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February 6, 2020

Memo To: The Honorable Mayor Jamie Bova and Members of the Newport City Council

From: Colleen Burns Jermain, Ed.D.
Superintendent of Schools

Re: Request for Vote to Approve the RIDE Stage II Application

I respectfully request that the City Council consider and approve the Stage II Application be submitted to RIDE. This submission is part of the process for the City of Newport and Newport School Department to be eligible for state funding reimbursement for school construction and capital projects pending the approval of the Newport School Committee.

Thank you in advance for your consideration.

Newport School Department

Stage II Submission

RIDE / School Building Authority

Necessity of School Construction

February 14, 2020

Volume 1 of 1

Newport Public Schools

One Newport

STUDIO JAED

Newport Public Schools

Stage II Submission

RIDE / School Building Authority

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Volume 1 of 1

- Project Summary & Prioritization
- Architectural Feasibility Study
- Schematic Design Documents
- Design & Construction Cost Projection
- Financing Plan & Operating Budget Analysis
- Site Purchase Plan
- Local Support
- Project Timeline & Project Alignment with Incentives
- Commissioning Agent Services

PROJECT SUMMARY & PRIORITIZATION

The intent of this section is to summarize and clearly justify why the proposed project is necessary. Projects must also be prioritized per the district's perceived needs with justification that clearly aligns any proposed capital improvements with the priorities established by statute (RIGL 16-105.3) and recommended by the SBA Advisory Board.

Located on Aquidneck Island, Newport Public Schools served 2158 students in grades PreK to 12 in the School Year 2018-2019. Currently, PreK students are leasing space at the John F. Kennedy School in Middletown.

Pell Elementary School (grades PK-4)
Claiborne Pell Elementary School, located at 35 Dexter Street in Newport, Rhode Island, was built in 2013. It comprises 105,565 gross square feet. Claiborne Pell Elementary School serves grades PK - 4, has 63 instructional spaces, and has an approximate enrollment of 880 (879 actual as of 1/31/20 weekly reports). At one time, the enrollment was 933 and forced the relocation of PK to an out of District facility where it currently remains. Pell is in excellent condition however it is at capacity and demographic forecasts indicate that the enrollment will increase over the next 10 years.

Thompson Middle School (grades 5-8)
Frank E. Thompson Middle School, located at 55 Broadway in Newport, Rhode Island, was built in 1903. It comprises 112,000 gross square feet. Frank E. Thompson Middle School serves grades 5 - 8, has 54 instructional spaces, and has an approximate enrollment of 610 (608 actual as of 1/31/20 weekly reports). Instructional spaces are defined as rooms in which a student receives education. In 2002 a large addition was added and the Townsend historic building underwent significant renovation. Thompson Middle School is in fair condition and has select Priority 2 deficiencies, and it is also currently over capacity and limits the able to deliver curriculum through team teaching.

Rogers High School (grades 9-12)
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. It comprises 205,000 gross square feet. Rogers High School serves grades 9 - 12, has 48 instructional spaces, and has an approximate enrollment of 690 (680 actual as of 1/31/20 weekly reports). Instructional spaces are defined as rooms in which a student receives education. 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.

Pell Elementary School (grades PK-4)

Claiborne Pell Elementary, constructed in 2013 was designed to include a PK-1 Lower School and a 2-4 Upper School supported by a shared cafeteria, gymnasium, and media center. Both the Lower and Upper School wings have dedicated specialty and support spaces: Art and Music; Reading and Resource as well as, Social Worker and Psychologist spaces. Pell is in excellent condition however it is at capacity and demographic forecasts indicate that the enrollment will increase over the next 10 years. Currently, the three Pre-K Early Learning classrooms are occupying leased space at the John F. Kennedy School in Middletown. The lease is set to expire at the end of school year 2019/2020 and the district needs to secure space for these classrooms. In January of 2019, a facility condition and education adequacy assessment was conducted. It was determined, through visual inspection and interviews with the Administration, that Pell Elementary was operating at or over capacity. A Statewide Assessment conducted by the Rhode Island Department of Education in 2016 indicated that the school was at 82% utilization however it did not consider the evolving needs to support special education students and English Language Learners (ELL). Weekly enrollment reporting as shown an increase in the ELL population since September 2019.

As a result of increased enrollment and the additional special needs of the students, the use of the facility does not align with the educational specifications and/or educational program that it was designed for. The 2019/2020 school year has (7) Kindergarten classrooms that are over capacity, (7) grade 1 and grade 3 classrooms and (8) grade 2 and 4 classrooms. There are 170 ELL, 136 special education students, and also many students receiving math and reading intervention school wide. For example, small group rooms strategically located between general education classrooms for pull-out are now being used as dedicated resource rooms, ELL pullout and for Speech and Language services. A lack of space to address the growing special needs and ELL population has forced the delivery of instruction to be compromised within the general classroom space. Additionally, available storage, office and teacher planning space is usurped for Special Education. Currently, teacher planning rooms have been converted to offices to support Special Needs, STEM teachers, who are also the Math Interventionist, are using a small storage space to provide intervention. Also, five ELL specialist will be required to share one small classroom. Closets have been converted into offices to create more space for speech/language/LEA coordinator/Interpreters. The Librarian's Office is now being used as the Staff Lunchroom. Space is also needed for our onsite childcare partner, Newport Family & Child Opportunity Zone (NFCOZ), who provides before and after daycare as well as after school programs. Additionally, they supervise our family service coordinators and have 8 full time staff members providing support for our school. Lastly, out of the five high need special education classrooms, one will be moved to much smaller classroom setting as a result of space limitations. At Pell Elementary, during the school year 2018-2019, one of the dedicated music rooms was being used as a grade level

classroom and the stage was converted to a music classroom. In any given year, if there are 8 sections/grade of general classrooms, then the music room must be used as a classroom. It is evident that this building is currently at or 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 demonstrates that it is over capacity.

In an effort to address enrollment forecast growth and existing overcrowding issues, as well as accommodate the Early Learning classrooms in currently leased space, an addition to Pell is proposed herein. After extensive investigation of a variety of options such as; an Early Learning Center as part of the new Roger's High School, a new facility located on City owned property at Coggeshall, the acquisition of the Cluny School, and continuing a lease option within the City of Newport at various facilities, it was determined that an eight classroom addition to Pell is the best option for addressing this need. The solution is cost effective, strategically located to appropriately serve the community, and allows for the school to function as designed with both a lower and upper elementary school. Additionally, the proposed construction will afford the opportunity to provide much needed storage, office space, and an English Language Learner Welcome Center within the existing school. The importance of reclaiming space for the Welcome Center cannot be overstated. It will link students, parents, principals, teachers, employees, and the community to available resources and ensure accurate information and quality assistance for all. By reassigning space, which aligns with the original educational specification and design, Pell Elementary can continue to provide students opportunities and access to the world through quality education.

Thompson Middle School (grades 5-8)
Select Priority 2 deficiencies identified in the 5 year Capital Plan are included in this submission.

Rogers High School (grades 9-12)
The goal and vision for Rogers High School (RHS) is that every graduate will leave Rogers High School with a minimum of a high school diploma and a certification in an area of career and technical education. This goal and vision, as a part of our strategic plan to improve student outcomes, has been a "work in progress" since 2014. Our five-year strategic plan contains seven areas of concentration to help reach our district goals, one of which is creating multiple pathways and opportunities to help increase our graduation rate and improve our student engagement leading to improved attendance. RHS now has a 38% chronic absenteeism rate, one of the highest in the state of RI. Chronic absenteeism is not an enrollment factor but rather a measure of how many students miss a defined number of school days (often around 15 or more days) for any reason. Research shows that chronic absenteeism is associated with a number of negative consequences for students, including lower achievement, disengagement from school, course failure, and increased risk of dropping out.

RHS and its career and technical school, Newport Area Career & Technical Center (NACTC), now has seven RIDE-approved CTE programs in addition to PTECH (Pathways to Early

College) that allows our students the ability to concurrently earn an associates degree and a high school diploma. In addition, RHS is now an Electric Boat partner working with the Rhode Island Marine Trades Association (RIMTA) having recently received provisional approval for maritime piping, electrical, and systems offerings. Furthermore, Rogers has just received provisional approval for a visual arts program to enhance opportunities in careers focused on the arts, along with dance and entrepreneurship.

Our focus is to build a state-of-the-art comprehensive high school that intrinsically embeds career and technical education throughout the campus. It is time to change the antiquated notion that students must follow either a pathway of college preparatory or vocational education in high school. The realization that high school has evolved to meet today's world and technology advancements will literally come to life in this new high school structure. CTE programs side by side with AP classrooms, learning centers, new spaces for the arts, media center, and physical education will provide the necessary spaces for a robust and flexible educational facility, while also sending the message to our students and community that education is a priority.

The actual layout and design of the building and integration of programs will bring awareness to both students and staff of the powerful academic and career opportunities available on the Rogers High School campus. Furthermore, job internships and business partnerships through our career and technical programs and experiential learning will enable students to grow and thrive in "real-world" workplace learning placements.

Newport Public Schools wants every student to have multiple options from which to choose what works best for them based upon their own individual personal circumstances, means, and abilities. Students will be able to pursue their individual passions or explore and discover new ones that will excite and energize them to be as creative and productive as possible.

This design and building will help strengthen access to, and awareness of, what our Program of Studies offers. Opportunities that allow our students to learn and grow will be showcased. The new Rogers High School will also be a community asset and resource that will facilitate those seeking new skillsets or career advancement after school hours to do so, whether they are young 18-26 year olds that are still trying to understand what they want to do with their life or are a 50+ adult wanting to acquire new skills. Adult Education and Workforce Training programs support Newport adults in gaining skills and credentials for employment, citizenship, and family/ community leadership. Program offerings may include contextualized classes that prepare adults for jobs and career pathways on weekends and/or evenings both in person and/or online.

Students at Rogers High School will have the best of both worlds in this new school building and design. They will benefit from an integration and layout that facilitates our vision of allowing all students the opportunity to follow a hands-on passion or interest to gain employable skills and to still be able to take traditional college-earning credits and courses in advanced placement.

Rogers High School has an overall demographic mix (2019-20 school year) of 45% white, 32% Hispanic, 12% Black, 2% Asian Pacific, and 9% multi-racial. The free and reduced lunch rate is 62%, students with IEPs are at 17%, while just since September of this year, the non- and limited-English speaking population has risen from 12% to 17%. These demographics reflect the ever-changing landscape and complexity of our student population. This new building will become more than just a high school. It will become a symbol of our community that demonstrates that we care and support all of our children reaching their full potential.
After being in a building that regularly has buckets to catch water leaking from ceilings, broken heating pipes on the coldest days, and numerous entry points and exits that compromise security, the combined and integrated career and technical programming and academic classroom experiences will become the new normal for students. Rogers High School will provide a state-of-the-art facility that respects and supports 21st Century teaching and learning and will shed the mantle of being identified as the worst high school facility in the State. This new facility is all about creating the changes necessary, both in space and programming, in order to bring diverse opportunities for success to all of our children.

The new facility will provide:

- The enhancement of the academic content of CTE classes through enhanced space integration and proximity;
- Increased awareness for students and their families on the diversity of what RHS offers;
- A warm, safe, and dry state-of-the-art facility that students will want to attend and be proud of, as well as providing a building that highlights the value the community places upon education;
- More “real-world” experiences through spaces for “businesses” to interact with the public and students and to provide more internships;
- Completion of academic coursework required for college while at the same time completing a career-technical sequence in a particular pathway; and
- The continuation of and the initiation of “career academies” within a comprehensive high school that organize a multi-year curriculum around a career-related theme to help grow the number of students that graduate with both a high school diploma and career/technical certification.
- CTE program offerings that parallel employer needs in Newport/Aquidneck Island/ Rhode Island to ensure a robust economy and student opportunity for employment

Newport Public Schools is looking to focus upon these methods as a strategy for improving high school outcomes. The intent is to make high school more meaningful and motivating for more students, making it a place that our students and staff are proud to be a part of, to increase graduation rates by engaging more students and allowing them to follow their interests and passions, and to prepare students for a range of postsecondary options.

This approach joins together the elements of CTE and core academics that encourages teachers of CTE courses and those teaching academic courses to work collaboratively to align their coursework and jointly teach in cross-disciplinary courses that would be based upon solving "real-world" problems and allow for more experiential learning. Teachers will have access to each other in more collaborative settings and students will have access to all teachers. There will be no separation of CTE and academic programming. Students will learn how to adapt and adopt the skills learned in the classroom and apply them outside traditional classroom experiences or vice versa. This will give all teachers the ability to embrace workplace learning solutions in partnership with employers because of proximity and access to CTE teachers and business partners. Students will learn what working professionals really do and how they apply their knowledge and skill sets, not only through their hands-on experiences, but through their academic classroom knowledge. This would look very similar to the "linked learning" model that has been proven very successful by such schools as The Met, but would expand further so that all teachers are active participants and adapt their particular curriculum to have more "real-world" opportunities.

Furthermore, at the federal level, the Perkins Act places great value upon the integration of academic and CTE content. One of the key Perkins purposes is "to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction." There is a requirement that as schools create plans for Perkins funding, they demonstrate how they will "…improve the academic and technical skills of students...through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs..."

This approach recognizes that whatever students' postsecondary and career aspirations might be, they will benefit from a program of studies that promotes academic proficiency, mastery of technical knowledge and skill, and opportunities to connect and apply both in "real-world" situations. Newport Public Schools chooses to end the isolation of CTE from core academics and integrate the two, leveraging the best of both worlds by creating a new vision for teaching and learning in Newport. It strives to become the model of excellence for schools of the future and be flexible through its curriculum and certified technical programming to meet students where they are and bring them to a level of excellence that allows every student an opportunity to thrive.

If new construction is proposed, this section should indicate why new construction is required as opposed to renovating existing facilities.

Through extensive community and administrative engagement, design investigation, educational planning, and public meetings, the following recommendation is presented herein in for new construction at Clairborne Pell Elementary and William S Roger High School.

Clairborne Pell Elementary School (grades PK-4)

Following an exhaustive investigation into addressing the capacity issue and determining that the best solution is an addition at Pell, the decision was made to propose an 8 classroom addition with associated support spaces including, but not limited to, Storage, Teacher Planning, Resource Rooms, and an ELL Welcome Center located at the existing school. Additionally, improvements to address site deficiencies, vehicular and pedestrian circulation, and parking is included in this plan.

Clairborne Pell Elementary School

8 Classroom & Support Space Addition with Site Work approx. 15,000 sq.ft. $9,500,000

William S. Rogers High School (grades 9-12)

Rogers High School Campus was noted to be a candidate for replacement in the 2017 Jacob's Report. 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 the total improvement needs at the existing school building 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 propose a new facility for William S. Rogers High School in accordance with RIDE Guidelines.

New William S. Rogers High School

New 755 Student CTE High School approx. 169,875 sq.ft. $105,000,000

With renovation projects, the application should clearly indicate that the condition of the affected facilities is poor. The application should note whether the renovations are necessary for building code compliance, health and safety concerns, security issues, etc.

Since the major project renovation at Thompson and the construction of the Pell School, the city of Newport has invested modestly into its facilities over the past years. At Rogers High School Roof Replacement on buildings A, B, C & D of Rogers HS was awarded to Ahlborg Construction at a cost of $3,184,300. Roof replacement including a new structural grid above the existing roof was completed above the Administrative Building (A), Library (B), Science Wing (C) and the 500's building/Newport Project (D). 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. The following list is a combination of repair and maintenance work that was completed fy14-fy20 along with a list of CIP projects that were completed. Plumbing repair in JROTC, Security gates / fencing, surveillance cameras and RHS water main replacement are listed. Accessibility upgrades at NACTC are not listed although should be considered due to inclusion of career and tech programs in the proposed comprehensive education facility. The cost of that project was $380,800. Upgrades in the carpentry program area had a total cost of an additional $47,493. The majority of funds for NACTC Accessibility were made available from the State of Rhode Island as part of the agreement when NPS took over the programs. The City augmented the funding with an additional $30k+ to make the award possible.

NPS Building and Infrastructure Expenditures since FY 2014						
Fiscal Year	**Repair & Maintenance**	**Bonded CIP (reimbursement)**	**Project**	**City Funded CIP (total)**	**Project(s)**	**Totals per year (RM + CIP)**
2014	$106,761.62	$3,184,000.00	Rogers HS Roof	$31,500.00	JROTC Plumbing	$3,322,261.62
2015	$148,188.27			$30,260.00	Security Gates / Fencing	$178,448.27
2016	$117,518.98			$30,000.00	Surveillance Cameras	$147,518.98
2017	$219,006.38			$159,564.77	RHS Water Service	$378,571.15
2018	$210,763.56					$210,763.56
2019	$172,271.02					$172,271.02
2020 (projected)	$221,478.00			$347,000.00		$568,478.00
Totals	**$1,195,987.83**	**$3,184,000.00**		**$598,324.77**		
Average per year	**$170,855.40**			**$85,474.97**		

No investments have been made at the Thompson or Pell facilities.

Included in this plan is select priority projects identified in the capital plan and verified during the facility condition assessment for both Pell and Thompson as well as Rogers High School. The work at Rogers High School will be superseded by a successful Bond vote for the New Rogers High School.

Clairborne Pell Elementary School	
CIP Various Projects	$68,100 (Non-Bonded Work)
William S. Rogers High School	
CIP Various Projects (To be superseded by a successful Bond passage)	$20,531,804 (Non-Bonded Work)
Newport Area Career and Technical Center	
CIP Various Projects (To be superseded by a successful Bond passage)	$2,092,869 (Non-Bonded Work)
Thompson Middle School	
CIP Various Projects	$717,560 (Non-Bonded Work)
Total Approval Request	$137,910,333 (Bonded and Non-Bonded Work)

Project Prioritization Exhibits:

1. Assessment Report
2. Pell Elementary School Concept Design Plan
3. Rogers High School Concept Design Plan

Summarize enrollment projections for the next five years by grade with a brief analysis (increases/decreases from year to year shown in actual numbers or percentages) of how the data supports the need for the project. Local enrollment projections should be supported by those from an outside source. Include summary of community data, e.g. population, housing stats, birth rates, or immigration estimates, and an analysis of how the data supports the need for the project. The enrollment projections must also be compared to and reconciled with those provided by Jacobs in the Statewide Assessment.

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. During the SY 2019-2020 this classroom was able to be reallocated as a dedicated music room as intended. In any given year, if there are 8 sections/grade of typical classrooms, then the music room must be used as a classroom. If there are only 7 sections of some grade levels this is not necessary. This is indicative that this building is currently at or 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. The plan is to only make this change for SY 2019-2020.

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.

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.

Project Prioritization Exhibits:

4. Cropper GIS McKibben Demographic Study Report 2019
5. Weekly Enrollment Reports

Summarize the cost comparison between this project and other alternatives reviewed. If the project involves a new facility, the cost analysis must show clearly and fully that the proposed new construction is the best available alternative to meet the projected need based upon educational programs to be housed, total cost effectiveness, and the public interest. Include a consideration of indirect costs associated with the project, such as new sewers, roads, transportation, or utilities. If there are surplus buildings, include benefits or costs to the public, such as re-sale value or demolition costs. If the project is a renovation of an existing building, include documentation that the building is structurally sound or can reasonably be made so.

Various options for the referenced scope of work was developed and reviewed with the School & Building Committee, community participants, students, staff, parents and through RIDE SBA reviews/tour. Suggestions, comments, and concerns were taken into consideration and revisions made accordingly.

Pell Elementary School

Jacobs 2016	FCI .07
StudioJAED 2019	FCI .04

Thompson Middle School

Jacobs 2016	FCI .15
StudioJAED 2019	FCI .13

Rogers High School

Jacobs 2016	FCI .7
StudioJAED 2019	FCI 1.04

Although renovations and retaining certain areas of Rogers High School was discussed, it is clear from the assessment and the existing condition documentation of particular components, such as the gym and auditorium, that it is not a cost effective solution. Additionally, the most cost effective solution for addressing the PK enrollment is an addition at Pell Elementary School as evident from the analysis provided in this section.

Project Prioritization Exhibits:

6. Initial Option Analysis & Presentations

Summarize any other information deemed necessary to support the need for this project. Applicants must include a list of building deficiencies that this project will remediate, capacity issues, indoor air quality issues, ability to offer ancillary services, providing appropriate learning environments, etc.

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 options included in this report were temporary and support the need for the proposed improvements.

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 adequate site amenities, parking and fields.

Project Prioritization Exhibits:

7. Site Selection Presentations

Deferred Maintenance & Asset Renewal Report

Pell ES

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Elementary 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
Pell ES									
B20 Exterior Enclosure									
B2011-06-01C Correct Exterior Aluminum Soffit or Fascia Deterioration by Demolition & Replacement	B2011 Exterior Wall Specialties	Building Exterior			P2 / 1-2 Yrs	Damage		150 SQFT	$3,657
B2030-01-02C Correct Aluminum Frame Storefront Door & Frame Deterioration by Demolition & Replacement	B2030 Exterior Door	Vestibule			P2 / 1-2 Yrs	Function/ Functional		4 EACH	$16,929
					Total Estimated Cost for **B20 Exterior Enclosure**				**$20,586**
B30 Roofing									
B3010-01-01C Correct Asphalt / Fiberglass Shingle Deterioration by Demolition & Replacement	B3010 Roof Covering	Roof		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		80 SQFT	$1,109
B3040-01-02C Correct Counter Flashing Deterioration by Demolition & Replacement	B3040 Roof Flashing	Roof		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		50 SQFT	$1,015
					Total Estimated Cost for **B30 Roofing**				**$2,124**
C10 Interior Construction									
C1013-03-01C Correct Window Sill or Trim Deterioration by Demolition & Replacement	C1013 Interior Window General	Building Wide		*Existing window sills have become unseated. Reset existing sills and seal. 200 LF*	P2 / 1-2 Yrs	Damage		200 LNFT	$3,876
C1020-01-03C Correct Hollow Metal Door Finish Deterioration by Prep & Refinish	C1020 Interior Door	Building Wide			P3 / 3-5 Yrs	Damage		8 EACH	$2,498
C1030-04-02C Correct Toilet & Bath Accessories Grab Bar Deterioration by Demolition & Replacement	C1030 Fittings & Accessories	Restroom			P3 / 3-5 Yrs	Damage		8 EACH	$1,126
					Total Estimated Cost for **C10 Interior Construction**				**$7,499**

Priority 1 (Immediate) - Work should be performed immediately. Potential Life / Safety Issue.
Priority 2 (High) - Work should be performed within the next 1-2 years. Asset has reached useful life.
Priority 3 (Medium) - Work should be performed within the next 3-5 years. Asset will reach useful life soon.
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

Pell ES

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Elementary 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
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		1,100 SQFT	$4,769
C3010-03-01C Correct Ceramic Tile Wall Finish Deterioration by Demolition & Replacement	C3010 Wall Finish	Building Wide		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		35 SQFT	$1,020
C3010-03-02C Correct Ceramic Tile Wall Finish Deterioration by Regrouting	C3010 Wall Finish	Restroom		*Remove existing caulk at tile base and grout. Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		40 SQFT	$1,111
C3020-01-01C Correct Concrete Interior Floor Finish Deterioration by Prep & Refinish	C3020 Floor Finish	Building Wide			P2 / 1-2 Yrs	Damage		60 SQFT	$5,222
					Total Estimated Cost for **C30 Interior Finishes**				**$12,122**
D20 Plumbing									
D2020-06-01C Correct Plumbing Pump Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Boiler Room			P4 / 6-10 Yrs	Useful Life	Damage	2 EACH	$14,376
					Total Estimated Cost for **D20 Plumbing**				**$14,376**
D30 HVAC									
D3010-05-02C Correct Natural Gas Distribution Piping Pipe Surface Deterioration by Prep & Refinish	D3010 Energy Supply	Roof		*Gas piping associated with 5 RTUs and 2 Make Up Air Units on roof. Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		90 LNFT	$1,038
D3030-04-01C Correct Condensing Unit (3 Tons) Deterioration by Demolition & Replacement	D3030 Refrigeration	Roof		*Condensing units near make up air units.*	P4 / 6-10 Yrs	Useful Life	Damage	2 EACH	$19,947
D3050-08-01C Correct Split System Air Conditioning System Deterioration (1.5 Ton) by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Split systems associated with MDF and IDFs.*	P4 / 6-10 Yrs	Useful Life	Damage	3 EACH	$64,160

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Deferred Maintenance & Asset Renewal Report

Pell ES

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Elementary 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
D3050-21-02C Correct Air to Air Split System Heat Pump (3 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	2nd Floor		*Reported that cooling/air for rooms 206A, 208, and 209 was inadequate. Provide supplemental cooling for these areas if balancing fails.*	P2 / 1-2 Yrs	Function/ Functional	Environ Imprvmt	3 EACH	$48,396
D3060-02-05C Correct Electronic Control System Access Not Operable by Investigate & Service Allowance	D3060 HVAC Instrumentation & Controls	Building Wide		*Reported that DDC system keeps locking them out. Need to contract with vendor to regain access / control. Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Function/ Functional	Environ Imprvmt	2 LPSM	$1,326
D3070-01-01C Correct HVAC System Balancing Required by Balancing (Bldg SF)	D3070 Testing Adjusting & Balancing	2nd Floor		*Reported that cooling/air for rooms 206A, 208, and 209 was inadequate. Balance HVAC for these areas. If system is found to be inadequate, separate split systems could be added to supplement.*	P2 / 1-2 Yrs	Function/ Functional	Environ Imprvmt	3,000 BLDG SF	$6,026
							Total Estimated Cost for **D30 HVAC**		**$140,891**
D50 Electrical									
D5020-10-01C Correct Building Wide General Lighting Inefficient by Demolition & Replacement with Alternative Product (Bldg SF)	D5020 Lighting & Branch Wiring	Building Wide			P3 / 3-5 Yrs	Energy Conserv	Function/ Functional	105,565 BLDG SF	$1,148,691
							Total Estimated Cost for **D50 Electrical**		**$1,148,691**
G20 Site Improvements									
G2020-01-02C Correct Bituminous Parking Lot Deterioration by Patch & Apply Sealcoat	G2020 Parking Lots	Parking Lot		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		125 SQYD	$1,082
G2020-01-03C Correct Bituminous Parking Lot Deterioration by Restoration & Overlayment	G2020 Parking Lots	Building Exterior		*Parking lot at East end has staining resulting from oil seeping from ground. Further investigation is needed to determine cause and remediation of problem.*	P1 / Immed	Damage		200 SQYD	$2,656

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Deferred Maintenance & Asset Renewal Report

Pell ES

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Campus Name: Newport Public Schools
Building Type: Elementary 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
G2030-02-01C Correct Concrete Sidewalk Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior			P2 / 1-2 Yrs	Damage		1,500 SQFT	$21,481
G2030-02-02C Correct Concrete Sidewalk Expansion Joint Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		185 LNFT	$1,091
G2032-01-01C Correct Concrete Ramp Deteriorated by Demolition & Replacement	G2032 Exterior Ramp Construction	Building Exterior		*Existing concrete ramp and landings have settled in some areas as much as 6".*	P2 / 1-2 Yrs	Damage		850 SQFT	$174,764
							Total Estimated Cost for **G20 Site Improvements**		**$201,073**
							Total Estimated Cost for **Pell ES**		**$1,547,361**

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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
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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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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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

Deferred Maintenance & Asset Renewal Report

Rogers HS

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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
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
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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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Deferred Maintenance & Asset Renewal Report

Rogers HS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: High School
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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
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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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
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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Deferred Maintenance & Asset Renewal Report

Rogers HS

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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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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
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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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
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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Deferred Maintenance & Asset Renewal Report

Thompson MS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Middle 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
Thompson MS									
A20 Basement Construction									
A2020-01-04C Correct Bsmt Wall Cast in Place Concrete Non-Structural Spalling by Prep & Patch	A2020 Basement Wall	Basement			P2 / 1-2 Yrs	Damage		50 SQFT	$2,202
Total Estimated Cost for **A20 Basement Construction**									**$2,202**
B10 Superstructure									
B1020-05-03C Correct Metal Canopy Finish Deterioration by Prep & Refinish	B1020 Roof Construction	Building Exterior		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		285 SQFT	$1,133
Total Estimated Cost for **B10 Superstructure**									**$1,133**
B20 Exterior Enclosure									
B2010-03-01C Correct Brick Masonry Wall Deterioration by Demolition & Replacement	B2010 Exterior Wall	Building Exterior			P2 / 1-2 Yrs	Damage		20 SQFT	$1,705
B2010-03-07C Correct Brick Masonry Wall Stained Finish by Cleaning	B2010 Exterior Wall	Building Exterior			P2 / 1-2 Yrs	Damage		500 SQFT	$2,543
B2010-03-09C Correct Brick Masonry Wall Mortar Deterioration by Repointing	B2010 Exterior Wall	Building Exterior			P2 / 1-2 Yrs	Damage		125 SQFT	$4,731
B2011-02-03C Correct Column Enclosure Wood Finish Deterioration by Prep & Refinish	B2011 Exterior Wall Specialties	Building Exterior		*(4) columns at 12 LNFT each.*	P2 / 1-2 Yrs	Damage		48 LNFT	$1,661
B2011-06-10C Correct Exterior Wood Soffit or Fascia Finish Deterioration by Prep & Refinish	B2011 Exterior Wall Specialties	Building Exterior			P2 / 1-2 Yrs	Damage		320 SQFT	$1,743
B2021-01-07C Correct Window General Moisture or Air Infiltration by Recaulking	B2021 Exterior Window General	Building Exterior			P2 / 1-2 Yrs	Damage		480 LNFT	$7,318
B2030-05-04C Correct Historic Wood Door Deterioration by Refurbish, Prep & Refinish	B2030 Exterior Door	Building Exterior			P2 / 1-2 Yrs	Damage		2 EACH	$986

