B- or higher in the Ceramics class.

MUSE 2 – MUSEUM STUDIES INDEPENDENT STUDY (#036) 0.5 credit
Grades 11-12
This course will be part of the Newport Art Museum Muse Council of students selected from different Rhode Island high schools. This course provides interdisciplinary and intensive museum studies experiences and arts activities that lead to refining personal and career opportunities in the arts and non-profit fields. The students will have interaction and dialogue with the Administration, Education, Curatorial, Development and Marketing departments of the Museum as each student learns the roles and objectives of museum professionals. The students will curate and install an exhibition at the museum as an integral part of their program. Intensive students will be participating in planning and execution of Museum events that occur after the school day as part of their for credit activity. This course requires a formal application approved by the Arts Supervisor and museum staff. Maximum enrollment of 3 students.

STUDIO ART 1 (#0391) 0.5 credit
Grades 11-12
This course is designed for the learner interested in expanding upon the visual vocabulary and the language of art introduced in Art 1 and 2D Design. Students will strengthen their capacities as visual thinkers and problem solvers. Content will include: drawing, color theory, two and three dimensional design, collage, painting, printmaking and basic digital media.
Prerequisite: Completion of Art 1 and 2D Design or with the permission of the instructor.

BEYOND STUDIO ART 1 (#0392) 0.5 credit
Grades 11-12
Learners will utilize a variety of art materials in preparation for Studio Art 2 and the development of a portfolio. Projects will be given with the expectation that students will follow

directions and arrive at their own creative solutions. Art history, contemporary artists and career paths in the field of art and design will be explored.
Prerequisite: **Completion of STUDIO Art 1 or with the permission of the instructor. Strongly suggested that STUDIO ART 1 and BEYOND STUDIO ART work in tandem with each other.**

- MUSIC -

ACADEMIC EXPECTATIONS for MUSIC

1. Students will demonstrate the acquisition of a body of knowledge by:
   - solving musical problems through the use of acquired musical skills;
   - participating in public performances;
   - evaluating performances of themselves and others;
   - auditioning for All State ensembles (Advanced and Honors Ensemble); and
   - documenting ongoing private study with an expert instructor on their instrument (at least 6 lessons per quarter for Advanced and Honors Ensemble).
2. Students will communicate effectively by:
   - articulating musical thoughts in verbal and in written form;
   - participating in public performances;
   - critiquing performances using specific guidelines;
   - writing and presenting reflections on performances;
   - performing a solo at Rhode Island Music Educators Association (RIMEA) Solo and Ensemble Festival (Advanced and Honors Ensemble); and
   - participation in one additional performing group either in school or outside of school (Jazz Ensemble, Chamber Ensemble, community groups, etc.). for Honors Ensemble.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
   - working independently and in groups to solve musical problems;
   - developing independent preparation skills through daily practice;
   - participating in music festivals, clinics and workshops; and
   - performing a solo recital (one major work) each semester, the first in front of their core performance class in school and the second in the evening with full piano or ensemble accompaniment (Honors Ensemble).
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
   - being on time and prepared for each rehearsal;
   - actively and effectively contributing and participating in their ensemble and ensemble events;
   - effectively working together in groups;
   - performing in public concerts;
   - respecting the rights, similarities and differences of others; and
   - demonstrating a high standard of behavior as delineated in the RHS Student Handbook.

BAND (JAZZ BAND)/BASIC ENSEMBLE (#800) 1.0 credit
Grades 9-12
Experience is provided in instrumental ensemble performance with training toward achieving the standards established by the National Association for Music Education (NAFME) for music. Literature from all the major musical periods is studied in rehearsal and performed for the public. Students are required to fulfill the following to meet the requirements of the course: attend and actively participate in rehearsals and performances; actively participate in the development of their musicals skills; reflect comportment suitable to a positive ensemble environment.
Prerequisite: Ability to perform on a wind, percussion, keyboard, or string instrument and/or permission of instructor.

CHORUS/BASIC ENSEMBLE (#802, 802A, 802H) 1.0 credit
Grades 9-12
Experience is provided in choral ensemble performance with training towards achieving the standards established by NAFME. Literature from all the major musical periods is studied in rehearsal and performed for the public. Students are required to fulfill the following to meet the requirements of the course: attend and actively participate in rehearsals and performances; actively participate in the development of their musicals skills; reflect comportment suitable to a positive ensemble environment.

SYMPHONIC ORCHESTRA/BASIC ENSEMBLE (#803, 803A, 802H) 1.0 credit
Grade 9-12
Experience is provided in orchestral ensemble performance with training towards achieving the music standards established by the NAFME. Literature from all the major musical periods is studied in rehearsal and performed for the public. Students are required to fulfill the following to meet the requirements of the course: attend and actively participate in rehearsals and performances; actively participate in the development of their musicals skills; reflect comportment suitable to a positive ensemble environment
Prerequisite: Ability to perform on an orchestral instrument or permission of instructor.

All Ensembles may be taken at Advanced or Honors level by satisfying the below criteria:

- **Advanced Ensemble (Designated with 'A')** Includes criteria from the Basic Ensemble (#800) with addition of the following:
    - Documented ongoing private study with an expert instructor on their instrument or voice (minimum of 6 lessons per quarter)
    - Audition for All-State ensemble (band, orchestra, chorus or jazz ensemble)
    - Solo performance at RIMEA Solo and Ensemble Festival in the spring
    - Attend one formal non-Newport School Department concert each quarter and write a concert review using specified guidelines.
- **Honors Ensemble (Designated with 'H')** In addition to the above criteria and from Basic Ensemble (#800)
    - Performing a solo recital (one major work) each semester, the first in front of their core performance class in school and the second in the evening with full piano or ensemble accompaniment.

GUITAR CLASS 1 (#811) 0.5 credit
Grades 9-12
Experience is provided in basic music literacy using the guitar. Through study of a diverse repertoire of music including classic, folk, and popular styles, students will develop solo and ensemble techniques on the guitar and will develop their ability to read and interpret standard and non-traditional music notations. Students are required to attend and actively participate in all class work; prepare for each class by reviewing assignments at home, and actively participate in the development of their musical skills.

GUITAR CLASS 2 (#816) 0.5 credit
Grade 10-12
This course is a continuation of Guitar, building on previous knowledge. Students are required to attend and actively participate in all class work; prepare for each class by reviewing assignments at home, and actively participate in the development of their musical skills.
***Prerequisite*:** Guitar 1 or permission of the instructor.

UKULELE (#813) 0.5 credit
Grades 9-12
This introductory course provides students the opportunity to develop skills in playing the ukulele. Learn the fundamentals of music through fun, engaging, performance-based activities, along with singing, listening to, and evaluating ukulele music. Through this hands-on classroom experience, students will learn the basics of melody, harmony, rhythm and musical

notation within a meaningful context. Musical terms and historical facts will be covered. Students are welcome to bring their own ukuleles. Let's get strumming!

WORLD MUSIC (#805) **0.5 credit**
Grades 9-12
This course explores the ways that music is both shaped by and gives shape to the cultural settings in which it is performed, through studying selected musical traditions from around the world. Students will be given the opportunity to understand any music from anywhere in the world as social practice — activities in which people participate in various ways. Specific case studies will be examined closely through listening, analysis, and hands-on instruction.
Note: The ability to perform on a musical instrument is not a *Prerequisite* for this class.

MUSIC PRODUCTION STUDIO (#809) **0.5 credit**
Grade 9-12
Experience is provided in music production through the use of the digital-audio software, music notation software, online resources and midi on the Macintosh computer. Working alone and in small groups, students will create their own songs, arrange and loop recorded songs and fine-tune with a computer mixer. Students are required to fulfill the following to satisfy the course requirements: attend and actively participate in all class work; produce several diverse projects using midi, digital audio technology and notation software
Note: The ability to perform on a musical instrument is not a *Prerequisite* for this class.

MUSIC PRODUCTION STUDIO 2 (#810) **0.5 credit**
Grade 9-12
This course is designed to further develop the knowledge and skills learned in Music Production Studio 1 with an emphasis on multi-media production, music composition and film-scoring.
Prerequisite: Successful completion of Music Production 1 and/or permission of instructor.

THEATRE 1 (#051) **0.5 credit**
Grades 9-12
This course is dedicated to enriching the student's knowledge of theatre and developing a greater appreciation of the arts. Students will explore theatre from various viewpoints including: acting, directing, and production. Students will attend or take part in a live theatre performance, by the end of the semester. This course will also include an overview of technical theatre and theatre history. This course does not require previous experience.

THEATRE 2 (#052) **0.5 credit**
Grades 9-12
This course emphasizes basic acting skills through drama exercises including improvisation, movement, concentration, voice production and character development and auditioning. Acting techniques are presented, as well as an assortment of theatre games and teambuilding exercises. Students will attend a live theatre performance, as well as create their own theatrical presentation (either as a group or as a monologue) at the end of the semester.
Prerequisite: Theatre 1

MATHEMATICS

ACADEMIC EXPECTATIONS

1. Students will demonstrate the acquisition of a body of mathematical knowledge by:
   - Producing evidence that demonstrates understanding of number and operation concepts, geometry and measurement concepts, statistics and probability concepts, and function and algebra concepts.
   - Producing evidence that demonstrates the ability to use the basic skills of mathematics, to use technology as a learning tool, to make connections and to appreciate the usefulness of mathematics in the real world.
2. Students will demonstrate the ability to communicate effectively in mathematics by:
   - Properly using the language of mathematics.
   - Organizing and presenting work clearly and correctly.
   - Presenting and explaining logical arguments and mathematical concepts clearly.
   - Participating actively and productively in cooperative learning groups.
2. Students will demonstrate the ability to think critically and to work both collaboratively and independently to solve problems by:
   - Using mathematical concepts and skills to solve a wide variety of non-routine problems that do not lay out specific and detailed steps to follow.
   - Employing forms of mathematical reasoning and proof appropriate to the solution of a problems at hand, including deductive and inductive reasoning.
   - Drawing logical, in-depth conclusions.
   - Exhibiting the proper *Habits of Mind* necessary to be productive thinkers and successful learners.
3. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live, and work in a culturally diverse and democratic society by:
   - Attending class regularly and on time.
   - Being prepared to learn in the classroom.
   - Contributing positively to the establishment of an environment of mutual respect and integrity within the classroom.
   - Consistently completing daily homework assignments and long-term projects.
   - Actively participating in cooperative learning groups.

ALGEBRAIC CONCEPTS (#405) 1.0 credit

Algebraic Concepts provides a curriculum focused on Pre-Algebra skills to prepare students for success in Algebra Students will review basic math operations (add/subtract/multiply/divide) and fundamental math skills including: multiplication tables, fractions, decimals, and percentages. They will also focus on Pre-Algebra skills including simplifying and evaluating expressions, solving equations and inequalities, graphing and problem solving skills.

INTEGRATED MATH PROGRAM I (#417A) 1.0 credit

Integrated Math I provides a curriculum which will allow students to see how mathematical ideas relate to each other through a problem-based approach. Integrated Math I will mimic and reinforce many of the topics students see in Algebra I and Geometry. Topics include, but are not limited to operations with real numbers, algebraic expressions, equations, inequalities, patterns and interpreting graphs, functions, linear, systems, linear programming and quadratics. It will also include measurement and angles, applications of area and perimeter as well as the Pythagorean Theorem and geometric proportion. Students will make connections within the school and community to see how these math concepts relate to real world projects.

INTEGRATED MATH PROGRAM II (#417B) 1.0 credit

Integrated Math II provides a curriculum which will allow students to see how mathematical ideas relate to each other through a problem-based approach. Integrated Math II will mimic and reinforce many of the topics students see in Algebra I and Geometry. Topics include, but are not limited to algebraic expressions and equations, graphing, transformations, congruence,

similarity and right triangle trig. Students will make connections within the school and community to see how these math concepts relate to real world projects.
***Prerequisite*:** Integrated Math I

ALGEBRA I COLLEGE PREP (#407) 1.0 credit
Algebra 1 coursework may include, but is not limited to the study of properties and operations of the real number system, simplifying and evaluating algebraic expressions, solving and graphing first degree equations and inequalities, problem solving skills, exploring functions, operations with and factoring of polynomials and solving simple quadratic equations.

GEOMETRY COLLEGE PREP (#421) 1.0 credit
Geometry is designed to introduce the fundamentals of geometry and right triangle trigonometry. Geometry includes, but is not limited to the study of geometric figures and shapes, their properties and relationships, coordinate geometry, transformations, right triangle trigonometry and applications of geometry in the real world. Logical reasoning and formal proofs of geometric theorems are also included.
***Prerequisite*:** Algebra 1

GEOMETRY HONORS (#421H) 1.0 credit
***Prerequisite*:** Algebra 1 and teacher recommendation or Department Chair approval

ALGEBRA 2 COLLEGE PREP (#402) 1.0 credit
Algebra 2 may include, but is not limited to, field properties and theorems, an extended review of Algebra 1 topics, solution of one and two variable equations, radicals, linear and polynomial functions and relations, exponential functions and their applications.
***Prerequisite*:** Algebra 1 and Geometry

ALGEBRA 2 HONORS (#402H) 1.0 credit
***Prerequisite*:** Algebra 1, Geometry and teacher recommendation or Department Chair approval

PRE-CALCULUS (#412) 1.0 credit
Pre-Calculus provides the foundation for success in higher level college mathematics, specifically Calculus. The course starts with an extensive study of the properties of relationships and functions that are important to our world. During the second semester students will explore conic sections and trigonometric functions, with a focus on analytic trigonometry and its applications.
Prerequisite: Algebra 2

PRE-CALCULUS HONORS (#412H)
Honors Pre-Calculus provides the foundation for success in AP Calculus or Calculus at the college level. The course is divided into two somewhat discrete semesters. The first focuses on a study of the twelve basic functions and then proceeds to study each in more depth, including real world applications. A brief overview of conic sections is also covered. The second semester concentrates on trigonometric functions and then explores analytic trigonometry and its applications.
***Prerequisite*:** Algebra 2 and teacher recommendation or Department Chair approval.

CALCULUS (#413) 1.0 credit
Calculus may include, but is not limited to, the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus.
***Prerequisite*:** Pre-Calculus

ADVANCED PLACEMENT CALCULUS AB (#414) 1.0 credit
This course follows the College Board's suggested curriculum designed to parallel college-level calculus. The following topics will be covered: limits and continuity; differential calculus (including derivatives, derivative formulas, and applications of the derivative including

optimization problems); and integral calculus (including integration, anti-derivative formulas and the application of definite integrals).
***Prerequisite*:** Honors Pre-Calculus and teacher recommendation or Department Chair approval.

ADVANCED PLACEMENT CALCULUS BC (#415) 1.0 credit

AP Calculus BC is the equivalent of an entire first year, two semester college calculus sequence extending the concepts of limits, differentiation, and integration studied in AP Calculus AB to include sequences, infinite series, and parametric, polar and vector valued functions. More attention is given to techniques of integration using parts, trigonometric substitution, partial fractions, and improper integrals. Advanced topics include vector analysis, developed to study lines, planes and surfaces in 3-dimensional space and advanced problem solving techniques. This course is designed for students who have completed calculus.

PROBABILITY & STATISTICS (#431) 1.0 credit

Probability and Statistics introduces the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, tree diagrams, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics also include normal distributions, measures of variation, and use of technology (graphing calculators) to analyze them.
***Prerequisite*:** Algebra 2 and teacher recommendation or Department Chair approval

ADVANCED PLACEMENT STATISTICS (#436) 1.0 credit

This course follows the College Board's suggested curriculum designed to parallel college-level statistics The AP Statistics course is a rigorous, college-level class that provides an opportunity to gain the skills and experience colleges recognize. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns; (2) Sampling and Experimentation: Planning and conducting a study; (3) Anticipating Patterns: Exploring random phenomena using probability and simulation; and (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. All students enrolled in this course are expected to take the Advanced Placement Exam in May.
***Prerequisite*:** Algebra 2 and teacher recommendation or Department Chair approval

CONSUMER MATHEMATICS (#411) 1.0 credit
Grades 11, 12

Consumer Mathematics reinforces general math skills and applies these skills to consumer problems and situations. Topics covered in this course include, but are not limited to, calculating discounts and sales tax, calculating gross and net pay, insurance, checking and savings accounts, credit cards, home and car ownership, budgets, and taxes.

BUSINESS MATH (#410) 1.0 credit
Grades 11, 12

This course provides a review of the fundamentals of arithmetic, as required, and the development of skills necessary to make decisions and solve problems encountered in the real-world business setting. Topics covered will include, but are not limited to, the global economy, social media, sales, marketing, advertising, pricing and selling goods and services, payrolls and taxes.

PERSONAL FINANCE (#406) **1.0 credit**
Grades 11, 12
This course provides students the knowledge to budget, save, spend wisely, avoid debt, and make financially sound decisions. Students will develop an education and career plan that will help them obtain and grow their income over time. In this year long course, students will cover an introduction to personal finance, savings, budgeting, debt, life after high school, consumer awareness, bargain shopping, investing and retirement, insurance, money and relationships, careers and taxes, and giving.

PERSONAL FINANCE (#406-0.5) Semester **0.5 credit**
Grades 11, 12
This course provides students the knowledge to budget, save, spend wisely, avoid debt, and make financially sound decisions. Students will develop an education and career plan that will help them obtain and grow their income over time. In this semester long class, students will cover an introduction to personal finance, savings, budgeting, debt, insurance, careers and taxes.

AP COMPUTER SCIENCE A (#711)
Grades 10-12 **1.0 credit**
This course is equivalent to a first semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. All students enrolled in this course are expected to take the Advanced Placement Exam in May.
Prerequisite: Essentials of Computer Technology & Algebra 1

PHYSICAL EDUCATION & HEALTH

ACADEMIC & BEHAVIORAL EXPECTATIONS
1 Students will demonstrate the ability to think critically and to work cooperatively and or independently to solve problems by:
- Applying movement concepts and principles to the learning and development of motor skills.
- Demonstrating responsible personal and social behavior in a physical activity setting.
- Demonstrating understanding and respect for differences among people in Physical Education.
- Engaging in self or group expression by creating original or interpreting works of art.
- Observing and experiencing objects and ideas through a multitude of senses and form while forming a sophisticated, informed response.
- Demonstrating an understanding of the relationships within personal, cultural, and historical contexts.
- Demonstrating the ability to access valid health information and health-promoting products and services.
- Demonstrating the ability to use goal setting and decision making skills to enhance health
- Demonstrating the ability to advocate for personal, family, community, and environmental health.

4. Students will demonstrate the acquisition of a body of knowledge as contained in the Rogers High School academic expectations by:
    - Demonstrating competency in many movement forms and proficiency in a few movement forms.
    - Applying movement concepts and principles to the learning and development of motor skills.
    - Engaging in self or group expression by creating original, or interpreting, works of art.
    - Relating arts knowledge and skills within and across the arts and other content areas.

- Understanding concepts related to health promotion and disease prevention as a foundation for a healthy life.
- Demonstrating the ability to practice health enhancing behaviors and reduce health risks.
- Demonstrating the ability to use goal setting and decision making skills to enhance health.
- Demonstrating the ability to advocate for personal, family, community, and environmental health.

5. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
   - Demonstrating responsible personal and social behavior in a physical activity setting.
   - Demonstrating understanding and respect for differences among people in Physical Education.
   - Analyzing the influence of culture, media, technology and other factors on health.
   - Demonstrating the ability to advocate for personal, family, community, and environmental health.

PHYSICAL EDUCATION/HEALTH

This course provides all students with opportunities to develop skills and habits that promote lifelong fitness and wellness. Students will actively participate in an environment which encourages lifelong responsibility to physical activity and healthy behaviors. Students who actively participate in this course will learn the social aspects, challenges, and leadership opportunities involved with Physical Education/Health activities. The successful completion of Physical Education/Health is required for all students in each of their four years to be eligible for graduation.

PHYSICAL EDUCATION/HEALTH (#821)	**Grades 9, 10**	**0.5 credit**
PHYSICAL EDUCATION/HEALTH (#831)	**Grades 11, 12**	**0.5 credit**

HEALTH (#826) **0.*5 credit***

Grades 9-12

In this course, students will learn how to maintain, reinforce, and enhance their health, health-related skills, health attitudes and practices. The goal of this course is to enable the student to assess their own lifestyle and risk behaviors and make informed, educated decisions about health issues. Topics may include personal health, mental and emotional health, injury prevention, nutrition, sexuality and family life, disease prevention and control, and substance use and abuse.

ARMY JUNIOR R.O.T.C.

ACADEMIC EXPECTATIONS

Since the early 1900s, the Rogers JROTC program has motivated young people to become better citizens. The values and skills learned serve students in any future profession or occupation. JROTC is not a military recruiting forum nor does it train war fighting skills. No military obligation is incurred by participating in the program. Additionally, the Department sponsors four competitive teams: Varsity Rifle, Drill, Raiders and Academic Decathlon.

1. Students will demonstrate the acquisition of a body of knowledge by:

- Understanding the importance of high school graduation to a successful future and developing a strategy to achieve it.
- Applying basic first aid, map reading, navigation, marksmanship and drill and ceremony skills.
- Understanding and applying basic organizational command and staff procedures.
- Understanding the basic principles and ideas underlying the American political system and applying those which are essential to good citizenship.

- Integrating and applying reading and research skills using a variety of papers, projects and oral presentations.
- Demonstrating knowledge of the effects and dangers of drug abuse, ways to resist negative peer pressure, and how to support others in drug use avoidance.

2. Students will communicate effectively by:
    - Applying the skills necessary to lead and manage in order to achieve specified goals.
    - Understanding and applying information technology to assist in collecting, analyzing and presenting information.
    - Reading critically, speaking concisely and writing clearly.
    - Recognizing and applying good communications skills.
    - Effectively presenting information orally.
    - Demonstrating effective writing skills by writing original thought essays.
    - Presenting or assisting in presenting a period of instruction.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
    - Demonstrating proficiency in basic skills necessary to function effectively as a member of a team.
    - Functioning effectively with others to achieve shared goals.
    - Defining problems and collecting and organizing information.
    - Selecting, implementing and evaluating courses of action.
    - Performing as a role model, coach or counselor to other students.
    - Executing basic drill procedures as a JROTC cadet leader.
    - Teaching, coaching and mentoring subordinates.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
    - Adhering to the rules of Rogers HS and demonstrating a high standard of behavior as delineated in the RHS Handbook and the Viking Battalion Handbook.
    - Participating in at least one community support or service learning project each year.
    - Displaying leadership potential and the ability to work cooperatively with others.
    - Demonstrating leadership in situations involving conflict resolution.
    - Demonstrating positive self-esteem and winning behavioral concepts in a culturally diverse cadet battalion.
    - Demonstrating knowledge of the dangers of substance abuse and the importance of mental management, including goal setting.
    - Continually modeling productive citizenship.

Rogers High School is one of thirty-five high schools in New England with a charter to have an Army Junior Reserve Officer Training Corps. The detachment has been in place since the early 1900s, and counts among its many graduates an Army Major General. This activity is open to all male and female students, 13 years of age or older in grades nine through twelve. The program prepares high school cadets for challenging leadership roles while making them aware of their rights, responsibilities, and privileges as citizens of the city, state, and nation. This program has been recognized multiple times by the Department of the Army as an "Honor Unit With Distinction," its most prestigious award. The underlying philosophy of the program stated succinctly is that "self-discipline is the only real discipline." It is designed to be a challenging but thoroughly enjoyable stimulus for promoting graduation from high school, and provides instruction and community-oriented activities that benefit the cadet, community, and the nation.

No military obligation is incurred with the Jr. ROTC Program, and it is not a recruiting forum. The values and skills learned serve students well in any occupation or profession; however, the program has proven to be of great value to students who later choose to enter the US Armed Forces, apply for senior ROTC (Army, Navy, or Air Force), college scholarships, or apply to one of the military academies. The instructors are retired, thoroughly experienced, Army commissioned and noncommissioned officers. The US Army provides all textbooks, uniforms, and equipment at no expense to the students.

The Drill Team, Air Rifle Team and "Raider Challenge" Team host events and travel throughout New England to participate in competition. The Color Guard also participates in numerous school and community activities during the year. The annual Military Ball is one of the social highlights of the school year. The program has been carefully designed to supplement and enhance the entire high school experience. Our goal is to graduate students who are self-disciplined and self-confident, armed with the knowledge that they can truly be all that they want to be, regardless of what future occupation they pursue.

ROTC LEADERSHIP TRAINING 1 (#951) 1.0 credit
Grades 9 – 12
This course includes instruction in the organization and functions of the US Army, leadership skills, and life skills education. The content of this course covers, but is not limited to, the history and evolution of the Army, including its structure, operations, customs and courtesies; maps and navigation; first aid, personal hygiene, and field sanitation; and substance abuse prevention.

ROTC LEADERSHIP TRAINING 2 (#952) 1.0 credit
Grades 10 -12
This course continues to emphasize the development of basic concepts of leadership covered in Course 951. The content of this course covers, but is not limited to, ongoing instruction in leadership principles and citizenship; drill and ceremonies; organization structure; command and staff relationships, functions and responsibilities; significant military campaigns and leaders; map-reading and orienteering; weapon safety and marksmanship; and survival training. Students are required to wear a JROTC uniform to specified formations and events and participate weekly in physical fitness activities.
Prerequisite: ROTC Leadership 1

ROTC LEADERSHIP TRAINING 3 (#953) 1.0 credit
Grades 11-12
This course continues to emphasize leadership development and serves to strengthen students' leadership skills including planning, problem-solving, motivation, performance appraisal and management skills while allowing them to assume leadership duties. Students study topics such as military history, map-reading and orienteering, marksmanship, and drill and ceremonies at an advanced level. Students are required to wear a JROTC uniform to specified formations and events and participate weekly in physical fitness activities.
Prerequisite: ROTC Leadership 2

ROTC LEADERSHIP TRAINING 4 (#954) 1.0 credit
Grade 12
As the capstone event in the JROTC curriculum, this course requires students to apply leadership and communicative skills effectively in an assigned command or staff position within the cadet battalion. Skills and training acquired in previous ROTC courses are studied at an advanced level. Students are required to wear a JROTC uniform to specified formations and events and participate weekly in physical fitness activities.
Prerequisite: ROTC Leadership 3

SCIENCE

ACADEMIC EXPECTATIONS
1. Students will demonstrate the acquisition of a body of knowledge about:
- The properties and structure of matter, forms and transfer of energy, and the physical and chemical interactions of matter and energy.
- The processes of cellular life and the fundamental life systems.
- The processes of the earth's systems, and the structure and dynamics of the earth and other celestial bodies.

- The understanding of the connections among the science disciplines and the relationships of science and technology to other areas.
- The understanding of the interrelationship between human activity and the natural environment.

2. Students will communicate effectively by:
   - Representing data and results in multiple ways.
   - Reading critically, comprehending and questioning.
   - Speaking concisely
   - Writing clearly
   - Listening carefully and giving constructive feedback.
   - Framing questions so as to encourage inquiry.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
   - Applying the scientific method
   - Applying scientific principles
   - Using traditional laboratory equipment and current technological tools.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
   - Maintaining high standards of academic honesty.
   - Accepting responsibility for personal decisions and actions.
   - Exhibiting punctuality and regular attendance.
   - Completing assignments as scheduled.
   - Displaying appropriate classroom behavior.

PHYSICAL SCIENCE (#510) **1.0 credit**
Grade 9
Physical Science involves the study of earth and space science and the structures and states of matter. This course may include, but is not limited to, such topics as forms of energy, wave phenomenon, electromagnetism, and physical and interactions. Honors endorsement offered.

BIOLOGY/LAB SCIENCE – Grades 10 -12
This course is designed to provide information regarding the fundamental concepts of life and life processes. Biology may include, but is not limited to, such topics as cell structure and function, general plant and animal physiology, genetics and taxonomy.

COLLEGE PREPARATORY BIOLOGY/LAB SCIENCE (#533) **1.0 credit**

HONORS BIOLOGY/LAB SCIENCE (#534) **1.0 credit**

ADVANCED PLACEMENT BIOLOGY (#535) **2.0 credits**
Grades 11-12
Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology stresses basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e. taxonomy, plants, animals and ecology). AP Biology includes college-level laboratory *experiments.* All students in this course are expected to take the Advanced Placement Exam in May. Students who are enrolled in this course may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information.
Prerequisite: B- or better in CP Biology or Department Chair approval.

CHEMISTRY/LAB SCIENCE – Grades 10 - 12
Chemistry involves the study of composition, properties, and reactions of substances. This course may include, but is not limited, the behavior of solids, liquids, and gases and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

COLLEGE PREPARATORY CHEMISTRY /LAB SCIENCE (#543) 1.0 credit

HONORS CHEMISTRY/LAB SCIENCE (#545) 1.0 credit

ADVANCED PLACEMENT CHEMISTRY (#544) 2.0 credits
Grade 11
Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory chemistry courses. Basic concepts of inorganic chemistry are reviewed and explored at greater depth than in the first year course. New areas are introduced and previous topics are covered such as: nuclear chemistry, thermodynamics, equilibrium, electro-chemistry and gas laws. The primary focus of this course is mathematical problem solving in chemistry. All students in this course are expected to take the Advanced Placement Exam in May. Students who are enrolled in this course may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information.
Prerequisite: College Prep Chemistry and Department Chair approval

EARTH SCIENCE/LAB SCIENCE (#570) 1.0 credit
Grades 10-12
This course is an in-depth study of the principles of astronomy, meteorology, oceanography, and geology. Geological Earth Science is emphasized. Laboratory exercises are an integral part of this course.

PHYSICS/LAB SCIENCE

Physics involves the study of the forces and laws on nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes Newton's Laws, waves, and the examination of sound, light and electricity.

COLLEGE PREPARATORY PHYSICS/LAB SCIENCE (#553) 1.0 credit
Grades 11 -12
Prerequisite: Algebra 2/Trigonometry or Department Chair approval.

ADVANCED PLACEMENT PHYSICS/LAB SCIENCE (#555) 1.0 credit
Grade 12
Designed by the College Board to parallel college-level physics this course provides a systematic introduction to the main principals of physics. Course content includes mechanics, kinematics, dynamics, energy, momentum, electrostatics, and basic electricity. All students in this course are expected to take the Advanced Placement Exam in May. Students who are enrolled in this course may participate in Rhode Island College's Early Enrollment Program. See page 11 for more information.
Prerequisite: Students should be enrolled in either pre-calculus or calculus

INTEGRATED SCIENCE I & II/LAB 1.0 credit
Grades 10-12
This course offers an integrated approach to learning Physical Science, Biology, and Chemistry, through the Newport Project – an innovative collaboration with the English Language Arts. As part of the Newport Project, students develop community partnerships based on an area of interest and participate in research and hands-on, place-based learning to become specialized in that area. Laboratory investigations are modeled after science fieldwork experiences, which include: Rose Island, Thames Glass, the Newport Mansions, Ballard Park, and the Potter League. This course is only open to sophomores, juniors and seniors concurrently enrolled in Newport Project English Language Arts.
INTEGRATED SCIENCE I (#511)
INTEGRATED SCIENCE II (#513)

- SCIENCE ELECTIVES -

ANATOMY & PHYSIOLOGY/LAB SCIENCE (#561) **1.0 credit**
Grade 12
This course is an advanced approach to the study of the human body. Each organ system is studied in detail. Structure, function, and principles of health maintenance are emphasized. Dissection is a required part of the course.
Prerequisite: College Preparatory Biology

AP COMPUTER SCIENCE A (#711) **1.0 credit**
Grades 10-12
This course is equivalent to a first semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. All students enrolled in this course are expected to take the Advanced Placement Exam in May.
Prerequisite: Essentials of Computer Technology & Algebra 1

BIOTECHNOLOGY/LAB (#534) **1.0 credit**
Grade 12
Biotechnology is a course designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students attain knowledge about the field of biotechnology and deeper understanding of the biological concepts used (examples may include *cutting edge technology, pharmaceutical research and development, cloning and gene therapy, current and controversial issues*.) Furthermore, students will explore and evaluate career opportunities in the field of biotechnology through readings, laboratory experiments, class discussions, research projects, guest speakers, and/or workplace visits. *The techniques and knowledge gained in this course will allow students to venture off into many different fields after high school such as medicine, genetics, microbiology, virology and forensics.*
Prerequisite: College Preparatory Biology

DESIGN AND INNOVATION (#577) **0.5 credit**
Grades 10-12
This course will introduce students to the fundamental principles of engineering. Once a problem is identified, students will learn the basic scientific principles (i.e. circuit devices and laws), will look at existing solutions and propose ways to apply them to the current situation. Students will then implement and test their design. The course will be inquiry based, with students creating products. Possible areas of focus would include:

- Electrical engineering
- Chemical engineering
- Environmental engineering
- Mechanical engineering
- Marine engineering
- Robotics- designing an automated device that can go to different environments (i.e. underwater, airborne, on land)
- Environmental- designing water treatment and purification systems
- Transportation- use of natural resources and the impact on the environment

CRIMINALISTICS (#529) **0.5 credit**
Grades 10-12
Criminalistics looks at the world of the forensic scientist as applied to criminal investigations. Students are encouraged to participate in class discussions and activities. Activities and informal laboratories offer students the opportunity to practice actual techniques used by law

enforcement officials including fingerprint lifting, hair analysis, ballistics comparisons, and interrogation techniques.

HORTICULTURE I (#591), HORTICULTURE II (592) **0.5 credit**
Grades 9-12
This course will focus on introductory aspects of the plant sciences. Students will demonstrate proficiency in the classification and identification of specimens collected from field studies and will demonstrate knowledge of ornamental plant species, native plant species, lawn maintenance, perennials, annuals, evergreens, trees and vines. Students will also learn proper care and maintenance of plant species, as well as various propagation methods associated with horticulture.

ROBOTICS (#581) **0.5 credit**
Grades 10-12
This course will focus on engineering and design of Remotely Operated Vehicles (ROVs). Content areas of history, current and future use will be explored. Additionally, areas of structure, materials, propulsion systems, ballast systems, use of sensors, and electrical schematics will be covered. This course will primarily focus on these technological aspects of the world of ROVs.

SCIENCE OF DRUG INTERACTIONS (#528) **0.5 credit**
Grades 11-12
This course will investigate information on physiological and toxic effects of chemical toxins and carcinogens. The focus will be on how humans process various drugs and toxins along with their short-term and long-term effects to the body and mind. A variety of drugs will be investigated.

HISTORY/SOCIAL SCIENCES

ACADEMIC EXPECTATIONS
In order to graduate from Rogers High School, three years of social studies are required.

1. Students will demonstrate the acquisition of a body of knowledge by:
   - Reading for comprehension in the Social Studies classes offered at RHS
   - Evaluating and interpreting a variety of historical data, including primary and secondary sources.
   - Connecting the meaning of time and chronology as the basis for organizing historical thought.
   - Developing historical knowledge of major events and phenomena through the development of World and US History while identifying major issues, problems, and decision making in regard to these historical events.
   - Analyzing the geographic world regions – using historical, cultural, economic, and political characteristics.
   - Understanding and applying the basic principles and ideas underlying the American political system.
   - Applying the Five Themes of geography in understanding the role of geography in the development of human history and activities.
   - Integrating academic and career decision making skills as related to the Social Sciences.
2. Students will communicate effectively by:
   - Listening, observing, and reading primary and secondary sources.
   - Locating, selecting and organizing information.
   - Using information technology to assist in collecting, analyzing, and presenting information.
   - Developing formal written reports organized in a logical and purposeful manner.
   - Communicating as an individual, in groups, and as a class.
   - Developing multi-media presentations combining various communication techniques.

- Using the fundamental process of speaking and listening to express, learn, and explore the Social Sciences.

3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
   - Applying the problem solving strategies in purposeful ways, both in situations where the problem and desired outcomes are clearly evident and in situations where they are not.
   - Organizing historical thoughts by gathering, organizing, examining, evaluating, and interpreting data.
   - Using research techniques in the classroom.
   - Creating original ideas and solutions when dealing with Social Science projects.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
   - Modeling productive citizenship
   - Managing and directing his/her own learning
   - Functioning effectively with others to achieve a shared goal.
   - Adhering to the class profile of expectations in the Social Studies course offerings.
5. Though slightly varied in classes, in general:
   - Attends class and arrives on time with appropriate tools
   - Plans and follows through with goals, assignments, projects, papers, etc.
   - Meets deadlines
   - Adhering to the discipline code of the school as outlined in the RHS handbook

WORLD HISTORY **Grade 9**

World History is a survey course that covers history from early modern times to the present. Units of Study include: Early Modern Times: 1300-1800 (The Renaissance and Reformation, Scientific Revolution, European Exploration and Conquest; The Enlightenment and Revolution), 1700-1850 (American Revolution, French Revolution, Industrial Revolution), Industrialism and a New Global Age: 1800-1914 (Nationalism in Europe, Western Democracies, Imperialism, China and Japan), War and Revolutions: 1910-1955 (World War I, Russian Revolution, World War II and Aftermath); The World Since 1945: 1945-Present (The Cold War, Developing Nations, Regional Conflicts, Latin America, The Middle East, Asia, Africa, Globalization and the Global Economy). Students develop an understanding of the major themes in the study of World History, develop the ability to analyze historical evidence, and develop the ability to analyze and express historical understanding in writing.

WORLD HISTORY (#602) **1.0 credit**

WORLD HISTORY HONORS (#602H) **1.0 credit**

Prerequisite: Department Chair approval.

UNITED STATES HISTORY I - 1492-1877 **Grade 10**

This required course surveys the development of the United States using the History Standards which include: Chronological Thinking, Use of Historical Data, Analysis and Interpretation and Historical Knowledge. The history of the United States is traced from the Age of Exploration through the end of Reconstruction. Students develop an understanding of the major themes in the study of US History, develop the ability to analyze historical evidence, and develop the ability to analyze and express historical understanding in writing.

UNITED STATES HISTORY I - 1492-1877 (#671) **1.0 credit**

UNITED STATES HISTORY I - 1492-1877 HONORS (#671H) **1.0 credit**

Prerequisite: Department Chair approval.

UNITED STATES HISTORY II - 1877-Present (#672) **1.0 credit**
Grade11

This is a survey course that traces the basic concepts of American History from the Compromise of 1877 through present day. This required course surveys the development of

the United States using the History Standards which include: Chronological Thinking, Use of Historical Data, Analysis and Interpretation and Historical Knowledge. Students develop an understanding of the major themes in the study of US History, develop the ability to analyze historical evidence, and develop the ability to analyze and express historical understanding in writing. Students are required to participate in the National History Day program**.**

- HISTORY/SOCIAL SCIENCE ELECTIVES -

ADVANCED PLACEMENT UNITED STATES HISTORY (#670) 1.0 credit
Grade 11
Following the College Board's suggested curriculum designed to parallel college-level US History courses, AP US History provides students with the analytical skills and factual knowledge necessary to critically address problems and materials in US History. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past. All students are required to participate in the National History Day program and expected to take the Advanced Placement Exam in May.
Prerequisite: Final grade of B or above in US History and Department Chair approval. Summer reading assignment must be completed.

ADVANCED PLACEMENT EUROPEAN HISTORY (#632) 1.0 credit
Grades 10-12
This course follows the Advanced Placement curriculum written by the College Board as preparation of the College Board Advanced Placement Exam. All students in this course are expected to take the Advanced Placement Exam in May. AP European History covers the period 1450 to present. Due to the level and purpose of this course, students must be prepared to do extensive reading of primary and secondary sources, research projects and essays. At least one term paper is required. A summer reading list must be completed. Emphasis is placed on cultural, scientific, and philosophical developments in European history, as well as political developments. This course provides an excellent opportunity for high school students to experience the pace of a college course. This is a course for students with a strong desire to study history or related fields in college.
Prerequisite: Final grade of B or above in previous Social Studies course and Department Chair approval. Summer reading assignment must be completed.

INTRODUCTION TO PSYCHOLOGY (#684) 1.0 credit
Grades 11-12
This course introduces students to the basic concepts of psychology. Topics include such areas as personality, human growth and development, counseling and psychotherapy. Students must be willing to participate in class discussions and work together on class projects. Critical essays, research papers and projects are required each quarter. This course is recommended for college bound students.

ADVANCED PLACEMENT PSYCHOLOGY (#655) 1.0 credit
Grade 12
AP Psychology follows the College Board's suggested curriculum designed to parallel a college-level psychology course. All students in this course are expected to take the Advanced Placement Exam in May. AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.
Prerequisite: Final grade of B or above in US History II and Department Chair approval. Summer reading assignment must be completed.

THE HISTORY OF SPORTS IN AMERICA (#609) **0.5 credit**
Grades 9-12
Leisure and recreation—and how they change over time—can reveal much about a culture. This course examines the history of sport in the United States in order to better understand American identity. From early games played by Native Americans, enslaved Africans, and English colonists to the global, multi-million-dollar spectacles of the 21st century, the course surveys the development of sport throughout the nation's history. Looking through the lens of sport, this course explores issues of immigration, race relations, religion, class, gender, business, politics, and nationalism. Students have the opportunity to think about how sport mirrors—and at the same time shapes—critical ideas and values in American society.

ABNORMAL PSYCHOLOGY (#614) **0.5 credit**
Grades 11-12
This semester class examines multiple aspects Abnormal Psychology in order to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior. The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including behavioral, biological, and sociocultural perspectives. Specific disorders to be reviewed include mood, anxiety, substance use, eating, and child spectrum disorders (e.g. attention deficit/hyperactivity disorder, conduct disorder, etc.). Current empirically based treatments for mental disorders will also be reviewed.

INTERNATIONAL STUDIES & LEADERSHIP: THE WORLD TODAY (#612) **0.5 credit**
Grades 9-12
Dramatic changes are taking place in the world of the early 21st century. This class illuminates current world issues, events and people. Close attention is given to such topics as international relations, nuclear proliferation, human rights, terrorism, global business patterns, and major innovations that continue to shape the world we live in.

INTRODUCTION TO ECONOMICS (#679) **0.5 credit**
Grades 11-12
This course introduces students to basic concepts in the study of economics including: the United States free enterprise system and other types of economic systems; personal finance; spending, saving and investing-the role of consumers; the stock market; supply and demand; the role of labor, business and government; the global economy; economic issues of today.

RHODE ISLAND HISTORY (#636) **0.5 credit**
Grades 10-12
This course examines the history and culture of the state of Rhode Island as well as the history of the City of Newport. From the founding by Roger Williams in 1636 to America's industrial revolution to facing the challenges of globalization in the twenty-first century, students will learn about what makes the smallest state in the union unique.

SOCIAL PSYCHOLOGY (#613) **0.5 credit**
Grades 11-12
This course begins with an introduction to social psychological methods, principles and theories. Students will explore how these concepts can be applied to modern day issues. Topics of study will, when appropriate, be generated based on student interest. Topics will include social cognition, attitudes and behaviors, interpersonal attraction, stereotyping, prejudice and discrimination.

SOCIOLOGY (#611) **0.5 credit**
Grades 11-12
This course examines human behavior by considering the impact of the group on the individual and conversely, the individual on the group. Associated subfields under consideration will include: cults, social problems and social change.

YOUTH AND THE LAW (#654) **0.5 credit**
Grades 10-12
The focus in this course is the study of civil law, criminal law and the judicial process. In this course students will examine and participate in simulated cases of intentional and unintentional liability and various criminal offenses. Students will actively replay the judicial process. Guest speakers, field trips (where possible), and simulated experiences are widely used in this course of study. Essays, projects and research papers on the criminal justice system are required.

SPECIAL EDUCATION

Rogers High School's Special Education program is committed to allowing students of all abilities to actively participate in general education courses in the least restrictive environment. Academic Lab and collaborative courses will adhere to general education curriculum. This curriculum will be modified and accommodations will be made to meet students' needs.

Rogers High School will ensure all students with an Individual Education Plan (IEP), will have access to a rigorous curriculum that aligns with grade span expectations in order to prepare students for post-secondary education.

ACADEMIC LAB (#989/990) **0.5 to 1.0 credit**
Grades 9-12
Credits based on time allotted in IEP.
The Resource program is designed to support students with an Individualized Education Plans (IEP) to meet their IEP goals, which are designed to help them make progress in the general education curriculum. Students with IEPs meet with resource teachers and para-educators to remediate skills and develop strategies to be successful in their general education classes. In order to transition to post high school life, training in self-determination will be part of the resource curriculum.

LIFE MANAGEMENT 1 (#941) **1.0 - 2.0 credits**
Grades 9-12
Credits based on time allotted in IEP
This course is designed for students with an Individualized Education Plans (IEP) to introduce and reinforce daily living, personal, and social skills, as well as occupational guidance and preparation. Course content focuses on helping the student develop self-awareness, self-confidence, and independent living skills through classroom and community

TRANSITION (#923) **2.0 credits**
Grades 10-12
Credits based on time allotted in IEP
This course will with focus on vocational training and preparation. Participation in vocational assessments and on-the job internships are encouraged, especially in the senior year.

TRANSITION TO EMPLOYMENT (#948) **1.0 credit**
Grade 12
This job readiness course is designed to assist students in the planning for short-term and long-term employment. Students will learn to use resources to explore careers, write resumes, conduct job searches, and participate in the interview process. Guest speakers and job visits will be an integral part of the course. On-line surveys will be used to develop student profiles, and students will develop portfolios.

WORLD LANGUAGE

ACADEMIC EXPECTATIONS

1. Students will demonstrate the acquisition of a body of knowledge by:
   - Reading for understanding.
   - Organizing ideas for written and oral expression.
   - Interpreting oral information.
   - Expressing cultural awareness.
2. Students will communicate in the language by:
   - Expressing themselves in written and spoken forms.
   - Understanding and responding to various situations.
   - Using cultural forms of expression.

3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by using appropriate vocabulary and grammatical structures in oral and written expression.
4. Students will demonstrate an understanding of their rights and responsibilities in the classroom setting by:
   - Developing an appreciation for world cultures.
   - Assuming responsibility for their learning and behavior.
   - Accepting consequences for any transgressions.

In addition, all World Language courses address the National World Language Standards based on American Council on the Teaching of Foreign Languages (ACTFL) guidelines and are in line with the mission and expectations document and departmental expectations.

Ninth grade students who enroll with previous World Language experience at the middle school level may enroll in higher levels, if they qualify. Students entering Rogers from any other school, who want to begin at an advanced level must meet with Rogers World Language Department Chairperson and/or pass a placement exam.

FRENCH 1 (#301) **1.0 credit**
Grades 9-12
French 1 introduces the four language skills of listening, speaking, reading, and writing along with the knowledge of the culture and customs of the francophone world. Students will acquire vocabulary and grammar necessary for advancement to French 2.

FRENCH 2 (#302) **1.0 credit**
Grades 9-12
French 2 enhances the four language skills of French 1 through continued study of contemporary situations, pronunciation, vocabulary, grammar, and exposure to contemporary reading selections. Cultural readings, free writing assignments, and communication are emphasized.
Prerequisite: Minimum grade of C in French 1 or Department Chair approval.

FRENCH 3 (#303) **1.0 credit**
Grades 10-12
French 3 continues the four skills begun in French 2 through the study of more advanced vocabulary, communicative activities, pronunciation and grammar. In addition, students read selections from French/French Canadian/francophone authors and begin to write creatively, analyze texts, and express themselves in French.
Prerequisite: Minimum grade of C in French 2 or Department Chair approval.

FRENCH 4 (#304) **1.0 credit**
Grades 11-12
French 4 provides the opportunity for the advanced French student to study major literary works. Emphasis is on speaking, enhancing writing skills through peer/teacher corrections,

and strengthening student ability to analyze and discuss literature. The class is conducted in French. Students who are enrolled in French 4 may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information.
Prerequisite: Minimum grade of C in French 3 or Department Chair approval.

FRENCH 5 (#305) **1.0 credit**
Grades 11-12
French 5 continues to provide the opportunity for the advanced French student to study major literary works. Emphasis continues on speaking, enhancing writing skills through peer/teacher connections, and strengthening student ability to analyze and discuss literature. The class is conducted entirely in French. Students who are enrolled in French 5 may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information.
Prerequisite: Minimum grade of C in French 4 or Department Chair approval.

SPANISH 1 (#331) **1.0 credit**
Grades 9-11
Spanish 1 introduces the four language skills of listening, speaking, reading and writing. Students will also gain knowledge of the institutions and customs of the many Spanish-speaking countries. Students will acquire vocabulary and grammar necessary for advancement to Spanish 2.

SPANISH 2 (#332) **1.0 credit**
Grades 9-12
This course continues to work on pronunciation, vocabulary acquisition, communicative activities, grammatical concepts, cultural awareness and reading comprehension begun in Spanish 1. Grammatical concepts become more complex and scaffold on Spanish 1 content.
Prerequisite: Minimum grade of C in Spanish 1 or Department Chair approval.

SPANISH 3 (#333) **1.0 credit**
Grades 10-12
Spanish 3 continues to build upon the work begun in Spanish 2. There is more emphasis on speaking and listening skills than in level 1 or 2, and class is conducted almost entirely in Spanish. Students study the history and culture of Mexico through the readings and discussion of Mexican legends.
Prerequisite: Minimum grade of C in Spanish 2 or Department Chair approval.

SPANISH 4 (#334) **1.0 credit**
Grades 11-12
This course emphasizes improving oral/aural communication and written skills. A study of the history, culture and literature of Spain is begun through the reading of selected literary works and through videos. This class is conducted in Spanish. Students who are enrolled in Spanish 4 may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information.
Prerequisite: Minimum grade of C in Spanish 3 or Department Chair approval.

SPANISH 5 (#335) ***1.0 credit***
Grades 11-12
This course continues to improve oral/aural communication and written skills. A study of the history, culture and literature of Spain is continued through the reading of selected literary works and through videos. This class is conducted in Spanish. Students who are enrolled in Spanish 5 may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information.
Prerequisite: Minimum grade of C in Spanish 4 or Department Chair approval.

SPANISH FOR NATIVE SPEAKERS

Spanish for Native Speakers supports, reinforces, and expands student knowledge of their native language. Because students understand at least the rudiments and structures of the language and have a working vocabulary (to a greater or lesser degree), this course often moves faster than regular Spanish language courses and it emphasizes literary development with a study of literature and composition.

SPANISH FOR NATIVE SPEAKERS I (#336) **1.0 credit**
Grades 9-12

SPANISH FOR NATIVE SPEAKERS II (#338) **1.0 credit**
Grades 9-12

ADDITIONAL LEARNING OPPORTUNITIES

ADVANCED COURSEWORK NETWORK **0.5 – 1.0 credit**
Grades 10 -12

Rogers High School, along with other Rhode Island public secondary schools, have the opportunity to expand the advanced level coursework available to their high school and middle school students through a new initiative, the Advanced Coursework Network.

Enriching experiences with advanced coursework help students get a head start on post-secondary success, master the skills required of a lifelong learner, and be prepared for jobs in sectors critical to Rhode Island's future prosperity. The Advanced Coursework Network is designed to help districts and schools meet this need by creating opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway.

The course offerings may be half or whole year classes and will include advanced science and mathematics courses, as well as Advanced Placement (AP©), world languages, career-focused and dual/concurrent enrollment courses.

The options available to schools and students will be offered through high quality, state-approved course providers, with possibilities ranging from local industry training programs to advanced courses at Rhode Island's colleges and universities. Courses will be offered in a variety of formats including face to face, blended and virtual.

Students interested are asked to review the catalog of semester and year-long courses offerings, application requirements and speak with their school counselor. (http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx#33621213-students-and-families)

THE VIRTUAL HIGH SCHOOL **0.5 - 1.0 credit**
Grades 9-12

VHS, Inc. is a national nonprofit organization, which provides over 200 NetCourses online to participating schools across the country and around the world. Course offerings include a wide variety of high school level courses ranging from advanced academic courses to specialized courses and unique electives (CP, Honors, AP courses such as those listed within this program). VHS NetCourses are either a semester (15 weeks) or a year (33 weeks) in duration, and are delivered to students via the Internet. Using a private password, each student accesses his or her NetCourse from any computer with an Internet connection.

VHS NetCourses are seminar-based. Students interact, exchange information, and participate in group discussions with their classmates and their teacher. Students can join discussions and work on assignments at any time convenient to them, within a mandated schedule. Students and instructor never "meet" live; all discussions take place as postings within online discussion forums.

Students interested are asked to review the catalog (VHSCollaborative.org/catalog) and see their school counselor if you are interested in a VHS course. Please note: Connection Learning Courses in the catalog are not available at RHS.

VHS courses are not typically recommended for students in the 9th grade. Students must be motivated, able to work independently, and meet all course deadlines.

RUNNING START PROGRAM AT COMMUNITY COLLEGE OF RHODE ISLAND

The Running Start Program is a dual enrollment program for high school seniors who have demonstrated the academic achievement and maturity necessary to enroll in college courses during their senior year of high school. Seniors who wish to study at CCRI on a full-time basis (12 credits) during the day may be eligible to earn college credit and credit toward high school graduation simultaneously if the student meets the following:

1. A cumulative high school average of "B" and submission of an official high school transcript
2. Permission of parent or guardian
3. Recommendation from a school counselor or principal accompanied by a list of courses that includes requirements for graduation from high school and other recommended college courses
4. Accuplacer testing that demonstrates readiness at the college level in reading, writing, and math is required.

Students interested the Running Start program should meet with their school counselor and review program information located on the CCRI website. (www.ccri.edu/oes/admissions/partnerships/runningstart)

ENRICHMENT COURSES THROUGH THE COMMUNITY COLLEGE OF RHODE ISLAND

Students in their junior and senior year are eligible to take 2 courses per the fall and spring semesters at CCRI and may apply the earned credits to their high school transcript as well as begin to build their college transcript. Interested students should meet with their school counselor prior to the start of the expected college semester to assist in the enrollment process. Under the enrichment course guidelines, textbooks purchases may be reimbursed by the district with the understanding that the books will be returned to the district at the end of the semester. Students are required to provide their own transportation to and from CCRI.

ACCELERATED-ALTERNATIVE LEARNING PROGRAM

The Accelerated Learning Program (ALP) is an accelerated learning center for struggling students in grades nine through twelve. The purpose of the program is to provide students with the skills that will improve their academic performance, self-esteem, and sense of personal responsibility.

Although reasons vary for students to enter the ALP, a common thread among them is their inability to reach their full academic potential in a traditional class setting. With the benefit of smaller classes, the staff at the ALP can develop individual programs for students and maintain regular contact with parents/guardians. The ALP is based on the philosophy that students must assume greater responsibility for their learning and conduct. Students will receive the necessary support, trust, and freedom to take on this responsibility. The ALP staff, in partnership with parents, will work to ensure the success of all students. Families are required to participate in team meetings with regard to student progress.

As the ALP is structured to provide a small, supportive structure, seats in this program are limited and require a referral or application process. The application process begins with an initial referral to RtI – Response to Intervention through the *Request for ALP* process for the regular education student, which may be made by the parent/guardian, a teacher, administrator, guidance counselor or the student. Through a team meeting with the RHS & ALP staff, the student and family an evaluation of academic and behavioral support needs and best fit solutions will determine whether ALP is appropriate for the student.

ALP is not necessarily a permanent placement so students who have met their desired goal may transition back to the traditional RHS setting at an appropriate time within the school year or at the start of the new school year.

Students who are interested in either full enrollment or remediation through ALP class offerings are asked to meet with their school counselor to explore the ALP option.

SUMMARY OF COURSES BY DEPARTMENT

English

Meets Requirement				Electives		
Crse #	**Course Title**	**Crdt**		**Crse #**	**Course Title**	**Crdt**
292	9th Grade English	1.0		231	College Writing	0.5
202	10th Grade English	1.0		233	Creating Writing	0.5
212	11th Grade English	1.0		234	Ideology of Fairy Tales	0.5
271	AP Language & Composition	1.0		235	Film Studies	0.5
222	12th Grade English	1.0		236	Lyrics as Contemporary Poetry	0.5
272	AP Literature & Composition	1.0		**Crse#**	**Literacy Supports**	**Crdt**
231+ 222	College Writing IF paired with semester of English 12	1.0		260-263	Literacy 9, 10, 11, 12	0.5-1.0
297	English as Second Language 1	2.0		266	ESL Literacy	1.0
299	English as Second Language 2	1.0		268	Intensive Support – Word Work	1.0

Mathematics

Meets Requirement				Meet Requirement		
Crse #	**Course Title**	**Crdt**		**Crse #**	**Course Title**	**Crdt**
405	Algebraic Concepts	1.0		414	AP Calculus AB	1.0
407	Algebra 1	1.0			AP Calculus BC	1.0
417A	Integrated Math Program I	1.0		436	AP Statistics	1.0
417B	Integrated Math Program II	1.0		406	Personal Finance	0.5-1
421	Geometry	1.0		410	Business Math	1.0
402	Algebra 2	1.0		411	Consumer Math	1.0
412	Pre-Calculus	1.0		431	Probability & Statistics	1.0
413	Calculus	1.0		711	AP Computer Science A	1.0
Math Supports						
407N	Numeracy for Algebra	1.0		421N	Numeracy for Geometry	1.0

Fine and Performing Arts (all meet requirement)

Crse #	Art	Crdt		Crse #	Music	Crdt
0371	Art 1	0.5		800	Band (Jazz Band)/Basic Music Ensemble (incl. Honors & Advanced)	1.0
023	Painting	0.5				
041	2D Design	0.5				
042	3D Design	0.5		802	Chorus/Basic Ensemble (incl. Honors & Advanced)	1.0
038	Metalcraft	0.5				
021	Drawing	0.5		803	Symphonic Orchestra/Basic Ensemble (incl. Honors & Advanced)	1.0
033	Contemporary Crafts	0.5				
024	Ceramics	0.5				
032	Advanced Ceramics	0.5		811	Guitar Class 1	0.5
035	MUSE – Museum Studies	0.5		816	Guitar Class 2	0.5
036	MUSE2 – Museum Studies Independent Study	0.5		813	Ukulele	0.5
				805	Word Music	0.5
0391	Studio Art 1	0.5		809	Music Production Studio 1	0.5
0392	Beyond Student Art 1	0.5		810	Music Production Studio 2	0.5
051	Theatre 1	0.5				
052	Theater 2	0.5				

Science

Meets Requirement				Meets Requirement		
Crse #	**Course Title**	**Crdt**		**Crse #**	**Course Title**	**Crdt**
510	Physical Science	1.0		561	Anatomy & Physiology/Lab	1.0
533	Biology/Lab Science	1.0		711	AP Computer Science A	1.0
535	AP Biology	1.0		534	Biotechnology/Lab	1.0
543	Chemistry/Lab Science	1.0		**Crse #**	**Electives**	**Crdt**
544	AP Chemistry	1.0		528	Science of Drug Interactions	0.5
570	Earth Science/Lab Science	1.0		529	Criminalistics	0.5
553	Physics/Lab Science	1.0		577	Design & Innovation	0.5
555	AP Physics: Algebra-Based	1.0		581	Robotics	0.5
511	Integrated Science I (NP)	1.0		591	Horticulture I	0.5
513	Integrated Science II (NP)	1.0		592	Horticulture II	0.5

History/Social Sciences						
Meets Requirement				**Electives**		
Crse #	**Course Title**	**Crdt**		**Crse #**	**Course Title**	**Crdt**
602	World History	1.0		609	The History of Sports in America	0.5
671	US History 1	1.0		611	Sociology	0.5
672	US History 2	1.0		612	Inter'l Studies & Leadership	0.5
670	AP US History	1.0		613	Social Psychology	0.5
632	AP European History	1.0		614	Abnormal Psychology	0.5
684	Introduction to Psychology	1.0		636	Rhode Island History	0.5
655	AP Psychology	1.0		654	Youth & The Law	0.5
Includes honors level, i.e. 671H				679	Introduction to Economics	0.5
World Language						
College-bound students should take a minimum of 2 consecutive years of the same language						
Crse #	**Course Title**	**Crdt**		**Crse #**	**Course Title**	**Crdt**
301	French 1	1.0		331	Spanish 1	1.0
302	French 2	1.0		332	Spanish 2	1.0
303	French 3	1.0		333	Spanish 3	1.0
304	French 4	1.0		334	Spanish 4	1.0
305	French 5	1.0		335	Spanish 5	1.0
Supports for English Language Learners						
336	Spanish for Native Speakers I	1.0		297	English as a Second Language I	1.0
337	Spanish for Native Speakers II	1.0		299	English as a Second Language Advanced	1.0
Physical Education/Health				**Army JROTC**		
821	Physical Ed/Health Gr 9, 10	0.5		951	ROTC Leadership Training 1	1.0
831	Physical Ed/Health Gr 11, 12	0.5		952	ROTC Leadership Training 2	1.0
826	Health	0.5		953	ROTC Leadership Training 3	1.0
1 semester per year is required in this area				954	ROTC Leadership Training 4	1.0
Career & Technical Program						
Crse #	**Course Title**	**Crdt**		**Crse #**	**Course Title**	**Crdt**
702	Essential of Computer*	0.5		751	ProStart Culinary Academy 1	1.0
704	Digital & Interactive Media	0.5		752	ProStart Culinary Academy 2	2.0
770	Career & Technical Tools of Trade	1.0		753	ProStart Culinary Academy 3	2.0
705	Academy of Information Tech 1	1.0		754	ProStart Culinary Academy 4	2-3.0
710	Academy of Information Tech 2	1.0		739	Residential Carpentry Tech 1	1.0
712	Academy of Information Tech 3	1.0		740	Residential Carpentry Tech 2	2.0
711	AP Computer Science A	1.0		741	Residential Carpentry Tech 3	2.0
713	Automotive Technology 1	1.0		742	Residential Carpentry Tech 4	2.0
714	Automotive Technology 2	2.0		**Pathways to Technology Early College High School**		
715	Automotive Technology 3	2.0		C9407	Algebra 1	1.0
716	Automotive Technology 4	2-3.0		C9421	Geometry	1.0
724	Advertising Design/ New Media 1	1-2.0		C9292	9th Grade English	1.0
725	Advertising Design/ New Media 2	1-2.0		C9202	10th Grade English	1.0
726	Advertising Design/ New Media 3	1-2.0		C9945	Workplace Learning I	1.0
727	Photojournalism & Marketing	1.0		C9946	Workplace Learning II	1.0

Teacher Meetings

Newport Public Schools:

We are forwarding the following information to be reviewed in advanced of the meetings that will be scheduled with all of the teachers at Rogers High School.
The intention of these questions is to facilitate thoughtful discussion between educators and designers to aid in the development of spacial principles to guide the visioning for the RIDE Stage 1&2. We do not intend for written responses, but rather provide these questions as a basis for conversation.
While thinking about your responses, please recognize that the solutions developed will resolve all of the warm, safe, dry concerns and these questions are meant to solicit input about the future of teaching and learning.

1. I wish that I was teaching _____ but I cannot because my existing space limits me by _____.
2. I am excited to see [discipline/subject] teachers engage with [discipline/subject] teachers on projects. Use an example.
3. What skills do you find are more important to teach your students?
4. Thinking specifically about social and emotional needs of students, what spaces would you add to a school building to support these needs?
5. What types of space is required to create meaningful self-directed learning?
6. 1950 education: Classrooms and corridors :: 2050: _____.
7. What does a flexible and adaptable space mean to you? What does it look like?
8. Creativity, critical thinking, collaboration, cooperation, communication. If you were to think of a space that exemplifies these qualities, what would it look like. (Do not limit yourself to thinking about school environments).
9. What types of spaces do you see students most drawn towards?
10. How do you envision the community's role in the school environment to support future learners?

Social Studies Department -Educator Teaching and Learning Meetings - Minutes

Date: May 14, 2019

Present: Kate Jessup (StudioJAED), Coleen Turner, Angela Johnson, Pat Wygant, Stephen Ferris, Peter Corr, Michael Kuriscak, James Silva

Topic of Discussion		
1	Theater	Would like to offer more theater classes. The existing auditorium is old and the sound/lighting/rigging is dangerous. Would love to incorporate a secondary theater space like a black box theater. All theater spaces to have intuitive centralized controls.
2	Team Teaching	Look to the MS team teaching model as positive. Adjacent interdisciplinary clusters with teacher planning and conference areas adjacent. Would like to work with English more
3	ALP	Must consider the ALP team as a separate entity at school with own entrance and drop off. Currently all ALP teachers work interdisciplinary and have symbiotic relationship
4	Teacher Planning	Teacher Planning areas are critical to success of a change in model. If teachers have to share rooms, local planning rooms are very important.
5	Furniture	Furniture – variety of options and styles create flexibility.
6	Library/Media Center	Library space is important to serve as the heart of the school

English Department -Educator Teaching and Learning Meetings - Minutes

Date: May 14, 2019

Present: Kate Jessup (StudioJAED), Chris Dusel, Charlotte North, Lauren Moore, Patrick Largy, Jessica Rosa, Anna Kimes

Topic of Discussion		
1	Look/feel	Want to create a space that is inviting and supports the whole child. Building should be more than just 7-2.
2	Space	Need to create common spaces for teachers and students to work together, formal and informal. Create spaces that foster collaboration. Need to create different zones within the schools for quiet and loud activities. Create a true commons within the campus for all to share.
3	Classrooms	It will be a challenge to not have dedicated classrooms. Flexible storage within the rooms will help. Classrooms need to have natural light. Furniture needs to be ergonomic. Air conditioning or tempered air is necessary.
4	New spaces	Need a large group gathering space like lecture hall or black box theater to bring a whole grade level together for presentations. Need to include a writing center (within library and open after school?), Include a healthcare center, early childhood care for student-parents and teachers.
5	One School	Need to create a cohesive relationship between Rogers and NACTC which creates one school
6	Curriculum	The existing focus on pathways can be exclusionary for some student. Want to be able to have all students have access to different programs even as electives.
7	Professional Development	Currently working with the Sizer Teacher Center for professional development. Would like to see more professional development especially if a change is coming.

Math Department -Educator Teaching and Learning Meetings - Minutes

Date: May 14, 2019

Present: Kate Jessup (StudioJAED), Mary Cousins, Jallah Leonard, Michael Carlino, Maria Tavarozzi, Grainne Phelps, Ted Hackman, Lisa Canole

Topic of Discussion		
1	Collaboration	Need to prioritize time to work collaboratively with other math content areas and then can move on to interdisciplinary collaboration
2	Future Opportunities	Business math using Uber as a teaching tool is a relevant way to teach. Would like to do more STEAM work. Would like to work with CTE and vocational programs to collaborate.
3	Communication	Need increased communication
4	Spaces	Students need a place for private conversations as much as they need places to be loud. Need places for teachers to collaborate. Students need to find a place to write – they are growing up too fast.
5	Student Support	Need to incorporate a student support space with specialized mental health. Need to incorporate an academic support center for learning. Would like to have a place like a business center at Staples to support meetings, printing, etc.
6	Lockers	Lockers are unused. Might be used if considered in a new facility.
7	Display	Would like additional areas for student display of all kinds
8	Academy Model	Would like to move towards more of an academy model where groups of students are collocated together
9	Passing time	Current passing time of 3 minutes doesn't work to get to remote portions of the building. It is not only difficult for students but teachers too.
10	Busing	Would like City to consider partnership with RIPTA which serves Ruggles and Bellevue Ave.

World Language Department -Educator Teaching and Learning Meetings - Minutes

Date: May 14, 2019

Present: Kate Jessup (StudioJAED), Seidi Jolly, Steve Arostolan

Topic of Discussion		
1	Delivery	Memorization as a technique is over.
2	Future Opportunities	
3	Hands on Learning	Would like to have space for hands on learning which will allow for performance based instruction.
4	Spaces	Would like a language lab that is more interactive with technology. Different than historic labs. Include active learning areas. Need shared planning area for collaboration. Recording studio would be helpful for creating projects and doing work.
5	Relationships	Would like to collaborate more with culinary, art, music, history, social studies, JROTC (French American war)
6	ESL	Practice inclusion is more ideal for students
7	Programs	Enroll in award-winning French National Program (3 students). Attend international festival in Middletown right before spring break each year. French students can enroll in French 5 at RIC

PE/Athletics/Health Department -Educator Teaching and Learning Meetings - Minutes

Date: May 14, 2019

Present: Kate Jessup (StudioJAED), Jim Hawley, Andrew Martucci, Sarah Bagley, John Horsman

Topic of Discussion		
1	Spaces	Need primary gym. Need ancillary or secondary space for PE and athletics. Could be like a smaller gym. Gym needs dividing partition. Would like 4 track lanes around court areas (or elevated) around like field house. Need fitness or wellness center. Need adjacent health classroom nearby to gymnasium. This room could be used for visiting team locker rooms. Training room for Athletic.
2	Fields	Need storage for PE equipment near field. Need track with a turf playing field. Require minimum 6 tennis courts with lighting. Need multipurpose baseball/softball field on site. Need dedicated throwing area for track practice. Current location for football and baseball games works well (Freebody and Cardines fields)
3	Lockers	For girls and boys lockers. Athletics lockers: (100) 60"Tx24"Wx12"D, PE Lockers: (TBD) 12"x12"x12"
4	Drinking fountains	Provide drinking fountains with bottle fillers recessed so they do not impede gym space.
5	Primary Gym	Lockable bleachers, Projection Screen, walking track, Recessed or protected lighting, Audio/Sound system, scoreboard

Art & Music Departments -Educator Teaching and Learning Meetings - Minutes

Date: May 14, 2019

Present: Kate Jessup (StudioJAED), Dominic Petze, Barbara Wunderler, Hope Lowe

Topic of Discussion		
1	Music	Currently there is no marching band. The current band is more of a rock band to represent students' interests. Band, Orchestra, Chorus are important with acoustic isolation.
2	Music HVAC	Need all music space to have humidity and air control for protection of instruments.
3	Recording studio	Would like a recording studio with opportunities to record students. Studio could be adjacent to a computer space for editing and a music classroom type space.
4	Art	Would like to create an arts wing. Would like exhibition space and/or lounge near lobby. Showcase more artwork. Would like to add doors to exterior with large doors to do art outside. Would like an outdoor gallery with areas of sun and shade. Provide clay traps in all 3D art space plumbing. Operable shades for lighting manipulation.
5	Collaboration	Would like connecting doors for collaboration between art classes. More fluid relationship. Would like more display areas in different parts of the school.
6	Graphics/Digital Photography	Would like to utilize graphics and digital photography lab. This would be for all students and not part of NACTC program. Could space be shared?

NACTC/CTE/Vocational -Educator Teaching and Learning Meetings - Minutes

Date: May 16, 2019

Present: Kate Jessup (StudioJAED), Carlos DeCarvalho, Brian Ferreira, Steven Kalble, Dianna Martin, Anthony Hanos, Raleigh Brennan, Dave Connell, Holly Blasbaly, Monica Awde, Chris Corbett

Topic of Discussion		
1	Space	Need equal changing facilities for boys and girls. Need space for loud and quiet activities.
2	Interdisciplinary	Would like to engage more with other subjects like science. Example: using car engines to see torque.
3	Carpentry (NACTC)	Loves the backyard space adjacent to shop to build outdoors. Balance dust room vs. dust collectors. Form of space must follow functionality of equipment and flow.
4	Automotive (NACTC)	Would like to incorporate a reception area for students to also learn business side of having an auto shop. Community members come in to get services and it would be nice to have a place to sit down. The coursework prepares students to work at a dealership (among others). Space needs minimum 5 bays which translates to 3-4 students per car.
5	Culinary (NACTC)	Students are drawn to the program because they can see how it's made. Teaches a true life skill. Would like a better connection to the dining room/restaurant.
6	Cosmetology (NACTC)	Change in state licensing would affect future of program. Need area for mannequin and book work. Need lab with styling stations, reception area, locker room and toilet area
7	Exploratory	Many expressed interest in offering exploratory model for students who want to take vocational courses but not necessarily as a part of NACTC program
8	Additional Programs	Would like to see the addition of Autobody, Maritime Welding, Early Childhood Education. 2019-2020 Maritime Electrical and Pipefitting will be added.
9	PTECH	Pathways in Technology Early College High School. Would like to include Podcasting room and recording studio for students. Already do a cyber security podcast. Courses consist of English, History, Math, Workplace Learning, and Science. Based on personalized learning time concept. Teacher serves to direct group work and projects.
10	IT Helpdesk	Would like PTECH students to run an IT space to serve the school. Back area required for work space.
11	AOIT	Academy of Information Technology. Space must support all students with computers. Small hardware lab required within space. Program requires extensive storage. Air Condition must be included in computer spaces. Students build CAT cables.
12	JROTC	Program creates leadership and teachers students to be better citizens. Ideal adjacency is near PTECH programs. Students drawn to program tend to be active in athletics. Students do air rifle training. Space needs uniform storage. Ideal space is two adjacent classrooms with operable partition. Would love to be adjacent to gymnasium/athletics for practices.