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Deferred Maintenance & Asset Renewal Report

Thompson MS

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Campus Name: Newport Public Schools
Building Type: Middle 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
B2031-01-03C Correct Door General Metal Lintel Deterioration by Demolition & Replacement	B2031 Exterior Door General	Building Exterior			P2 / 1-2 Yrs	Damage		8 LNFT	$1,470
							Total Estimated Cost for **B20 Exterior Enclosure**		**$22,157**
B30 Roofing									
B3010-02-01C Correct Slate Shingles Deterioration by Demolition & Replacement	B3010 Roof Covering	Roof		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		15 SQFT	$1,079
B3010-11-04C Correct EPDM Roof Deterioration by Coating	B3010 Roof Covering	Roof		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		185 SQFT	$1,048
B3030-03-04C Correct Downspout Boot Required by Install New	B3030 Roof Drainage	Roof			P2 / 1-2 Yrs	Damage		4 EACH	$2,646
							Total Estimated Cost for **B30 Roofing**		**$4,773**
C10 Interior Construction									
C1013-03-01C Correct Window Sill or Trim Deterioration by Demolition & Replacement	C1013 Interior Window General	Library			P2 / 1-2 Yrs	Damage		390 LNFT	$7,558
C1030-04-06C Correct Toilet & Bath Accessories Grab Bar Required by Install New	C1030 Fittings & Accessories	Building Wide			P2 / 1-2 Yrs	Accessibility		21 EACH	$5,752
C1030-06-02C Correct Interior Signage Panel Signage Deterioration by Demolition & Replacement	C1030 Fittings & Accessories	Restroom		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Function/ Functional		10 EACH	$1,299
							Total Estimated Cost for **C10 Interior Construction**		**$14,609**
C20 Stairs & Ramps									
C2050-01-03C Correct Handrail Finish Deterioration by Prep & Refinish	C2050 Interior Handrail & Balustrade	Building Wide			P2 / 1-2 Yrs	Damage		300 LNFT	$6,685

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Thompson MS

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C2050-01-04C Correct Guardrail Finish Deterioration by Prep & Refinish	C2050 Interior Handrail & Balustrade	Building Wide			P2 / 1-2 Yrs	Damage		180 LNFT	$16,078
						Total Estimated Cost for **C20 Stairs & Ramps**			**$22,762**
C30 Interior Finishes									
C3010-01-01C Correct Painted Wall Finish Deterioration by Prep & Repaint (SQFT)	C3010 Wall Finish	Building Wide			P2 / 1-2 Yrs	Damage		2,100 SQFT	$9,104
C3010-03-01C Correct Ceramic Tile Wall Finish Deterioration by Demolition & Replacement	C3010 Wall Finish	Building Wide			P2 / 1-2 Yrs	Damage		75 SQFT	$2,186
C3020-02-01C Correct Resilient Tile Floor Finish Deterioration by Demolition & Replacement	C3020 Floor Finish	Building Wide			P2 / 1-2 Yrs	Damage		250 SQFT	$1,329
C3030-03-02C Correct Drywall Ceiling Finish Deterioration by Prep & Refinish	C3030 Ceiling Finish	Building Wide		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		150 SQFT	$1,376
C3030-05-01C Correct Suspended Acoustical Ceiling Tile Only Finish Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide			P2 / 1-2 Yrs	Damage		500 SQFT	$2,709
						Total Estimated Cost for **C30 Interior Finishes**			**$16,705**
D20 Plumbing									
D2010-03-10C Correct Lavatory Trap Insulation Required by Install New	D2010 Plumbing Fixtures	Building Wide			P2 / 1-2 Yrs	Accessibility		18 EACH	$1,227
D2010-08-01C Correct Electric Water Cooler (Single) Deterioration by Demolition & Replacement	D2010 Plumbing Fixtures	Building Wide			P4 / 6-10 Yrs	Useful Life	Damage	7 EACH	$20,903
D2010-08-01C Correct Electric Water Cooler (Single) Deterioration by Demolition & Replacement	D2010 Plumbing Fixtures	Gymnasium		*Wall mount supporting plate is bent.*	P2 / 1-2 Yrs	Damage		1 EACH	$2,986

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Thompson MS

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D2010-11-01C Correct Residential Sink Deterioration by Demolition & Replacement	D2010 Plumbing Fixtures	Dining Area		*Sink and base cabinets do not meet ADA Compliance. Replace sink, fixtures and base cabinet.*	P2 / 1-2 Yrs	Codes/ Standards		1 EACH	$3,311
D2020-06-01C Correct Plumbing Pump Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Boiler Room			P4 / 6-10 Yrs	Useful Life		1 EACH	$7,188
D2020-06-01C Correct Plumbing Pump Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Boiler Room		*Duplex pump set reported as inoperative, 150 GPM & 7.5 HP for each pump.*	P2 / 1-2 Yrs	Useful Life	Damage	2 EACH	$14,376
D2020-08-04C Correct Domestic Water Heater (120 Gal Gas Fired) Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Boiler Room		*100 Gallons, 240 MBH input.*	P2 / 1-2 Yrs	Useful Life		1 EACH	$8,389
						Total Estimated Cost for **D20 Plumbing**			**$58,380**
D30 HVAC									
D3010-05-02C Correct Natural Gas Distribution Piping Pipe Surface Deterioration by Prep & Refinish	D3010 Energy Supply	Exterior		*To prep and repaint gas piping service entrance. Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		90 LNFT	$1,038
D3020-02-09C Correct Hot Water Boiler Deterioration (4,000 MBH) by Demolition & Replacement	D3020 Heat Generation	Boiler Room		*3580 MBH output, Burnham Hot Water Boiler #2 is inoperative and needs to be replaced ASAP.*	P2 / 1-2 Yrs	Function/ Functional	Damage	1 EACH	$239,711
D3040-02-21C Correct Air Handling Unit Heating Only (3000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Boiler Room		*HV-2, 2900 CFM, combustion air.*	P4 / 6-10 Yrs	Useful Life		1 EACH	$31,262
D3040-02-28C Correct Air Handling Unit Heating Only (10,000 CFM) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	1st Floor Mechanical Room		*HV-1 13100 CFM, serves gym.*	P4 / 6-10 Yrs	Useful Life		1 EACH	$106,204
D3040-04-01C Correct VAV Terminal Unit Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Building Wide			P3 / 3-5 Yrs	Useful Life		35 EACH	$122,727
D3040-04-01C Correct VAV Terminal Unit Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Building Wide		*Fan Powered VAV Terminal Unit*	P3 / 3-5 Yrs	Useful Life		5 EACH	$17,532

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Deferred Maintenance & Asset Renewal Report

Thompson MS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Middle 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
D3040-09-03C Correct Exhaust or Induction Fan (1/5 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Roof			P3 / 3-5 Yrs	Useful Life	Damage	18 EACH	$79,196
D3040-18-05C Correct Hydronic Distribution Base Mount Pump (15 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Boiler Room			P4 / 6-10 Yrs	Useful Life	Damage	2 EACH	$100,726
D3050-03-06C Correct Packaged Air Conditioning & Heating Unit (50 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*RTU-1. Estimated single unit is 100 Tons. Increased asset quantity to allow for unit size.*	P3 / 3-5 Yrs	Useful Life	Damage	2 EACH	$236,012
D3050-03-06C Correct Packaged Air Conditioning & Heating Unit (50 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*RTU-2.*	P3 / 3-5 Yrs	Useful Life	Damage	1 EACH	$118,006
D3050-08-01C Correct Split System Air Conditioning System Deterioration (1.5 Ton) by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Split systems associated with MDF and IDFs.*	P4 / 6-10 Yrs	Useful Life	Damage	3 EACH	$64,160
D3050-08-02C Correct Split System Air Conditioning System Deterioration (3 Ton) by Demolition & Replacement	D3050 Terminal & Packaged Units	Exterior			P4 / 6-10 Yrs	Useful Life		1 EACH	$28,149
D3050-10-05C Correct Heating Only Unit Ventilator (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide			P3 / 3-5 Yrs	Useful Life		43 EACH	$1,427,405
D3050-20-01C Correct Steam & Hot Water Unit Heater (100 MBH) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide			P4 / 6-10 Yrs	Useful Life		2 EACH	$4,775
D3050-20-01C Correct Steam & Hot Water Unit Heater (100 MBH) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	4 EACH	$9,549
D3050-21-02C Correct Air to Air Split System Heat Pump (3 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof			P4 / 6-10 Yrs	Useful Life	Damage	2 EACH	$32,264

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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
D3060-02-05C Correct Electronic Control System Access Not Operable by Investigate & Service Allowance	D3060 HVAC Instrumentation & Controls	Building Wide		*Reported that DDC system keeps locking them out. Need to contract with vendor to regain access / control. Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Function/ Functional	Environ Imprvmt	2 LPSM	$1,326
						Total Estimated Cost for **D30 HVAC**			**$2,620,041**
D40 Fire Protection									
D4010-03-02C Correct Fire Pump, 60 HP, Deterioration by Demolition & Replacement	D4010 Sprinklers	Basement			P2 / 1-2 Yrs	Damage		1 EACH	$61,138
						Total Estimated Cost for **D40 Fire Protection**			**$61,138**
D50 Electrical									
D5020-10-01C Correct Building Wide General Lighting Inefficient by Demolition & Replacement with Alternative Product (Bldg SF)	D5020 Lighting & Branch Wiring	Building Wide			P3 / 3-5 Yrs	Energy Conserv	Function/ Functional	112,000 BLDG SF	$1,218,712
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		112,000 BLDG SF	$208,777
D5033-01-01C Correct Building Wide Intercom System Deterioration by Demolition & Replacement (Bldg SF)	D5033 Intercom Systems	Gymnasium		*PA system devices and wiring in Gym area need to be replaced.*	P3 / 3-5 Yrs	Function/ Functional		112,000 BLDG SF	$281,608
						Total Estimated Cost for **D50 Electrical**			**$1,709,098**
E20 Furnishings									
E2010-04-01C Correct Wall Cabinet Deterioration by Demolition & Replacement	E2010 Fixed Furnishings	Building Wide			P3 / 3-5 Yrs	Damage		125 LNFT	$72,362
E2010-04-09C Correct Base Cabinet with Solid Surface Counter Deterioration by Demolition & Replacement	E2010 Fixed Furnishings	Building Wide		*Sink and base cabinets do not meet ADA Compliance. Replace sink, fixtures and base cabinet.*	P2 / 1-2 Yrs	Damage		15 LNFT	$13,850

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Deferred Maintenance & Asset Renewal Report

Thompson MS

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Middle 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
E2010-04-09C Correct Base Cabinet with Solid Surface Counter Deterioration by Demolition & Replacement	E2010 Fixed Furnishings	Building Wide			P3 / 3-5 Yrs	Damage		75 LNFT	$69,248
E2010-07-01C Correct Display Case Deterioration by Demolition & Replacement	E2010 Fixed Furnishings	1st Floor		*2 (36x60) glass panels broken and locking mechanism missing.*	P2 / 1-2 Yrs	Damage		30 SQFT	$79,458
						Total Estimated Cost for **E20 Furnishings**			**$234,918**
G20 Site Improvements									
G2020-01-03C Correct Bituminous Parking Lot Deterioration by Restoration & Overlayment	G2020 Parking Lots	Parking Lot		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		80 SQYD	$1,062
G2030-02-01C Correct Concrete Sidewalk Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Parking Lot			P2 / 1-2 Yrs	Damage		450 SQFT	$6,444
G2030-02-02C Correct Concrete Sidewalk Expansion Joint Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		185 LNFT	$1,091
G2030-02-04C Correct Concrete Sidewalk Finish Deterioration by Prep & Resurface	G2030 Pedestrian Paving	Building Exterior			P2 / 1-2 Yrs	Damage		225 SQFT	$2,419
G2031-01-02C Correct Concrete Above Grade Stair Nosing Deterioration by Demolition & Replacement	G2031 Exterior Stair Construction	Building Exterior			P2 / 1-2 Yrs	Damage		30 LNFT	$1,650
G2033-01-06C Correct Handrail with Guardrail Deterioration by Prep & Refinish	G2033 Exterior Handrail & Guardrail	Building Exterior			P2 / 1-2 Yrs	Damage		600 LNFT	$54,624
						Total Estimated Cost for **G20 Site Improvements**			**$67,290**
						Total Estimated Cost for **Thompson MS**			**$4,835,207**

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Deferred Maintenance & Asset Renewal Report

Career & Tech

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Administration
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
Career & Tech									
B10 Superstructure									
B1010-01-07C Correct Columns Supporting Floors Steel Finish Deterioration by Prep and Refinish	B1010 Floor Construction	Shop		*Steel beams supporting floor.*	P2 / 1-2 Yrs	Damage		375 LNFT	$7,803
B1010-01-07C Correct Columns Supporting Floors Steel Finish Deterioration by Prep and Refinish	B1010 Floor Construction	Shop		*Steel columns supporting floor.*	P2 / 1-2 Yrs	Damage		200 LNFT	$4,162
					Total Estimated Cost for **B10 Superstructure**				**$11,965**
B20 Exterior Enclosure									
B2010-12-01C Correct Stucco Wall Deterioration by Demolition & Replacement	B2010 Exterior Wall	Building Exterior			P2 / 1-2 Yrs	Damage		5,000 SQFT	$163,774
B2011-06-03C Correct Exterior Stucco Soffit or Fascia Deterioration by Demolition & Replacement	B2011 Exterior Wall Specialties	Building Exterior			P2 / 1-2 Yrs	Damage		4,000 SQFT	$120,632
B2030-04-02C Correct Hollow Metal Door & Frame Deterioration by Demolition & Replacement	B2030 Exterior Door	Vestibule			P2 / 1-2 Yrs	Damage		4 EACH	$15,006
					Total Estimated Cost for **B20 Exterior Enclosure**				**$299,412**
B30 Roofing									
B3020-04-05C Correct Roof Hatch Guardrail Required by Install New	B3020 Roof Opening	Roof			P2 / 1-2 Yrs	Life Safety		1 EACH	$2,460
B3040-01-04C Correct Vent Pipe Flashing Required by Install New	B3040 Roof Flashing	Roof		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		10 SQFT	$1,081
					Total Estimated Cost for **B30 Roofing**				**$3,541**

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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
C10 Interior Construction									
C1010-04-04C Correct Concrete Masonry Unit Common Partition Mortar Joint Deterioration by Repointing	C1010 Interior Partition	Shop		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		30 SQFT	$1,001
C1030-05-01C Correct Wall Protection Guard Deterioration by Demolition & Replacement	C1030 Fittings & Accessories	Building Wide			P3 / 3-5 Yrs	Damage		120 LNFT	$5,818
					Total Estimated Cost for **C10 Interior Construction**				**$6,819**
C30 Interior Finishes									
C3010-03-01C Correct Ceramic Tile Wall Finish Deterioration by Demolition & Replacement	C3010 Wall Finish	1st Floor		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		35 SQFT	$1,020
C3020-02-01C Correct Resilient Tile Floor Finish Deterioration by Demolition & Replacement	C3020 Floor Finish	1st Floor			P3 / 3-5 Yrs	Damage		30,000 SQFT	$159,534
C3020-17-03C Correct Rubber Cove Base Required by Install New	C3020 Floor Finish	Building Wide		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		200 LNFT	$1,098
C3030-03-01C Correct Drywall Ceiling Finish Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		60 SQFT	$1,054
C3030-05-01C Correct Suspended Acoustical Ceiling Tile Only Finish Deterioration by Demolition & Replacement	C3030 Ceiling Finish	Building Wide		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		185 SQFT	$1,003
					Total Estimated Cost for **C30 Interior Finishes**				**$163,709**
D20 Plumbing									
D2010-03-10C Correct Lavatory Trap Insulation Required by Install New	D2010 Plumbing Fixtures	Building Wide		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Codes/ Standards		170 EACH	$11,590
D2010-11-01C Correct Residential Sink Deterioration by Demolition & Replacement	D2010 Plumbing Fixtures	Adjacent to Auto Shop		*This is one sink with three faucets.*	P2 / 1-2 Yrs	Damage	Useful Life	3 EACH	$9,934

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Deferred Maintenance & Asset Renewal Report

Career & Tech

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Administration
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
D2020-01-01C Correct Domestic Water Piping & Valves & Insulation Deterioration by Demolition & Replacement (Bldg SF)	D2020 Domestic Water Distribution	Building Wide			P4 / 6-10 Yrs	Useful Life	Damage	33,000 BLDG SF	$311,399
D2020-08-02C Correct Domestic Water Heater (50 Gal Gas Fired) Deterioration by Demolition & Replacement	D2020 Domestic Water Distribution	Basement		*Approximately 30+ gallons.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$5,653
D2030-01-01C Correct Deteriorated Sanitary Sewer Pipe & Fittings Deterioration by Demolition & Replacement (Bldg SF)	D2030 Sanitary Waste	Building Wide			P4 / 6-10 Yrs	Useful Life	Damage	33,000 BLDG SF	$361,469
					Total Estimated Cost for **D20 Plumbing**				**$700,044**
D30 HVAC									
D3010-05-02C Correct Natural Gas Distribution Piping Pipe Surface Deterioration by Prep & Refinish	D3010 Energy Supply	Roof		*Gas piping to RTUs on roof. Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		90 LNFT	$1,038
D3020-17-01C Correct Fuel Fired Unit Heater Deterioration by Demolition & Replacement	D3020 Heat Generation	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	5 EACH	$56,834
D3020-20-01C Correct Electric Wall Heater Deterioration by Demolition & Replacement	D3020 Heat Generation	Building Wide			P4 / 6-10 Yrs	Useful Life	Damage	3 LNFT	$15,025
D3020-20-01C Correct Electric Wall Heater Deterioration by Demolition & Replacement	D3020 Heat Generation	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	2 LNFT	$10,017
D3040-05-03C Correct Gas-Fired Makeup Air Unit (1000 MBH) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Roof		*Captive Aire gas fired.*	P4 / 6-10 Yrs	Useful Life		1 EACH	$63,421
D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Carpentry Shop		*Propeller fans.*	P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$8,692
D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Roof			P2 / 1-2 Yrs	Damage	Useful Life	10 EACH	$43,458

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Deferred Maintenance & Asset Renewal Report

Career & Tech

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Administration
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
D3040-09-01C Correct Exhaust or Induction Fan (1/8 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Roof			P4 / 6-10 Yrs	Useful Life		1 EACH	$4,346
D3040-09-05C Correct Exhaust or Induction Fan (1/2 HP) Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Auto Shop		*Welding exhaust fan.*	P3 / 3-5 Yrs	Damage	Useful Life	1 EACH	$5,299
D3040-11-01C Correct Ceiling Exhauster Deterioration by Demolition & Replacement	D3040 HVAC Distribution	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	2 EACH	$2,792
D3040-13-04C Correct Ductwork & Insulation Deterioration by Duct Cleaning Building Wide (Bldg SF)	D3040 HVAC Distribution	Building Wide			P2 / 1-2 Yrs	Environ Imprvmt	Energy Conserv	33,000 BLDG SF	$66,286
D3040-14-03C Correct Grilles Registers Dampers & Diffusers Deterioration by Demolition & Replacement (BLDG SF)	D3040 HVAC Distribution	Building Wide			P2 / 1-2 Yrs	Damage	Useful Life	33,000 BLDG SF	$68,191
D3050-01-02C Correct Packaged Rooftop Air Conditioning & Heating Unit (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, American Standard/Trane.*	P4 / 6-10 Yrs	Useful Life		1 EACH	$28,439
D3050-01-02C Correct Packaged Rooftop Air Conditioning & Heating Unit (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*4 Ton gas fired, American Standard/Trane.*	P4 / 6-10 Yrs	Useful Life	Damage	1 EACH	$28,439
D3050-01-02C Correct Packaged Rooftop Air Conditioning & Heating Unit (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$28,439
D3050-01-02C Correct Packaged Rooftop Air Conditioning & Heating Unit (5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*3 Ton, gas fired, Bryant.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$28,439
D3050-01-03C Correct Packaged Rooftop Air Conditioning & Heating Unit (7.5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, York.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$34,534
D3050-01-03C Correct Packaged Rooftop Air Conditioning & Heating Unit (7.5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, American Standard/Trane.*	P4 / 6-10 Yrs	Useful Life		2 EACH	$69,068

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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
D3050-01-05C Correct Packaged Rooftop Air Conditioning & Heating Unit (12.5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, American Standard/Trane.*	P4 / 6-10 Yrs	Useful Life	Damage	2 EACH	$96,287
D3050-01-05C Correct Packaged Rooftop Air Conditioning & Heating Unit (12.5 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, American Standard/Trane.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$48,143
D3050-01-06C Correct Packaged Rooftop Air Conditioning & Heating Unit (15 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, American Standard/Trane.*	P4 / 6-10 Yrs	Useful Life	Damage	1 EACH	$50,196
D3050-01-07C Correct Packaged Rooftop Air Conditioning & Heating Unit (20 Ton) Deterioration by Demolition & Replacement	D3050 Terminal & Packaged Units	Roof		*Gas fired, York. fired, American Standard/Trane.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$71,825
D3050-19-01C Correct Cabinet Heater Deterioration of Cabinet Heater by Demolition & Replacement	D3050 Terminal & Packaged Units	Building Wide		*Entrance.*	P2 / 1-2 Yrs	Damage	Useful Life	1 EACH	$3,028
D3090-01-01C Correct Dust Collection System Deterioration by Demolition & Replacement	D3090 Other Special HVAC Systems & Equipment	Exterior		*Outside carpentry shop & serves carpentry shop.*	P3 / 3-5 Yrs	Damage	Useful Life	1 EACH	$12,522
							Total Estimated Cost for **D30 HVAC**		**$844,757**
D50 Electrical									
D5010-05-04C Correct Main Distribution Panel (1200 AMP) Deterioration by Demolition & Replacement	D5010 Electrical Service & Distribution	Electrical Room			P3 / 3-5 Yrs	Useful Life		1 EACH	$14,462
D5010-16-01C Correct Bldg Wide Electrical Service & Distr Deterioration by Demolition & Replacement (Bldg SF)	D5010 Electrical Service & Distribution	Building Wide			P4 / 6-10 Yrs	Useful Life		33,000 BLDG SF	$363,378
D5020-10-01C Correct Building Wide General Lighting Inefficient by Demolition & Replacement with Alternative Product (Bldg SF)	D5020 Lighting & Branch Wiring	Building Wide			P3 / 3-5 Yrs	Energy Conserv	Function/ Functional	33,000 BLDG SF	$359,085
D5020-16-02C Correct Exterior Building Wall Mounted Lighting Deterioration by Demolition & Replacement	D5020 Lighting & Branch Wiring	Building Exterior			P3 / 3-5 Yrs	Function/ Functional		35 EACH	$37,168

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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

Career & Tech

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Administration
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
D5021-01-06C Correct Receptacles (GFCI) Required by Install New	D5021 Branch Wiring	Roof		*Each roof top HVAC equipment requires an outlet within 25 ft.*	P3 / 3-5 Yrs	Codes/ Standards		12 EACH	$8,226
D5032-01-04C Correct Master Clock System Required by Install New (Bldg SF)	D5032 Clock & Program Systems	Building Wide			P4 / 6-10 Yrs	Function/ Functional		33,000 BLDG SF	$49,116
					Total Estimated Cost for **D50 Electrical**				**$831,435**
G20 Site Improvements									
G2010-04-01C Correct Roadway Curb Deterioration by Demolition & Replacement	G2010 Roadways	Building Exterior			P2 / 1-2 Yrs	Damage		150 LNFT	$9,039
G2020-01-05C Correct Bituminous Parking Lot Striping Deterioration by Restripe	G2020 Parking Lots	Parking Lot		*Quantity increase to meet minimum cost.*	P2 / 1-2 Yrs	Damage		1,175 LNFT	$1,019
G2030-02-01C Correct Concrete Sidewalk Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior			P2 / 1-2 Yrs	Damage		300 SQFT	$4,296
G2030-02-02C Correct Concrete Sidewalk Expansion Joint Deterioration by Demolition & Replacement	G2030 Pedestrian Paving	Building Exterior		*Quantity increase to meet minimum cost.*	P3 / 3-5 Yrs	Damage		185 LNFT	$1,091
G2033-01-06C Correct Handrail with Guardrail Deterioration by Prep & Refinish	G2033 Exterior Handrail & Guardrail	Building Exterior			P3 / 3-5 Yrs	Damage		80 LNFT	$7,283
G2040-04-06C Correct Chain Link Fence & Gates (8' High) Deterioration by Demolition & Replacement	G2040 Site Development	Building Exterior			P3 / 3-5 Yrs	Damage		60 LNFT	$4,801
					Total Estimated Cost for **G20 Site Improvements**				**$27,528**
H10 Space Requirements									
H1020-10-1C Correct Entrance Space Reconfiguration Required by Demo & Reconfigure Space	H1020 Space Reconfiguration	Vestibule		*Depth of vestibule is non code compliant.*	P2 / 1-2 Yrs	Codes/ Standards		100 SQFT	$23,573
					Total Estimated Cost for **H10 Space Requirements**				**$23,573**

Priority 1 (Immediate) - Work should be performed immediately. Potential Life / Safety Issue.
Priority 2 (High) - Work should be performed within the next 1-2 years. Asset has reached useful life.
Priority 3 (Medium) - Work should be performed within the next 3-5 years. Asset will reach useful life soon.
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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%).

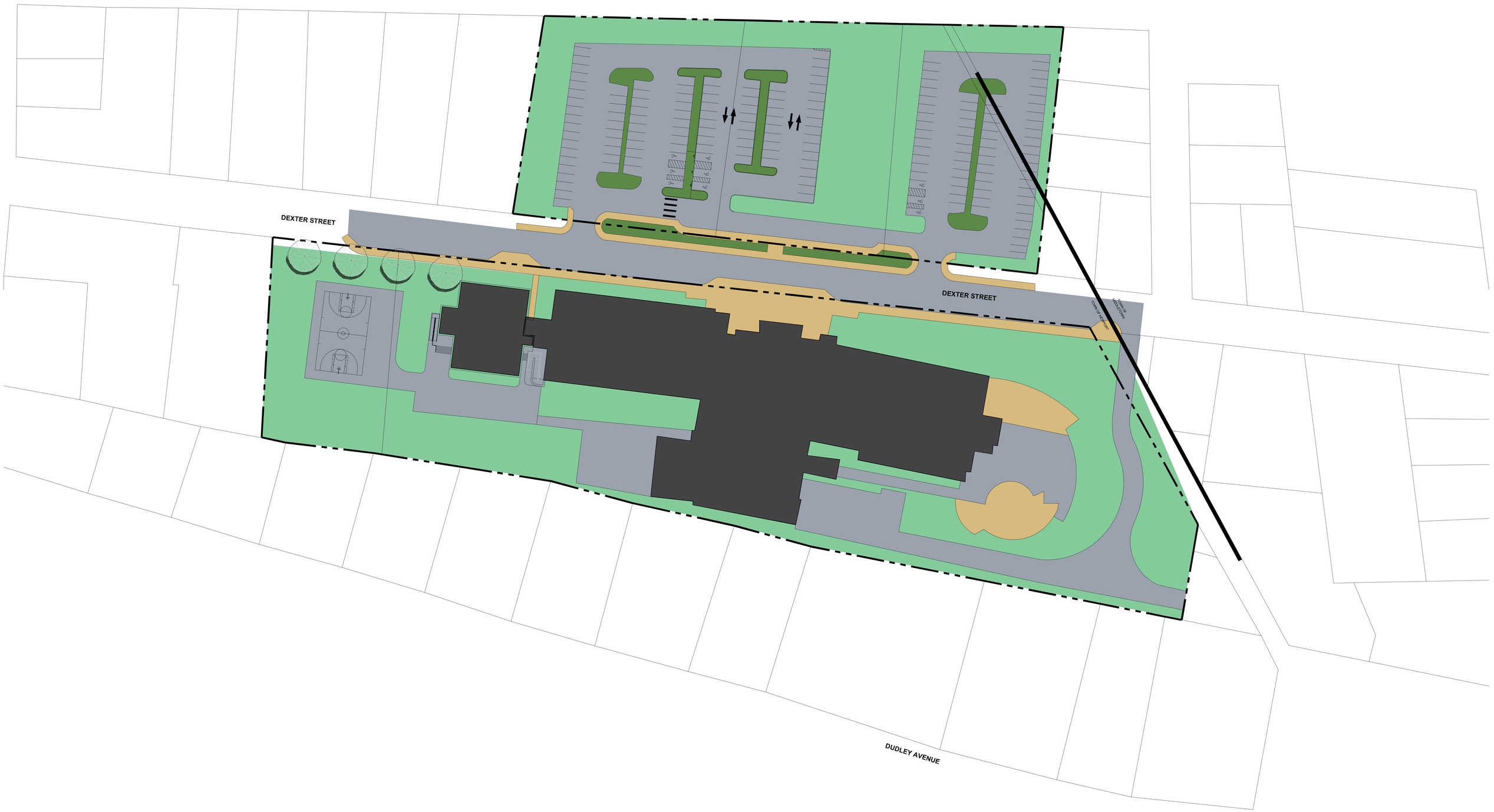
Deferred Maintenance & Asset Renewal Report

Career & Tech

Project Name: 2019 Newport PS Facilities Condition Assessment
Campus Name: Newport Public Schools
Building Type: Administration
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
								Total Estimated Cost for **Career & Tech**	**$2,912,785**

Priority 1 (Immediate) - Work should be performed immediately. Potential Life / Safety Issue.
Priority 2 (High) - Work should be performed within the next 1-2 years. Asset has reached useful life.
Priority 3 (Medium) - Work should be performed within the next 3-5 years. Asset will reach useful life soon.
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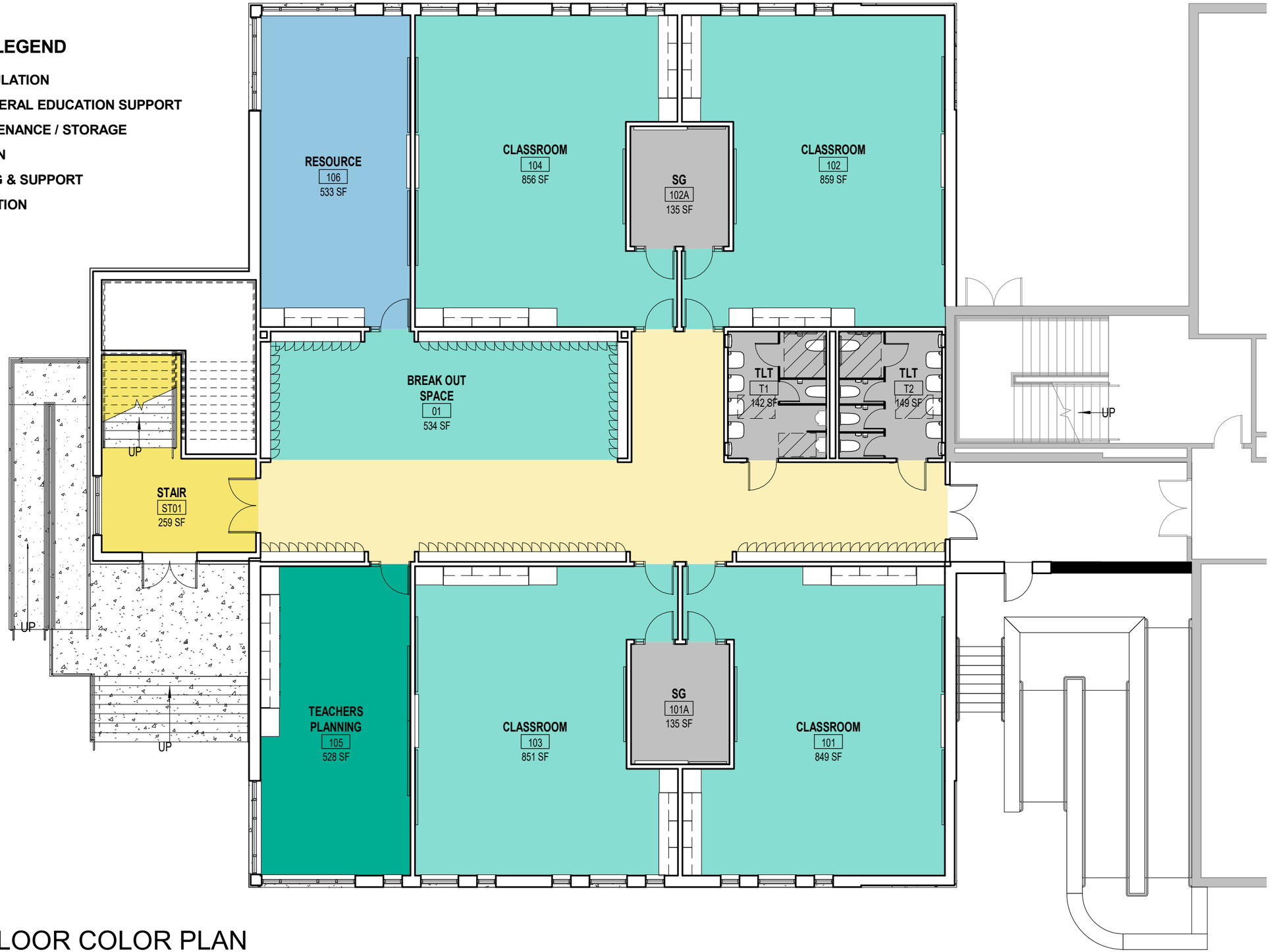


NEW PELL SITE PLAN
SCALE: N.T.S.

DOWNES CONSTRUCTION COMPANY
STUDIO JAED

PROGRAM PLAN LEGEND

- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION



1 1ST FLOOR COLOR PLAN

SCALE: 3/32" = 1'-0"

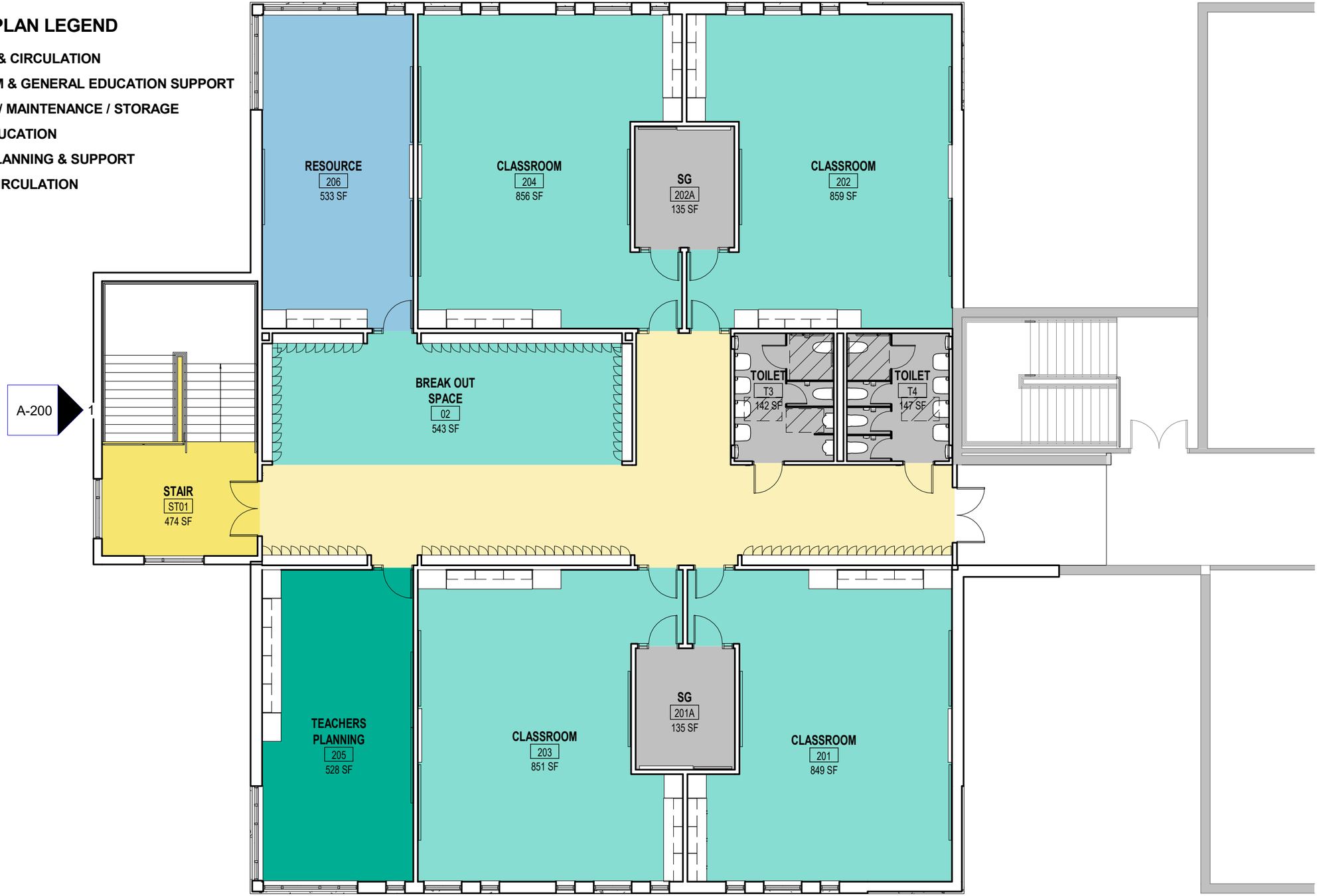
PELL ELEMENTARY SCHOOL ADDITION

3/32" = 1'-0"

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- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
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- SPECIAL EDUCATION
- TEACHER PLANNING & SUPPORT
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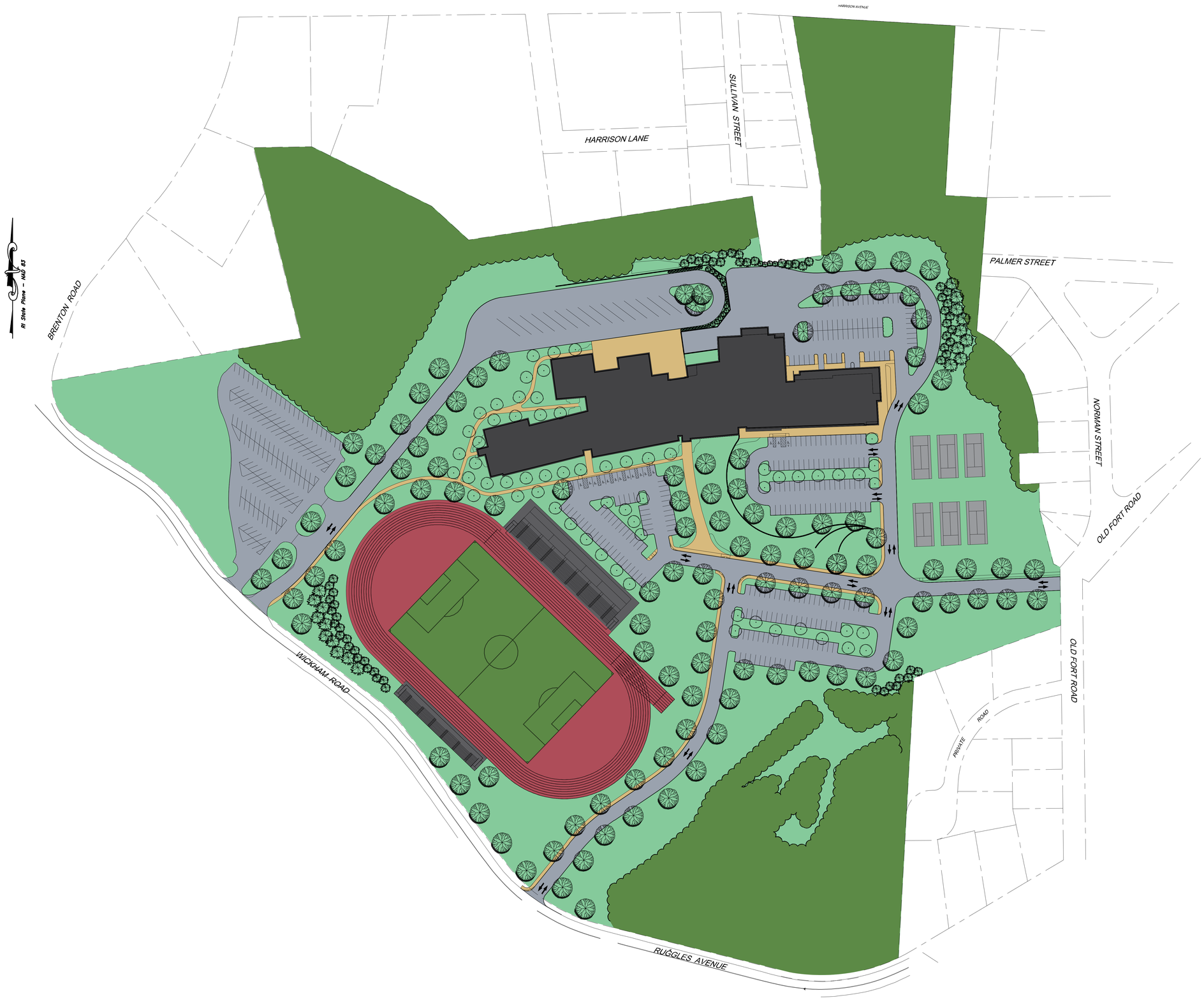
1 2ND FLOOR COLOR PLAN

SCALE: 3/32" = 1'-0"

PELL ELEMENTARY SCHOOL ADDITION

3/32" = 1'-0"

STUDIO JAED

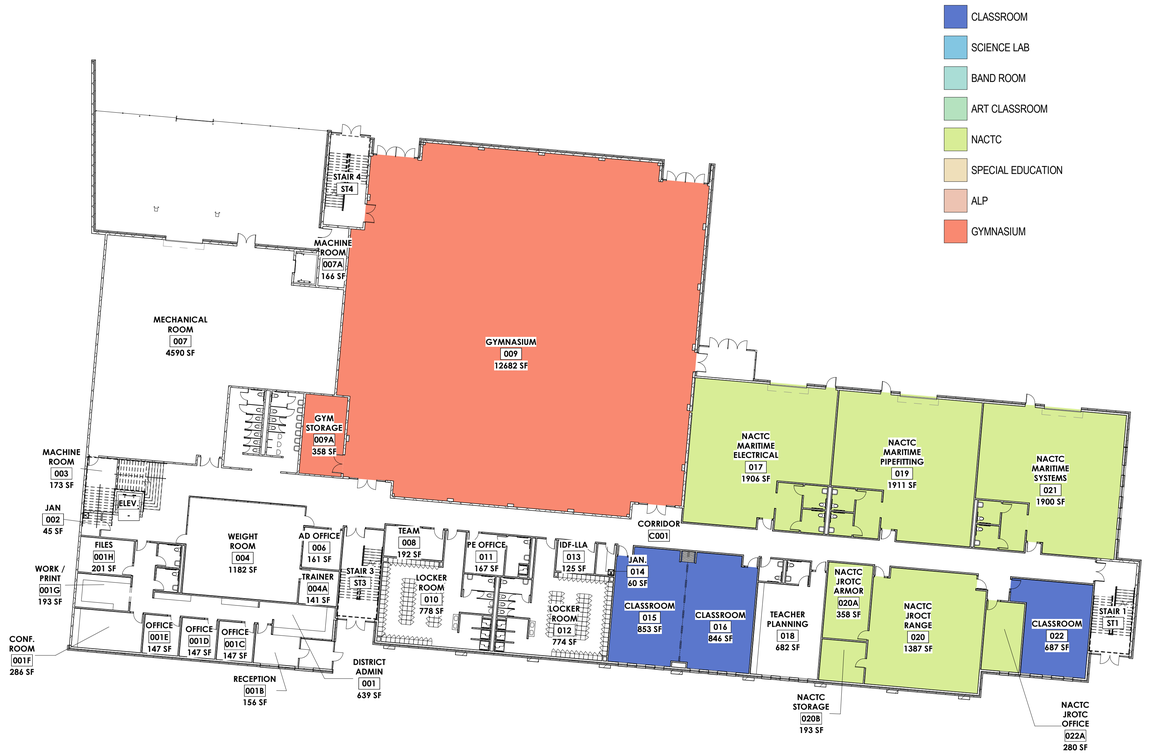


NEW ROGERS SITE PLAN

SCALE: N.T.S.

DOWNES CONSTRUCTION COMPANY

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1 SK-1.0 — LOWER LEVEL - OVERALL

1" = 20'-0"



2 SK-1.0 — 1ST FLOOR - OVERALL

1" = 20'-0"

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DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL

15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

OVERALL LOWER LEVEL AND FIRST FLOOR PLAN

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
		18038

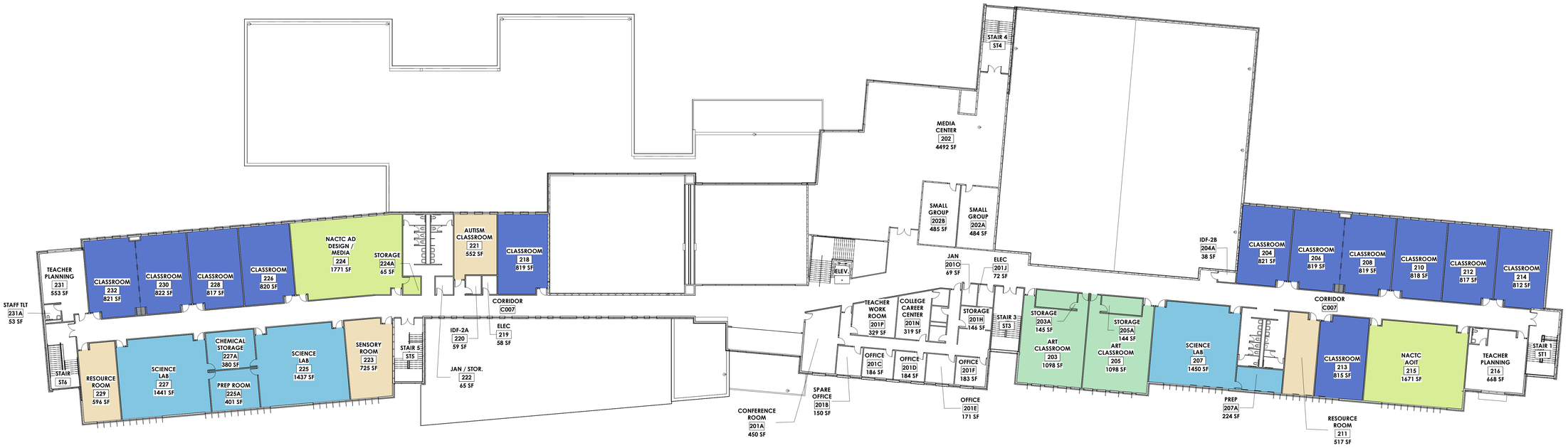
SHEET NO.

SK-1.0

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1 SK-1.1 — 2ND FLOOR - OVERALL
1" = 20'-0"

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PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
OVERALL 2ND FLOOR PLAN

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
		18038

SHEET NO.
SK-1.1

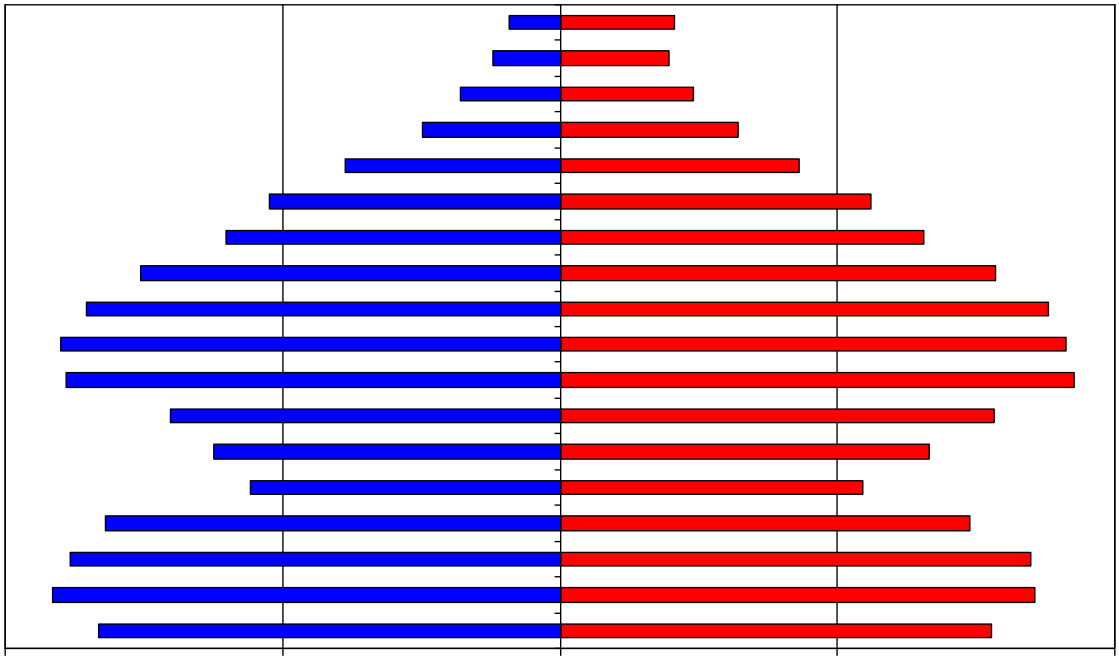
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Newport Public Schools

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.

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

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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

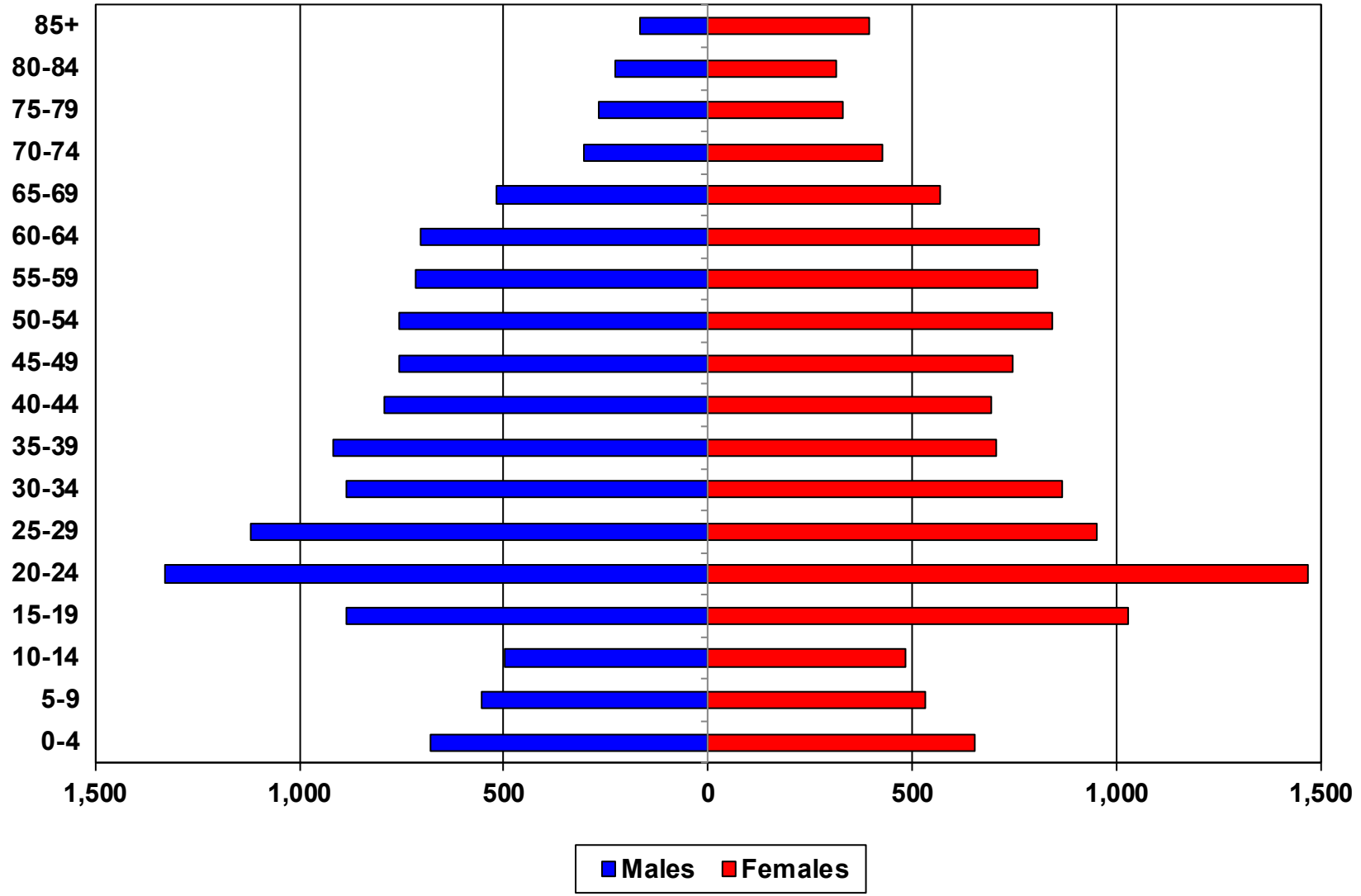
Total	2010	2015	2020	2025	2030
0-4	1,334	1,250	1,290	1,290	1,270
5-9	1,084	1,250	1,160	1,220	1,250
10-14	978	1,040	1,210	1,120	1,180
15-19	1,912	1,930	2,040	2,260	2,120
20-24	2,794	2,790	2,840	3,010	3,180
25-29	2,069	2,060	2,010	2,030	2,240
30-34	1,750	1,700	1,670	1,610	1,650
35-39	1,622	1,670	1,610	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

Newport Public School District – Total Population 2010 Census



Appendix D: Enrollment Forecasts

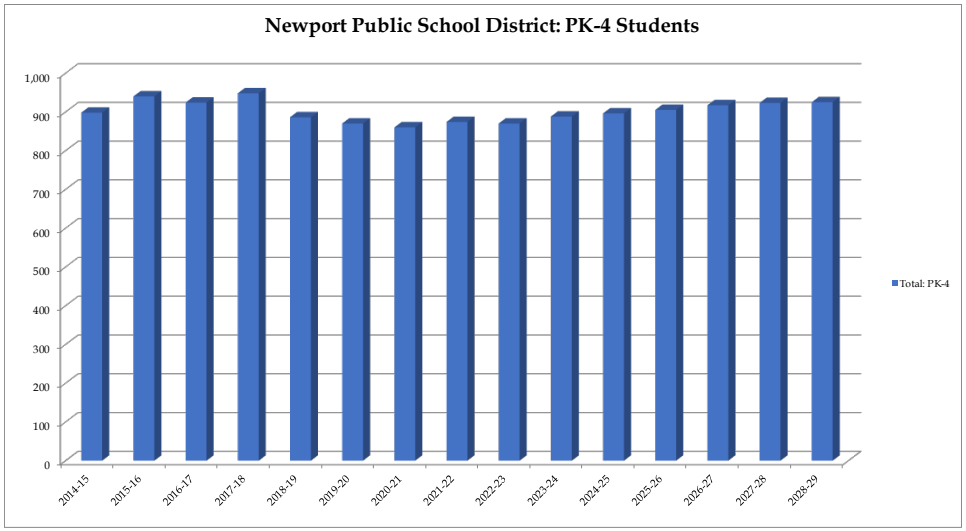
Newport Public School District -Enrollment Forecasts

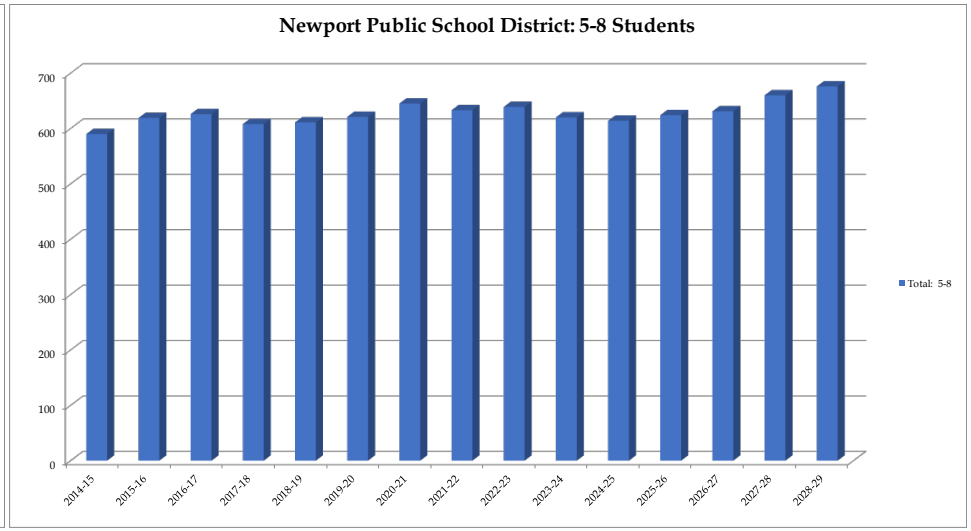
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
PK	45	59	61	48	53	53	53	53	53	53	53	53	53	53	53
K	195	181	174	190	154	166	168	171	172	173	175	175	178	179	177
1	171	208	176	181	183	159	171	173	174	176	177	179	179	180	181
2	190	164	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%