13	Graphics	Currently located in two classrooms. Needs production area for photo and video shoots, embroidery areas, humidity control, quality lighting. Utilize creative suite programs. Prefer carpeting.

Food Service and Custodial Services Meetings - Minutes

Date: May 16, 2019
Present: Kate Jessup (StudioJAED), Cindy King (Chartwells), Jeff Watts (Plant Engineer)

Topic of Discussion		
1	Cafeteria Design	Would like to create a more futuristic dining commons and true server. Need to create a variety of seating options and seating levels/locations. Need to include natural light in the space. Current kitchen is production for Rogers and Thompson but is far too small to properly serve both locations. Loading dock is necessary for all deliveries. Must have walk-in refrigerator and freezer. Would like to create connection between culinary kitchen and commons kitchen.
2	Composting/Gardening	Strong desire to include composing, recycling areas within school. Also need dedicated garden space to support kitchen which would be supported by the students.
3	Materials	Make sure all materials selected are easily cleanable and durable.

Administration & Guidance -Educator Teaching and Learning Meetings - Minutes

Date: May 16, 2019
Present: Kate Jessup (StudioJAED), Linda Moitoza, Flo Hazen, Jo-Ann Gorman, Aida LeVasseur Chrissie Downes, Trisha Lentz, Patrick O'Connell

Topic of Discussion		
1	Spaces	Need to create a college and career suite which could host college visits. Must have student services office containing conference room/gathering space, social emotional supports. Social emotional suite requires public and private entries.
2	Interpreters	Interpreters office needs to be near guidance
3	SRO/Deans	Dean's office and SRO need to be adjacent to each other
4	Transportation	Group sees accessing site (lack of public transportation) to be very problematic for families.
5	Main office	Must provide safety for staff. Need mailboxes for staff at entry. Would like double vestibule system for extra security.

Alternative Learning Program (ALP) -Educator Teaching and Learning Meetings - Minutes

Date: May 16, 2019

Present: Kate Jessup (StudioJAED), Marybeth Vierra, Jallah Leonard, Michael Kuriscak,

Topic of Discussion		
1	Configuration	Program should be treated as a school within a school that may have its own dedicated entry. Students who attend the program generally do not want to be part of the larger school community.
2	Spaces	A space that is welcoming, has natural light, and community spaces. Include group work areas, commons space with seating area for lunch, technology. Create multipurpose area for art. Include therapeutic room. Connection to outdoors and outdoor lunch area.
3	Operation	Program has 12 students per classroom for core subject areas.
4	Support spaces	Include area for social worker, conference room, and in-school restriction space.
5	General spaces	Include school store into overall project and tie to curriculum like economics. Zen garden to be recreated with horticulture.
6		

Open Session -Educator Teaching and Learning Meetings - Minutes

Date: May 16, 2019

Present: Kate Jessup (StudioJAED), Sandra DelBonis, Dianna Martin

Topic of Discussion		
1	Computer and Music	Need flexible lab spaces for computer areas. Make sure to have sinks in music classrooms. Need ensemble room and practice rooms. Include recording studio.
2	Support Staff	Important to serve all students

Special Education -Educator Teaching and Learning Meetings - Minutes

Date: May 16, 2019

Present: Kate Jessup (StudioJAED), Candace Andrade

Topic of Discussion		
1	ALP	Would like to be adjacent to some vocational spaces including carpentry, auto, culinary.
2	New programs	Would like to consider adding a clinical day program
3	Life skills	Include a mock apartment adjacent to two classrooms. One for life skills, one for transition students (18-21). Mock apartment could serve other purposes too within school when not servicing special education like a welcome center or family waiting area. Include sensory room. Life skills students should operate a café/coffee bar or school store for all students.
4	Out of district	Students with significant behavior and social/emotional issues attend Bradley, Ocean Tides, East Bay Career Academy, and Sergeant Center for Rehabilitation
5	Autism Program	Include classroom and sensory space with seating, treadmill, yoga, and corner zone
6	Academic Lab	Within larger classroom wings/pods include a double classroom with operable partition for breakout space. Make sure breakout and classroom spaces can be used within pod areas and are not isolated.

English Language Learners (ELL) -Educator Teaching and Learning Meetings - Minutes

Date: May 16, 2019

Present: Kate Jessup (StudioJAED), Ronilee Mooney

Topic of Discussion		
1	Statistics	30% of students in district are English Language Learners. 19 languages are spoken. SIOP training is done through Pearson. Currently have 1.5 FTE teachers.
2	Philosophy	Inclusion practice is preferred over isolation. The SIOP model is to prepare all teachers to be able to be language teachers. The goal of the district is to train all staff members to be able to serve students.
3	SIFE	Need a newcomer's academy for SIFE students that serves students with interrupted or informal education. 80 students would be a full time cohort.
4	Welcome Center	Include a registration/welcome center in the school. Families call to make an appointment. Must be a private space but not a closed off space so that is it still welcoming to new families. Include seating, area to screen for language proficiency, testing area. Locate near nurse area. All spaces should have borrowed lite to create visual connection for observation/safety
5	Adjacencies	Need to be adjacent to nurse area and guidance. Once testing has occurred, students work with guidance to determine their schedule. Direct connection would be good.
	Design Opportunities	Celebrate international languages. Wayfinding and directional signs should be done in multiple languages to create pride. Flags of all countries could be showcased.
6		

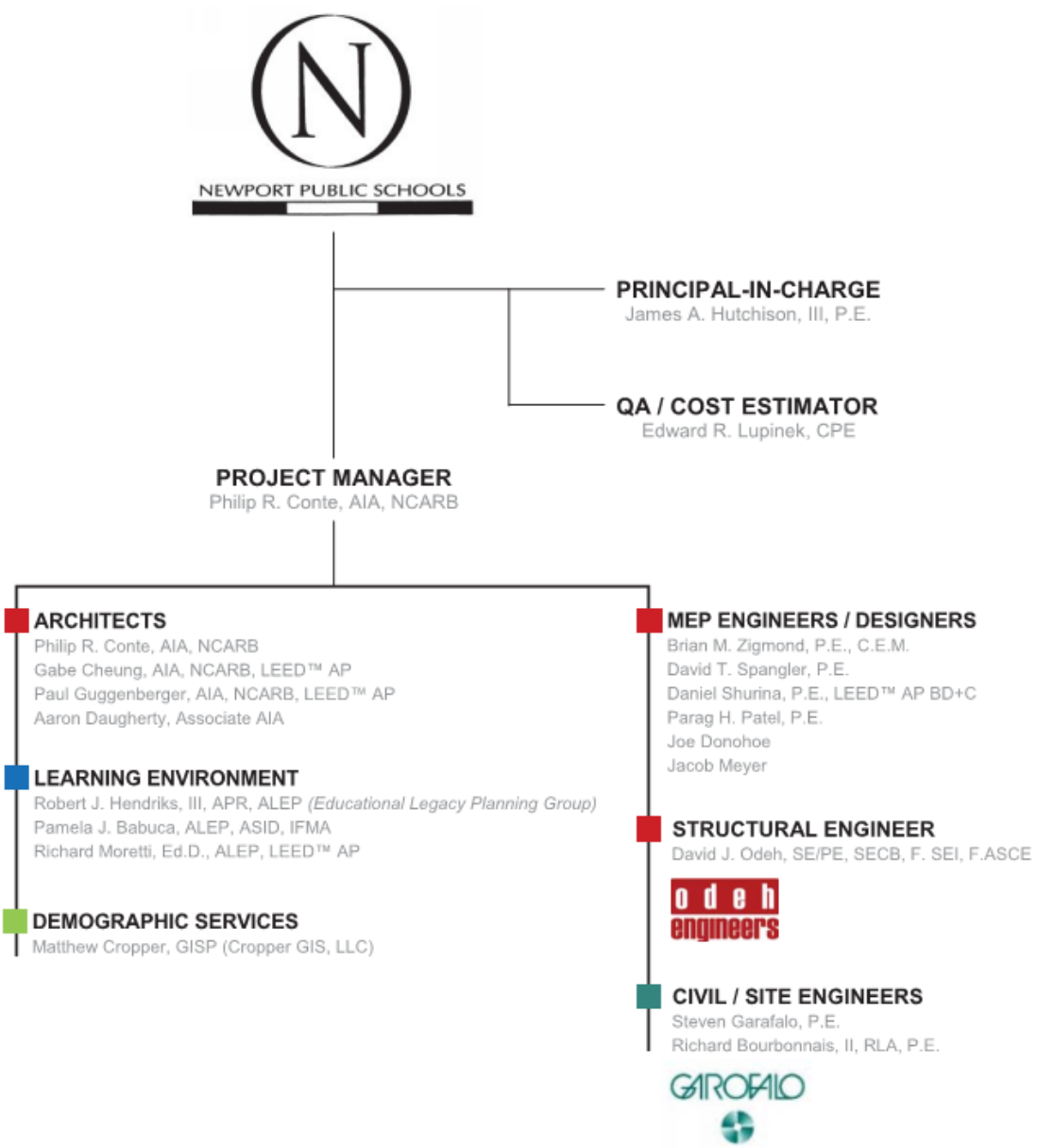
8

Planning Activities

Planning Activities

Team Organization

StudioJAED has developed a team to be able to facilitate all of the primary project roles through direct staffing and consultants. Should the Stage 1 submission be successful, additional specialty consultants will be brought in to support the primary team. These include acousticians, lighting designers, food service, and theater designers as needed.



Space Efficiency Review

In January 2019, Newport School Committee and Newport Public Schools District Administration tasked StudioJAED to do a District Space Efficiency review. The primary charge was to assess the existing school buildings: Pell Elementary, Thompson Middle, and Rogers High Schools to determine a temporary solution for the following two space issues:

1. In September 2019 Newport Area Career and Technical Center (NACTC) will expand curriculum to include three new programs including Hospitality, Maritime Pipefitting, and Maritime Electrical. The space requirements for these programs will displace the current District Administrative offices.
2. In June 2020 the JFK Center in Middletown which currently houses the District's Pre-Kindergarten (PreK) programming will be closed.

It is important to emphasize that the solutions included in this report were temporary. Since the study was complete, we submitted a Statement of Interest, to the Rhode Island Department of Education including permanent solutions primarily focused on Rogers High School with potential secondary solutions for the PreK and District Administrative offices.

The report is included as an appendix to this report.

Planning for Rogers High School

Beginning in the spring of 2018, StudioJAED evaluated the district for alternative sites to be considered. As the demographics suggest, the majority of students reside in the northern part of the City while the school is located in the southern.

The City, School Committee and community members identified sites to be considered for the new High School. StudioJAED analyzed many properties however only those currently owned by the City of Newport have merit as it was indicated that no new property would be acquired by the City to support the high school project. After reviewing GIS and property data, StudioJAED found that no alternative sites to the existing high school site that were owned by the City would be large enough to support a high school with parking and fields.

A schedule of meetings with the Ad Hoc Building Committee, City Council, School Committee, and Community is included in this section. Copies of presentations at key meetings are also included in this section.

Rogers High School RIDE Submission Timeline

January 2019

StudioJAED conducts District Analysis and Options to Address PreK (draft ready for first read on 2/26)
January 29 – Newport Facilities Committee (if necessary)
January 30- Draft list for agencies and guests for the April Kickoff

February 2019

StudioJAED conducts District Analysis and Options to Address PreK (draft ready for first read on 2/26)
February 6 - Final list for agencies and guests for the April Kickoff completed
February 13 - Update regarding LOI for RIDE & Kickoff for April 27 to Newport City Council (Admin/NSC)
February 26 – Newport Facilities Committee (if necessary)
February 26 - First Draft of District Analysis and Options to Address PreK sent to Superintendent and Facilities Chair
February 28 - Final Draft of District Analysis and Options to Address PreK sent to School Committee and City Council for March 5 joint meeting
February 28 - Save the Date invites go out for Kickoff

March 2019

March 5 – StudioJAED Presentation of District Analysis and Options to Address PreK. This presentation venue/format is to be determined and will be a joint City & School meeting. (Need to confirm dates with both committees)
March 19 - Planning meeting for Kickoff
March 26 - Planning meeting for Kickoff

April 2019

April 2 - Newport Facilities Committee (if necessary)
April 8 - Final agenda and draft for Kickoff is due
April 10 - Update to City Council regarding Kickoff for April 27, Stage 1 timeline (Aug.) and draft LOI (June)
April 12 - Confirm Kickoff logistics and guests
April 24 - RHS Principal to provide May dates to StudioJAED and Superintendent for teacher interviews and work groups
April 27 – Kickoff for RHS - Community Summit (Should include school, city, parents, students, staff, industry partners, community groups, and any interested constituent)

May 2019

May 1 - Confirm teacher interview and work group schedule
May 9 - NSC workshop - demographer

May 9 - RHS Teacher Visioning Session (90 min. early release day)
May 13 - Facilities Subcommittee meeting (5:30) to review Capital Plan
May 14 and May 16 - RHS Department Staff Meetings
May 20 - School Building Subcommittee with StudioJAED to review Capital plan (invite NSC and NCC for background info.)
May 21 – Finalize School Building Committee List - (Send to NCC as an Update)
May 21 - Community Summit at Pell Elementary School cafeteria (6 PM)
May 23 - Community Summit at Newport Public Library (1:00 PM)
May 23 - Community Summit at Thompson Middle School Library (5:30 PM)
May 28 - Letter to Council - notification that RIDE letter of intent will be forwarded for approval on June 12.

June 2019

June 11 – School Committee approval to submit Letter of Intent*
June 12 – City Council approval to submit Letter of Intent*
June 24 - Newport Facilities Committee to discuss Educational Leadership group formation
June 24 - Educational Specification workshops with HS teachers & administration (6.5 hrs)
June 20th – July 5 (new dates as of May 9, 2019) for StudioJAED and Consultants to complete site analysis*

July-August 2019

July 1 (no later than) – StudioJAED to submit Letter of Intent*
July 8-12 - StudioJAED and Consultants to complete site analysis*
July 19 - StudioJAED to complete comprehensive facilities analysis of existing building*
July 16- Share Out-Field Survey Discussion and Share Out-Subcommittee and Building Sub - Committee-invite City and Community Leaders
July 23- VOTE on -Field Survey Discussion and Share Out-Subcommittee and Building Sub - Committee-invite City and Community Leaders
July 26 - Letter to Council with Stage I report for August 14 approval
August 5 – Draft final backup to be sent to NSC and NCC for their August meetings
August 13 - Newport School Committee approval to submit Stage 1 Report contingent upon Newport City Council approval on August 14, 2019
August 14 – City Council approval to submit Stage 1 Report contingent upon School Committee approval on August 13, 2019

September 2019

September 3 – School Building Committee meeting
September 10 – School Committee approval to submit Stage 1 Report (if not completed on August 13)
September 11 - City Council approval to submit Stage 1 Report (if not completed on August 14)
****START HERE Next Meeting
September 15 – StudioJAED to submit Stage 1 Report
September 15 - Post Design Charrettes dates, times, and locations (See October timeline)
September 24 – Educational leadership Group to review space summary

October 2019

October 1, 3, 10 & 15 robo calls and reminders about the Design Charrettes

October 15 Week – Design Charrettes (3) events during the week - (Thursday, October 17 afternoon and evening presentations; Friday, October 18 morning; Saturday, October 19 events-locations TBD)
October 22 – Educational Leadership Group Meeting

November 2019

November 5 – Design Review with Educational Leadership Group
November 13 – City Council & School Administration project update and timeline for Stage 2 and request to notify legislators of introduction of enabling legislation for bond vote contingent upon RIDE approval
November 19 – School Building Committee Meeting

December 2019

December 10 – Design Review with Educational Leadership Group
December 10 - StudioJAED presentation to School Committee (Stage 2) (correspondence - send presentation)
December 17 – Joint Meeting with NSC and NCC for StudioJAED presentation (Stage 2)

January 2020

January 7 – Design Review with Educational Leadership Group
January 7 – School Building Committee Meeting
January 8 - City Council approval to request enabling legislation pending RIDE approval of Stage 2
January 14 - School Committee approval to request enabling legislation and Stage 2 pending RIDE approval of Stage 2
January 22 – City Council approval to submit Stage 2 Report contingent upon School Committee approval on January 14, 2020
January 15 - notify legislators of request for bonding and confirm no later than January 22

February 2020

February 4 – School Building Committee Meeting
February 11 - School Committee approval to submit Stage 2 Report contingent upon City Council approval on January 22, 2020 (this is a backup date)
February TBD (this date is to be established by RIDE) - StudioJAED to submit RIDE Stage 2

March thru May 2020

StudioJAED and RIDE to amend report as needed
StudioJAED to assist with community outreach to support bond referendum as needed
Await RIDE approval in May 2020

May 2020 - June 2020

Remind Legislators to introduce enabling legislation for bond vote once Stage 2 is approved

May 15- Confirm legislation is/has been introduced

May 2020

StudioJAED to assist with community outreach to support bond referendum as needed

May 15- Create marketing and outreach campaign

May 22- Share plan with community and point people

PLAN will be mapped out once it is created for May- November 3, 2020

November 3 – Bond vote

*These dates may be moved up

NEWPORT PUBLIC SCHOOLS

DISTRICT SPACE EFFICIENCY REVIEW

FEBRUARY 28, 2019

STUDIO JAED

NEWPORT PUBLIC SCHOOLS

DISTRICT SPACE EFFICIENCY REVIEW

In January 2019, Newport School Committee and Newport Public Schools District Administration tasked StudioJAED to do a District Space Efficiency review. The primary charge was to assess the existing school buildings: Pell Elementary, Thompson Middle, and Rogers High Schools to determine a temporary solution for the following two space issues:

1. In September 2019 Newport Area Career and Technical Center (NACTC) will expand curriculum to include three new programs including Hospitality, Maritime Pipefitting, and Maritime Electrical. The space requirements for these programs will displace the current District Administrative offices.
2. In June 2020 the JFK Center in Middletown which currently houses the District's Pre-Kindergarten (PreK) programming will be closed.

It is important to emphasize that the solutions included in this report are temporary. In the following months, Newport Public Schools will be working with StudioJAED to submit a Statement of Interest, Stage 1, and Stage 2 to the Rhode Island Department of Education including permanent solutions primarily focused on Rogers High School with potential secondary solutions for the PreK and District Administrative offices. Final solutions and direction will be determined by many factors including feedback from educators, community, and City and District Administration. Whatever the permanent solution is, it will be constructed in 5-8 years and these temporary changes would be unnecessary at that point.

NACTC CURRICULUM ENHANCEMENT

NACTC 's mission is to provide quality education with academic and technical excellence in a hands-on environment. They strive to provide students with the skills for entry level jobs, secondary education, and ability to compete in technical careers in a changing world.

The new curriculum including Hospitality, Maritime Pipefitting, and Maritime Electrical will provide skills for students to enter the local workforce and prepare them for the future. In order to facilitate delivery of these programs, the Hospitality program will be located in space currently occupied by the District Administration. The renovation work for this space will be completed by NACTC students.

PREK PROGRAMMING

In June 2020 the lease for the JFK Center in Middletown will end and those students will need to find space in-district. Currently, there are 59 students in PreK programs which necessitates 3 dedicated classrooms of space serving morning and afternoon sessions.

Discussions with educators revealed a preference for locating PreK students with their elementary peers as an appropriate temporary solution. After a thorough walk-through at Pell Elementary and assessment of space and SY 2019-2020 expected classroom allocations, adjustment of adult spaces and minor modifications will facilitate the addition of the PreK program at Pell Elementary School.

SOLUTIONS INVESTIGATED

During the course of this study, many options were investigated as potential solutions. Those options are summarized below.

Grade Realignment

As part of this study, StudioJAED investigated whether a grade shift could facilitate adding PreK to Pell Elementary School. Although this grade shift would be able to accommodate the students, it would incur additional costs as well as creating significant cultural changes within the high school.

The grade shift would move Grade 4 students from Pell Elementary to Thompson Middle School. Thompson Middle only has space to accommodate 4 grade levels so as a result of adding Grade 4 students, Grade 8 students would be shifted to the High School campus. If this shift were to occur, educators agree that these students would be best served in an academy model which would be separated from the academic classrooms of the greater high school population.

Currently, the high school model is that each teacher has a dedicated classroom within the building. If an academy model were added to the existing campus, teachers would no longer be able to have dedicated classrooms. In order to meet contract requirements, teacher planning areas would be added to the school to provide a desk with lockable storage for each teacher. These changes would incur additional costs for furniture. Additionally, it would be a significant cultural change for the teaching staff at the high school.

The high school campus currently has 45 classrooms including special education and science. In order to move the 8th grade onto the campus with the existing high school population the following would be required:

- (21-23) General Education Classrooms (assuming 85% utilization)
- (5-8) Special Education Classrooms
- (4) Teacher Planning Areas with lockable desks
- (6) Science for High School
- (2) Science for 8th grade teams
- (6) General Education Classrooms for 8th grade
- (2) Resource/SPED classrooms for 8th grade

  51 Total Classrooms Required

Without significant changes to the high school, the campus would not be able to effectively serve an additional grade level in their existing classrooms. This, paired with the historical community concern with co-locating these ages of students as well as the preference of educators to keep them in the middle school, makes this a non-viable solution for the current issues.

Space Mining at Pell Elementary

During a walk-through at Pell Elementary February 12, 2019 with Principal Traci Westman, StudioJAED identified opportunities for space mining. These allocations and relocations of staff will facilitate the addition of the PreK to Pell Elementary without necessitating grade realignment.

The current projection for SY 2019-2020 indicate that two fewer classrooms will be required than currently used as dedicated classrooms. Although this is not guaranteed, this document will assume that two additional classrooms will be available for use by PreK.

On the first floor there are two special education groups that do not require a full size classroom space to effectively deliver instruction. A special education room with adjacent cool-down space will be subdivided so that these smaller groups can each occupy a half size classroom. This will allow one additional classroom for PreK use.

Additionally, there is one special education classroom which, through the incorporate of aids and paraprofessionals, will allow all of those students to be included within general classrooms. This practice of inclusion is proven to be beneficial for the development of both students with special needs and those typically developing classroom peers. This would be a fourth classroom available for PreK use. Alternatively this classroom could be relocated to the resource size classroom adjacent to the Administration area.

Finally, there is a large office space equivalent to a resource room sized classroom that is currently occupied by two specialists. These specialists will be relocated to other office space or the stage as a temporary office.

These changes, paired with the rental of a portable storage container will free up 4 classrooms. By shifting the PreK into classrooms with integral toilet rooms, these solutions will provide the necessary space to accommodate the PreK and allow the music room to be used as intended. (Currently the second music space is being used as a classroom). In the event that the PreK grows significantly, one of the music programs could be relocated to the stage (to continue to offer two music and art spaces) and additional staff relocations will need to occur.

Relocation of District Administration

The relocation of the District Administration is the most urgent space need. StudioJAED looked to several alternative locations within the District's schools as well as alternative locations. Included in the program are the following spaces:

- Superintendent's Office
- Superintendent's Office support staff space
- Finance Office
- HR Office
- Director of ELL
- Director of Teaching and Learning

Media Center

Without incurring any lease costs, the existing Media Center and adjacent classrooms can be reconfigured with minor modifications to house the District Administration. This would allow for a dedicated entry from the front of the building that is easily accessible from the visitor parking area.

The following modifications would be required to accommodate the relocation:

- Periodicals room/storage area to be cleaned out to provide for new media center space.
- Alumni room would be reallocated as District Administration until new Rogers High School could provide new dedicated space.
- Classroom across the hall to be subdivided to create two rooms. Historically, this space has already been used as two spaces and would only require a partition to complete this change.
- Portion of media center would subdivided into office space to be used as District Administration space.
- New exterior concrete ramp and walkway to be built to provide dedicated accessible entrance to District Administration. This will create safe and secure separate area which would not be accessible to the main school building except by Administration space for use of toilet rooms and would require FOB/card access.

This solution would incur low costs and cause little disruption to both the high school and the District Administration which would be relocated on the same campus. This option precludes the grade realignment option.

Florence Gray Center

Located at 1 York Street in Newport, RI, the Florence Gray Center is in the Northern portion of the city which gives it ideal access to the school community. The building is maintained in excellent condition. Multiple bathrooms on each floor, elevators, and ramps provide accessibility to every part of the building.

While there is great potential for this facility to serve the Newport Public Schools, currently the building has no available space with its current tenants occupying all available space in the building. In order for this building to be considered in the future, discussions with tenants regarding relocation would need to occur.

The Florence Gray Center houses multiple community programs including the following: Even Start, Baby Steps, Boys and Girls Club, Fab Newport, Women's Resource Center, Crosspoint Church, Health Equity Zone, Food Pantry, and Looking Upwards.

Maher Center

The James L. Maher Center is located at 120 Hillside Avenue in Newport, RI. Like the Florence Gray Center, this building is located in the Northern portion of the city which is ideal for the school community.

The building has only been vacant for a few months and has been heated and secured for the duration of that vacancy. During the recent Aquidneck Island gas incident, a frozen pipe burst and City staff removed all affected flooring.

Although aesthetically aged, the Maher Center is concrete slab on grade foundation with concrete block exterior wall assemblies and gypsum and masonry interior partitions. Minor aesthetic upgrades would allow the District Administration to utilize 40% of the building as an office space. The remaining 60% could be renovated to house 3 classrooms and a multi-purpose space for PreK students. Because this space was not designed with current PreK standards in mind, more significant renovations would be required including replacing plumbing fixtures, MEP modifications, replacement of interior finishes and casework, etc.

It is important to note that this building was inspected by an educational planner and architect as a space mining exercise. In order to more accurately understand all costs, an observation by architects and engineers will be required to access all spaces including the roof.

SUMMARY AND RECOMMENDATIONS

Below is a summary indicating the primary solutions investigated and order of magnitude budget for the scope modifications. The solutions shown in the green box indicate our recommendations for the District to move forward. These solutions incur the least amount of cost for temporary changes to successfully solve immediate solutions. The following pages show plans indicating all of the identified changes.

Our recommendation is to move forward with minor modifications to Pell Elementary School to create temporary space for the PreK students until a long-term solution can be determined. We also believe that retrofitting the Maher Center for District Administration is the preferred solution.

Pre-Kindergarten Solutions	**Pell Elementary**	**Maher Center**
3 Classroom Needed	Minor Modifications	Major Modifications
	NA	6,800 SF
	$12,000-$36,000	$300,000-$900,000
	Reclaim 2 Classrooms from Enrollment Changes	3-4 Classrooma available in building that is located in northern part of City
	Relocate adult specialist offices and Special Education spaces to create 2 classrooms	Significant costs associated with retrofitting space for PreK students
	If necessary, temporarily utilize second dedicated art/music spaces for classrooms	Could be considered as a long term solution and included in RIDE submission to be elidgible reimbursed costs

District Administration	**Rogers High School**	**Maher Center**
	Major Modifications	Minor Modifications
	2,300 SF	3,350 SF
	$60,000-$90,000	$36,000-$60,000
	Relocates Superintendents Office to new space on same site	Relocates office to northern portion of City for easier access to community
	Dedicated separate entry for security	Could be easily expanded to inlcude PreK space co-located at site

Note: Costs indicated are order of magnitude and based on a visual architectural inspection as part of a space planning study. In order to more accurately understand all associated costs, an observation by architects and engineers will be required to revire all spaces and equipment including the roof. Values assume 20% for soft costs.

PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- AUDITORIUM / PERFORMING ARTS & DRAMA
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- PHYSICAL EDUCATION & SPORT SUPPORT
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION
- SCOPE OF PROGRAMMATIC CHANGES

SPACE EFFICIENCY REVIEW

PELL ELEMENTARY SCHOOL - FIRST FLOOR

1" = 40'-0"

STUDIO JAED

PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- ART & MUSIC
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- ELL / SEI
- MEDIA CENTER
- SCIENCE CLASSROOM & SUPPORT
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION

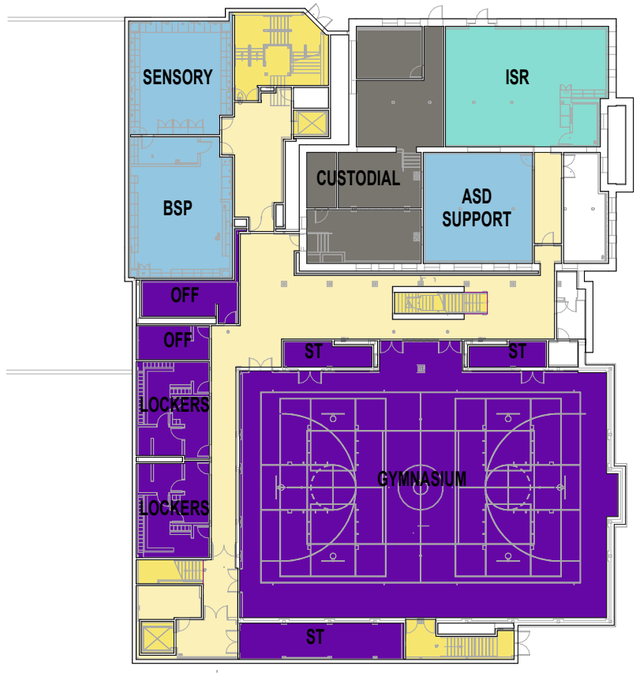
SCOPE OF PROGRAMMATIC CHANGES

SPACE EFFICIENCY REVIEW

PELL ELEMENTARY SCHOOL - SECOND FLOOR

1" = 40'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

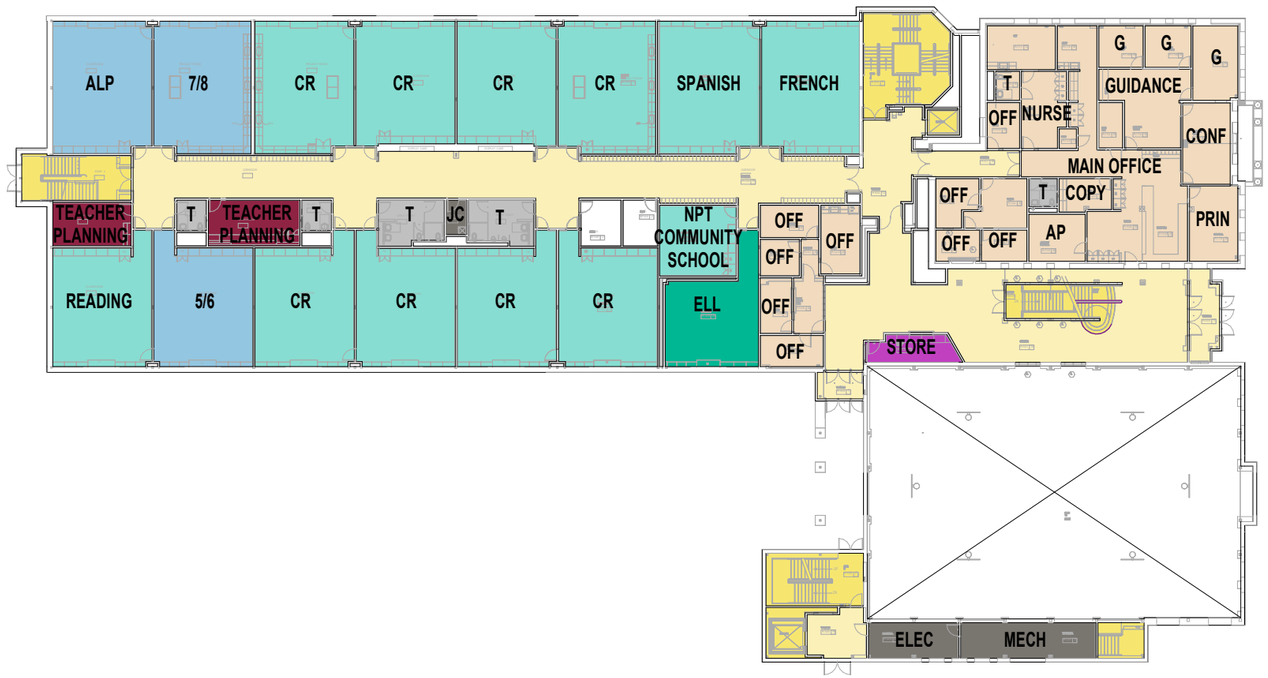
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- PHYSICAL EDUCATION & SPORT SUPPORT
- SPECIAL EDUCATION
- VERTICAL CIRCULATION

SPACE EFFICIENCY REVIEW

THOMPSON MIDDLE SCHOOL - GROUND FLOOR PLAN

1" = 40'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

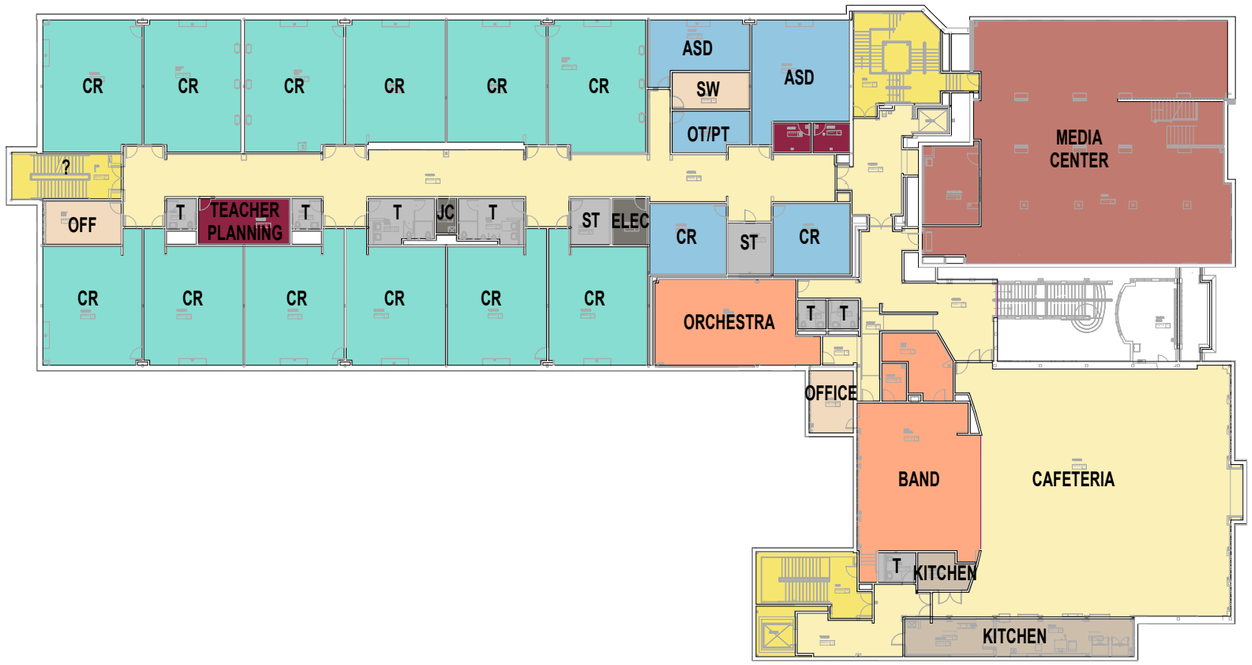
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- COMMUNITY USE
- CUSTODIAL / MAINTENANCE / STORAGE
- ELL / SEI
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION

SPACE EFFICIENCY REVIEW

THOMPSON MIDDLE SCHOOL - FIRST FLOOR

1" = 40'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

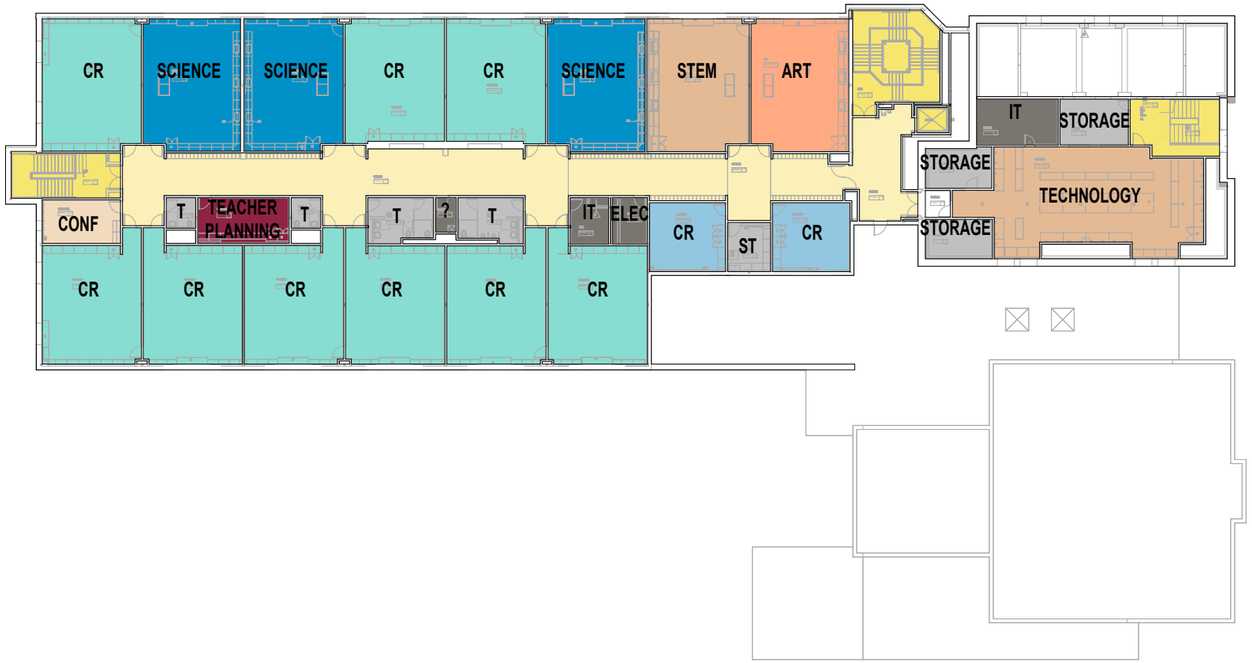
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- ART & MUSIC
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- MEDIA CENTER
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION

SPACE EFFICIENCY REVIEW

THOMPSON MIDDLE SCHOOL - SECOND FLOOR

1" = 40'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

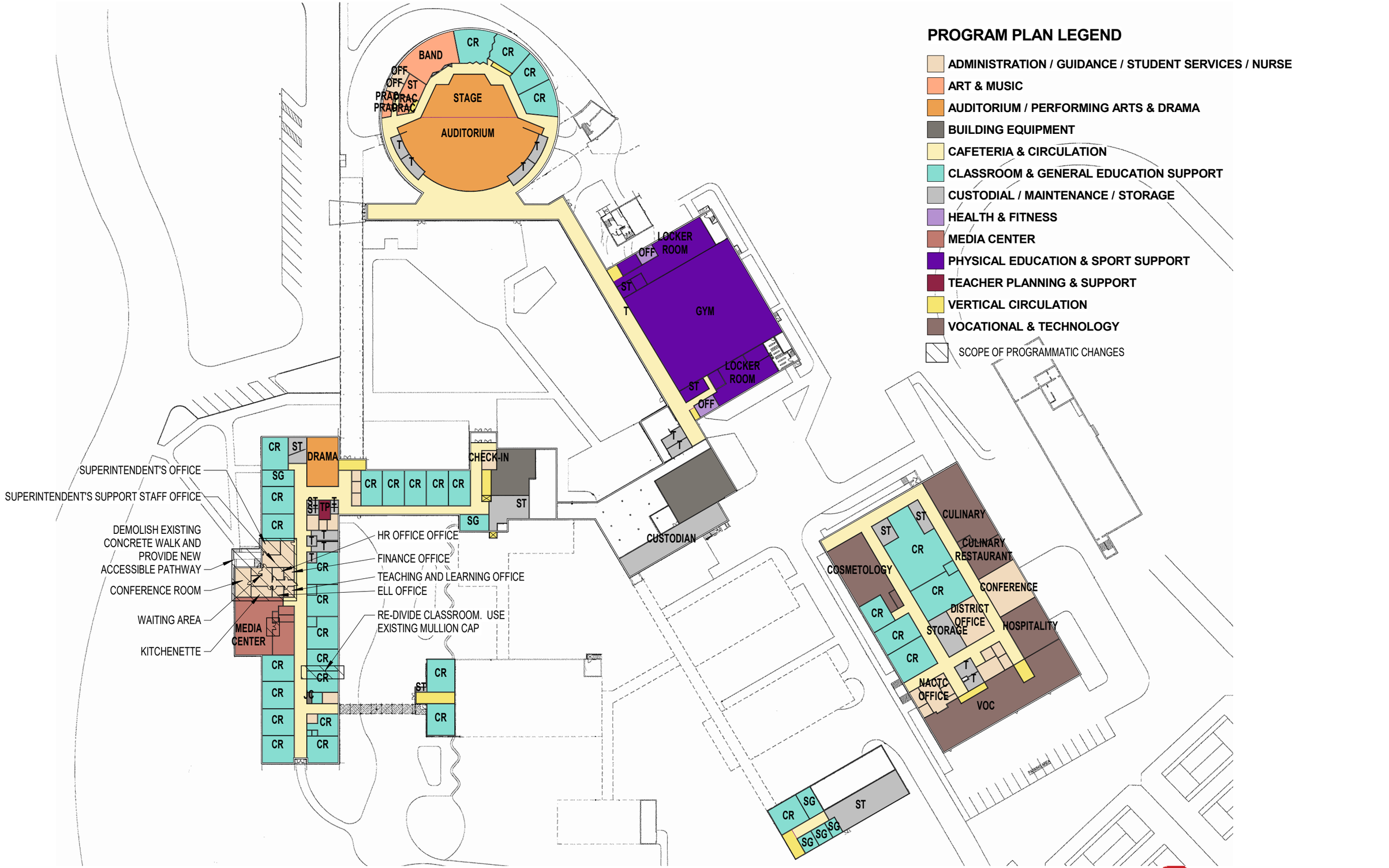
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- ART & MUSIC
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- SCIENCE CLASSROOM & SUPPORT
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION
- VOCATIONS & TECHNOLOGY

SPACE EFFICIENCY REVIEW

THOMPSON MIDDLE SCHOOL - THIRD FLOOR

1" = 40'-0"

STUDIO JAED

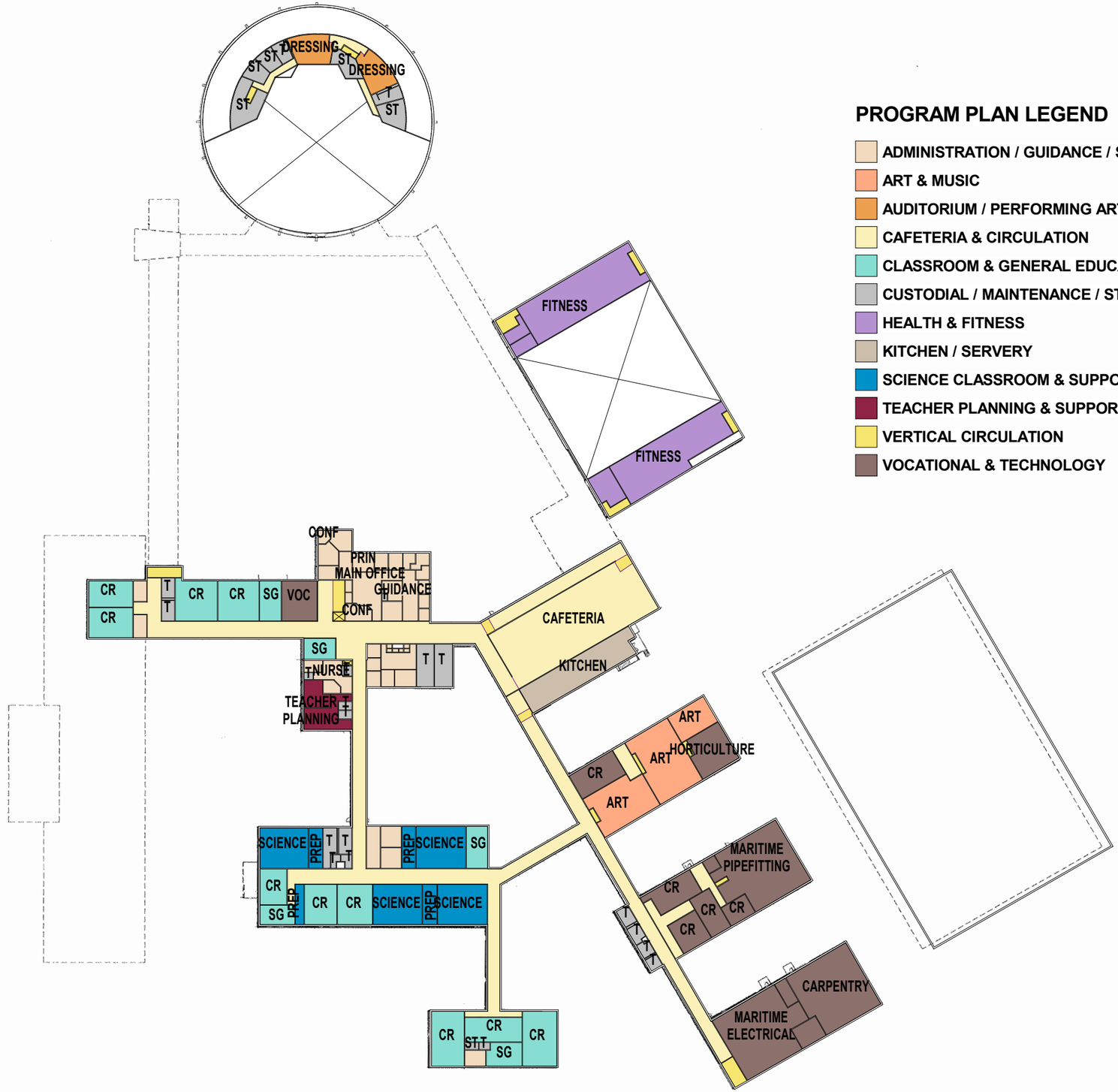


SPACE EFFICIENCY REVIEW

ROGERS HIGH SCHOOL - FIRST LEVEL PLAN

1" = 80'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- ART & MUSIC
- AUDITORIUM / PERFORMING ARTS & DRAMA
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- HEALTH & FITNESS
- KITCHEN / SERVERY
- SCIENCE CLASSROOM & SUPPORT
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION
- VOCATIONAL & TECHNOLOGY

SPACE EFFICIENCY REVIEW

ROGERS HIGH SCHOOL - SECOND LEVEL PLAN

1" = 80'-0"

STUDIO JAED

PROGRAM PLAN LEGEND

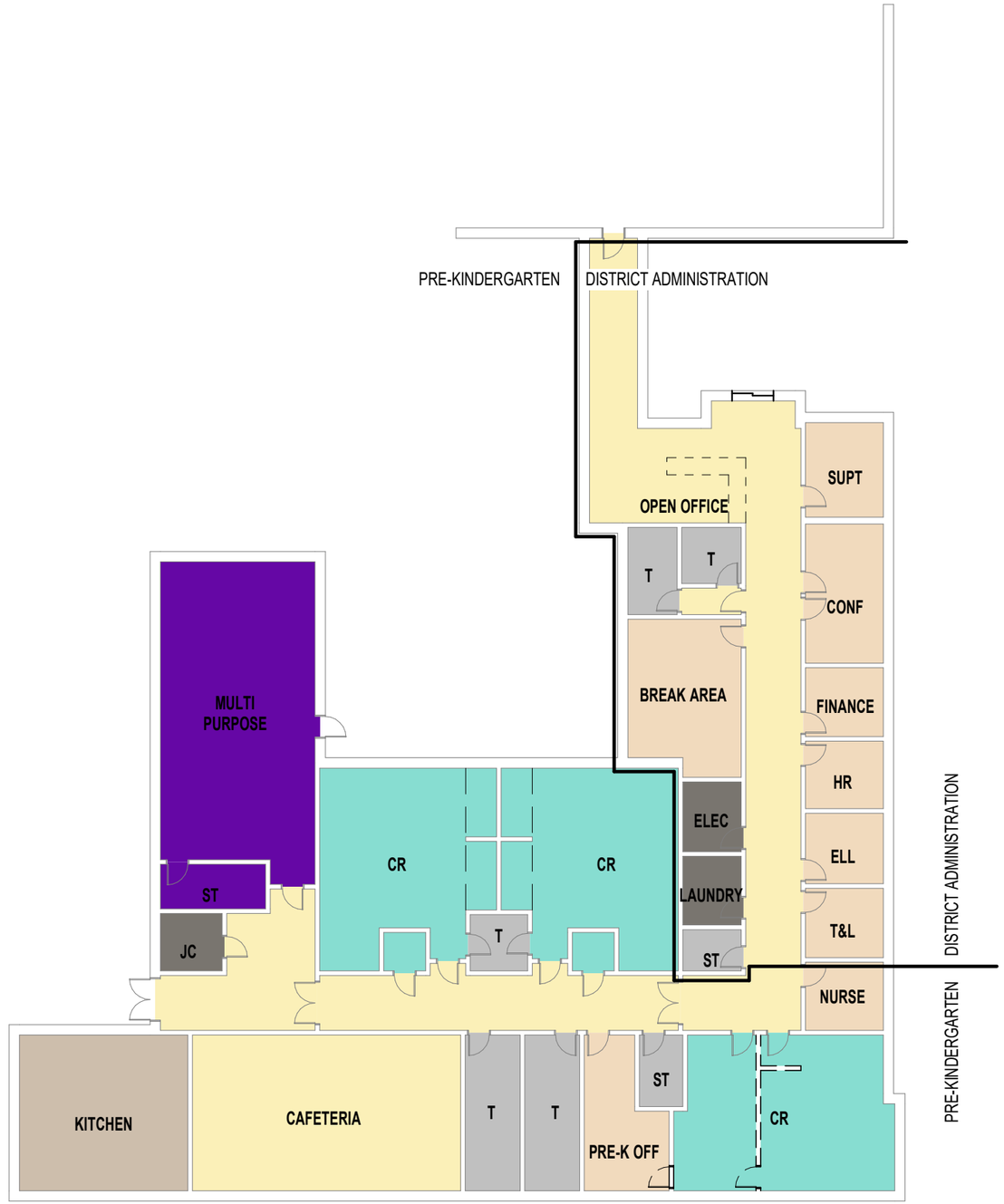
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- MEDIA CENTER

SPACE EFFICIENCY REVIEW

SUPERINTENDENT'S OFFICE AT ROGERS HIGH SCHOOL

1" = 20'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

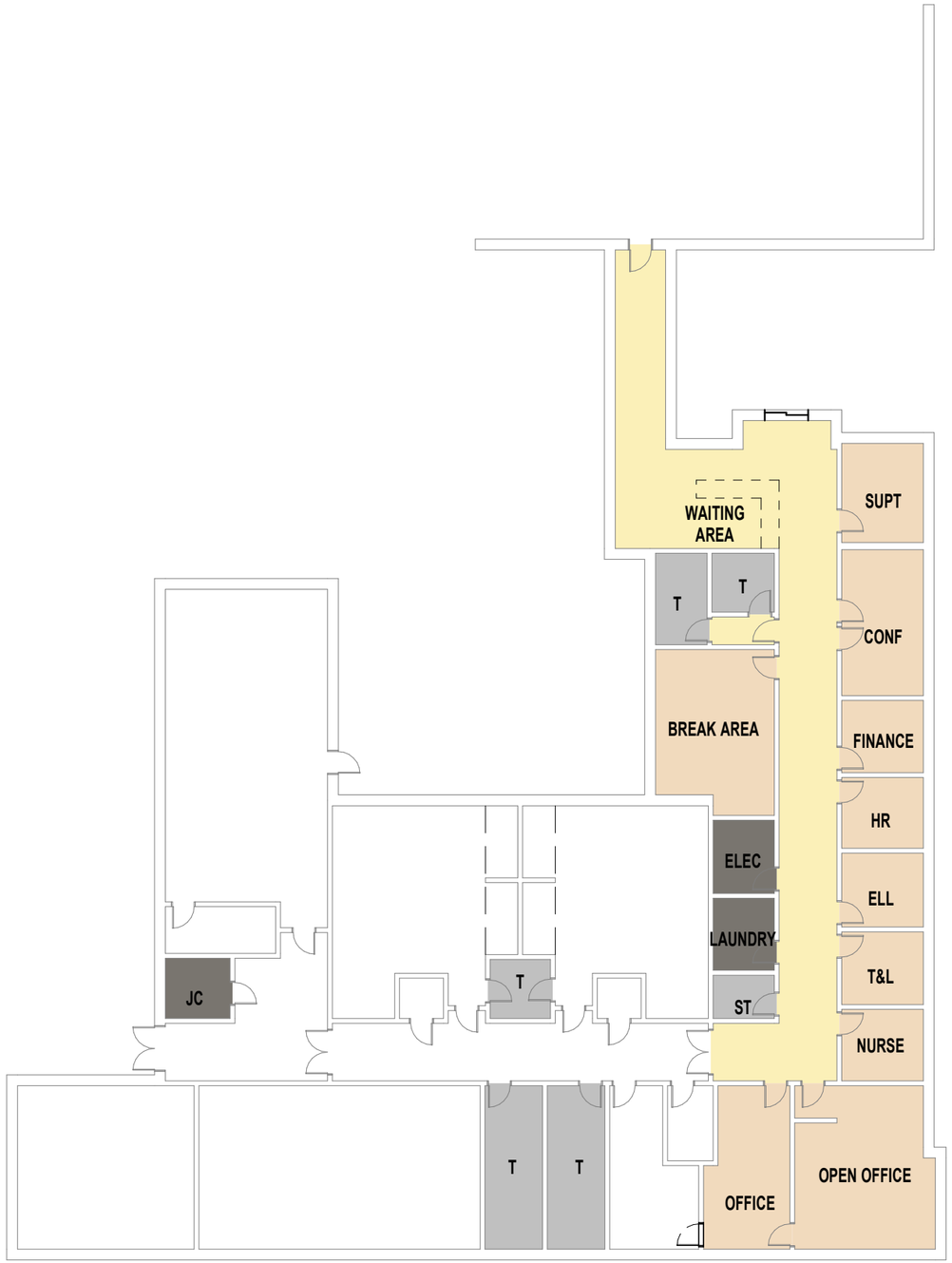
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- PHYSICAL EDUCATION & SPORT SUPPORT

SPACE EFFICIENCY REVIEW

MAHER CENTER

1" = 20'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

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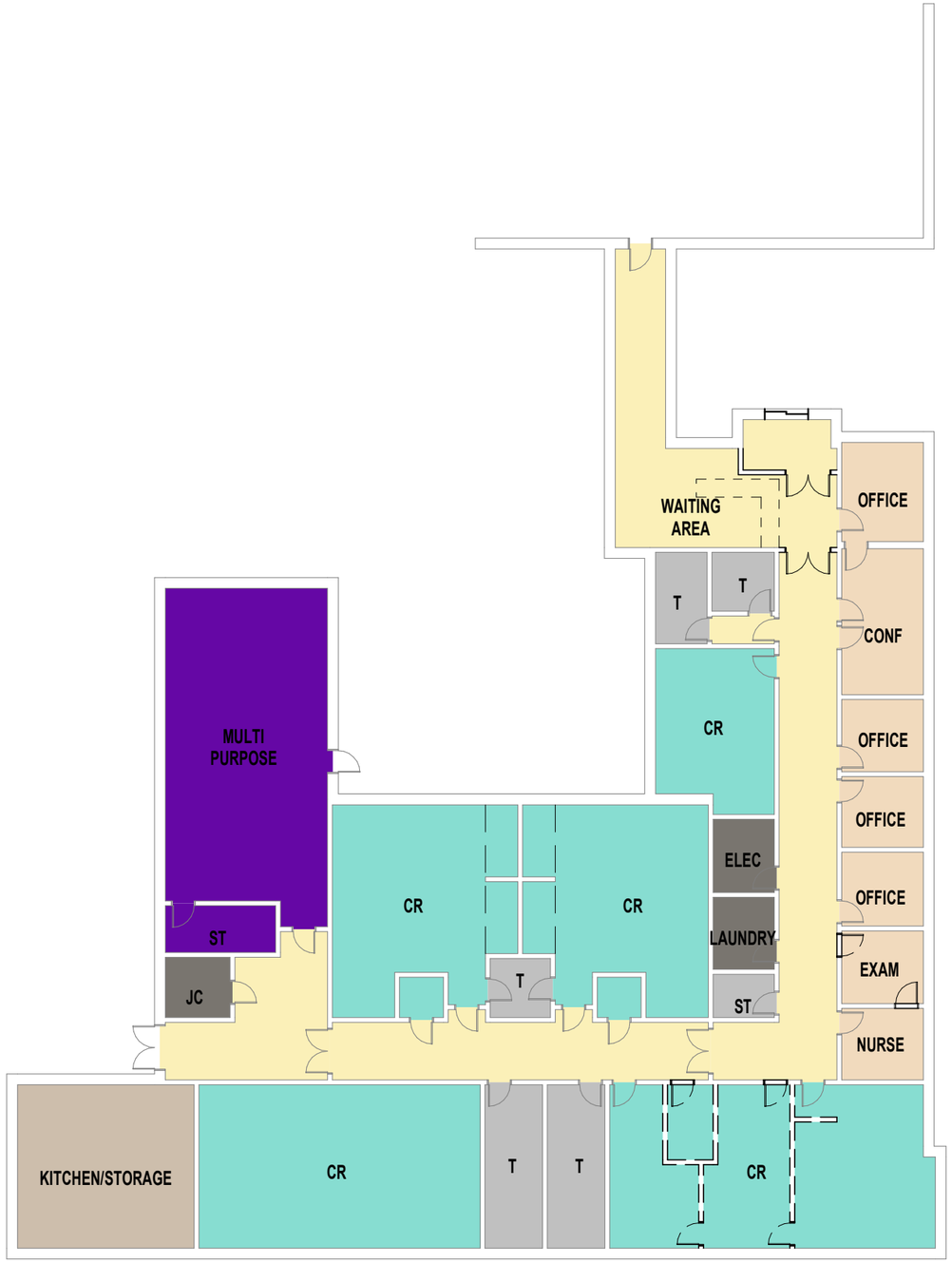
SPACE EFFICIENCY REVIEW

MAHER CENTER

1" = 20'-0"

STUDIO JAED



PROGRAM PLAN LEGEND

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- KITCHEN / SERVERY
- PHYSICAL EDUCATION & SPORT SUPPORT

SPACE EFFICIENCY REVIEW

MAHER CENTER - PREK SCHOOL

1" = 20'-0"

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Agenda

What We Know

Facility Conditions & Strategic Initiatives

The Goal

The Path

Opportunities & Challenges

Timelines

Next Steps to Decision Making

What We Know

- There appears to be a lot of momentum in the legislature for school spending.
- Legislation will be determined within the next 30 days.
- The incentives being considered for additional reimbursement are up for discussion.
- Recommendation from RIDE is to proceed immediately and to take advantage of the momentum and available funds.
- RIDE applications for 2018 include:
  - East Providence $189,500,000
  - Pawtucket $220,000,000
  - Jamestown $5,900,000
  - Smithfield $45,000,000
- There are significant applications in the que for 2019 (Providence, Westerly, South Kingston and others).

Strategic Plan Initiatives

Technology in the Classroom

Early Childhood Education

High Quality Learning Opportunities and Pathways

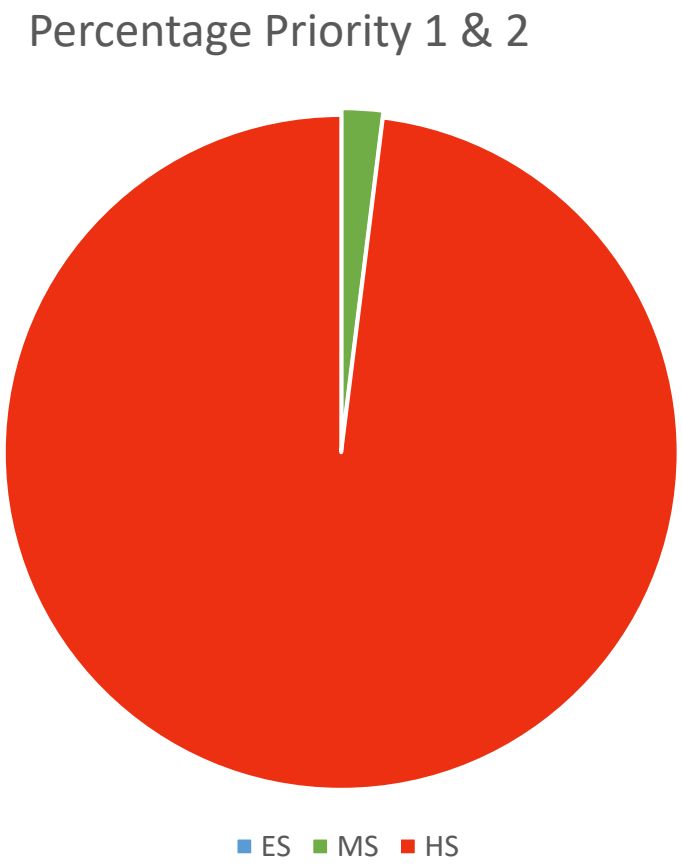
Faculty Professional Development

Individual Learning Plans (ILP)

Learning Climate and Culture

OneNewport - Community Engagement and Partnerships

Building Deficiencies



$25 million

Values Based on Jacobs Report

	Capacity	Enrollment
Pell	840	870*
Thompson	760	599
Rogers	1000	654

*Currently Leasing Property for additional 66 students

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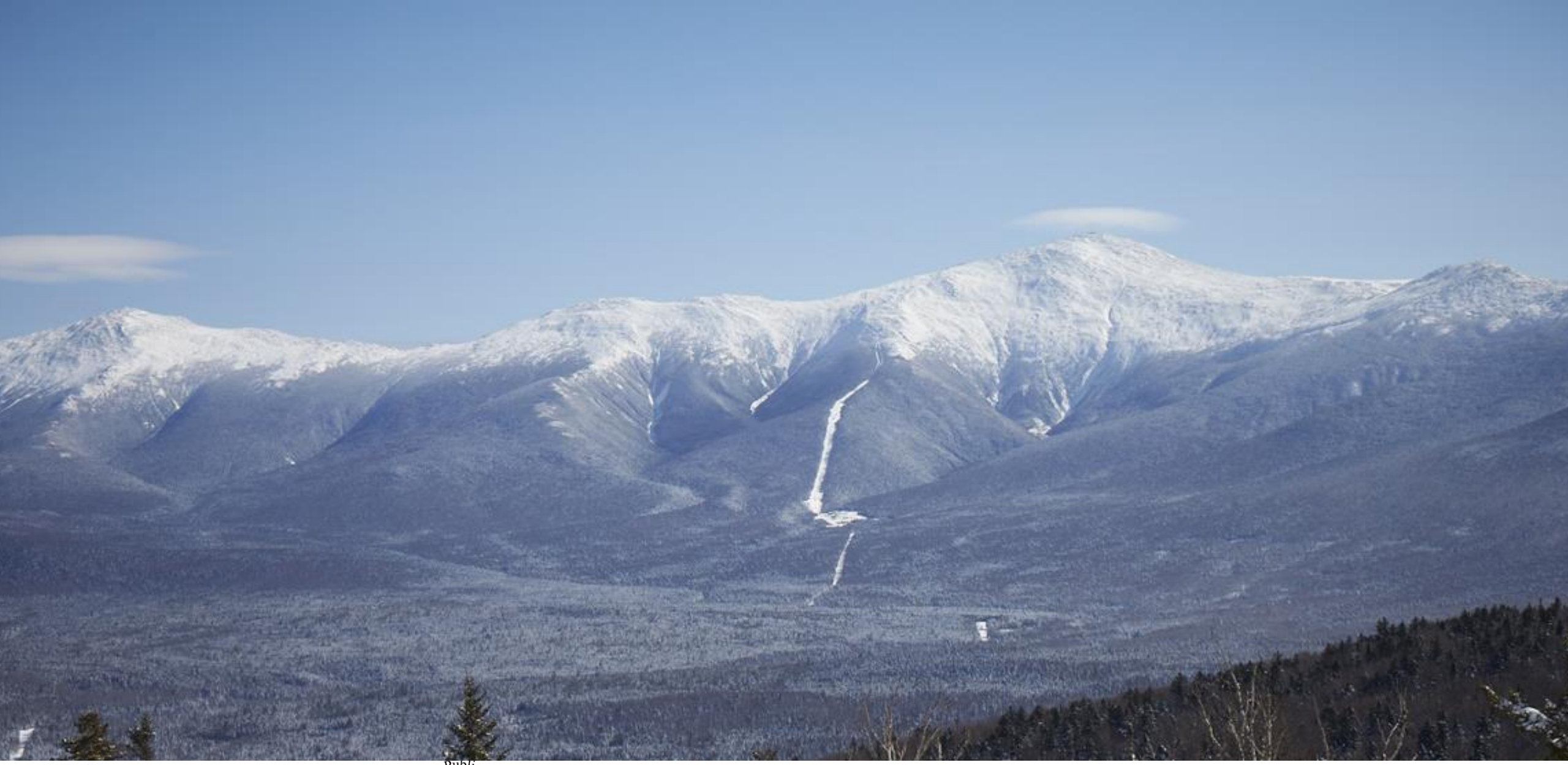
One Newport

Some Challenges

1. Condition and Educational Adequacy of the High School
2. Capacity of Pell and housing Early Learning



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Building Committee Meeting June 5, 2018

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Newport Public Schools

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Building Committee Meeting June 5, 2018

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Building Committee Meeting June 5, 2018

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NO WRONG ANSWERS.

Challenge #1

High School Planning

For College & Career Readiness

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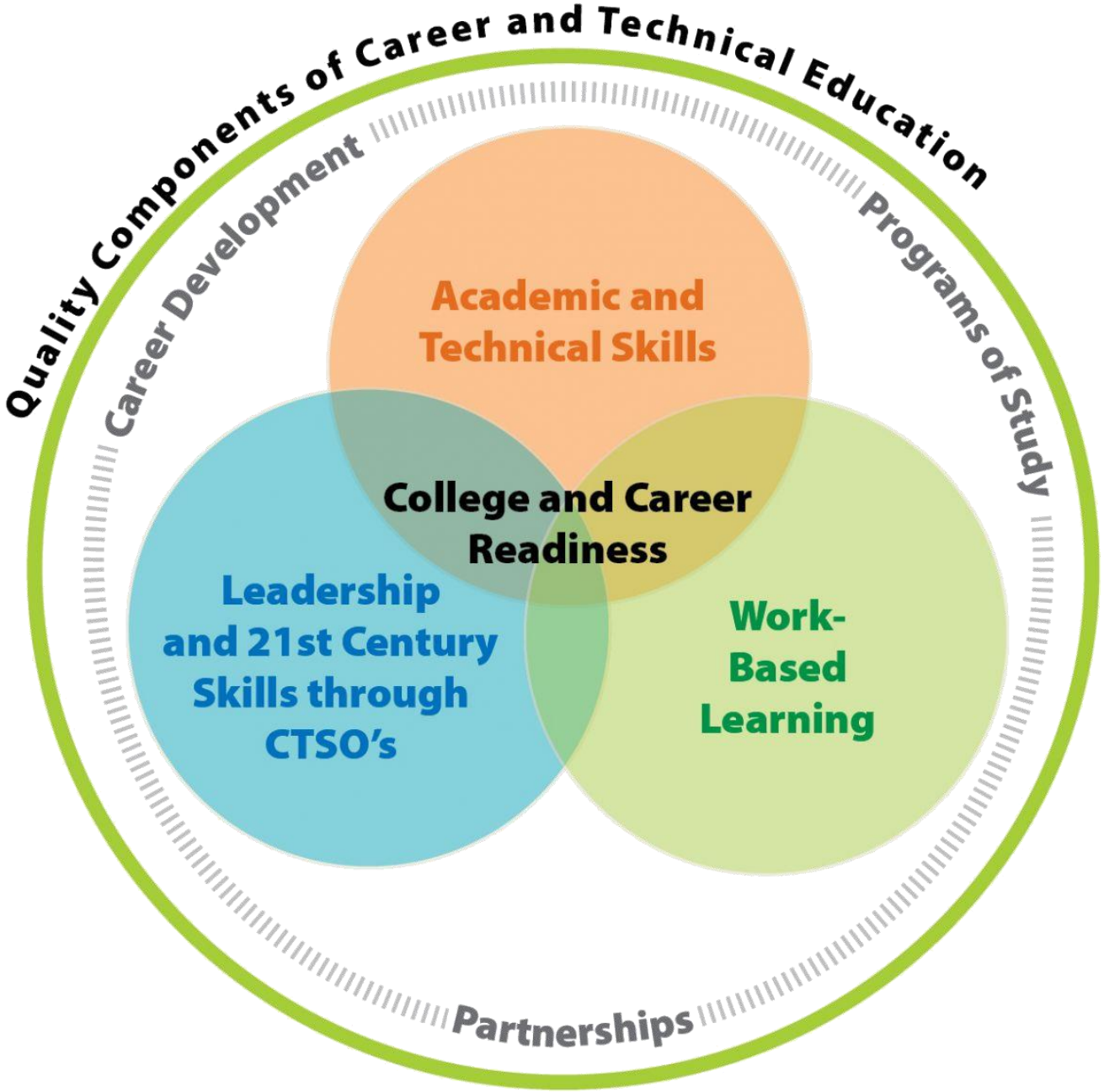
Curriculum / Scheduling

Providing architecture that supports Curriculum / 21st C. Education

Repairs to existing physical facility (deferred maintenance)



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When does the High School Project Move Forward today is June 5, 2018?

Is reimbursement desired?

Yes

Submit RIDE Stage I and RIDE Stage II

When is planned submission date?

February 2019
SBA approval May 2019
Voter approval November 2019
Special Election

Additions & Renovations the existing building with completion by 2024

Or

Design and construct a new building with completion by 2023

Or

Address Priorities 1 and 2 that "Strategically Align" for a future Add/Reno. Starting only after a conceptual design has been established with completion 2022

February 2020
SBA approval May 2020
Voter approval November 2020

Additions & Renovations the existing building with completion by 2025

Or

Design and construct a new building with completion by 2024

Or

Address Priorities 1 and 2 that "Strategically Align" for a future Add/Reno. Starting only after a conceptual design has been established 2023

No

Additions & Renovations at the existing building starting immediately over the next **4.5 years**

Or

Design and construct a new building starting immediately over the next **3.5 years**

Or

Address Priorities 1 and 2 that "Strategically Align" for a future Add/Reno. Starting only after a conceptual design has been established with completion 2021

Challenge #2

Capacity at Pell & Lease Expiration

What happens when the lease expires in Summer 2020, today is June 5, 2018?