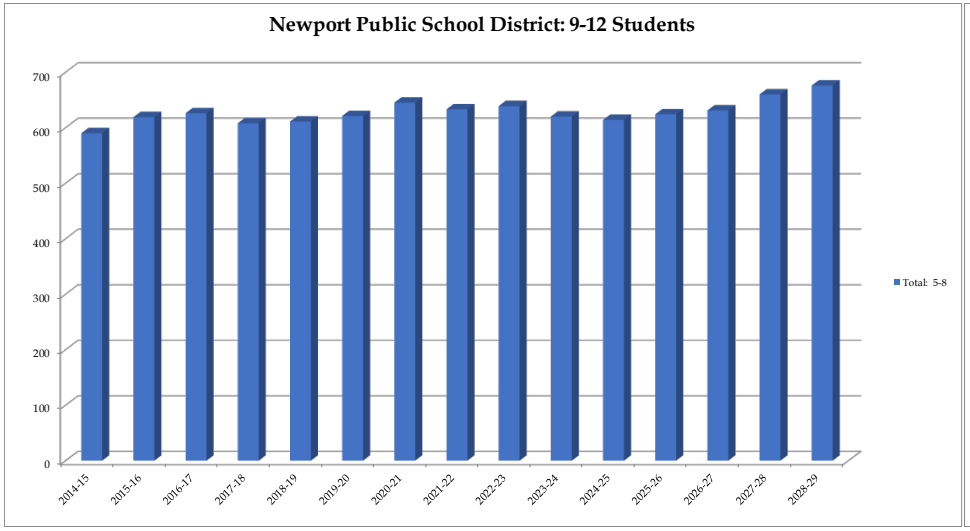
Forecasts Developed February 2019

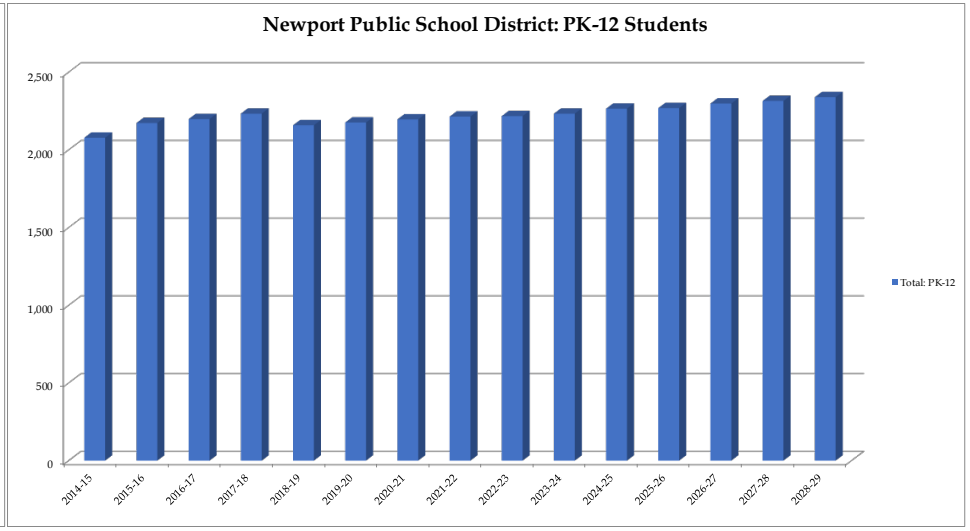
Green Cells (2018-19 and earlier) are historical data

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

ROGERS HIGH SCHOOL - Totals by Grade

As of 01/31/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
											168	206	180	126	680	100.00%	695	100.00%
GENDER																		
F											83	81	87	68	319	46.91%	322	46.33%
M											85	125	93	58	361	53.09%	373	53.67%
LUNCH																		
FREE											95	125	86	64	370	54.41%	369	53.09%
REDUCED											11	10	12	9	42	6.18%	42	6.04%
PAID											62	71	82	53	268	39.41%	284	40.86%
IEP																		
YES											23	43	29	18	113	16.62%	107	15.40%
NO											145	163	151	108	567	83.38%	588	84.60%
SEC 504																		
YES											5	15	9	6	35	5.15%	33	4.75%
NO											163	191	171	120	645	94.85%	662	95.25%
LEP																		
YES											30	38	28	12	108	15.88%	83	11.94%
NO											138	168	152	114	572	84.12%	612	88.06%
RACE/ETHNICITY																		
A-Nat American											5	7	7	3	22	3.24%	22	3.17%
B-Asian/Pacific Is											6	13	5	3	27	3.97%	27	3.88%
C-Black											27	37	25	27	116	17.06%	121	17.41%
D-Hispanic											58	67	56	30	211	31.03%	207	29.78%
E-White											72	82	87	63	304	44.71%	318	45.76%

THOMPSON MIDDLE SCHOOL - Totals by Grade

As of 01/31/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
							155	155	165	133					608	100.00%	606	100.00%
GENDER																		
F							64	87	78	72					301	49.51%	300	49.50%
M							91	68	87	61					307	50.49%	306	50.50%
LUNCH																		
FREE							103	100	112	82					397	65.30%	396	65.35%
REDUCED							12	14	10	8					44	7.24%	42	6.93%
PAID							40	41	43	43					167	27.47%	168	27.72%
IEP																		
YES							34	31	32	27					124	20.39%	117	19.31%
NO							121	124	133	106					484	79.61%	489	80.69%
SEC 504																		
YES							3	5	7	5					20	3.29%	17	2.81%
NO							152	150	158	128					588	96.71%	589	97.19%
LEP																		
YES							29	21	36	18					104	17.11%	74	12.21%
NO							126	134	129	115					504	82.89%	532	87.79%
RACE/ETHNICITY																		
A-Nat American							7	8	8	6					29	4.77%	31	5.12%
B-Asian/Pacific Is							10	6	9	2					27	4.44%	28	4.62%
C-Black							31	31	29	28					119	19.57%	125	20.63%
D-Hispanic							54	51	64	45					214	35.20%	203	33.50%
E-White							53	59	55	52					219	36.02%	219	36.14%

PELL ELEMENTARY - Totals by Grade

As of 01/31/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	PK-4 TOTAL	PK-4 PCT	K-4 TOTAL	K-4 PCT	PK-4 Sept Total	PK-4 Sept PCT
TOTALS																				
	59	172	141	176	161	170									879	100.00%	820	100.00%	823	100.00%
GENDER																				
F	25	81	71	79	87	84									427	48.58%	402	49.02%	402	48.85%
M	34	91	70	97	74	86									452	51.42%	418	50.98%	421	51.15%
LUNCH																				
FREE	30	113	100	106	116	104									569	64.73%	539	65.73%	435	52.86%
REDUCED	3	11	8	11	11	17									61	6.94%	58	7.07%	34	4.13%
PAID	26	48	33	59	34	49									249	28.33%	223	27.20%	354	43.01%
IEP																				
YES	30	22	26	31	29	28									166	18.89%	136	16.59%	154	18.71%
NO	29	150	115	145	132	142									713	81.11%	684	83.41%	669	81.29%
SEC 504																				
YES		3		4	4	7									18	2.05%	18	2.20%	14	1.70%
NO	59	169	141	172	157	163									861	97.95%	802	97.80%	809	98.30%
LEP																				
YES		27	26	36	40	35									164	18.66%	164	20.00%	100	12.15%
NO	59	145	115	140	121	135									715	81.34%	656	80.00%	723	87.85%
RACE/ETHNICITY																				
A-Nat American	2	8	11	10	4	7									42	4.78%	40	4.88%	44	5.35%
B-Asian/Pacific Is	4	10	2	7	5	9									37	4.21%	33	4.02%	35	4.25%
C-Black	15	41	27	35	37	37									192	21.84%	177	21.59%	173	21.02%
D-Hispanic	21	52	56	53	60	53									295	33.56%	274	33.41%	272	33.05%
E-White	17	61	45	71	55	64									313	35.61%	296	36.10%	299	36.33%

ODP - Totals by Grade
As Of 01/31/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT	Category Total
TOTALS																			
		1		1	1	2	1		1	4	3	3	2	4	23	100.00%	19	100.00%	
GENDER																			
F		1										1	1	1	4	17.39%	5	26.32%	
M				1	1	2	1		1	4	3	2	1	3	19	82.61%	14	73.68%	23
LUNCH																			
FREE		1			1	2	1		1	3	2	2	1	2	16	69.57%	14	73.68%	
REDUCED											1				1	4.35%	0	0.00%	
PAID	0	0	0	1	0	0	0	0	0	1	0	1	1	2	6	26.09%	5	26.32%	23
IEP																			
YES		1		1	1	2	1		1	2	2	2	2	2	17	73.91%	18	94.74%	
NO	0	0	0	0	0	0	0	0	0	2	1	1	0	2	6	26.09%	1	5.26%	23
SEC 504																			
YES															0	0.00%	1	5.26%	
NO	0	1	0	1	1	2	1	0	1	4	3	3	2	4	23	100.00%	18	94.74%	23
LEP																			
YES															0	0.00%	0	0.00%	
NO	0	1	0	1	1	2	1	0	1	4	3	3	2	4	23	100.00%	19	100.00%	23
RACE/ETHNICITY																			
A-Nat American														1	1	4.35%	0	0.00%	
B-Asian/Pacific Is															0	0.00%	0	0.00%	
C-Black		1			1	1				1	1		1	1	7	30.43%	9	47.37%	
D-Hispanic				1		1	1			1		2	1	2	9	39.13%	6	31.58%	
E-White									1	2	2	1			6	26.09%	4	21.05%	23

ALL PUBLIC - Totals by Grade

As Of 01/31/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
	59	172	141	176	161	170	155	155	165	133	168	206	180	126	2167	100.00%	2124	100.00%
GENDER																		
F	25	81	71	79	87	84	64	87	78	72	83	81	87	68	1047	48.32%	1024	48.21%
M	34	91	70	97	74	86	91	68	87	61	85	125	93	58	1120	51.68%	1100	51.79%
LUNCH																		
FREE	30	113	100	106	116	104	103	100	112	82	95	125	86	64	1336	61.65%	1200	56.50%
REDUCED	3	11	8	11	11	17	12	14	10	8	11	10	12	9	147	6.78%	118	5.56%
PAID	26	48	33	59	34	49	40	41	43	43	62	71	82	53	684	31.56%	806	37.95%
IEP																		
YES	30	22	26	31	29	28	34	31	32	27	23	43	29	18	403	18.60%	378	17.80%
NO	29	150	115	145	132	142	121	124	133	106	145	163	151	108	1764	81.40%	1746	82.20%
SEC 504																		
YES		3		4	4	7	3	5	7	5	5	15	9	6	73	3.37%	64	3.01%
NO	59	169	141	172	157	163	152	150	158	128	163	191	171	120	2094	96.63%	2060	96.99%
LEP																		
YES		27	26	36	40	35	29	21	36	18	30	38	28	12	376	17.35%	257	12.10%
NO	59	145	115	140	121	135	126	134	129	115	138	168	152	114	1791	82.65%	1867	87.90%
RACE/ETHNICITY																		
A-Nat American	2	8	11	10	4	7	7	8	8	6	5	7	7	3	93	4.29%	97	4.57%
B-Asian/Pacific Is	4	10	2	7	5	9	10	6	9	2	6	13	5	3	91	4.20%	90	4.24%
C-Black	15	41	27	35	37	37	31	31	29	28	27	37	25	27	427	19.70%	419	19.73%
D-Hispanic	21	52	56	53	60	53	54	51	64	45	58	67	56	30	720	33.23%	682	32.11%
E-White	17	61	45	71	55	64	53	59	55	52	72	82	87	63	836	38.58%	836	39.36%

ROGERS HIGH SCHOOL - Totals by Grade

As of 01/24/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
											167	205	180	122	674	100.00%	695	100.00%
GENDER																		
F											83	81	86	67	317	47.03%	322	46.33%
M											84	124	94	55	357	52.97%	373	53.67%
LUNCH																		
FREE											94	124	89	59	366	54.30%	369	53.09%
REDUCED											11	9	12	9	41	6.08%	42	6.04%
PAID											62	72	79	54	267	39.61%	284	40.86%
IEP																		
YES											22	43	30	17	112	16.62%	107	15.40%
NO											145	162	150	105	562	83.38%	588	84.60%
SEC 504																		
YES											5	15	9	6	35	5.19%	33	4.75%
NO											162	190	171	116	639	94.81%	662	95.25%
LEP																		
YES											30	37	30	14	111	16.47%	83	11.94%
NO											137	168	150	108	563	83.53%	612	88.06%
RACE/ETHNICITY																		
A-Nat American											5	7	7	3	22	3.26%	22	3.17%
B-Asian/Pacific Is											6	13	4	3	26	3.86%	27	3.88%
C-Black											26	37	25	27	115	17.06%	121	17.41%
D-Hispanic											58	66	58	28	210	31.16%	207	29.78%
E-White											72	82	86	61	301	44.66%	318	45.76%

THOMPSON MIDDLE SCHOOL - Totals by Grade

As of 01/24/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
							155	154	165	133					607	100.00%	606	100.00%
GENDER																		
F							64	86	78	72					300	49.42%	300	49.50%
M							91	68	87	61					307	50.58%	306	50.50%
LUNCH																		
FREE							103	100	112	82					397	65.40%	396	65.35%
REDUCED							12	13	10	8					43	7.08%	42	6.93%
PAID							40	41	43	43					167	27.51%	168	27.72%
IEP																		
YES							34	30	32	27					123	20.26%	117	19.31%
NO							121	124	133	106					484	79.74%	489	80.69%
SEC 504																		
YES							3	5	7	5					20	3.29%	17	2.81%
NO							152	149	158	128					587	96.71%	589	97.19%
LEP																		
YES							29	21	36	18					104	17.13%	74	12.21%
NO							126	133	129	115					503	82.87%	532	87.79%
RACE/ETHNICITY																		
A-Nat American							7	8	8	6					29	4.78%	31	5.12%
B-Asian/Pacific Is							10	6	9	2					27	4.45%	28	4.62%
C-Black							31	30	29	28					118	19.44%	125	20.63%
D-Hispanic							54	51	64	45					214	35.26%	203	33.50%
E-White							53	59	55	52					219	36.08%	219	36.14%

PELL ELEMENTARY - Totals by Grade

As of 01/24/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	PK-4 TOTAL	PK-4 PCT	K-4 TOTAL	K-4 PCT	PK-4 Sept Total	PK-4 Sept PCT
TOTALS																				
	58	170	143	176	161	170									878	100.00%	820	100.00%	823	100.00%
GENDER																				
F	25	81	72	79	87	84									428	48.75%	403	49.15%	402	48.85%
M	33	89	71	97	74	86									450	51.25%	417	50.85%	421	51.15%
LUNCH																				
FREE	31	113	101	106	116	103									570	64.92%	539	65.73%	435	52.86%
REDUCED	3	11	9	12	11	17									63	7.18%	60	7.32%	34	4.13%
PAID	24	46	33	58	34	50									245	27.90%	221	26.95%	354	43.01%
IEP																				
YES	28	22	27	31	29	28									165	18.79%	137	16.71%	154	18.71%
NO	30	148	116	145	132	142									713	81.21%	683	83.29%	669	81.29%
SEC 504																				
YES		3		4	4	7									18	2.05%	18	2.20%	14	1.70%
NO	58	167	143	172	157	163									860	97.95%	802	97.80%	809	98.30%
LEP																				
YES		27	27	36	40	35									165	18.79%	165	20.12%	100	12.15%
NO	58	143	116	140	121	135									713	81.21%	655	79.88%	723	87.85%
RACE/ETHNICITY																				
A-Nat American	2	8	11	10	4	7									42	4.78%	40	4.88%	44	5.35%
B-Asian/Pacific Is	4	9	2	7	5	9									36	4.10%	32	3.90%	35	4.25%
C-Black	13	41	28	35	37	37									191	21.75%	178	21.71%	173	21.02%
D-Hispanic	22	51	57	53	60	53									296	33.71%	274	33.41%	272	33.05%
E-White	17	61	45	71	55	64									313	35.65%	296	36.10%	299	36.33%

ODP - Totals by Grade
As Of 01/24/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT	Category Total
TOTALS																			
		1		1	1	2	1	1	1	4	4	3	2	4	25	100.00%	19	100.00%	
GENDER																			
F		1						1				1	1	1	5	20.00%	5	26.32%	
M				1	1	2	1		1	4	4	2	1	3	20	80.00%	14	73.68%	25
LUNCH																			
FREE		1			1	2	1	1	1	3	3	2	1	2	18	72.00%	14	73.68%	
REDUCED											1				1	4.00%	0	0.00%	
PAID	0	0	0	1	0	0	0	0	0	1	0	1	1	2	6	24.00%	5	26.32%	25
IEP																			
YES		1		1	1	2	1	1	1	2	3	2	2	2	19	76.00%	18	94.74%	
NO	0	0	0	0	0	0	0	0	0	2	1	1	0	2	6	24.00%	1	5.26%	25
SEC 504																			
YES															0	0.00%	1	5.26%	
NO	0	1	0	1	1	2	1	1	1	4	4	3	2	4	25	100.00%	18	94.74%	25
LEP																			
YES															0	0.00%	0	0.00%	
NO	0	1	0	1	1	2	1	1	1	4	4	3	2	4	25	100.00%	19	100.00%	25
RACE/ETHNICITY																			
A-Nat American														1	1	4.00%	0	0.00%	
B-Asian/Pacific Is															0	0.00%	0	0.00%	
C-Black		1			1	1		1		1	2		1	1	9	36.00%	9	47.37%	
D-Hispanic				1		1	1			1		2	1	2	9	36.00%	6	31.58%	
E-White									1	2	2	1			6	24.00%	4	21.05%	25

ALL PUBLIC - Totals by Grade

As Of 01/24/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
	58	170	143	176	161	170	155	154	165	133	167	205	180	122	2159	100.00%	2124	100.00%
GENDER																		
F	25	81	72	79	87	84	64	86	78	72	83	81	86	67	1045	48.40%	1024	48.21%
M	33	89	71	97	74	86	91	68	87	61	84	124	94	55	1114	51.60%	1100	51.79%
LUNCH																		
FREE	31	113	101	106	116	103	103	100	112	82	94	124	89	59	1333	61.74%	1200	56.50%
REDUCED	3	11	9	12	11	17	12	13	10	8	11	9	12	9	147	6.81%	118	5.56%
PAID	24	46	33	58	34	50	40	41	43	43	62	72	79	54	679	31.45%	806	37.95%
IEP																		
YES	28	22	27	31	29	28	34	30	32	27	22	43	30	17	400	18.53%	378	17.80%
NO	30	148	116	145	132	142	121	124	133	106	145	162	150	105	1759	81.47%	1746	82.20%
SEC 504																		
YES		3		4	4	7	3	5	7	5	5	15	9	6	73	3.38%	64	3.01%
NO	58	167	143	172	157	163	152	149	158	128	162	190	171	116	2086	96.62%	2060	96.99%
LEP																		
YES		27	27	36	40	35	29	21	36	18	30	37	30	14	380	17.60%	257	12.10%
NO	58	143	116	140	121	135	126	133	129	115	137	168	150	108	1779	82.40%	1867	87.90%
RACE/ETHNICITY																		
A-Nat American	2	8	11	10	4	7	7	8	8	6	5	7	7	3	93	4.31%	97	4.57%
B-Asian/Pacific Is	4	9	2	7	5	9	10	6	9	2	6	13	4	3	89	4.12%	90	4.24%
C-Black	13	41	28	35	37	37	31	30	29	28	26	37	25	27	424	19.64%	419	19.73%
D-Hispanic	22	51	57	53	60	53	54	51	64	45	58	66	58	28	720	33.35%	682	32.11%
E-White	17	61	45	71	55	64	53	59	55	52	72	82	86	61	833	38.58%	836	39.36%

ROGERS HIGH SCHOOL - Totals by Grade

As of 01/17/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
											167	207	181	123	678	100.00%	695	100.00%
GENDER																		
F											83	81	87	68	319	47.05%	322	46.33%
M											84	126	94	55	359	52.95%	373	53.67%
LUNCH																		
FREE											94	125	90	59	368	54.28%	369	53.09%
REDUCED											11	9	12	10	42	6.19%	42	6.04%
PAID											62	73	79	54	268	39.53%	284	40.86%
IEP																		
YES											22	43	30	18	113	16.67%	107	15.40%
NO											145	164	151	105	565	83.33%	588	84.60%
SEC 504																		
YES											5	15	9	6	35	5.16%	33	4.75%
NO											162	192	172	117	643	94.84%	662	95.25%
LEP																		
YES											30	38	31	13	112	16.52%	83	11.94%
NO											137	169	150	110	566	83.48%	612	88.06%
RACE/ETHNICITY																		
A-Nat American											5	8	7	3	23	3.39%	22	3.17%
B-Asian/Pacific Is											6	13	4	3	26	3.83%	27	3.88%
C-Black											26	37	25	29	117	17.26%	121	17.41%
D-Hispanic											58	67	59	27	211	31.12%	207	29.78%
E-White											72	82	86	61	301	44.40%	318	45.76%

THOMPSON MIDDLE SCHOOL - Totals by Grade

As of 01/17/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
							156	156	166	133					611	100.00%	606	100.00%
GENDER																		
F							65	86	78	72					301	49.26%	300	49.50%
M							91	70	88	61					310	50.74%	306	50.50%
LUNCH																		
FREE							103	101	112	82					398	65.14%	396	65.35%
REDUCED							12	13	10	8					43	7.04%	42	6.93%
PAID							41	42	44	43					170	27.82%	168	27.72%
IEP																		
YES							34	30	32	27					123	20.13%	117	19.31%
NO							122	126	134	106					488	79.87%	489	80.69%
SEC 504																		
YES							3	5	7	5					20	3.27%	17	2.81%
NO							153	151	159	128					591	96.73%	589	97.19%
LEP																		
YES							29	21	36	18					104	17.02%	74	12.21%
NO							127	135	130	115					507	82.98%	532	87.79%
RACE/ETHNICITY																		
A-Nat American							7	8	8	6					29	4.75%	31	5.12%
B-Asian/Pacific Is							10	6	9	2					27	4.42%	28	4.62%
C-Black							31	30	30	28					119	19.48%	125	20.63%
D-Hispanic							54	52	64	45					215	35.19%	203	33.50%
E-White							54	60	55	52					221	36.17%	219	36.14%

PELL ELEMENTARY - Totals by Grade

As of 01/17/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	PK-4 TOTAL	PK-4 PCT	K-4 TOTAL	K-4 PCT	PK-4 Sept Total	PK-4 Sept PCT
TOTALS																				
	58	170	144	176	162	170									880	100.00%	822	100.00%	823	100.00%
GENDER																				
F	26	81	73	79	88	84									431	48.98%	405	49.27%	402	48.85%
M	32	89	71	97	74	86									449	51.02%	417	50.73%	421	51.15%
LUNCH																				
FREE	32	113	101	106	117	103									572	65.00%	540	65.69%	435	52.86%
REDUCED	3	11	9	12	11	17									63	7.16%	60	7.30%	34	4.13%
PAID	23	46	34	58	34	50									245	27.84%	222	27.01%	354	43.01%
IEP																				
YES	28	22	27	31	29	29									166	18.86%	138	16.79%	154	18.71%
NO	30	148	117	145	133	141									714	81.14%	684	83.21%	669	81.29%
SEC 504																				
YES		3		5	4	7									19	2.16%	19	2.31%	14	1.70%
NO	58	167	144	171	158	163									861	97.84%	803	97.69%	809	98.30%
LEP																				
YES		27	27	36	40	35									165	18.75%	165	20.07%	100	12.15%
NO	58	143	117	140	122	135									715	81.25%	657	79.93%	723	87.85%
RACE/ETHNICITY																				
A-Nat American	2	8	11	10	4	7									42	4.77%	40	4.87%	44	5.35%
B-Asian/Pacific Is	4	9	2	7	5	9									36	4.09%	32	3.89%	35	4.25%
C-Black	13	41	28	35	37	37									191	21.70%	178	21.65%	173	21.02%
D-Hispanic	22	51	57	53	61	53									297	33.75%	275	33.45%	272	33.05%
E-White	17	61	46	71	55	64									314	35.68%	297	36.13%	299	36.33%

ODP - Totals by Grade
As Of 01/17/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT	Category Total
TOTALS																			
		1		1	1	2	1	1	1	4	4	3	2	4	25	100.00%	19	100.00%	
GENDER																			
F		1						1				1	1	1	5	20.00%	5	26.32%	
M				1	1	2	1		1	4	4	2	1	3	20	80.00%	14	73.68%	25
LUNCH																			
FREE		1			1	2	1	1	1	3	3	2	1	2	18	72.00%	14	73.68%	
REDUCED											1				1	4.00%	0	0.00%	
PAID	0	0	0	1	0	0	0	0	0	1	0	1	1	2	6	24.00%	5	26.32%	25
IEP																			
YES		1		1	1	2	1	1	1	2	3	2	2	2	19	76.00%	18	94.74%	
NO	0	0	0	0	0	0	0	0	0	2	1	1	0	2	6	24.00%	1	5.26%	25
SEC 504																			
YES															0	0.00%	1	5.26%	
NO	0	1	0	1	1	2	1	1	1	4	4	3	2	4	25	100.00%	18	94.74%	25
LEP																			
YES															0	0.00%	0	0.00%	
NO	0	1	0	1	1	2	1	1	1	4	4	3	2	4	25	100.00%	19	100.00%	25
RACE/ETHNICITY																			
A-Nat American														1	1	4.00%	0	0.00%	
B-Asian/Pacific Is															0	0.00%	0	0.00%	
C-Black		1			1	1		1		1	2		1	1	9	36.00%	9	47.37%	
D-Hispanic				1		1	1			1		2	1	2	9	36.00%	6	31.58%	
E-White									1	2	2	1			6	24.00%	4	21.05%	25

ALL PUBLIC - Totals by Grade

As Of 01/17/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
	58	170	144	176	162	170	156	156	166	133	167	207	181	123	2169	100.00%	2124	100.00%
GENDER																		
F	26	81	73	79	88	84	65	86	78	72	83	81	87	68	1051	48.46%	1024	48.21%
M	32	89	71	97	74	86	91	70	88	61	84	126	94	55	1118	51.54%	1100	51.79%
LUNCH																		
FREE	32	113	101	106	117	103	103	101	112	82	94	125	90	59	1338	61.69%	1200	56.50%
REDUCED	3	11	9	12	11	17	12	13	10	8	11	9	12	10	148	6.82%	118	5.56%
PAID	23	46	34	58	34	50	41	42	44	43	62	73	79	54	683	31.49%	806	37.95%
IEP																		
YES	28	22	27	31	29	29	34	30	32	27	22	43	30	18	402	18.53%	378	17.80%
NO	30	148	117	145	133	141	122	126	134	106	145	164	151	105	1767	81.47%	1746	82.20%
SEC 504																		
YES		3		5	4	7	3	5	7	5	5	15	9	6	74	3.41%	64	3.01%
NO	58	167	144	171	158	163	153	151	159	128	162	192	172	117	2095	96.59%	2060	96.99%
LEP																		
YES		27	27	36	40	35	29	21	36	18	30	38	31	13	381	17.57%	257	12.10%
NO	58	143	117	140	122	135	127	135	130	115	137	169	150	110	1788	82.43%	1867	87.90%
RACE/ETHNICITY																		
A-Nat American	2	8	11	10	4	7	7	8	8	6	5	8	7	3	94	4.33%	97	4.57%
B-Asian/Pacific Is	4	9	2	7	5	9	10	6	9	2	6	13	4	3	89	4.10%	90	4.24%
C-Black	13	41	28	35	37	37	31	30	30	28	26	37	25	29	427	19.69%	419	19.73%
D-Hispanic	22	51	57	53	61	53	54	52	64	45	58	67	59	27	723	33.33%	682	32.11%
E-White	17	61	46	71	55	64	54	60	55	52	72	82	86	61	836	38.54%	836	39.36%

ROGERS HIGH SCHOOL - Totals by Grade

As of 01/10/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
											168	207	181	123	679	100.00%	695	100.00%
GENDER																		
F											84	81	87	68	320	47.13%	322	46.33%
M											84	126	94	55	359	52.87%	373	53.67%
LUNCH																		
FREE											95	123	89	59	366	53.90%	369	53.09%
REDUCED											10	10	12	9	41	6.04%	42	6.04%
PAID											63	74	80	55	272	40.06%	284	40.86%
IEP																		
YES											22	43	30	18	113	16.64%	107	15.40%
NO											146	164	151	105	566	83.36%	588	84.60%
SEC 504																		
YES											5	14	9	6	34	5.01%	33	4.75%
NO											163	193	172	117	645	94.99%	662	95.25%
LEP																		
YES											30	38	31	13	112	16.49%	83	11.94%
NO											138	169	150	110	567	83.51%	612	88.06%
RACE/ETHNICITY																		
A-Nat American											5	8	7	3	23	3.39%	22	3.17%
B-Asian/Pacific Is											6	13	4	3	26	3.83%	27	3.88%
C-Black											26	37	25	29	117	17.23%	121	17.41%
D-Hispanic											58	67	59	27	211	31.08%	207	29.78%
E-White											73	82	86	61	302	44.48%	318	45.76%

THOMPSON MIDDLE SCHOOL - Totals by Grade

As of 01/10/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
							157	155	166	134					612	100.00%	606	100.00%
GENDER																		
F							65	85	77	73					300	49.02%	300	49.50%
M							92	70	89	61					312	50.98%	306	50.50%
LUNCH																		
FREE							102	99	111	83					395	64.54%	396	65.35%
REDUCED							12	12	10	8					42	6.86%	42	6.93%
PAID							43	44	45	43					175	28.59%	168	27.72%
IEP																		
YES							34	30	32	27					123	20.10%	117	19.31%
NO							123	125	134	107					489	79.90%	489	80.69%
SEC 504																		
YES							3	5	7	5					20	3.27%	17	2.81%
NO							154	150	159	129					592	96.73%	589	97.19%
LEP																		
YES							29	21	37	18					105	17.16%	74	12.21%
NO							128	134	129	116					507	82.84%	532	87.79%
RACE/ETHNICITY																		
A-Nat American							7	8	8	7					30	4.90%	31	5.12%
B-Asian/Pacific Is							10	6	9	2					27	4.41%	28	4.62%
C-Black							31	30	30	28					119	19.44%	125	20.63%
D-Hispanic							54	52	64	45					215	35.13%	203	33.50%
E-White							55	59	55	52					221	36.11%	219	36.14%

PELL ELEMENTARY - Totals by Grade

As of 01/10/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	PK-4 TOTAL	PK-4 PCT	K-4 TOTAL	K-4 PCT	PK-4 Sept Total	PK-4 Sept PCT
TOTALS																				
	56	171	145	176	161	169									878	100.00%	822	100.00%	823	100.00%
GENDER																				
F	25	82	74	79	87	83									430	48.97%	405	49.27%	402	48.85%
M	31	89	71	97	74	86									448	51.03%	417	50.73%	421	51.15%
LUNCH																				
FREE	32	114	100	105	117	103									571	65.03%	539	65.57%	435	52.86%
REDUCED	3	11	9	12	11	17									63	7.18%	60	7.30%	34	4.13%
PAID	21	46	36	59	33	49									244	27.79%	223	27.13%	354	43.01%
IEP																				
YES	26	23	27	31	29	29									165	18.79%	139	16.91%	154	18.71%
NO	30	148	118	145	132	140									713	81.21%	683	83.09%	669	81.29%
SEC 504																				
YES		3		5	4	6									18	2.05%	18	2.19%	14	1.70%
NO	56	168	145	171	157	163									860	97.95%	804	97.81%	809	98.30%
LEP																				
YES		28	27	36	40	35									166	18.91%	166	20.19%	100	12.15%
NO	56	143	118	140	121	134									712	81.09%	656	79.81%	723	87.85%
RACE/ETHNICITY																				
A-Nat American	2	8	11	10	4	7									42	4.78%	40	4.87%	44	5.35%
B-Asian/Pacific Is	4	9	2	7	5	8									35	3.99%	31	3.77%	35	4.25%
C-Black	12	41	28	35	37	37									190	21.64%	178	21.65%	173	21.02%
D-Hispanic	21	53	57	53	61	53									298	33.94%	277	33.70%	272	33.05%
E-White	17	60	47	71	54	64									313	35.65%	296	36.01%	299	36.33%

ODP - Totals by Grade
As Of 01/10/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT	Category Total
TOTALS																			
		1		1	1	2	1	1	1	4	4	3	2	4	25	100.00%	19	100.00%	
GENDER																			
F		1						1				1	1	1	5	20.00%	5	26.32%	
M				1	1	2	1		1	4	4	2	1	3	20	80.00%	14	73.68%	25
LUNCH																			
FREE		1			1	2	1	1	1	3	3	2	1	2	18	72.00%	14	73.68%	
REDUCED											1				1	4.00%	0	0.00%	
PAID	0	0	0	1	0	0	0	0	0	1	0	1	1	2	6	24.00%	5	26.32%	25
IEP																			
YES		1		1	1	2	1	1	1	2	3	2	2	2	19	76.00%	18	94.74%	
NO	0	0	0	0	0	0	0	0	0	2	1	1	0	2	6	24.00%	1	5.26%	25
SEC 504																			
YES															0	0.00%	1	5.26%	
NO	0	1	0	1	1	2	1	1	1	4	4	3	2	4	25	100.00%	18	94.74%	25
LEP																			
YES															0	0.00%	0	0.00%	
NO	0	1	0	1	1	2	1	1	1	4	4	3	2	4	25	100.00%	19	100.00%	25
RACE/ETHNICITY																			
A-Nat American														1	1	4.00%	0	0.00%	
B-Asian/Pacific Is															0	0.00%	0	0.00%	
C-Black		1			1	1		1		1	2		1	1	9	36.00%	9	47.37%	
D-Hispanic				1		1	1			1		2	1	2	9	36.00%	6	31.58%	
E-White									1	2	2	1			6	24.00%	4	21.05%	25

ALL PUBLIC - Totals by Grade

As Of 01/10/20

GRADE	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	PCT	Sept Total	Sept PCT
TOTALS																		
	56	171	145	176	161	169	157	155	166	134	168	207	181	123	2169	100.00%	2124	100.00%
GENDER																		
F	25	82	74	79	87	83	65	85	77	73	84	81	87	68	1050	48.41%	1024	48.21%
M	31	89	71	97	74	86	92	70	89	61	84	126	94	55	1119	51.59%	1100	51.79%
LUNCH																		
FREE	32	114	100	105	117	103	102	99	111	83	95	123	89	59	1332	61.41%	1200	56.50%
REDUCED	3	11	9	12	11	17	12	12	10	8	10	10	12	9	146	6.73%	118	5.56%
PAID	21	46	36	59	33	49	43	44	45	43	63	74	80	55	691	31.86%	806	37.95%
IEP																		
YES	26	23	27	31	29	29	34	30	32	27	22	43	30	18	401	18.49%	378	17.80%
NO	30	148	118	145	132	140	123	125	134	107	146	164	151	105	1768	81.51%	1746	82.20%
SEC 504																		
YES		3		5	4	6	3	5	7	5	5	14	9	6	72	3.32%	64	3.01%
NO	56	168	145	171	157	163	154	150	159	129	163	193	172	117	2097	96.68%	2060	96.99%
LEP																		
YES		28	27	36	40	35	29	21	37	18	30	38	31	13	383	17.66%	257	12.10%
NO	56	143	118	140	121	134	128	134	129	116	138	169	150	110	1786	82.34%	1867	87.90%
RACE/ETHNICITY																		
A-Nat American	2	8	11	10	4	7	7	8	8	7	5	8	7	3	95	4.38%	97	4.57%
B-Asian/Pacific Is	4	9	2	7	5	8	10	6	9	2	6	13	4	3	88	4.06%	90	4.24%
C-Black	12	41	28	35	37	37	31	30	30	28	26	37	25	29	426	19.64%	419	19.73%
D-Hispanic	21	53	57	53	61	53	54	52	64	45	58	67	59	27	724	33.38%	682	32.11%
E-White	17	60	47	71	54	64	55	59	55	52	73	82	86	61	836	38.54%	836	39.36%

Newport Public Schools

Early Childhood Workshop

School Building Committee

Meeting #2

September 24, 2019

Newport Public Schools

Early Childhood Workshop

Agenda

- Update on space alignment conversations in regards to overall project and early childhood
- Brief overview of 6 options
- Report out and Q&A

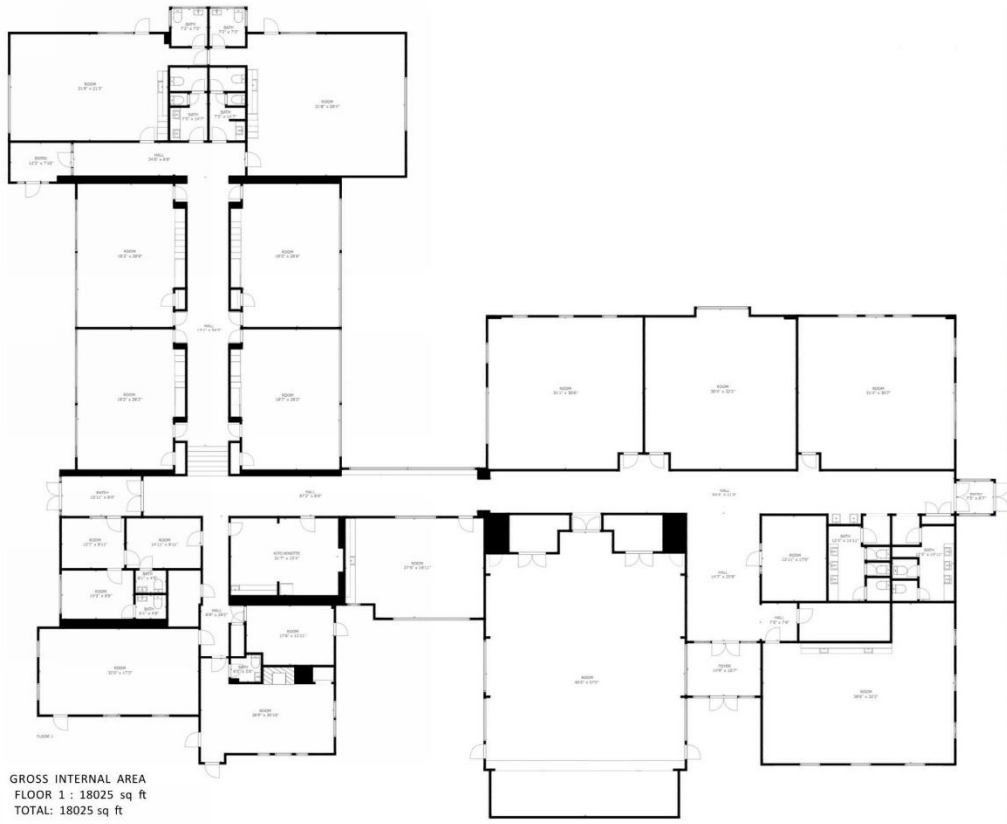
Newport Public Schools

Early Childhood Workshop

Knowns

- Space alignment exercise has led the leadership group to explore the possibility of addressing PreK only at this time.
- Pell Elementary Principal has confirmed that the school currently has been able to reallocate all of the necessary art and music classrooms.
- PreK spaces must all be located on ground level with direct access outdoors

Cluny School





Cluny School Renovation – 18,000 GSF - $3.2 Million

- Does not include purchase costs (Estimated $5 million with purchase)
- Owner may agree to long term lease or sale of building
- Only costs associated with owned buildings are reimbursable by RIDE

Cluny School

Pros

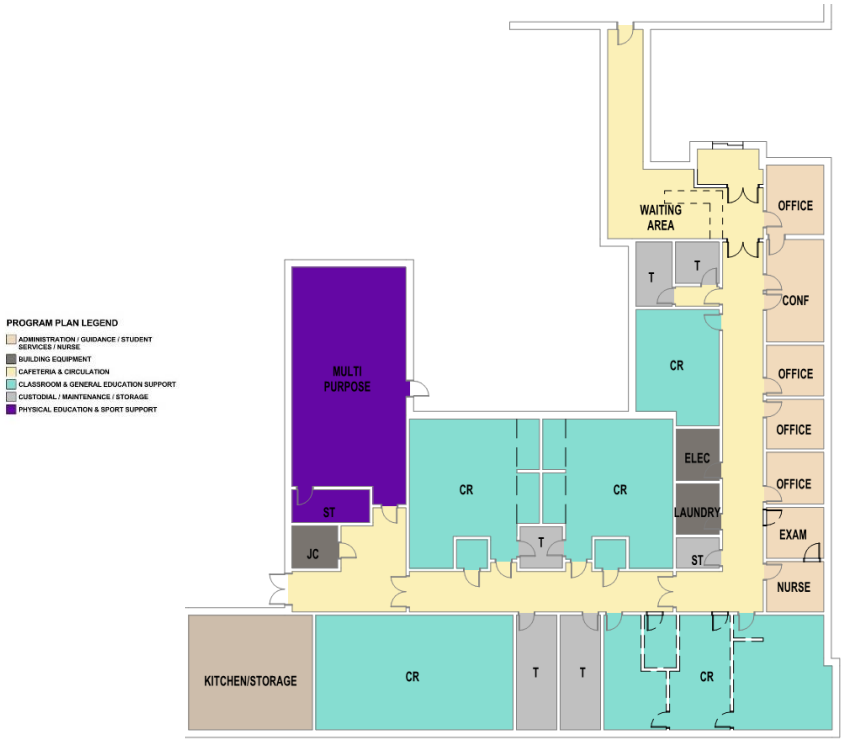
- Short-term or long-term lease is an option
- Lowest cost solution
- Established play areas and abundant open space
- May provide options for PreK and K or District Office
- Already set up for classrooms and needs minimal modifications for PreK
- Beautiful bucolic location that gives young children a peaceful and safe learning environment similar to those of private schools

Cons

- Bad location
- Neighbors would object
- Not accessible for parents
- If a lease is negotiated, there is no equity because the City would not own
- No bond reimbursement (without purchase)
- On site staff isolated from colleagues
- Larger transportation costs
- Need to negotiate with current owner/realtor
- Custodial staff, maintenance, and utility costs

Maher Center







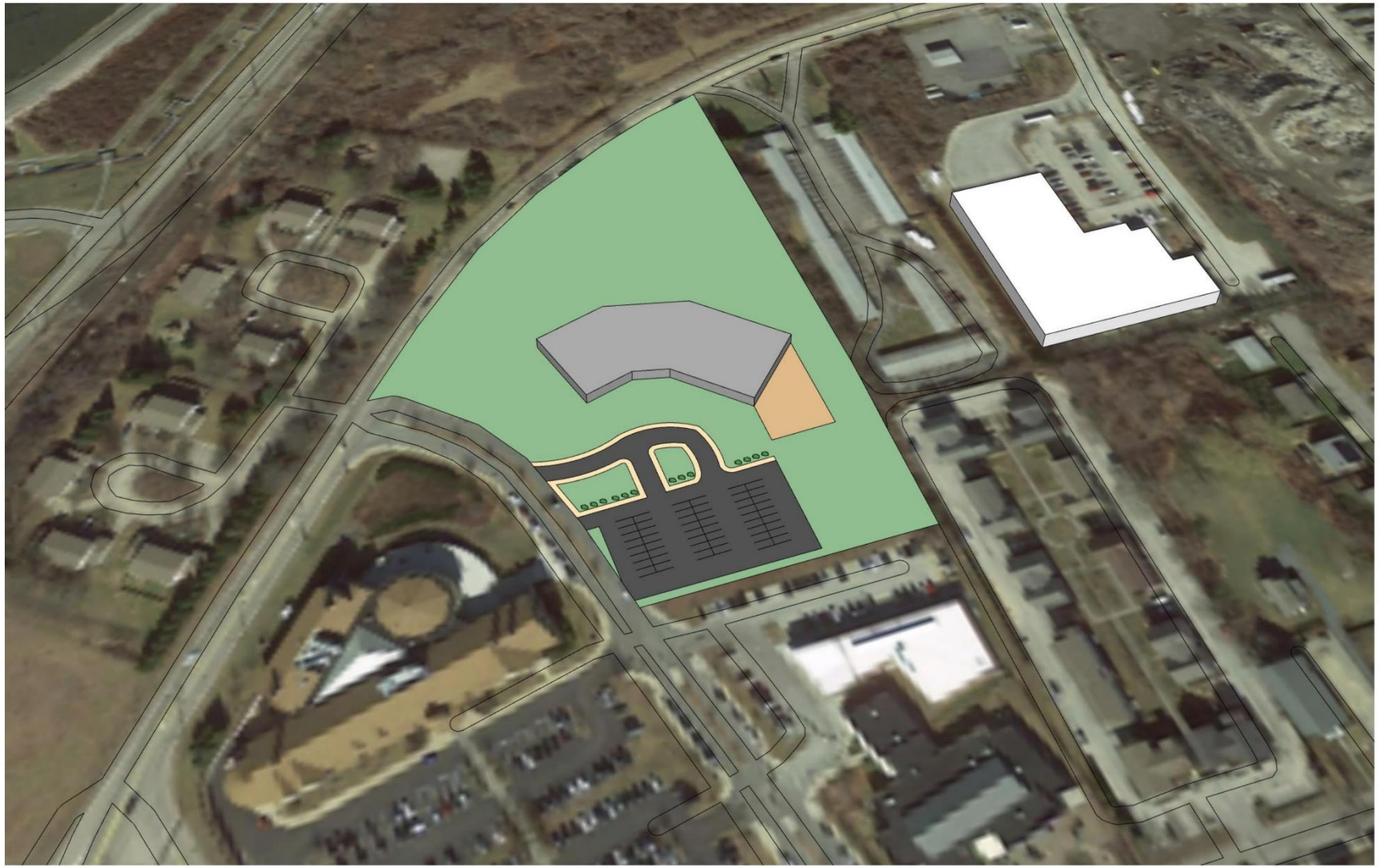
Maher Center Renovation for PreK and District Office - $4.8 Million

- No opportunity for expansion for Universal PreK or growth
- Adjacent to City Park

Maher Center Renovation for PreK with New Student Welcome Center

STUDIO JAED

Coddington Hwy (CCRI)

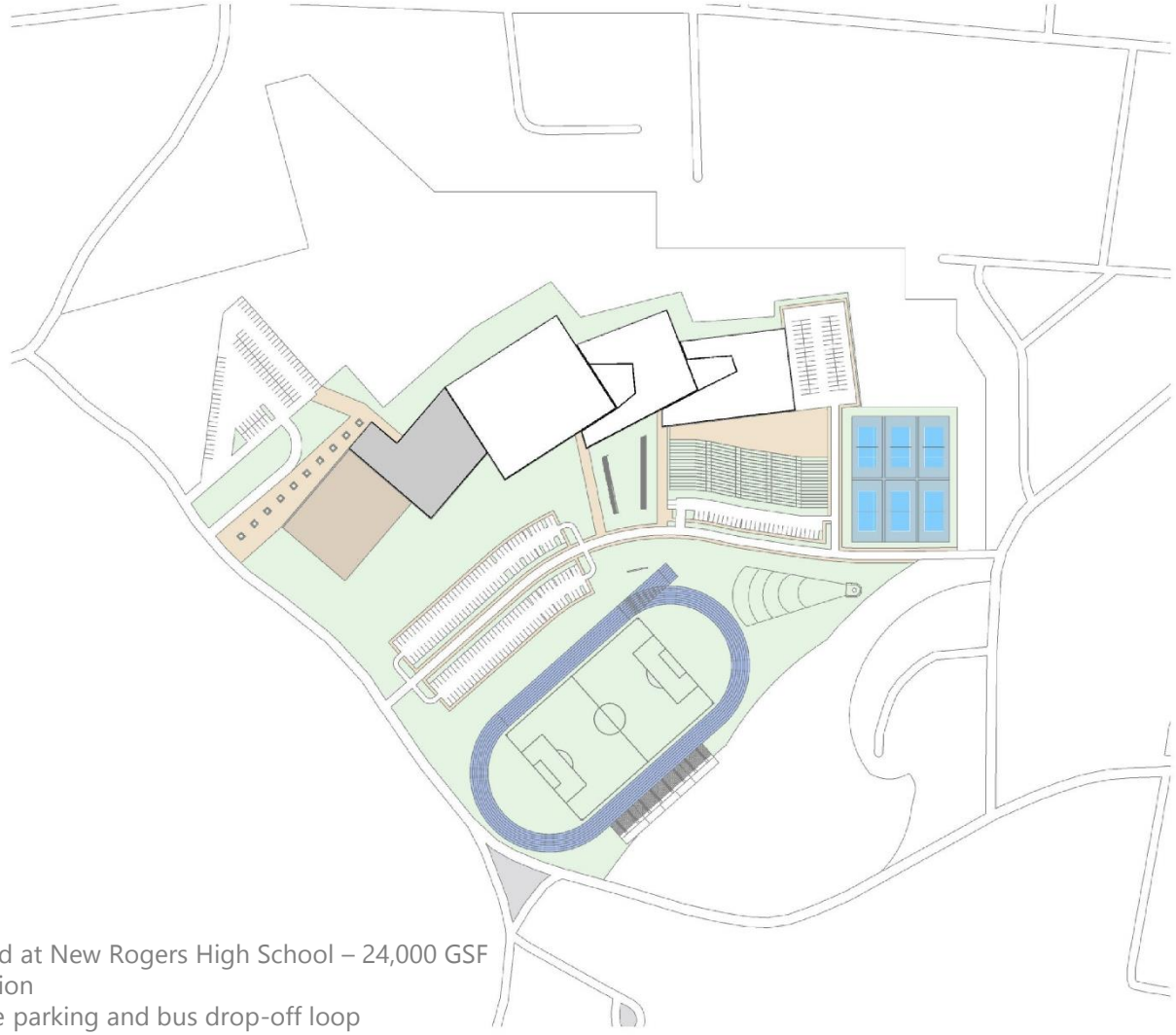


New Construction on City-Owned Parcel adjacent to CCRI Newport Campus- 24,000 GSF - $17.2 Million

Coggeshall School



Coggeshall Existing Building Demolition and New Construction of 24,000 GSF – $18.4 Million





PreK located at New Rogers High School – 24,000 GSF
- $14.5 Million

- Separate parking and bus drop-off loop
- Isolation from high school population
- Opportunity for Early Childhood Development pathway for HS students



Pell 8 Classroom Addition

- $10.8 Million
- 2 Story addition - Same plan both levels, total 15,000 GSF
- Provides space for (8) PreK to be added to School which includes UPK flexibility
- Provides additional ELL, SPED, and office spaces.
- Does not increase core spaces including Gym, Cafeteria, Art/Music, etc.
- Does not solve existing feeling of overcrowding at school
- May require additional parking
- Will decrease outdoor play area for older students.

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

Newport Public Schools

School Building Committee

Meeting #1

July 16, 2019

STUDIO JAED

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

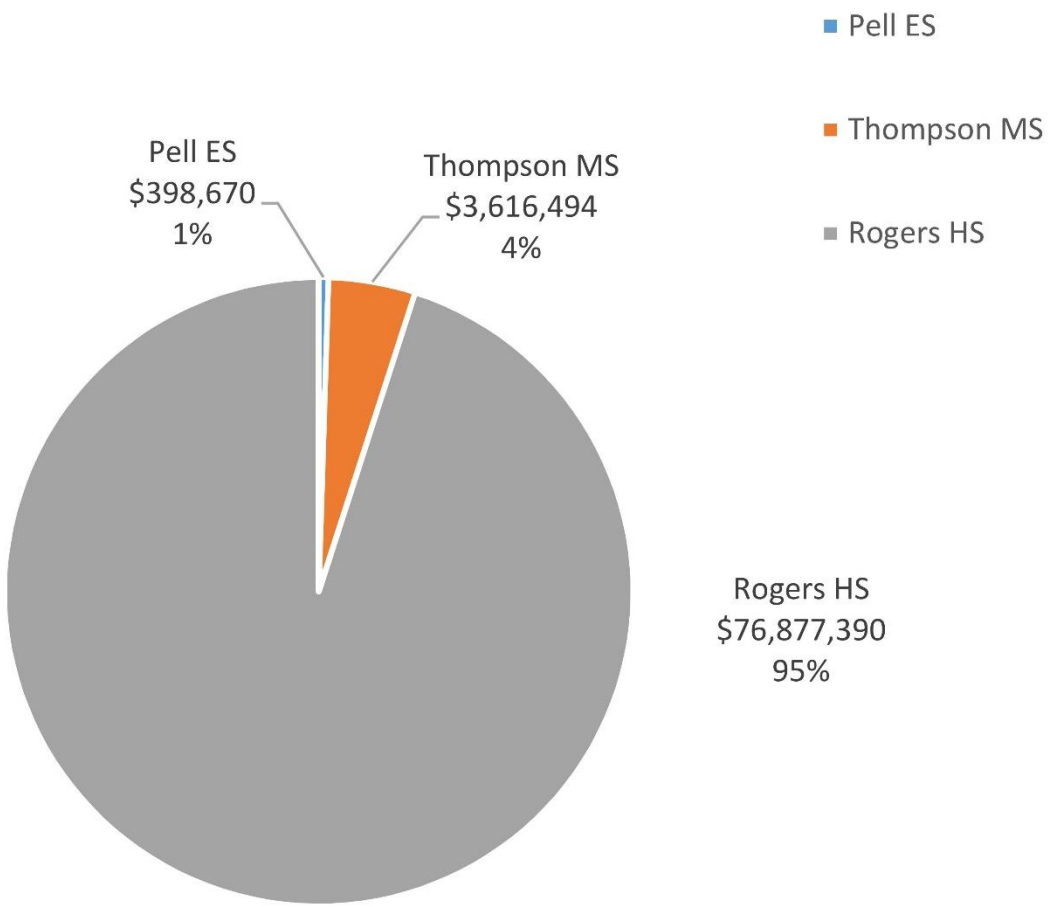
- Community Partners
- Guiding Principles
- Industry Partners
- Public Awareness and Social Media (Marketing)
- Visionary Educators

Newport Public Schools

School Building Committee

Assessment Findings

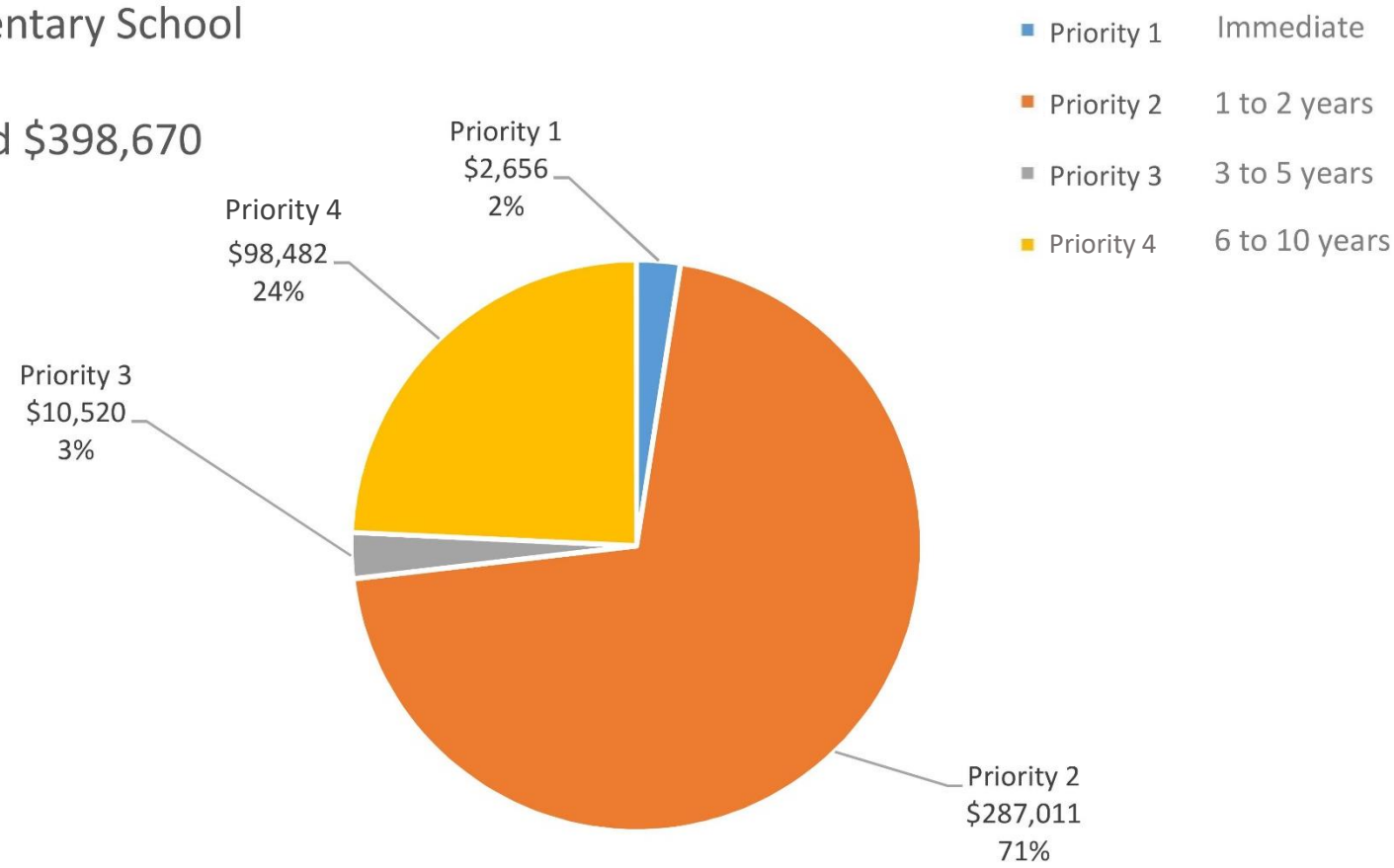
- Pell Elementary
- Thompson Middle
- Rogers High School
- Total District Need $80 million