Is reimbursement desired?

Yes

Submit RIDE Stage I and RIDE Stage II

When is planned submission date?

February 2019
SBA approval May 2019
Voter approval November 2019

Purchase a building with settlement in Winter of 2019

Or

Design and renovate an existing building with completion by Summer 2021

Or

Design and construct a new building on existing or purchased land with completion by Summer 2022

February 2020
SBA approval May 2020
Voter approval November 2020

Purchase a building with settlement in Winter of 2020

Or

Design and Renovate an existing building with completion by Summer 2022

Or

Design and construct a new building on existing or purchased land with completion by Summer 2023

No

Continue to lease at another location

Or

Immediately purchase a building

Or

Renovate an existing building starting immediately over the next 1.5 years

Or

Purchase land, design and construct a new building starting immediately over the next 2.5 years

Or

Provide modular classrooms on existing property starting immediately over the next 1 year

The Cluny School

The Coggshall School

Lease Space

Modular Classrooms

Opportunities

- Stand Alone Efforts
- Combined Efforts

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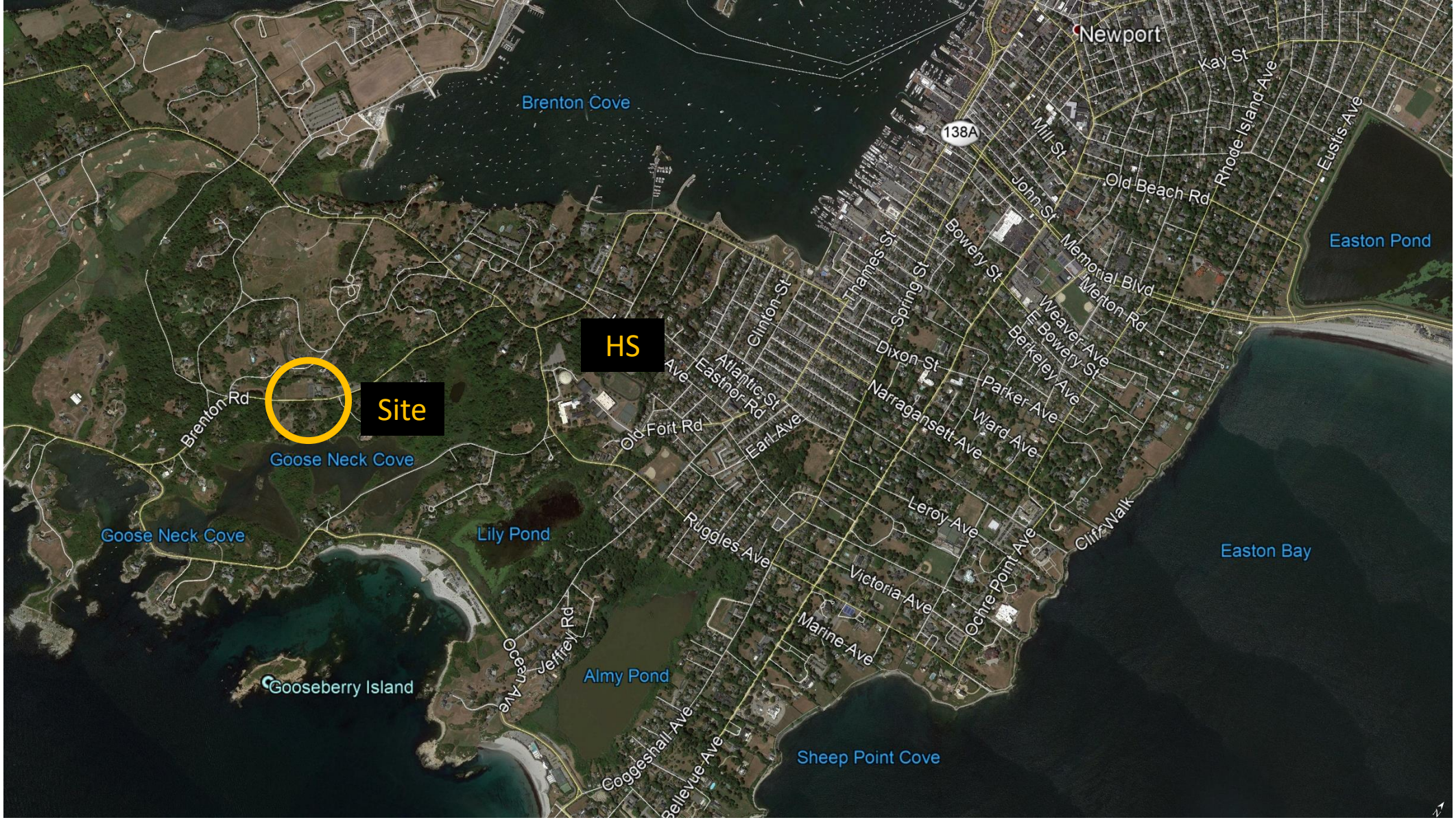

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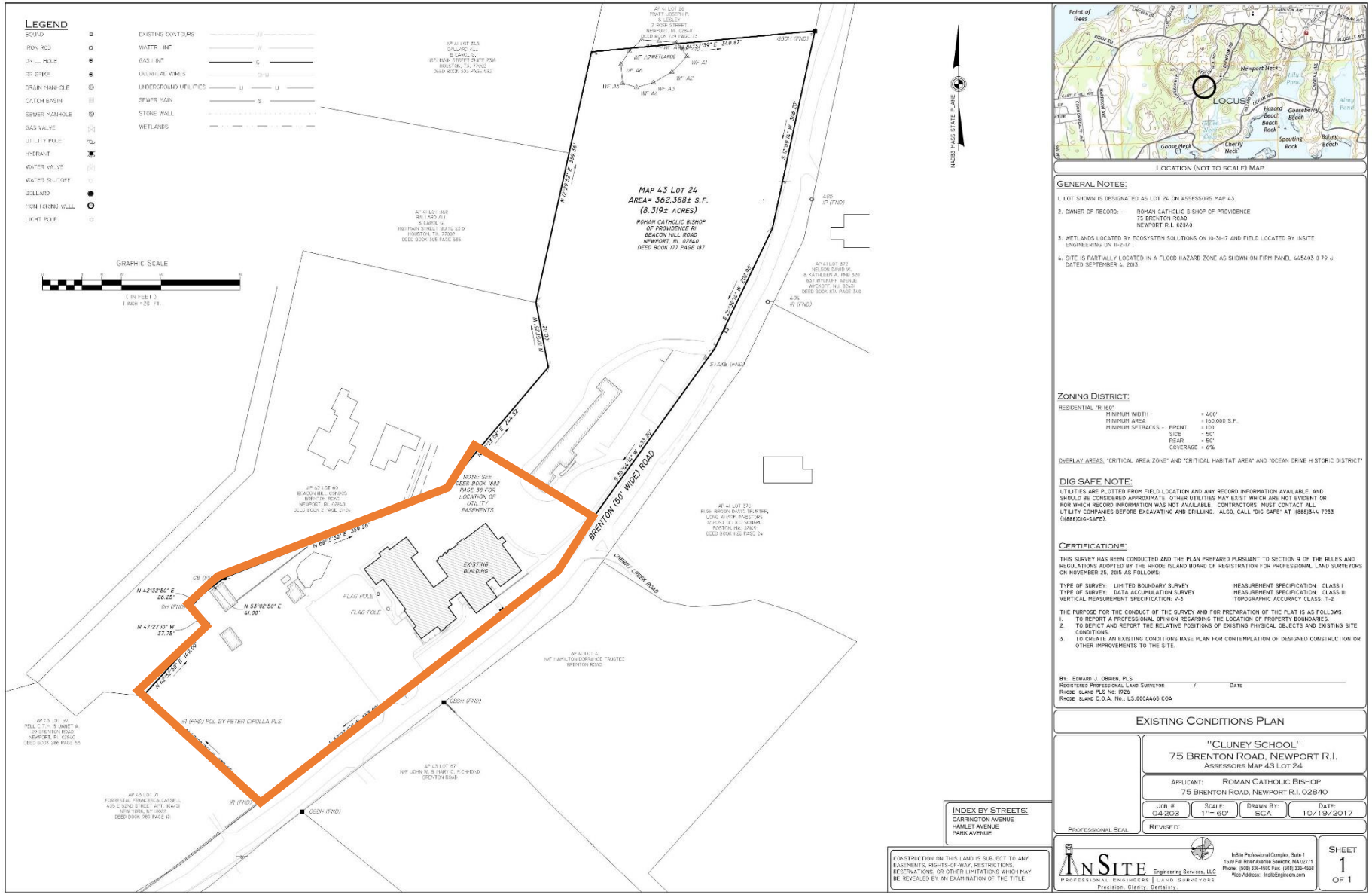
Newport Public Schools
One Newport



The Cluny School
75 Brenton Road

- $2.9 million on 8.3 acres
- Opportunity to sub divide
- Requires Building Addition
- Playing Fields
- South Side Location

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One Newport

Building Committee Meeting June 5, 2018

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Newport Public Schools
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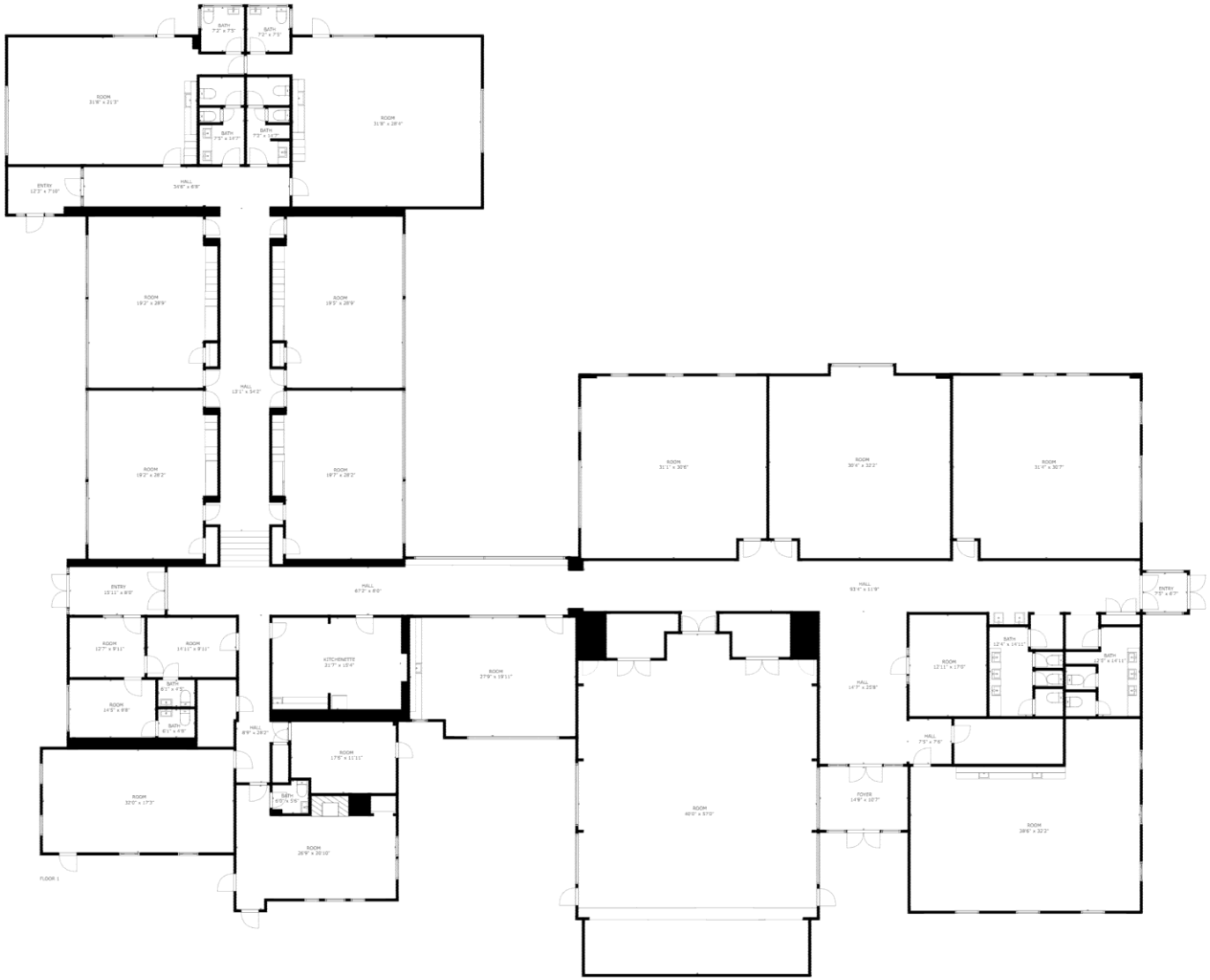
Building Committee Meeting June 5, 2018

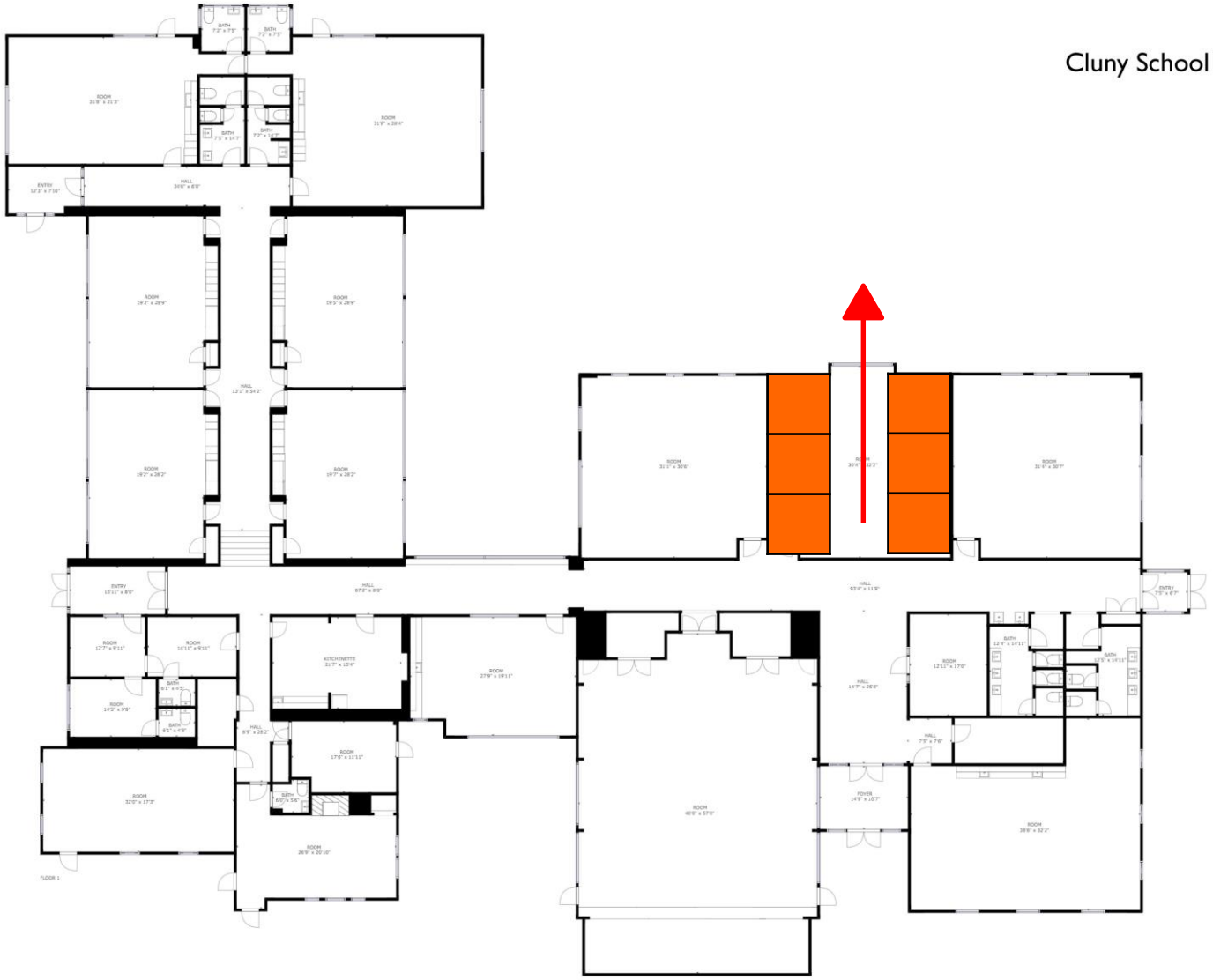


GROSS INTERNAL AREA
FLOOR 1 : 18025 sq ft
TOTAL: 18025 sq ft

Opportunities & Challenges

- -

Cluny School



GROSS INTERNAL AREA
FLOOR 1 : 18025 sq ft
TOTAL: 18025 sq ft
SIZES AND DIMENSIONS ARE APPROXIMATE, ACTUAL MAY VARY.

Cluny School

GROSS INTERNAL AREA
FLOOR 1 : 18025 sq ft
TOTAL: 18025 sq ft

Opportunities

- Existing facility that is owned
- Location is good

Challenges

- Significant code compliance issues
- Inadequate for an Early Learning Program
- Limited site accessibility

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One Newport

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Newport Public Schools
One Newport

Building Committee Meeting June 5, 2018

WHAT YOU ASKED FOR

OPTION 1

Buy Cluny + Addition

High School Comprehensive Work

OPTION 2

Renovate Coggeshall

High School Comprehensive Work

OPTION 3

High School Comprehensive Work with Early Learning

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ALTERNATIVE APPROACHES

OPTION 1

Buy Cluny + Addition

High School Deferred Maintenance as Phase I*

(Unresolved problem continues)

OPTION 2

Continue a lease agreement

High School Deferred Maintenance as Phase I*

(Unresolved problem continues)

*Submit to RIDE a Stage 1 and 2 in years 2019 and 2020

Decision Making Process

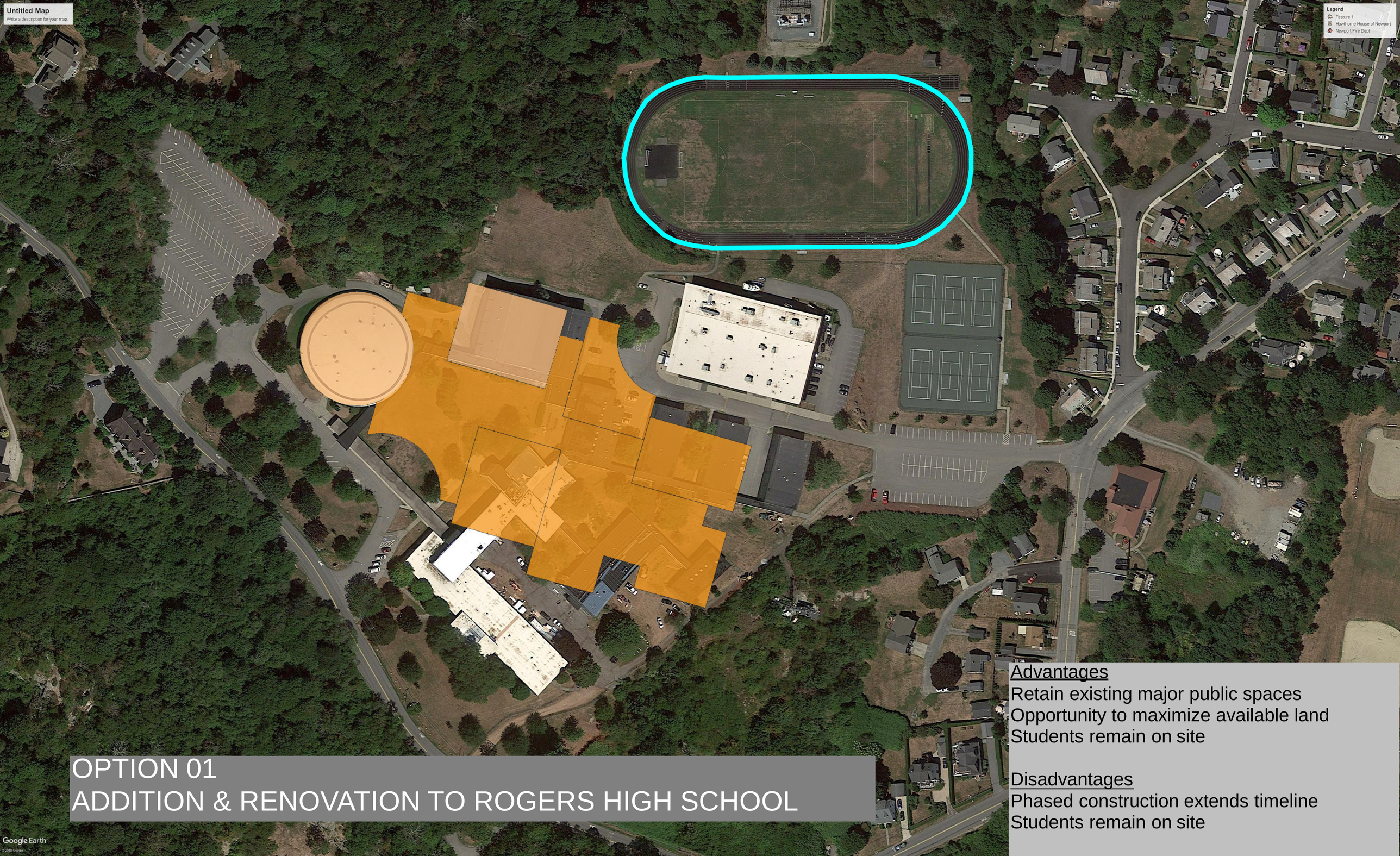
- What questions do you have now that need to be answered in order to decide the Path Forward

Next Steps

- High School Visioning Monday, June 11, 2018
- Complete Survey prior to Visioning Session
- StudioJAED to walk the schools after school year ends
- StudioJAED to provide an overall draft schedule that aligns with RIDE Applications Submission dates

Existing Area	205,000 sq.ft.					
FCI	approx 69%					
Current & 5 Year Deficiencies in June 2016 Dollars	$51,435,651					
Today's Dollar						
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024
Adjusted by 1.38%	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$70,981,198	$73,110,634.33	$75,303,953.36	$77,563,071.96	$79,889,964.12	$82,286,663.04	$84,755,262.94

ROGERS HIGH SCHOOL



Advantages

Retain existing major public spaces
Opportunity to maximize available land
Students remain on site

Disadvantages

Phased construction extends timeline
Students remain on site

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	190,000	$575	$109,250,000				
Renovations	45350	$525	$23,808,750				
Total	235,350		$136,158,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$136,158,750	$140,243,512.50	$144,450,817.88	$148,784,342.41	$153,247,872.68	$157,845,308.86	$162,580,668.13	$167,458,088.17

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	210,000	$575	$120,750,000				
Renovations	45350	$525	$23,808,750				
Total	255,350		$147,658,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$147,658,750	$152,088,512.50	$156,651,167.88	$161,350,702.91	$166,191,224.00	$171,176,960.72	$176,312,269.54	$181,601,637.63

ADDITION & RENOVATION COSTS

Timeline			
Educational Planning		September 2018 thru June 2019	
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote		November 2020	
Design		January 2021 thru January 2022	
Bidding		Spring 2022	
Phase I Construction		June 2022 to September 2023	
	Partial Demolition		
	Auditorium & Gymnasium Renovations		
	Partial New Construction		
	New Construction Partial Occupancy in September 2023		
Phase II Construction		June 2023 to September 2024	
	Partial Demolition		
	Partial New Construction		
	New Construction Partial Occupancy in September 2024		
Phase III Construction		June 2024 to September 2025	
	Partial Demolition		
	Partial New Construction		
	Athletic Fields & Site Work		
	Complete Occupancy in September 2025		

ADDITION & RENOVATION TIMELINE

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total			
Land Acquisition		$0	$0			
New Construction	235,350	$575	$135,326,250			
Today's Dollar				Bid Day		
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$135,326,250	$139,386,037.50	$143,567,618.63	$147,874,647.18	$152,310,886.60	$156,880,213.20	$161,586,619.59
Land Acquisition		$0	$0			
New Construction	255,350	$575	$146,826,250			
Today's Dollar				Bid Day		
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$146,826,250	$151,231,037.50	$155,767,968.63	$160,441,007.68	$165,254,237.91	$170,211,865.05	$175,318,221.00

NEW CONSTRUCTION COSTS

Timeline		
Educational Planning	September 2018 thru June 2019	
Submit RIDE Letter of Intent	August 2019	
Submit RIDE Stage I	September 2019	
Submit RIDE Stage II	February 2020	
SBA Approval	May 2020	
Bond Vote	November 2020	
Design	January 2021 thru January 2022	
Bidding	Spring 2022	
Construction	June 2022 to December 2024	

NEW CONSTRUCTION TIMELINE

Untitled Map
Write a description for your map.

Legend

OPTION 02
NEW HIGH SCHOOL AT NAVAL HOSPITAL

Advantages
Prime location

Disadvantages
Prime location
Site constraints will limit program

Google Earth

Untitled Map
Write a description for your map

<u>Advantages</u>
Prime location

<u>Disadvantages</u>
Prime location
Site constraints compromise safety & program
Time is undefined

OPTION 03
NEW HIGH SCHOOL AT BRIDGE REALIGNMENT

Google Earth

Untitled Map
Write a description for your map.

Legend
- Feature 1
- Hawthorne House of Newport
- Newport Fire Dept

ROGERS HIGH SCHOOL

Google Earth
© 2018 Google

N

100 ft

Untitled Map
Write a description for your map

Legend
Feature 1
Hawthorne House of Newport
Newport Fire Dept

OPTION 01
MINOR ADDITION & MINOR RENOVATION TO CLUNY SCHOOL

Google Earth

Advantages
Existing school on a campus
Time reduction for implementation

Disadvantages
Traffic & busing considerations
Requires purchase
Requires minor building addition
Building requires reactivation

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total
Lease		15 months @ 35,000/month	$525,000
Purchase			$1,500,000
Minor Improvements	19,353	$25	$483,825
New Additions	3,000	$450	$1,350,000
Total	22,353		$3,858,825

Timeline		
Lease Purchase Contract Negotiation	July 2018 thru September 2018	
Submit RIDE Letter of Intent	August 2018	
Submit RIDE Stage I	September 2018	
Minor improvements at risk	September 2018 thru September 2019	
Submit RIDE Stage II	February 2019	
SBA Approval	May 2019	
Students Occupy	September 2019	
Bond Vote Special Election	November 2019	
Settlement	December 2019	
Design	January 2020 thru May 2020	
Bidding	June 2020	
Addition Construction	July 2020 to March 2021	
Pell relief recognized	September 2021	

OPTION 01
MINOR ADDITION & MINOR RENOVATION TO CLUNY SCHOOL COSTS & TIMELINE

Untitled Map
Write a description for your map.

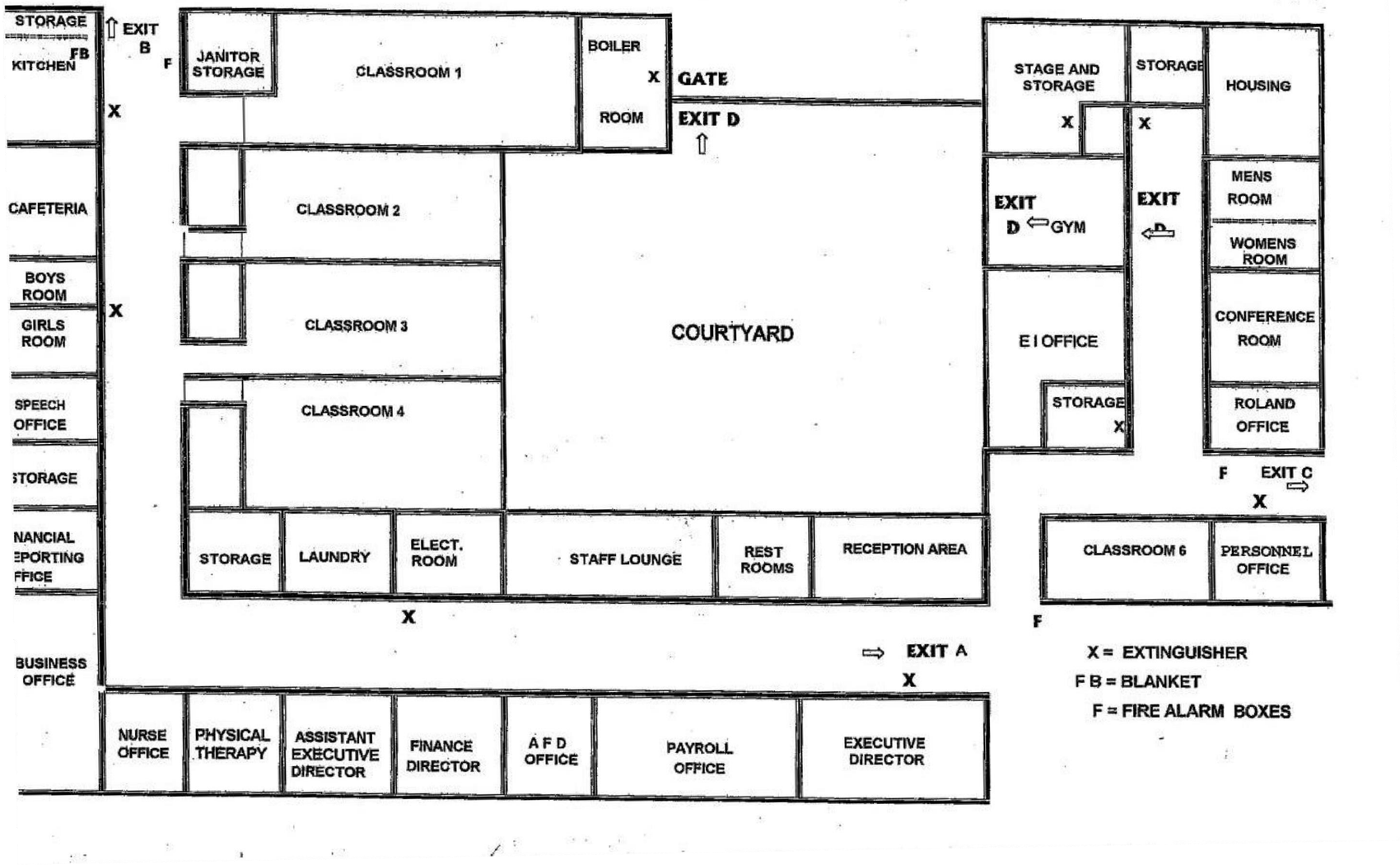
Legend
Feature 1
Hawthorne House of Newport
Newport Fire Dept

OPTION 02
MAJOR ADDITION & MAJOR RENOVATION TO MAHER CENTER

Google Earth

<u>Advantages</u>
Location
City owned property

<u>Disadvantages</u>
Requires major building addition
Requires major building renovation
Extended time for implementation



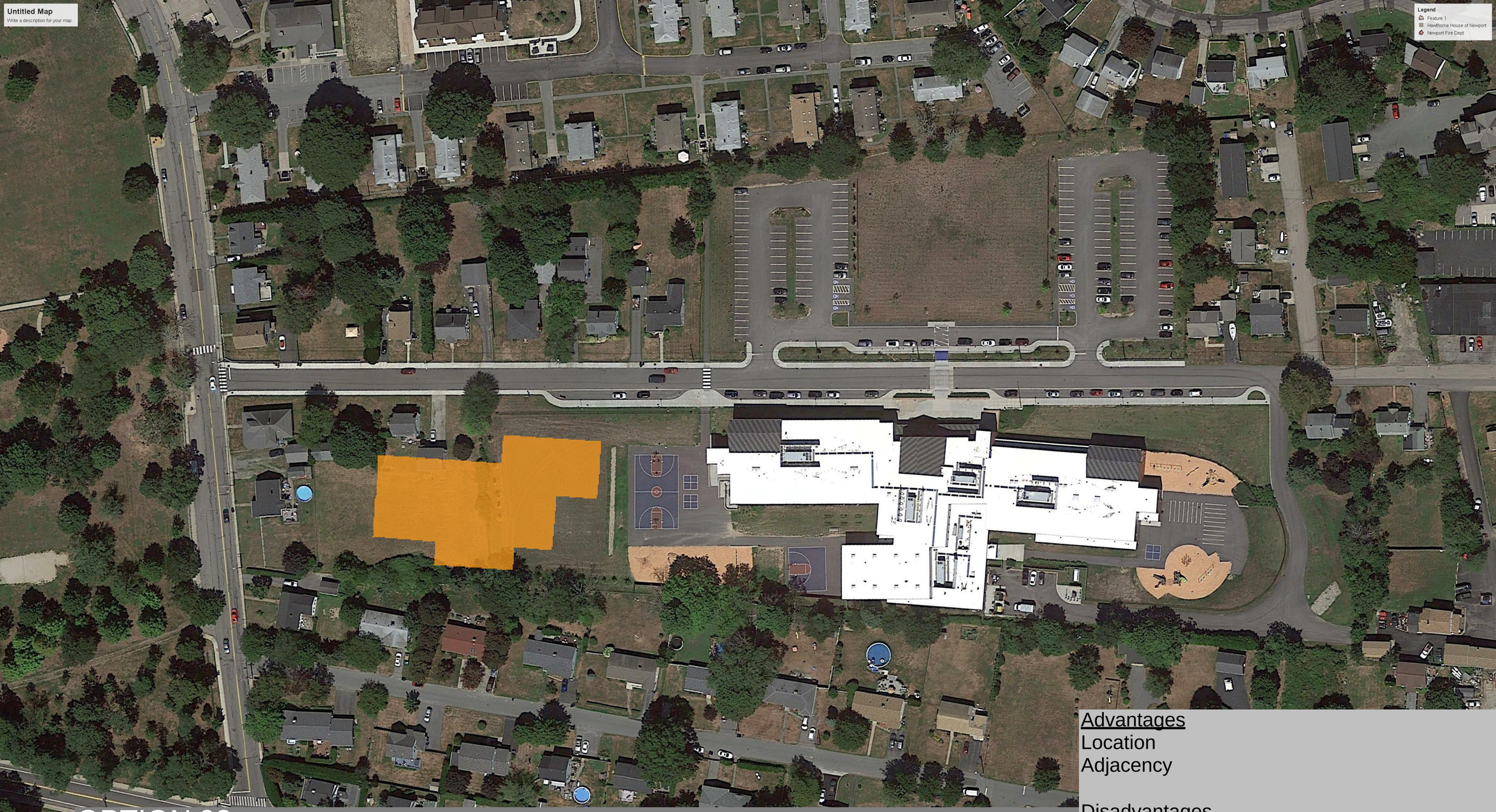
OPTION 02
MAJOR ADDITION & MAJOR RENOVATION TO MAHER CENTER TIMELINE

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total
Major Renovations	13,063	$450	$5,878,350
Major Additions	9,331	$475	$4,432,225
Total	22,394		$10,310,575

Timeline at Risk	
Submit RIDE Letter of Intent	August 2018
Submit RIDE Stage I	September 2018
Design at risk	September 2018 thru March 2019
Submit RIDE Stage II	February 2019
Bidding at risk	April 2019
SBA Approval	May 2019
Construction at risk	June 2019 September 2020
Bond Vote Special Election	November 2019
Pell relief recognized	September 2020

Timeline Extended	
Submit RIDE Letter of Intent	August 2018
Submit RIDE Stage I	September 2018
Submit RIDE Stage II	February 2019
SBA Approval	May 2019
Bond Vote Special Election	November 2019
Design	January 2020 thru July 2020
Bidding	August 2020
Construction	September 2020 thru December 2021
Occupancy	September 2021
Pell relief recognized	December 2021

OPTION 02
MAJOR ADDITION & MAJOR RENOVATION TO MAHER CENTER COSTS



OPTION 03
EARLY LEARNING CENTER ON SITE OF PELL ELEMENTARY

Advantages
Location
Adjacency

Disadvantages
Requires land purchase
Requires new construction
Extended time for implementation

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total
Land Aquisition			Unknown
New Construction	23,000	$575	$13,225,000
Total	23,000		$13,225,000
Timeline Extended			
Land Acquisition		July 2018 thru December 2018	
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote Special Election		November 2020	
Design		January 2021 thru January 2022	
Bidding		March 2022	
Construction		May 2022 thru September 2023	
Occupancy		September 2023	
Pell relief recognized		September 2023	

OPTION 03
EARLY LEARNING CENTER ON SITE OF PELL ELEMENTARY COSTS & TIMELINE

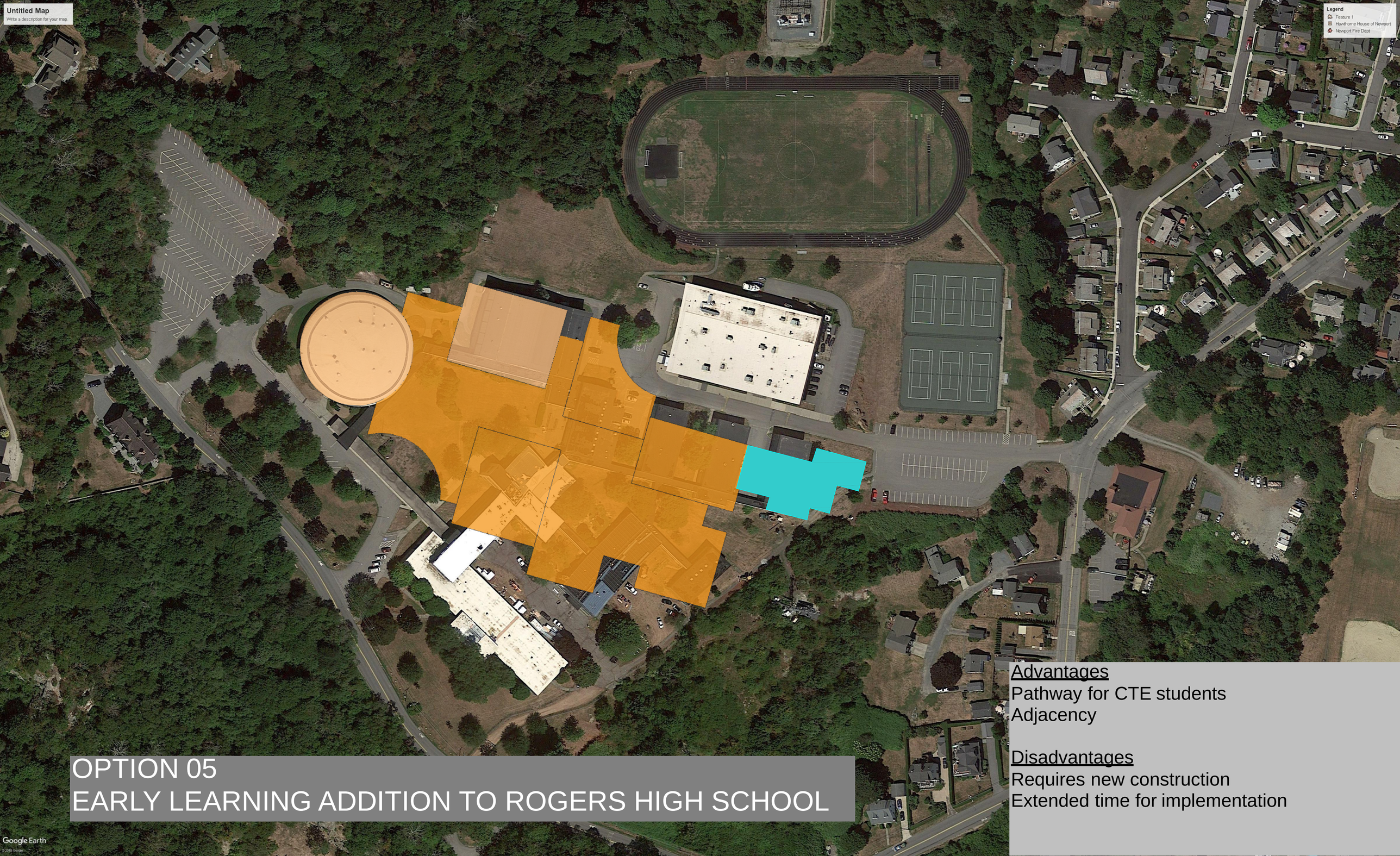
OPTION 04
EARLY LEARNING CENTER ON SITE OF COGSHALL ELEMENTARY

Advantages
Location
City owned property

Disadvantages
Requires demolition
Requires new construction
Extended time for implementation

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total
Demolition	44,000	$20	$880,000
New Construction	23,000	$575	$13,225,000
Total	23,000		$14,105,000
Timeline Extended			
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote Special Election		November 2020	
Design		January 2021 thru January 2022	
Bidding		March 2022	
Construction		May 2022 thru September 2023	
Occupancy		September 2023	
Pell relief recognized		September 2023	

OPTION 04
EARLY LEARNING CENTER ON SITE OF COGSHALL ELEMENTARY COSTS & TIMELINE



OPTION 05
EARLY LEARNING ADDITION TO ROGERS HIGH SCHOOL

Advantages
Pathway for CTE students
Adjacency

Disadvantages
Requires new construction
Extended time for implementation

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	210,000	$575	$120,750,000				
Renovations	45350	$525	$23,808,750				
Total	255,350		$147,658,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$147,658,750	$152,088,512.50	$156,651,167.88	$161,350,702.91	$166,191,224.00	$171,176,960.72	$176,312,269.54	$181,601,637.63

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	230,000	$575	$132,250,000				
Renovations	45350	$525	$23,808,750				
Total	275,350		$159,158,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$159,158,750	$163,933,512.50	$168,851,517.88	$173,917,063.41	$179,134,575.31	$184,508,612.57	$190,043,870.95	$195,745,187.08

OPTION 05
EARLY LEARNING CENTER AT ROGERS HIGH SCHOOL COSTS

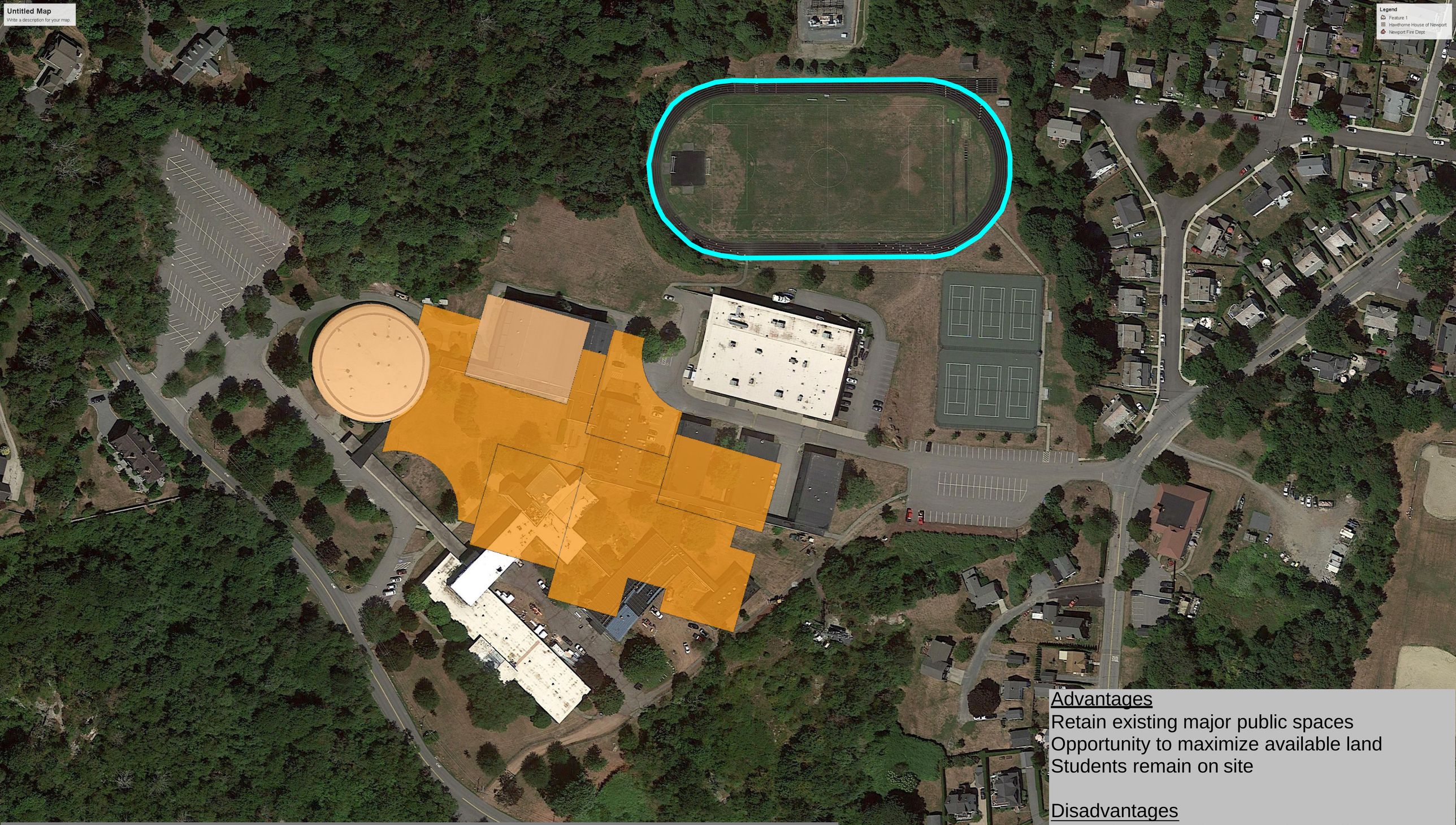
Timeline			
Educational Planning		September 2018 thru June 2019	
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote		November 2020	
Design		January 2021 thru January 2022	
Bidding		Spring 2022	
Phase I Construction		June 2022 to September 2023	
	Partial Demolition		
	Auditorium & Gymnasium Renovations		
	Partial New Construction		
	New Construction Partial Occupancy in September 2023		
Phase II Construction		June 2023 to September 2024	
	Partial Demolition		
	Partial New Construction		
	New Construction Partial Occupancy in September 2024		
Phase III Construction		June 2024 to September 2025	
	Partial Demolition		
	Partial New Construction		
	Athletic Fields & Site Work		
	Early Learning Center		
	Complete Occupancy in September 2025		
	Pell relief recognized in September 2025		

OPTION 05
EARLY LEARNING CENTER AT ROGERS HIGH SCHOOL TIMELINE

Rogers High School

Facility Condition & Educational Adequacy Deficiencies

Existing Area	205,000 sq.ft.					
FCI	approx 69%					
Current & 5 Year Deficiencies in June 2016 Dollars	$51,435,651					
Today's Dollar						
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024
Adjusted by 1.38%	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$70,981,198	$73,110,634.33	$75,303,953.36	$77,563,071.96	$79,889,964.12	$82,286,663.04	$84,755,262.94



OPTION 01
ADDITION & RENOVATION TO ROGERS HIGH SCHOOL

Advantages
Retain existing major public spaces
Opportunity to maximize available land
Students remain on site

Disadvantages
Phased construction extends timeline
Students remain on site

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	190,000	$575	$109,250,000				
Renovations	45350	$525	$23,808,750				
Total	235,350		$136,158,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$136,158,750	$140,243,512.50	$144,450,817.88	$148,784,342.41	$153,247,872.68	$157,845,308.86	$162,580,668.13	$167,458,088.17

$108,847,757
After Reimbursement

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	210,000	$575	$120,750,000				
Renovations	45350	$525	$23,808,750				
Total	255,350		$147,658,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$147,658,750	$152,088,512.50	$156,651,167.88	$161,350,702.91	$166,191,224.00	$171,176,960.72	$176,312,269.54	$181,601,637.63

$118,041,064
After Reimbursement

ADDITION & RENOVATION COSTS

East Providence HS

1,600 student Comprehensive

270,000 sq.ft. New Construction

$190 million 2018

Providence Career And Technical Academy

800 student Comprehensive

284,000 sq.ft. Additions & Renovations

$105 million 2010 (todays dollars approx. 145 million)

Lincoln HS

800 student Traditional

169,000 sq.ft. Additions & Renovations

$60 million 2017

COMPARABLES

Timeline			
Educational Planning		September 2018 thru June 2019	
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote		November 2020	
Design		January 2021 thru January 2022	
Bidding		Spring 2022	
Phase I Construction		June 2022 to September 2023	
	Partial Demolition		
	Auditorium & Gymnasium Renovations		
	Partial New Construction		
	New Construction Partial Occupancy in September 2023		
Phase II Construction		June 2023 to September 2024	
	Partial Demolition		
	Partial New Construction		
	New Construction Partial Occupancy in September 2024		
Phase III Construction		June 2024 to September 2025	
	Partial Demolition		
	Partial New Construction		
	Athletic Fields & Site Work		
	Complete Occupancy in September 2025		

ADDITION & RENOVATION TIMELINE

NEW CONSTRUCTION OPTION

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total			
Land Acquisition		$0	$0			
New Construction	235,350	$575	$135,326,250			
Today's Dollar				Bid Day		
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$135,326,250	$139,386,037.50	$143,567,618.63	$147,874,647.18	$152,310,886.60	$156,880,213.20	$161,586,619.59

Land Acquisition		$0	$0			
New Construction	255,350	$575	$146,826,250			
Today's Dollar				Bid Day		
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$146,826,250	$151,231,037.50	$155,767,968.63	$160,441,007.68	$165,254,237.91	$170,211,865.05	$175,318,221.00

$105,031,302 to $113,956,843
After Reimbursement

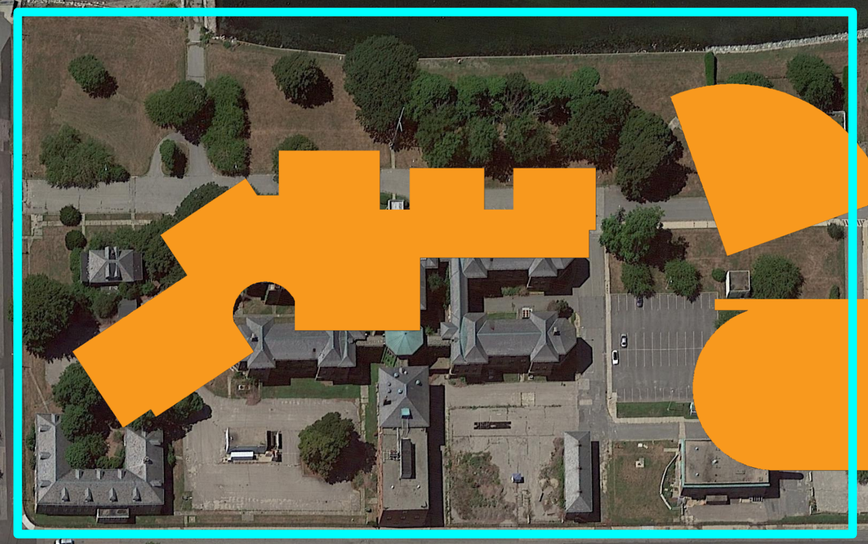
NEW CONSTRUCTION COSTS

Timeline		
Educational Planning	September 2018 thru June 2019	
Submit RIDE Letter of Intent	August 2019	
Submit RIDE Stage I	September 2019	
Submit RIDE Stage II	February 2020	
SBA Approval	May 2020	
Bond Vote	November 2020	
Design	January 2021 thru January 2022	
Bidding	Spring 2022	
Construction	June 2022 to December 2024	

NEW CONSTRUCTION TIMELINE

Untitled Map
Write a description for your map.

Legend



<u>Advantages</u>
Prime location

<u>Disadvantages</u>
Prime location
Site constraints will limit program

OPTION 02
NEW HIGH SCHOOL AT NAVAL HOSPITAL

Untitled Map
Write a description for your map

Advantages
Prime location

Disadvantages
Prime location
Site constraints compromise safety & program
Time is undefined

OPTION 03
NEW HIGH SCHOOL AT BRIDGE REALIGNMENT

Untitled Map
Write a description for your map.

Legend
- Feature 1
- Hawthorne House of Newport
- Newport Fire Dept

ROGERS HIGH SCHOOL

Elementary School Overcrowding and Early Learning Lease Expiration

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. Do nothing until lease expiration and negotiate new lease elsewhere (not reimbursable)

Advantages

Currently a no cost option

Defer any costs, other than existing lease, until 2020

Disadvantages

Existing overcrowding at Pell remains

Ability to find adequate lease space suitable for an early learning center is limited

Improvements costs to a leased property are unknown

COSTS - Unknown

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. Negotiate to lease the Cluny School and make improvements for occupancy (not reimbursable)

Advantages

Long term lease possibility for early learning

Disadvantages

Existing overcrowding at Pell remains, without additions Cluny can not accommodate all of Kindergarten

Occupancy improvements costs to a leased property are approximately $300,000

Property is currently listed for sale

COSTS – Unknown (current lease in Middletown is approximately $102,000 / year)

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. Purchase the Cluny School and make improvements (reimbursable, settlement not until successful Bond vote)

Advantages

Long term solution

Disadvantages

Improvements costs to the property are approximately $300,000

Wil require a Stage I and Stage II Submission to RIDE if seeking reimbursement

Will require a 3 classroom addition to recognize relief at Pell

Classroom Addition cost to the property is approximately $1,500,000 (could be done after settlement)

Transportation

COSTS - $3 to $4 million dollars (after reimbursement $1.9 to $2.6 million)

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. Construct major addition and perform major renovation to the Maher Center

Advantages

Long term solution

City owned property

Disadvantages

Major addition and renovation costs to recognize relief at Pell

Wil require a Stage I and Stage II Submission to RIDE if seeking reimbursement

Parking and site constraints may limit this project

Housing Authority building adjacency and use may limit this project

Extended schedule

COSTS - $10 to $11 million dollars (after reimbursement $6.5 to $7.1 million)

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. Acquire property adjacent to Pell and construct new Early Learning Center

Advantages

Long term solution

Adjacency and location

Disadvantages

Property acquisition

Major project costs to recognize relief at Pell

Wil require a Stage I and Stage II Submission to RIDE if seeking reimbursement

Parking and site constraints may limit this project

Extended schedule

COSTS - +$13 million dollars (after reimbursement +$8.4 million)

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. Demolition of Cogshall and construct new Early Learning Center

Advantages

Long term solution

City owned property

Disadvantages

Major project costs to recognize relief at Pell

Wil require a Stage I and Stage II Submission to RIDE if seeking reimbursement

Parking and site constraints may limit this project

Extended schedule

COSTS - $14 million dollars (after reimbursement $9.1 million)

Elementary School Overcrowding and Early Learning Lease Expiration in 2020

1. New Early Learning Center at Rogers HS

Advantages

Long term solution

City owned property

Programmatic advantages CTE

Disadvantages

Major project costs to recognize relief at Pell

Wil require a Stage I and Stage II Submission to RIDE if seeking reimbursement

As part of significant renovation project the Early Learning Center is the last phase

Extended schedule

COSTS – Rolled into Rogers HS project

Untitled Map
Write a description for your map

Legend
Feature 1
Hawthorne House of Newport
Newport Fire Dept

OPTION 01
MINOR ADDITION & MINOR RENOVATION TO CLUNY SCHOOL

Google Earth

Advantages
Existing school on a campus
Time reduction for implementation

Disadvantages
Traffic & busing considerations
Requires purchase
Requires minor building addition
Building requires reactivation

Scope of Work	Size	Project Cost Per Sq.Ft. Inlcuding Site Work	Total
Lease		15 months @ 35,000/month	$525,000
Purchase			$1,500,000
Minor Improvements	19,353	$25	$483,825
New Additions	3,000	$450	$1,350,000
Total	22,353		$3,858,825
Timeline			
Lease Purchase Contract Negotiation		July 2018 thru September 2018	
Submit RIDE Letter of Intent		August 2018	
Submit RIDE Stage I		September 2018	
Minor improvements at risk		September 2018 thru September 2019	
Submit RIDE Stage II		February 2019	
SBA Approval		May 2019	
Students Occupy		September 2019	
Bond Vote Special Election		November 2019	
Settlement		December 2019	
Design		January 2020 thru May 2020	
Bidding		June 2020	
Addition Construction		July 2020 to March 2021	
Pell relief recognized		September 2021	

OPTION 01
MINOR ADDITION & MINOR RENOVATION TO CLUNY SCHOOL COSTS & TIMELINE

Untitled Map
Write a description for your map.

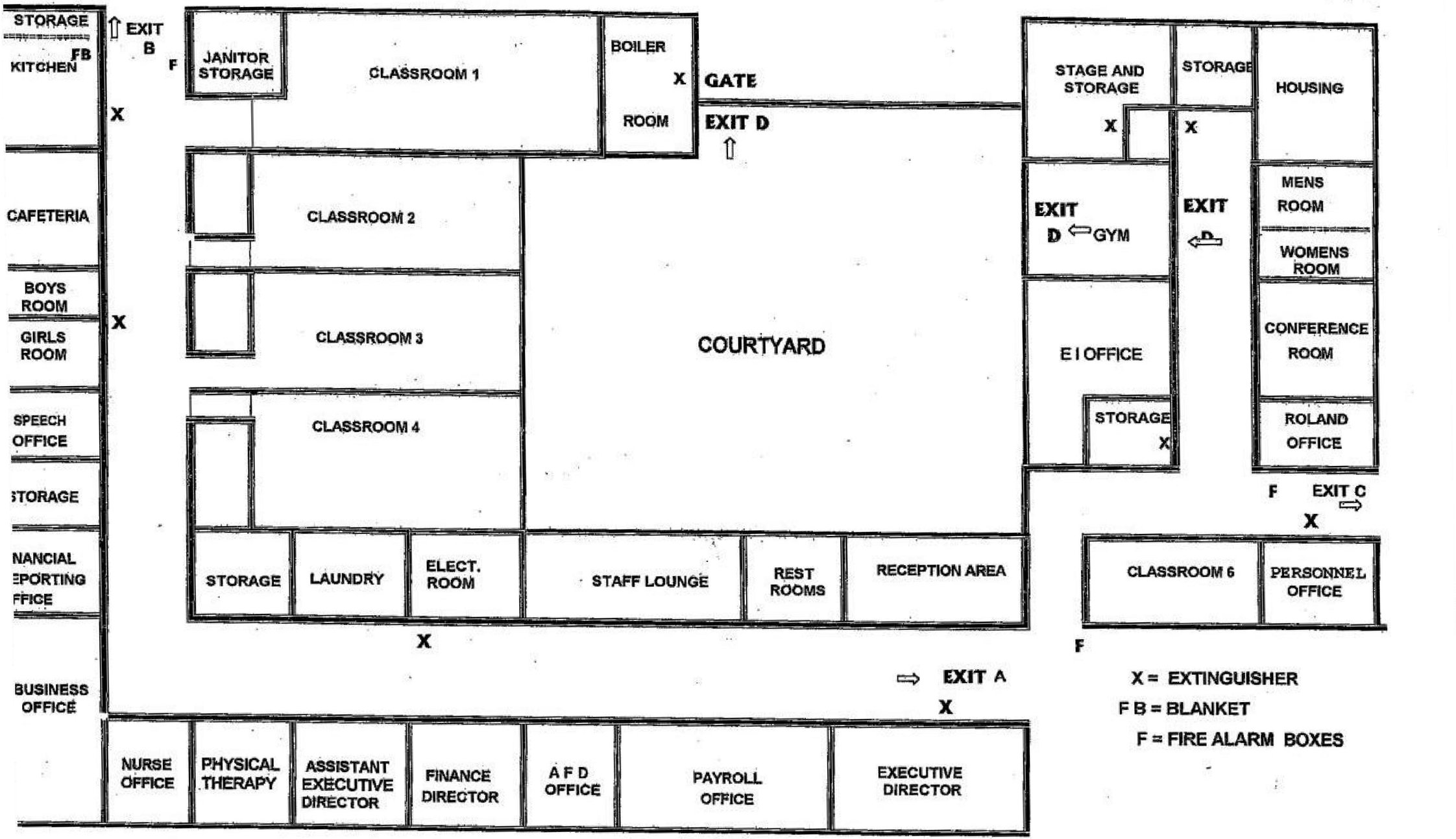
Legend
Feature 1
Hawthorne House of Newport
Newport Fire Dept

OPTION 02
MAJOR ADDITION & MAJOR RENOVATION TO MAHER CENTER

Google Earth

<u>Advantages</u>
Location
City owned property

<u>Disadvantages</u>
Requires major building addition
Requires major building renovation
Extended time for implementation



OPTION 02
MAJOR ADDITION & MAJOR RENOVATION TO MAHER CENTER TIMELINE

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total
Major Renovations	13,063	$450	$5,878,350
Major Additions	9,331	$475	$4,432,225
Total	22,394		$10,310,575

Timeline at Risk	
Submit RIDE Letter of Intent	August 2018
Submit RIDE Stage I	September 2018
Design at risk	September 2018 thru March 2019
Submit RIDE Stage II	February 2019
Bidding at risk	April 2019
SBA Approval	May 2019
Construction at risk	June 2019 September 2020
Bond Vote Special Election	November 2019
Pell relief recognized	September 2020

Timeline Extended	
Submit RIDE Letter of Intent	August 2018
Submit RIDE Stage I	September 2018
Submit RIDE Stage II	February 2019
SBA Approval	May 2019
Bond Vote Special Election	November 2019
Design	January 2020 thru July 2020
Bidding	August 2020
Construction	September 2020 thru December 2021
Occupancy	September 2021
Pell relief recognized	December 2021

OPTION 02
MAJOR ADDITION & MAJOR RENOVATION TO MAHER CENTER COSTS

OPTION 03
EARLY LEARNING CENTER ON SITE OF PELL ELEMENTARY

<u>Advantages</u>
Location
Adjacency

<u>Disadvantages</u>
Requires land purchase
Requires new construction
Extended time for implementation

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total
Land Aquisition			Unknown
New Construction	23,000	$575	$13,225,000
Total	23,000		$13,225,000
Timeline Extended			
Land Acquisition		July 2018 thru December 2018	
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote Special Election		November 2020	
Design		January 2021 thru January 2022	
Bidding		March 2022	
Construction		May 2022 thru September 2023	
Occupancy		September 2023	
Pell relief recognized		September 2023	

OPTION 03
EARLY LEARNING CENTER ON SITE OF PELL ELEMENTARY COSTS & TIMELINE

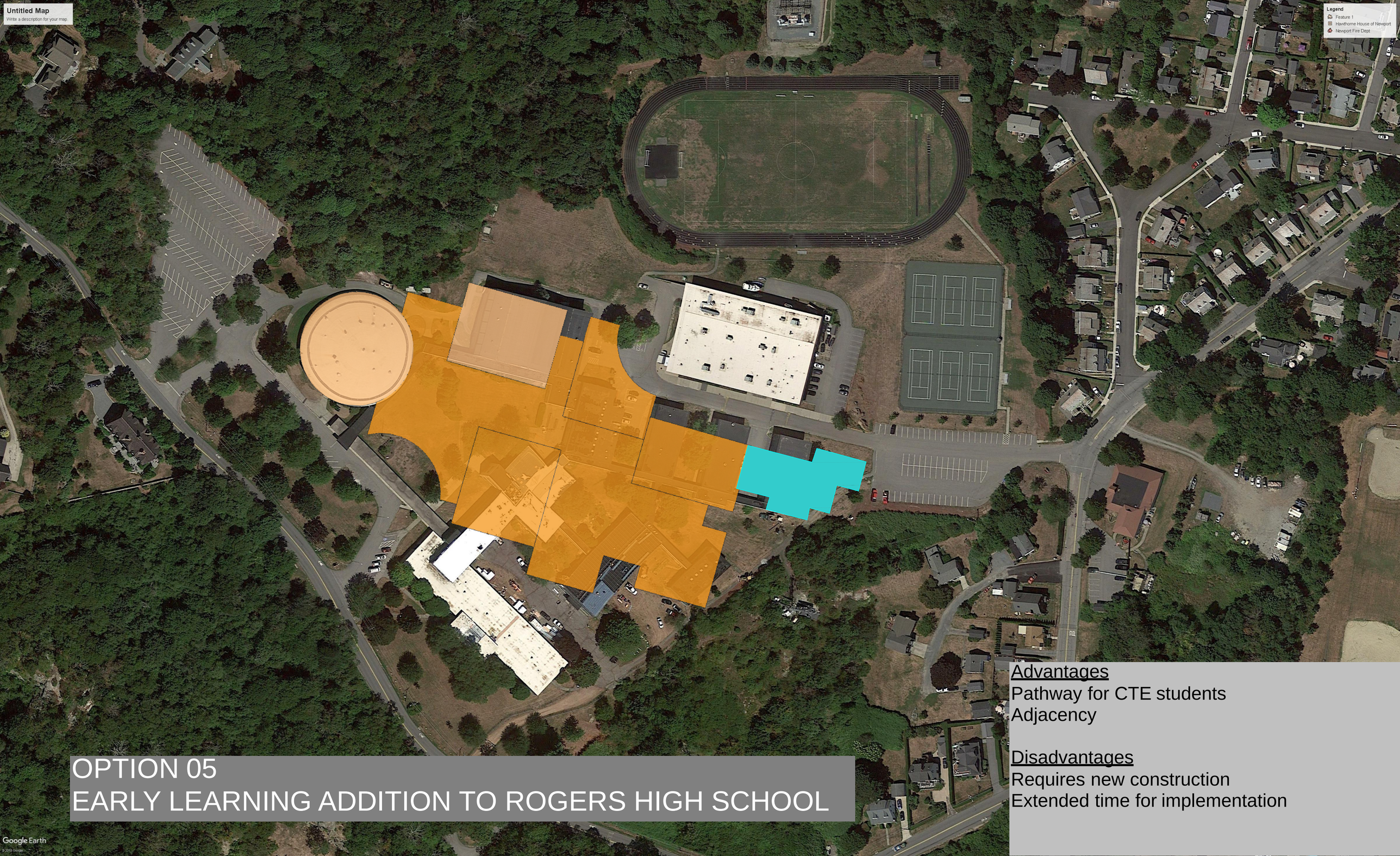
OPTION 04
EARLY LEARNING CENTER ON SITE OF COGSHALL ELEMENTARY

Advantages
Location
City owned property

Disadvantages
Requires demolition
Requires new construction
Extended time for implementation

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total
Demolition	44,000	$20	$880,000
New Construction	23,000	$575	$13,225,000
Total	23,000		$14,105,000
Timeline Extended			
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote Special Election		November 2020	
Design		January 2021 thru January 2022	
Bidding		March 2022	
Construction		May 2022 thru September 2023	
Occupancy		September 2023	
Pell relief recognized		September 2023	

OPTION 04
EARLY LEARNING CENTER ON SITE OF COGSHALL ELEMENTARY COSTS & TIMELINE



OPTION 05
EARLY LEARNING ADDITION TO ROGERS HIGH SCHOOL

Advantages
Pathway for CTE students
Adjacency

Disadvantages
Requires new construction
Extended time for implementation

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	210,000	$575	$120,750,000				
Renovations	45350	$525	$23,808,750				
Total	255,350		$147,658,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$147,658,750	$152,088,512.50	$156,651,167.88	$161,350,702.91	$166,191,224.00	$171,176,960.72	$176,312,269.54	$181,601,637.63

$118,041,064
After Reimbursement

Scope of Work	Size	Project Cost Per Sq.Ft. Including Site Work	Total				
Demolition	155,000	$20	$3,100,000				
New Additions	230,000	$575	$132,250,000				
Renovations	45350	$525	$23,808,750				
Total	275,350		$159,158,750				
Today's Dollar				Bid Day			
June 2018	June 2019	June 2020	June 2021	June 2022	June 2023	June 2024	June 2025
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
$159,158,750	$163,933,512.50	$168,851,517.88	$173,917,063.41	$179,134,575.31	$184,508,612.57	$190,043,870.95	$195,745,187.08

$127,234,371
After Reimbursement

OPTION 05
EARLY LEARNING CENTER AT ROGERS HIGH SCHOOL COSTS

Timeline			
Educational Planning		September 2018 thru June 2019	
Submit RIDE Letter of Intent		August 2019	
Submit RIDE Stage I		September 2019	
Submit RIDE Stage II		February 2020	
SBA Approval		May 2020	
Bond Vote		November 2020	
Design		January 2021 thru January 2022	
Bidding		Spring 2022	
Phase I Construction		June 2022 to September 2023	
	Partial Demolition		
	Auditorium & Gymnasium Renovations		
	Partial New Construction		
	New Construction Partial Occupancy in September 2023		
Phase II Construction		June 2023 to September 2024	
	Partial Demolition		
	Partial New Construction		
	New Construction Partial Occupancy in September 2024		
Phase III Construction		June 2024 to September 2025	
	Partial Demolition		
	Partial New Construction		
	Athletic Fields & Site Work		
	Early Learning Center		
	Complete Occupancy in September 2025		
	Pell relief recognized in September 2025		

OPTION 05
EARLY LEARNING CENTER AT ROGERS HIGH SCHOOL TIMELINE

Agenda

Early Childhood Center Developments

School Department / City Official Development & Coordination

Demographer Update

Review and Discuss Visioning Schedule
Open Discussion

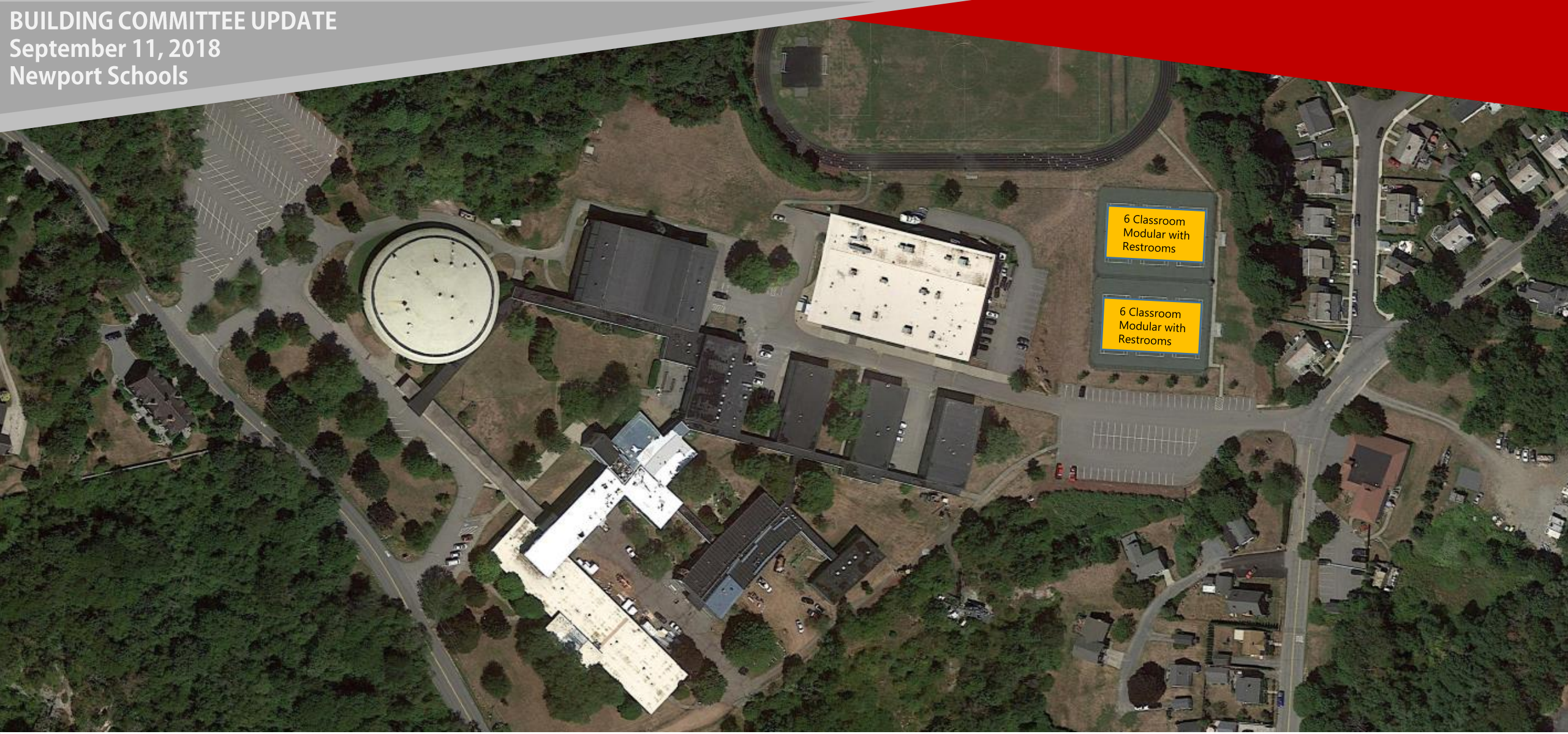
Early Childhood Center Developments

Option: Portable Classrooms on HS Tennis Courts at High School or
Portable Classrooms at Pell

Cost: Purchase and New Construction at HS
$ 22 million

Schedule: Notice to Proceed in February 2019
Completion by August 2019
Used until August 2023 and beyond at the HS
Partial Reimbursement (Permanent Construction)

BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools



Newport Public Schools
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EDUCATIONAL LEGACY PLANNING GROUP

BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools

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BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools

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Early Childhood Center Developments

Option: Purchase Cluny School and construct Addition

Cost: Purchase, make improvements and construct addition
Approx. $4 million (Seller contingent)

Schedule: Notice to Proceed in February 2019
Completion by August 2019
Relief at Pell recognized August 2020
No Reimbursement

Accessory Use: District Office (Limited)

BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools

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BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools

Cluny School

GROSS INTERNAL AREA
FLOOR 1 : 18025 sq ft
TOTAL: 18025 sq ft

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Early Childhood Center Developments

Option: Lease to Own Newport Daily News

Cost: Lease until January 2021, purchase, and make improvements
Approx. $10 to million (Developer contingent)

Schedule: Notice to Proceed in February 2019
Completion by August 2019
Partial Reimbursement (Purchase)

Accessory Use: District Office

BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools

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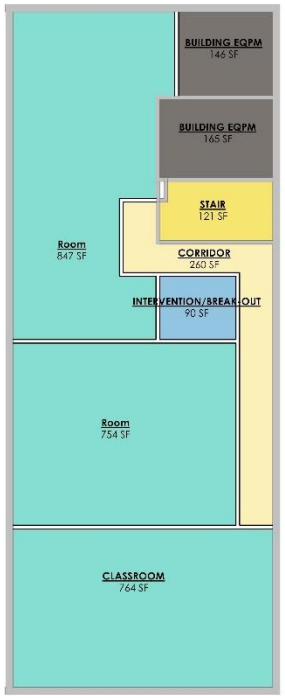
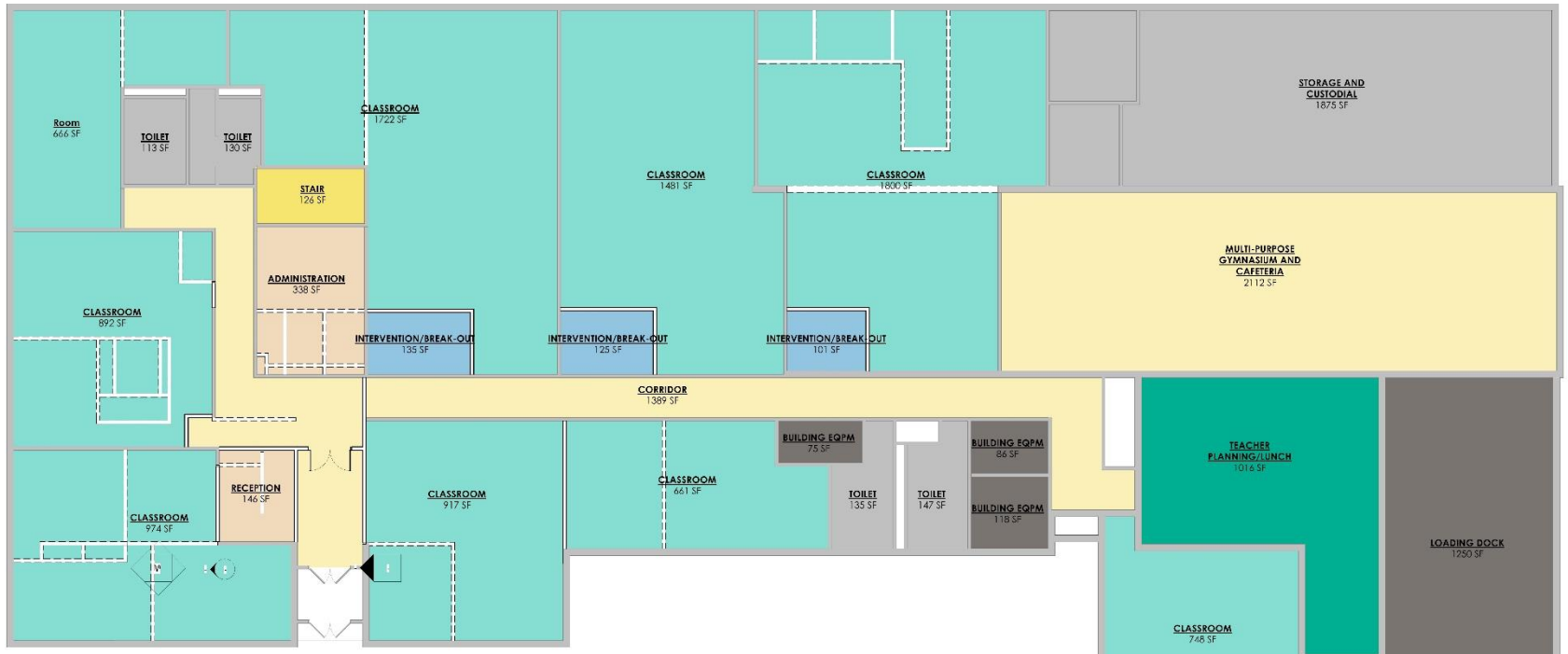
BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools



LOWER LEVEL
Scale: 1/8" = 1'-0"



LEVEL 1
Scale: 1/8" = 1'-0"

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION

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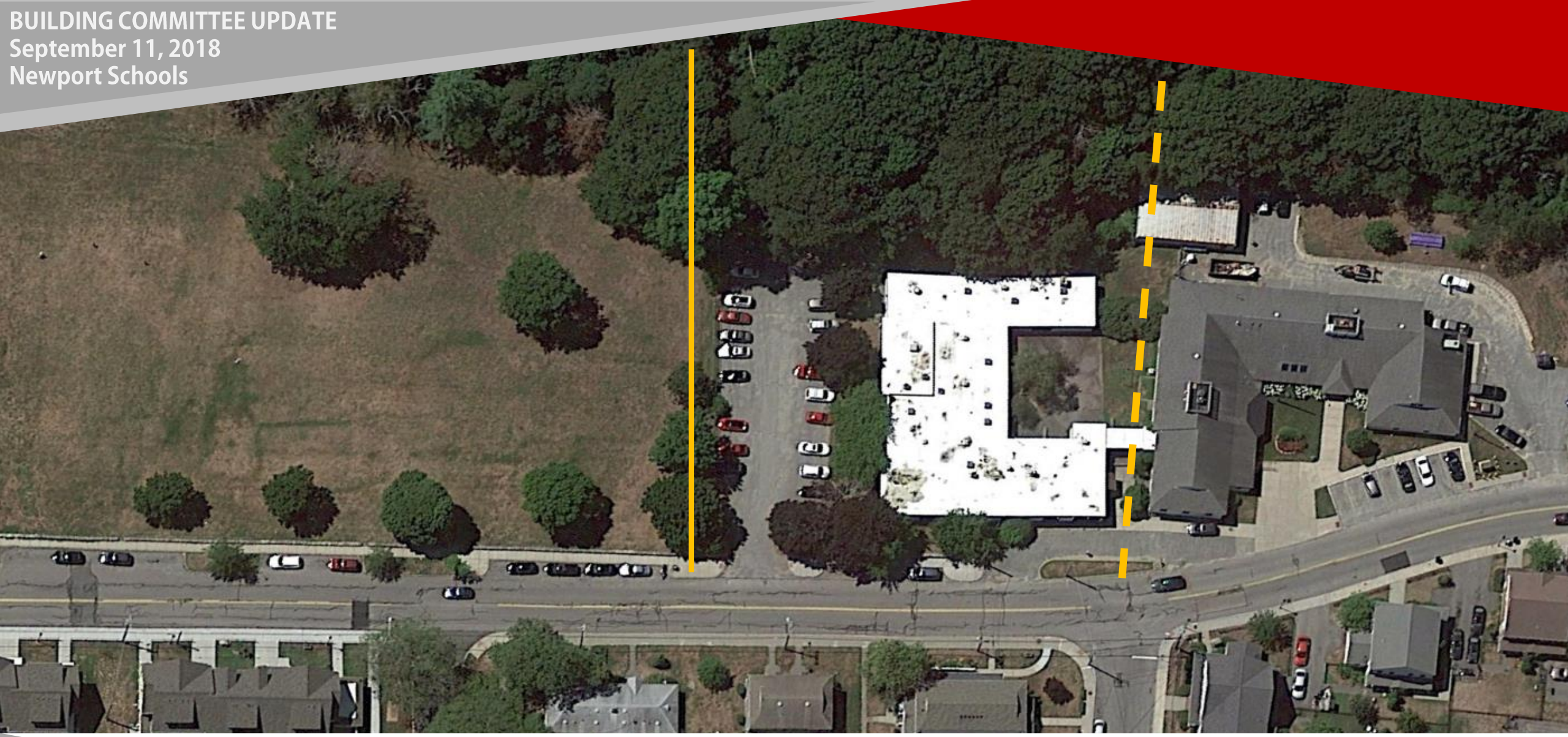
Early Childhood Center Developments

Option: Maher Center (not currently being explored)

Option: Acquire Property adjacent to Pell (not currently being explored)

Option: Cogshall School (not currently being explored)

BUILDING COMMITTEE UPDATE
September 11, 2018
Newport Schools



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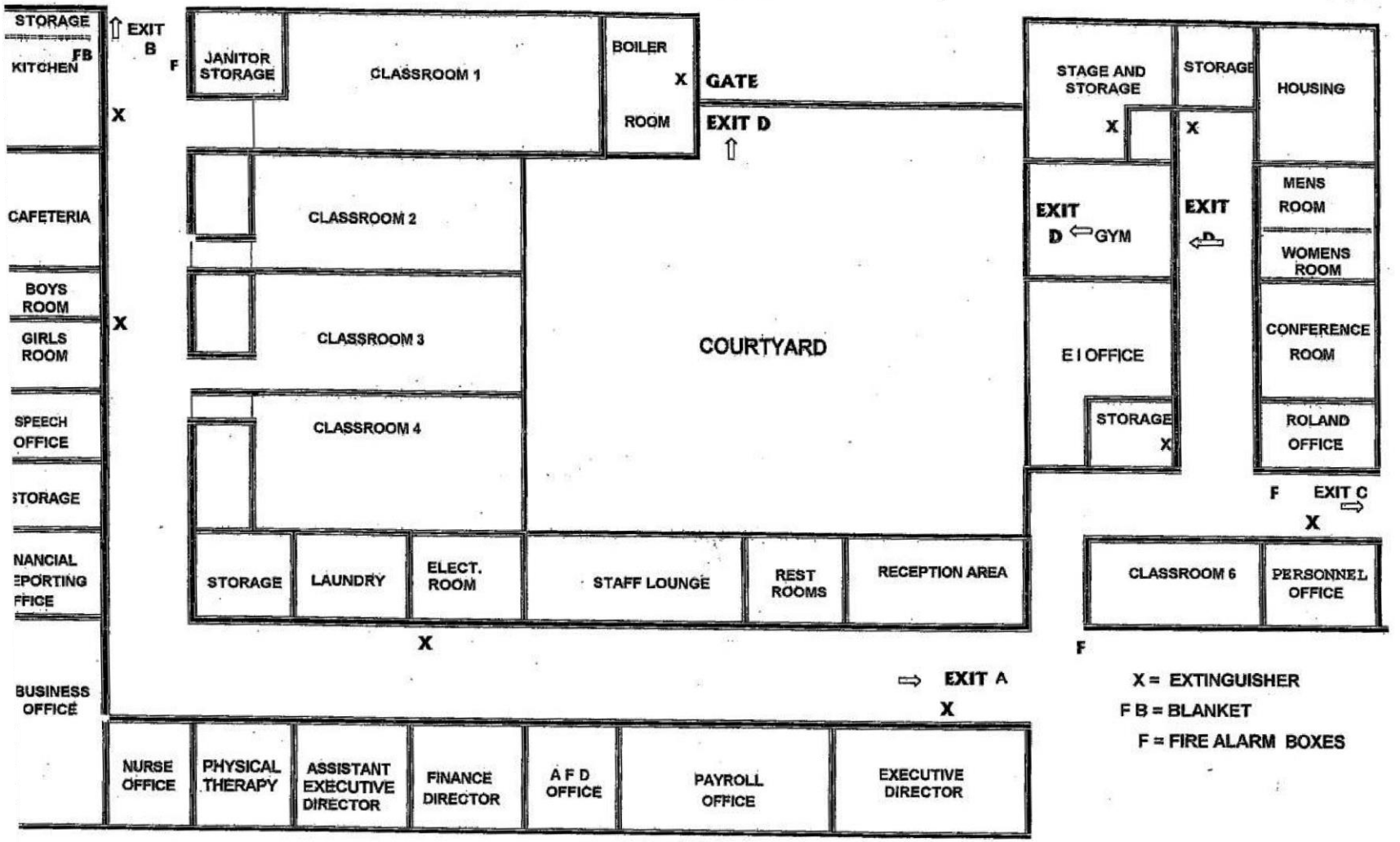

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EDUCATIONAL LEGACY PLANNING GROUP

School Department / City Official Development & Coordination

- Single Bond Vote Approach in 2020
- Continued communication is ongoing and positive
- General acceptance and understanding of the two major issues facing NPS
- Everyone knows what the need is.

Demographer Update

- Work to be completed between October and the end of the year.
- Matt Cropper, Cropper GIS, (Ohio)

Educational Visioning & Reporting Sessions

Starting January 2019

Includes:

- Workshops (ELP)
- Presentations & Discussions (ELP, SJ)
- Reporting (ELP, SJ, Sub Com, every 8 to 12 weeks)

In Preparation:

- Building & Sub Committee Organization (min. 2 to 3 weeks Sub Committee)
  (min. 4 weeks Building Committee)

Building Committee

Required Participants

- Superintendent
- Member of School Committee
- Local Official Responsible for Building Maintenance
- City Official
- School Principal
- Knowledge of Educational Mission and Function
- Local Budget Official
- Knowledge of architecture, engineering or construction

Student Visioning

ELA & StudioJAED

Process: (What does it look like)

Date: (October 16th)

Discuss other stakeholder involvement (open discussion)

Student survey to be redistributed (critical to session)

Celebration Event

Purpose & Need

Potential Events (open discussion)

Open Discussion

Agenda

Early Learning Center Developments

Facility Committee/Sub-Committee Responsibilities

Sub-Committee Preliminary Work Session

East Providence Process

Open Discussion

Early Learning Center

Responsibilities:

Active following direction set forth by District

Industry Partners

Responsibilities:

- Reach out to Industry Partners
  - Generate a database with contact info
  - Share and filter industry partner feedback
  - Inquire about industry needs
    - Future career paths
    - Effectives of existing paths
    - Explore off-campus opportunities
- Coordinate with District regarding existing Academic & CTE programs
- Share and/or distribute project resources
- Participate in design review for “Program Functionality”

Community Partners

Responsibilities:

- Reach out to Community Groups
  - Generate a database with contact info
  - Share and filter community feedback
  - Inquire about community programmatic needs
    - Before and after school
    - Wellness Center
- Ensure neighborhood groups are represented
- Share and/or distribute project resources
- Participate in design review for “School as a Community Resource”

Guiding Principles

Responsibilities:

No action to February

Join another group

Carry the torch of the "Guiding Principles" by shadowing sub committees

Provide general design commentary

Public Awareness

Responsibilities:

- Set up social media accounts
  - Facebook: (ex: NewRogers)
  - Twitter: (ex: Rogers2.0)
  - Instagram: (ex: #buildWSRHS)
- Coordinate with District IT & High School Technology Linking protocols
  - Email (example: www.NPSBuildingcommittee.com)
  - Website: Establish a page under existing Facilities Page
  - Develop email address (example: newrogershs@npsri.net)
- Determine Control & Access for content posting and policing

Visionary Educators

Responsibilities:

- Determine participants by invitation only
  - Consider Higher Ed
  - Other Districts
- Members of this committee need to actively participate in visioning sessions
- Develop a "library" for educator materials
  - Inspirational Images
  - Inspirational Documents
- Review and make recommendation for Educational Specifications
- Investigate other similar curriculums and develop PD opportunities
- Provide general design commentary

First Steps

All committees:

- Organize themselves
  - Building Committee members will not be appointed in August 2019
- Prepare to report out on October 30th
  - Brief update

Sub Committee Work Session

All committees:

15 minutes to huddle and consider the following:

"We like to bring together people from radically different fields and wait for the friction to produce heat, light and magic. Sometimes it takes a while."

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Industry Partners

Discussion Topics:

- Discuss internal group communication and logistics
- Brainstorm on who are those to be contacted
- Review list of school offerings

Community Partners

Discussion Topics:

- Discuss internal group communication and logistics
- Brainstorm on who are those to be contacted
- Review list of school programs that are community based or should be
- Discuss opportunities for school as a “Community Resource”
  - Adult Education
  - Newcomers and ELL

Guiding Principles

Discussion Topics:

- Discuss internal group communication and logistics
- Determine which group to join

Visionary Educators

Discussion Topics:

- Discuss internal group communication and logistics
- Develop list of other educators
- Discuss what is individual ideas/goals for NPS
  - To be further refined through Visioning

Public Awareness

Discussion Topics:

- Discuss internal group communication and logistics
- Determine who needs to be contact for proper procedures
- Determine Platforms
- Discuss Tags
- Start an FAQ list
  - To be further refined throughout with SJ

East Providence Process

Open Discussion

Newport Public Schools

School Building Committee

Meeting #1

July 16, 2019

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Newport Public Schools

School Building Committee

Agenda

- Committee Chair Appointment
- Stage 1 Decision Requirements
- Facility Sub-Committee Check-In
- StudioJAED Facility Assessment Findings
- Options for Discussion

Newport Public Schools

School Building Committee

Committee Formation

- Recommendations for Chair
- Determine Schedule for August Meeting (if needed)
- Meeting September 3, 2019 (if needed)
- Summary of efforts to date

Newport Public Schools

School Building Committee

Stage 1 Decision Requirements

- Decisions needed to submit Stage 1
  - Future Grade Configuration
  - New Build or Addition/Renovation
  - PreK location
- Schedule for decision deadlines
- Stage 1 Submitted to NSC & NCC August 5, 2019
- Approvals and signatures August 13 & 14, 2019

Newport Public Schools

School Building Committee

Facilities Group Sub-Committees

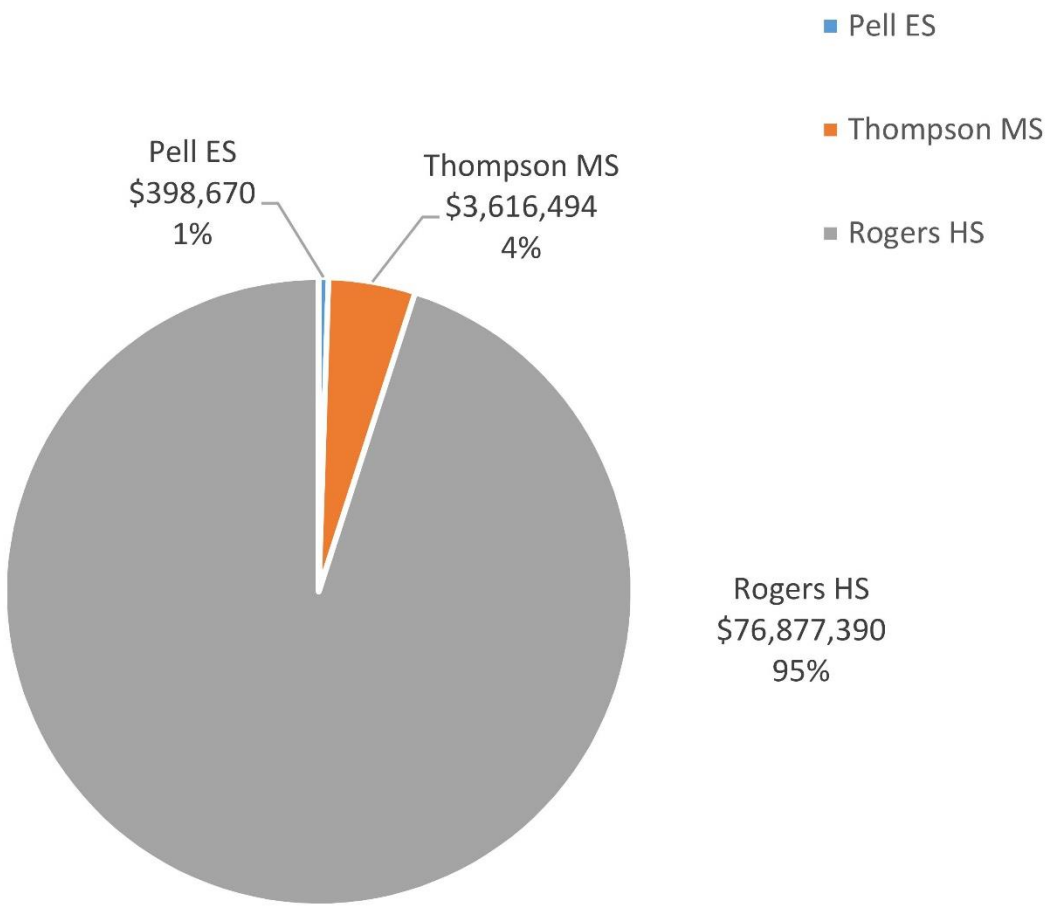
- Community Partners
- Guiding Principles
- Industry Partners
- Public Awareness and Social Media (Marketing)
- Visionary Educators

Newport Public Schools

School Building Committee

Assessment Findings

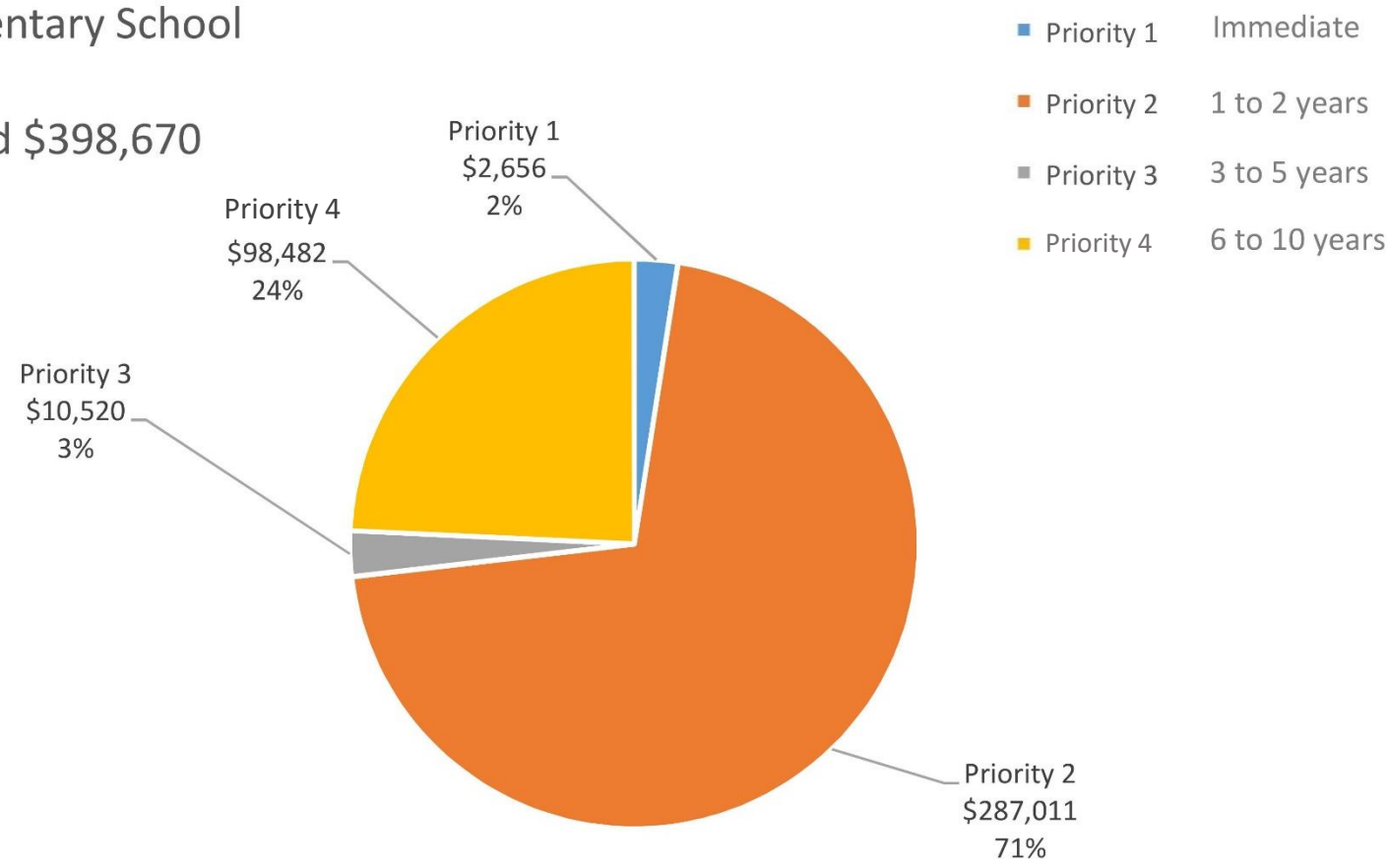
- Pell Elementary
- Thompson Middle
- Rogers High School
- Total District Need $80 million



Newport Public Schools

School Building Committee

Pell Elementary School
Priorities
Total Need $398,670

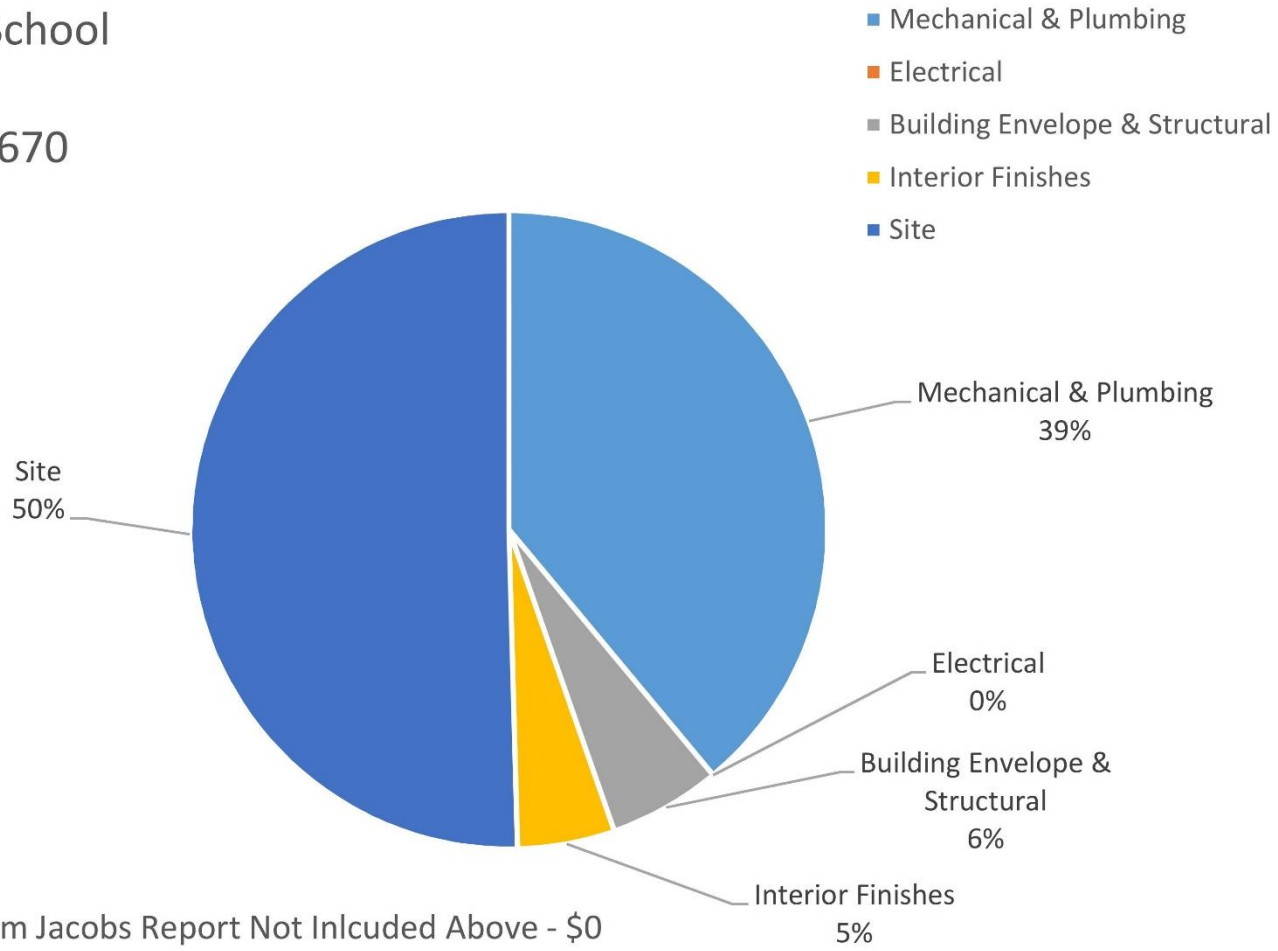


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Pell Elementary School
Categories
Total Need $398,670

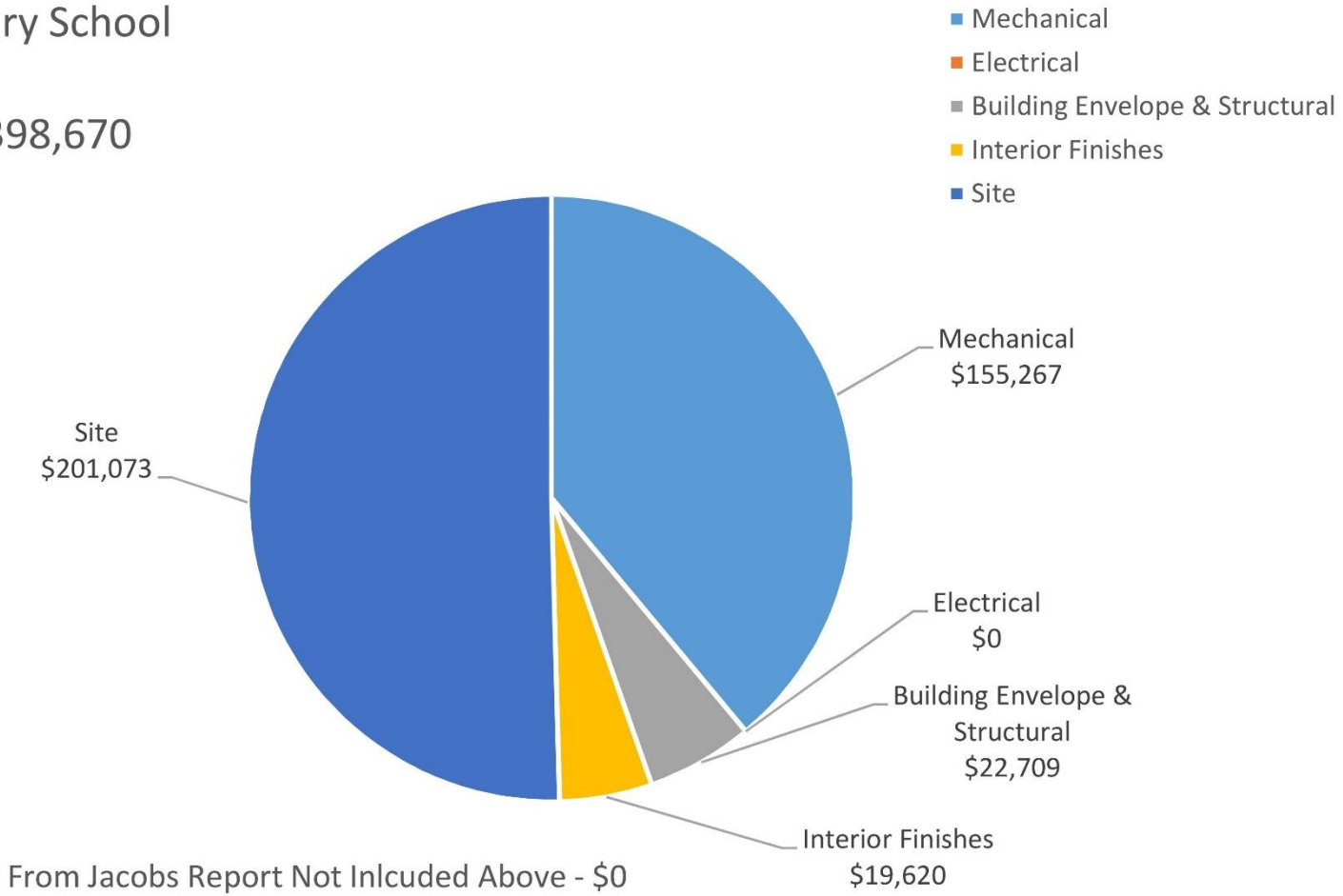


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Pell Elementary School
Costs
Total Need $398,670

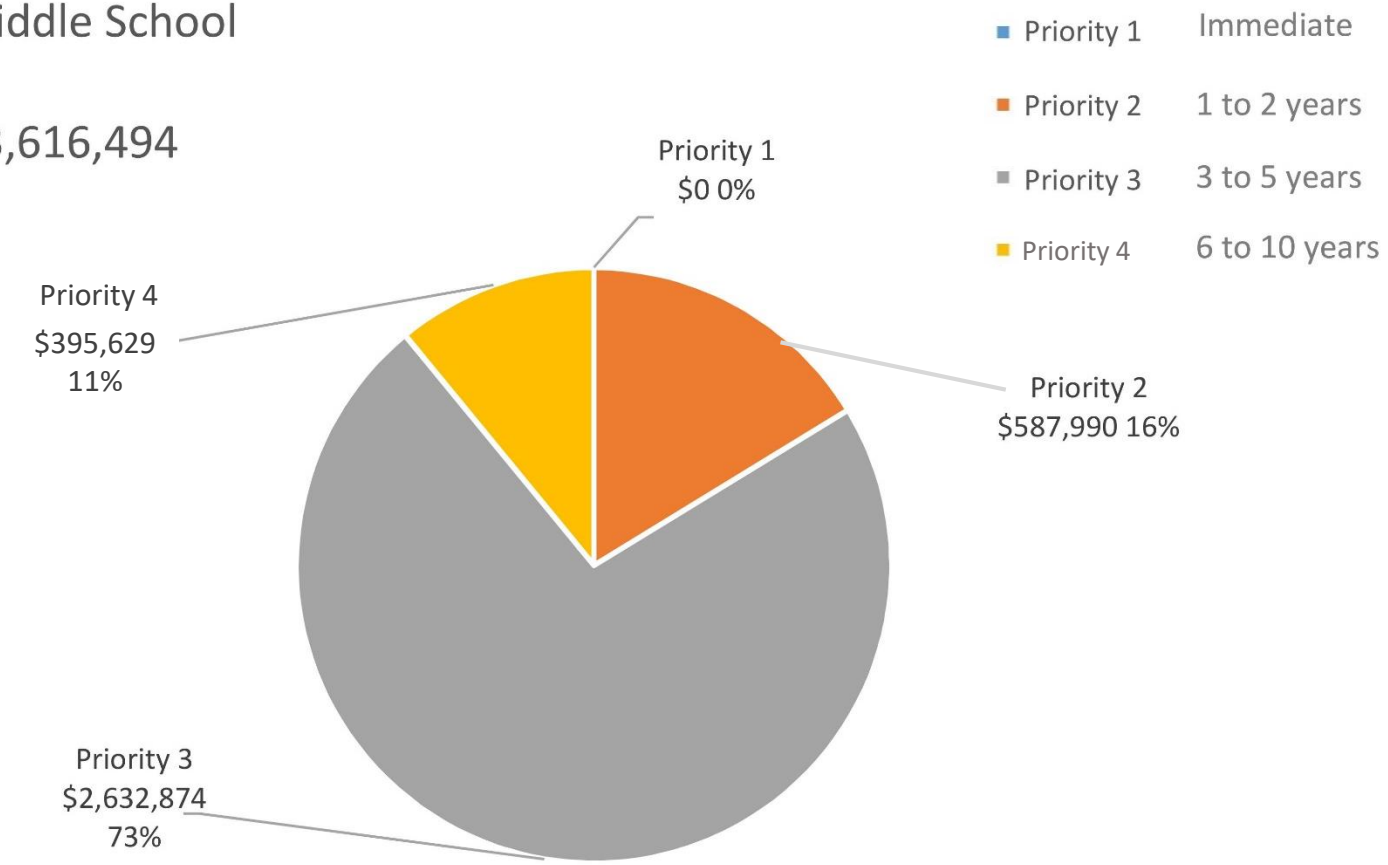


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Thompson Middle School
Priorities
Total Need $3,616,494

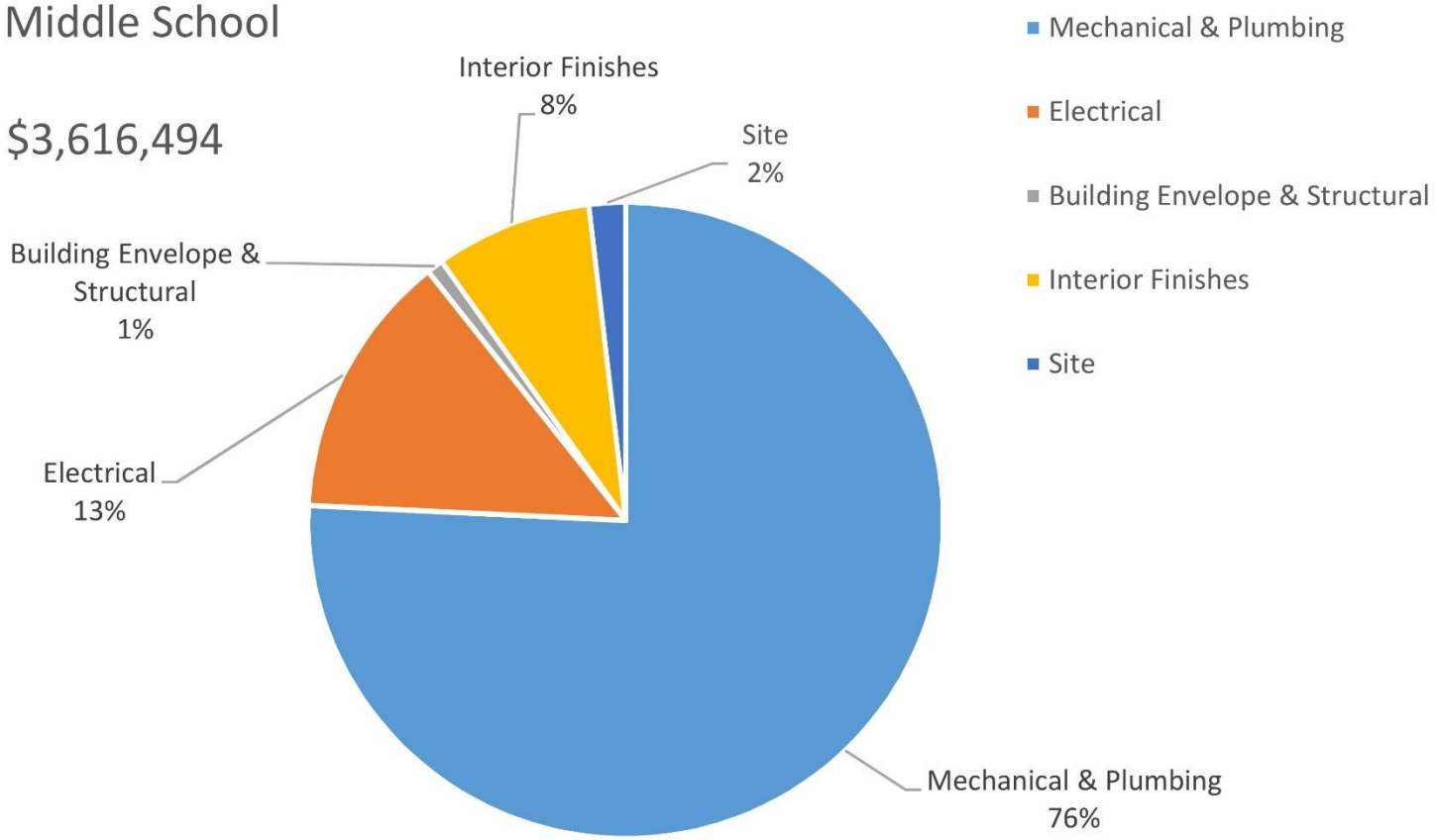


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Thompson Middle School
Categories
Total Need $3,616,494

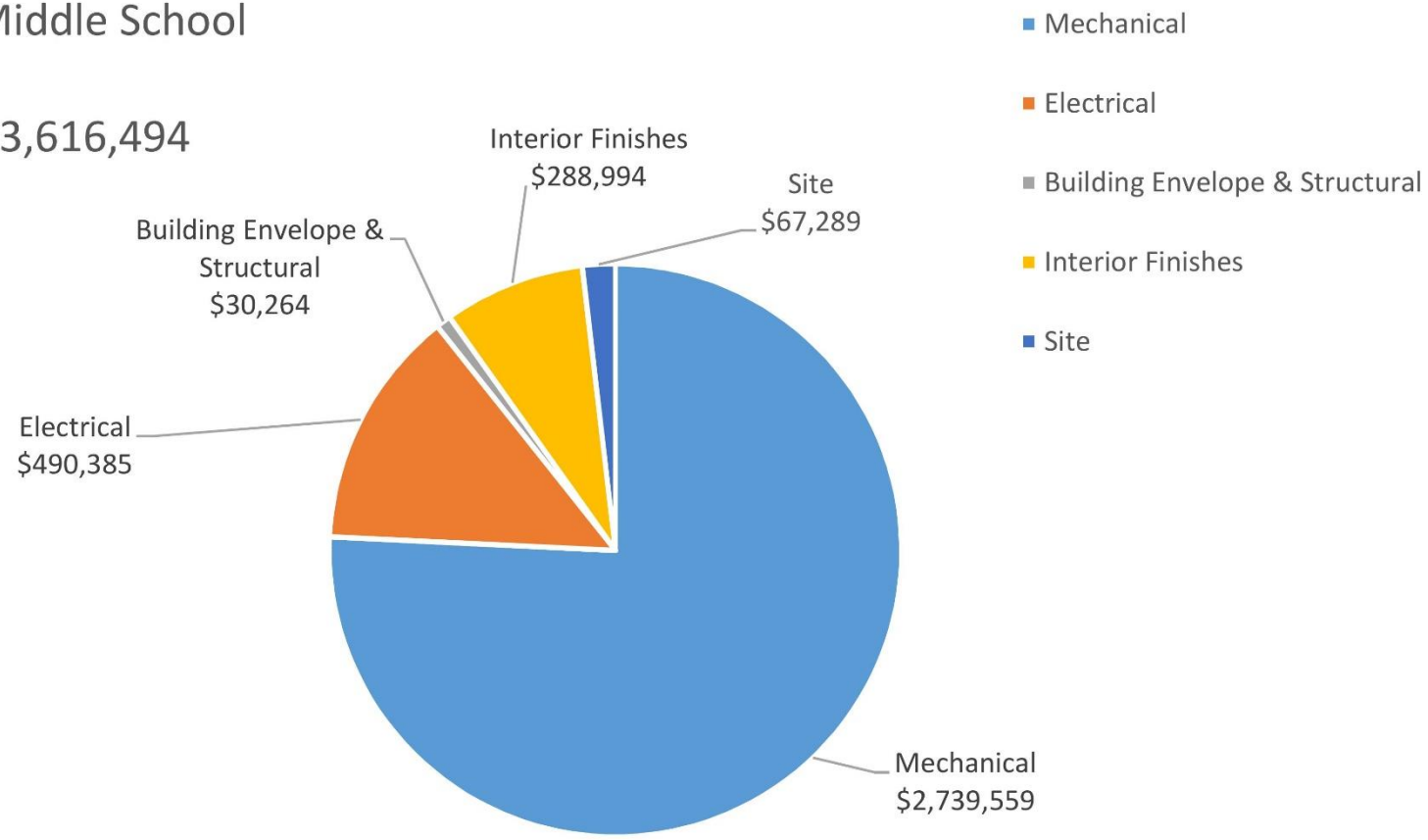


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Thompson Middle School
Costs
Total Need $3,616,494

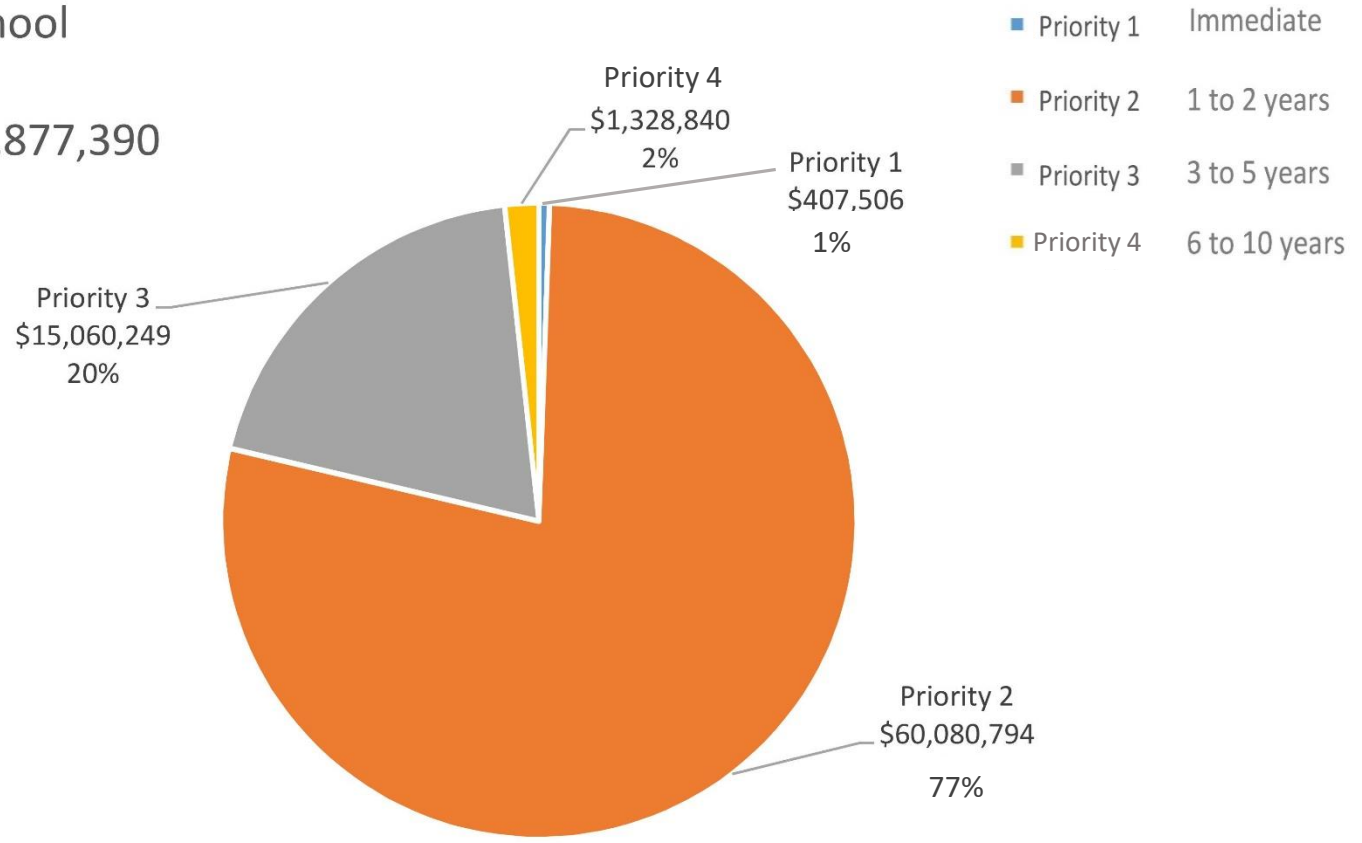


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Rogers High School
Priorities
Total Need $76,877,390

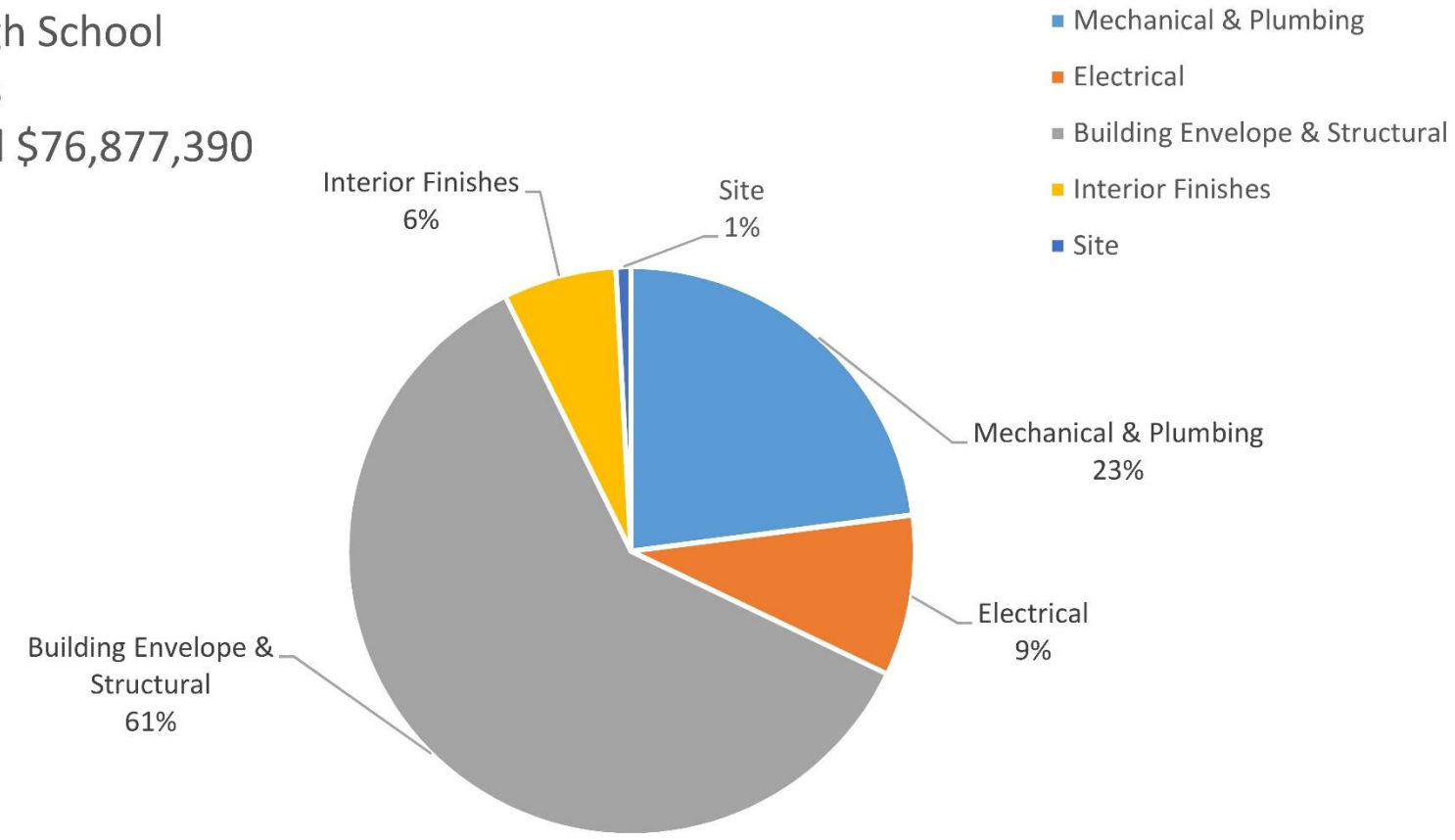


Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

Newport Public Schools

School Building Committee

Rogers High School
Categories
Total Need $76,877,390

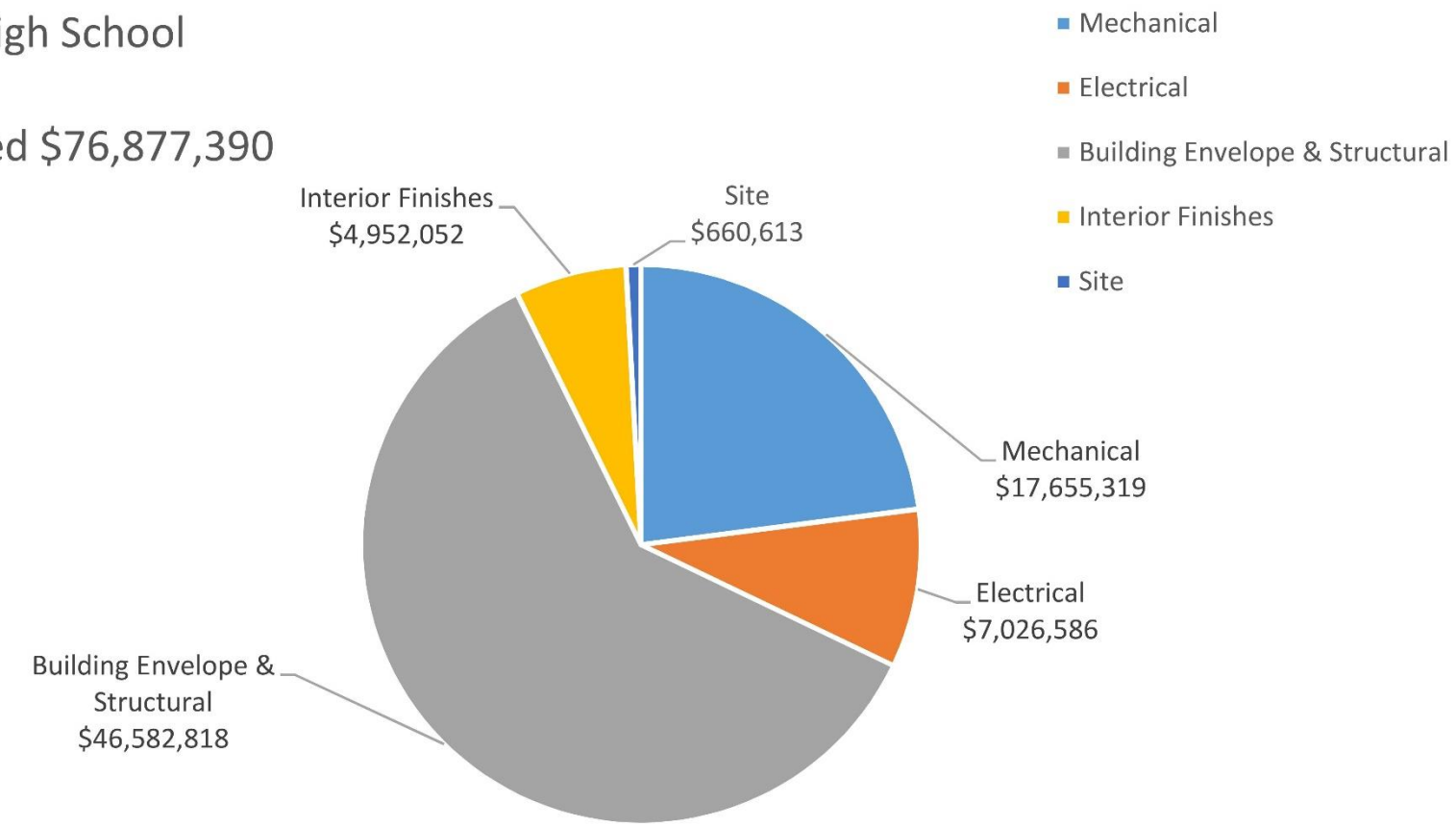


Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

Newport Public Schools

School Building Committee

Rogers High School
Costs
Total Need $76,877,390



Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

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School Building Committee

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School Building Committee

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School Building Committee

Order of Magnitude Cost Projections

Restore Rogers HS to its Original Condition & Address Deferred Maintenance

<u>Priorities</u>	
Immediate (1-5)	$75,548,549
Short Term (6-10)	$1,328,840
Total (Building and Site)	$ 76,877,390
Replacement Cost	223,000 GSF x $607/SF = $135,361,000
FCI	76%

Newport Public Schools

School Building Committee

Grade Configuration

Does not need to be immediately implemented

(Option 3 only viable if alternative site for ECC is identified)

1. 1 2 3 4 5 | 6 7 8 | 9 10 11 12 PreK K
2. K 1 2 3 4 | 5 6 7 | 8 9 10 11 12 PreK
3. PreK K | 1 2 3 4 5 | 6 7 8 | 9 10 11 12
4. PreK K 1 | 2 3 4 5 | 6 7 8 | 9 10 11 12

Newport Public Schools
School Building Committee

New Construction vs Addition/Renovation

- Both qualify for reimbursement
- Both options at 15 Wickham Road site
  - (Only City of Newport owned Property greater than 20 acres)
  - Minimal site wetlands and historic implications
- FCI of >65% Candidate for Replacement

Newport Public Schools

School Building Committee

New Construction

Pros

- Shortened construction schedule
- Minimal disruption to existing school
- Minimal maintenance costs and lower energy use
- Idealized programmatic relationships

Cons

- Proximity of new building to existing building

Newport Public Schools

School Building Committee

Addition/Renovation

Pros

- Typically can be cost savings

Cons

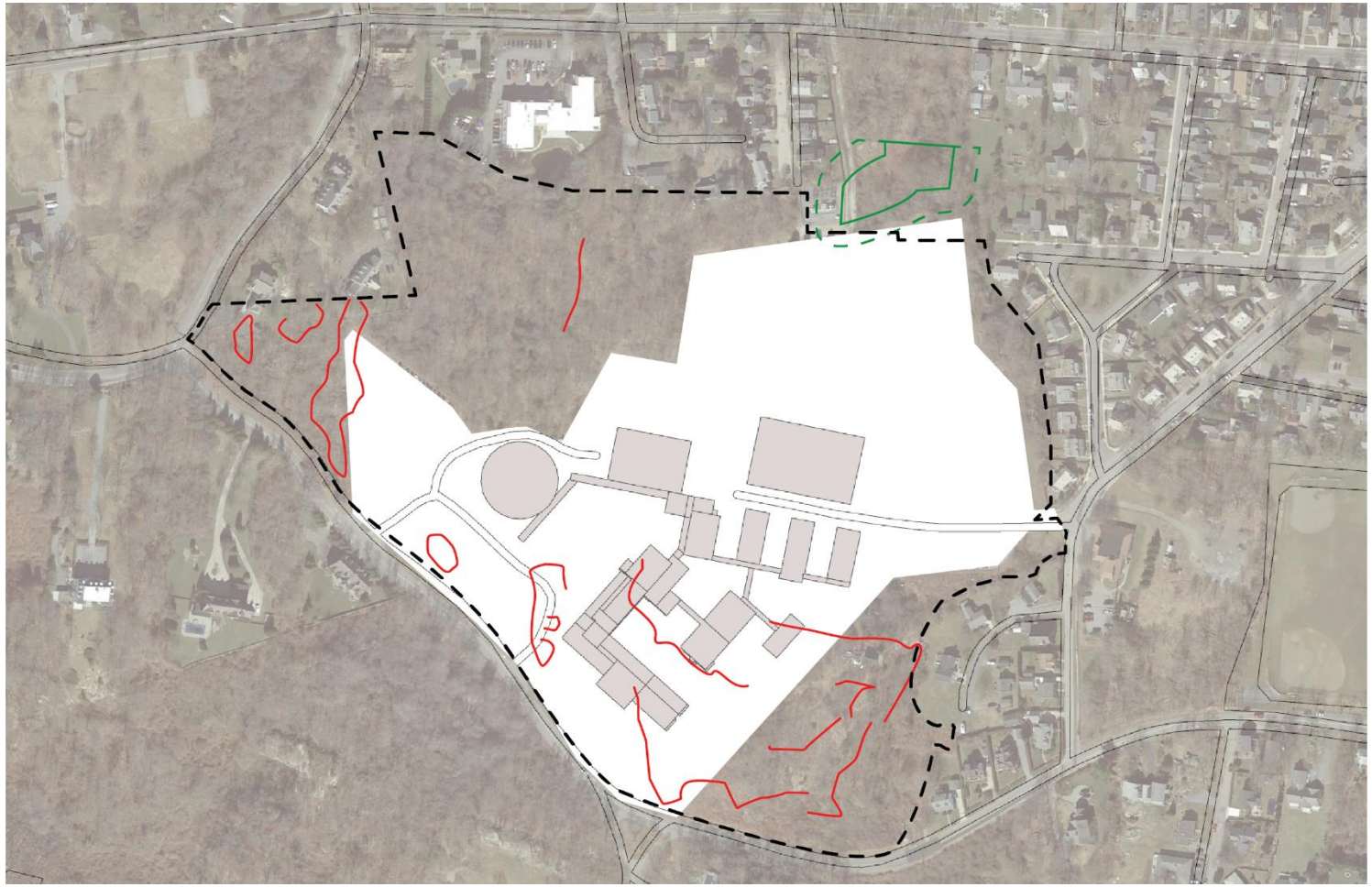
- Longer construction schedule
- Some programs and spaces will be under construction for 1 year
- Necessitates temporary construction
- Disruptive to students
- Doesn't allow for idealized programmatic relationships

Newport Public Schools

School Building Committee

New Construction Option:

- **Existing Building**



Disclaimer: Designs shown are conceptual in nature and are only used to understand a potential massing solution and phased construction possibilities. Design decisions will be determined during Stage 2.