Newport Public Schools

School Building Committee

Pell Elementary School
Priorities
Total Need $398,670

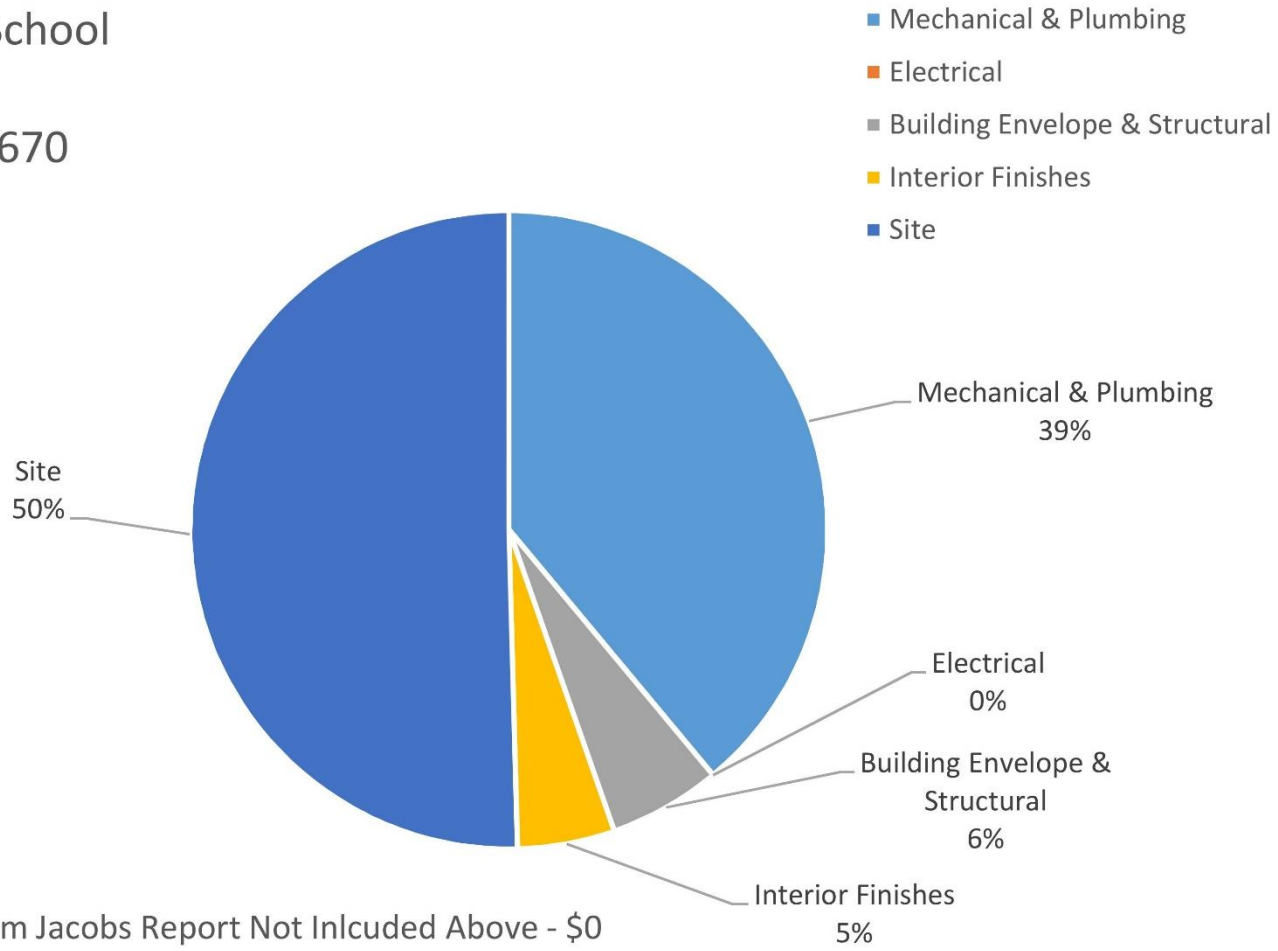


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Pell Elementary School
Categories
Total Need $398,670

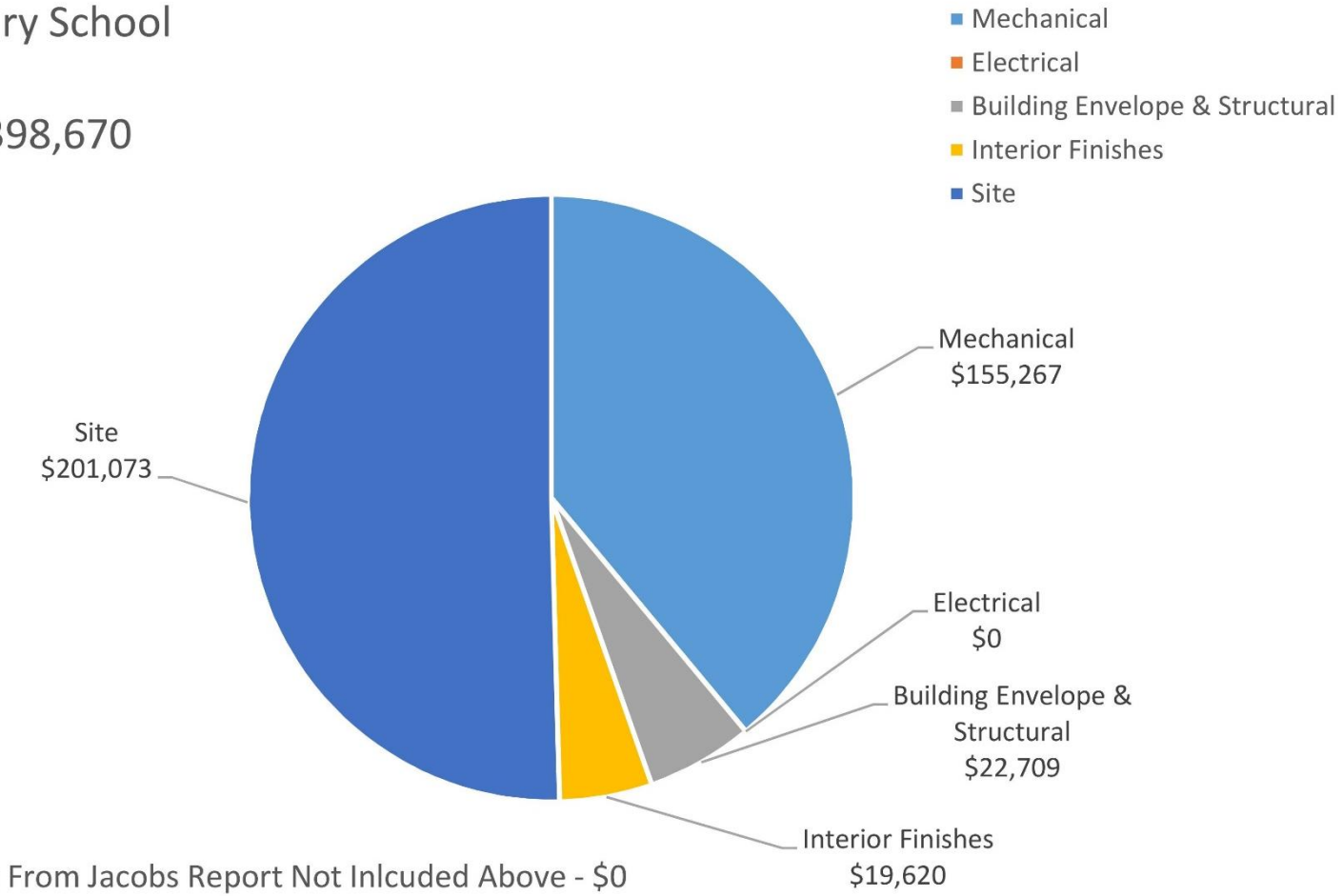


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Pell Elementary School
Costs
Total Need $398,670

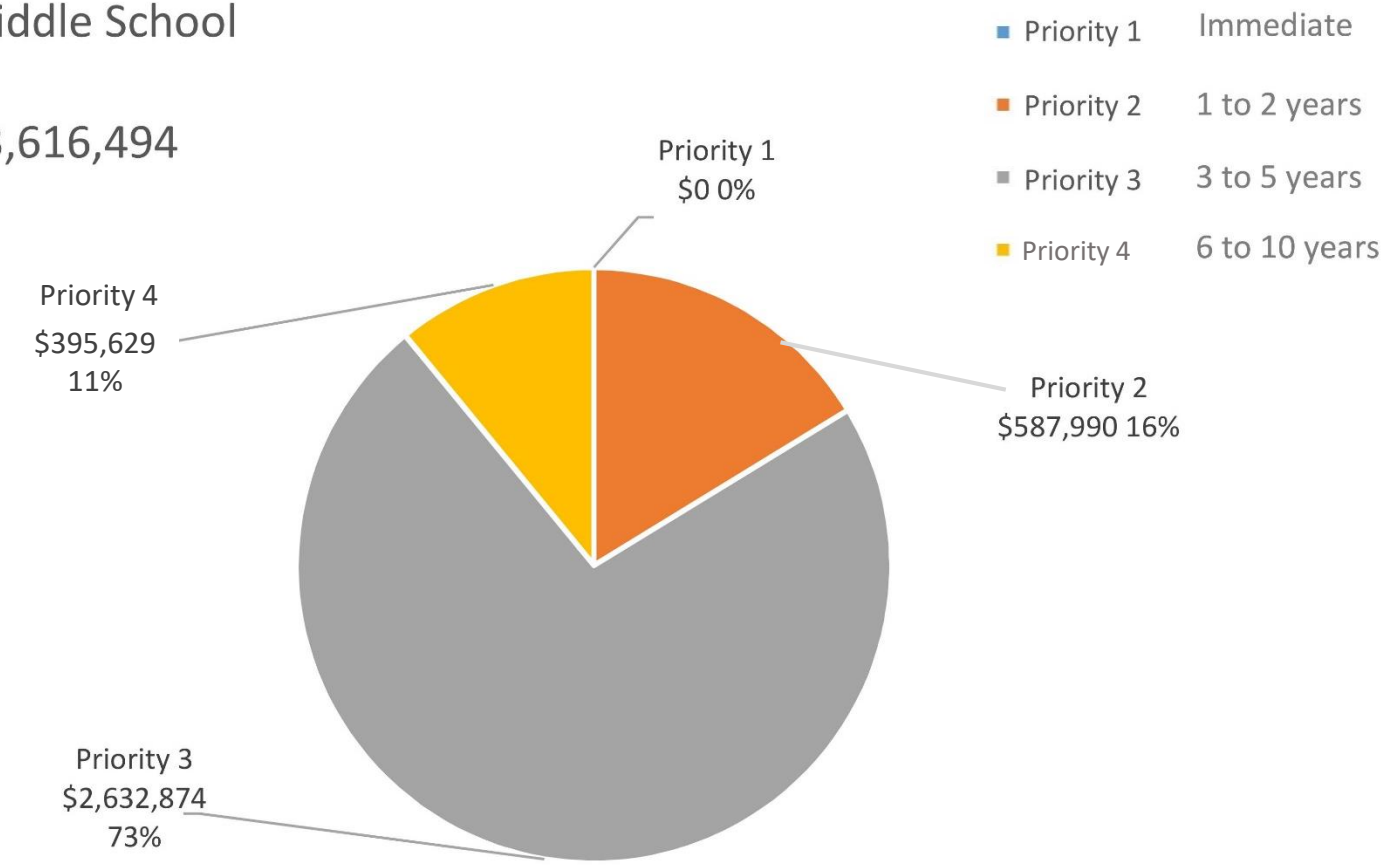


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Thompson Middle School
Priorities
Total Need $3,616,494

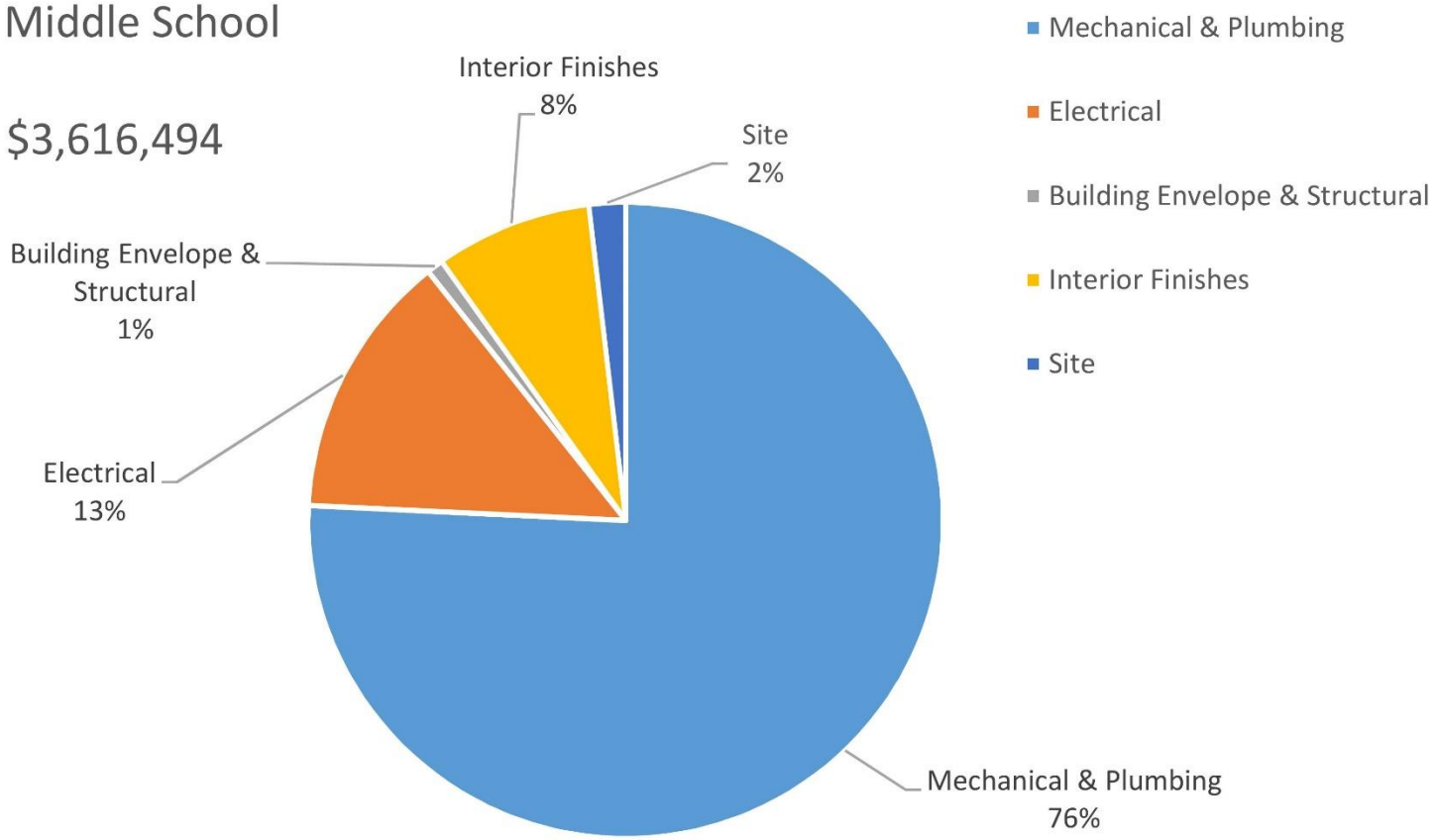


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Thompson Middle School
Categories
Total Need $3,616,494

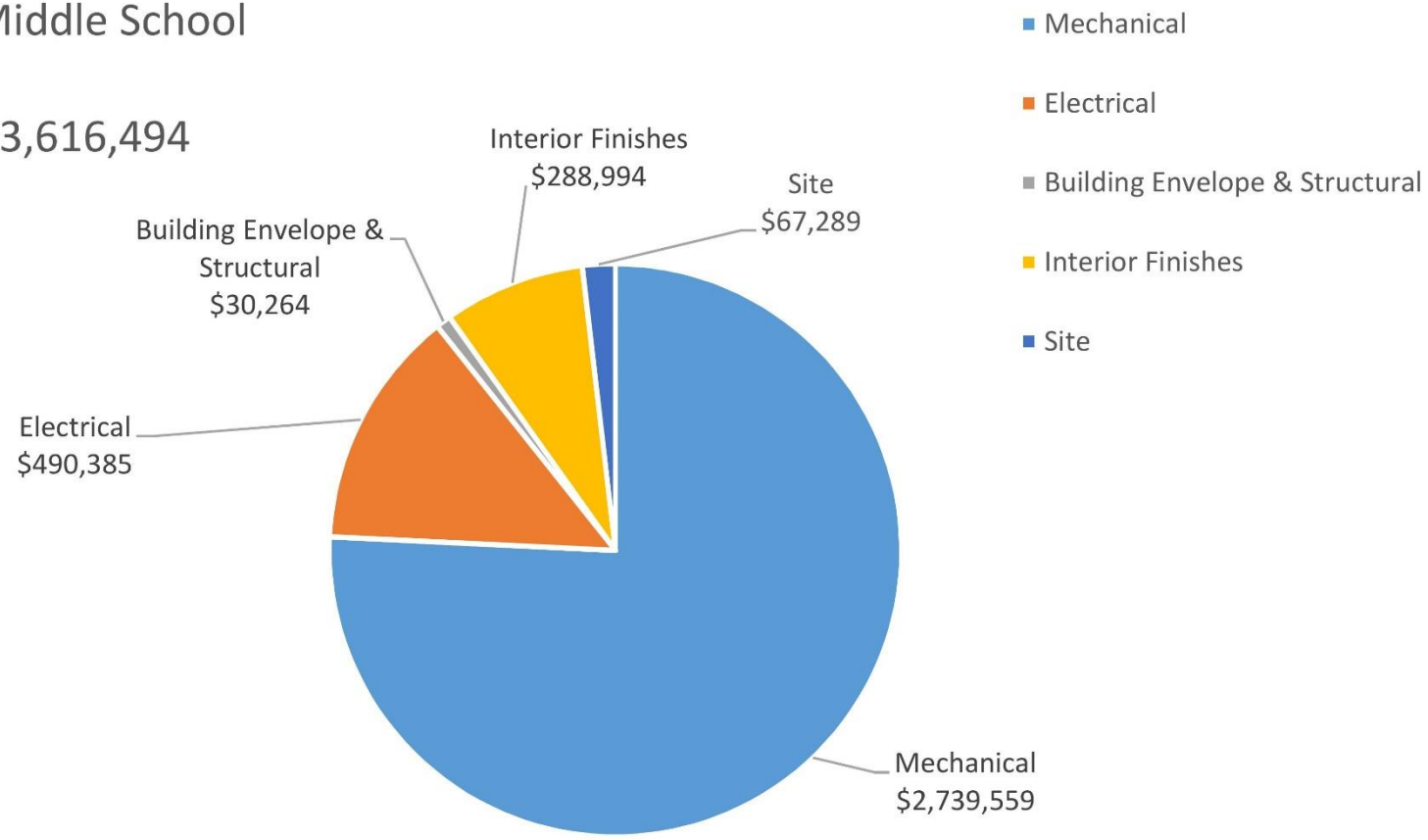


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Thompson Middle School
Costs
Total Need $3,616,494

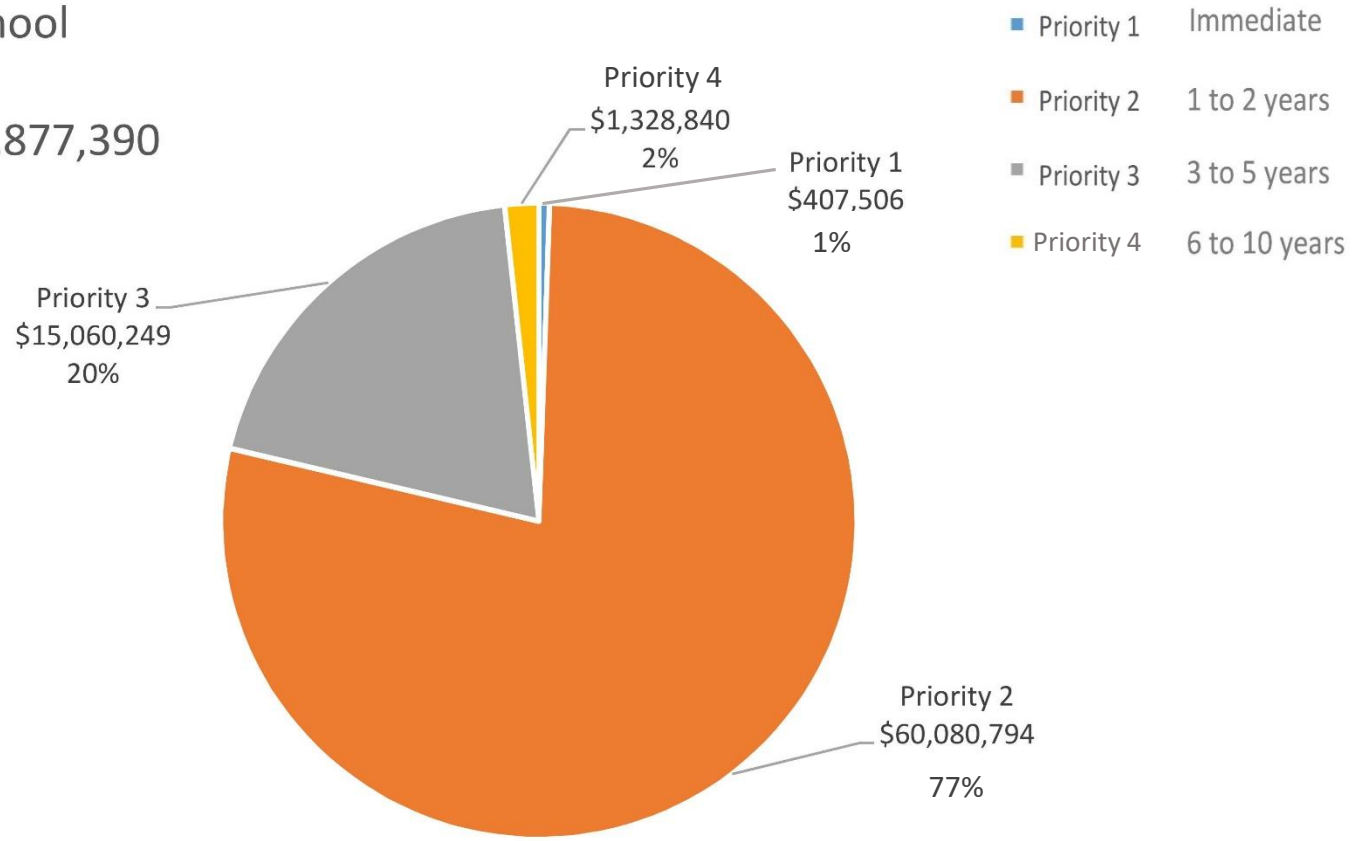


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Rogers High School
Priorities
Total Need $76,877,390

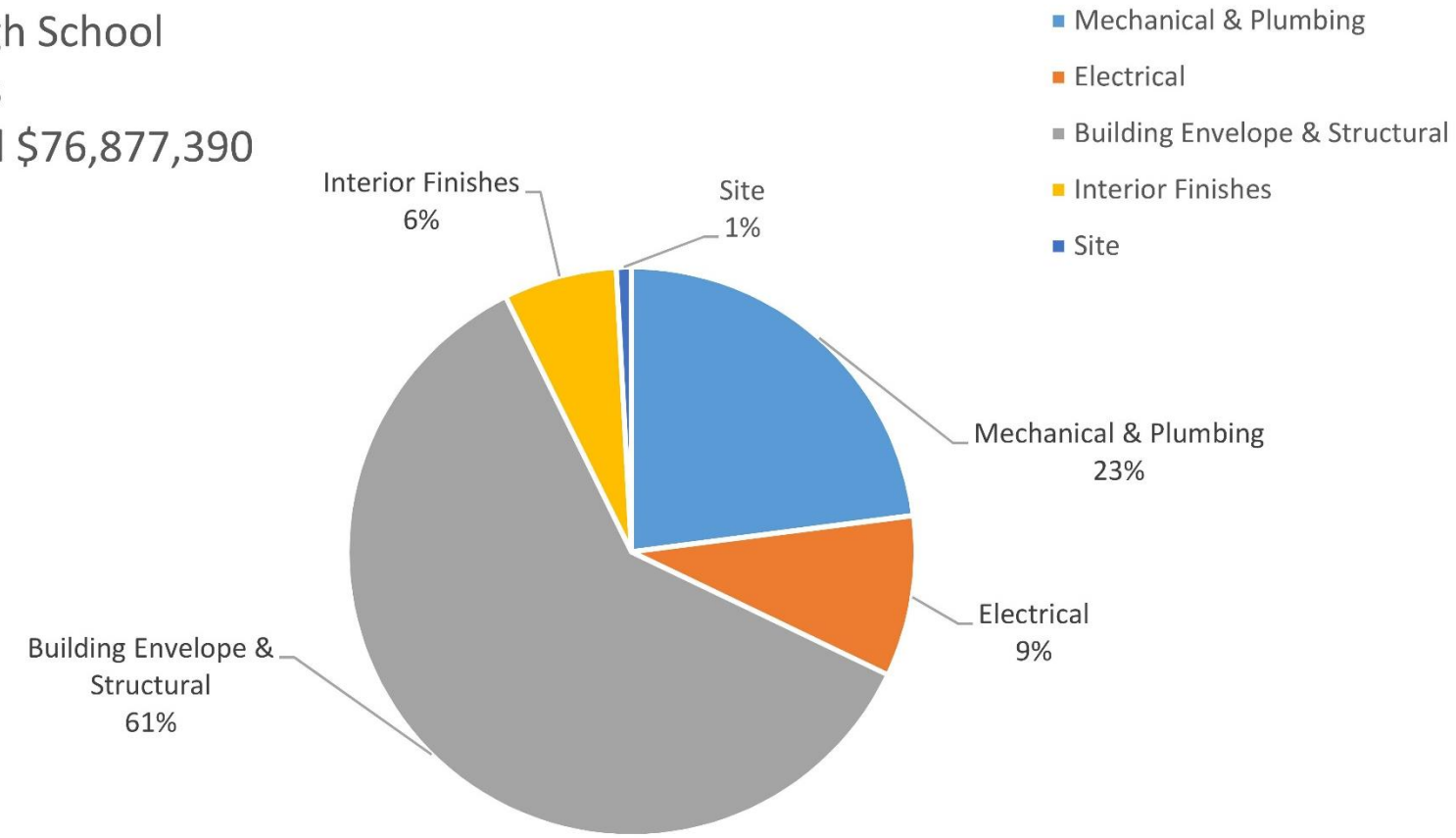


Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

Newport Public Schools

School Building Committee

Rogers High School
Categories
Total Need $76,877,390

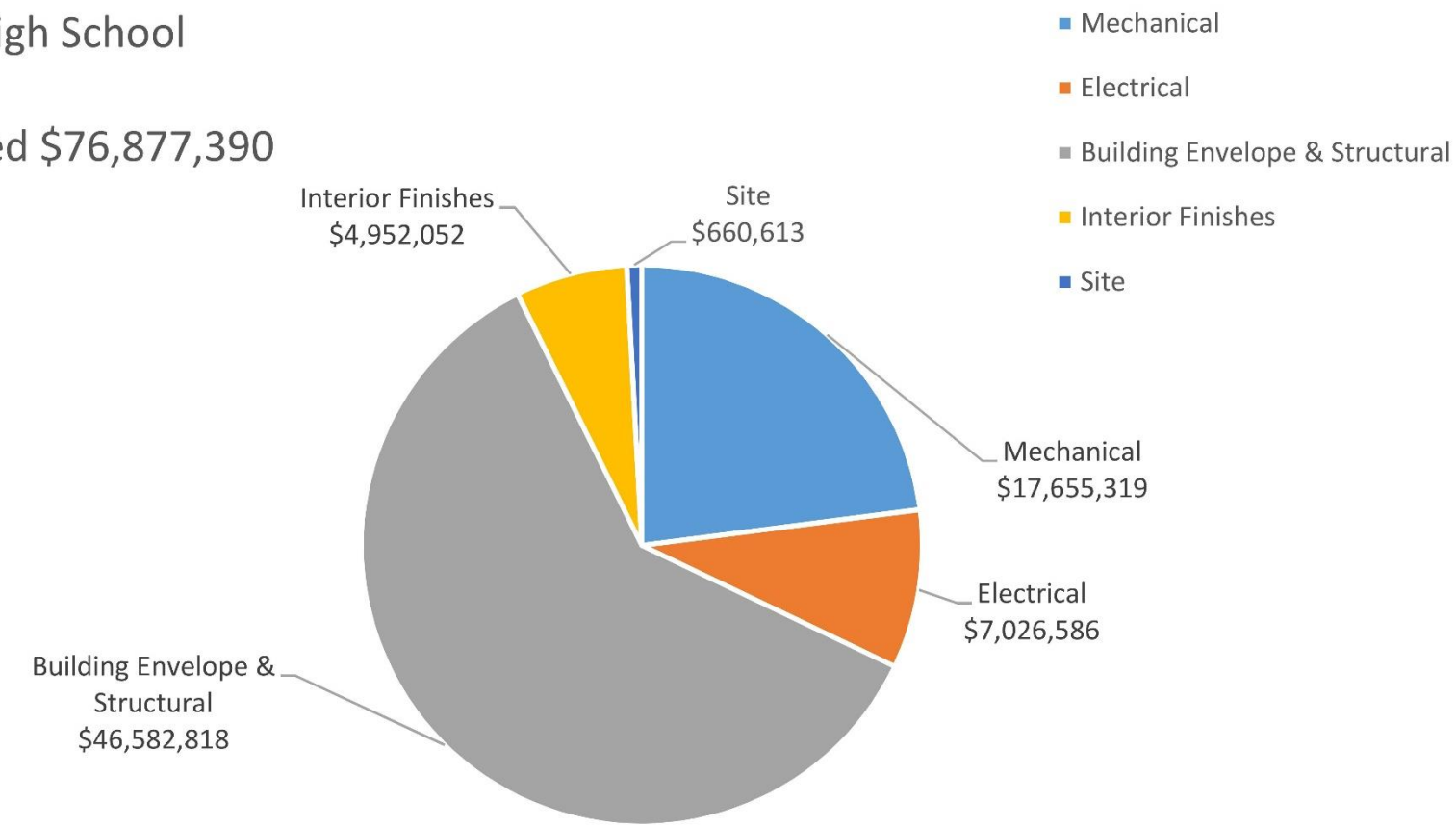


Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

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

Newport Public Schools

School Building Committee



Newport Public Schools

School Building Committee



Newport Public Schools
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

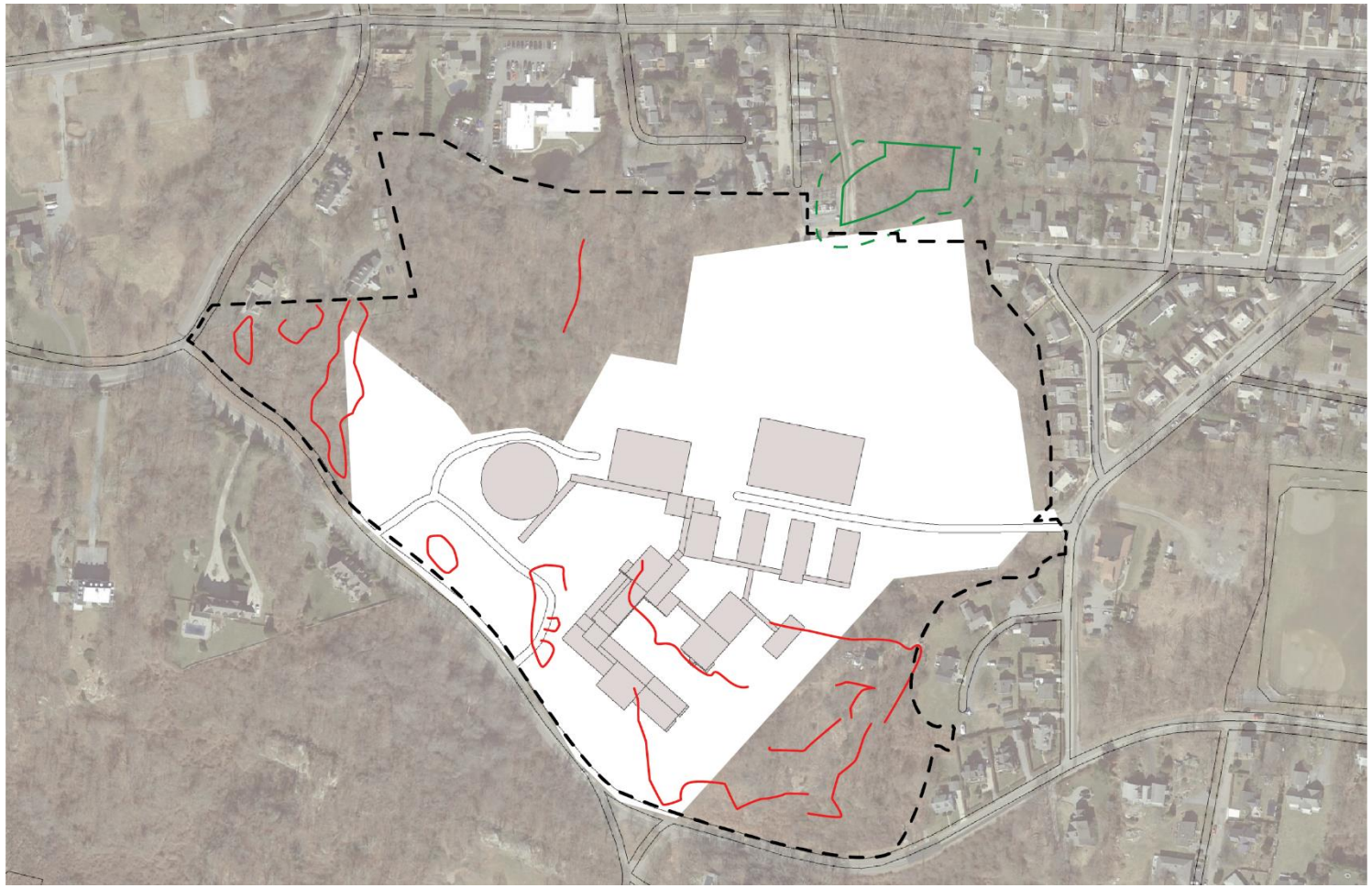
- Longer construction schedule
- Some programs and spaces will be under construction for 1 year
- Necessitates temporary construction
- Disruptive to students
- Doesn't allow for idealized programmatic relationships

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.