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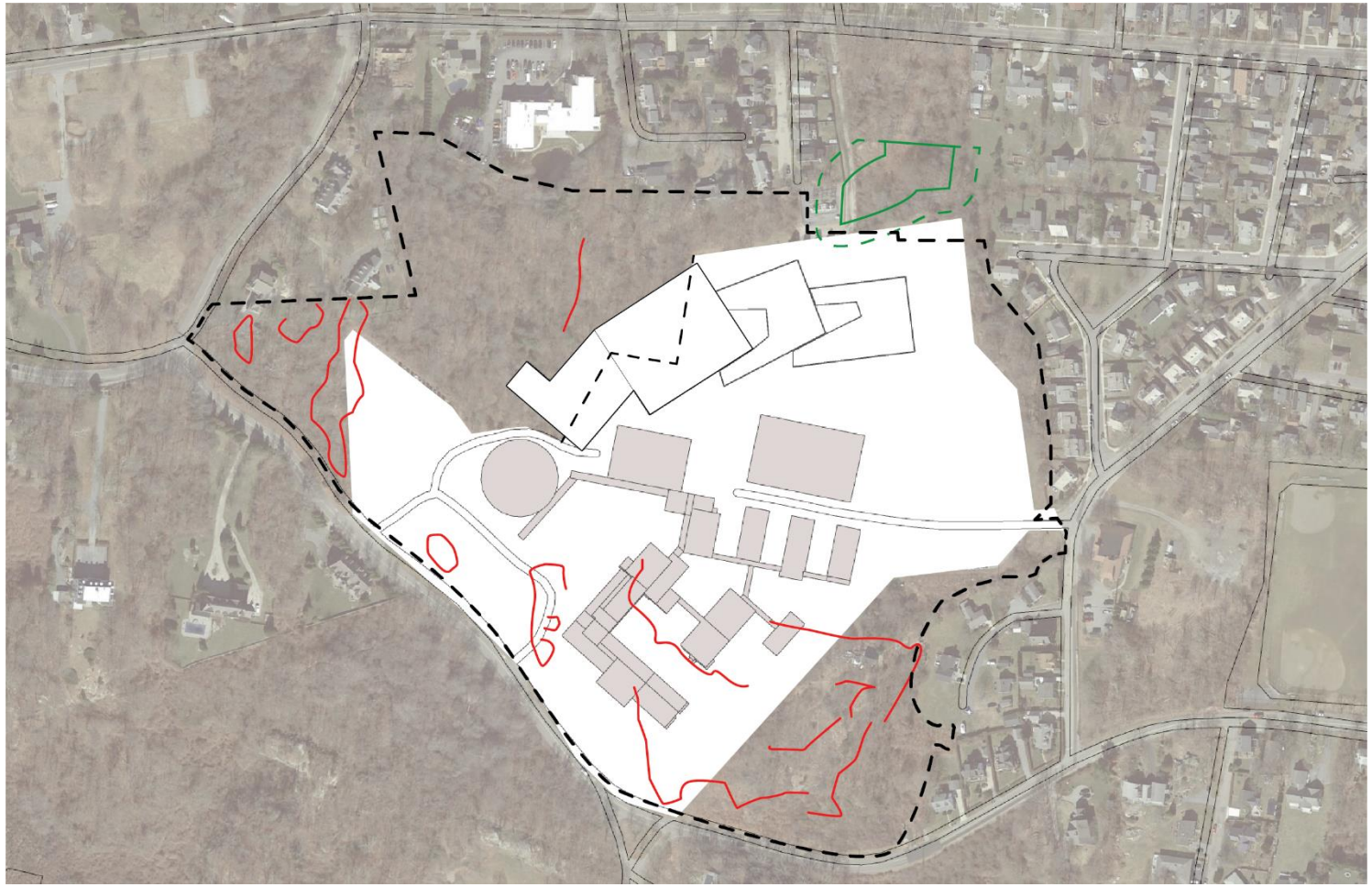
School Building Committee

New Construction Option:

- Remove trees
- Construct new building while existing building is operational
- No change to any programs or existing spaces



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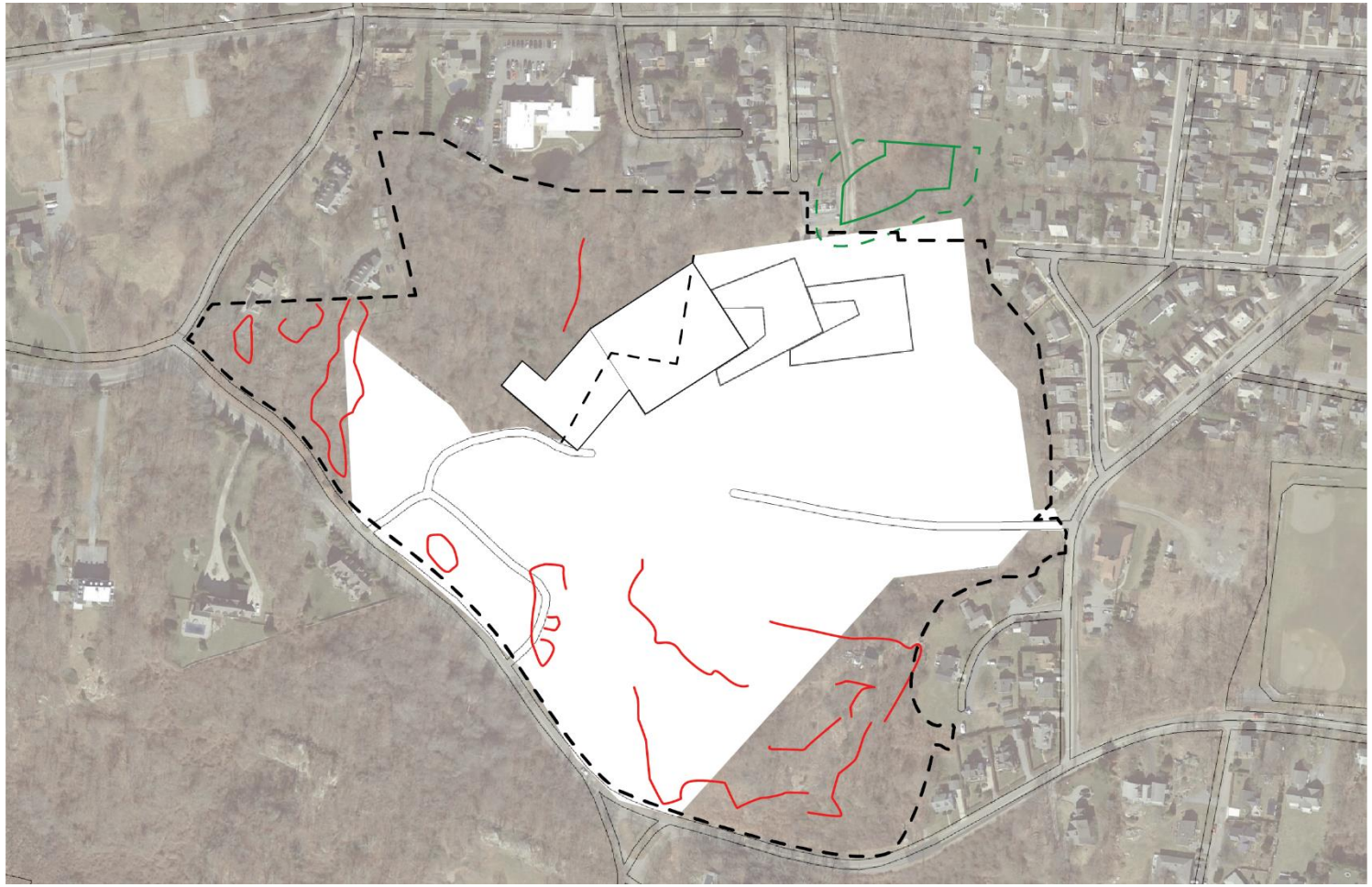
School Building Committee

New Construction Option:

- **Demolish Existing Building**



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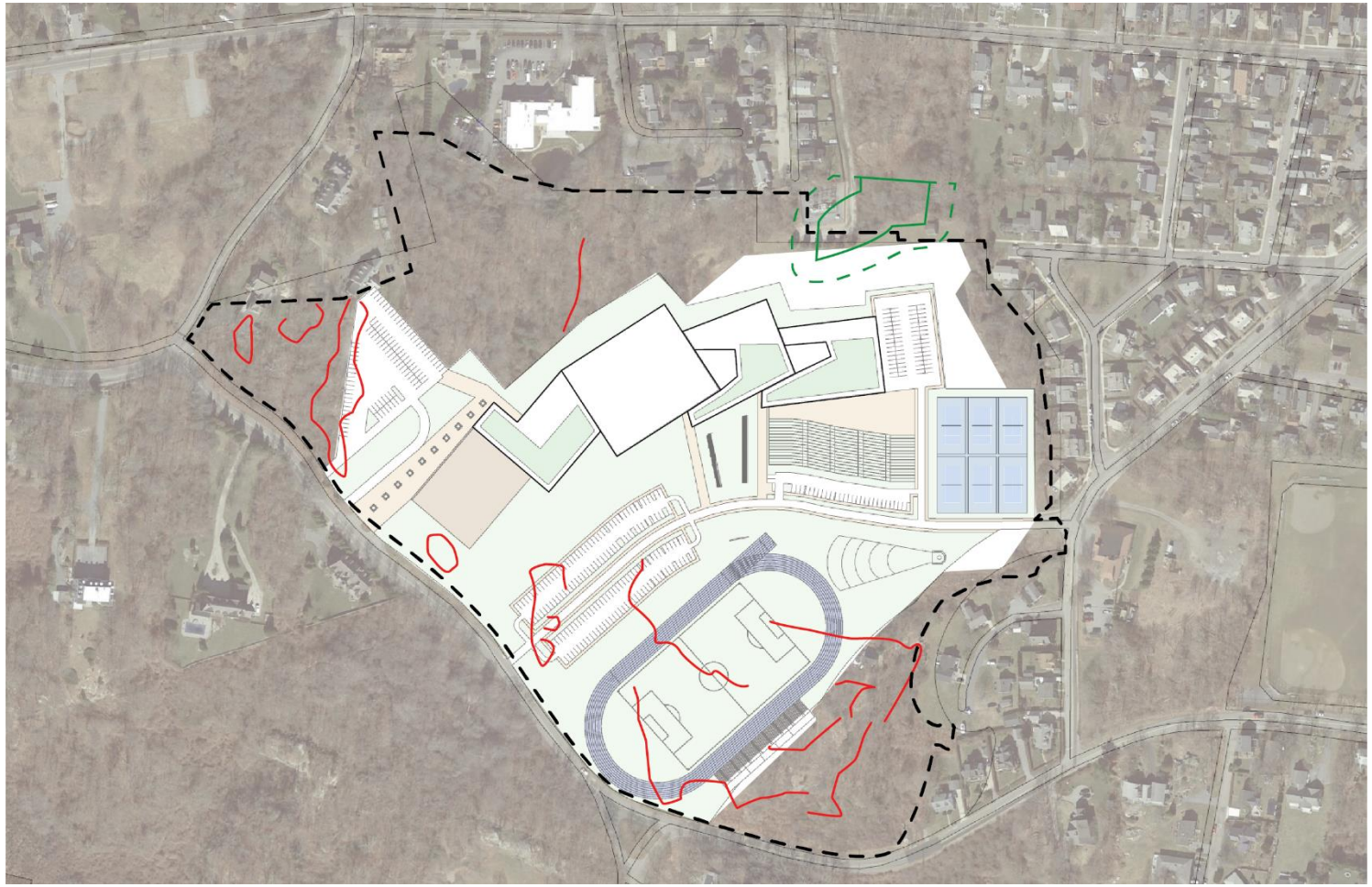
School Building Committee

New Construction Option:

- **Complete site work and athletic fields**



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Newport Public Schools

School Building Committee

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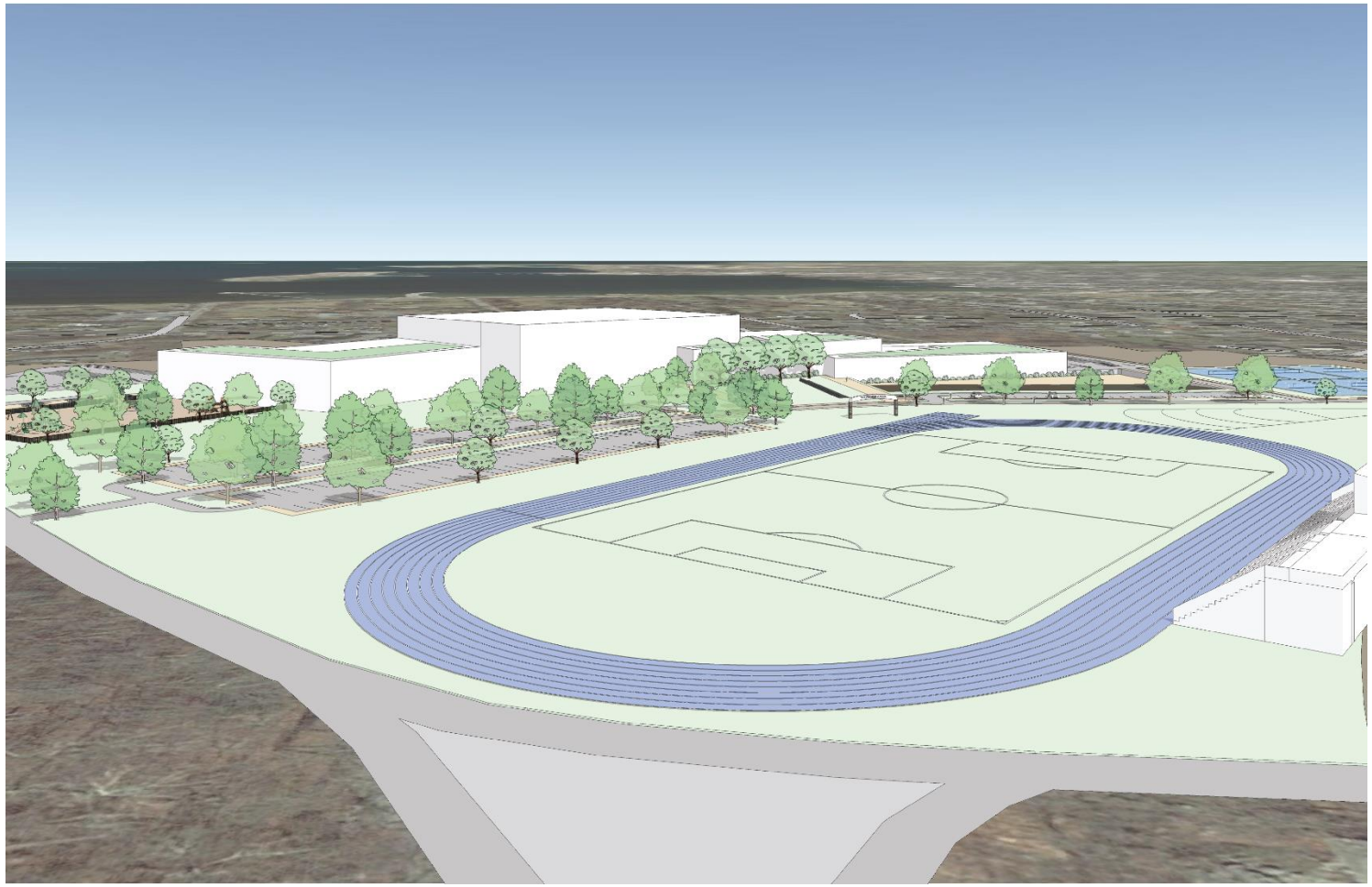
Newport Public Schools

School Building Committee



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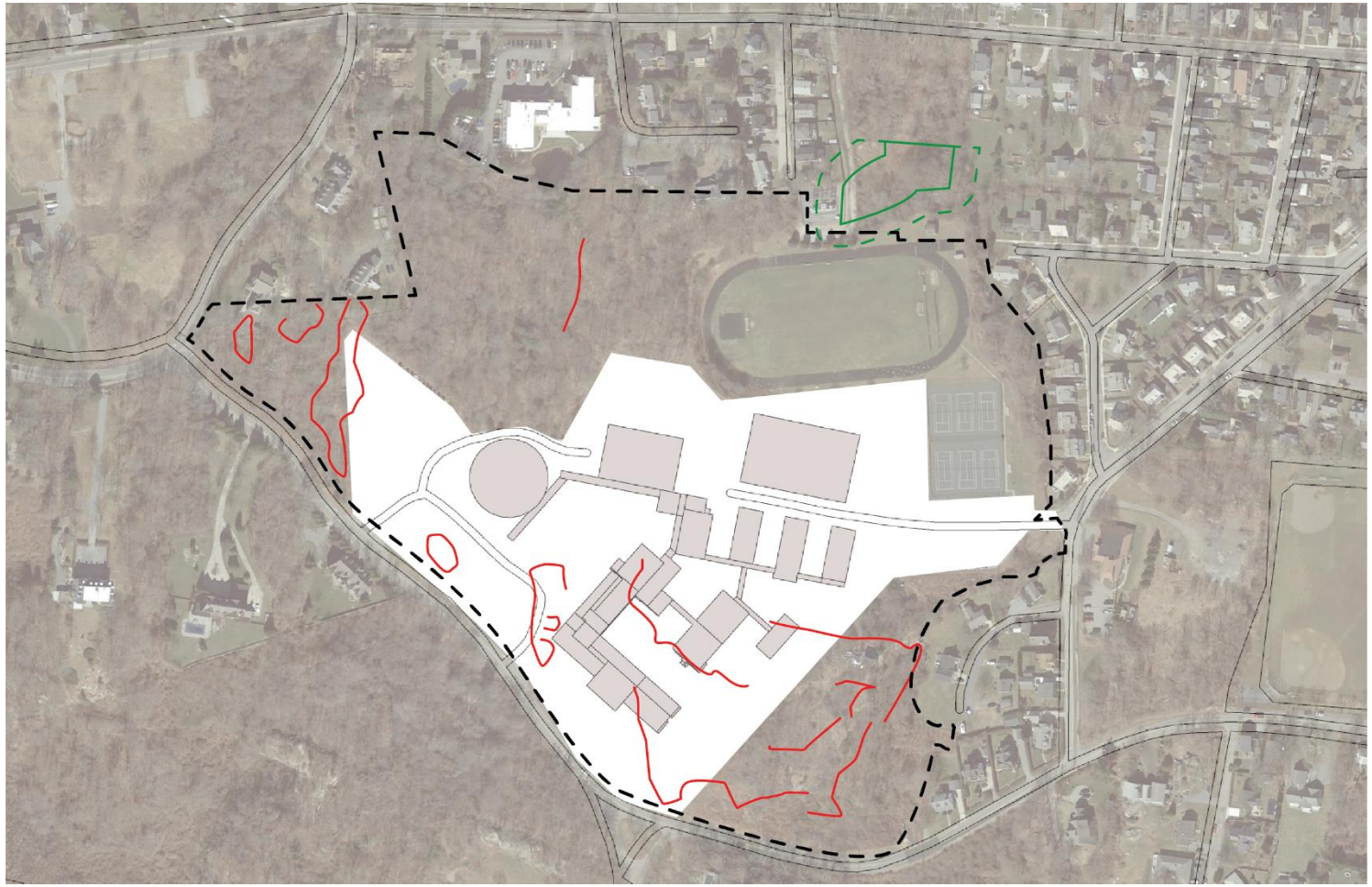
Newport Public Schools

School Building Committee

Add/Reno Option:

- **Existing Building**



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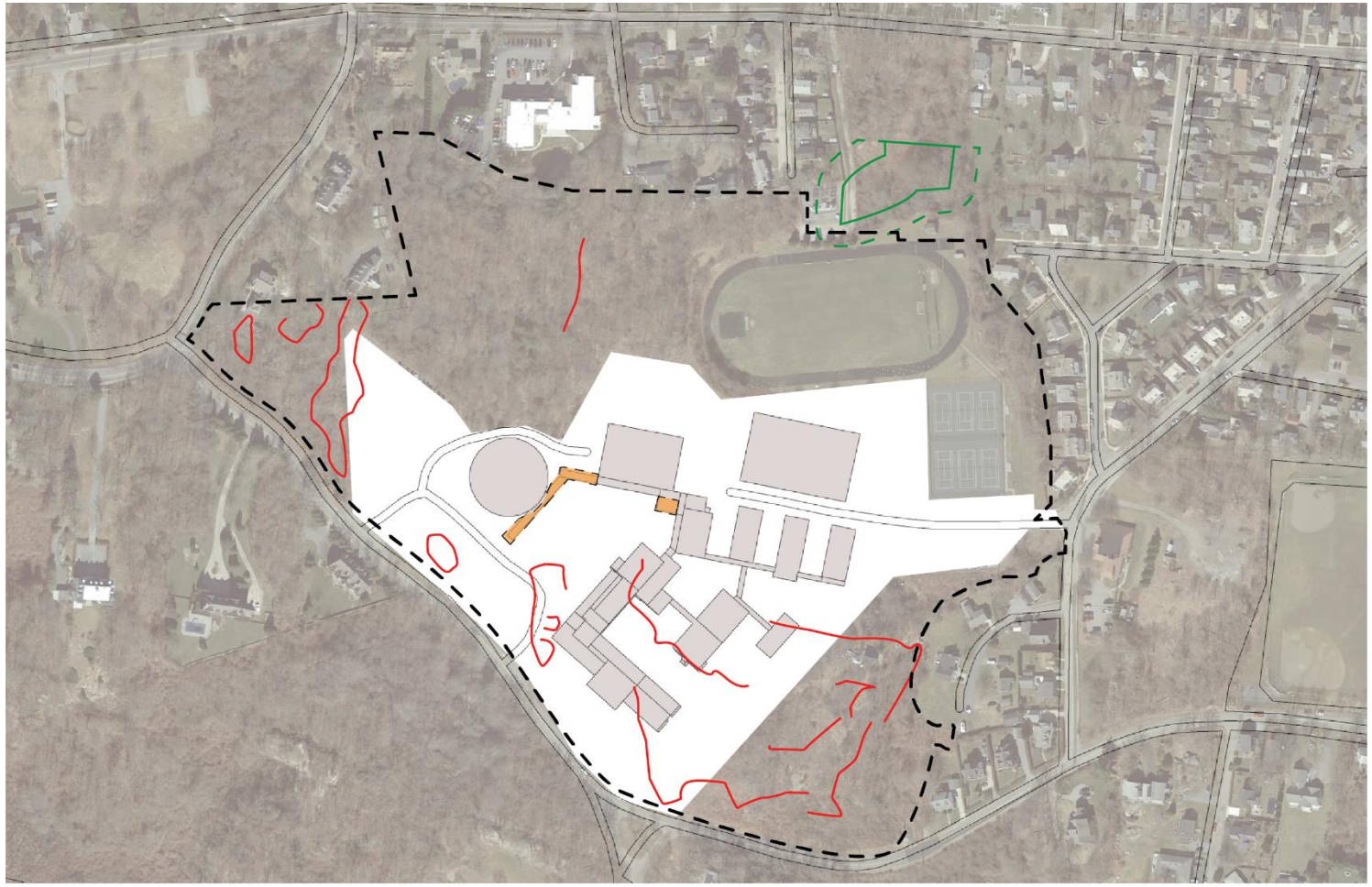
School Building Committee

Add/Reno

Option :

- **Phase 1 enabling demolition**



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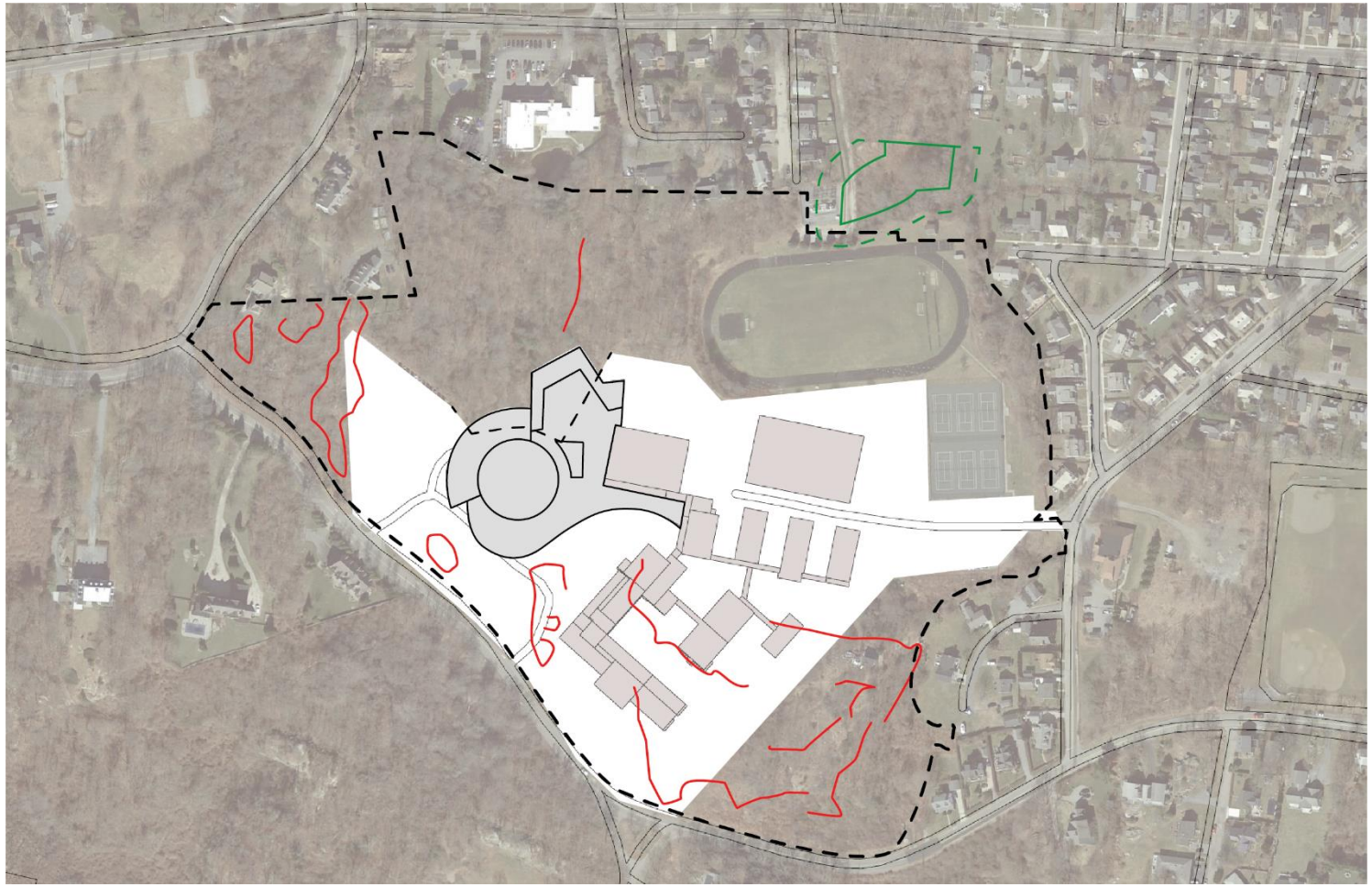
School Building Committee

Add/Reno

Option :

- **Phase 1 Construction**
- **1 Year with no auditorium use**



Disclaimer: Designs shown are conceptual in nature and are only used to understand a potential massing solution and phased construction possibilities. Design decisions will be determined during Stage 2.

STUDIO JAED

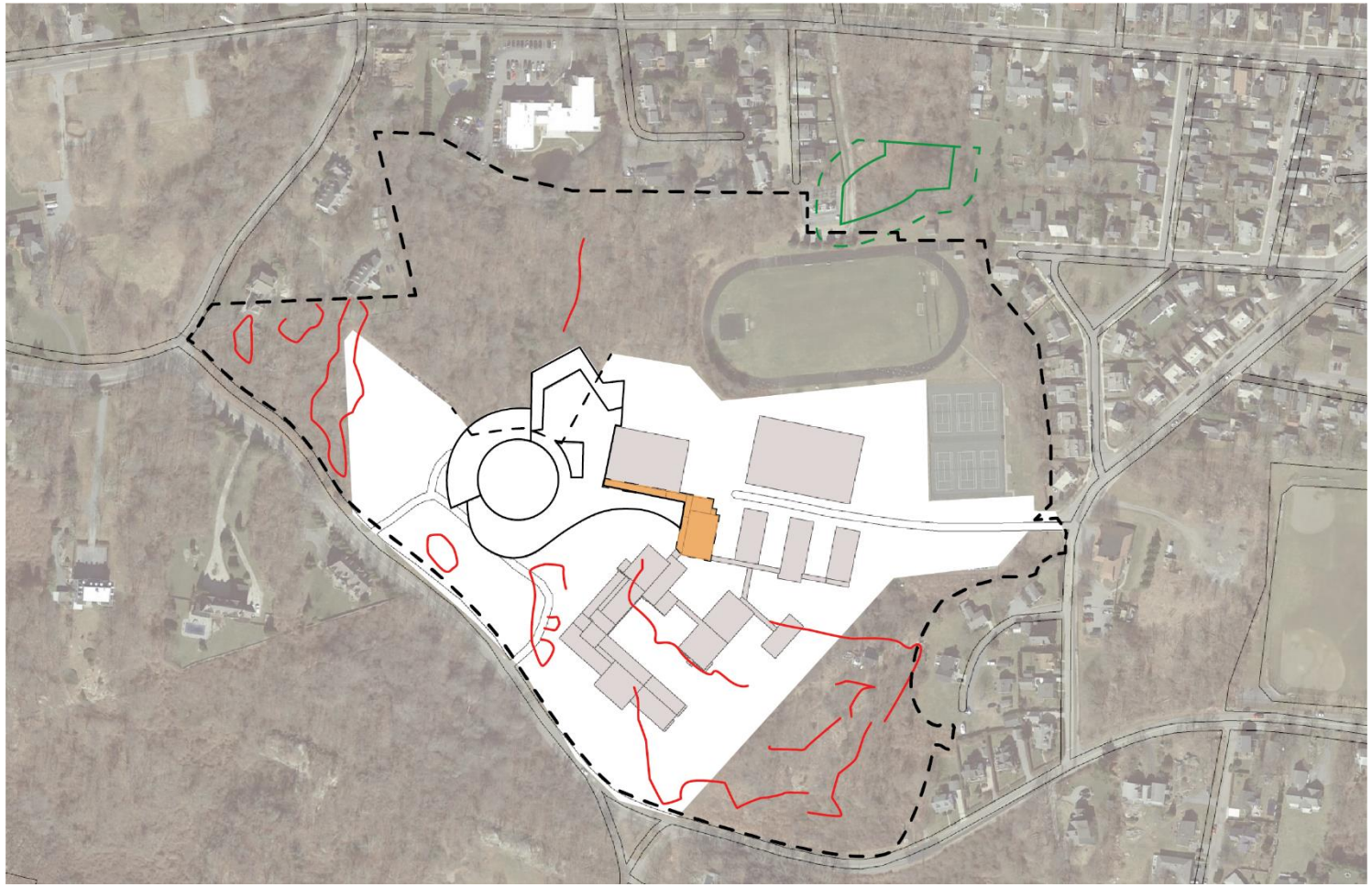
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 2 enabling demolition**



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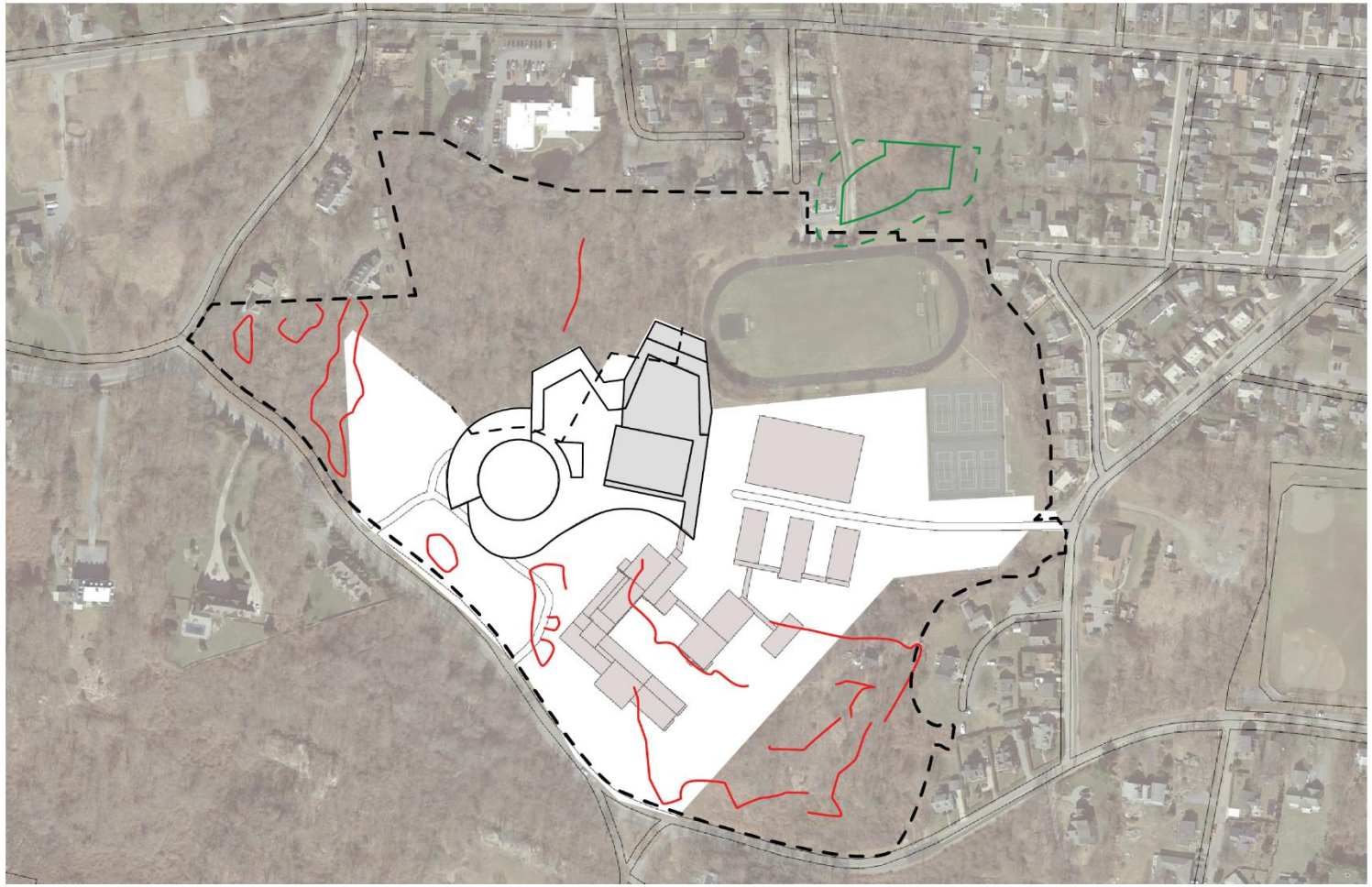
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 2 Construction**
- **1 year with no use of Gymnasium or Cafeteria**



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STUDIO JAED

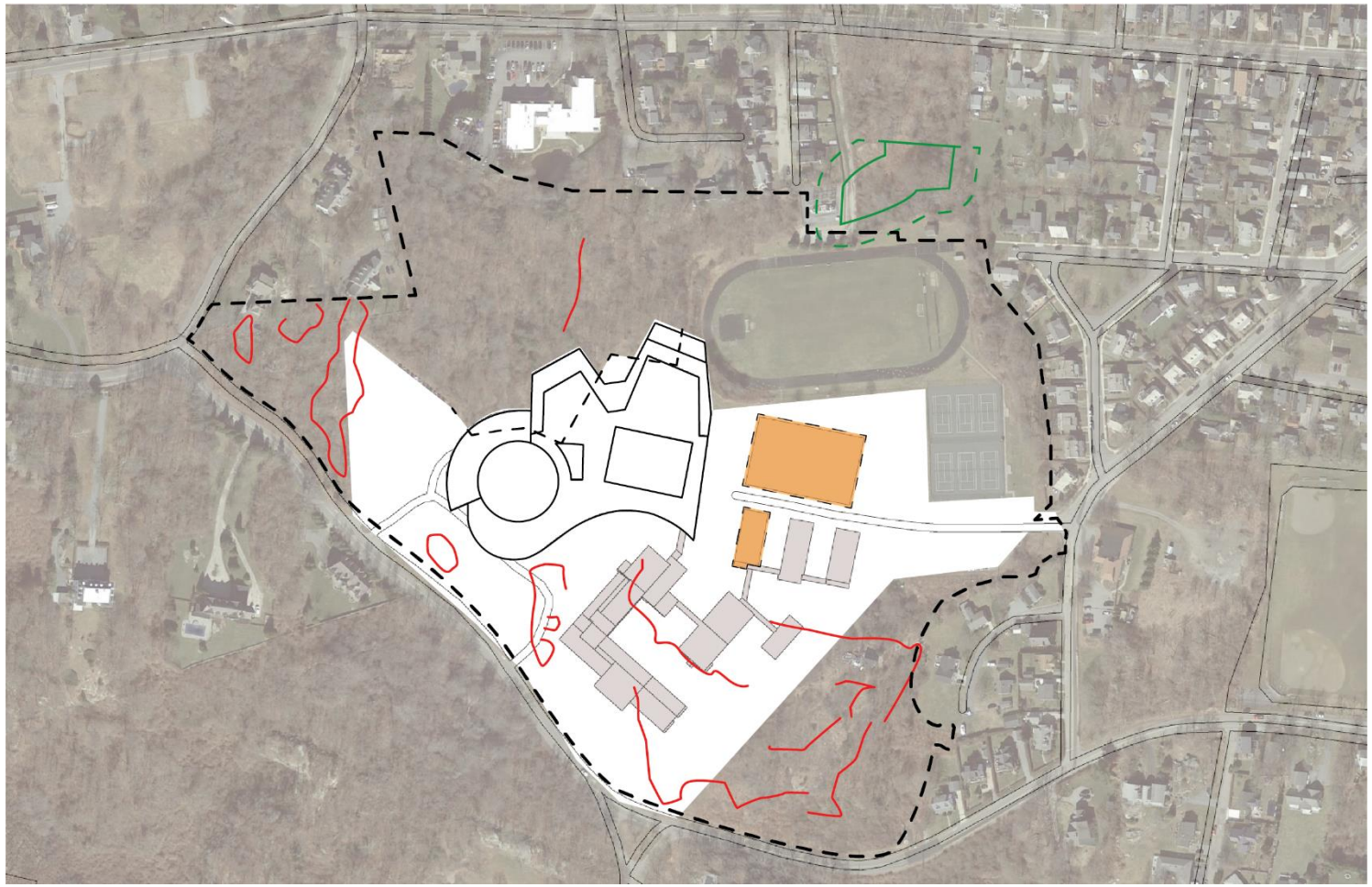
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 3 Construction**
- **1 Year with no access to NACTC and art wing**



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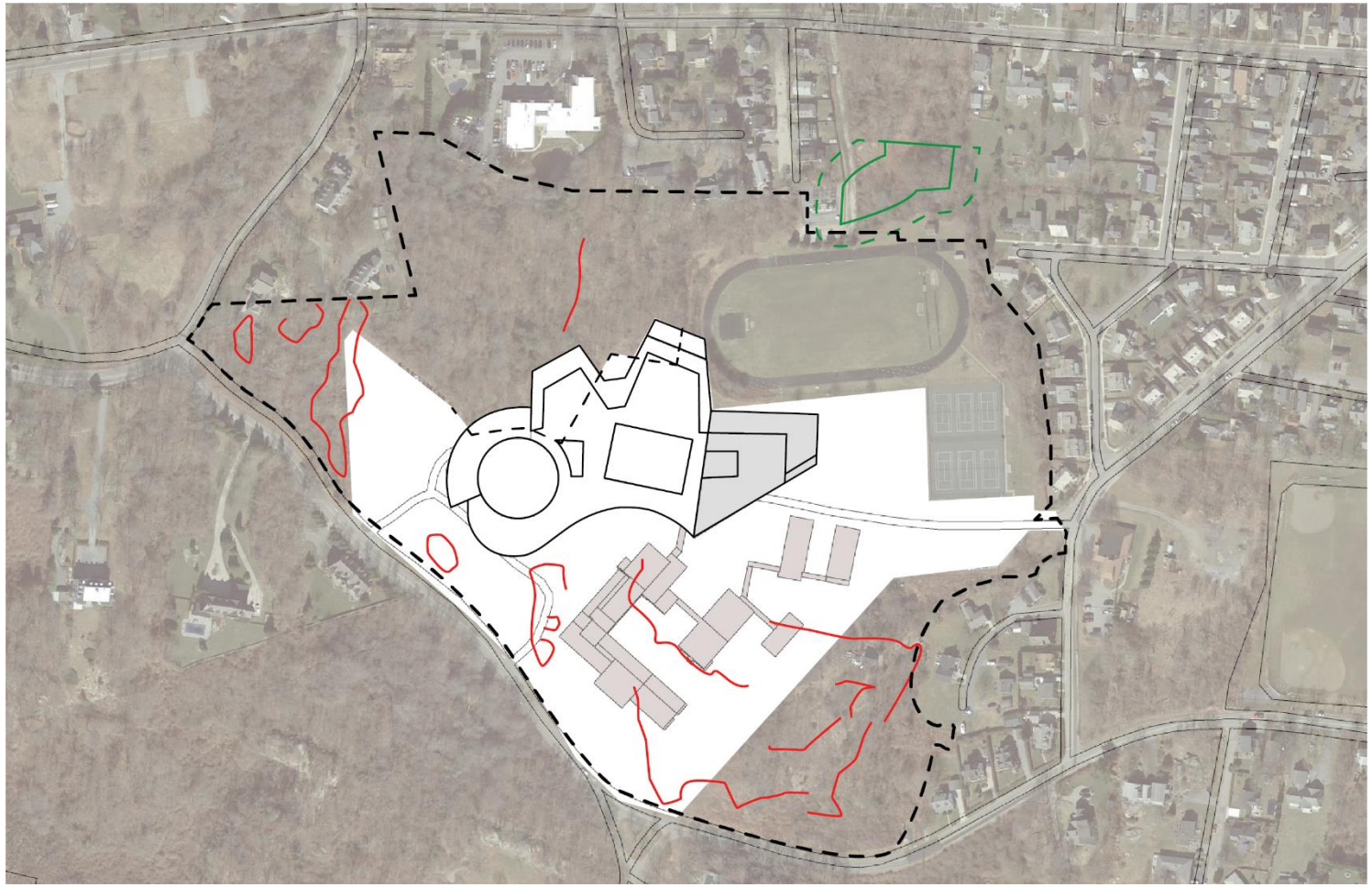
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Building Completed**
- **Existing facility demolished**



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STUDIO JAED

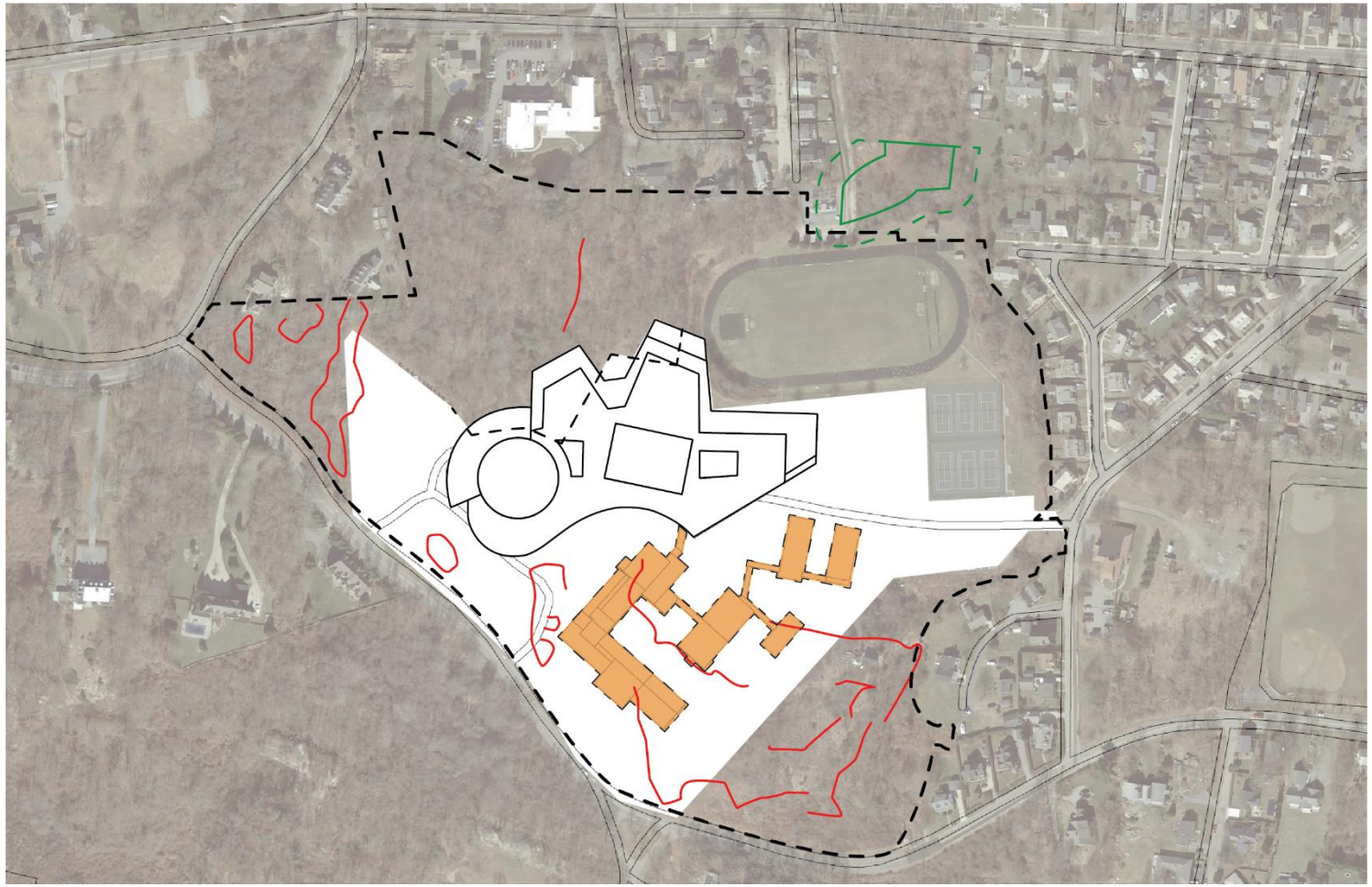
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Building Completed**
- **Existing facility demolished**



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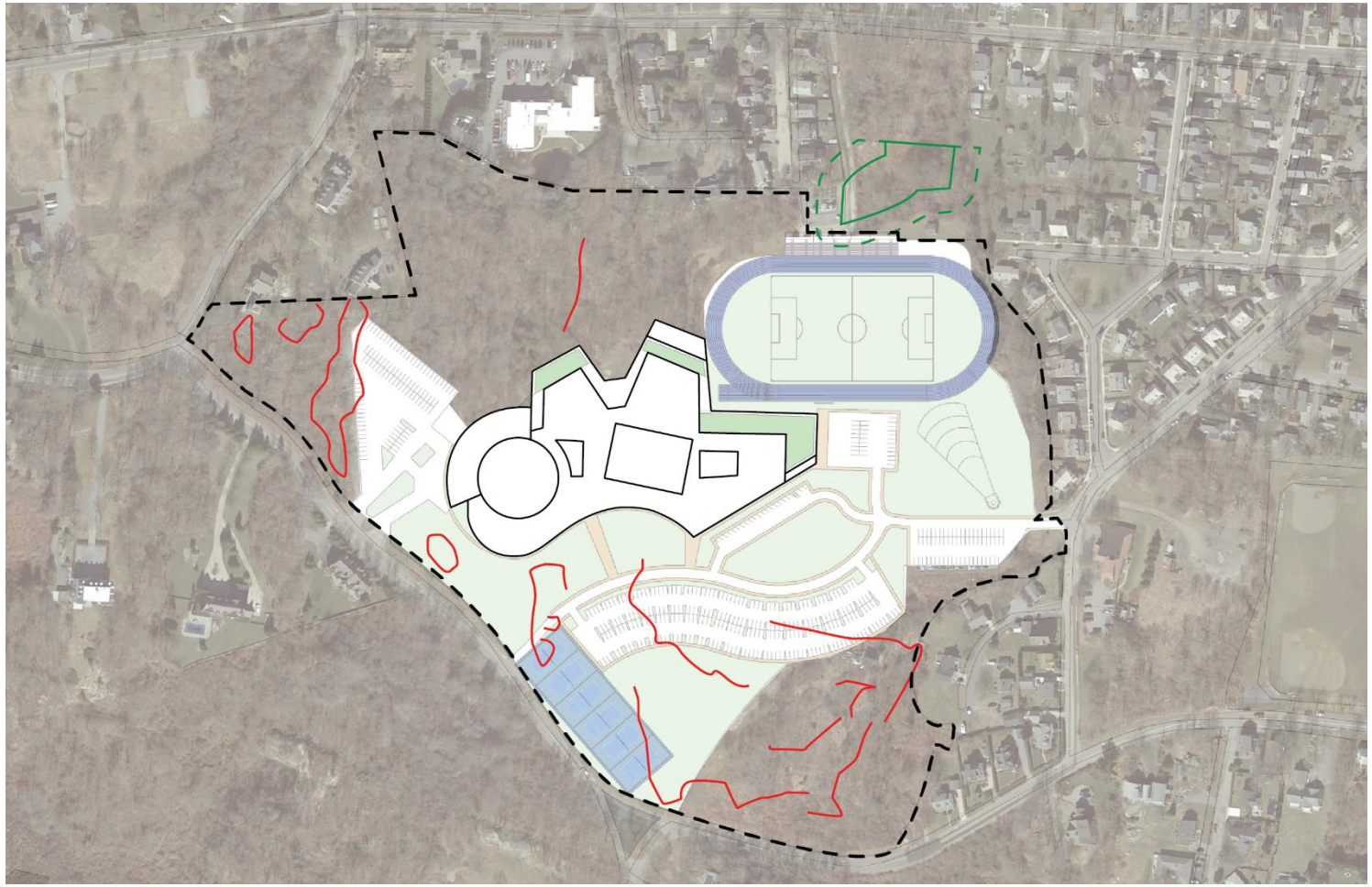
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Site work and field construction**



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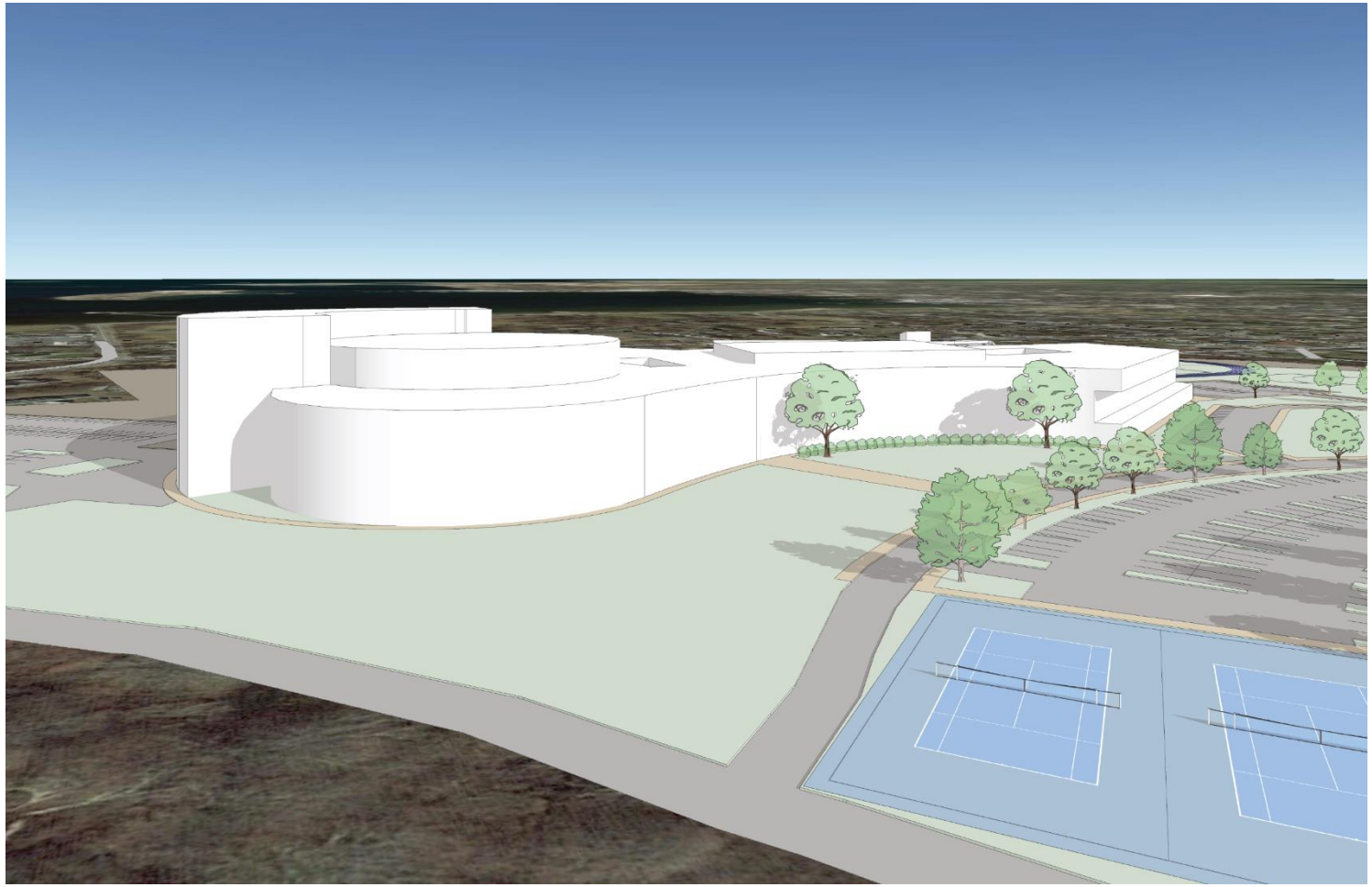
STUDIO JAED

Newport Public Schools

School Building Committee



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STUDIO JAED

Newport Public Schools

School Building Committee

Coggeshall

Site Constraints

- 15’ Front, 10’ Sides, 20’ Rear Setbacks
- R-10 Residential Zone
- 76% Lot coverage would trigger zoning board approval
- Aquidneck Island Land Trust to be used as play area

Disclaimer: Designs shown are conceptual in nature and are only used to understand a potential massing solution and phased construction possibilities. Design decisions will be determined during Stage 2.

STUDIO JAED

Newport Public Schools

School Building Committee

Coggeshall

Existing Building

Disclaimer: Designs shown are conceptual in nature and are only used to understand a potential massing solution and phased construction possibilities. Design decisions will be determined during Stage 2.

STUDIO JAED

Newport Public Schools

School Building Committee

Coggeshall

Early Learning Center – PreK, K, 1

- **Massing would be two full stories on 76% of site with small parking and bus drop off loop**

Disclaimer: Designs shown are conceptual in nature and are only used to understand a potential massing solution and phased construction possibilities. Design decisions will be determined during Stage 2.

STUDIO JAED

Newport Public Schools
School Building Committee

Order of Magnitude Cost Projections

1A: New Rogers High School with ELC

Students	755 + 8 Pre K Classrooms + 8 K Classrooms
Size	283,564* sq.ft.
Construction Delivery Method	Construction Management at Risk
Building Construction Cost	$ 117,962,000 ($416/sq.ft.)
Site Construction Cost	$ 13,200,000 ($550,000/acre)
Abatement & Demolition of Existing	$ 4,150,000 ($20/sq.ft.)
Furniture, Fixtures, & Equipment	$ 2,288,000 ($2,600/ HS Student + $1,083/ELC Student)
Soft Costs	$ 34,405,000 (25%)
OPM, CM, & A/E Fees	
Testing, Inspections, & Commissioning	
Escalation	
Contingency	
Total	$ 172,005,000 ($607/sq.ft.)

* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools

School Building Committee

Order of Magnitude Cost Projections

1B: Addition/Renovation with New ELC

Students		755 + 8 Pre K Classrooms + 8 K Classrooms
Size		283,564* sq.ft.
Construction Delivery Method		Construction Management at Risk
Building Construction Cost	New	$ 94,960,000 (210,554 sq.ft. @ $451/sq.ft.)
Building Construction Cost	Renovation	$ 34,023,000 (73,010 sq.ft. @ $466/sq.ft.)
Site Construction Cost		$ 13,800,000 ($575,000/acre)
Abatement & Partial Demolition of Existing		$ 3,056,000 (152,800 sq.ft. @ $20/sq.ft.)
Furniture, Fixtures, & Equipment		$ 2,288,000 ($2,600/ HS Student + $1,083/ELC Student)
Modular Classrooms		$ 3,000,000
Soft Costs		$ 37,782,000 (25%)
	OPM, CM, & A/E Fees	
	Testing, Inspections, & Commissioning	
	Escalation	
	Contingency	
	Total	$ 188,909,000 ($666/sq.ft.)

* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools
School Building Committee

Order of Magnitude Cost Projections

3A: New Rogers High School (ELC at Alternative Location)

Students	755
Size	249,564* sq.ft.
Construction Delivery Method	Construction Management at Risk
Building Construction Cost	$ 103,550,000 ($416/sq.ft.)
Site Construction Cost	$ 13,000,000 ($500,000/acre)
Abatement & Demolition of Existing	$ 4,150,000 ($20/sq.ft.)
Furniture, Fixtures, & CTE Equipment	$ 1,963,000 ($2,600/student)
Soft Costs	$ 30,665,000 (25%)
OPM, CM, & A/E Fees	
Testing, Inspections, & Commissioning	
Escalation	
Contingency	
Total	$ 153,328,000 ($614/sq.ft)

* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools

School Building Committee

Order of Magnitude Cost Projections

3B: Addition/Renovation (ELC at Alternative Location)

Students		755
Size		249,564* sq.ft.
Construction Delivery Method		Construction Management at Risk
Building Construction Cost	New	$ 79,626,000 (176,554 sq.ft. @ $451/sq.ft.)
Building Construction Cost	Renovation	$ 34,023,000 (73,010 sq.ft. @ $466/sq.ft.)
Site Construction Cost		$ 12,600,000 ($525,000/acre)
Abatement & Partial Demolition of Existing		$ 3,056,000 (152,800 sq.ft. @ $20/sq.ft.)
Furniture, Fixtures, & Equipment		$ 1,963,000 ($2,600/student)
Modular Classrooms		$ 3,000,000
Soft Costs		$ 33,567,000 (25%)
	OPM, CM, & A/E Fees	
	Testing, Inspections, & Commissioning	
	Escalation	
	Contingency	
	Total	$ 167,835,000 ($681/sq.ft.)

* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools
School Building Committee

Order of Magnitude Cost Projections

3A/3B: ELC at Coggeshall Site

Students	8 Pre K Classrooms + 8 K Classrooms
Size	35,115* sq.ft.
Construction Delivery Method	Construction Management at Risk
Building Construction Cost	$ 14,150,000 ($403/sq.ft.)
Site Construction Cost	$ 1,050,000 ($525,000/acre)
Abatement & Demolition of Existing	$ 580,000 ($20/sq.ft.)
Furniture, Fixtures, & Equipment	$ 325,000 ($1,083/Student)
Soft Costs	$ 4,026,000 (25%)
OPM, CM, & A/E Fees	
Testing, Inspections, & Commissioning	
Escalation	
Contingency	
Total	$ 20,131,000 ($573/sq.ft.)

* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools

School Building Committee

Order of Magnitude Cost Projections

4A/4B: ELC at Coggeshall Site

Students	(8) PreK Classrooms + (8) K Classrooms + (8) 1st Grade and Associated/Required Spaces
Size	57,795* sq.ft.
Construction Delivery Method	Construction Management at Risk
Building Construction Cost	$ 23,811,540 ($412/sq.ft.)
Site Construction Cost	$ 1,050,000 ($525,000/acre)
Abatement & Demolition of Existing	$ 580,000 ($20/sq.ft.)
Furniture, Fixtures, & Equipment	$ 623,808 ($1,083/Student)
Soft Costs	$ 6,516,337 (25%)
OPM, CM, & A/E Fees	
Testing, Inspections, & Commissioning	
Escalation	
Contingency	
Total	$ 32,581,685 ($564/sq.ft.)

* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools

School Building Committee

Decision Matrix

1. 1 2 3 4 5 | 6 7 8 | 9 10 11 12 PreK K
2. K 1 2 3 4 | 5 6 7 | 8 9 10 11 12 PreK
3. PreK K | 1 2 3 4 5 | 6 7 8 | 9 10 11 12
4. PreK K 1 | 2 3 4 5 | 6 7 8 | 9 10 11 12

Newport Public Schools

School Building Committee

1A New Rogers High School with New ELC

	Grades Served	Order of Magnitude Budget
Rogers High School and ELC	9-12, PreK, K	$ 172,005,000
Total		$ 172,005,000

1B Addition/Renovation with New ELC

	Grades Served	Order of Magnitude Budget
Rogers High School	9-12	$ 188,909,000
Total		$ 188,909,000

3A New Rogers High School and New ELC at Coggeshall

	Grades Served	Order of Magnitude Budget
Rogers High School	9-12	$ 153,328,000
Early Learning Center	PreK/K	$ 20,131,000
Total		$ 173,459,000

3B Addition/Renovation and New ELC at Coggeshall

	Grades Served	Order of Magnitude Budget
Rogers High School	9-12	$ 167,835,000
Early Learning Center	PreK/K	$ 20,131,000
Total		$ 187,966,000

4A New Rogers High School and New ELC at Coggeshall

	Grades Served	Order of Magnitude Budget
Rogers High School	9-12	$ 153,328,000
Early Learning Center	PreK/K/1	$ 32,581,605
Total		$ 185,909,605

4B Addition/Renovation and New ELC at Coggeshall

	Grades Served	Order of Magnitude Budget
Rogers High School	9-12	$ 167,835,000
Early Learning Center	PreK/K/1	$ 32,581,605
Total		$ 200,416,605

*At conceptual level, options 1 & 2 costs would be the same.

Newport Public Schools

School Building Committee

Community Comment/Questions

Newport Public Schools Community Education Summit

Tuesday May 21 Pell Elementary School 5:30-7:00

Thursday May 23 Newport Public Library 1:00-2:30

Thursday May 23 Thompson Middle School 5:30-7:00

Why are we here?

BUILD A ROLLER COASTER
PE=KE
P=W/t
W= Work (Joules, J)
E= Energy (J)
PE= Potential Energy (J)
KE= Kinetic Energy (J)
P= Power (watts, W)

College Courses

Why StudioJAED?

- Retained Spring 2018 following RFP process
- Experts in Navigating RIDE Process for Reimbursement
- Holistic Solution Architects, Engineers, and Cost Estimators
- Only Rhode Island firm with 3 Educational Planners on Staff

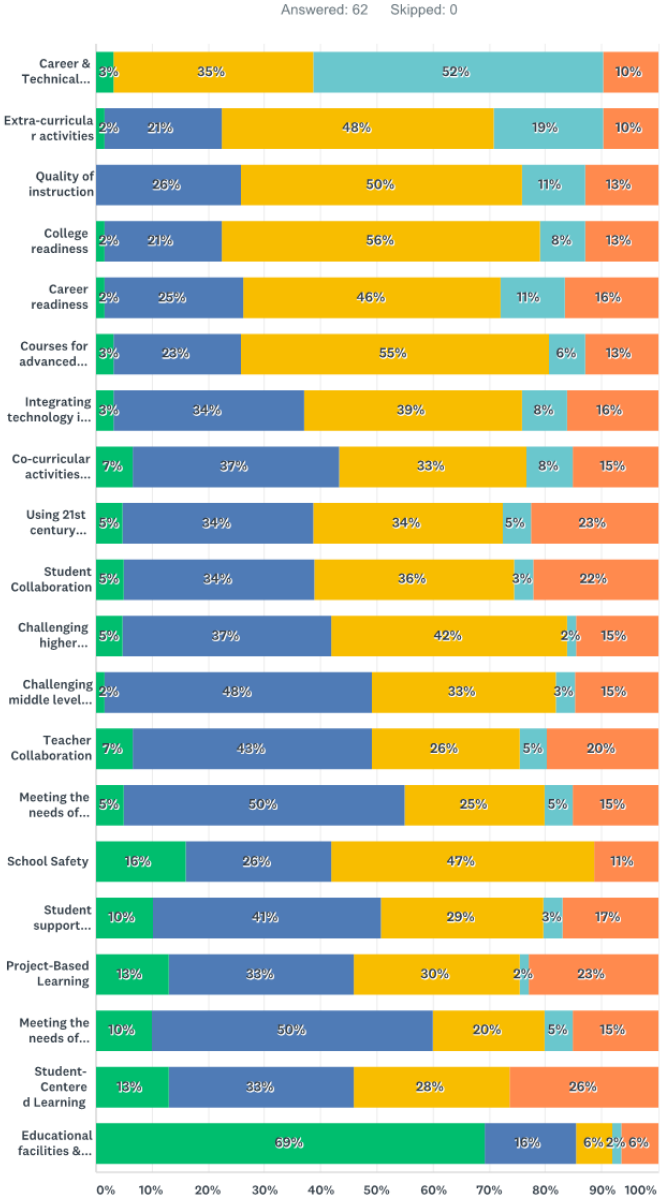
What has been happening so far?

- Kickoff "Most Likely to Succeed"
- Facility Committee meetings: Public meetings to solicit community input
- Development of Sub Committees with specific content goals
- Conduct demographic forecast
- Visioning with students, staff, and community

Visioning Survey

Q1 Please rate Newport High School in the following areas:

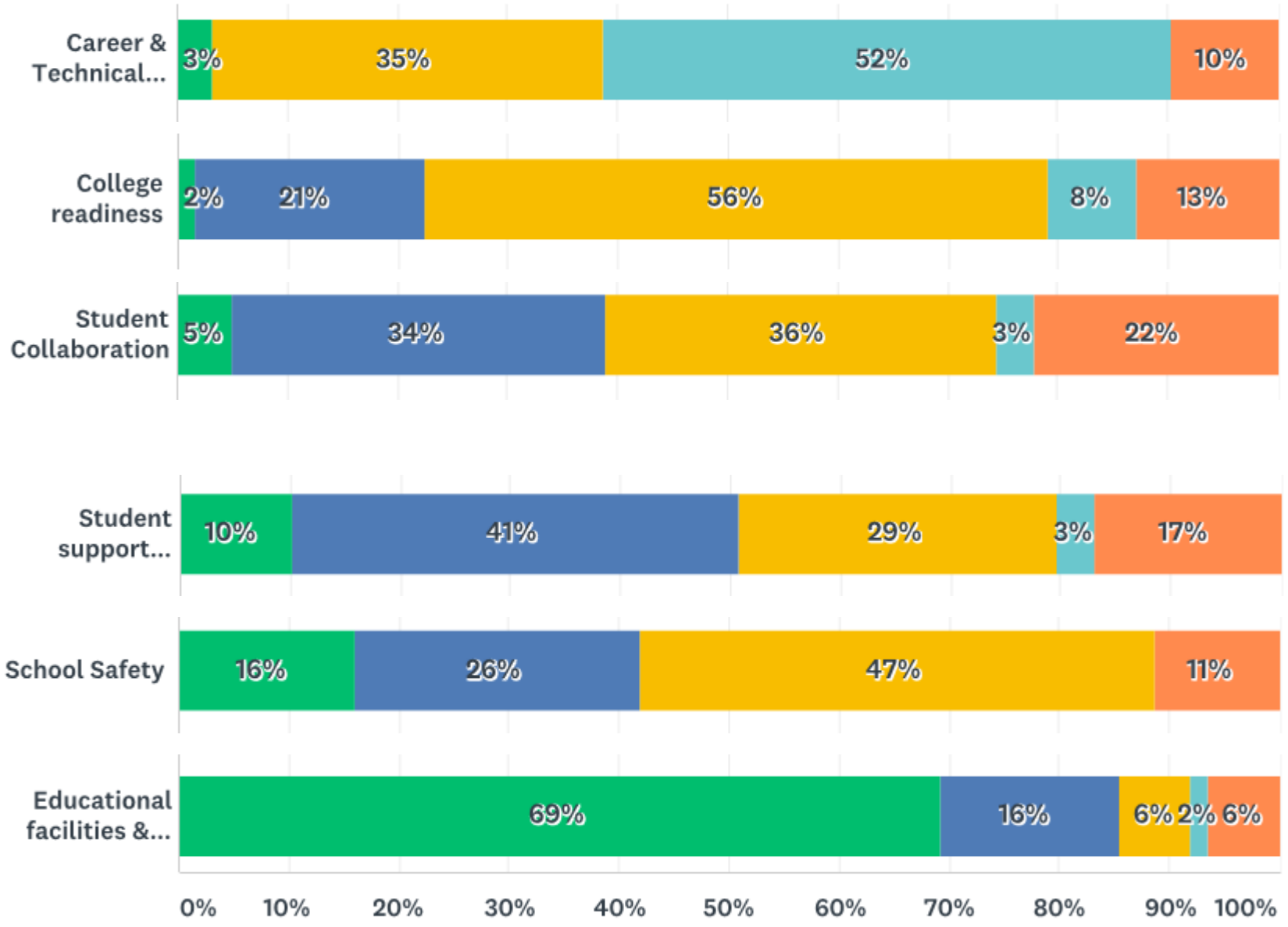
Answered: 62 Skipped: 0



	POOR	FAIR	GOOD	EXCELLENT	N/A	TOTAL	WEIGHTED AVERAGE
Career & Technical Education (CTE)	3% 2	0% 0	35% 22	52% 32	10% 6	62	3.50
Extra-curricular activities	2% 1	21% 13	48% 30	19% 12	10% 6	62	2.95
Quality of instruction	0% 0	26% 16	50% 31	11% 7	13% 8	62	2.83
College readiness	2% 1	21% 13	56% 35	8% 5	13% 8	62	2.81
Career readiness	2% 1	25% 15	46% 28	11% 7	16% 10	61	2.80
Courses for advanced students	3% 2	23% 14	55% 34	6% 4	13% 8	62	2.74
Integrating technology into curriculum	3% 2	34% 21	39% 24	8% 5	16% 10	62	2.62
Co-curricular activities (clubs, etc.)	7% 4	37% 22	33% 20	8% 5	15% 9	60	2.51
Using 21st century teaching methodologies	5% 3	34% 21	34% 21	5% 3	23% 14	62	2.50
Student Collaboration	5% 3	34% 20	36% 21	3% 2	22% 13	59	2.48
Challenging higher achieving students	5% 3	37% 23	42% 26	2% 1	15% 9	62	2.47
Challenging middle level achieving students	2% 1	48% 29	33% 20	3% 2	15% 9	61	2.44
Teacher Collaboration	7% 4	43% 26	26% 16	5% 3	20% 12	61	2.37
Meeting the needs of students with learning disabilities	5% 3	50% 30	25% 15	5% 3	15% 9	60	2.35
School Safety	16% 10	26% 16	47% 29	0% 0	11% 7	62	2.35
Student support services	10% 6	41% 24	29% 17	3% 2	17% 10	59	2.31
Project-Based Learning	13% 8	33% 20	30% 18	2% 1	23% 14	61	2.26
Meeting the needs of Struggling Students	10% 6	50% 30	20% 12	5% 3	15% 9	60	2.24
Student-Centered Learning	13% 8	33% 20	28% 17	0% 0	26% 16	61	2.20
Educational facilities & resources (School buildings, fields, science labs, technology, etc.)	69% 43	16% 10	6% 4	2% 1	6% 4	62	1.36

Newport Public Schools
One Newport

STUDIO JAED



Newport Public Schools
One Newport

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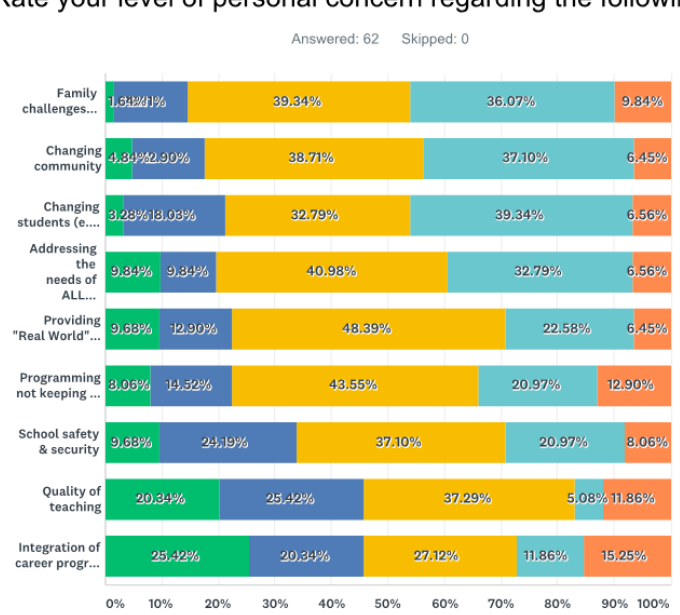
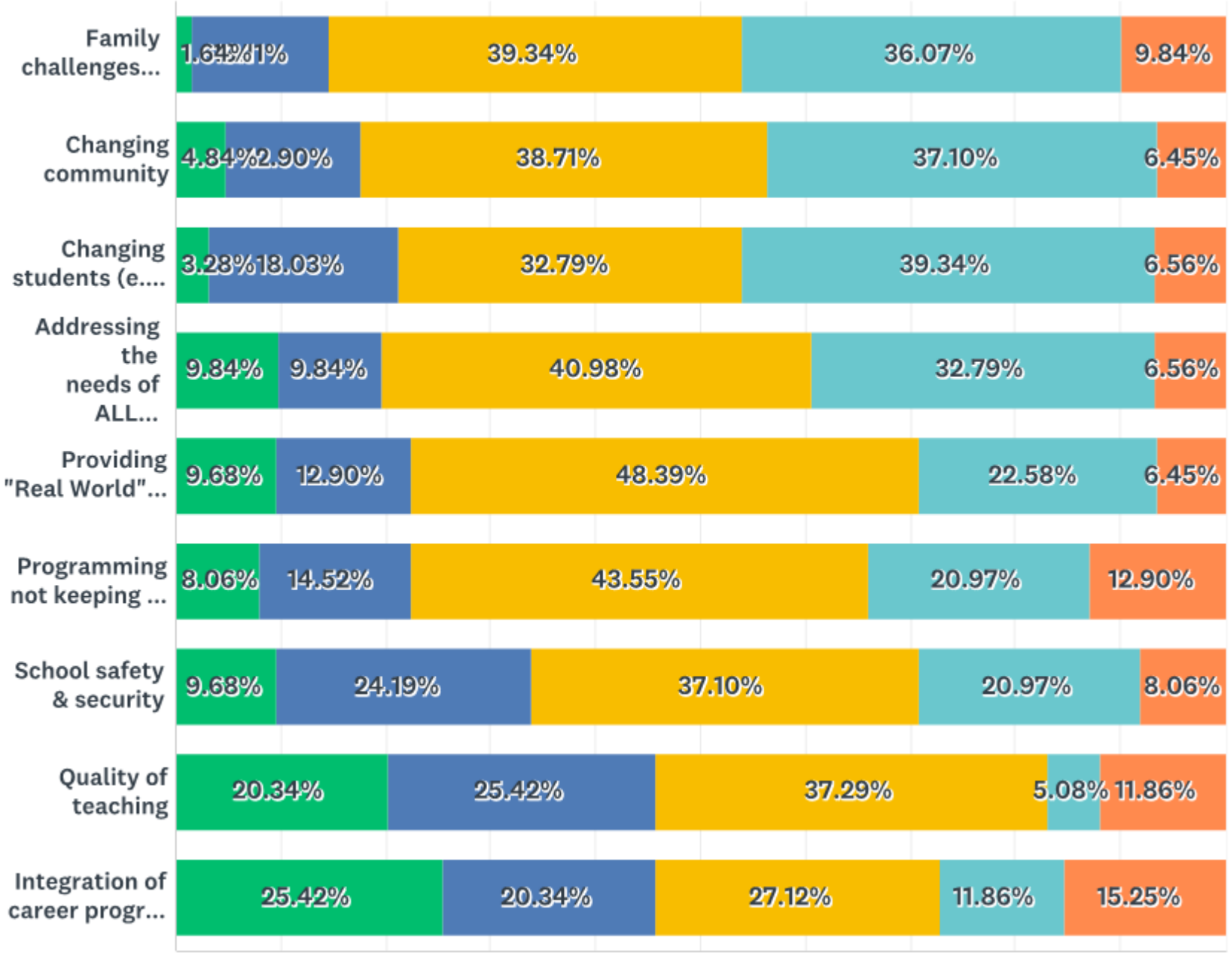
Q2 Rate your level of personal concern regarding the following issues:



	NOT AN ISSUE	BECOMING AN ISSUE	A CURRENT ISSUE	AN URGENT ISSUE	N/A	TOTAL	WEIGHTED AVERAGE
Family challenges among students	1.64% 1	13.11% 8	39.34% 24	36.07% 22	9.84% 6	61	3.22
Changing community	4.84% 3	12.90% 8	38.71% 24	37.10% 23	6.45% 4	62	3.16
Changing students (e.g. More social and emotional needs)	3.28% 2	18.03% 11	32.79% 20	39.34% 24	6.56% 4	61	3.16
Addressing the needs of ALL students (Disabilities, non-college bound, language learners, etc.)	9.84% 6	9.84% 6	40.98% 25	32.79% 20	6.56% 4	61	3.04
Providing "Real World" Training and Opportunities for Students	9.68% 6	12.90% 8	48.39% 30	22.58% 14	6.45% 4	62	2.90
Programming not keeping up with the needs of today's students	8.06% 5	14.52% 9	43.55% 27	20.97% 13	12.90% 8	62	2.89
School safety & security	9.68% 6	24.19% 15	37.10% 23	20.97% 13	8.06% 5	62	2.75
Quality of teaching	20.34% 12	25.42% 15	37.29% 22	5.08% 3	11.86% 7	59	2.31
Integration of career programs into one high school building	25.42% 15	20.34% 12	27.12% 16	11.86% 7	15.25% 9	59	2.30



Newport Public Schools
One Newport

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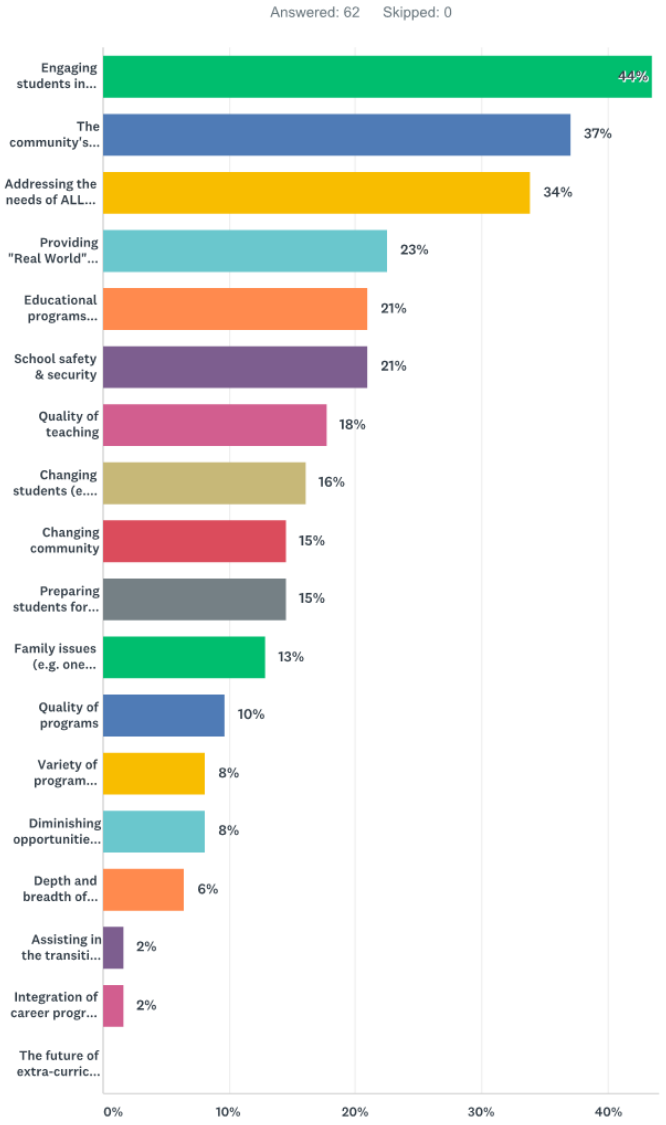
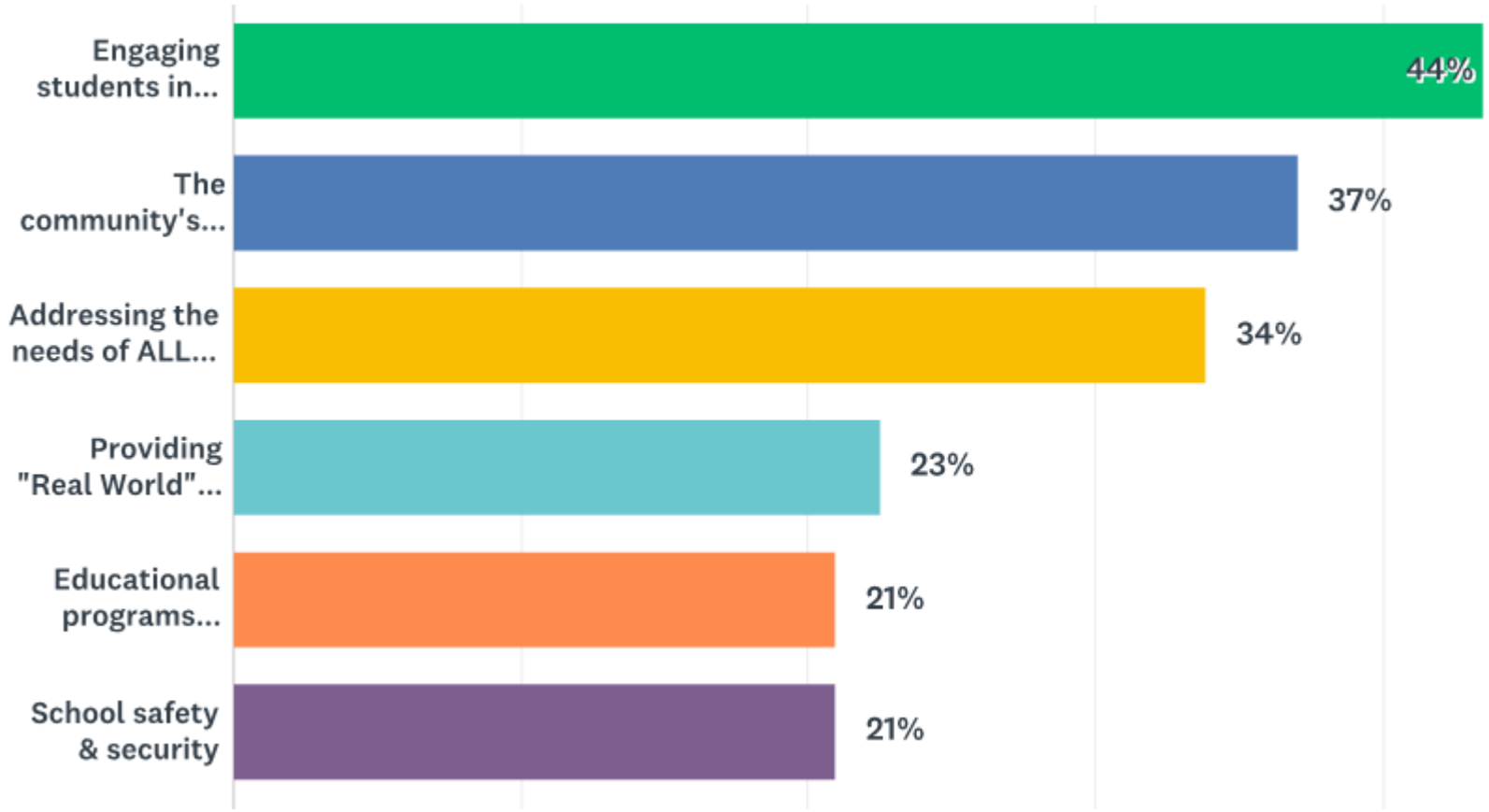
Q3 From the list below, please choose only three of the issues that you believe are most critical to the future of Newport High School:

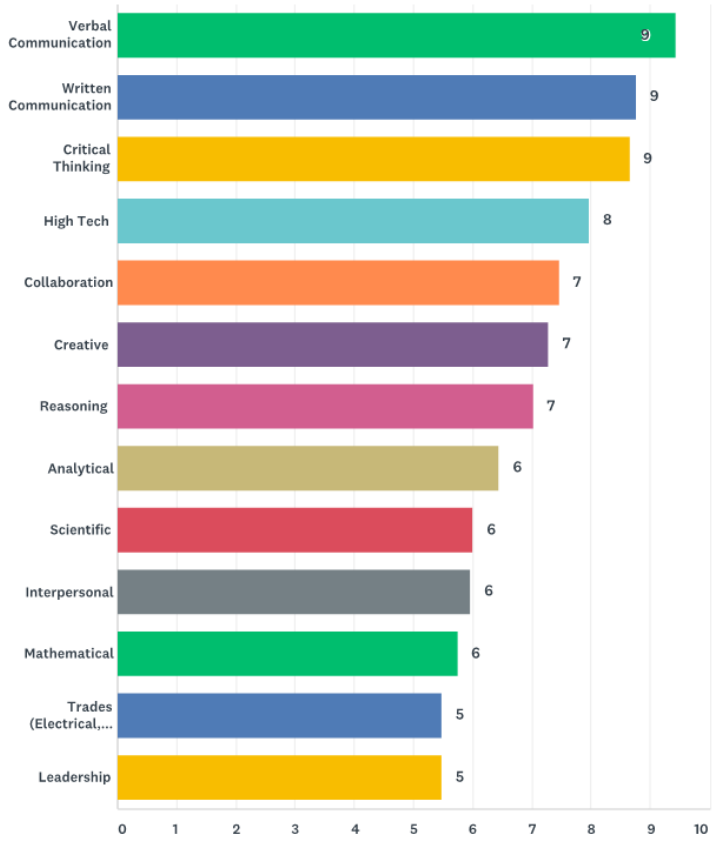


ANSWER CHOICES	RESPONSES	
Engaging students in ways that will keep them interested in school	44%	27
The community's commitment to education	37%	23
Addressing the needs of ALL students (Disabilities, non-college bound, language learners, etc.)	34%	21
Providing "Real World" Training and Opportunities for Students	23%	14
Educational programs keeping up with 21st century students	21%	13
School safety & security	21%	13
Quality of teaching	18%	11
Changing students (e.g. More social and emotional needs)	16%	10
Changing community	15%	9
Preparing students for real world opportunities	15%	9
Family issues (e.g. one parent at home, blended families, etc.)	13%	8
Quality of programs	10%	6
Variety of program offerings	8%	5
Diminishing opportunities for students	8%	5
Depth and breadth of programs	6%	4
Assisting in the transition to high school	2%	1
Integration of career programs into one high school building	2%	1
The future of extra-curricular programs	0%	0
Total Respondents: 62		

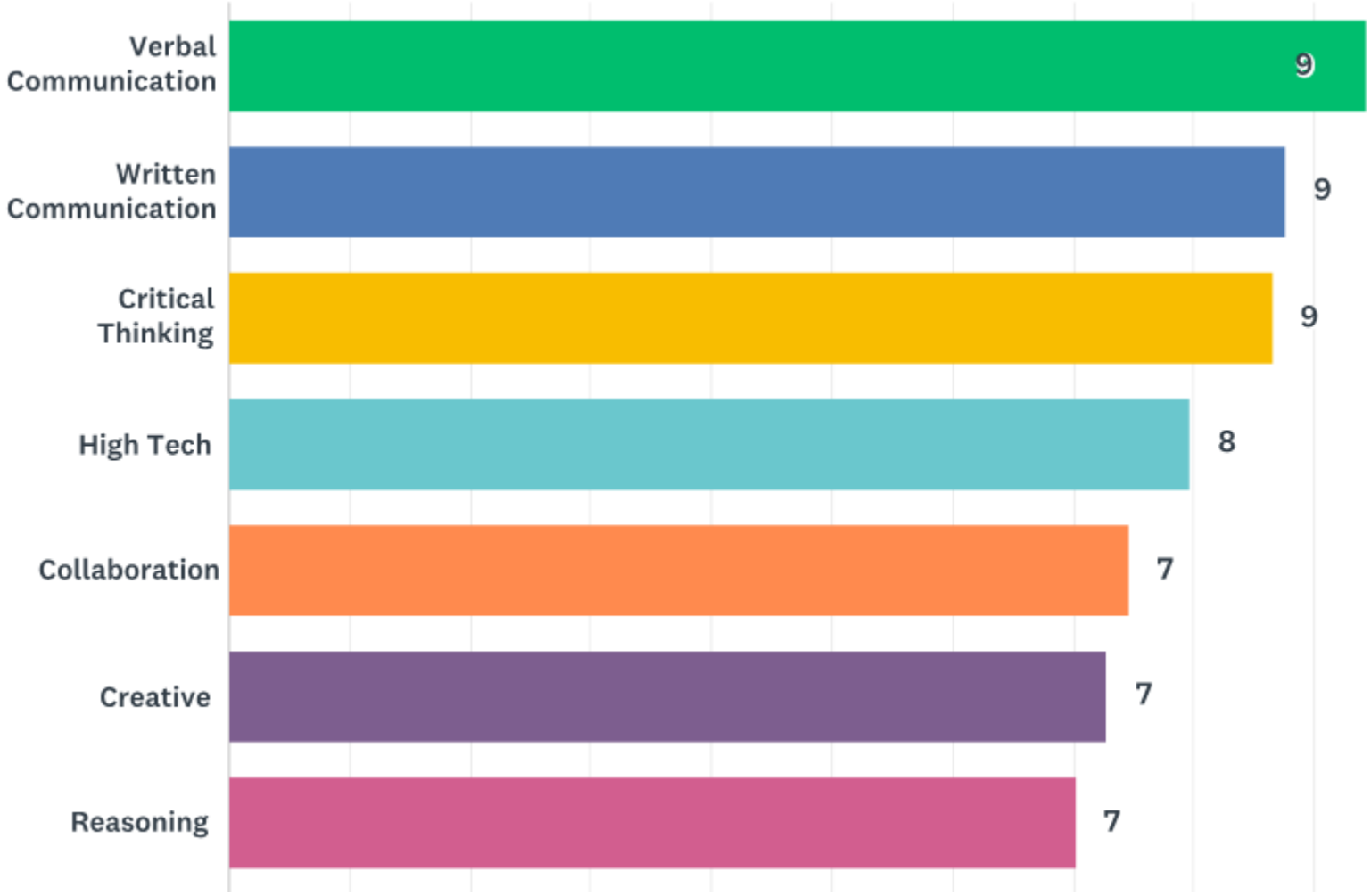

Engaging students in...
44%
The community's...
37%
Addressing the needs of ALL...
34%
Providing "Real World"...
23%
Educational programs...
21%
School safety & security
21%

Q6 Rank the skills that WILL BE most critical for the Newport 2029 graduate to develop?

Answered: 62 Skipped: 0



	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A
Verbal Communication	14.52% 9	19.35% 12	16.13% 10	14.52% 9	1.61% 1	3.23% 2	4.84% 3	4.84% 3	3.23% 2	3.23% 2	4.84% 3	3.23% 2	1.61% 1	4.84
Written Communication	4.84% 3	12.90% 8	12.90% 8	11.29% 7	16.13% 10	8.06% 5	9.68% 6	3.23% 2	8.06% 5	3.23% 2	1.61% 1	3.23% 2	0.00% 0	4.84
Critical Thinking	25.81% 16	8.06% 5	12.90% 8	6.45% 4	3.23% 2	4.84% 3	6.45% 4	4.84% 3	1.61% 1	0.00% 0	4.84% 3	4.84% 3	11.29% 7	4.84
High Tech	17.74% 11	8.06% 5	9.68% 6	4.84% 3	11.29% 7	3.23% 2	4.84% 3	6.45% 4	6.45% 4	1.61% 1	4.84% 3	8.06% 5	8.06% 5	4.84
Collaboration	11.29% 7	6.45% 4	6.45% 4	6.45% 4	8.06% 5	8.06% 5	6.45% 4	8.06% 5	9.68% 6	8.06% 5	4.84% 3	3.23% 2	6.45% 4	6.45
Creative	4.84% 3	6.45% 4	3.23% 2	19.35% 12	12.90% 8	4.84% 3	3.23% 2	9.68% 6	0.00% 0	8.06% 5	9.68% 6	3.23% 2	8.06% 5	6.45
Reasoning	3.23% 2	9.68% 6	4.84% 3	6.45% 4	11.29% 7	11.29% 7	6.45% 4	4.84% 3	3.23% 2	8.06% 5	17.74% 11	6.45% 4	0.00% 0	6.45
Analytical	0.00% 0	8.06% 5	8.06% 5	3.23% 2	9.68% 6	12.90% 8	8.06% 5	3.23% 2	14.52% 9	4.84% 3	1.61% 1	11.29% 7	9.68% 6	4.84
Scientific	0.00% 0	6.45% 4	3.23% 2	6.45% 4	4.84% 3	6.45% 4	16.13% 10	12.90% 8	4.84% 3	8.06% 5	6.45% 4	12.90% 8	6.45% 4	4.84
Interpersonal	6.45% 4	1.61% 1	6.45% 4	8.06% 5	4.84% 3	3.23% 2	4.84% 3	8.06% 5	6.45% 4	17.74% 11	8.06% 5	6.45% 4	11.29% 7	6.45
Mathematical	3.23% 2	3.23% 2	6.45% 4	0.00% 0	3.23% 2	4.84% 3	6.45% 4	22.58% 14	11.29% 7	4.84% 3	17.74% 11	6.45% 4	4.84% 3	4.84
Trades (Electrical, plumbing, mechanical, etc.)	0.00% 0	4.84% 3	3.23% 2	4.84% 3	3.23% 2	17.74% 11	8.06% 5	0.00% 0	3.23% 2	17.74% 11	6.45% 4	12.90% 8	11.29% 7	6.45

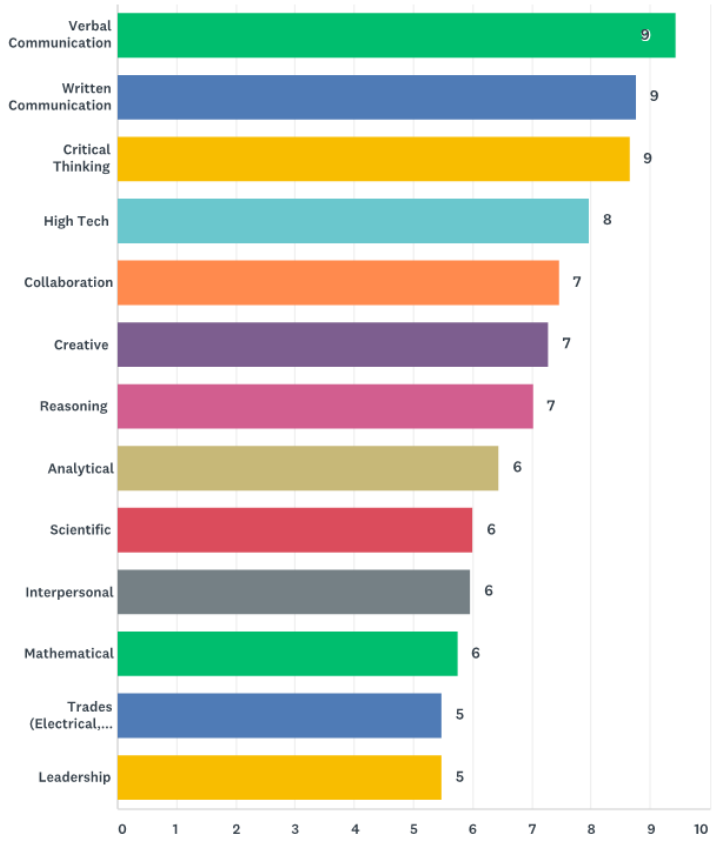


Newport Public Schools
One Newport

STUDIO JAED

Q6 Rank the skills that WILL BE most critical for the Newport 2029 graduate to develop?

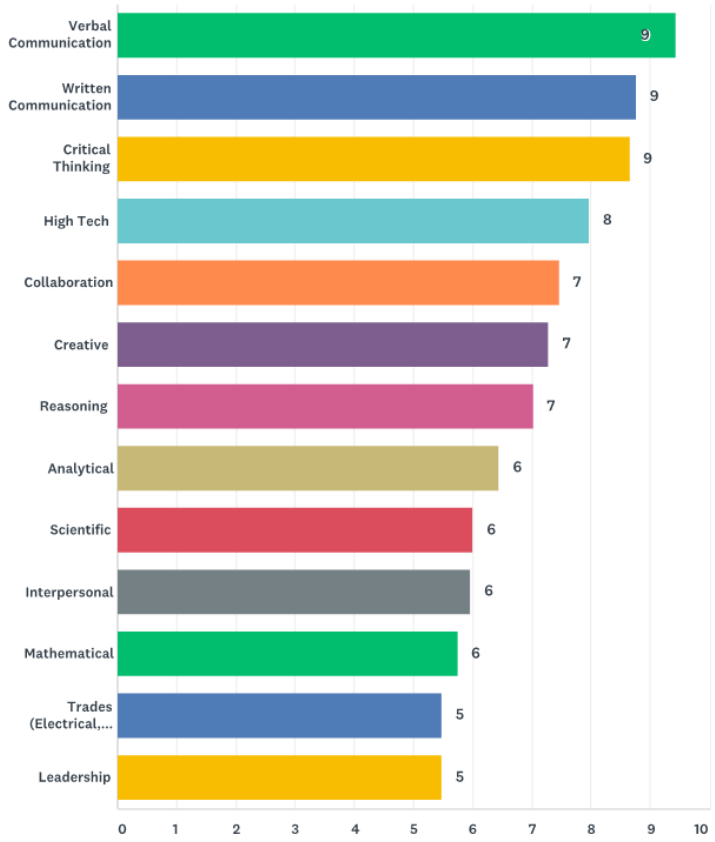
Answered: 62 Skipped: 0



	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A
Verbal Communication	14.52% 9	19.35% 12	16.13% 10	14.52% 9	1.61% 1	3.23% 2	4.84% 3	4.84% 3	3.23% 2	3.23% 2	4.84% 3	3.23% 2	1.61% 1	4.84
Written Communication	4.84% 3	12.90% 8	12.90% 8	11.29% 7	16.13% 10	8.06% 5	9.68% 6	3.23% 2	8.06% 5	3.23% 2	1.61% 1	3.23% 2	0.00% 0	4.84
Critical Thinking	25.81% 16	8.06% 5	12.90% 8	6.45% 4	3.23% 2	4.84% 3	6.45% 4	4.84% 3	1.61% 1	0.00% 0	4.84% 3	4.84% 3	11.29% 7	4.84
High Tech	17.74% 11	8.06% 5	9.68% 6	4.84% 3	11.29% 7	3.23% 2	4.84% 3	6.45% 4	6.45% 4	1.61% 1	4.84% 3	8.06% 5	8.06% 5	4.84
Collaboration	11.29% 7	6.45% 4	6.45% 4	6.45% 4	8.06% 5	8.06% 5	6.45% 4	8.06% 5	9.68% 6	8.06% 5	4.84% 3	3.23% 2	6.45% 4	6.45
Creative	4.84% 3	6.45% 4	3.23% 2	19.35% 12	12.90% 8	4.84% 3	3.23% 2	9.68% 6	0.00% 0	8.06% 5	9.68% 6	3.23% 2	8.06% 5	6.45
Reasoning	3.23% 2	9.68% 6	4.84% 3	6.45% 4	11.29% 7	11.29% 7	6.45% 4	4.84% 3	3.23% 2	8.06% 5	17.74% 11	6.45% 4	0.00% 0	6.45
Analytical	0.00% 0	8.06% 5	8.06% 5	3.23% 2	9.68% 6	12.90% 8	8.06% 5	3.23% 2	14.52% 9	4.84% 3	1.61% 1	11.29% 7	9.68% 6	4.84
Scientific	0.00% 0	6.45% 4	3.23% 2	6.45% 4	4.84% 3	6.45% 4	16.13% 10	12.90% 8	4.84% 3	8.06% 5	6.45% 4	12.90% 8	6.45% 4	4.84
Interpersonal	6.45% 4	1.61% 1	6.45% 4	8.06% 5	4.84% 3	3.23% 2	4.84% 3	8.06% 5	6.45% 4	17.74% 11	8.06% 5	6.45% 4	11.29% 7	6.45
Mathematical	3.23% 2	3.23% 2	6.45% 4	0.00% 0	3.23% 2	4.84% 3	6.45% 4	22.58% 14	11.29% 7	4.84% 3	17.74% 11	6.45% 4	4.84% 3	4.84
Trades (Electrical, plumbing, mechanical, etc.)	0.00% 0	4.84% 3	3.23% 2	4.84% 3	3.23% 2	17.74% 11	8.06% 5	0.00% 0	3.23% 2	17.74% 11	6.45% 4	12.90% 8	11.29% 7	6.45

Q6 Rank the skills that WILL BE most critical for the Newport 2029 graduate to develop?

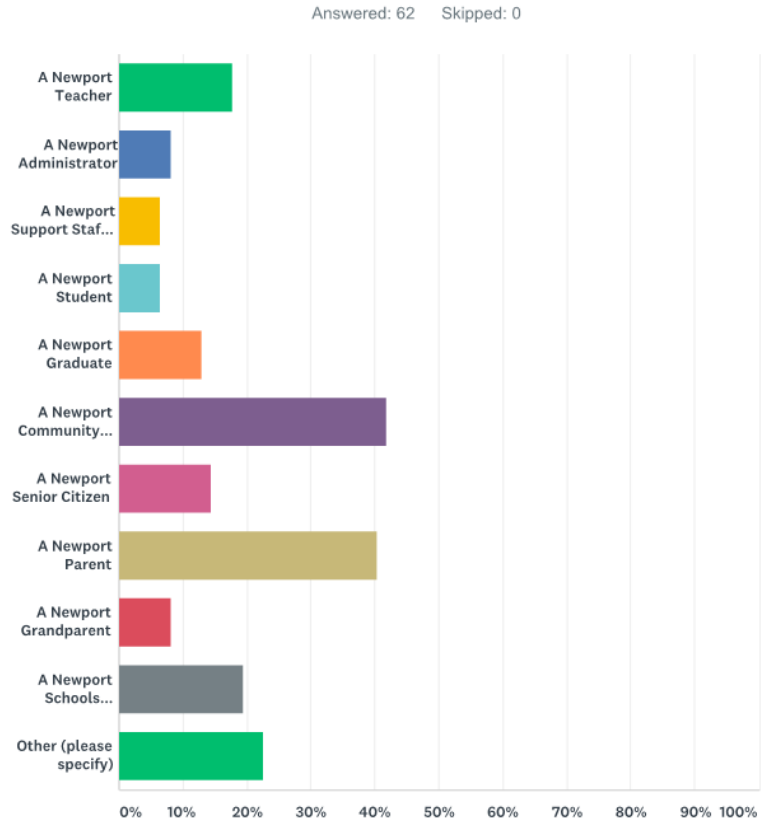
Answered: 62 Skipped: 0



	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A
Verbal Communication	14.52% 9	19.35% 12	16.13% 10	14.52% 9	1.61% 1	3.23% 2	4.84% 3	4.84% 3	3.23% 2	3.23% 2	4.84% 3	3.23% 2	1.61% 1	4.84
Written Communication	4.84% 3	12.90% 8	12.90% 8	11.29% 7	16.13% 10	8.06% 5	9.68% 6	3.23% 2	8.06% 5	3.23% 2	1.61% 1	3.23% 2	0.00% 0	4.84
Critical Thinking	25.81% 16	8.06% 5	12.90% 8	6.45% 4	3.23% 2	4.84% 3	6.45% 4	4.84% 3	1.61% 1	0.00% 0	4.84% 3	4.84% 3	11.29% 7	4.84
High Tech	17.74% 11	8.06% 5	9.68% 6	4.84% 3	11.29% 7	3.23% 2	4.84% 3	6.45% 4	6.45% 4	1.61% 1	4.84% 3	8.06% 5	8.06% 5	4.84
Collaboration	11.29% 7	6.45% 4	6.45% 4	6.45% 4	8.06% 5	8.06% 5	6.45% 4	8.06% 5	9.68% 6	8.06% 5	4.84% 3	3.23% 2	6.45% 4	6.45
Creative	4.84% 3	6.45% 4	3.23% 2	19.35% 12	12.90% 8	4.84% 3	3.23% 2	9.68% 6	0.00% 0	8.06% 5	9.68% 6	3.23% 2	8.06% 5	6.45
Reasoning	3.23% 2	9.68% 6	4.84% 3	6.45% 4	11.29% 7	11.29% 7	6.45% 4	4.84% 3	3.23% 2	8.06% 5	17.74% 11	6.45% 4	0.00% 0	6.45
Analytical	0.00% 0	8.06% 5	8.06% 5	3.23% 2	9.68% 6	12.90% 8	8.06% 5	3.23% 2	14.52% 9	4.84% 3	1.61% 1	11.29% 7	9.68% 6	4.84
Scientific	0.00% 0	6.45% 4	3.23% 2	6.45% 4	4.84% 3	6.45% 4	16.13% 10	12.90% 8	4.84% 3	8.06% 5	6.45% 4	12.90% 8	6.45% 4	4.84
Interpersonal	6.45% 4	1.61% 1	6.45% 4	8.06% 5	4.84% 3	3.23% 2	4.84% 3	8.06% 5	6.45% 4	17.74% 11	8.06% 5	6.45% 4	11.29% 7	6.45
Mathematical	3.23% 2	3.23% 2	6.45% 4	0.00% 0	3.23% 2	4.84% 3	6.45% 4	22.58% 14	11.29% 7	4.84% 3	17.74% 11	6.45% 4	4.84% 3	4.84
Trades (Electrical, plumbing, mechanical, etc.)	0.00% 0	4.84% 3	3.23% 2	4.84% 3	3.23% 2	17.74% 11	8.06% 5	0.00% 0	3.23% 2	17.74% 11	6.45% 4	12.90% 8	11.29% 7	6.45

Q7 How would you describe yourself? (Choose as many as you would like to describe you)

Answered: 62 Skipped: 0



Activity 1

What skills will a 2019 Newport graduate need to succeed in life?

Activity 2

Imagine you are creating a large conceptual high school of the future that prepares students for college and careers.

Thinking of the skills that were developed in Activity 1:

- Develop a list of features that would support the development of these skills.
- How can those features be organized to support teaching and learning at a new state of the art facility. Develop diagrams that show how you think these features would be related and interact

Newport Public Schools Sub Committees
Prepared by StudioJAED
September 2018

Industry Partners:
Professionals within the greater Newport community who help develop programs within the school community. They are to develop the list of Industry Partners to be contacted etc. Examples include local artists, restaurant owners, boat builders, etc.
Chair: elected by group members, must prepare meeting minutes and be present to report back meeting activity to larger group and design team. Chair must be willing to be a member of school building committee for entire project duration (estimated 2025).

Community Partners:
Community group organizers who help to support programs within the school community. They are to develop the list of Community Partners to be contacted etc. Examples include Boys and Girls Club,
Chair: elected by group members, must prepare meeting minutes and be present to report back meeting activity to larger group and design team. Chair must be willing to be a member of school building committee for entire project duration (estimated 2025).

Guiding Principles:
Visioning Session participants who communicate with all subcommittee groups to ensure that project guiding principles "the vision" are at the forefront of design and construction throughout the project. Examples: Design Quality Control. They are to "ghost" and participate in another committee.
Chair: elected by group members, must prepare meeting minutes and be present to report back meeting activity to larger group and design team. Chair must be willing to be a member of school building committee for entire project duration (estimated 2025).

Public Awareness & Social Media (Technology):
Group of individuals who agree to attend school and community events on behalf of the subcommittee. They monitor and provide content (at the discretion of the Superintendent) to social media including Facebook, twitter, and project website. They filter through emails and forward to appropriate members of SC, SBC, design team, etc.
Chair: elected by group members, must prepare meeting minutes and be present to report back meeting activity to larger group and design team. Chair must be willing to be a member of school building committee for entire project duration (estimated 2025).

Visionary Educator:
Group of future-forward thinking educators and curriculum developers from different school departments including Science, Special Education, Humanities, CTE, Fitness, Art, Music Curriculum.
Chair: elected by group members, must prepare meeting minutes and be present to report back meeting activity to larger group and design team. Chair must be willing to be a member of school building committee for entire project duration (estimated 2025).

Newport Public Schools Sub Committee Responsibilities
Prepared by StudioJAED
September 2018

Industry Partners:
Professionals within the greater Newport community who help develop programs within the school community. They are to develop the list of Industry Partners to be contacted etc. Examples include local artists, restaurant owners, boat builders, etc.
Responsibilities:
Reach out to Industry Partners
- Generate a database with contact info
- Share and filter industry partner feedback
  - Inquire about industry needs
    - Future career paths
    - Effectives of existing paths
    - Explore off-campus opportunities

Coordinate with District regarding existing Academic & CTE programs
Share and/or distribute project resources
Participate in design review for "Program Functionality"
Discussion Topics:
Discuss internal group communication and logistics
Brainstorm on who are those to be contacted
Review list of school offerings

Community Partners:
Community group organizers who help to support programs within the school community. They are to develop the list of Community Partners to be contacted etc. Examples include Boys and Girls Club,
Responsibilities:
Reach out to Community Groups
- Generate a database with contact info
- Share and filter community feedback
- Inquire about community programmatic needs
  - Before and after school
  - Wellness Center

Ensure neighborhood groups are represented
Share and/or distribute project resources
Participate in design review for "School as a Community Resource"
Discussion Topics:
Discuss internal group communication and logistics
Brainstorm on who are those to be contacted
Review list of school programs that are community based or should be
Discuss opportunities for school as a "Community Resource"
- Adult Education
- Newcomers and ELL

Guiding Principles:
Visioning Session participants who communicate with all subcommittee groups to ensure that project guiding principles "the vision" are at the forefront of design and construction throughout the project. Examples: Design Quality Control. They are to "ghost" and participate in another committee.
Responsibilities:
No action to February
    Join another group
Carry the torch of the "Guiding Principles" by shadowing sub committees
Provide general design commentary
Discussion Topics:
Discuss internal group communication and logistics
Determine which group to join

Public Awareness & Social Media (Technology):
Group of individuals who agree to attend school and community events on behalf of the subcommittee. They monitor and provide content (at the discretion of the Superintendent) to social media including Facebook, twitter, and project website. They filter through emails and forward to appropriate members of SC, SBC, design team, etc.
Responsibilities:
Set up social media accounts
    Facebook: (ex: NewRogers)
    Twitter: (ex: Rogers2.0)
    Instagram: (ex: #buildWSRHS)
Coordinate with District IT & High School Technology Linking protocols
    Email (example: www.NPSBuildingcommittee.com)
    Website: Establish a page under existing Facilities Page
    Develop email address (example: newrogershs@npsri.net)
Determine Control & Access for content posting and policing
Share and/or distribute project resources
Discussion Topics:
Discuss internal group communication and logistics
Determine who needs to be contact for proper procedures
Determine Platforms
Discuss Tags
Start an FAQ list
    To be further refined throughout with SJ

Visionary Educator:

Group of future-forward thinking educators and curriculum developers from different school departments including Science, Special Education, Humanities, CTE, Fitness, Art, Music Curriculum.

Responsibilities:

Determine participants by invitation only
- Consider Higher Ed
- Other Districts

Members of this committee need to actively participate in visioning sessions

Develop a "library" for educator materials
- Inspirational Images
- Inspirational Documents

Review and make recommendation for Educational Specifications

Investigate other similar curriculums and develop PD opportunities

Provide general design commentary

Discussion Topics:

Discuss internal group communication and logistics

Develop list of other educators

Discuss what individual ideas/goals is for NPS
- To be further refined through Visioning

9

Approval of Funding for Architectural Feasibility Study

Approval of Funding for Architectural Feasibility Study

See the following minutes from the December 12, 2018 Newport City Council Meeting. Item 12 in Communications and Petitions is a request from Colleen Burns Jermain for funding for the architectural study. Councilor Taylor made a motion to approve the expenditure and it was seconded by Councilor Napolitano.

CITY OF NEWPORT
MINUTES FOR THE COUNCIL MEETING
DECEMBER 12, 2018
(Approved 2/13/2019)

THE MEETING WILL BE HELD IN THE COUNCIL CHAMBERS,
CITY HALL, 43 BROADWAY, NEWPORT, RI

The following items of business, filed with the City Clerk under the Rules of the Council, came before the Council at its regular meeting held on December 12, 2018 at 6:30 p.m.

The DEPUTY CITY CLERK called the roll, and the following members were present:

JAMIE BOVA	LYNN UNDERWOOD CEGLIE
ANGELA MCCALLA	JUSTIN MCLAUGHLIN
JEANNE-MARIE NAPOLITANO	SUSAN TAYLOR

Absent
KATHRYN E. LEONARD

CITIZENS' FORUM:
Sean Smith, 68 Beacon St., Middletown, RI – Night to Shine

1. CONSENT CALENDAR.
(THE CONSENT CALENDAR IS APPROVED IN ITS ENTIRETY UNLESS THE COUNCIL REMOVES AN ITEM FOR DISCUSSION. ALL LICENSES ARE GRANTED SUBJECT TO COMPLIANCE WITH ORDINANCES #31-80 AND #98-40.)

REMOVED a. Minutes of the meetings held November 14, 2018 (Approve)

COUNCILOR MCLAUGHLIN made a motion to continue to January. Seconded by COUNCILOR CEGLIE and voted UNANIMOUSLY.

b. Special Events:
   1) Christine M. Regan, d/b/a Christmas Party, Newport Elks Lodge; December 16, 2018 from 11:00 a.m. to 10:00 p.m.
   2) Newport Art Museum, d/b/a Art After Dark, Newport Art Museum; 1/10, 2/14, 3/14, 4/11, 5/9, 6/13/2019 from 5:00 p.m. to 8:00 p.m.
   3) Newport Art Museum, d/b/a Winter Speaker Series, Newport Art Museum; 1/19, 1/26, 2/2, 2/9, 2/16, 2/23 from 2:00 to 4:30 p.m.
   4) Newport Art Museum, d/b/a Member's Opening Reception, Newport Art Museum; February 1, 2019 from 5:00 p.m. to 7:00 p.m.
   5) Gray Matter Marketing, d/b/a Newport 10 Miler, Fort Adams State Park (start/finish) (route attached) June 2, 2019 from 7:30 a.m. to 10:30 a.m.
   6) Gray Matter Marketing, d/b/a Newport Marathon, Easton's Beach (start/finish) (route attached); October 13, 2019 from 7:30 a.m. to 2:00 p.m.

c. Horse & Carriage License, Daily, Newport Deal Farm, d/b/a New Deal Horse & Carriage, December 24, 2018 beginning and ending at 8 Oakwood Terrace (route attached) from 1:30 p.m. to 3:00 p.m.

d. Tattoo License, Renewal, David Bennett, d/b/a Sitting Bull Tattoo LLC, 136 A Thames St.

REMOVED e. Communication from Aquidneck Land Trust, The Point Neighborhood Association and Alliance for a Livable Newport, re: Bridge Street Lots Acquisition (Receive)

John Hirschboeck, 410 Gibbs Ave., spoke to the Council.

COUNCILOR MCLAUGHLIN made a motion to receive the communication with a request to the CITY MANAGER to determine the feasibility of the communication. Seconded by COUNCILOR TAYLOR and VOTED UNANIMOUSLY.

f. 2018 Annual Report- Bicycle and Pedestrian Advisory Commission (Receive)

COUNCILOR TAYLOR moved to approve the Consent Calendar in its entirety with the exception of items a and e. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

LICENSES & PERMITS

2. Victualing License Expansion, Leo's Market LLC, d/b/a Leo's Market, 162 Broadway to add 9 tables and 30 chairs

COUNCILOR TAYLOR moved to approve the expansion. Seconded by COUNCILOR CEGLIE. MAYOR BOVA had questions regarding the application. Juan Campos, applicant, addressed the Council to answer questions. The vote on the motion to approve was VOTED UNANIMOUSLY.

3. Victualing License, New, Michael Joseph Nardolillo, Inc., d/b/a Provencal Bakery, 311 Broadway

COUNCILOR TAYLOR moved to approve the license. SECONDED by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

4. Victualing License, New, Friskie Fries, LLC, d/b/a Friskie Fries, 404 Thames St.

COUNCILOR TAYLOR moved to approve the license. SECONDED by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

5. Victualing License, New Owner, Hyde Park Burgers, LLC, d/b/a Five Guys Burgers & Fries, 199 Connell Hwy, Unit 14

COUNCILOR TAYLOR moved to approve the license. SECONDED by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

ADDED ITEM:

5a. Entertainment License, Expansion, Class B (outdoors), NPG Hospitality, LLC, d/b/a Gurney's Newport Resort & Marina, 1 Goat Island to expand outdoor entertainment on the North Lawn (Hearing)

COUNCILOR TAYLOR moved to approve the license. Seconded by COUNCILOR CEGLIE.

MAYOR BOVA addressed the public regarding the process for an expansion of an entertainment license and stated it had not been followed by the applicant. Further, MAYOR BOVA stated it will be up to the Council if they wish to approve the license.

David Smiley, General Manager for Gurney's, addressed the Council to answer questions. COUNCILOR NAPOLITANO and COUNCILOR TAYLOR had questions for Mr. Smiley. COUNCILOR MCLAUGHLIN made a motion to amend the application to reduce the hours of operation from 10:00 p.m. to 9:00 p.m. Seconded by COUNILOR CEGLIE and VOTED UNANIMOUSLY.

Tom Hockaday, 13 Second St., on behalf of the Point Association, expressed support for Gurney's application. MAYOR BOVA asked the CITY MANAGER if Gurney's will be monitored for any noise violations and he stated they will be. MAYOR BOVA moved to approve the license as amended. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

6. APPOINTMENTS TO BOARDS & COMMISSIONS

Note: Vacancies currently or soon will exist on the following Boards and Commissions:
Affirmative Action Commission, Beach Commission, and Hospitality Commission

Reappointments

Tree and Open Space Commission- Dennis Demers, Robert Currier

MAYOR BOVA moved to appoint Dennis Demers to the Tree and Open Space Commission. Seconded by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

MAYOR BOVA moved to appoint Robert Currier to the Tree and Open Space Commission. Seconded by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

Appointments

Newport Housing Authority- Thomas Sheehan, Resident Commissioner

MAYOR BOVA moved to appoint Thomas Sheehan to the Newport Housing Authority. Seconded by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

RESOLUTIONS

7. Designating Jamie Bova as Chief Executive Officer of the City for purposes of signing various State and Federal documents

COUNCILOR TAYLOR moved to adopt the resolution. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

8. Schedule of 2019 regular City Council meetings

MAYOR BOVA moved to adopt the resolution. Seconded by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

9. Rules of the Council

MAYOR BOVA introduced the resolution and moved to adopt the resolution. Seconded by COUNCILOR MCLAUGHLIN. COUNCILOR MCLAUGHLIN moved to amend item B – 21 to remove the requirement that at least two members of the council need to introduce a resolution. Seconded by COUNCILOR TAYLOR and VOTED 4-2 with COUNCILOR NAPOLITANO and COUNCILOR CEGLIE opposed.

COUNCILOR MCLAUHGLIN moved to amend item E to insert the words "in open session" regarding interviews for boards and commission applicants. Seconded by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

MAYOR BOVA made a motion to adopt the resolution as amended. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

10. Homestead exemption- J. Napolitano, L. Ceglie, K. Leonard, S. Taylor

COUNCILOR NAPOLITANO introduced the resolution and moved for its adoption. Seconded by COUNCILOR CEGLIE. Discussion took place among the COUNCILORS. The vote on the motion to approve was VOTED UNANIMOUSLY.

11. Endorsing the Spring Project plan- L. Ceglie, J. McLaughlin, J. Napolitano, S. Taylor, A. McCalla

COUNCILOR CEGLIE made a motion to table the resolution and to direct the City Manager to review the Newport Spring Leadership Committee's proposal and to provide a report to the City Council on the feasibility of implementation of the Committee's proposal with respect to street closures and realigned traffic patterns no later than the second Council meeting in February 2019. Seconded by COUNCILR Taylor. Discussion took place among the COUNCILORS.

The following members from the public addressed the Council regarding the project:
Candice Sandman, 15 Sherman St.
David Pedrick, 66 Second St.
Edward Morris, 15 Clarke St.
Robert Buzzard, 36 Green St.
Barbara Richter, 138 Old Beach Rd.
Scott Nanfelt, 290 Gibbs Ave.

CITY MANAGER NICHOLSON addressed the Council. MAYOR BOVA made a motion to receive the communication from David Pedrick. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

The vote on the motion to table the resolution and to direct the City Manager to review the Newport Spring Leadership Committee's proposal and to provide a report to the City Council on the feasibility of implementation of the Committee's proposal with respect to street closures and realigned traffic patterns no later than the second Council meeting in February 2019 was VOTED UNANIMOUSLY.

MAYOR BOVA made a motion to receive communications from Hugh Lynch and Brian Stinson. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

ORDINANCES

COMMUNICATIONS AND PETITIONS

12. Communication from Colleen Burns Jermain, Superintendent of Newport Schools, re: Request Funding Support of $240,060 for Architectural Firm-JAED Studio

COUNCILOR TAYLOR made a motion to receive the communication. Seconded by COUNCILOR MCLAUGHLIN. CITY MANAGER NICHOLSON addressed the COUNCIL. COUNCILOR TAYLOR made a motion to approve the expenditure of $240,060 as the School Superintendent requested and includes a scheduling of a joint-meeting with all School Committee members and all City Council members. Seconded by COUNCILOR NAPOLITANO.

Discussion took place among the COUNCIL. Superintendent Jermain addressed the COUNCIL. COUNCILOR MCLAUGHLIN had questions for the CITY MANAGER. CITY MANAGER NICHOLSON addressed the Council. Discussion took place among the COUNCIL.

COUNCILOR TAYLOR made a motion that the City Council authorize the City Manager to prepare the necessary changes to the ordinance to be presented to the Council for a vote. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

13. Communication from Clean Ocean Access, re: 2016-2018 Marina Trash Skimmer Report

COUNCILOR CEGLIE made a motion to receive. Seconded by COUNCILOR MCLAUGHLIN. Max Kraimer, Marine Debris Specialist from Clean Ocean Access, addressed the Council. The vote on the motion to receive was VOTED UNANIMOUSLY.

COMMUNICATIONS FROM THE CITY MANAGER

14. Action Item #5808/18 re: Award of Contract – Public Private Partnership - Joint Project - City of Newport and Town of Middletown - Renewable Energy Projects (w/accompanying resolution) - **Continued from November 14, 2018**

MAYOR BOVA made a motion to defer to the January 9, 2019 meeting and have a workshop ahead of that meeting. Seconded by COUNCILOR MCLAUGHLIN and VOTED UNANIMOUSLY.

15. Action Item #5810/18 re: Award of Contract for Certified Mass Appraisal (CAMA) System (w/accompanying resolution)

MAYOR BOVA made a motion to receive the communication and adopt the accompanying resolution. Seconded by COUNCILOR TAYLOR. COUNCILOR MCLAUGHLIN had a question for the CITY MANAGER. Allan Booth, Interim Tax Assessor, addressed the Council to answer questions. The vote on the motion was VOTED UNANIMOUSLY.

16. Action Item #5811/18 re: Award of Contract – Award of Contract #19-007 - Newport City Hall Condition Assessment (w/accompanying resolution)

MAYOR BOVA made a motion to receive the communication and adopt the accompanying resolution. Seconded by COUNCILOR CEGLINE and VOTED UNANIMOUSLY.

COUNCILOR TAYLOR moved to adjourn as Council and Convene as Board of License Commissioners. Seconded by COUNCILOR CEGLIE and VOTED UNANIMOUSLY.

BOARD OF LICENSE COMMISSIONERS

CONSENT CALENDAR

1. Class F Daily Liquor Licenses:

10

Operating Budget Analysis

Operating Budget Analysis

Newport Public Schools and the City of Newport have identified project needs which, when completed, will repair, modernize, update, and address educational needs throughout the district's schools. These projects will reduce overall operating costs.

The range of overall budget impacts will vary depending on the finalized design and systems selectedduring the schematic design.

NPS understands the many factors that impact the overall operating budget as a result of the capital plan's proposed projects. Provided below is a description of the major factors which describes anticipated changes.

Operations, Maintenance, and Custodial

A new building for Rogers High School will reduce the maintenance costs. Not only will the condition of the facility be new, but it also will be a more compact plan making maintenance easier by reducing long distances of circulation. Additionally, replacement of building systems will be with highly efficient systems which will reduce overall operating costs for the district.

The District currently leases space at the JFK School in Middletown to serve the PreK students. By building dedicated PreK as part of this submission, the District will eliminate those lease costs.

Instructional or Support Staff

It is not the intention of Newport Public Schools to increase or decrease instructional staff. A more centralized school plan may allow for sharing of resources and support staff.

Utility Costs

The capital plan projects will allow NPS to install highly efficient HVAC systems and updated LED lighting which typically results in decreased energy costs.

Transportation Costs

The District is currently engaged in conversations with the Rhode Island Public Transportation Authority (RIPTA) to include Rogers High School as a bus stop within the local public bus routes. This would allow for significant reductions to overall transportation costs. In many urban schools, students at the high school level utilize public transportation rather than private bus transportation. The current bus route travels less than 3 blocks from the high school so the route change would be minimal.

The addition of an early childhood center will create additional bussing requirements. Current PreK students attend school at the JFK center in Middletown and buses provide transportation to that site.

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Utility Incentives

Utility Incentives

We have reached out to Mr. Jerry Drummond from the National Grid Rebate Program regarding potential incentives for the upcoming renovation work in the City of Newport. Programs that are potentially available at this time include:

1. **Custom Incentives for New Construction and Major Renovations) -**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/custom_ri_new_construction_form.pdf
2. **Custom incentives for retrofit projects.**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/custom_ri_retrofit_form_final.pdf
3. **Energy management systems for existing facilities.**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ems_retrofit_ri_form_final.pdf
4. **Energy savings for municipalities**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/municipal_ri_retrofit_form_final.pdf
5. **Save up to 46% on energy costs with a Vending Miser retrofit**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/vendingmisers_ri_retrofit_form.pdf
6. **State-of-the-art efficiency with new chiller technology and design**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/chillers_ri_new_construction_form.pdf
7. **Save up to 45% on retrofit lighting for your existing facility.**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ri-performance-lighting-retrofit-form.pdf
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/lighting_ri_retrofit_form.pdf
8. **Reduce your facility's energy consumption with variable speed drives.**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/vsd_ri_retrofit_form.pdf
9. **Save $300 to $15,000 on High-Efficiency Natural Gas Heating Equipment**
   https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ri-ci-hehe-final.pdf
10. **Get energy-saving incentives on natural gas water heating systems.**
    https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ne-ci-upstream-water-heater.pdf
    https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ma-ci-wh-incentive-levels-customer-facing.pdf

While this is the current list of potential energy saving rebates and incentives, National Grid updates the program annually, so the opportunities will be revisited on each project to ensure that maximum savings are generated.

Kate Jessup

From: Brian Zigmond
Sent: Thursday, August 8, 2019 1:54 PM
To: Drummond, Jerry
Cc: Kate Jessup; Jacob Meyer
Subject: Newport Public Schools - Proposed Capital Projects

Jerry,

We're working with Newport Public Schools to set their proposed capital plan submission to the Rhode Island Department of Education and would like your input on the most appropriate utility incentive programs that National Grid is currently offering. Having worked with your team recently on new schools in North Providence, we understand that for any new buildings the Custom Incentives for New Construction and Major Renovations would be the best path forward, but we also have some proposed renovation projects that would include HVAC, plumbing, and lighting upgrades.

Our understanding of the potential incentive programs that would apply to the renovation projects include:
Custom incentives for retrofit projects.
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/custom_ri_retrofit_form_final.pdf

Energy management systems for existing facilities.
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ems_retrofit_ri_form_final.pdf

Energy savings for municipalities
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/municipal_ri_retrofit_form_final.pdf

Save up to 46% on energy costs with a Vending Miser retrofit
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/vendingmisers_ri_retrofit_form.pdf

State-of-the-art efficiency with new chiller technology and design
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/chillers_ri_new_construction_form.pdf

Save up to 45% on retrofit lighting for your existing facility.
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ri-performance-lighting-retrofit-form.pdf
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/lighting_ri_retrofit_form.pdf

Reduce your facility's energy consumption with variable speed drives.
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/vsd_ri_retrofit_form.pdf

Save $300 to $15,000 on High-Efficiency Natural Gas Heating Equipment
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ri-ci-hehe-final.pdf

Get energy-saving incentives on natural gas water heating systems.
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ne-ci-upstream-water-heater.pdf
https://www.nationalgridus.com/media/pdfs/bus-ways-to-save/ma-ci-wh-incentive-levels-customer-facing.pdf

Can you please confirm that these are all potentially applicable for school renovations, and whether or not we may be missing any?

Thank you, as always,

Brian

Brian M. Zigmond, P.E., C.E.M.
Vice-President
StudioJAED

View LinkedIn Profile

STUDIO JAED
www.studiojaed.com

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Contract Procurement

REQUEST FOR PROPOSALS
FOR
A PROFESSIONAL EDUCATIONAL AND FACILITIES PLANNING FIRM
TO PROVIDE A
COMPREHENSIVE LONG-TERM MASTER EDUCATION AND FACILITIES PLAN FOR THE NEWPORT SCHOOL DEPARTMENT

RFP# NPS18-050

February 27, 2018

Issued By:
Newport School Committee
Newport, Rhode Island

Submit Proposals to:

Erin Mulligan
Purchasing Agent
City of Newport
43 Broadway
Newport, RI 02840

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REQUEST FOR PROPOSALS
PROFESSIONAL EDUCATIONAL PLANNING FIRM TO PROVIDE A COMPREHENSIVE LONG-TERM MASTER EDUCATION AND FACILITIES PLAN FOR THE NEWPORT SCHOOL DEPARTMENT
RFP# NPS18-050

I. INTRODUCTION AND GENERAL INFORMATION

The Newport School Committee ("the School Committee") hereby invites your company ("Respondents") to submit its Proposal for the purpose of providing a comprehensive long-term master education and facilities plan ("the Plan") to be utilized by the Newport Public Schools for the next 20 years.

The School Committee requests that the Consultant provide at least 2 but no more than 3 solutions for Plan implementation. They will describe the advantages and disadvantages of the at least 2 but no more than 3 solutions. Each of the approaches in the Plan should be separated into a 3 year, 5 year, 10 year, 15 year and 20 year increments.

The Plan will address short and long term District planning, both educationally and with regard to facilities, and provide the School Committee with information ranking the priorities and consideration of future facility investments and improvements in each of the plans proposed.

National expertise regarding best practices and standards in education is required to guide the District in its decision-making.

Skills necessary to adequately address the goals of this Plan include: research-based knowledge of best models for achieving educational goals and outcomes, master planning in facilities assessment, space planning, potential analysis/conceptual design, preliminary cost estimating, and cost/benefit analysis for options including but not limited to construction/new site acquisition, remodeling, change in use, and/or maximizing effective use of all facilities.

The Firm should have broad and substantial experience in educational curriculum models, the facilities master planning for educational systems, and in facilitating innovative and collaborative problem-solving. Each Proposal should detail costs of implementing the Plan and other cost-effective alternatives should funding not be available or achievable.

See instructions and specifications detailed below.

A. BACKGROUND

The Newport Public Schools consists of 3 schools (one Elementary, 1 Middle School, and 1 High Schools, 1 Career Technical Center on the high school campus) with approximately 2300 students and 222 Teachers. The administration Offices are in the HS and the Pre-Kindergarten program is in a rented facility in a neighboring district. The City of Newport, located in southern Rhode Island with an estimated population in 2010 of 24,672 (US Census) and was estimated at that time to have a 24.5 percent of its population under the age of 19.

The mission of the Newport Public Schools, working cooperatively with families and the community, is to provide challenging learning environments that enable all students to develop skills and knowledge necessary to become self-directed, life- long learner, highly productive citizens, and contributors to a technological and diverse society.

In addition, it is the District's challenge to ensure these learning environments are properly maintained and maximized to their fullest potential.

The Newport Public Schools are a public school district organized pursuant to Title 16 of the Rhode Island General Laws.

The District recently completed a Strategic Plan to guide decision-making from 2016-2021. Included in this existing Strategic Plan are three goals:
1. Every student in third grade achieves third grade reading and math proficiency.
2. 100% of Newport high school students graduate with the academic, vocational and social skills required for them to be confident and succeed in the next path of their career.
3. Create a concept of OneNewport where the Newport community and schools join forces to mutually provide the educational resources and experiences that encourage all students to succeed and contribute to Newport's future economy and social well-being.
4. Create a professional working climate that is respectful, produces a high-achieving and powerful learning community where faculty, students, and families want to work, attend, and succeed.

Action plans are centered around improving access to technology in the classrooms, improving early childhood education, developing individual learning plans, improving the learning climate/culture of the schools, engaging the community as partners, and providing high quality learning opportunities and pathways to our student's future.

To assist in achieving these goals, and their identified strategies, the District has engaged in several rounds of internal facility planning processes. However, the School Committee recognizes that any further decisions to change current facility configurations are complex and is seeking external experts to assist in: (i) master planning to achieve educational goals, (ii) assessing current and future facility needs, (iii)identifying guiding principles for decision-making and developing solutions that incorporate current and future educational standards (iv) ensure that the quality of education delivery is maintained, and (v) stakeholder input is considered throughout the process. National expertise in best practices and standards in education are required to guide the District in its decision-making process. It is critical that all phases of the Proposals maintain the quality of educational services provided to students and that the delivery of educational services not be compromised as a result of any proposed solution.

Additionally, the District currently has limited funding available for facility construction/improvements. Proposed solutions must include but not be limited to cost savings that can be allocated to facility improvements, recommended long term financing and/or additional City support, external funding opportunities, and long term cost/benefit analyses. Models of financing from other districts/cities would be beneficial. The District would also like a capital plan that will address current/continuing facility needs over a period of time and include a continuous capital maintenance plan for each continuing facility and/or incorporating the future re-purposing and/or maintenance of any facilities that will not be used for education, either temporarily or permanently (to include a suggested time frame, if possible).

B. PURPOSE OF LONG-TERM MASTER EDUCATION AND FACILITIES PLAN

The Newport School Committee is seeking a professional educational and facilities planning firm ("Firm") that has successful experience working with school districts and community-wide constituent groups on the specific task of developing a comprehensive model for pre-k-12 teaching and learning; the facilities necessary to achieve such teaching and learning; and a master Plan to realize the resultant vision. The Plan would include a "road map" that supports our transition to such a teaching and learning model, including implementation strategies and evaluation of priorities. The process utilized by the Firm must seek and integrate input from all district stakeholders including teachers, students, parents, administrators, and the School Committee.

The Newport School Committee seeks an educational and facilities planning Firm who can demonstrate successful experience working with a School Committee, school and central administrators, teachers, support staff, students, parents, and community leaders to develop a research-based master Plan for our schools and model programs.

The Firm will work closely with a district-designated leadership team to articulate an effective process for constructing the master Plan. The Firm must also be able to design and guide an approach that builds consensus among ensuing constituent groups formed at each of the district's schools and programs. Community stakeholders would be meaningfully involved at every stage in the development of a district-wide educational vision. This process needs to incorporate information gathered from past programs that included input from stakeholders, including focus groups, public meetings.

The development of a 21st century teaching and learning model district-wide needs to include each building that houses pre-kindergarten through grade 12 programs, student services, vocational/technical programs, and central administrative services. The work will include a review of the district's current facilities in order to implement the emerging vision of outstanding schools and programs.

The selected bidder shall submit 2 but no more than 3 specific options for the Plan with an implementation Plan, including facilities, costs/cost alternatives, and time estimates.

The School Committee requests that the 2 or 3 options for the Plan describe the advantages and disadvantages of the 2 but no more than 3 approaches.

The Plan should be separated into a 3 year, 5 year, 10 year, 15 year, and 20 year increments.

C. PROCUREMENT SCHEDULE

Deadline for Questions: **March 9, 2018 at 4:00PM, EST**
Proposals Due: **March 16, 2018 at 2:00PM, EST**
Project Turn Around: All bidders should take note that a time limit of ninety (90) days will be placed on the Project for the successful bidder. Extensions will only be granted with mutual written agreement of the School Committee and the awardee.

II SCOPE OF SERVICES

A. QUALIFICATIONS OF FIRM

1. The selected bidder shall be certified as a Certified Educational Planner by the Council of Educational Planners International (CEFPI) and detail the qualifications of any/all individual(s) who hold the designation and their respective role(s) in the work to be performed for the Plan.

2. The selected bidder shall be an entity experienced in educational and facilities planning, and performance-based studies on best practices for educational goals and the necessary facilities for achieving those goals.

3. The individual(s) conducting the services for the educational and facilities planning firm shall be identified and his or her education, experience, and qualifications shall be clearly delineated in the Proposal. The individual(s)' specific duties in fulfilling the requirements of this RFP shall also be clearly described in writing in the bid submitted.

The selected bidder shall provide detailed resumes for all individuals involved in this project. Any individuals

working on the project must provide their resume prior to their assignment to the Project. Additionally, any new individual who is engaged for the Project at any time during the course of this project must be immediately identified and their resume provided.

The Program Manager and Project Lead shall be specifically identified in the response to the bid. The selected bidder must provide a transition plan in the event there is a change in personnel and make every effort to minimize delay as a result of any change in personnel.

4. The selected bidder shall provide a list of other public school districts for which they have provided services.

5. The selected bidder must demonstrate that it has experience in conducting and providing plans that are utilized in a manner consistent with the RFP.

6. The selected bidder must have an appropriate internal quality control system in place to track the progress of the substantive compliance with the Proposal and a process for the timely notice to all stakeholders if an element of the Proposal will not be achieved.

Such notice shall be provided in writing to the designated contact for the School Committee on a timely basis but no later than two business days after notice of such issue.

7. The selected bidder must provide a form confidential agreement with its bid proposal which details the process for maintaining confidentiality of any Newport Public School confidential information reviewed and/or accessed during the course of this project.

B. STANDARDS FOR STUDY OF SCHOOL DISTRICT

1. The selected bidder shall ensure that all recommended Plans are in compliance with state and federal requirements for education goals, facilities, and funding.

2. The selected bidder shall recommend Plans that follow best practices and sound proven principles not only in the process followed for the development of the Plan but the recommendations for the implementation of the Plan.

3. The selected bidder shall incorporate Community involvement into the development of the Plan. This community involvement shall include the School Committee Members, District staff, Union Leadership, School Principals, City leadership, parents, teachers, key stakeholders and the community in identification of issues, needs, evaluation of options, proposals and priorities through the use of meetings to ensure throughout the process.

This process will be well communicated at the beginning of the engagement to ensure transparency and provide all stakeholders with the knowledge of opportunities to provide input throughout the process.

4. The selected bidder must ensure that the designated School Committee contact is kept apprised of all issues during the pendency of the study and should any issue arise that may affect an element of the proposed study, the selected bidder must ensure that the designated School Committee contact is notified in writing (email may suffice).

C. FUNDAMENTAL ELEMENTS REQUIRED OF ALL PROPOSALS/PLANS

MASTER LONG-TERM EDUCATION PLAN:

1. A thorough, objective study from a competent organization that evaluates the educational system (k-12 curriculum, demographics (needs), facilities, educational outcomes) and establishes long term strategic actions/costs based on these factors--the most important of which should be the quality of education and social development of all students.

The study should be driven by achieving educational goals that benefit students such as:

a) determining optimal grade configuration and school size to ensure that complex curriculum goals may be achieved (such as common core, all day kindergarten) as well as providing an environment that maximizes social development and extracurricular participation;
b) achieving curriculum enhancement at all grade levels; and,
c) the least disruptive process that ensures that current students' educational, social, and extracurricular opportunities and academic achievements are not compromised.

2. Opportunities for the development, incorporation and use of technology in the classroom.

3. A school environment that optimizes educational outcomes

a) Teaching and Learning Practices

b) Optimum size learning environments, including class, grade, and school size, this will include what facilities are necessary to meet these optimum sizes

c) Student skill building

d) Professional development for teachers

e) Effective integration of instructional technology

f) All Day Kindergarten

g) The advantages and disadvantages of the Elementary/Middle/High School Models vs other possible grade configurations for the current and/or future buildings.

4. Alternative educational options within the public school framework such as a school within a school, magnet schools, alternative schools, etc.

5. Verification, auditing, confirmation, and supplementation of demographic and facilities assessment information to ensure inclusion of detailed and comprehensive projections and assessments and supplementation of demographic and facilities information where necessary and appropriate.

6. An analysis of the career/vocational education curriculum, process, and facilities and best methods for optimizing opportunities for students.

7. The Arts, Music, Athletics, and other extracurricular opportunities are maximized and preserved for all students so that there is opportunity for all students to expand and develop their interests.

8. All solutions proposed in the Plan must:

(i) use population and enrollment projections to determine and review student shifts on educational needs;
(ii) identify the student data set (by location, grade, and educational need) that is affected by any

proposal, and
(iii) integrate the City's Comprehensive Plan available at www.cityofnewport.com

9. All solutions proposed in the Plan must detail a transition plan which includes, but is not limited to: a timeline, notice to the community, detailed explanations and goals for all options.

10. Traffic, health, and safety implications for all proposed solutions for the Plan must be explained in detail.

11. Transportation costs and issues shall be detailed in writing for all proposed approaches in the Plan.

12. All proposed solutions in the Plan ensure that equity in the quality of education and facilities is achieved for all students in any solution in the Plan that is selected and/or developed.

13. Efficiencies with City-wide services for non-education based services and non-education functions are identified.

FACILITIES PLAN

1. Existing Conditions

(a) Inventory existing facilities and prepare a digital database of all existing Newport Public School properties, including location, land area, site improvements, topography, square footage by use, and specialized facilities.
(b) Identify safety, security, noise and environmental pollution issues and mitigations which includes all school sites, facilities, and operations be assessed and any safety, security, noise or pollution hazards identified.
(c) Evaluate building and utilities infrastructure condition and energy efficiency.

2. Assessment

(a) Identify current areas of facility and space deficiencies and excess capacity.

(b) Conduct a comprehensive capacity analysis based on educational space standards by function of staff, students' needs in all facility locations including but not limited to classrooms, playground, auditorium, all purpose/cafeteria, library, and all related facilities.

(c) Ensure compliance with Americans with Disabilities Act, requirements for special education programming and facilities, physical & occupational therapy, and other services should be evaluated.

(d) Evaluate parking, traffic patterns and transportation needs for students, staff and school deliveries.

(e) Assess all traffic patterns (pedestrian and vehicular) and parking for safety, capacity, and walkability.

(f) Evaluate the cost of transportation including costs associated with busing times.

(g) Assess existing/potential Joint Use Partnerships with City of Newport and other community organizations.
(h) Explore administrative functions in joint space and/or joint use of schools should be explored.
(i) Assess Facilities currently or potentially available for joint/multiple use should be inventoried. Recommendations for City and/or community relationships and shared use of buildings should be considered.
(j) Review and analyze building capacities and space utilization.
(k) Compare existing district boundaries and enrollment projections to school capacity.

3. Revision

(a). Articulate key goals for the Facilities Master Plan and develop a set of guiding principles as a framework for the Facilities Master Plan.

(b). Link current District educational objectives & initiatives to facilities needs.

(c). Project future enrollment and facility needs based on demographic forecasts, trends and goals for percent of students choosing out of district alternatives, and other trends.

(d). Identify & evaluate costs and benefits of a broad array of facility options.

(e). Guide long-range decision-making on facilities management, including consolidation, acquisition of new facilities, renovation, etc.

(f). Inventory all school athletic and extra-curricular offerings including non-school facilities within the city and report whether the Plan preserves and maximizes the opportunity for students to participate in the proposed Plan.

(g). Provide facilities improvement project list to support funding, including potential City and/or community partnerships.

(h). Incorporate equality and equity for all students in educational programs and facilities.

(i). Determine facility options that align with City Comprehensive Plan and surrounding communities/neighborhoods. Explore opportunities for increased City/community partnerships and the development of schools as community centers.

(j). Develop a building-by-building summary and assessment of the need for building renovation, expansion, reconstruction of facilities and infrastructure required to properly support the Newport Public Schools' educational programs.

(k). Develop conceptual improvement plans and alternatives for each building to demonstrate how the Master Plan will be implemented.

(l). Review and analyze building capacities and space utilization and compare enrollment projections to school capacity by school/district projected every 2 years to 2027.

(m). Develop concept plans for facility improvements and/or building economizing. Develop probable cost estimates, cost modeling, and financial planning for each concept.

The Firm shall submit at least 2 but no more than 3 solutions for Plan implementation. They will describe the advantages and disadvantages of the at least 2 but no more than 3 solutions. Each of the approaches in the Plan should be separated into a 3 year, 5 year, 10 year, 15 year and 20 year increments.

D. PROJECT GOALS

While ensuring that the criteria in Section II.C above are met and addressed, the project goals are:

1. Recommend based on the District's current Strategic Plan and other District-wide initiatives, educational programming, optimal school and classroom size, and current educational standards, recommend and define the facilities needed to support and enhance the District's academic and other goals, and create a Facilities Master Plan to support and enhance the District's programs.

2. Complete an on-site assessment or confirmation of all District facilities and identify any deficiencies in existing buildings and sites, including program and service areas, space, utility systems and infrastructure, telecommunications/technology, parking, traffic patterns and grounds, and health and safety conditions.

3. Identify needs for consolidated, additional, renovated or different facilities to accomplish District educational initiatives. Project future enrollment and facility needs based on demographic forecasts, out of district school enrollment by age, and curricular trends. Identify opportunities for consolidation, change of use and/or reconfiguration.

4. Identify & evaluate costs and benefits of a broad array of options to meet current and projected facility needs which should address transportation costs.

5. Develop a facilities improvement project list to support financing and/or required City support. Define policies for long range facilities management, and define a strategy that addresses needs for short and long-term facility improvements to support the current and future educational programs including acquisition of new sites and construction of new facilities, potential joint use opportunities through other governmental and community partnerships.

6. Define implementation steps necessary to fulfill the needs identified, coordinating the identified scope of work with funding resources for the first 3 and 5 years and projections for the remaining 20-year Planning Schedule for the work to be done District-wide (in 3, 5, 10, 15, and 20 year increments).

7. Facilitate collaboration between the City Council, Mayor, City Departments, Newport Public Schools, and School Committee during the development of this Plan.

8. Identify opportunities for collaboration and maximizing resources by streamlining services.

9. Develop options for a format(s) for communicating the Plan to the community and identify the cost associated for that format (including a website, telephone and/or other method of communication).

E. ADOPTION AND IMPLEMENTATION OF PLAN:

1. The selected bidder shall provide a detailed adoption process for the Plan which shall delineate timelines, notice to key stakeholders of the Plan selected, detailed task lists for all stakeholders which identify tasks, deadlines, and confirmation that Master Education Plan goals in Sections II B, C, and D are achieved.

2. The selected bidder shall provide a detailed implementation process for the Plan which shall delineate timelines, notice to key stakeholders of the Plan selected, detailed task lists for all stakeholder which identify tasks, deadlines and confirmation that all Master Education Plan goals in Sections II B, C, and D are achieved.

F. QUARTERLY REVIEW, AUDIT AND REPORTING

1. The selected bidder shall provide an quarterly review and audit process (with task lists, timelines, and deadlines for all key stake holders) for tracking implementation progress and compliance with the Plan. For the sake of clarity, the selected bidder will not be performing the review and/or audit, but rather is creating a checklist and timeline so that the Newport Public Schools and School Committee may conduct the review and audit.

2. The selected bidder shall provide a quarterly reporting process to the Community with information regarding the progress of the implementation, any barriers, along with solutions to those barriers, to implementation, and both short-term and long-term actions taken to comply with the Plan. The reporting process shall describe all actions to be taken by key stakeholders, timelines, and best practices for tracking and reporting implementation. For the sake of clarity, the selected bidder will not be performing the reporting, but rather is creating a checklist (of tasks) for the process and a timeline so that the Newport Public Schools and School Committee may develop the report.

G. PRIMARY CONTACT FOR FIRM DURING REVIEW/STUDY:

Office of the Superintendent: The Superintendent shall be the point person for the purpose of providing access to relevant Newport Public School staff to facilitate communication and/or access to data necessary for the work to be done by the selected bidder.

The School Committee Representative shall be the Chair of the Newport School Committee.

H. REQUIRED REPORTS TO BE SUBMITTED BY FIRM DURING THE PROJECT

The selected bidder must provide the following reports during the performance of its duties under this RFP:

1. An initial work plan that outlines the process to be undertaken to achieve the terms of the Study and a detailed project timeline;

2. Weekly/Monthly status reports and projections;

3. A Draft Report of the Findings and Proposals to be submitted at least 60 days prior to completion of final report so that the School Committee may address any issues left unresolved.

I. WORK PAPERS

The work papers obtained during the study shall be maintained both electronically and in hard copy and are the property of the Newport School Committee. Upon completion of the study, the work papers shall be turned over to the Newport School Committee with an index of all information.

J. CONTRACT

Upon selection of the successful bidder, the Newport School Committee will enter into a contract consistent with the goals outlined herein and subject to all municipal and state contract protocols.

K. REVIEW OF SCHOOL'S RECORDS

The selected bidder shall confirm that it has fully reviewed, understood, and considered the information in the following resources (and any other resources it determines necessary and appropriate) as part of its process. The selected bidder shall review the information contained in the reports below and determine if the information/data is sufficient for the long term planning required in this RFP or needs to be supplemented and describe the basis for that determination. To the extent any records are reviewed are confidential, all individuals with access to such records shall sign a comprehensive confidentiality agreement and said agreement must be submitted as part of the bidding process.

1. NESDEC Report for Demographic Studies/Projections
2. Site Improvement Plans (SIP's)
3. 5 year district strategic plan (2016-2021)
4. Demographic projections: 5-year long term facilities planning report
5. Technology report completed by RIDE
6. Best Practices/Proven methods: In Curriculum Guides of each discipline
7. Facilities Studies: Trane report
8. Union Contracts: Newport Teachers Union and Council 94
9. Financial Records: SC Budget Summaries updated monthly; Annual audit reports
10. BEP: basic education plan – RI Department of Education
11. Special Services: Audit report from RI Department of Education
12. RTI: Federal Mandates
13. Department's Public Schoolhouse Assessment (issued in February 2013)
14. Appendix A (attached)
15. Appendix B (attached)

III. DELIVERABLES

A. A Master Long-Term Education Plan with 2 but no more than 3 specific options for the Plan and which meets the requirements described in this RFP.

B. A report detailing:

(i) the demographics and enrollment from 1965 to present;
(ii) projections of education, population, statistics and education trends to 2027;
(iii) create geographic "neighborhood" maps for each school with GIS data;
(iv) analyze future residential "build-out" of vacant land;
(v) depict 10 year cohort - student-aged population projections pre and post 2017;
(vi)10 year enrollment projections by school
(vii) 5 year enrollment projections by school and grade;
(viii) detail supporting analysis, documentation and reports relied upon for conclusions.

C. Provide the following mapping data:

(i) electronic and hard-copy maps of spatial data, trends, demographics, schools, and school boundaries;
(ii) create GIS mapping that uses population and enrollment projections to assign populations to different district areas and different schools and view the results to both the sending and receiving schools;
(iii) assess the ability to review impact of student shifts on school needs.