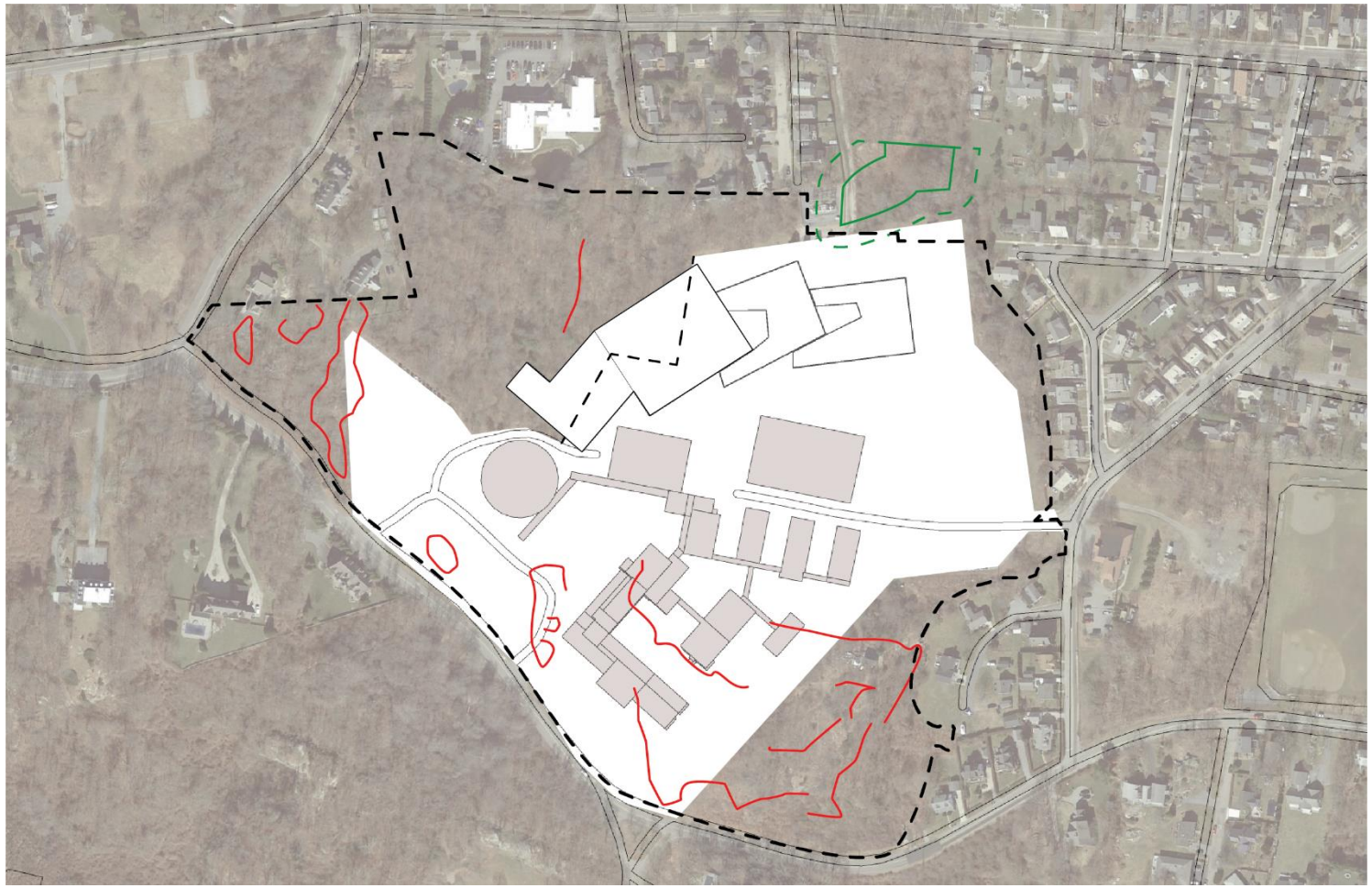
STUDIO JAED

Newport Public Schools

School Building Committee

New Construction Option:

- Remove trees
- Construct new building while existing building is operational
- No change to any programs or existing spaces



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.

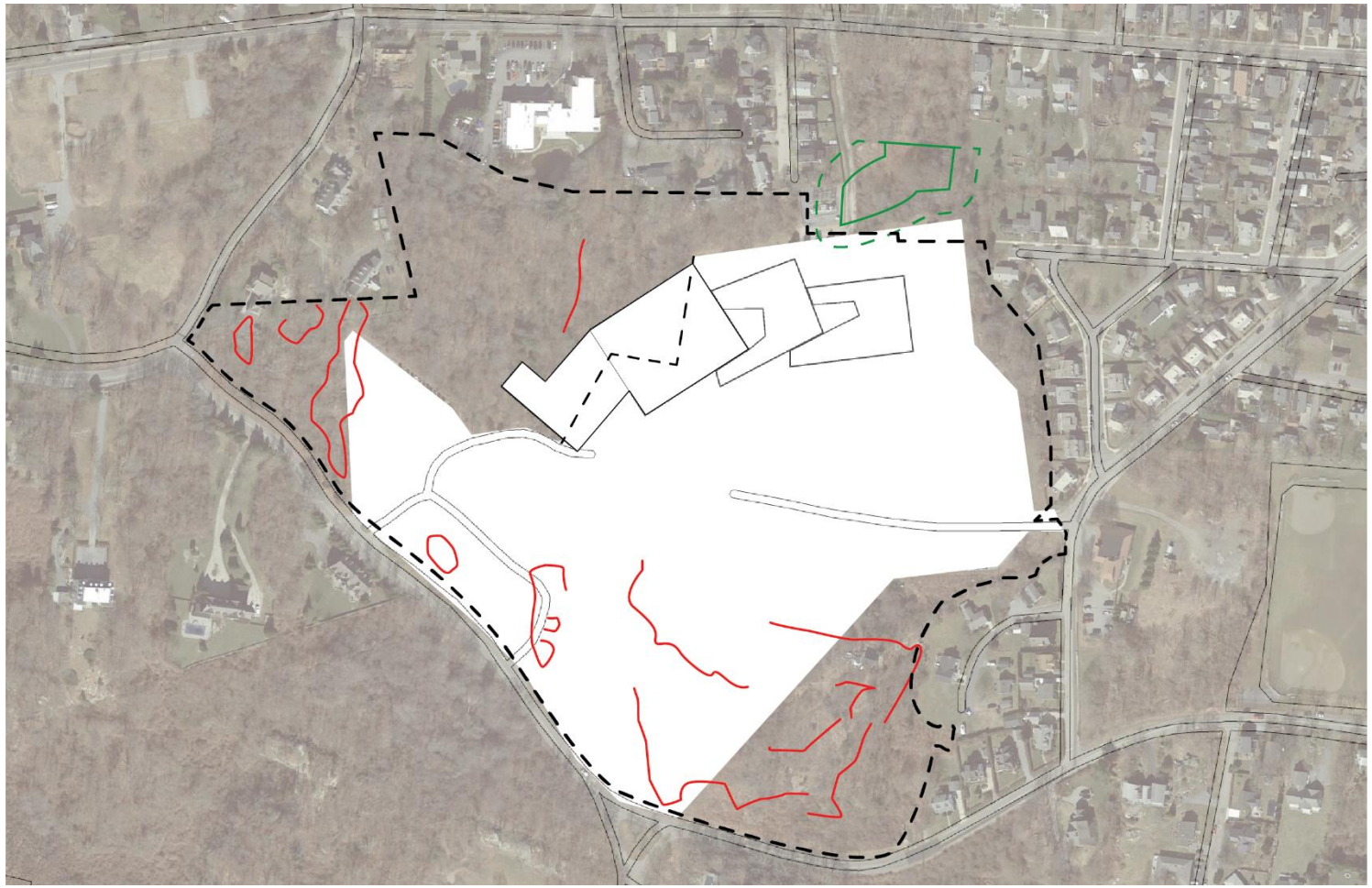
STUDIO JAED

Newport Public Schools

School Building Committee

New Construction Option:

- **Demolish Existing Building**



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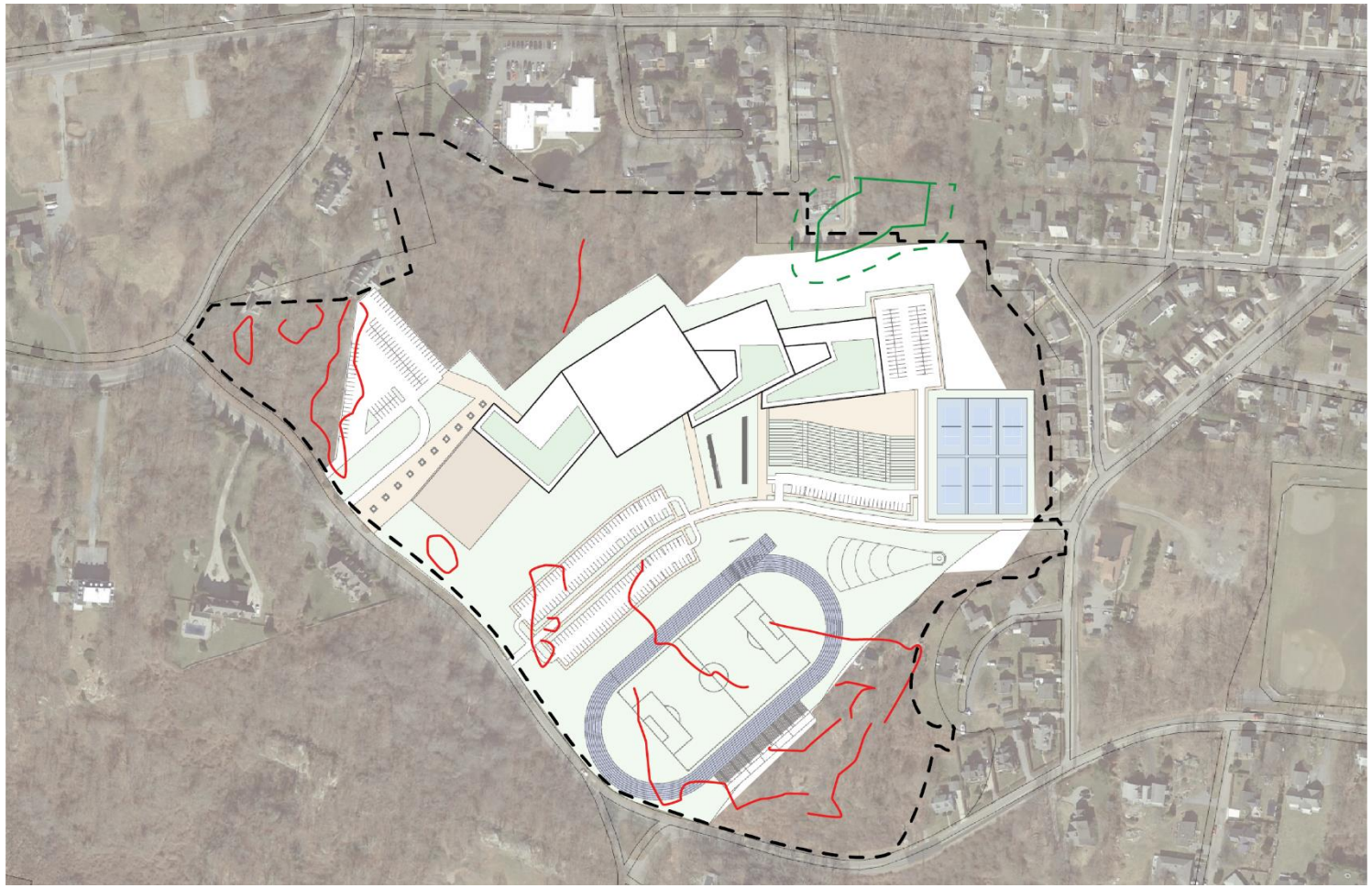
STUDIO JAED

Newport Public Schools

School Building Committee

New Construction Option:

- **Complete site work and athletic fields**



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

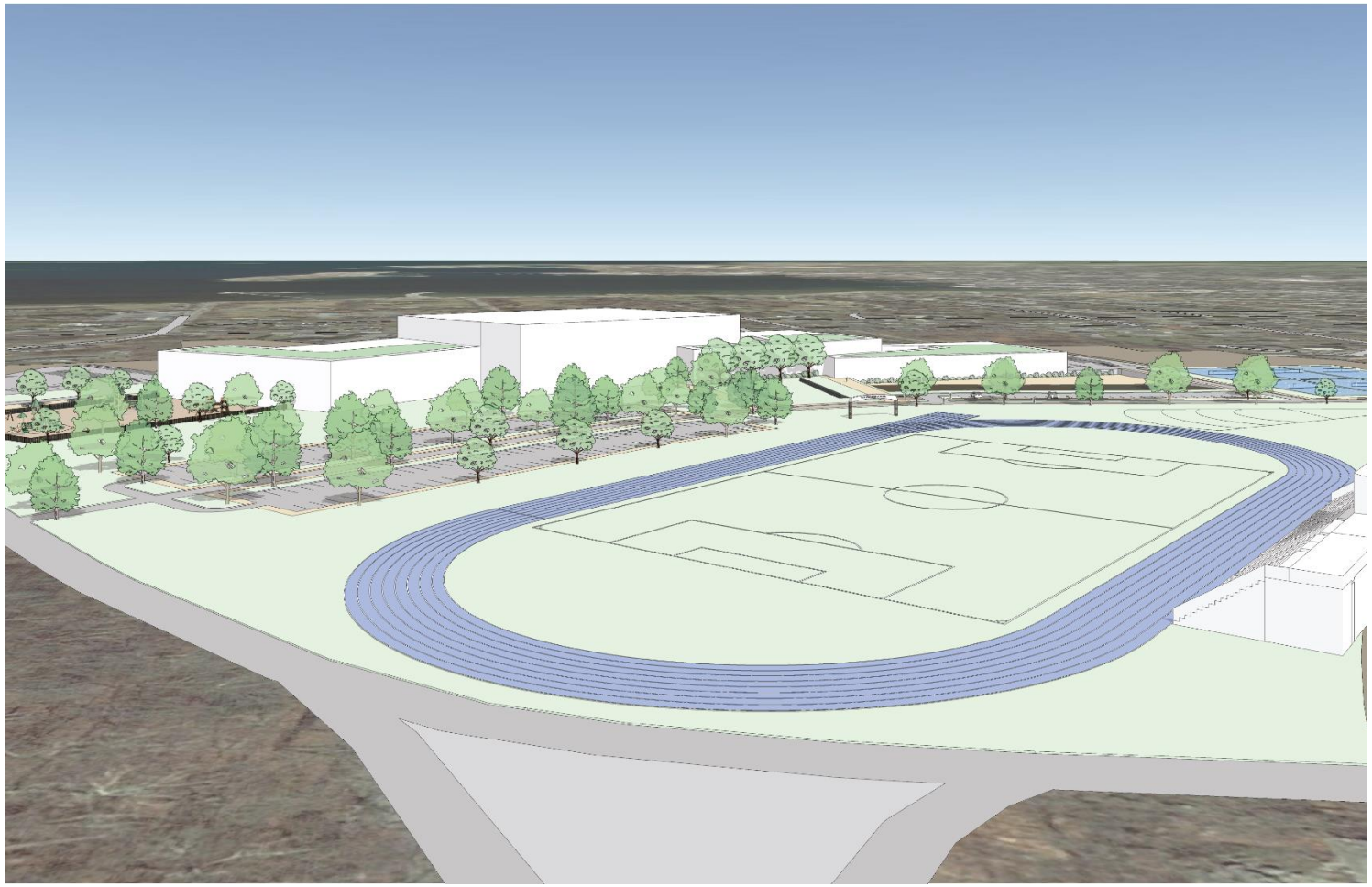


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STUDIO JAED

Newport Public Schools

School Building Committee



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.

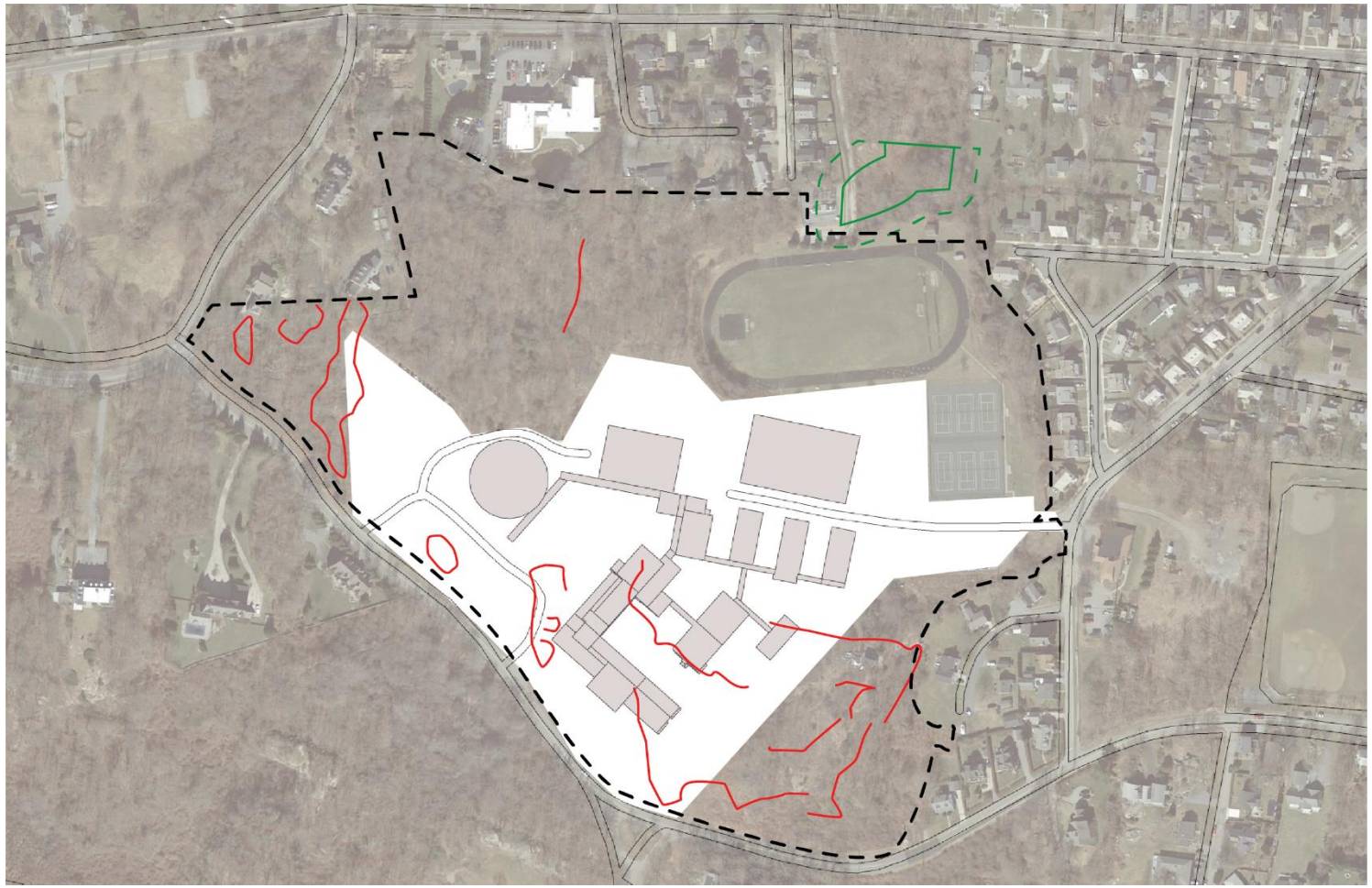
STUDIO JAED

Newport Public Schools

School Building Committee

Add/Reno Option:

- **Existing Building**



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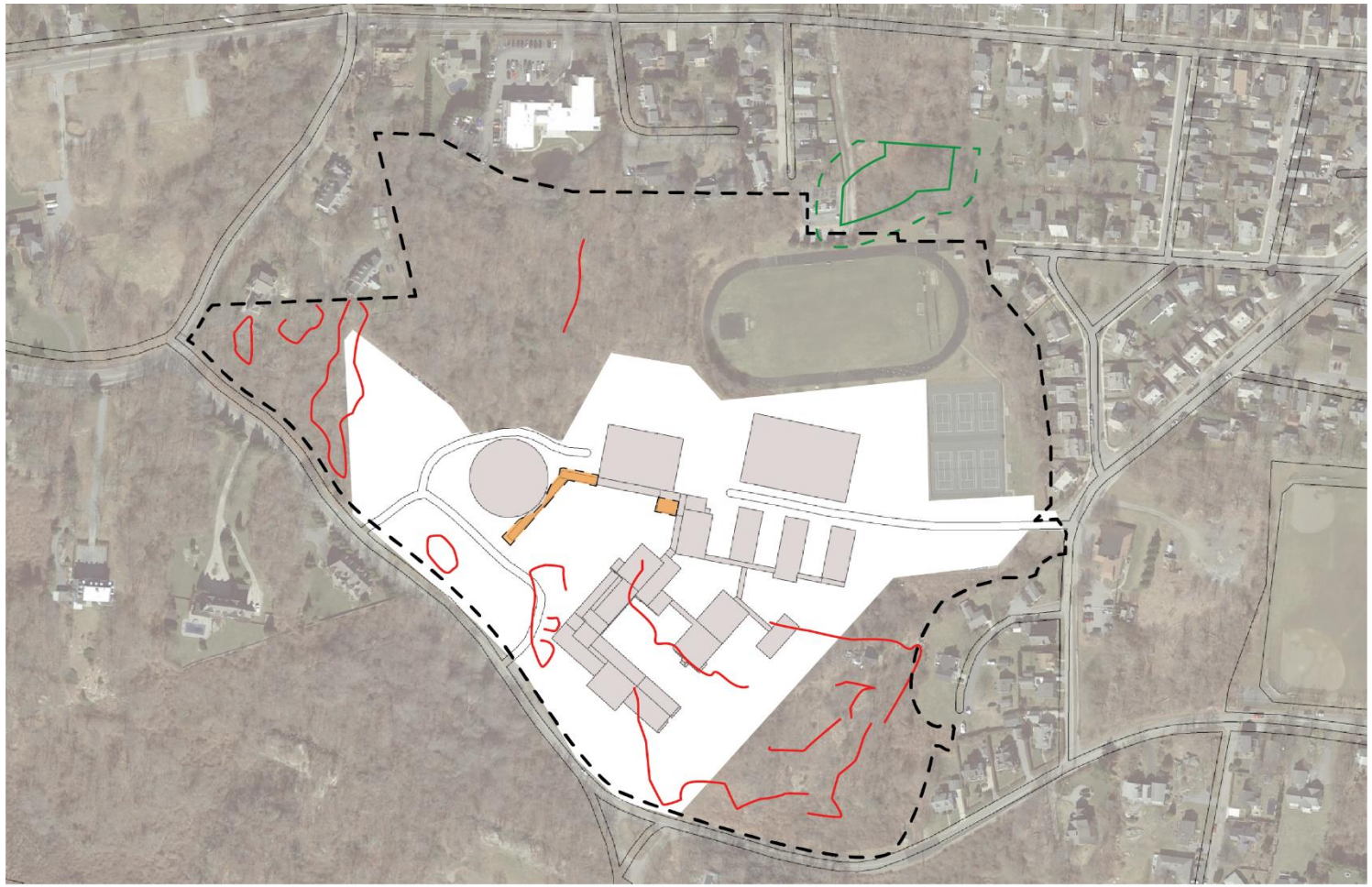
STUDIO JAED

Newport Public Schools

School Building Committee

Add/Reno Option :

- **Phase 1 enabling demolition**



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.