D. A detailed adoption process for the Plan which shall delineate timelines, notice to key stakeholders of the Plan selected, detailed task lists for all stakeholders which identify tasks, deadlines, and confirmation that Master Education Plan goals in Sections II B, C, and D are achieved.

E. A detailed implementation process for the Plan which shall delineate timelines, notice to key stakeholders of the Plan selected, detailed task lists for all stakeholder which identify tasks, deadlines and confirmation that all Master Education Plan goals in Sections II B, C, and D are achieved.

F. An quarterly review and audit process (with task lists, timelines, and deadlines for all key stakeholders) for tracking implementation and compliance with the Plan.

G. An quarterly reporting process to the Community which details information regarding the progress of the implementation, any barriers, along with solutions to those barriers to implementation, and both short-term and long-term actions taken to comply with the Plan. The reporting process shall describe all actions to be taken by key stakeholders, timelines, and best practices for tracking and reporting implementation.

H. The selected bidder will deliver the following list of deliverables within the established project timeline.

IV. PROPOSAL INSTRUCTIONS

A. SUBMITTAL OF PROPOSAL

Three (3) copies of the written Proposal must be delivered to the following address **no later than 2:00 P.M. on March 16, 2018 Proposals received after this time will not be considered. Please mark the outside of the envelope with the RFP number, "RFP#NPS 18-050"**

Proposals should be addressed to: Erin Mulligan, Purchasing Agent, City of Newport, 43 Broadway, Newport, RI 02840.

The Proposal must contain the name, address, and telephone number of an individual or individuals with

authority to commit to all provisions of this RFP during the period in which the School is evaluating the Proposals.

B. PROPOSAL FORMAT AND CONTENT

1. Submittal Format

Proposals must include the following sections in the following order:

a. Cover Letter

b. Statement of Qualifications

c. Project Proposal

d. Project Staffing

e. References

f. Fee Proposal

g. Other Required Information

h. Appendices

Each section should be marked clearly and tabbed for easy reference.

Proposals must be complete and marked clearly with the name of the Firm. The School Committee considers straightforward and simple presentations to be most effective. Elaborate and extraneous materials are strongly discouraged.

2. Submittal Content

a. The **Cover Letter** must include:

- a brief summary of the key points of the Proposal;
- identification of the Respondent's staff members involved in the project;
- a statement affirming that all information contained in the Respondent's Proposal is factual and is accurate (deliberately misrepresenting facts will be grounds for dismissal from consideration on this project);
- the signature of an individual who is authorized to bind the Respondent contractually.

b. The **Statement of Qualifications** shall include a clear delineation of Respondent's qualifications in providing educational and master planning services, including the number of years the Respondent has been providing these services. The Respondent shall also provide a reference list and work history demonstrating completion/implementation of similar projects.

c. The **Project Proposal** must provide reasonable detail of the Respondent's approach to the project, how the Respondent intends to meet the School Committee's needs, and a schedule for completion according to the required time frames.

The **Project Staffing** section must identify and describe the professional background and relevant experiences

of all key personnel. Résumés are appropriate for this section.

d. The names, addresses, telephone numbers and e-mail addresses of at least three (3) **References** for whom the Respondent has performed similar services must be included.

e. The **Fee Proposal** must provide the costs for each individual and for the entire period and/or phase of project. In addition, the Fee Proposal should include an hourly rate for each individual who will participate in the project and shall be inclusive of all expenses (and shall not exceed the lump sum estimate for the project). The fee proposal shall also include a detailed itemization of costs for all elements and tasks necessary for the completing the RFP (including but not limited to, for example, studies to be performed, analysis to be conducted, assessments, communication costs, etc.). This is necessary to assist the School Committee in prioritizing RFP goals based on feasibility and cost.

f. **Other Required Information by the Respondent**

i. the current status of the of the Firm, history, fieldwork; staffing information including:
ii. Firm size;
iii. number of staff allocated to the job;
iv. relevant qualifications and experience of each person assigned to the job;
v. the amount and type of professional liability coverage;
vi. list of any professional complaints pending or resolved against the Firm or any of its partners;
vii. information regarding any lawsuits or claims against the Firm, pending or resolved;
viii. a statement of relevant experience including a list of municipal or other governmental projects performed in the last five years;
ix. expected time budget and completion date for the project;
x. a statement that there exist no client conflicts which would inhibit the ability to perform the audit in accordance with professional standards;
xi. representation that the Firm is independent and will abide by a set of guiding ethics and professional responsibility principles;
xii. Disclose and describe any conflict that might arise regarding the Firm in connection with this engagement;
xiii. Describe any regulatory or criminal investigation or pertinent litigation involving your Firm that could affect the Firm's performance regarding a contract that would be issued from this procurement;
xiv. Discuss any other information that you believe the School Committee should consider in evaluating your Proposal;
xv. Describe the specific experience and knowledge your Firm and engagement team has related to comprehensive long-term master education and facilities planning for public education.;
xvi. Describe the Firm's general approach and the expectations you have for the School Committee;
xvii. Describe how you would bill for questions regarding the project on technical matters that may arise throughout the year or after the project is complete.
xviii. **Appendices** may include any information not solicited that the Respondent believes to be relevant and important to the understanding of the Proposal. **Unnecessary attachments are discouraged.**

g. **RFP QUESTIONS**

If there are any questions concerning the RFP, they will be submitted in writing to: Erin Mulligan at emulligan@cityofnewport.com

V. EVALUATION AND SELECTION PROCESS

The proposals will be examined and evaluated based on the factors presented below. It is the responsibility of the bidder to provide information, evidence or exhibits which clearly demonstrate the ability to satisfactorily respond to project requirements and the factors listed below.

The selected bidder will be the lowest qualified bidder meeting specifications after evaluation by the school Committee.

The School Committee reserves the right to afford some factors/qualifications more weight than others in the evaluation process.

The Newport Public Schools may reject any and/or all bids and the right to waive any informalities relating to the bids if it is in the public interest to do so.

Any award is subject to entering into a contract acceptable to the Newport Public Schools and its legal counsel.

Company Qualifications and Experience Maximum 20 points

Specialized experience is required in a series of work areas. Proposals must clearly demonstrate full knowledge, understanding, and experience in the methods, techniques, and guidelines required for the performance of the required work. All elements within this factor are of equal importance. The selected bidder must indicate specific experience in the required areas.

Personnel Qualifications and Availability Maximum 15 points

Specialized experience is required of the project personnel proposed to undertake the work assignments. Proposal must clearly demonstrate the capability, academic background, training, certifications and experience of the proposed personnel. The availability of the proposed staff is also of critical importance and must be demonstrated. Specific project experience relevant to this project must be demonstrated and project experience identified to specific company experience identified above or other projects, including specific project responsibilities, must be included.

Performance Record of Firm Maximum 15 points

A list of references of at least five (5) recent contracting officers on projects of a similar magnitude and complexity. References must include current telephone numbers and affiliation.

Project Understanding Maximum 30 points

The selected bidder must demonstrate an understanding of the Newport Public Schools' operations and the role and function of this contract in meeting the needs of the Newport Public Schools.

In addition to the understanding of the RFP and approach, the selected bidder must demonstrate the following which will be considered in the selection:

○ Knowledge of current issues and state of the art practices and procedures in the relevant technical areas material to the development of Long-Term Master Educational and Facilities Plans.

○ Knowledge and experience in developing Long-Term Master Educational and Facilities Plans in similar sized communities.

o Knowledge and experience in developing assessing relevant data material to Long-Term Master Educational and Facilities Plans.

o Working knowledge of the geographic area as evidenced by prior work experience in the region.

o An ability to integrate and utilize interdisciplinary study teams effectively on assignments requiring a variety of skills and expertise from in-house resources and/or sub-consultants.

o The ability to provide the necessary skills and expertise from in-house resources and/or sub-consultants.

o The understanding that it must comply with all state and federal mandates regarding access to confidential information and is able to articulate methods and processes for maintaining and preserving confidentiality.

Cost Evaluation Maximum 20 points

Cost will be considered as an independent factor from the above evaluation factors.

The consultant shall provide a project budget which shall provide hourly estimates of all work to be conducted and not-to-exceed lump sum fee for professional services required to complete the project. In addition to the lump sum fee, the consultant shall specify costs by activity of function tasks identified in the scope of work including a summary of non-labor costs and reimbursable expenses and inclusive ancillary costs.

A. INTERVIEWS

On the basis of the evaluation, the School Committee reserves the right to interview some or all of the potential bidders prior to making a final bid award.

VI. TERMS AND AGREEMENTS

A. EQUAL OPPORTUNITY COMPLIANCE

The bidder agrees and warrants that should it be awarded this project, it does and will comply with all relevant and applicable federal, state, and local employment laws, rules, and regulations.

B. SUBCONTRACTORS

It will be the responsibility of the Firm see that all subcontractors, if any, conform to all contract requirements and provisions stated in the RFP. All subcontractors shall be specifically identified in the bid and any subcontractor will be required to obtain prior written approval by the Newport School Committee.

C. RELATIONSHIP AS INDEPENDENT CONTRACTOR

The relationship of the selected bidder with the School Committee under any resulting contract shall be that of independent contractor. Nothing in this RFP or any resulting contract shall be construed to designate the selected bidder, or any of its employees or subcontractors, as employees, agents, joint ventures, or partners of the School Committee/Schools /City.

D. CONFLICT OF INTEREST

A Respondent submitting a Proposal thereby certifies that: No officer, agent, or employee of the School

Committee/Schools/City has a pecuniary interest in the Proposal or has participated in contract negotiations on the part of the Respondent; the Proposal is made in good faith without fraud, collusion, or connection of any kind with any other Respondent for the same call for Proposals; and, the Respondent is competing solely in his/her/its own behalf without connection with, or obligation to, any undisclosed person or Firm. Further, no person or Firm who is listed as a subcontractor shall be eligible to become a qualified Respondent in the same solicitation.

E. TERMINATION

1. If the Firm or the School Committee fails to fulfill in a timely and proper manner its obligations, or if either party violates any of the agreements of the negotiated contract, either party shall have the right to terminate the contract by giving written notice to the other party. Termination of the contract shall in no way limit any legal rights of either party.

2. The School Committee reserves the right to terminate the contract without cause at any time by giving the Firm ten (10) days' written notice. The Firm shall be entitled to reasonable compensation for any services rendered prior to the date of termination subject to damages the School Committee may have suffered due to breach of contract. Any finished or unfinished work prepared on behalf of the School Committee shall become the property of the School Committee. The Firm shall provide at least ten (10) days prior written notice prior to any termination of services.

3. Any resulting contract may be considered null and void if it is learned that the Firm deliberately misrepresented facts or provided false information in the Proposal.

F. CONTRACTUAL DISPUTES

All claims, disputes, and other matters in question arising out of or relating to the Contract or the performance or interpretation thereof shall be reserved to the jurisdiction of the Superior Court of the State of Rhode Island.

G. BILLING AND PAYMENT PROCEDURES

Progress billings will be acceptable throughout the engagement period, but the final 25% due on the project will not be paid until the final drafts of the project are received. If this is not agreeable, then the School Committee and the Firm will mutually agree on the payment schedule which should be noted in the Proposal. Invoices submitted by the Firm minimally will contain the Firm's name, address, and phone number; date; amount due; and a summary description and hours of the work performed.

H. INSURANCE

The Firm, prior to contract execution, will be required to submit a valid, **currently dated** Certificate of Insurance that is satisfactory to the School Committee as evidence that the Firm is adequately insured throughout the period of the contract by a recognized and responsible insurer authorized to do business in the State of Rhode Island.

Minimum limits include:

- Professional Liability, $1,000,000 (one million dollars); and
- Workers' Compensation Coverage as required by Rhode Island State law.

Failure to maintain the insurance required shall be cause for immediate termination of the contract by the School Committee.

I. INDEMNIFICATION

The Firm will indemnify and hold the School Committee harmless from any and all loss, damages, suits, penalties, costs, liabilities and expenses (including, but not limited to, reasonable investigation and legal expenses) arising out of any claim including claims for loss of or damage to property, including the City of Newport's property, and injuries to or death of persons, including the City of Newport's employees, caused by or resulting from the Firm's negligence or willful misconduct or breach of this Agreement. In any instance in which the School Committee claims indemnity under this paragraph, the Firm shall have the duty to defend the School Committee in any litigation arising out of the occurrence from which the School Committee claims that the Firm's indemnity obligation exists.

APPENDIX A

DISTRICT ASSETS TO BE CONSIDERED

As a starting point, the Selected Bidder should also consider the Department's Public Schoolhouse Assessment, issued in February 2013 (this may differ from the list in Appendix A in that it may not include all buildings under the care, custody and control of the Newport School Department). Referenced documents can be found at: https://www.npsri.net/Page/4843 and https://www.npsri.net/Page/4718

The Schools/Buildings listed below are the district assets that are to be part of the selected bidder's review:

Rogers High School
Thompson Middle School
Pell Elementary School
Newport Area Career & Technical Center

APPENDIX B

SUPPORTING DOCUMENTS TO BE CONSIDERED

The selected bidder will review:
(i) the Rhode Island Department of Education (RIDE) School Construction Regulations (RIDE 1.00), which encompass standards, guidelines and protocols;

(ii) the Public Schoolhouse Assessment;

(iii) the RIDE school construction program website at the following link:
http://www.ride.ri.gov/FundingFinance/SchoolConstructionProgram.aspx; and

(iv) the Basic Education Program (BEP) regulations with its requirements for master planning, as specified in section **G-15-2.4. Facilities Oversight of the regulations.**

The BEP regulations maybe found at the following link:
https://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Legal/BEP.pdf.

(v) The Newport Public Schools Strategic Implementation Plan 2016-2021

Newport Public Schools
Comprehensive Long Term Education and Facilities Plan for Newport Public Schools
RFP# NPS18-050

Addendum No. 1

Q&A for RFP# NPS18-050

Q1: **The RFP notes quarterly updates from the consultant - is there an anticipated duration for the educational planning/visioning aspect of the scope of work from which we could base a task and fee proposal?**

A2: There is no set duration anticipated, but we desire to get to the RIDE STAGE II application as quickly as possible.

Q2: **Does the scope of work include RIDE Stage I or Stage II applications?**

A3: STAGE II

Q1: **It appears part of the RFP may have been omitted? Table of contents noted Section II parts L-S, but I could not locate these.**

A1: This was an oversight. Section II Parts L-S is posted below.

Section II

L. STANDARDS/PHASES OF STUDY

1. Review of records, documents and Strategic/Facilities Plans
2. Establish the educational needs of the district based on educational research, best practices and community involvement.
3. Engage the community in providing input to determine the priorities and future educational needs of the district and the facilities needed to carry out those priorities/needs.
4. Work with administration and school/city officials to narrow down possibilities of use/reuse/renovations/new construction to address the educational needs of the district in the future based on a master plan for school facilities. (No more than 3 different options).
5. Provide (or engage an architectural firm to provide) an estimate of the cost of each of the options in number 4.
6. Assist the district in reengaging the community to narrow the options to one preferred option.
7. Assist the district in applying to the state for school building financial assistance Stage 1.
8. Provide (or engage an architectural firm to provide) the necessary documentation to generate a feasibility study and the necessary documents to apply to the state for school building financial assistance Stage 2.

M. COMMUNITY INVOLVEMENT (Teachers, Students, Parents, Administrators, School Committee)

1. Develop and implement a survey system to canvas the community for input into what they see as the needs of the school facilities to match the educational needs and priorities of the district in the present and into the future.
2. Establish a series of meetings in locations throughout the city to solicit input from parents and the community as to their perceived needs of the school facilities in order to achieve the educational needs and priorities of the district in the present and into the future.
3. Establish meetings with each of the school staff at each school to solicit input as to their perceived needs of the school facilities in order to achieve the educational needs and priorities of the district in the present and into the future.
4. Establish a meeting with the district administration to solicit input as to their perceived needs of the school facilities in order to achieve the educational needs and priorities of the district in the present and into the future.
5. Establish meetings with the district elected officials and city officials to solicit input as to their perceived needs of the school facilities in order to achieve the educational needs and priorities of the district in the present and into the future.
6. Once options are developed to address the educational needs of the district into the future and the necessary changes to the school facilities of the district, establish a series of meetings in collaboration with the School District governance team to engage the community in narrowing the options to a preferred option to be pursued for funding through the state school building assistance process.

N. ECONOMIC DEVELOPMENT/COMMUNITY PARTNERS

1. Part of the needs assessment of the District educational facilities will be the evaluation of potential community partners that may collaborate (financially or otherwise) with the district in the process of pursuing the School District Facilities Master Plan.
2. As part of the School District Facilities Master Plan, potential community partners will be identified that may benefit by carrying out the School District Facilities Plan either by developing economic opportunities for the community (the city) or for additional mutually beneficial economic partnerships that will benefit the Newport Public Schools and the partners.

O. DIFFERENT APPROACHES/OPTIONS

The end goal of this proposal is to provide the District/City with a small number of the most advantageous options to carry out the future educational needs of the district through their facilities. The options should be comprehensive to include the needs of early intervention/Pre-School children, through high school graduation/career-technical certification, and life-long learning activities beyond high school graduation/career-technical certifications.

In turn these options will be reduced to one preferred option that can be successfully presented to the state for consideration in providing the City of Newport with school building financial assistance in pursuing the implementation of the School District Facilities Master Plan.

P. ADVANTAGES/DISADVANTAGES OF EACH APPROACH/OPTIONS

In an effort to reduce the number of options to implementing the School District Facilities Master Plan, consideration should be given (but not necessarily limited) to the following.

1. The ability of each option to need the future educational needs of the district.
2. The social impact of each option on the Newport community.
3. The present and future financial impact of each option on the Newport community.
4. The alignment of the different options with the preferred outcomes of the different Newport community stake holder groups.

Q. IMPLEMENTATION PLAN FOR DIFFERENT APPROACHES/OPTIONS

1. PHASES:

If the implementation of the different options will involve a phased in approach, include a description of the phases needed to complete the implementation of each option.

2. TIMELINE

For each option, include a timeline to complete the implementation of each option, highlighting the timing of School Committee actions/approvals, City Council actions/approvals and the application process and timeline for state school building assistance funding.

R. COSTS/BARRIERS TO IMPLEMENTATION AND PROPOSED SOLUTIONS

For each option, include potential barriers to implementation (including cost/financial factors beyond construction) that should be considered as part of the process of distilling the options down to one preferred option.

S. FUNDING OPTIONS: COMPARISON TO OTHER RHODE ISLAND COMMUNITIES AND OTHER MODELS TO ACHIEVE EACH APPROACH

For each option, provide comparisons to other Rhode Island Communities (or other models) who have implemented similar approaches to implementing a school facilities master plan in order to address similar educational needs.

< end of addendum>

Newport Public Schools
Comprehensive Long Term Education and Facilities Plan for Newport Public Schools
RFP# NPS18-050

Addendum No. 2

CHANGES AND CLARIFICATIONS

PLEASE NOTE

The Comprehensive Long Term Education and Facilities Plan for Newport Public Schools RFP closing date and time has changed.

The new closing date and time is April 3, 2018 at 10:00AM

Changes to RFP Document

The following changes have been made to RFP#NPS18-050, Comprehensive Long Term Education and Facilities Plan for Newport Public Schools

1. Page 15 - B. Proposal Format and Content –f. Fee Proposal

The Fee Proposal must be submitted in a separate sealed envelope marked "Fee Proposal"

2. Page 17- V. Evaluation and Selection Process

The evaluation criteria maximum points has changed to the following:

Company Qualifications and Experience: Maximum 25 points
Personnel Qualifications and Availability: Maximum 20 points
Performance Record of Firm: Maximum 20 points
Project Understanding: Maximum 35 points

The Cost Evaluation Maximum 20 points has been removed

< end of addendum>

Newport Public Schools

RFP Tabulation - NPS18-050

Comprehensive Long-Term Master Education and Facilities Plan for Newport Public Schools

Northeast Collaborative Architects, Newport, RI

RGB Architects, Providence, RI

StudioJAED, Providence, RI

Edward Rowse Architects, East Providence, RI

District Management Group, Boston, MA

SMMA, Providence, RI

RFP Closed: April 3, 2018 @ 10:00AM

13

Appendices

Newport

LEA Summary

Newport totals 422,565 square feet and consists of the school type(s) detailed below. School(s) were visited three times during the Statewide Facilities Assessment by teams of specialists in March 2016. This report provides LEA summary findings for the statewide assessment program.

School Type by Count

School Type	SqFt
Elementary School	105,565
Middle School	112,000
High School	205,000
Total:	**422,565**

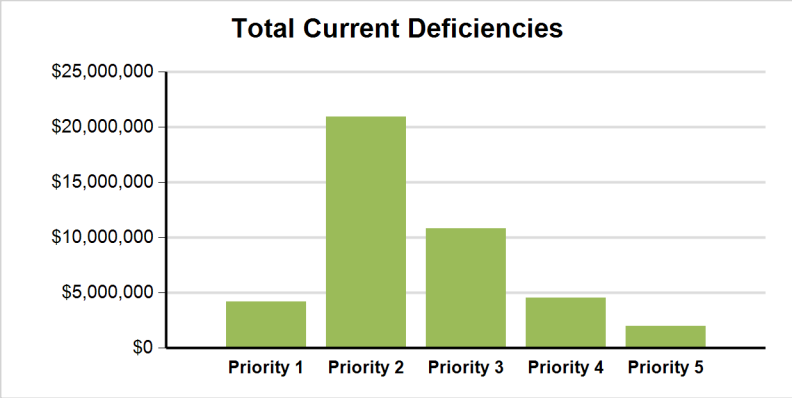
Demographics

Enrollment is projected to increase by 6.6% over the next 10 years in Newport. The total LEA enrollment at 3 school(s) is 2,132 students with a total capacity of 2,600 as reported by the LEA. Utilization is calculated by dividing enrollment by capacity, resulting in 82.0% utilization at Newport.

82.0 % Utilization

Educational Program Space Analysis

In Newport there are 165 instructional spaces; of these spaces 27.3% meet or exceed the space size standards. Of the total current deficiencies identified, $1,709,391 are related to the educational program space assessment. Addressing these identified deficiencies will improve the learning environment and bring the school(s) in the district closer to 21st century learning facilities.



Five Year Need Summary

The current deficiencies total $42,454,251, with 49.3% categorized as Priority 2 and another 25.5% as Priority 3. The building systems with the highest current deficiency costs are Mechanical and Exterior.

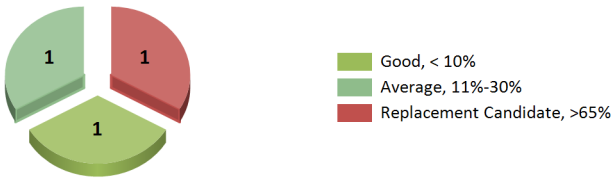
The projected life cycle need in Years 1 through 5 is $17,270,900. It is anticipated that the majority of the need will occur in Year 5. School(s) with the greatest need are represented in the adjacent table and make up 100.0% of the combined 5-Year need at Newport.

School(s) with Greatest Need	Combined 5-Year Need
Rogers High School	$51,435,651
Frank E. Thompson Middle School	$5,552,904
Claiborne Pell Elementary School	$2,736,596

Five Year Facility Condition Index (FCI)

For master planning purposes, the total current deficiencies, less new construction, and the first 5 years of projected life cycle needs were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A 5-Year FCI was calculated by dividing the 5-Year need by the total replacement cost. The 5-Year need is $59,725,151 with a district replacement value of $147,707,752. The resulting 5-Year FCI is 40.4%.

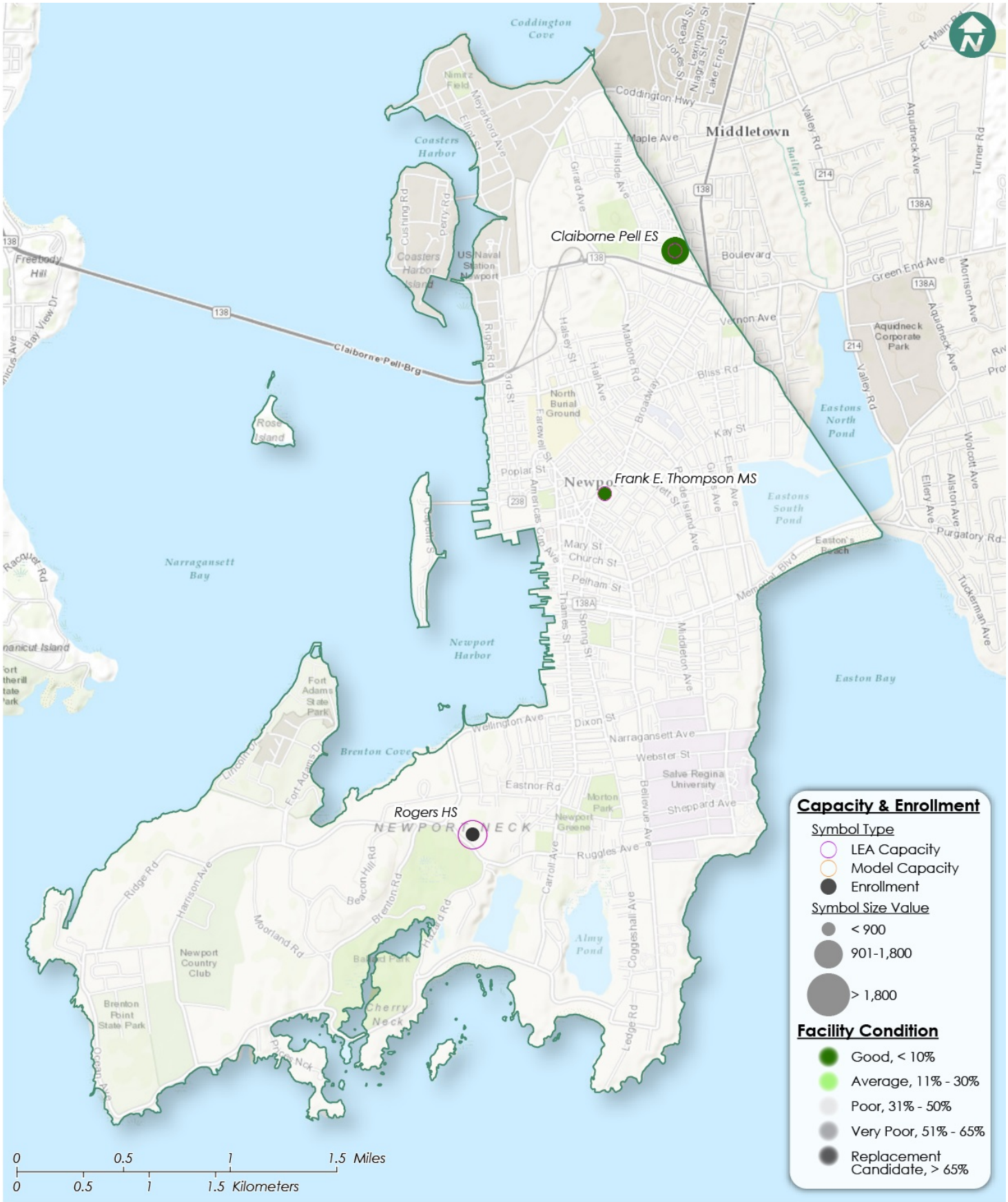
5-Year FCI Ranges



LEA Summary Data					
Gross SqFt	Avg Year Built	Current Deficiencies (Less New Construction)	Life Cycle Year 1-5 Total	Total 5-Year Need (Year 1-5 + Current Defs)	5-Year FCI
422,565	1958	$42,454,251	$17,270,900	$59,725,151	40.4%

M▪A▪P▪P▪S ©, Jacobs 2017

Newport



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Facility Condition Assessment

Newport - Claiborne Pell Elementary School | *June 2017*

35 Dexter Street, Newport, RI 02840

Introduction

Claiborne Pell Elementary School, located at 35 Dexter Street in Newport, Rhode Island, was built in 2013. It comprises 105,565 gross square feet. Each school across the district was visited three times during the Facility Condition Assessments by three teams of specialists in the spring/summer of 2016.

Claiborne Pell Elementary School serves grades PK - 4, has 63 instructional spaces, and has an enrollment of 933. Instructional spaces are defined as rooms in which a student receives education. The LEA reported capacity for Claiborne Pell Elementary School is 840 with a resulting utilization of 111%.

For master planning purposes a 5-year need was developed to provide an understanding of the current need as well as the projected needs in the near future. For Claiborne Pell Elementary School the 5-year need is $2,736,596. The findings contained within this report resulted from an assessment of building systems performed by building professionals experienced in disciplines including: architecture, mechanical, plumbing, electrical, acoustics, hazardous materials, and technology infrastructure.

Figure 1: Aerial view of Claiborne Pell Elementary School

Approach and Methodology

A facility condition assessment evaluates each building's overall condition. Two components of the facility condition assessment are combined to total the cost for facility need. The two components of the facility condition assessment are current deficiencies and life cycle forecast.

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All assessment teams produced current deficiencies associated with each school. The assessment for the school facilities at the Rhode Island Department of Education included several specialties:

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System Summaries

The following tables summarize major building systems at the Claiborne Pell Elementary School campus, identified by discipline and building.

Site

The site level systems for this campus include:

Building Envelope

The exterior systems for the building(s) at this campus includes:

The roofing for the building(s) at this campus consists of:

Interior

The interior systems for the building(s) at this campus include:

Mechanical

The mechanical systems for the building(s) at this campus include:

Plumbing

The plumbing systems for the building(s) at this campus include:

Electrical

The electrical systems for the building(s) at this campus include:

Facility Deficiency Priority Levels

Deficiencies were ranked according to five priority levels, with Priority 1 items being the most critical to address:

Priority 1 – Mission Critical Concerns: Deficiencies or conditions that may directly affect the school's ability to remain open or deliver the educational curriculum. These deficiencies typically relate to building safety, code compliance, severely damaged or failing building components, and other items that require near-term correction. An example of a Priority 1 deficiency is a fire alarm system replacement.

Priority 2 – Indirect Impact to Educational Mission: Items that may progress to a Priority 1 item if not addressed in the near term. Examples of Priority 2 deficiencies include inadequate roofing that could cause deterioration of integral building systems, and conditions affecting building envelopes, such as roof and window replacements.

Priority 3 – Short-Term Conditions: Deficiencies that are necessary to the school's mission but may not require immediate attention. These items should be considered necessary improvements required to maximize facility efficiency and usefulness. Examples of Priority 3 items include site improvements and plumbing deficiencies.

Priority 4 – Long-Term Requirements: Items or systems that may be considered improvements to the instructional environment. The improvements may be aesthetic or provide greater functionality. Examples include cabinets, finishes, paving, removal of abandoned equipment, and educational accommodations associated with special programs.

Priority 5 – Enhancements: Deficiencies aesthetic in nature or considered enhancements. Typical deficiencies in this priority include repainting, replacing carpet, improved signage, or other improvements to the facility environment.

The following chart summarizes this site's current deficiencies by building system and priority. The listing details current deficiencies including deferred maintenance, functional deficiencies, code compliance, capital renewal, hazardous materials and technology categories.

Table 1: System by Priority

	Priority						
System	1	2	3	4	5	Total	% of Total
Site	-	-	-	$28,329	$591,348	$619,677	66.91 %
Roofing	-	-	-	-	-	$0	0.00 %
Structural	-	-	-	-	-	$0	0.00 %
Exterior	-	-	-	-	-	$0	0.00 %
Interior	-	-	-	$157,445	$2,266	$159,711	17.24 %
Mechanical	-	-	-	-	-	$0	0.00 %
Electrical	-	-	-	-	$122,245	$122,245	13.20 %
Plumbing	-	-	-	-	$19,979	$19,979	2.16 %
Fire and Life Safety	-	-	-	-	-	$0	0.00 %
Technology	-	-	-	-	-	$0	0.00 %
Conveyances	-	-	-	-	-	$0	0.00 %
Specialties	-	-	$4,533	-	-	$4,533	0.49 %
Total	$0	$0	$4,533	$185,774	$735,838	$926,145	

**Displayed totals may not sum exactly due to mathematical rounding*

The building systems with the most need include:

Site	-	$619,677
Interior	-	$159,711
Electrical	-	$122,245

The chart below represents the building systems and associated deficiency costs.

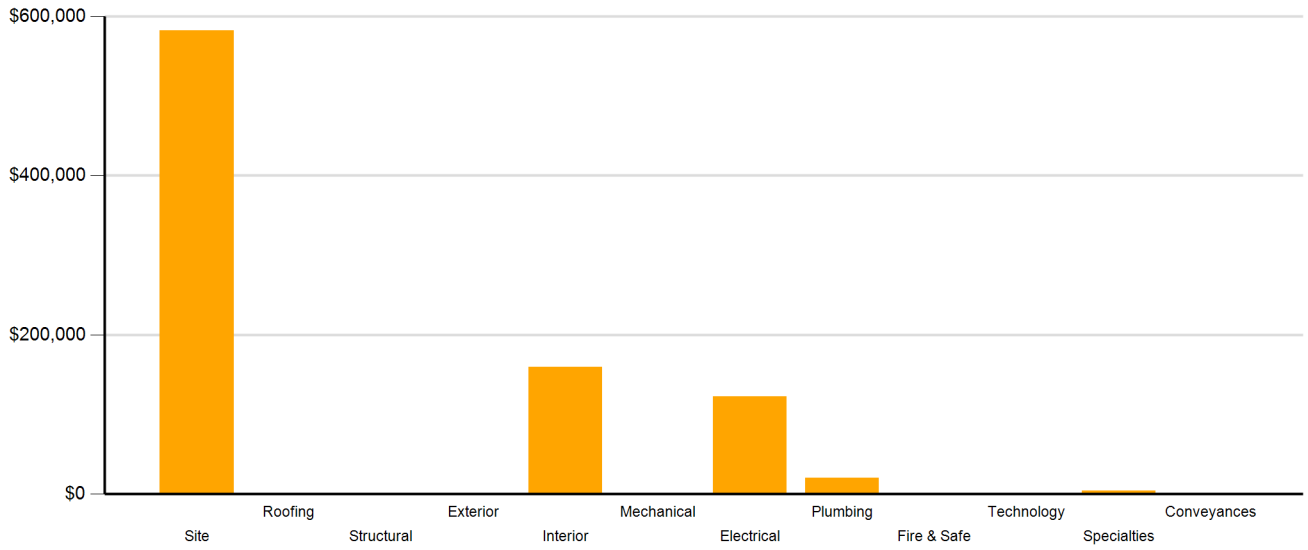

Figure 2: System Deficiencies

Current Deficiencies by Category

Deficiencies have been further grouped according to the observed category.

- **Acoustics** deficiencies relate to room acoustics, sound insolation, and mechanical systems and vibration control modeled after ANSI/ASA Standard S12.60-2010 and ASHRAE Handbook, Chapter 47 on Sound and Vibration Control.

- **Barrier to Accessibility** deficiencies relate to the Americans with Disabilities Act and the Rhode Island Governors Commission on Disability. Additional items related to accessibility may be included other categories.

- **Capital Renewal** items have reached or exceeded serviceable life and require replacement. These are current and do not include life cycle capital renewal forecasts. Also included are deficiencies correcting planned work postponed beyond its regular life expectancy.

- **Code Compliance** deficiencies related to current codes. Many may fall under grandfather clauses, which allow buildings to continue operating under codes effective at the time of construction. However, there are instances where the level of renovation requires full compliance which are reflected in the master plan.

- **Educational Adequacy** deficiencies identify where facilities do not align with the Basic Education Program and the RIDE School Construction Regulations.

- **Functional Deficiencies** are deficiencies for components or systems that have failed before the end of expected life or are not the right application, size, or design.

- **Hazardous Materials** include deficiencies for building systems or components containing potentially hazardous material. The team focused on identifying asbestos containing building materials (ACBMs), lead based painted (LBP) areas, polychlorinated biphenyls (PCBs), and chlorofluorocarbons (CFCs). As part of an indoor air and exterior air quality assessment, the team noted evidence of mold, water intrusion, mercury, and oil and hazardous materials (OHMs) exposure. With other scopes of work there may be other costs associated with hazardous materials.

- **Technology** deficiencies relate to network architecture, technology infrastructure, classroom systems, and support. Examples of technology deficiencies include: security cameras, secure electronic access, telephone handsets, and dedicated air conditioning for telecommunication rooms.

- **Traffic** deficiencies relate to vehicle or pedestrian traffic, such as bus loops, crosswalks, and pavement markings.

The following chart and table represent the deficiency category by priority. This listing includes current deficiencies for all building systems.

Table 2: Deficiency Category by Priority

	Priority					
Category	**1**	**2**	**3**	**4**	**5**	**Total**
Acoustics	-	-	-	-	-	$0
Barrier to Accessibility	-	-	-	-	-	$0
Capital Renewal	-	-	-	-	$591,348	$591,348
Code Compliance	-	-	-	-	-	$0
Educational Adequacy	-	-	$4,533	$185,774	$144,490	$334,796
Functional Deficiency	-	-	-	-	-	$0
Hazardous Material	-	-	-	-	-	$0
Technology	-	-	-	-	-	$0
Traffic	-	-	-	-	-	$0
Total	$0	$0	$4,533	$185,774	$735,838	$926,145

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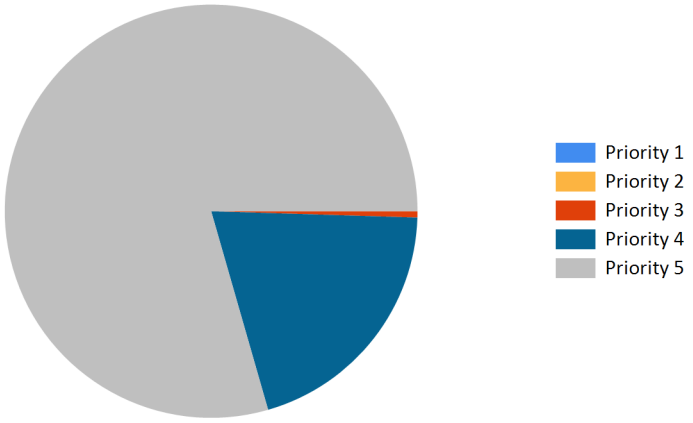

Figure 3: Current deficiencies by priority

Life Cycle Capital Renewal Forecast

During the facility condition assessment, assessors inspected all major building systems. If a need for immediate replacement was identified, a deficiency was created with the estimated repair costs. The identified deficiency contributes to the facility's total current repair costs.

Capital planning scenarios span multiple years, as opposed to being constrained to immediate repairs. Construction projects may begin several years after the initial facility condition assessment. Therefore, in addition to the current year repair costs, it is necessary to forecast the facility's future costs using a 5-year life cycle renewal forecast model.

Life cycle renewal is the projection of future building system costs based upon each individual system's expected serviceable life. Building systems and components age over time, eventually break down, reach the end of their useful lives, and may require replacement. While an item may be in good condition now, it might reach the end of its life before a planned construction project occurs.

The following chart shows all current deficiencies and the subsequent 5-year life cycle capital renewal projections. The projections outline costs for major building systems in which a component is expected to reach the end of its useful life and require capital funding for replacement.

Table 3: Capital Renewal Forecast

		Life Cycle Capital Renewal Projections						
System	Current Deficiencies	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	LC Yr. 1-5 Total	Total 5-Year Need
Site	$619,677	$369,477	$369,477	$369,477	$369,477	$369,477	$1,847,385	$2,467,062
Roofing	$0	$0	$0	$0	$0	$0	$0	$0
Structural	$0	$0	$0	$0	$0	$0	$0	$0
Exterior	$0	$0	$0	$0	$0	$0	$0	$0
Interior	$159,711	$0	$0	$0	$0	$0	$0	$159,711
Mechanical	$0	$0	$0	$0	$0	$0	$0	$0
Electrical	$122,245	$0	$0	$0	$0	$0	$0	$122,245
Plumbing	$19,979	$0	$0	$0	$0	$0	$0	$19,979
Fire and Life Safety	$0	$0	$0	$0	$0	$0	$0	$0
Technology	$0	$0	$0	$0	$0	$0	$0	$0
Conveyances	$0	$0	$0	$0	$0	$0	$0	$0
Specialties	$4,533	$0	$0	$0	$0	$0	$0	$4,533
Total	**$926,145**	**$369,477**	**$369,477**	**$369,477**	**$369,477**	**$369,477**	**$1,847,385**	**$2,773,530**

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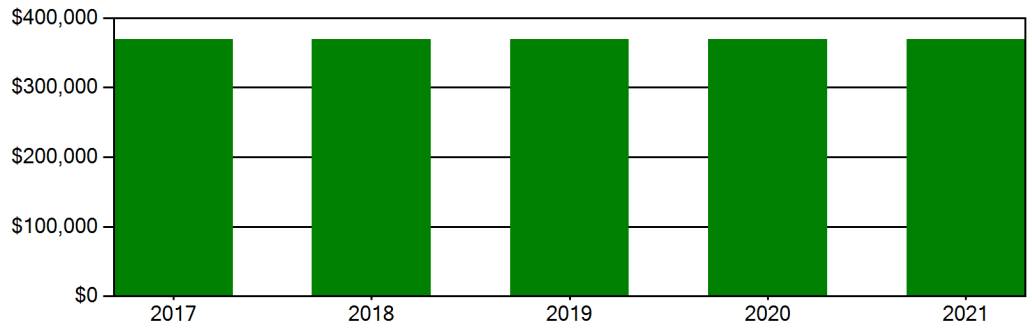
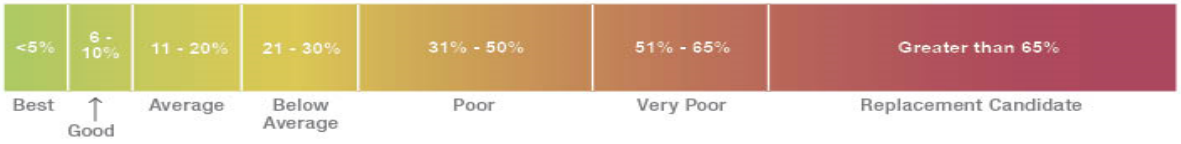


Figure 4: Life Cycle Capital Renewal Forecast

Facility Condition Index (FCI)

The Facility Condition Index (FCI) is used throughout the facility condition assessment industry as a general indicator of a building's health. Since 1991, the facility management industry has used an index called the FCI to benchmark the relative condition of a group of schools. The FCI is derived by dividing the total repair cost, including educational adequacy and site-related repairs, by the total replacement cost. A facility with a higher FCI percentage has more need, or higher priority, than a facility with a lower FCI. It should be noted that costs in the New Construction category are not included in the FCI calculation.



Financial modeling has shown that over a 30-year period, it is more cost effective to replace than repair schools with a FCI of 65 percent or greater. This is due to efficiency gains with facilities that are more modern and the value of the building at the end of the analysis period. It is important to note that the FCI at which a facility should be considered for replacement is typically debated and adjusted based on property owners and facility managers approach to facility management. Of course, FCI is not the only factor used to identify buildings that need renovation, replacement, or even closure. Historical significance, enrollment trends, community sentiment, and the availability of capital are additional factors that are analyzed when making school facility decisions.

For master planning purposes, the total current deficiencies and the first five years of projected life cycle needs were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A 5-year FCI was calculated by dividing the 5-year need by the total replacement cost. Costs associated with new construction are not included in the FCI calculation.

The replacement value represents the estimated cost of replacing the current building with another building of like size, based on today's estimated cost of construction in the Providence, Rhode Island area. The estimated replacement cost for this facility is $36,947,752. For planning purposes, the total 5-year need at the Claiborne Pell Elementary School is $2,736,596 (Life Cycle Years 1-5 plus the FCI deficiency cost). The Claiborne Pell Elementary School facility has a 5-year FCI of 7.51%.

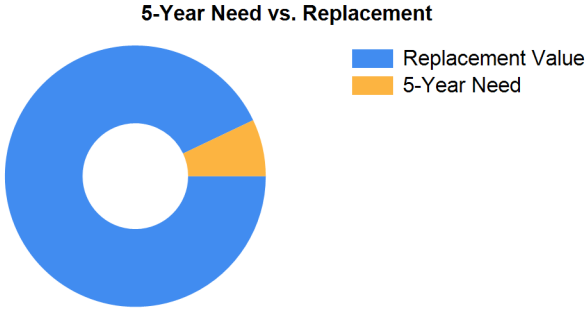


Figure 5: 5-Year FCI

It is important to reiterate that this FCI replacement threshold is not conclusive, but is intended to initiate planning discussion in which other relevant issues with regard to a facility's disposition must be incorporated. This merely suggests where conversations regarding replacement might occur.

Rhode Island Aspirational Capacity

The capacity of a school reflects how many students the school's physical facility can effectively serve. There are various methodologies that exist to calculate capacity. It is not uncommon to review an existing building only to find that the capacity that had once been assigned is greater than what can be reasonably accommodated today. This is primarily because of a change in how programs are delivered.

The Rhode Island Aspirational Capacity is based on the Rhode Island School Construction Regulations (SCRs) and is an aspirational goal of space use. The capacity for each individual public school in the state of Rhode Island was designed to conform to Section 1.06-2 Space Allowance Guidelines of the Rhode Island Department of Education (RIDE) SCRs. These regulations outline the allowed gross square feet (GSF) per student at each school type (ES, MS, HS) by utilizing a sliding scale based on projected enrollment. The resulting capacities reflect how school capacities align to the SCRs for new construction. The existing enrollment was multiplied by the GSF per student for the appropriate bracket. For the purposes of this analysis, Pre-K centers were rolled into the elementary totals, and K-8 facilities were counted as middle schools.

The most consistent and equitable way a state can determine school capacities across a variety of districts and educational program offerings is to use square-foot-per-student standards. In contrast, in the 2013 Public Schoolhouse Assessment Report, LEAs self-reported capacities for their elementary, middle and high schools. Districts typically report "functional capacity," which is defined as the number of students each classroom can accommodate. Functional capacity counts how many students can occupy a space, not how much room students and teachers have within that space. For example, a 650-square-foot classroom and a 950-square-foot classroom can both have a reported capacity of 25 students, but the actual teaching and learning space per student varies greatly.

The variation in square feet per student impacts the kinds of teaching practices possible in each space. The lowest allocation of space per student restricts group and project-based learning strategies and requires teachers to teach in more traditional, lecture-style formats, due to a lack of space. Furthermore, the number of students that can be accommodated in a classroom does not account for access to sufficient common spaces such as libraries, cafeterias, and gymnasiums. When cafeterias are undersized relative to the population, schools must host four or more lunch periods a day, resulting in some students eating lunch mid-morning and some mid-afternoon. Similarly, undersized libraries and gymnasiums create scheduling headaches for schools and restrict student access. Finally, a classroom count-only approach to school capacity does not consider the inherent scheduling challenges schools face.

Applying the Rhode Island Aspirational Capacity, a facility of this size could ideally support an enrollment of approximately 728 students.

Facility New Construction

As part of the Educational Program Space Assessment, select core spaces were compared to the RI School Construction Regulations. If it was determined that a facility was in need of square footage related to a cafeteria or library/media center, a cost for additional space was estimated. This cost is not included in the total 5-year need or the 5-year FCI calculation.

The New Construction cost to bring the Claiborne Pell Elementary School cafeteria and/or library/media center to the size prescribed by the SCRs is estimated to be $0.

Summary of Findings

The Claiborne Pell Elementary School comprises 105,565 square feet and was constructed in 2013. Current deficiencies at this school total $889,211. Five year capital renewal costs total $1,847,385. The total identified need for the Claiborne Pell Elementary School (current deficiencies and 5-year capital renewal costs) is $2,736,596. The 5-year FCI is 7.51%.

Table 4: Facility Condition by Building

	Gross Sq Ft	Year Built	Current Deficiencies	LC Yr. 1-5 Total	Total 5 Yr Need (Yr 1-5 + Current Defs)	5-Year FCI
Claiborne Pell Elementary School Totals	105,565	2013	$889,211	$1,847,385	$2,736,596	7.51%

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The following pages provide a listing of all current deficiencies and 5-year life cycle need and the associated costs, followed by photos taken during the assessment.

Cost Estimating

Cost estimates are derived from local cost estimating expertise and enhanced by industry best practices, historical cost data, and relevance to the Rhode Island region. Costs have been developed from current market rates as of the 2nd quarter in 2016. All costs are based on a replace-in-kind approach, unless the item was not in compliance with national or state regulations or standards.

For planning and budgeting purposes, facility assessments customarily add a soft cost multiplier onto deficiency repair cost estimates. This soft cost multiplier accounts for costs that are typically incurred when contracting for renovation and construction services. Soft costs typically include construction cost factors, such as contractor overhead and profit, as well as labor and material inflation, professional fees, and administrative costs. Based on the Rhode Island School Construction Regulations, a soft cost multiplier of 20% is included on all cost estimates. Other project allowances are included in the cost estimates based on school attributes such as age, location, and historic designation. All stated costs in the assessment report will include soft costs for planning and budgeting purposes. These are estimates, and costs will vary at the time of construction.

Site Level Deficiencies

Site

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Backstops Require Replacement	Educational Adequacy	1	Ea.	4	$28,329	28681
Note: Backstops Require Replacement						
Maintenance allowance. Facility Condition Assessment not performed.	Capital Renewal	1	LS	5	$591,348	53583
Note: Annual maintenance allowance. Condition assessment not performed.						
	Sub Total for System	**2**	**items**		**$619,677**	
	Sub Total for School and Site Level	**2**	**items**		**$619,677**	

Building: 01 - Main Building

Interior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room Lighting Is Inadequate Or In Poor Condition.	Educational Adequacy	4,160	SF	4	$157,445	Rollup
Classroom Door Requires Vision Panel	Educational Adequacy	1	Ea.	5	$2,266	Rollup
	Sub Total for System	**2**	**items**		**$159,711**	

Electrical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room Has Insufficient Electrical Outlets	Educational Adequacy	248	Ea.	5	$122,245	Rollup
	Sub Total for System	**1**	**items**		**$122,245**	

Plumbing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room lacks a drinking fountain.	Educational Adequacy	2	Ea.	5	$2,191	Rollup
The Class Room Lavatories Plumbing Fixtures Are Missing And Should Be Installed	Educational Adequacy	17	Ea.	5	$17,788	Rollup
	Sub Total for System	**2**	**items**		**$19,979**	

Specialties

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room has insufficient writing area.	Educational Adequacy	1	Ea.	3	$4,533	Rollup
	Sub Total for System	**1**	**items**		**$4,533**	
	Sub Total for Building 01 - Main Building	**6**	**items**		**$306,468**	
	Total for Campus	**8**	**items**		**$926,145**	

Claiborne Pell Elementary School - Life Cycle Summary Yrs 1-5

Site Level Life Cycle Items

Site

Uniformat Description	LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Facility Maintenance	ES Annual Maintenance Allowance - 1% Replacement Value (CCI 106.7)	105,565	SF	$369,477	1
Facility Maintenance	ES Annual Maintenance Allowance - 1% Replacement Value (CCI 106.7)	105,565	SF	$369,477	2
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Facility Maintenance	ES Annual Maintenance Allowance - 1% Replacement Value (CCI 106.7)	105,565	SF	$369,477	4
Facility Maintenance	ES Annual Maintenance Allowance - 1% Replacement Value (CCI 106.7)	105,565	SF	$369,477	5
	Sub Total for System	**5**	**items**	**$1,847,385**	
	Sub Total for Building -	**5**	**items**	**$1,847,385**	
	Total for: Claiborne Pell Elementary School	**5**	**items**	**$1,847,385**	

Supporting Photos

Site Aerial

Front Elevation

Facility Condition Assessment

Newport - Frank E. Thompson Middle School | *June 2017*

55 Broadway, Newport, RI 02840

Introduction

Frank E. Thompson Middle School, located at 55 Broadway in Newport, Rhode Island, was built in 1903. It comprises 112,000 gross square feet. Each school across the district was visited three times during the Facility Condition Assessments by three teams of specialists in the spring/summer of 2016.

Frank E. Thompson Middle School serves grades 5 - 8, has 54 instructional spaces, and has an enrollment of 609. Instructional spaces are defined as rooms in which a student receives education. The LEA reported capacity for Frank E. Thompson Middle School is 760 with a resulting utilization of 80%.

For master planning purposes a 5-year need was developed to provide an understanding of the current need as well as the projected needs in the near future. For Frank E. Thompson Middle School the 5-year need is $5,552,904. The findings contained within this report resulted from an assessment of building systems performed by building professionals experienced in disciplines including: architecture, mechanical, plumbing, electrical, acoustics, hazardous materials, and technology infrastructure.

Figure 1: Aerial view of Frank E. Thompson Middle School

Approach and Methodology

A facility condition assessment evaluates each building's overall condition. Two components of the facility condition assessment are combined to total the cost for facility need. The two components of the facility condition assessment are current deficiencies and life cycle forecast.

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System Summaries

The following tables summarize major building systems at the Frank E. Thompson Middle School campus, identified by discipline and building.

Site

The site level systems for this campus include:

Site	Asphalt Roadway Pavement
	Concrete Pedestrian Pavement

Building Envelope

The exterior systems for the building(s) at this campus includes:

01 - Main Building:	Brick Exterior Wall
	Steel Exterior Windows
	Steel Exterior Entrance Doors

The roofing for the building(s) at this campus consists of:

01 - Main Building:	Composition Shingle Roofing
	Slate Roofing
	EPDM Roofing
	Metal Low-Slope Roofing

Interior

The interior systems for the building(s) at this campus include:

01 - Main Building:	Moveable Interior Partition
	Steel Interior Doors
	Wood Interior Doors
	Overhead Interior Coiling Doors
	Interior Door Hardware
	Suspended Acoustical Grid System
	Suspended Acoustical Ceiling Tile
	Painted Ceilings
	Ceramic Tile Wall
	Wood Wall Paneling
	Interior Wall Painting
	Ceramic Tile Flooring
	Wood Flooring
	Rubber Tile Flooring
	Vinyl Composition Tile Flooring
	Epoxy Coated Flooring
	Rubber Flooring
	Carpet

Mechanical

The mechanical systems for the building(s) at this campus include:

01 - Main Building:	400 MBH Cast Iron Water Boiler
	Finned Wall Radiator
	Steam/Hot Water Heating Unit Vent
	DDC Heating System Controls
	1 Ton Ductless Split System
	50 Ton Package DX Unit
	Make-up Air Unit
	2-Pipe Hot Water Hydronic Distribution System
	1 HP or Smaller Pump
	10 HP Pump
	VAV Boxes / Terminal Device
	Ductwork
	Kitchen Exhaust Hoods
	Roof Exhaust Fan
	Fire Sprinkler System

Plumbing

The plumbing systems for the building(s) at this campus include:

01 - Main Building:	Backflow Preventers
	Gas Piping System
	100 Gallon Gas Water Heater
	Domestic Water Piping System
	Classroom Lavatories
	Mop/Service Sinks
	Refrigerated Drinking Fountain
	Restroom Lavatories
	Toilets
	Urinals

Electrical

The electrical systems for the building(s) at this campus include:

01 - Main Building:	3,000 Amp Distribution Panel
	Panelboard - 120/208 225A
	Panelboard - 277/480 600A
	Electrical Disconnect
	Light Fixtures
	Building Mounted Lighting Fixtures
	Canopy Mounted Lighting Fixtures

Facility Deficiency Priority Levels

Deficiencies were ranked according to five priority levels, with Priority 1 items being the most critical to address:

Priority 1 – Mission Critical Concerns: Deficiencies or conditions that may directly affect the school's ability to remain open or deliver the educational curriculum. These deficiencies typically relate to building safety, code compliance, severely damaged or failing building components, and other items that require near-term correction. An example of a Priority 1 deficiency is a fire alarm system replacement.

Priority 2 – Indirect Impact to Educational Mission: Items that may progress to a Priority 1 item if not addressed in the near term. Examples of Priority 2 deficiencies include inadequate roofing that could cause deterioration of integral building systems, and conditions affecting building envelopes, such as roof and window replacements.

Priority 3 – Short-Term Conditions: Deficiencies that are necessary to the school's mission but may not require immediate attention. These items should be considered necessary improvements required to maximize facility efficiency and usefulness. Examples of Priority 3 items include site improvements and plumbing deficiencies.

Priority 4 – Long-Term Requirements: Items or systems that may be considered improvements to the instructional environment. The improvements may be aesthetic or provide greater functionality. Examples include cabinets, finishes, paving, removal of abandoned equipment, and educational accommodations associated with special programs.

Priority 5 – Enhancements: Deficiencies aesthetic in nature or considered enhancements. Typical deficiencies in this priority include repainting, replacing carpet, improved signage, or other improvements to the facility environment.

The following chart summarizes this site's current deficiencies by building system and priority. The listing details current deficiencies including deferred maintenance, functional deficiencies, code compliance, capital renewal, hazardous materials and technology categories.

Table 1: System by Priority

	Priority						
System	1	2	3	4	5	Total	% of Total
Site	-	-	$75,544	$28,329	$394,665	$498,537	13.88 %
Roofing	-	-	-	-	-	$0	0.00 %
Structural	-	-	-	-	-	$0	0.00 %
Exterior	-	-	-	-	-	$0	0.00 %
Interior	-	-	$6,797	$368,936	$7,005	$382,739	10.66 %
Mechanical	-	$203,063	$32,743	-	-	$235,807	6.57 %
Electrical	-	-	-	-	$101,238	$101,238	2.82 %
Plumbing	-	-	-	$7,992	$8,946	$16,938	0.47 %
Fire and Life Safety	-	-	-	-	-	$0	0.00 %
Technology	-	-	$2,351,327	-	-	$2,351,327	65.48 %
Conveyances	-	-	-	-	-	$0	0.00 %
Specialties	-	-	$4,563	-	-	$4,563	0.13 %
Total	$0	$203,063	$2,470,975	$405,258	$511,854	$3,591,150	

**Displayed totals may not sum exactly due to mathematical rounding*

The building systems with the most need include:

Technology	-	$2,351,327
Site	-	$498,537
Interior	-	$382,739

The chart below represents the building systems and associated deficiency costs.

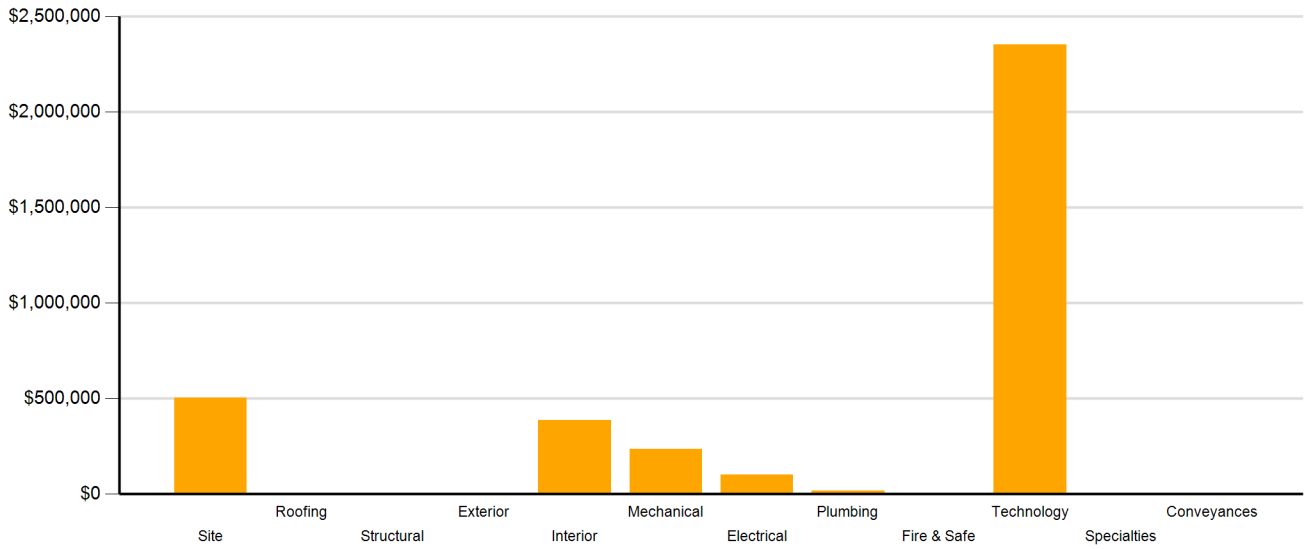


Figure 2: System Deficiencies

Current Deficiencies by Category

Deficiencies have been further grouped according to the observed category.

• **Acoustics** deficiencies relate to room acoustics, sound insolation, and mechanical systems and vibration control modeled after ANSI/ASA Standard S12.60-2010 and ASHRAE Handbook, Chapter 47 on Sound and Vibration Control.

• **Barrier to Accessibility** deficiencies relate to the Americans with Disabilities Act and the Rhode Island Governors Commission on Disability. Additional items related to accessibility may be included other categories.

• **Capital Renewal** items have reached or exceeded serviceable life and require replacement. These are current and do not include life cycle capital renewal forecasts. Also included are deficiencies correcting planned work postponed beyond its regular life expectancy.

• **Code Compliance** deficiencies related to current codes. Many may fall under grandfather clauses, which allow buildings to continue operating under codes effective at the time of construction. However, there are instances where the level of renovation requires full compliance which are reflected in the master plan.

• **Educational Adequacy** deficiencies identify where facilities do not align with the Basic Education Program and the RIDE School Construction Regulations.

• **Functional Deficiencies** are deficiencies for components or systems that have failed before the end of expected life or are not the right application, size, or design.

• **Hazardous Materials** include deficiencies for building systems or components containing potentially hazardous material. The team focused on identifying asbestos containing building materials (ACBMs), lead based painted (LBP) areas, polychlorinated biphenyls (PCBs), and chlorofluorocarbons (CFCs). As part of an indoor air and exterior air quality assessment, the team noted evidence of mold, water intrusion, mercury, and oil and hazardous materials (OHMs) exposure. With other scopes of work there may be other costs associated with hazardous materials.

• **Technology** deficiencies relate to network architecture, technology infrastructure, classroom systems, and support. Examples of technology deficiencies include: security cameras, secure electronic access, telephone handsets, and dedicated air conditioning for telecommunication rooms.

• **Traffic** deficiencies relate to vehicle or pedestrian traffic, such as bus loops, crosswalks, and pavement markings.

The following chart and table represent the deficiency category by priority. This listing includes current deficiencies for all building systems.

Table 2: Deficiency Category by Priority

	Priority					
Category	**1**	**2**	**3**	**4**	**5**	**Total**
Acoustics	-	-	-	$351,624	-	$351,624
Barrier to Accessibility	-	-	-	-	-	$0
Capital Renewal	-	$203,063	$39,541	$7,992	$3,187	$253,783
Code Compliance	-	-	-	-	-	$0
Educational Adequacy	-	-	$21,676	$28,329	$508,667	$558,672
Functional Deficiency	-	-	-	-	-	$0
Hazardous Material	-	-	-	$17,313	-	$17,313
Technology	-	-	$2,334,215	-	-	$2,334,215
Traffic	-	-	$75,544	-	-	$75,544
Total	$0	$203,063	$2,470,975	$405,258	$511,854	$3,591,150

**Displayed totals may not sum exactly due to mathematical rounding*

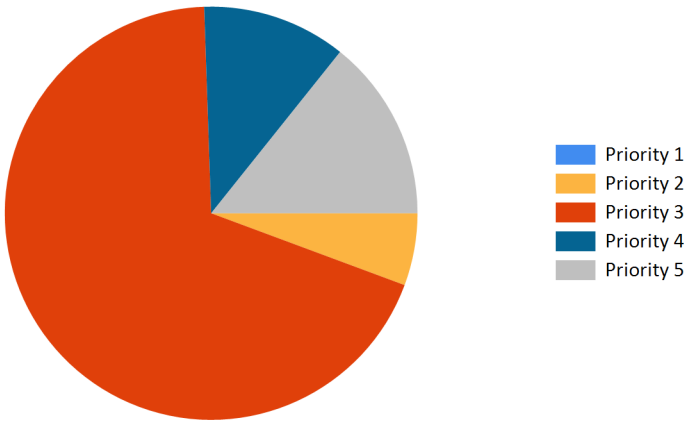


Figure 3: Current deficiencies by priority

Life Cycle Capital Renewal Forecast

During the facility condition assessment, assessors inspected all major building systems. If a need for immediate replacement was identified, a deficiency was created with the estimated repair costs. The identified deficiency contributes to the facility's total current repair costs.

Capital planning scenarios span multiple years, as opposed to being constrained to immediate repairs. Construction projects may begin several years after the initial facility condition assessment. Therefore, in addition to the current year repair costs, it is necessary to forecast the facility's future costs using a 5-year life cycle renewal forecast model.

Life cycle renewal is the projection of future building system costs based upon each individual system's expected serviceable life. Building systems and components age over time, eventually break down, reach the end of their useful lives, and may require replacement. While an item may be in good condition now, it might reach the end of its life before a planned construction project occurs.

The following chart shows all current deficiencies and the subsequent 5-year life cycle capital renewal projections. The projections outline costs for major building systems in which a component is expected to reach the end of its useful life and require capital funding for replacement.

Table 3: Capital Renewal Forecast

		Life Cycle Capital Renewal Projections						
System	Current Deficiencies	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	LC Yr. 1-5 Total	Total 5-Year Need
Site	$498,537	$0	$0	$0	$0	$0	$0	$498,537
Roofing	$0	$0	$0	$0	$0	$0	$0	$0
Structural	$0	$0	$0	$0	$0	$0	$0	$0
Exterior	$0	$0	$0	$0	$0	$0	$0	$0
Interior	$382,739	$0	$0	$0	$262,119	$1,607,321	$1,869,440	$2,252,179
Mechanical	$235,807	$0	$0	$0	$70,580	$0	$70,580	$306,387
Electrical	$101,238	$0	$0	$0	$0	$0	$0	$101,238
Plumbing	$16,938	$0	$0	$10,644	$0	$0	$10,644	$27,582
Fire and Life Safety	$0	$0	$0	$0	$0	$0	$0	$0
Technology	$2,351,327	$0	$0	$0	$0	$0	$0	$2,351,327
Conveyances	$0	$0	$0	$0	$0	$0	$0	$0
Specialties	$4,563	$0	$0	$0	$0	$0	$0	$4,563
Total	**$3,591,150**	**$0**	**$0**	**$10,644**	**$332,699**	**$1,607,321**	**$1,950,664**	**$5,541,814**

**Displayed totals may not sum exactly due to mathematical rounding*

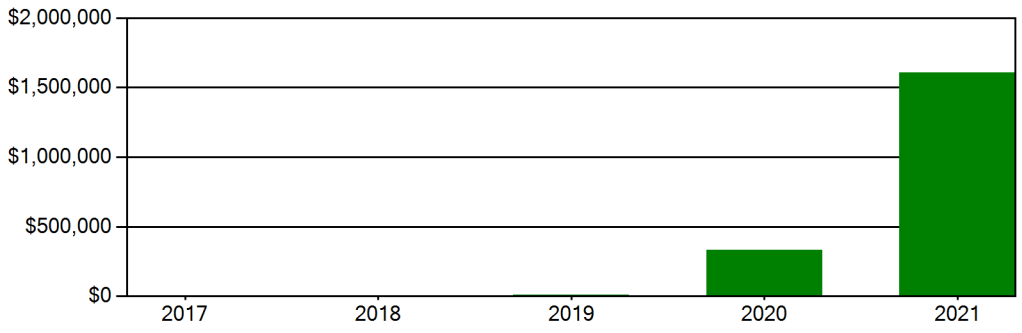
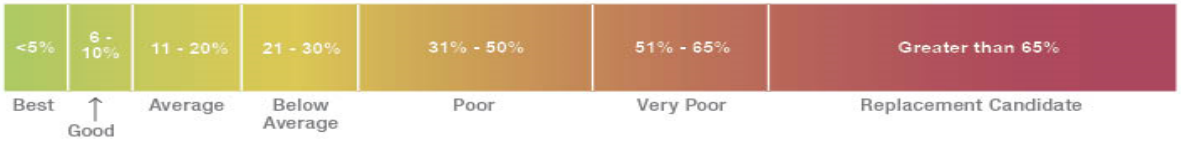


Figure 4: Life Cycle Capital Renewal Forecast

Facility Condition Index (FCI)

The Facility Condition Index (FCI) is used throughout the facility condition assessment industry as a general indicator of a building's health. Since 1991, the facility management industry has used an index called the FCI to benchmark the relative condition of a group of schools. The FCI is derived by dividing the total repair cost, including educational adequacy and site-related repairs, by the total replacement cost. A facility with a higher FCI percentage has more need, or higher priority, than a facility with a lower FCI. It should be noted that costs in the New Construction category are not included in the FCI calculation.



Financial modeling has shown that over a 30-year period, it is more cost effective to replace than repair schools with a FCI of 65 percent or greater. This is due to efficiency gains with facilities that are more modern and the value of the building at the end of the analysis period. It is important to note that the FCI at which a facility should be considered for replacement is typically debated and adjusted based on property owners and facility managers approach to facility management. Of course, FCI is not the only factor used to identify buildings that need renovation, replacement, or even closure. Historical significance, enrollment trends, community sentiment, and the availability of capital are additional factors that are analyzed when making school facility decisions.

For master planning purposes, the total current deficiencies and the first five years of projected life cycle needs were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A 5-year FCI was calculated by dividing the 5-year need by the total replacement cost. Costs associated with new construction are not included in the FCI calculation.

The replacement value represents the estimated cost of replacing the current building with another building of like size, based on today's estimated cost of construction in the Providence, Rhode Island area. The estimated replacement cost for this facility is $36,960,000. For planning purposes, the total 5-year need at the Frank E. Thompson Middle School is $5,552,904 (Life Cycle Years 1-5 plus the FCI deficiency cost). The Frank E. Thompson Middle School facility has a 5-year FCI of 14.99%.

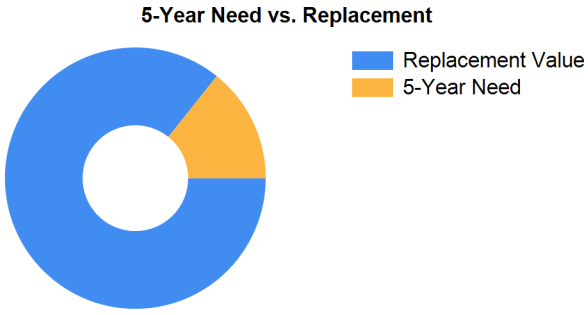


Figure 5: 5-Year FCI

It is important to reiterate that this FCI replacement threshold is not conclusive, but is intended to initiate planning discussion in which other relevant issues with regard to a facility's disposition must be incorporated. This merely suggests where conversations regarding replacement might occur.

Rhode Island Aspirational Capacity

The capacity of a school reflects how many students the school's physical facility can effectively serve. There are various methodologies that exist to calculate capacity. It is not uncommon to review an existing building only to find that the capacity that had once been assigned is greater than what can be reasonably accommodated today. This is primarily because of a change in how programs are delivered.

The Rhode Island Aspirational Capacity is based on the Rhode Island School Construction Regulations (SCRs) and is an aspirational goal of space use. The capacity for each individual public school in the state of Rhode Island was designed to conform to Section 1.06-2 Space Allowance Guidelines of the Rhode Island Department of Education (RIDE) SCRs. These regulations outline the allowed gross square feet (GSF) per student at each school type (ES, MS, HS) by utilizing a sliding scale based on projected enrollment. The resulting capacities reflect how school capacities align to the SCRs for new construction. The existing enrollment was multiplied by the GSF per student for the appropriate bracket. For the purposes of this analysis, Pre-K centers were rolled into the elementary totals, and K-8 facilities were counted as middle schools.

The most consistent and equitable way a state can determine school capacities across a variety of districts and educational program offerings is to use square-foot-per-student standards. In contrast, in the 2013 Public Schoolhouse Assessment Report, LEAs self-reported capacities for their elementary, middle and high schools. Districts typically report "functional capacity," which is defined as the number of students each classroom can accommodate. Functional capacity counts how many students can occupy a space, not how much room students and teachers have within that space. For example, a 650-square-foot classroom and a 950-square-foot classroom can both have a reported capacity of 25 students, but the actual teaching and learning space per student varies greatly.

The variation in square feet per student impacts the kinds of teaching practices possible in each space. The lowest allocation of space per student restricts group and project-based learning strategies and requires teachers to teach in more traditional, lecture-style formats, due to a lack of space. Furthermore, the number of students that can be accommodated in a classroom does not account for access to sufficient common spaces such as libraries, cafeterias, and gymnasiums. When cafeterias are undersized relative to the population, schools must host four or more lunch periods a day, resulting in some students eating lunch mid-morning and some mid-afternoon. Similarly, undersized libraries and gymnasiums create scheduling headaches for schools and restrict student access. Finally, a classroom count-only approach to school capacity does not consider the inherent scheduling challenges schools face.

Applying the Rhode Island Aspirational Capacity, a facility of this size could ideally support an enrollment of approximately 633 students.

Facility New Construction

As part of the Educational Program Space Assessment, select core spaces were compared to the RI School Construction Regulations. If it was determined that a facility was in need of square footage related to a cafeteria or library/media center, a cost for additional space was estimated. This cost is not included in the total 5-year need or the 5-year FCI calculation.

The New Construction cost to bring the Frank E. Thompson Middle School cafeteria and/or library/media center to the size prescribed by the SCRs is estimated to be $799,762.

Summary of Findings

The Frank E. Thompson Middle School comprises 112,000 square feet and was constructed in 1903. Current deficiencies at this school total $3,602,240. Five year capital renewal costs total $1,950,664. The total identified need for the Frank E. Thompson Middle School (current deficiencies and 5-year capital renewal costs) is $5,552,904. The 5-year FCI is 14.99%.

Table 4: Facility Condition by Building

	Gross Sq Ft	Year Built	Current Deficiencies	LC Yr. 1-5 Total	Total 5 Yr Need (Yr 1-5 + Current Defs)	5-Year FCI
Frank E. Thompson Middle School Totals	112,000	1903	$3,602,240	$1,950,664	$5,552,904	14.99%

**Displayed totals may not sum exactly due to mathematical rounding*

The following pages provide a listing of all current deficiencies and 5-year life cycle need and the associated costs, followed by photos taken during the assessment.

Cost Estimating

Cost estimates are derived from local cost estimating expertise and enhanced by industry best practices, historical cost data, and relevance to the Rhode Island region. Costs have been developed from current market rates as of the 2nd quarter in 2016. All costs are based on a replace-in-kind approach, unless the item was not in compliance with national or state regulations or standards.

For planning and budgeting purposes, facility assessments customarily add a soft cost multiplier onto deficiency repair cost estimates. This soft cost multiplier accounts for costs that are typically incurred when contracting for renovation and construction services. Soft costs typically include construction cost factors, such as contractor overhead and profit, as well as labor and material inflation, professional fees, and administrative costs. Based on the Rhode Island School Construction Regulations, a soft cost multiplier of 20% is included on all cost estimates. Other project allowances are included in the cost estimates based on school attributes such as age, location, and historic designation. All stated costs in the assessment report will include soft costs for planning and budgeting purposes. These are estimates, and costs will vary at the time of construction.

Site Level Deficiencies

Site

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Traffic Signage Is Required	Traffic	2	Ea.	3	$75,544	4463
Note: Add flashing beacons to school zone signs						
Backstops Require Replacement	Educational Adequacy	1	Ea.	4	$28,329	28504
Note: Backstops Require Replacement						
Exterior Basketball Goals are Required	Educational Adequacy	1	Ea.	5	$5,807	28757
Note: Exterior Basketball Goals are Required						
PE / Recess Playfield is Missing and is Needed	Educational Adequacy	1	Ea.	5	$64,020	54898
Note: PE / Recess Playfield is Missing and is Needed						
School lacks a competition track.	Educational Adequacy	1	Ea.	5	$324,837	28249
Note: School lacks a competition track.						
	Sub Total for System	**5**	**items**		**$498,537**	
	Sub Total for School and Site Level	**5**	**items**		**$498,537**	

Building: 01 - Main Building

Interior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Interior Door Hardware Requires Replacement	Capital Renewal	2	Door	3	$6,797	1576
Location: Nurse's Office						
Caulking - significant areas of broken pieces &/or deteriorating caulk	Hazardous Material	286	LF	4	$5,891	Rollup
Paint (probable pre-1978 in base layer(s)) - large areas (> 10 sq. ft.) of peeling/damage & area in active use - children (measurement unit - square feet)	Hazardous Material	84	SF	4	$865	Rollup
Paint (probable pre-1978 in base layer(s)) -large areas (> 10 sq. ft.)of peeling/damage & area in active use-adults only (measurement unit - square feet)	Hazardous Material	965	SF	4	$9,939	Rollup
Room Is Excessively Reverberant	Acoustics	14,528	SF	4	$351,624	27941
Location: Cafeteria, Gym, Library						
Wall/ceiling materials - large areas (> 10 sq. ft.) of damage & area in active use - children	Hazardous Material	60	SF	4	$618	Rollup
Classroom Door Requires Vision Panel	Educational Adequacy	2	Ea.	5	$3,818	Rollup
Moveable Partitions Require Repair	Capital Renewal	442	SF	5	$3,187	1607
Note: Track is bent.						
	Sub Total for System	**8**	**items**		**$382,739**	

Mechanical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Package DX Unit Requires Replacement	Capital Renewal	2	Ea.	2	$203,063	2442
Large HVAC Circulating Pump Requires Replacement	Capital Renewal	2	Ea.	3	$32,743	1753
Note: Pump 1 has a bad seal and bearing.						
	Sub Total for System	**2**	**items**		**$235,807**	

Electrical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room Has Insufficient Electrical Outlets	Educational Adequacy	204	Ea.	5	$101,238	Rollup
	Sub Total for System	**1**	**items**		**$101,238**	

Plumbing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Refrigerated Water Cooler Requires Replacement	Capital Renewal	1	Ea.	4	$7,992	1756
Location: Gym						
Room lacks a drinking fountain.	Educational Adequacy	4	Ea.	5	$4,411	Rollup
The Class Room Lavatories Plumbing Fixtures Are Missing And Should Be Installed	Educational Adequacy	3	Ea.	5	$4,535	Rollup
	Sub Total for System	**3**	**items**		**$16,938**	

Technology

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room lacks Interactive White Board	Educational Adequacy	3	Ea.	3	$17,113	Rollup
Technology: Classroom AV/Multimedia systems are in need of improvements.	Technology	1	Ea.	3	$10,299	4261
Technology: Classroom AV/Multimedia systems are inadequate and/or near end of useful life.	Technology	58	Ea.	3	$1,254,445	4262
Technology: Gymnasium sound system is nonexistent, inadequate, or near end of useful life.	Technology	1	Ea.	3	$9,887	4267
Technology: Instructional spaces do not have local sound reinforcement.	Technology	58	Ea.	3	$298,677	4259
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,768	4255
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,768	4258
Technology: Intermediate Telecommunications Room is not dedicated. Room requires partial walls and/or major improvements.	Technology	1	Ea.	3	$40,785	4257
Technology: Intermediate Telecommunications Room needs minor improvements.	Technology	1	Ea.	3	$18,127	4254
Technology: Main Telecommunications Room ground system is inadequate or non-existent.	Technology	1	Ea.	3	$7,209	4252
Technology: Main Telecommunications Room needs minor improvements.	Technology	1	Ea.	3	$23,482	4251
Technology: Network system inadequate and/or near end of useful life	Technology	6	Ea.	3	$49,436	4264
Technology: Network system inadequate and/or near end of useful life	Technology	112,000	SF	3	$34,605	4265
Technology: Network system inadequate and/or near end of useful life	Technology	38	Ea.	3	$195,685	4266
Technology: PA/Bell/Clock system is inadequate and/or near end of useful life.	Technology	112,000	SF	3	$207,632	4268
Technology: Special Space AV/Multimedia system is inadequate.	Technology	1	Ea.	3	$58,706	4260
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$5,150	4253
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$5,150	4256
Technology: Telephone handsets are inadequate and sparsely deployed throughout the campus.	Technology	58	Ea.	3	$95,577	4270
Technology: Telephone system is inadequate and/or non-existent.	Technology	1	Ea.	3	$7,827	4269
	Sub Total for System	**20**	**items**		**$2,351,327**	

Specialties

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room has insufficient writing area.	Educational Adequacy	1	Ea.	3	$4,563	Rollup
	Sub Total for System	**1**	**items**		**$4,563**	
	Sub Total for Building 01 - Main Building	**35**	**items**		**$3,092,612**	
	Total for Campus	**40**	**items**		**$3,591,150**	

Frank E. Thompson Middle School - Life Cycle Summary Yrs 1-5

Building: 01 - Main Building

Interior

Uniformat Description	LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Carpeting	Carpet	12,048	SF	$262,119	4
Wall Painting and Coating	Painting/Staining (Bldg SF)	112,000	SF	$740,023	5
Resilient Flooring	Vinyl Composition Tile Flooring	75,603	SF	$867,298	5
	Sub Total for System	**3**	**items**	**$1,869,439**	

Mechanical

Uniformat Description	LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Decentralized Cooling	Ductless Split System (1 Ton)	5	Ea.	$70,580	4
	Sub Total for System	**1**	**items**	**$70,580**	

Plumbing

Uniformat Description	LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Domestic Water Equipment	Water Heater - Gas - 100 Gallon	2	Ea.	$10,644	3
	Sub Total for System	**1**	**items**	**$10,644**	
	Sub Total for Building 01 - Main Building	**5**	**items**	**$1,950,663**	
	Total for: Frank E. Thompson Middle School	**5**	**items**	**$1,950,663**	

Supporting Photos

Site Aerial

Pump

Cafeteria

Typical Classroom

Computer Lab

Gymnasium

EPDM At Upper Roof Level

Band Room

Entry

Library

Elevation

Metal Siding At Roof Level

Partition Wall Track Is Bent

Shingle / EPDM

Science Classroom

Facility Condition Assessment

Newport - Rogers High School | *June 2017*

15 Wickham Road, Newport, RI 02840

Introduction

Rogers High School, located at 15 Wickham Road in Newport, Rhode Island, was built in 1957. It comprises 205,000 gross square feet. Each school across the district was visited three times during the Facility Condition Assessments by three teams of specialists in the spring/summer of 2016.

Rogers High School serves grades 9 - 12, has 48 instructional spaces, and has an enrollment of 590. Instructional spaces are defined as rooms in which a student receives education. The LEA reported capacity for Rogers High School is 1,000 with a resulting utilization of 59%.

For master planning purposes a 5-year need was developed to provide an understanding of the current need as well as the projected needs in the near future. For Rogers High School the 5-year need is $51,435,651. The findings contained within this report resulted from an assessment of building systems performed by building professionals experienced in disciplines including: architecture, mechanical, plumbing, electrical, acoustics, hazardous materials, and technology infrastructure.

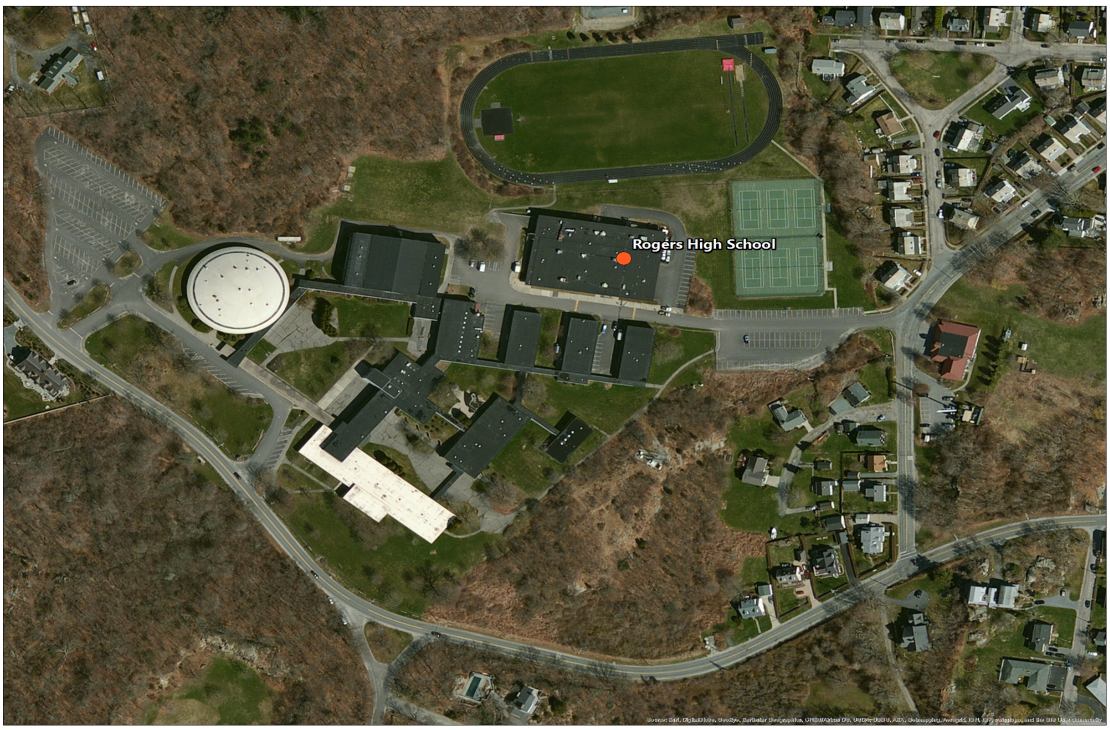


Figure 1: Aerial view of Rogers High School

Approach and Methodology

A facility condition assessment evaluates each building's overall condition. Two components of the facility condition assessment are combined to total the cost for facility need. The two components of the facility condition assessment are current deficiencies and life cycle forecast.

Current Deficiencies: Deficiencies are items in need of repair or replacement as a result of being broken, obsolete, or beyond useful life. The existing deficiencies that currently require correction are identified and assigned a priority. An example of a current deficiency might include a broken lighting fixture or an inoperable roof top air conditioning unit.

Life Cycle Forecast: Life cycle analysis evaluates ages of a building's systems to forecast system replacement as they reach the end of serviceable life. An example of a life cycle system replacement is a roof with a 20-year life that has been in place for 15 years and may require replacement in five years.

Discipline Specialists

All assessment teams produced current deficiencies associated with each school. The assessment for the school facilities at the Rhode Island Department of Education included several specialties:

Facility Condition Assessment: Architectural, mechanical, and electrical engineering professionals observed conditions via a visual observation that did not include intrusive measures, destructive investigations, or testing. Additionally, the assessment incorporated input provided by district facilities and maintenance staff where applicable. The assessment team recorded existing conditions, identified problems and deficiencies, documented corrective action and quantities, and identified the priority of the repair in accordance with parameters defined during the planning phase. The team took digital photos at each school to better identify significant deficiencies.

Technology: Technology specialists visited RIDE facilities and met with technology directors to observe and assess each facility's technology infrastructure. The assessment included network architecture, major infrastructure components, classroom instructional systems, necessary building space and support for technology. The technology assessment took into account the desired technology outcome and best practices and processes to ensure results can be attained effectively.

Hazardous Materials: Schools constructed prior to 1990 were assessed by specialists to identify the presence of hazardous materials. The team focused on identifying asbestos containing building materials (ACBMs), lead-based painted (LBP) areas, polychlorinated biphenyls (PCBs), and chlorofluorocarbons (CFCs). As part of an indoor air and exterior air quality assessment, the team noted evidence of mold, water intrusion, mercury, and oil and hazardous materials (OHMs) exposure. If sampling and analysis was required, these activities were recommended but not included in the scope of work.

Traffic: A traffic specialist performed an in-office review of aerial imagery of the traffic infrastructure around the facilities in accordance with section 1.05-7 in the Rhode Island School Construction Regulations and reviewed data collected on site during the facility condition assessment. Based on this information, deficiencies and corrective actions were identified. High problem areas were identified for consideration of more detailed site-specific study and analysis in the future.

Acoustics: Specialists assessed each school's acoustics, including architectural acoustics, mechanical system noise and vibration, and environmental noise. The assessment team evaluated room acoustics with particular attention to the intelligibility of speech in learning spaces, interior and exterior sound isolation, and mechanical system noise and vibration control.

Educational Program Space Assessment: Teams evaluated schools to ensure that that all spaces adequately support the districts educational program. Standards are established for each classroom type or instructional space. Each space is evaluated to determine if it meets those standards and a listing of alterations that should be made to make the space a better environment for teaching and learning was created.

System Summaries

The following tables summarize major building systems at the Rogers High School campus, identified by discipline and building.

Site

The site level systems for this campus include:

Site	Asphalt Parking Lot Pavement
	Asphalt Roadway Pavement
	Asphalt Pedestrian Pavement
	Concrete Pedestrian Pavement

Building Envelope

The exterior systems for the building(s) at this campus includes:

01 - Main Building:	Brick Exterior Wall
	Metal Panel Exterior Wall
	Storefront / Curtain Wall
	Steel Exterior Entrance Doors
	Overhead Exterior Utility Doors
02 - Building 02:	Brick Exterior Wall
	Stucco Exterior Wall
	Storefront / Curtain Wall
	Steel Exterior Entrance Doors
	Overhead Exterior Utility Doors

The roofing for the building(s) at this campus consists of:

01 - Main Building:	Cast In Place Concrete Roofing
	Single Ply Roofing
	Canopy Roofing
02 - Building 02:	Single Ply Roofing

Interior

The interior systems for the building(s) at this campus include:

01 - Main Building:	Wood Interior Doors
	Interior Door Hardware
	Suspended Acoustical Grid System
	Suspended Acoustical Ceiling Tile
	Adhered Acoustical Ceiling Tiles
	Painted Ceilings
	Metal Panel Ceilings
	Wood Wall Paneling
	Interior Wall Painting

01 - Main Building:	Concrete Flooring
	Ceramic Tile Flooring
	Quarry Tile Flooring
	Wood Flooring
	Vinyl Composition Tile Flooring
	Terrazzo Flooring
	Epoxy Coated Flooring
	Carpet
02 - Building 02:	Steel Interior Doors
	Interior Door Hardware
	Suspended Acoustical Grid System
	Suspended Acoustical Ceiling Tile
	Painted Ceilings
	Ceramic Tile Wall
	Interior Wall Painting
	Concrete Flooring
	Ceramic Tile Flooring
	Quarry Tile Flooring
	Vinyl Composition Tile Flooring
	Carpet

Mechanical

The mechanical systems for the building(s) at this campus include:

01 - Main Building:	4,200 MBH Cast Iron Steam Boiler
	8,500 MBH Cast Iron Boiler
	Finned Wall Radiator
	20 MBH Steam Unit Heater
	Pneumatic Heating System Controls
	1 Ton Ductless Split System
	Window Units
	Make-up Air Unit
	1 HP or Smaller Pump
	2-Pipe Steam Hydronic Distribution System
	2,000 CFM Interior AHU
	Ductwork
	5 Ton DX Gas Roof Top Unit
	Roof Exhaust Fan
	Kitchen Exhaust Hoods
	Laboratory Fume Hood
	Fire Sprinkler System
02 - Building 02:	20 kW Electric Unit Heater
	200 MBH Gas Unit Heater

02 - Building 02:	Pneumatic Heating System Controls
	Make-up Air Unit
	1 HP or Smaller Pump
	5 Ton DX Gas Roof Top Unit
	Ductwork
	Roof Exhaust Fan
	Kitchen Exhaust Hoods
	Fire Sprinkler System

Plumbing

The plumbing systems for the building(s) at this campus include:

01 - Main Building:	250 Gallon Water Storage Tank
02 - Building 02:	250 Gallon Water Storage Tank
01 - Main Building:	4" Backflow Preventers
	Gas Piping System
	40 Gallon Gas Water Heater
02 - Building 02:	2" Backflow Preventers
	Gas Piping System
	40 Gallon Gas Water Heater
01 - Main Building:	Domestic Water Piping System
02 - Building 02:	Domestic Water Piping System
01 - Main Building:	Lavatories
	Mop/Service Sinks
	Refrigerated Drinking Fountain
	Restroom Lavatories
	Showers
	Toilets
	Urinals
02 - Building 02:	Lavatories
	Mop/Service Sinks
	Refrigerated Drinking Fountain
	Toilets
01 - Main Building:	Sump Pump
02 - Building 02:	Air Compressor (1 hp)

Electrical

The electrical systems for the building(s) at this campus include:

01 - Main Building:	Electrical Service
	225 KVA Transformer
	1600 Amp Distribution Panel
	800 Amp Distribution Panel
	Building Mounted Lighting Fixtures

01 - Main Building:	Canopy Mounted Lighting Fixtures
	Light Fixtures
02 - Building 02:	Electrical Service
	800 Amp Distribution Panel
	Light Fixtures
	Building Mounted Lighting Fixtures
	Canopy Mounted Lighting Fixtures

Facility Deficiency Priority Levels

Deficiencies were ranked according to five priority levels, with Priority 1 items being the most critical to address:

Priority 1 – Mission Critical Concerns: Deficiencies or conditions that may directly affect the school's ability to remain open or deliver the educational curriculum. These deficiencies typically relate to building safety, code compliance, severely damaged or failing building components, and other items that require near-term correction. An example of a Priority 1 deficiency is a fire alarm system replacement.

Priority 2 – Indirect Impact to Educational Mission: Items that may progress to a Priority 1 item if not addressed in the near term. Examples of Priority 2 deficiencies include inadequate roofing that could cause deterioration of integral building systems, and conditions affecting building envelopes, such as roof and window replacements.

Priority 3 – Short-Term Conditions: Deficiencies that are necessary to the school's mission but may not require immediate attention. These items should be considered necessary improvements required to maximize facility efficiency and usefulness. Examples of Priority 3 items include site improvements and plumbing deficiencies.

Priority 4 – Long-Term Requirements: Items or systems that may be considered improvements to the instructional environment. The improvements may be aesthetic or provide greater functionality. Examples include cabinets, finishes, paving, removal of abandoned equipment, and educational accommodations associated with special programs.

Priority 5 – Enhancements: Deficiencies aesthetic in nature or considered enhancements. Typical deficiencies in this priority include repainting, replacing carpet, improved signage, or other improvements to the facility environment.

The following chart summarizes this site's current deficiencies by building system and priority. The listing details current deficiencies including deferred maintenance, functional deficiencies, code compliance, capital renewal, hazardous materials and technology categories.

Table 1: System by Priority

	Priority						
System	1	2	3	4	5	Total	% of Total
Site	-	-	$914,964	$56,658	$358,832	$1,330,454	3.51 %
Roofing	-	$1,283,441	$513,376	-	-	$1,796,817	4.73 %
Structural	-	-	-	-	-	$0	0.00 %
Exterior	-	$9,824,849	-	-	$98,226	$9,923,075	26.15 %
Interior	-	-	$1,100,424	$1,533,283	$81,603	$2,715,311	7.15 %
Mechanical	-	$8,998,494	$15,899	$1,666,464	-	$10,680,858	28.14 %
Electrical	$4,237	$613,604	$41,253	$52,279	$125,148	$836,520	2.20 %
Plumbing	-	-	$2,477,809	$137,710	$58,659	$2,674,178	7.05 %
Fire and Life Safety	$4,196,528	-	-	-	-	$4,196,528	11.06 %
Technology	-	-	$3,256,269	$7,891	-	$3,264,160	8.60 %
Conveyances	-	-	-	$22,817	-	$22,817	0.06 %
Specialties	-	-	$18,253	$451,311	$42,781	$512,346	1.35 %
Total	$4,200,765	$20,720,387	$8,338,248	$3,928,413	$765,250	$37,953,063	

**Displayed totals may not sum exactly due to mathematical rounding*

The building systems with the most need include:

Mechanical	-	$10,680,858
Exterior	-	$9,923,075
Fire and Life Safety	-	$4,196,528

The chart below represents the building systems and associated deficiency costs.

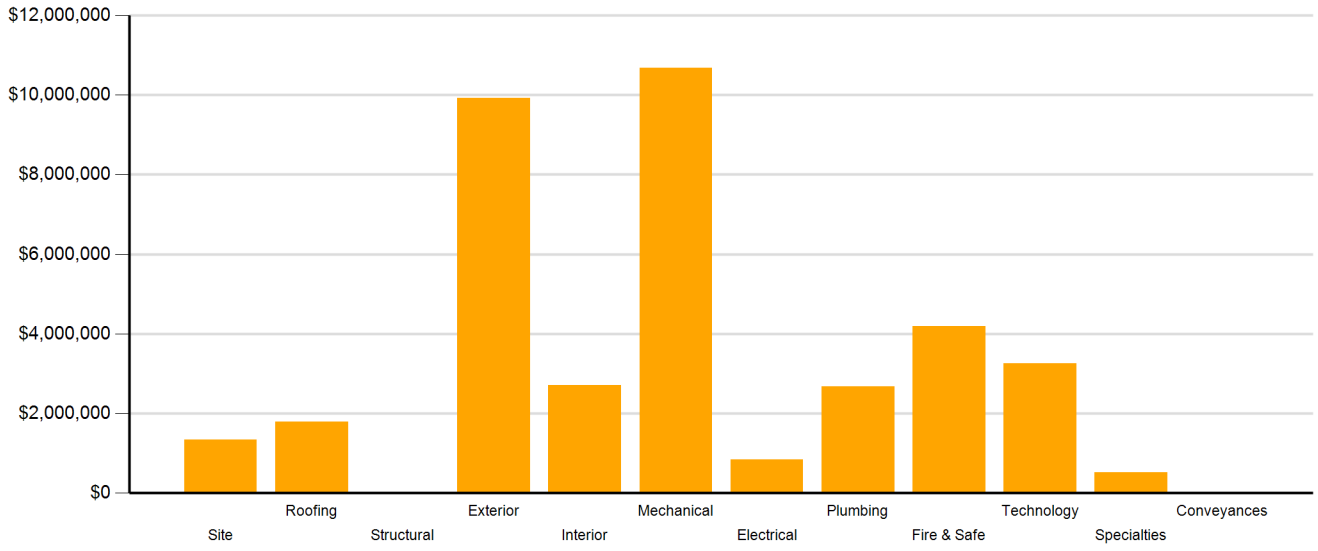


Figure 2: System Deficiencies

Current Deficiencies by Category

Deficiencies have been further grouped according to the observed category.

• **Acoustics** deficiencies relate to room acoustics, sound insolation, and mechanical systems and vibration control modeled after ANSI/ASA Standard S12.60-2010 and ASHRAE Handbook, Chapter 47 on Sound and Vibration Control.

• **Barrier to Accessibility** deficiencies relate to the Americans with Disabilities Act and the Rhode Island Governors Commission on Disability. Additional items related to accessibility may be included other categories.

• **Capital Renewal** items have reached or exceeded serviceable life and require replacement. These are current and do not include life cycle capital renewal forecasts. Also included are deficiencies correcting planned work postponed beyond its regular life expectancy.

• **Code Compliance** deficiencies related to current codes. Many may fall under grandfather clauses, which allow buildings to continue operating under codes effective at the time of construction. However, there are instances where the level of renovation requires full compliance which are reflected in the master plan.

• **Educational Adequacy** deficiencies identify where facilities do not align with the Basic Education Program and the RIDE School Construction Regulations.

• **Functional Deficiencies** are deficiencies for components or systems that have failed before the end of expected life or are not the right application, size, or design.

• **Hazardous Materials** include deficiencies for building systems or components containing potentially hazardous material. The team focused on identifying asbestos containing building materials (ACBMs), lead based painted (LBP) areas, polychlorinated biphenyls (PCBs), and chlorofluorocarbons (CFCs). As part of an indoor air and exterior air quality assessment, the team noted evidence of mold, water intrusion, mercury, and oil and hazardous materials (OHMs) exposure. With other scopes of work there may be other costs associated with hazardous materials.

• **Technology** deficiencies relate to network architecture, technology infrastructure, classroom systems, and support. Examples of technology deficiencies include: security cameras, secure electronic access, telephone handsets, and dedicated air conditioning for telecommunication rooms.

• **Traffic** deficiencies relate to vehicle or pedestrian traffic, such as bus loops, crosswalks, and pavement markings.

The following chart and table represent the deficiency category by priority. This listing includes current deficiencies for all building systems.

Table 2: Deficiency Category by Priority

	Priority					
Category	**1**	**2**	**3**	**4**	**5**	**Total**
Acoustics	-	-	$482,754	-	-	$482,754
Barrier to Accessibility	-	-	$111,549	-	-	$111,549
Capital Renewal	$4,139,486	$20,720,387	$3,743,401	$2,563,744	$213,949	$31,380,969
Code Compliance	-	-	-	-	-	$0
Educational Adequacy	$61,279	-	$52,325	$134,277	$551,301	$799,181
Functional Deficiency	-	-	$19,689	-	-	$19,689
Hazardous Material	-	-	-	$1,230,392	-	$1,230,392
Technology	-	-	$3,222,197	-	-	$3,222,197
Traffic	-	-	$706,333	-	-	$706,333
Total	$4,200,765	$20,720,387	$8,338,248	$3,928,413	$765,250	$37,953,063

**Displayed totals may not sum exactly due to mathematical rounding*

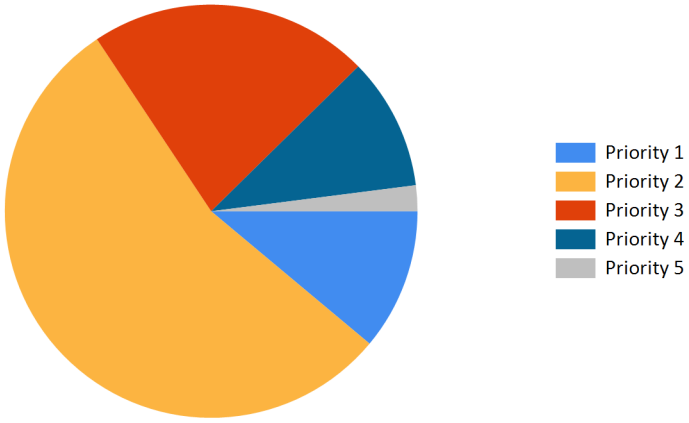


Figure 3: Current deficiencies by priority

Life Cycle Capital Renewal Forecast

During the facility condition assessment, assessors inspected all major building systems. If a need for immediate replacement was identified, a deficiency was created with the estimated repair costs. The identified deficiency contributes to the facility's total current repair costs.

Capital planning scenarios span multiple years, as opposed to being constrained to immediate repairs. Construction projects may begin several years after the initial facility condition assessment. Therefore, in addition to the current year repair costs, it is necessary to forecast the facility's future costs using a 5-year life cycle renewal forecast model.

Life cycle renewal is the projection of future building system costs based upon each individual system's expected serviceable life. Building systems and components age over time, eventually break down, reach the end of their useful lives, and may require replacement. While an item may be in good condition now, it might reach the end of its life before a planned construction project occurs.

The following chart shows all current deficiencies and the subsequent 5-year life cycle capital renewal projections. The projections outline costs for major building systems in which a component is expected to reach the end of its useful life and require capital funding for replacement.

Table 3: Capital Renewal Forecast

		Life Cycle Capital Renewal Projections						
System	Current Deficiencies	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	LC Yr. 1-5 Total	Total 5-Year Need
Site	$1,330,454	$0	$0	$0	$85,084	$239,119	$324,203	$1,654,657
Roofing	$1,796,817	$0	$0	$0	$0	$0	$0	$1,796,817
Structural	$0	$0	$0	$0	$0	$0	$0	$0
Exterior	$9,923,075	$0	$0	$0	$2,129,561	$377,123	$2,506,684	$12,429,760
Interior	$2,715,311	$0	$0	$1,305,714	$2,661,657	$3,714,127	$7,681,498	$10,396,810
Mechanical	$10,680,858	$0	$0	$171,741	$50,031	$0	$221,772	$10,902,630
Electrical	$836,520	$0	$0	$59,258	$157,481	$971,375	$1,188,114	$2,024,634
Plumbing	$2,674,178	$0	$0	$0	$0	$0	$0	$2,674,178
Fire and Life Safety	$4,196,528	$0	$0	$0	$0	$0	$0	$4,196,528
Technology	$3,264,160	$0	$0	$0	$0	$0	$0	$3,264,160
Conveyances	$22,817	$0	$0	$142,605	$0	$570,418	$713,023	$735,840
Specialties	$512,346	$0	$0	$0	$0	$837,557	$837,557	$1,349,903
Total	**$37,953,063**	**$0**	**$0**	**$1,679,318**	**$5,083,814**	**$6,709,719**	**$13,472,851**	**$51,425,914**

**Displayed totals may not sum exactly due to mathematical rounding*

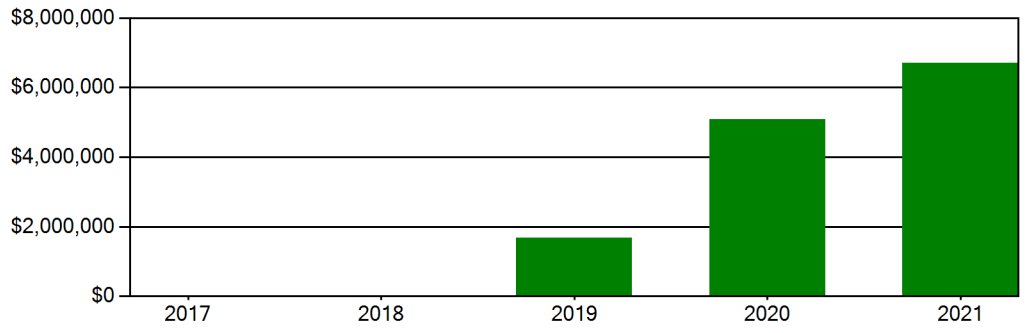
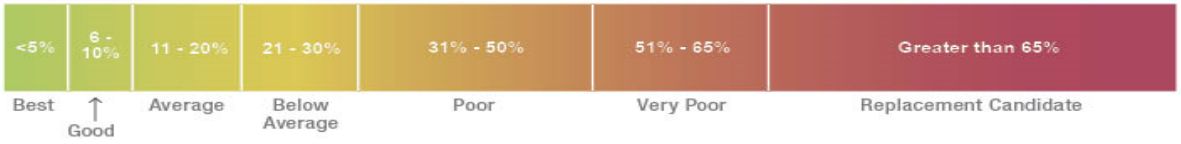


Figure 4: Life Cycle Capital Renewal Forecast

Facility Condition Index (FCI)

The Facility Condition Index (FCI) is used throughout the facility condition assessment industry as a general indicator of a building's health. Since 1991, the facility management industry has used an index called the FCI to benchmark the relative condition of a group of schools. The FCI is derived by dividing the total repair cost, including educational adequacy and site-related repairs, by the total replacement cost. A facility with a higher FCI percentage has more need, or higher priority, than a facility with a lower FCI. It should be noted that costs in the New Construction category are not included in the FCI calculation.



Financial modeling has shown that over a 30-year period, it is more cost effective to replace than repair schools with a FCI of 65 percent or greater. This is due to efficiency gains with facilities that are more modern and the value of the building at the end of the analysis period. It is important to note that the FCI at which a facility should be considered for replacement is typically debated and adjusted based on property owners and facility managers approach to facility management. Of course, FCI is not the only factor used to identify buildings that need renovation, replacement, or even closure. Historical significance, enrollment trends, community sentiment, and the availability of capital are additional factors that are analyzed when making school facility decisions.

For master planning purposes, the total current deficiencies and the first five years of projected life cycle needs were combined. This provides an understanding of the current needs of a facility as well as the projected needs in the near future. A 5-year FCI was calculated by dividing the 5-year need by the total replacement cost. Costs associated with new construction are not included in the FCI calculation.

The replacement value represents the estimated cost of replacing the current building with another building of like size, based on today's estimated cost of construction in the Providence, Rhode Island area. The estimated replacement cost for this facility is $73,800,000. For planning purposes, the total 5-year need at the Rogers High School is $51,435,651 (Life Cycle Years 1-5 plus the FCI deficiency cost). The Rogers High School facility has a 5-year FCI of 69.68%.

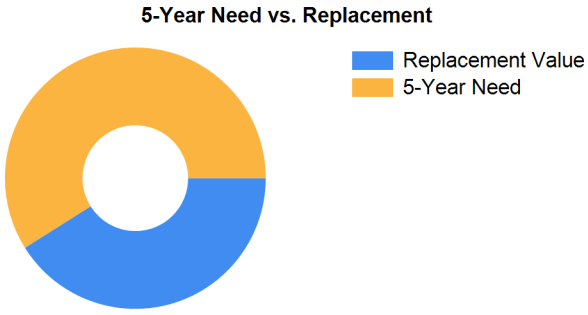


Figure 5: 5-Year FCI

It is important to reiterate that this FCI replacement threshold is not conclusive, but is intended to initiate planning discussion in which other relevant issues with regard to a facility's disposition must be incorporated. This merely suggests where conversations regarding replacement might occur.

Rhode Island Aspirational Capacity

The capacity of a school reflects how many students the school's physical facility can effectively serve. There are various methodologies that exist to calculate capacity. It is not uncommon to review an existing building only to find that the capacity that had once been assigned is greater than what can be reasonably accommodated today. This is primarily because of a change in how programs are delivered.

The Rhode Island Aspirational Capacity is based on the Rhode Island School Construction Regulations (SCRs) and is an aspirational goal of space use. The capacity for each individual public school in the state of Rhode Island was designed to conform to Section 1.06-2 Space Allowance Guidelines of the Rhode Island Department of Education (RIDE) SCRs. These regulations outline the allowed gross square feet (GSF) per student at each school type (ES, MS, HS) by utilizing a sliding scale based on projected enrollment. The resulting capacities reflect how school capacities align to the SCRs for new construction. The existing enrollment was multiplied by the GSF per student for the appropriate bracket. For the purposes of this analysis, Pre-K centers were rolled into the elementary totals, and K-8 facilities were counted as middle schools.

The most consistent and equitable way a state can determine school capacities across a variety of districts and educational program offerings is to use square-foot-per-student standards. In contrast, in the 2013 Public Schoolhouse Assessment Report, LEAs self-reported capacities for their elementary, middle and high schools. Districts typically report "functional capacity," which is defined as the number of students each classroom can accommodate. Functional capacity counts how many students can occupy a space, not how much room students and teachers have within that space. For example, a 650-square-foot classroom and a 950-square-foot classroom can both have a reported capacity of 25 students, but the actual teaching and learning space per student varies greatly.

The variation in square feet per student impacts the kinds of teaching practices possible in each space. The lowest allocation of space per student restricts group and project-based learning strategies and requires teachers to teach in more traditional, lecture-style formats, due to a lack of space. Furthermore, the number of students that can be accommodated in a classroom does not account for access to sufficient common spaces such as libraries, cafeterias, and gymnasiums. When cafeterias are undersized relative to the population, schools must host four or more lunch periods a day, resulting in some students eating lunch mid-morning and some mid-afternoon. Similarly, undersized libraries and gymnasiums create scheduling headaches for schools and restrict student access. Finally, a classroom count-only approach to school capacity does not consider the inherent scheduling challenges schools face.

Applying the Rhode Island Aspirational Capacity, a facility of this size could ideally support an enrollment of approximately 1,108 students.

Facility New Construction

As part of the Educational Program Space Assessment, select core spaces were compared to the RI School Construction Regulations. If it was determined that a facility was in need of square footage related to a cafeteria or library/media center, a cost for additional space was estimated. This cost is not included in the total 5-year need or the 5-year FCI calculation.

The New Construction cost to bring the Rogers High School cafeteria and/or library/media center to the size prescribed by the SCRs is estimated to be $1,890,734.

Summary of Findings

The Rogers High School comprises 205,000 square feet and was constructed in 1957. Current deficiencies at this school total $37,962,800. Five year capital renewal costs total $13,472,851. The total identified need for the Rogers High School (current deficiencies and 5-year capital renewal costs) is $51,435,651. The 5-year FCI is 69.68%.

Table 4: Facility Condition by Building

	Gross Sq Ft	Year Built	Current Deficiencies	LC Yr. 1-5 Total	Total 5 Yr Need (Yr 1-5 + Current Defs)	5-Year FCI
Rogers High School Totals	205,000	1957	$37,962,800	$13,472,851	$51,435,651	69.68%

**Displayed totals may not sum exactly due to mathematical rounding*

The following pages provide a listing of all current deficiencies and 5-year life cycle need and the associated costs, followed by photos taken during the assessment.

Cost Estimating

Cost estimates are derived from local cost estimating expertise and enhanced by industry best practices, historical cost data, and relevance to the Rhode Island region. Costs have been developed from current market rates as of the 2nd quarter in 2016. All costs are based on a replace-in-kind approach, unless the item was not in compliance with national or state regulations or standards.

For planning and budgeting purposes, facility assessments customarily add a soft cost multiplier onto deficiency repair cost estimates. This soft cost multiplier accounts for costs that are typically incurred when contracting for renovation and construction services. Soft costs typically include construction cost factors, such as contractor overhead and profit, as well as labor and material inflation, professional fees, and administrative costs. Based on the Rhode Island School Construction Regulations, a soft cost multiplier of 20% is included on all cost estimates. Other project allowances are included in the cost estimates based on school attributes such as age, location, and historic designation. All stated costs in the assessment report will include soft costs for planning and budgeting purposes. These are estimates, and costs will vary at the time of construction.

Site Level Deficiencies

Site

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Asphalt Walks Require Replacement	Capital Renewal	5,000	SF	3	$42,439	2992
Concrete Walks Require Replacement	Capital Renewal	8,000	SF	3	$162,416	2993
Note: Concrete is cracked and not level.						
Install New Paving	Traffic	34,000	SF	3	$706,333	4457
Note: Extend west side parking lot to allow for more student parking						
Parking Or Roadway Curbs Require Replacement	Capital Renewal	50	LF	3	$3,777	2994
Note: Concrete curbs in front of vocational building.						
Backstops Require Replacement	Educational Adequacy	1	Ea.	4	$28,329	28505
Note: Backstops Require Replacement						
Site Drainage Is Inadequate And Installation Of Drainage Piping	Capital Renewal	150	LF	4	$28,329	2995
Note: East side parking lot, the existing catch basin is clogged.						
School has insufficient baseball fields.	Educational Adequacy	1	Ea.	5	$207,745	28319
Note: School has insufficient baseball fields.						
School has insufficient softball fields.	Educational Adequacy	1	Ea.	5	$151,087	28362
Note: School has insufficient softball fields.						
	Sub Total for System	**8**	**items**		**$1,330,454**	

Electrical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Pole Lighting Is Missing And Needed	Functional Deficiency	1	Ea.	3	$19,689	1507
Note: Install new fixture by parking/auditorium.						
	Sub Total for System	**1**	**items**		**$19,689**	

Specialties

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
High School Athletic Components Require Replacement	Capital Renewal	1	Ea.	4	$449,885	1830
Note: Current high school athletic fields are not usable due to sinkholes. May require relocation of fields.						
	Sub Total for System	**1**	**items**		**$449,885**	
	Sub Total for School and Site Level	**10**	**items**		**$1,800,028**	

Building: 01 - Main Building

Roofing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Single-Ply Membrane Roof Covering Requires Replacement	Capital Renewal	100,000	SF	2	$1,283,441	3035
Note: Water coming in at interior gym/corridor wall.						
Awning Or Canopy Metal Roofing System Requires Replacement	Capital Renewal	9,000	SF	3	$513,376	2983
	Sub Total for System	**2**	**items**		**$1,796,817**	

Exterior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Storefront/Curtain Wall Requires Replacement (Bldg SF)	Capital Renewal	120,000	SF	2	$9,674,293	2991
Note: Seals failing, water actively migrating into building at gym entrance and main entry.						
	Sub Total for System	**1**	**items**		**$9,674,293**	

Interior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Classroom Entry Doors Provide Insufficient Sound Isolation	Acoustics	58	Ea.	3	$482,754	4727
Note: All classrooms						
Interior Doors Require Replacement	Capital Renewal	8	Door	3	$36,887	2987
Location: Gym and auditorium						
The Access Is Not ADA Compliant And Requires A Doorway Access Power Assist Mechanism	Barrier to Accessibility	2	Door	3	$41,831	2988
Note: Main entry has power assist push button, but it is not connected to doors.						
The Carpet Flooring Requires Replacement	Capital Renewal	1,600	SF	3	$34,810	2985

Interior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Adhered Acoustical Ceiling Tile Requires Replacement	Capital Renewal	8,000	SF	4	$86,751	2986
Note: Tiles are damaged or missing.						
Light Deterioration or Damage of 9x9 Asbestos Floor Tile is Present	Hazardous Material	30,180	SF	4	$860,761	Rollup
Moveable Partitions Require Replacement	Capital Renewal	1,600	SF Wall	4	$184,816	2984
Paint (probable pre-1978 in base layer(s)) - large areas (> 10 sq. ft.) of peeling/damage & area in active use - children (measurement unit - linear feet)	Hazardous Material	460	LF	4	$10,496	Rollup
Paint (probable pre-1978 in base layer(s)) - large areas (> 10 sq. ft.) of peeling/damage & area in active use - children (measurement unit - square feet)	Hazardous Material	24,614	SF	4	$234,005	Rollup
Paint (probable pre-1978 in base layer(s)) - damaged area < 9 sq. ft. AND NOT in children-accessible area (measurement unit - each)	Hazardous Material	1	Ea.	4	$285	Rollup
Paint (probable pre-1978 in base layer(s)) - damaged area < 9 sq. ft. AND NOT in children-accessible area (measurement unit - linear feet)	Hazardous Material	110	LF	4	$2,510	Rollup
Paint (probable pre-1978 in base layer(s)) - damaged area < 9 sq. ft. AND NOT in children-accessible area (measurement unit - square feet)	Hazardous Material	1,430	SF	4	$13,595	Rollup
Paint (probable pre-1978 in base layer(s)) - damaged area < 9 sq. ft. OR overall worn AND in children-accessible area (measurement unit - each)	Hazardous Material	48	Ea.	4	$13,690	Rollup
Paint (probable pre-1978 in base layer(s)) - damaged area < 9 sq. ft. OR overall worn AND in children-accessible area (measurement unit - linear feet)	Hazardous Material	370	LF	4	$8,442	Rollup
Paint (probable pre-1978 in base layer(s)) - damaged area < 9 sq. ft. OR overall worn AND in children-accessible area (measurement unit - square feet)	Hazardous Material	9,050	SF	4	$86,038	Rollup
Paint (probable pre-1978 in base layer(s)) -large areas (> 10 sq. ft.)of peeling/damage & area in active use-adults only (measurement unit - square feet)	Hazardous Material	60	SF	4	$570	Rollup
Room Lighting Is Inadequate Or In Poor Condition.	Educational Adequacy	805	SF	4	$30,674	Rollup
Classroom Door Requires Vision Panel	Educational Adequacy	1	Ea.	5	$2,282	Rollup
The Metal Ceiling Tiles Require Replacement	Capital Renewal	600	SF	5	$57,042	2989
Location: Cafeteria kitchen						
	Sub Total for System	**19**	**items**		**$2,188,238**	

Mechanical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Ductless Split System AC Requires Replacement	Capital Renewal	1	Ea.	2	$14,116	1746
Note: Visually failing and rusting away.						
Ductwork Requires Replacement (SF Basis)	Capital Renewal	160,000	SF	2	$2,352,186	1502
Note: Original to building.						
Gas Piping Requires Replacement (SF Basis)	Capital Renewal	160,000	SF	2	$3,464,217	3009
Steam/HW Unit Heater Requires Replacement	Capital Renewal	30	Ea.	2	$84,479	1462
Note: Outdated and should be replaced. Appears many of them are no longer functional.						
Steam/HW Unit Heater Requires Replacement	Capital Renewal	15	Ea.	2	$42,239	1472
The Air Handler HVAC Component Requires Replacement	Capital Renewal	9	Ea.	2	$388,232	1476
Note: AHUs are falling apart and patched with duct tape. They are original to 1957 install.						
The Cast Iron Water Boiler Requires Replacement	Capital Renewal	1	Ea.	2	$431,626	3037
The Fin Tube Water Radiant Heater Requires Replacement	Capital Renewal	175	Ea.	2	$293,147	1470
Note: Outdated and falling apart - recommend replacement.						
The Mechanical / HVAC Piping / System Is Beyond Its Useful Life	Capital Renewal	160,000	SF	2	$1,233,311	1485
Note: Piping and traps are failing.						
The Window AC Unit Component Requires Replacement	Capital Renewal	10	Ea.	2	$33,388	1503
Note: Window units no longer functioning.						
The Make Up Air Equipment Requires Replacement	Capital Renewal	1	Ea.	3	$15,899	1480
Note: Makeup air unit in room 425 is no longer functional.						
Location: Room 425						
Existing Controls Are Inadequate And Should Be Replaced With DDC Controls	Capital Renewal	160,000	SF	4	$1,080,752	2415
Lab lacks an appropriate fume hood.	Educational Adequacy	3	Ea.	4	$65,957	Rollup
The Exhaust Hood Requires Replacement	Capital Renewal	40	Ea.	4	$208,165	1747
Note: Of the 40 total exhaust fan only 8 were running during occupied hours.						
	Sub Total for System	**14**	**items**		**$9,707,716**	

Electrical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room last power shut-off valves for utilities	Educational Adequacy	3	Ea.	1	$4,237	Rollup
The Distribution Panel Requires Replacement	Capital Renewal	1	Ea.	2	$51,908	1454
The Electrical Disconnect Requires Replacement	Capital Renewal	1	Ea.	2	$1,833	1455
Location: Boiler room						
The Electrical Service And Distribution Requires Replacement	Capital Renewal	160,000	SF	2	$480,327	3010
The Electrical Transformer Requires Replacement	Capital Renewal	1	Ea.	2	$21,201	3011
The Distribution Panel Requires Repair	Capital Renewal	1	Ea.	3	$734	1463
Note: 225KVA transformer, 208\120V. 800 Amps main. Preventive maintenance program.						
Location: Auditorium basement						
The Mounted Building Lighting Requires Replacement	Capital Renewal	1	Ea.	3	$1,493	1510
Location: Exterior gym wall						
The Mounted Building Lighting Requires Replacement	Capital Renewal	2	Ea.	3	$2,985	1512
Location: Door 35						
The Mounted Building Lighting Requires Replacement	Capital Renewal	3	Ea.	3	$4,478	1513
Location: Doors 25 and 26						
The Mounted Building Lighting Requires Replacement	Capital Renewal	1	Ea.	3	$1,493	1515
Location: Door 24						
Wall Pack Lighting Requires Repair	Capital Renewal	2	Ea.	3	$475	1516
Location: By door 24						
Wall Pack Lighting Requires Repair	Capital Renewal	1	Ea.	3	$238	1518
Location: Across door 404						
The Incandescent Lighting Requires Replacement	Capital Renewal	23	Ea.	4	$16,837	1459
Location: Boiler room						
The Incandescent Lighting Requires Replacement	Capital Renewal	6	Ea.	4	$4,392	1461
Location: Hallway between gym and auditorium						
The Incandescent Lighting Requires Replacement	Capital Renewal	32	Ea.	4	$23,425	1465
Note: Emergency lighting system is old and needs replacement, battery indicator is in the discharged position.						
Location: Auditorium makeup room.						
The Incandescent Lighting Requires Replacement	Capital Renewal	1	Ea.	4	$732	1519
Location: Kitchen entry, door 19						
Remove Abandoned Equipment	Capital Renewal	2	Ea.	5	$6,643	1490
Note: Old condensate receiver tanks						
Remove Abandoned Equipment	Capital Renewal	2	Ea.	5	$6,643	1491
Note: Hot water tanks in auditorium catwalk						
Remove Abandoned Equipment	Capital Renewal	2	Ea.	5	$6,643	1496
Note: Old pumps						
Remove Abandoned Equipment	Capital Renewal	2	Ea.	5	$6,643	1497
Note: Old fan motors						
Remove Abandoned Equipment	Capital Renewal	2	Ea.	5	$6,643	1498
Note: Old fuel oil pumps						
Remove Abandoned Equipment	Capital Renewal	2	Ea.	5	$6,643	1499
Note: Old boiler controls						
Room Has Insufficient Electrical Outlets	Educational Adequacy	152	Ea.	5	$75,432	Rollup
	Sub Total for System	**23**	**items**		**$732,077**	

Plumbing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Sump Pump Requires Replacement	Capital Renewal	2	Ea.	3	$2,898	1492
The Gas Water Heater Requires Replacement	Capital Renewal	2	Ea.	3	$6,225	1489
Note: Water heater has failed.						
The Plumbing / Domestic Water Piping System Is Beyond Its Useful Life	Capital Renewal	160,000	SF	3	$1,287,342	1744
Note: Domestic water piping is beginning to fail per faculty manager.						
The Sanitary Sewer Piping Requires Replacement	Capital Renewal	750	LF	3	$116,765	1484
The Showers Plumbing Fixtures Require Replacement	Capital Renewal	60	Ea.	3	$456,335	1475
Note: Showers are no longer functioning.						

Plumbing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Urinal Plumbing Fixtures Require Replacement	Capital Renewal	30	Ea.	3	$39,872	1474
Note: Original, failing.						
Water Storage Tank Requires Replacement	Capital Renewal	2	Ea.	3	$45,253	3036
Note: 200 gallon storage tanks						
The Custodial Mop Or Service Sink Requires Replacement	Capital Renewal	10	Ea.	4	$25,764	1745
Note: Original to building. Fixtures constantly failing or inoperable per custodian.						
The Refrigerated Water Cooler Requires Replacement	Capital Renewal	10	Ea.	4	$73,774	1743
Note: Majority of water fountains are not functioning.						
The Restroom Lavatories Plumbing Fixtures Require Replacement	Capital Renewal	1	Ea.	4	$3,181	1481
Location: Room 406						
The Restroom Lavatories Plumbing Fixtures Require Replacement	Capital Renewal	1	Ea.	4	$3,181	1483
Location: Room 425						
Room lacks a drinking fountain.	Educational Adequacy	3	Ea.	5	$3,308	Rollup
The Class Room Lavatories Plumbing Fixtures Are Missing And Should Be Installed	Educational Adequacy	20	Ea.	5	$30,232	Rollup
	Sub Total for System	**13**	**items**		**$2,094,130**	

Fire and Life Safety

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Emergency Lighting Is Inadequate Or Not Present And Should be Installed	Capital Renewal	160,000	SF	1	$241,629	1460
Fire Sprinkler System Requires Replacement (SF Basis) per NFPA 13	Capital Renewal	160,000	SF	1	$3,042,230	1488
Note: Sprinkler system is original to building and should be replaced.						
Room lacks shut-off valves for utilities. (International Fuel Gas Code, Section 409.6)	Educational Adequacy	5	Ea.	1	$57,042	Rollup
	Sub Total for System	**3**	**items**		**$3,340,901**	

Technology

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room lacks Interactive White Board	Educational Adequacy	2	Ea.	3	$11,408	Rollup
Technology: Classroom AV/Multimedia systems are in need of improvements.	Technology	1	Ea.	3	$9,507	4240
Technology: Classroom AV/Multimedia systems are inadequate and/or near end of useful life.	Technology	76	Ea.	3	$1,517,312	4241
Technology: Gymnasium sound system is nonexistent, inadequate, or near end of useful life.	Technology	1	Ea.	3	$9,127	4246
Technology: Instructional spaces do not have local sound reinforcement.	Technology	76	Ea.	3	$361,265	4238
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,324	4221
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,324	4224
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,324	4227
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,324	4230
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,324	4233
Technology: Intermediate Telecommunications Room grounding system is inadequate or non-existent.	Technology	1	Ea.	3	$5,324	4236
Technology: Intermediate Telecommunications Room is not dedicated and/or inadequate.	Technology	1	Ea.	3	$45,253	4226
Technology: Intermediate Telecommunications Room is not dedicated and/or inadequate.	Technology	1	Ea.	3	$45,253	4232
Technology: Intermediate Telecommunications Room is not dedicated. Room requires partial walls and/or major improvements.	Technology	1	Ea.	3	$37,648	4220

Technology

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Technology: Intermediate Telecommunications Room is not dedicated. Room requires partial walls and/or major improvements.	Technology	1	Ea.	3	$37,648	4223
Technology: Intermediate Telecommunications Room is not dedicated. Room requires partial walls and/or major improvements.	Technology	1	Ea.	3	$37,648	4235
Technology: Intermediate Telecommunications Room needs M/E improvements.	Technology	1	Ea.	3	$24,338	4229
Technology: Main Telecommunications Room ground system is inadequate or non-existent.	Technology	1	Ea.	3	$6,655	4219
Technology: Main Telecommunications Room is not dedicated and/or inadequate.	Technology	1	Ea.	3	$50,197	4217
Technology: Network system inadequate and/or near end of useful life	Technology	12	Ea.	3	$91,267	4243
Technology: Network system inadequate and/or near end of useful life	Technology	205,000	SF	3	$58,468	4244
Technology: Network system inadequate and/or near end of useful life	Technology	62	Ea.	3	$294,716	4245
Technology: PA/Bell/Clock system is inadequate and/or near end of useful life.	Technology	205,000	SF	3	$350,807	4247
Technology: Special Space AV/Multimedia system is inadequate.	Technology	1	Ea.	3	$54,190	4239
Technology: Telecommunications Room (large size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$7,606	4218
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$4,753	4222
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$4,753	4225
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$4,753	4228
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$4,753	4231
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$4,753	4234
Technology: Telecommunications Room (small size room) needs dedicated cooling system improvements.	Technology	1	Ea.	3	$4,753	4237
Technology: Telephone handsets are inadequate and sparsely deployed throughout the campus.	Technology	76	Ea.	3	$115,605	4249
Technology: Telephone system is inadequate and/or non-existent.	Technology	1	Ea.	3	$7,225	4248
Sound and Video Recording Equipment is Required	Educational Adequacy	1	Ea.	4	$7,891	Rollup
	Sub Total for System	**34**	**items**		**$3,241,497**	

Conveyances

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Elevator Electrical System Requires Cleaning And Inspection	Capital Renewal	2	Stop	4	$22,817	1500
Note: One of the two elevators is not working.						
Location: Near main entry						
	Sub Total for System	**1**	**items**		**$22,817**	

Specialties

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room has insufficient writing area.	Educational Adequacy	4	Ea.	3	$18,253	Rollup
Backdrop is Required	Educational Adequacy	1	Ea.	4	$1,426	Rollup
Room lacks an appropriate refrigerator.	Educational Adequacy	5	Ea.	5	$42,781	Rollup
	Sub Total for System	**3**	**items**		**$62,461**	
	Sub Total for Building 01 - Main Building	**113**	**items**		**$32,860,945**	

Building: 02 - Building 02

Exterior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Stucco Exterior Wall Requires Replacement (Bldg SF)	Capital Renewal	4,500	SF	2	$150,556	2996
The Exterior Soffit Requires Repair	Capital Renewal	4,500	SF	5	$98,226	2997
	Sub Total for System	**2**	**items**		**$248,782**	

Interior

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Access Is Not ADA Compliant And Requires A Doorway Access Power Assist Mechanism	Barrier to Accessibility	2	Door	3	$41,831	3001
The Vinyl Composition Tile Requires Replacement	Capital Renewal	40,300	SF	3	$462,311	2998
Note: Tile is cracking and seams are lifting.						
The Concrete Flooring Requires Replacement	Capital Renewal	50	SF	4	$651	2999
Room lacks appropriate sound control.	Educational Adequacy	100	SF	5	$3,456	Rollup
The Gypsum Board Ceilings Require Repainting	Capital Renewal	4,500	SF	5	$18,824	Rollup
	Sub Total for System	**5**	**items**		**$527,073**	

Mechanical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Ductwork Requires Replacement (SF Basis)	Capital Renewal	45,000	SF	2	$661,552	2425
Existing Controls Are Inadequate And Should Be Replaced With DDC Controls	Capital Renewal	45,000	SF	4	$303,962	3006
Small HVAC Circulating Pump Requires Replacement	Capital Renewal	1	Ea.	4	$7,628	1752
Note: Hot water circulator beginning to fail. Visible corrosion at piping connections.						
	Sub Total for System	**3**	**items**		**$973,142**	

Electrical

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Distribution Panel Requires Replacement	Capital Renewal	1	Ea.	2	$29,167	1527
Location: Business office						
The Distribution Panel Requires Replacement	Capital Renewal	1	Ea.	2	$29,167	1532
Location: Wood shop						
The Mounted Building Lighting Requires Replacement	Capital Renewal	2	Ea.	3	$2,985	1538
Location: Doors 41 & 42						
The Mounted Building Lighting Requires Replacement	Capital Renewal	4	Ea.	3	$5,970	1540
Location: Auto shop						
Wall Pack Lighting Requires Repair	Capital Renewal	2	Ea.	3	$475	1535
Location: Door 3						
Wall Pack Lighting Requires Repair	Capital Renewal	1	Ea.	3	$238	1536
Location: Door 40						
The Canopy Lighting Requires Replacement	Capital Renewal	4	Ea.	4	$5,514	1534
The Canopy Lighting Requires Replacement	Capital Renewal	1	Ea.	4	$1,379	1541
Room Has Insufficient Electrical Outlets	Educational Adequacy	20	Ea.	5	$9,858	Rollup
	Sub Total for System	**9**	**items**		**$84,754**	

Plumbing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Gas Water Heater Requires Replacement	Capital Renewal	1	Ea.	3	$3,113	2422
The Plumbing / Domestic Water Piping System Is Beyond Its Useful Life	Capital Renewal	45,000	SF	3	$362,065	2423
The Restroom Is Not ADA Compliant	Barrier to Accessibility	100	SF	3	$27,887	3002
The Sanitary Sewer Piping Requires Replacement	Capital Renewal	750	LF	3	$116,765	1748
Note: Sanitary piping is failing.						
The Urinal Plumbing Fixtures Require Replacement	Capital Renewal	10	Ea.	3	$13,291	1751
The Restroom Lavatories Plumbing Fixtures Require Replacement	Capital Renewal	10	Ea.	4	$31,810	1749
Note: Sinks are failing regularly.						
Room lacks a drinking fountain.	Educational Adequacy	1	Ea.	5	$1,095	Rollup

Plumbing

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
The Class Room Lavatories Plumbing Fixtures Are Missing And Should Be Installed	Educational Adequacy	16	Ea.	5	$24,023	Rollup
	Sub Total for System	**8**	**items**		**$580,049**	

Fire and Life Safety

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Fire Sprinkler System Requires Replacement (SF Basis) per NFPA 13	Capital Renewal	45,000	SF	1	$855,627	2424
	Sub Total for System	**1**	**items**		**$855,627**	

Technology

Deficiency	Category	Qty	UoM	Priority	Repair Cost	ID
Room lacks Interactive White Board	Educational Adequacy	4	Ea.	3	$22,663	Rollup
	Sub Total for System	**1**	**items**		**$22,663**	
	Sub Total for Building 02 - Building 02	**29**	**items**		**$3,292,091**	
	Total for Campus	**152**	**items**		**$37,953,063**	

Rogers High School - Life Cycle Summary Yrs 1-5

Site Level Life Cycle Items

Site

Uniformat Description		LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Parking Lot Lighting		Pole Lighting	11	Ea.	$85,084	4
Roadway Pavement		Asphalt	50	CAR	$165,426	5
Fences and Gates		Fencing - Chain Link (4 Ft)	100	LF	$6,465	5
	Note:	Football field				
Fences and Gates		Fencing - Chain Link (8 Ft)	1,000	LF	$67,228	5
	Note:	Tennis courts				
		Sub Total for System	**4**	**items**	**$324,202**	
		Sub Total for Building -	**4**	**items**	**$324,202**	

Building: 01 - Main Building

Exterior

Uniformat Description		LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Exterior Wall Veneer		Metal Panel - Bldg SF basis	22,400	SF	$2,129,561	4
Exterior Window Wall		Storefront / Curtain Wall (Bldg SF)	1,600	SF	$128,991	5
	Note:	Kalwall				
Exterior Utility Doors		Overhead	5	Door	$183,960	5
		Sub Total for System	**3**	**items**	**$2,442,512**	

Interior

Uniformat Description		LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Resilient Flooring		Vinyl Composition Tile Flooring	113,820	SF	$1,305,714	3
Acoustical Suspended Ceilings		Ceilings - Acoustical Grid System	127,400	SF	$1,511,028	4
Acoustical Suspended Ceilings		Ceilings - Acoustical Tiles	127,400	SF	$1,150,629	4
Suspended Plaster and		Painted ceilings	24,000	SF	$100,394	5
Wall Paneling		Wood Panel wall	8,000	SF	$73,014	5
Wall Painting and Coating		Painting/Staining (Bldg SF)	152,000	SF	$1,004,316	5
Flooring Treatment		Concrete Floor - Finished	1,600	SF	$20,832	5
Tile Flooring		Quarry Tile	1,600	SF	$72,861	5
Wood Flooring		Wood Flooring - All Types	1,600	SF	$53,087	5
	Note:	Gym				
Fluid-Applied Flooring		Epoxy Coating	6,400	SF	$121,689	5
Interior Swinging Doors		Wood	150	Door	$691,632	5
Interior Door Supplementary Components		Door Hardware	150	Door	$470,595	5
Tile Flooring		Ceramic Tile	1,600	SF	$42,966	5
		Sub Total for System	**13**	**items**	**$6,618,757**	

Mechanical

Uniformat Description		LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Facility Hydronic Distribution		Pump - 1HP or Less (Ea.)	3	Ea.	$22,885	3
	Note:	Hot water circulators				
HVAC Air Distribution		Roof Top Unit - DX Gas (5 Ton)	3	Ea.	$58,194	3
		Sub Total for System	**2**	**items**	**$81,079**	

Electrical

Uniformat Description		LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Lighting Fixtures		Building Mounted Fixtures (Ea.)	18	Ea.	$26,867	3
Lighting Fixtures		Canopy Mounted Fixtures (Ea.)	17	Ea.	$23,435	3
Lighting Fixtures		Light Fixtures (Bldg SF)	160,000	SF	$950,697	5
		Sub Total for System	**3**	**items**	**$1,000,998**	

Conveyances

Uniformat Description		LC Type Description	Qty	UoM	Repair Cost	Remaining Life
Lifts		ADA Wheelchair lift	3	Ea.	$142,605	3
Elevators		Hydraulic (Passenger Elev)	1	Ea.	$285,209	5
	Note:	Original elevator used as utility elevator				
Elevators		Hydraulic (Passenger Elev)	1	Ea.	$285,209	5
		Sub Total for System	**3**	**items**	**$713,023**	

Specialties

Uniformat Description	LC Type Description		Qty	UoM	Repair Cost	Remaining Life
Casework	Lockers		1,300	Ea.	$639,581	5
Casework	Fixed Cabinetry		10	Room	$111,878	5
		Sub Total for System	**2**	**items**	**$751,459**	
		Sub Total for Building 01 - Main Building	**26**	**items**	**$11,607,828**	

Building: 02 - Building 02

Exterior

Uniformat Description	LC Type Description		Qty	UoM	Repair Cost	Remaining Life
Exterior Entrance Doors	Steel - Insulated and Painted		10	Door	$64,172	5
		Sub Total for System	**1**	**items**	**$64,172**	

Interior

Uniformat Description	LC Type Description		Qty	UoM	Repair Cost	Remaining Life
Interior Swinging Doors	Steel		40	Door	$171,278	5
Suspended Plaster and	Painted ceilings		9,000	SF	$37,648	5
Tile Wall Finish	Ceramic Tile wall		2,250	SF	$50,054	5
Wall Painting and Coating	Painting/Staining (Bldg SF)		42,750	SF	$282,464	5
Tile Flooring	Quarry Tile		450	SF	$20,492	5
Flooring Treatment	Concrete Floor - Finished		2,250	SF	$29,295	5
Carpeting	Carpet		1,800	SF	$39,161	5
Acoustical Suspended Ceilings	Ceilings - Acoustical Grid System		36,000	SF	$426,978	5
Tile Flooring	Ceramic Tile		200	SF	$5,371	5
		Sub Total for System	**9**	**items**	**$1,062,741**	

Mechanical

Uniformat Description	LC Type Description		Qty	UoM	Repair Cost	Remaining Life
Decentralized Heating Equipment	Unit Heater Electric (20 KW)		8	Ea.	$32,468	3
HVAC Air Distribution	Roof Top Unit - DX Gas (5 Ton)		3	Ea.	$58,194	3
Decentralized Heating Equipment	Unit Heater Gas (200 MBH)		7	Ea.	$50,031	4
		Sub Total for System	**3**	**items**	**$140,694**	

Electrical

Uniformat Description	LC Type Description		Qty	UoM	Repair Cost	Remaining Life
Lighting Fixtures	Building Mounted Fixtures (Ea.)		6	Ea.	$8,956	3
Electrical Service	Electrical Service		45,000	SF	$135,092	4
Lighting Fixtures	Building Mounted Fixtures (Ea.)		15	Ea.	$22,389	4
Lighting Fixtures	Canopy Mounted Fixtures (Ea.)		15	Ea.	$20,678	5
		Sub Total for System	**4**	**items**	**$187,114**	

Specialties

Uniformat Description	LC Type Description		Qty	UoM	Repair Cost	Remaining Life
Casework	Lockers		175	Ea.	$86,098	5
		Sub Total for System	**1**	**items**	**$86,098**	
		Sub Total for Building 02 - Building 02	**18**	**items**	**$1,540,818**	
		Total for: Rogers High School	**48**	**items**	**$13,472,849**	

Supporting Photos

Site Aerial

Roof Exhaust

Typical Classroom

HVAC Pump

Typical Drinking Fountain

Library

Ceiling Unit Heater

Aged Panel

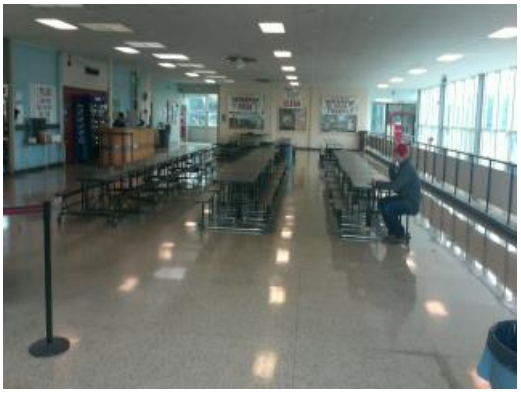
Abandoned Tanks

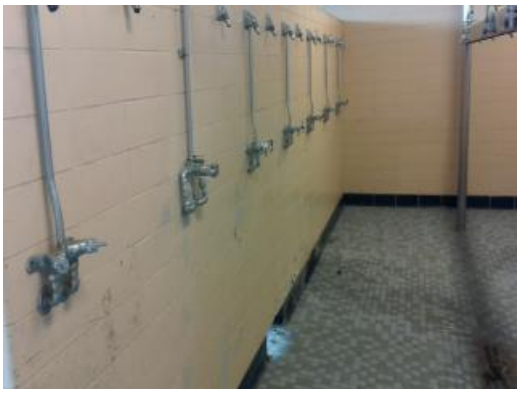
Failed Water Heater

Electrical Equipment

Typical Urinal Fixtures

Building Mounted Lighting


Cafeteria


Showers

Gymnasium

Corroded Custodial Sink

Settlement At Vocational Building

Main Entry

East Elevation

Auditorium

Science Classroom

School Plaque

Dome Roof

Northeast Elevation

Art Room

Music Room