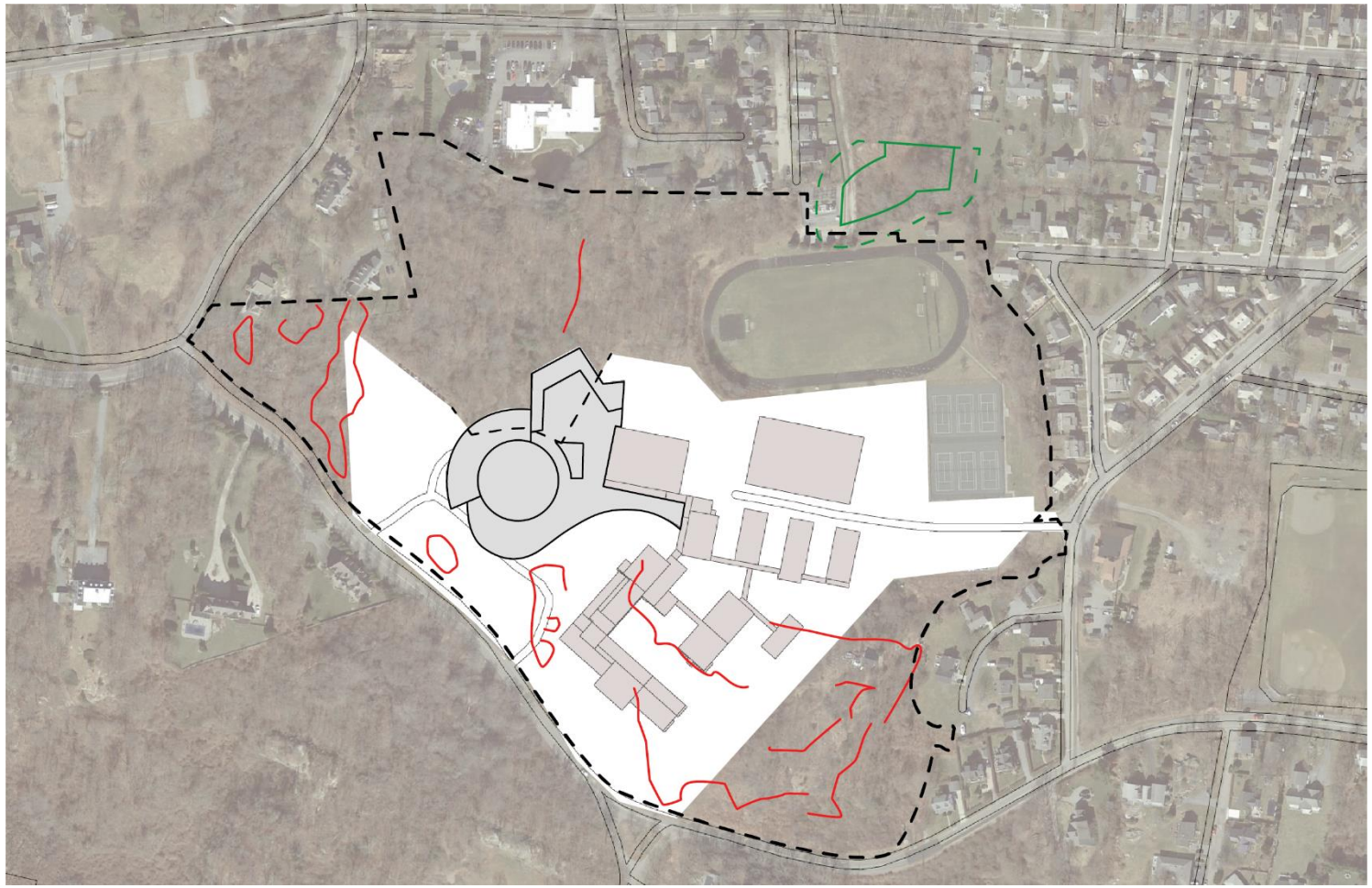
Newport Public Schools

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

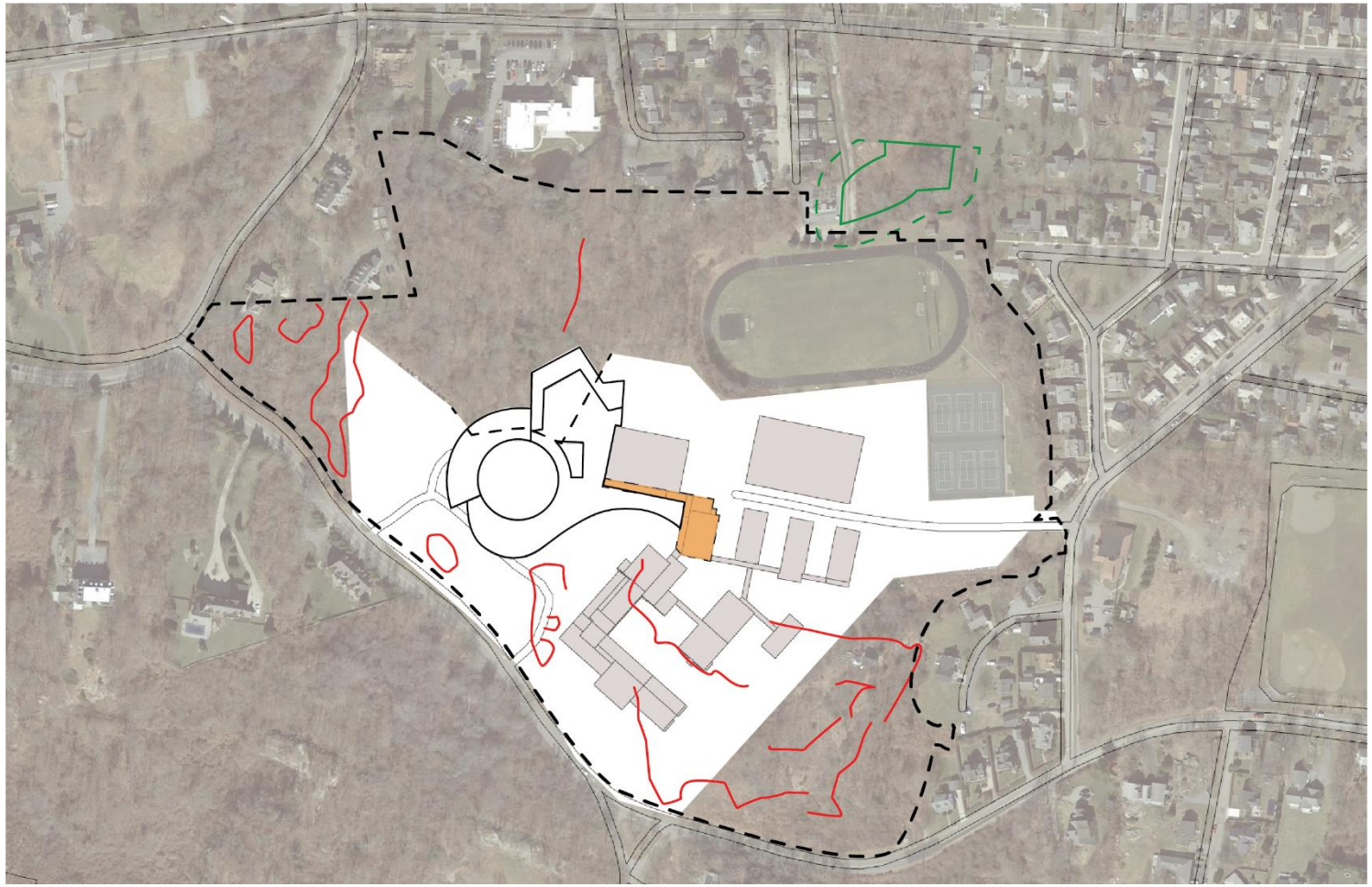
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 2 enabling demolition**



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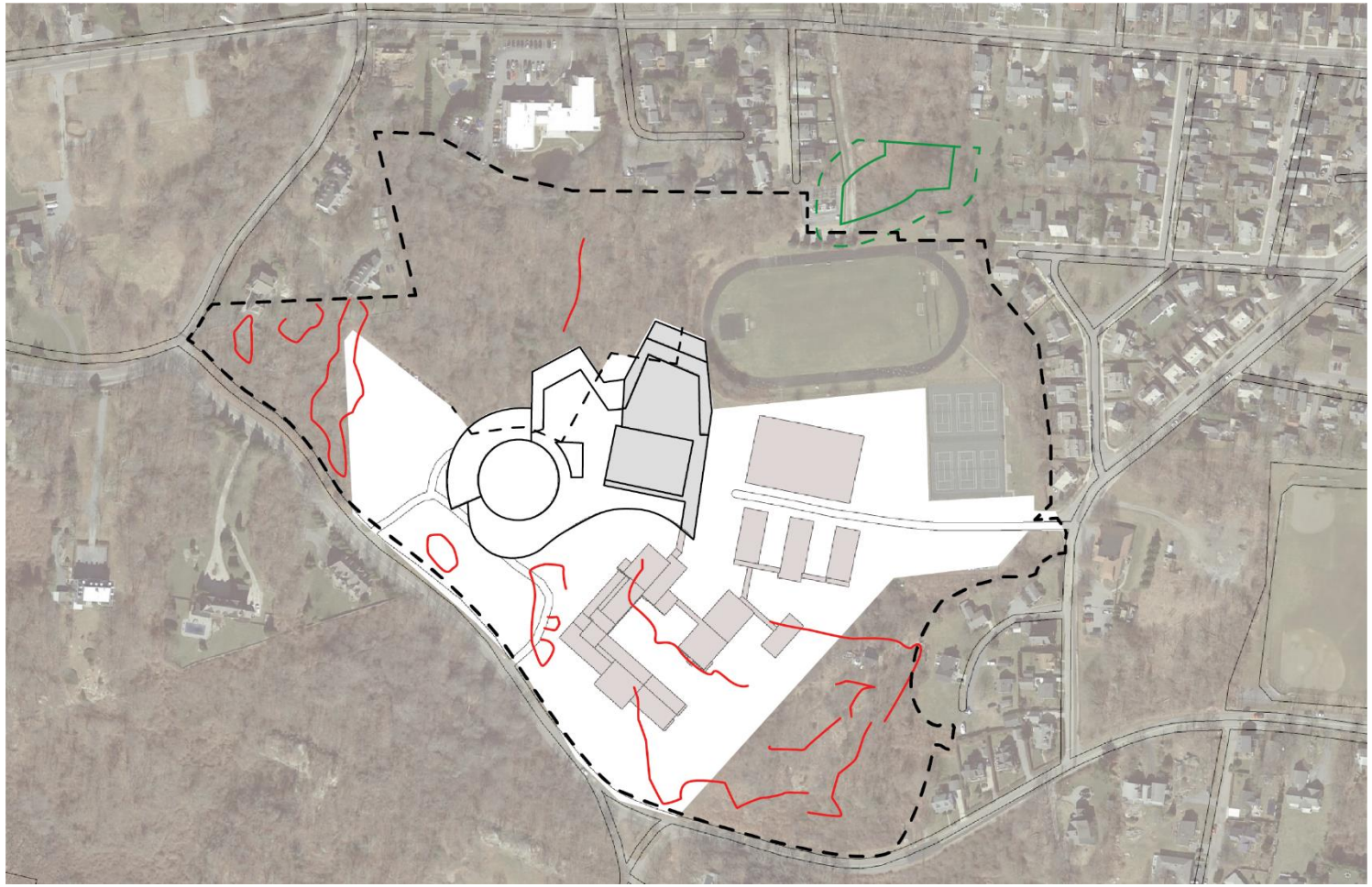
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Newport Public Schools

School Building Committee

Add/Reno Option :

- Phase 2 Construction
- 1 year with no use of Gymnasium or Cafeteria



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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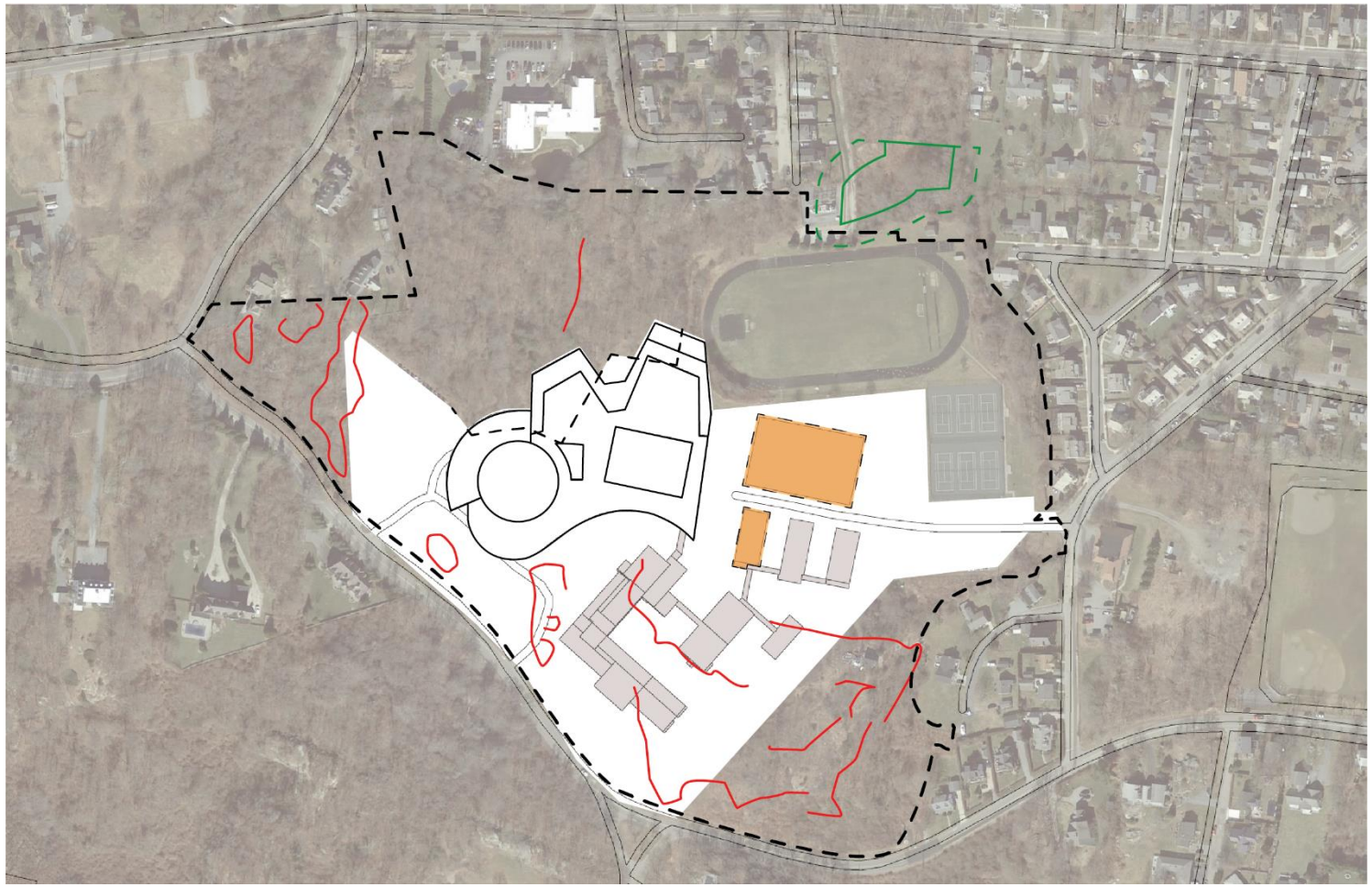
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 3 Construction**
- **1 Year with no access to NACTC and art wing**



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.

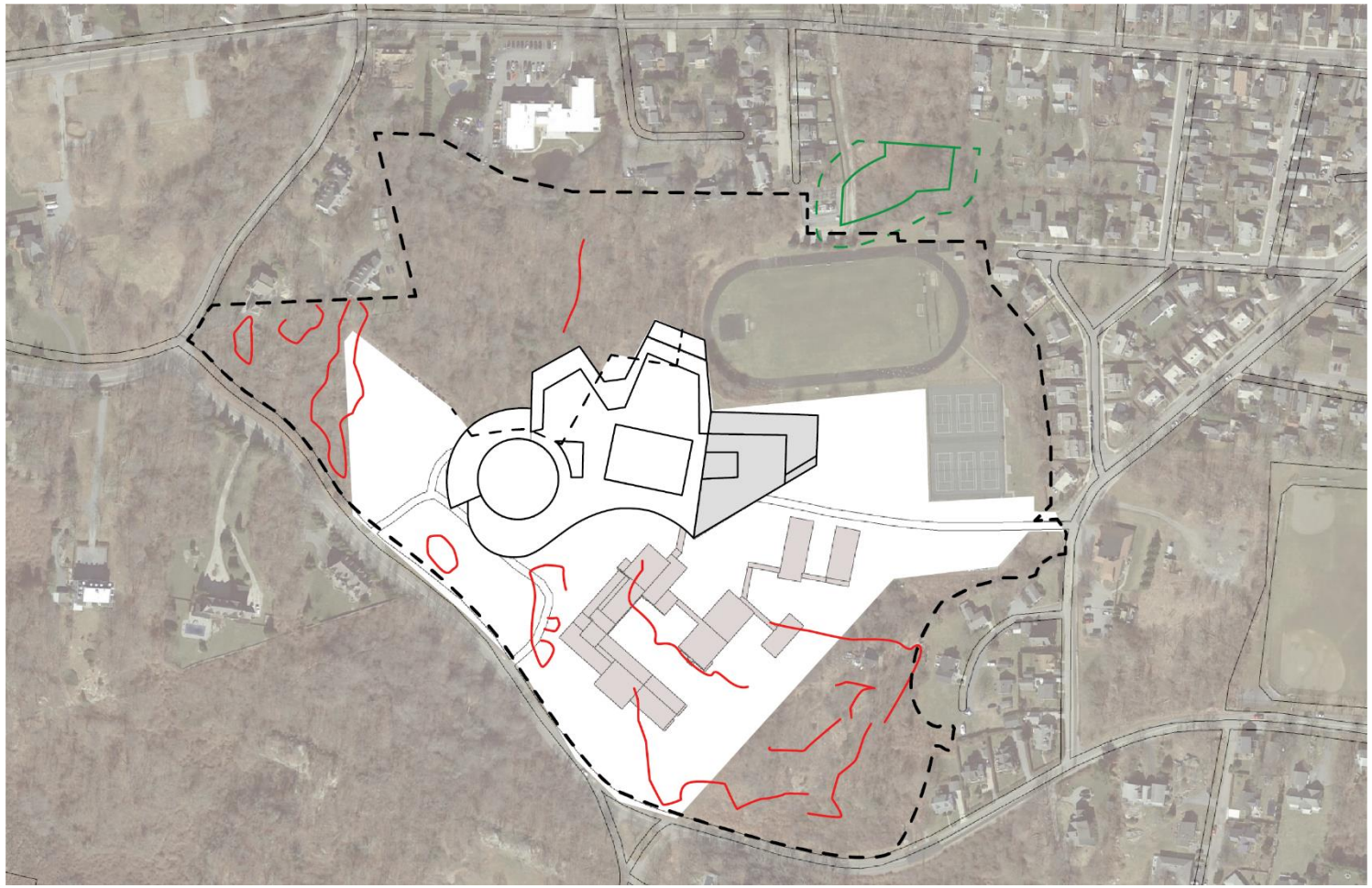
STUDIO JAED

Newport Public Schools

School Building Committee

Add/Reno Option :

- **Building Completed**
- **Existing facility demolished**



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

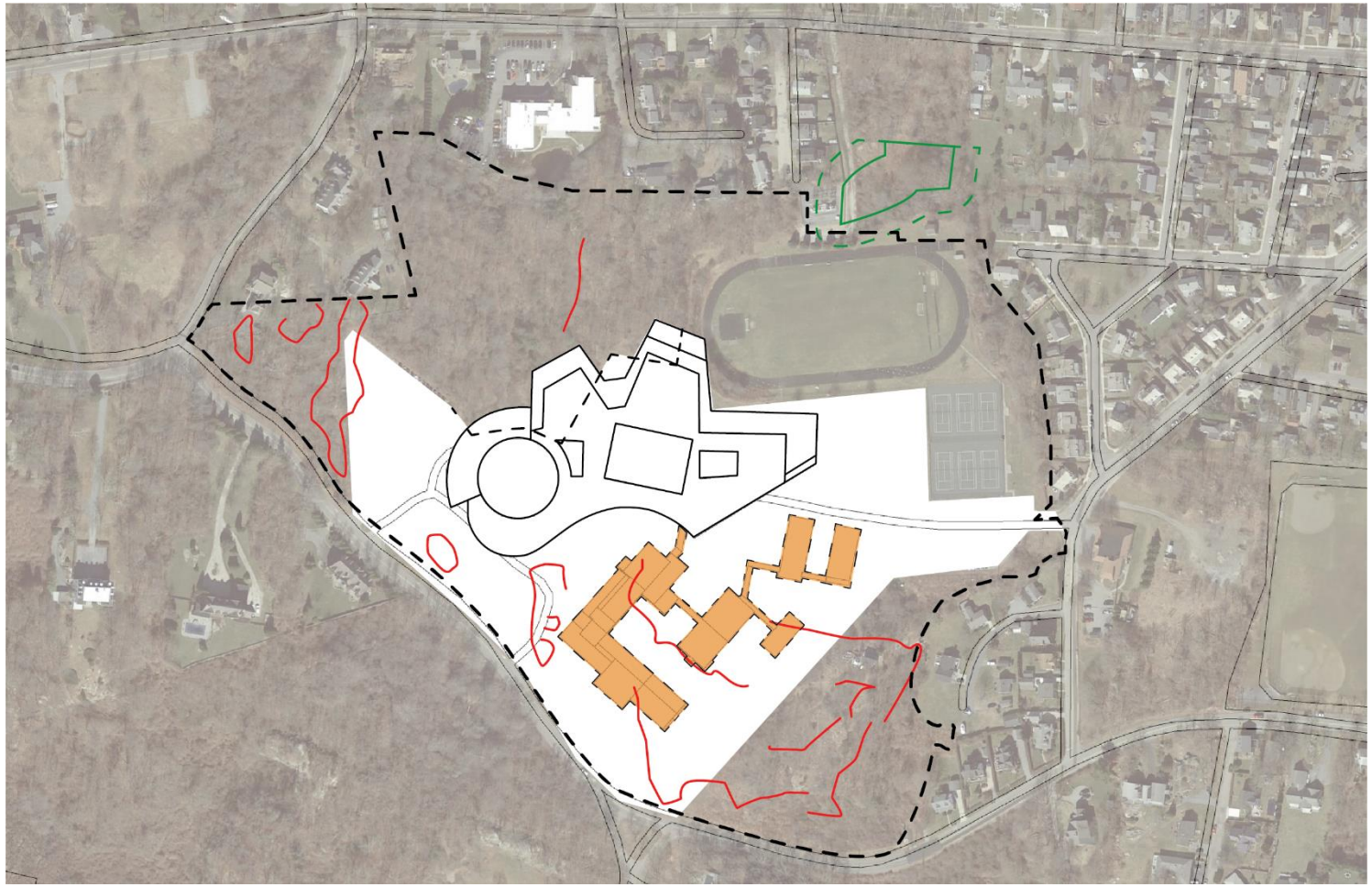
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Building Completed**
- **Existing facility demolished**



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STUDIO JAED

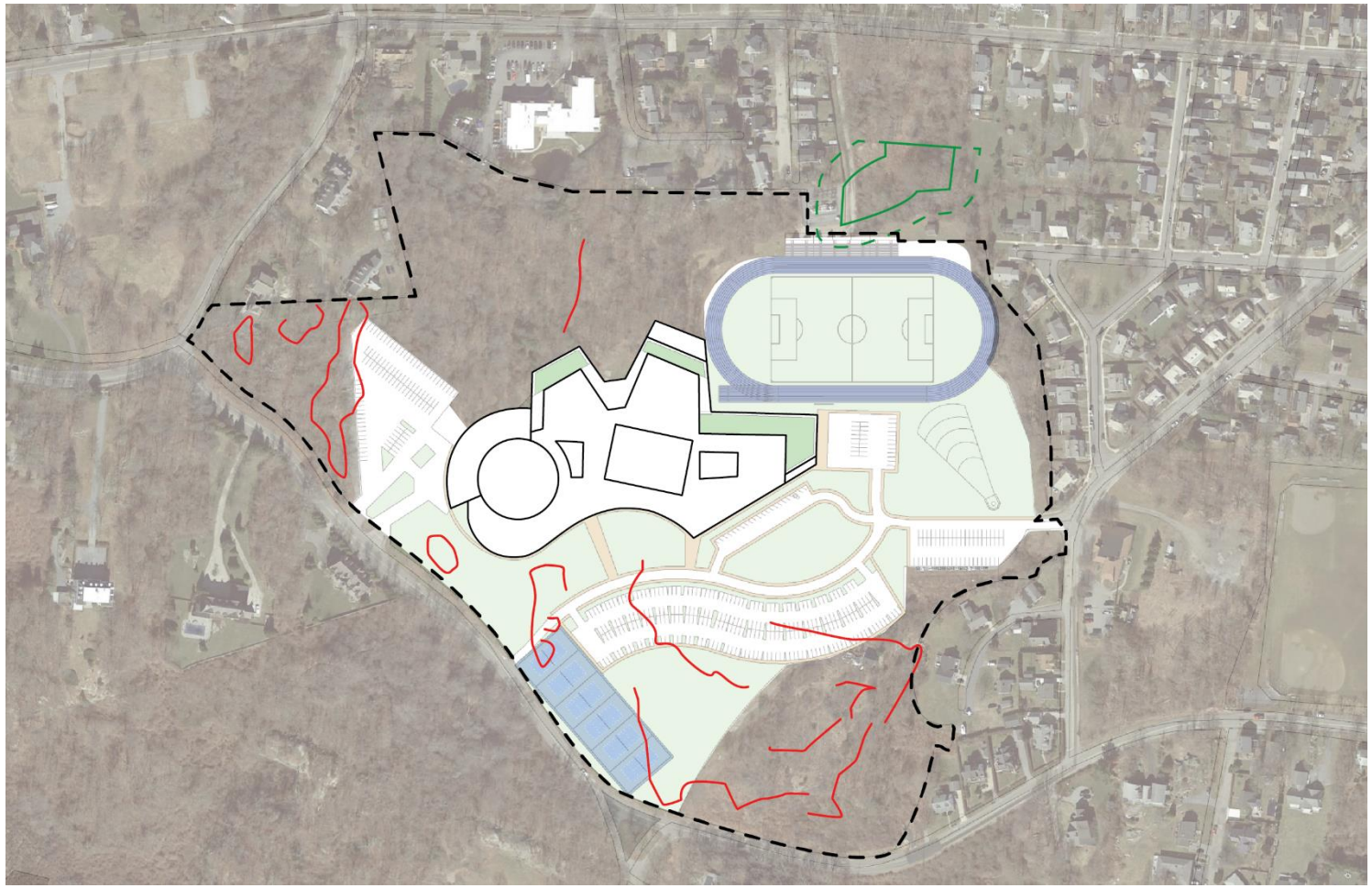
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Site work and field construction**

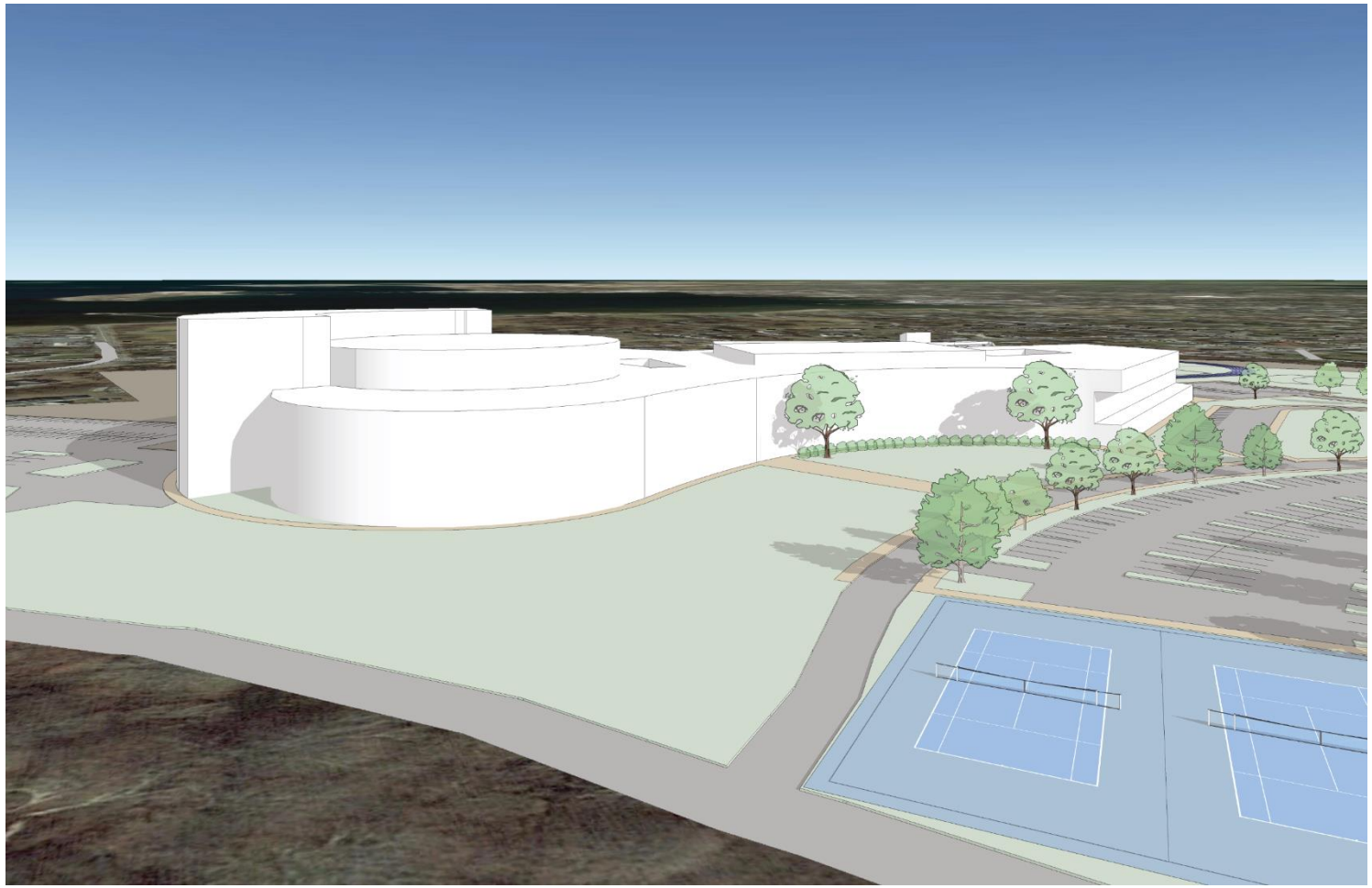


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STUDIO JAED

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.

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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.

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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.

STUDIO JAED

Newport Public Schools

School Building Committee

Community Comment/Questions

Newport Public Schools

School Building Committee

Meeting #1

July 16, 2019

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

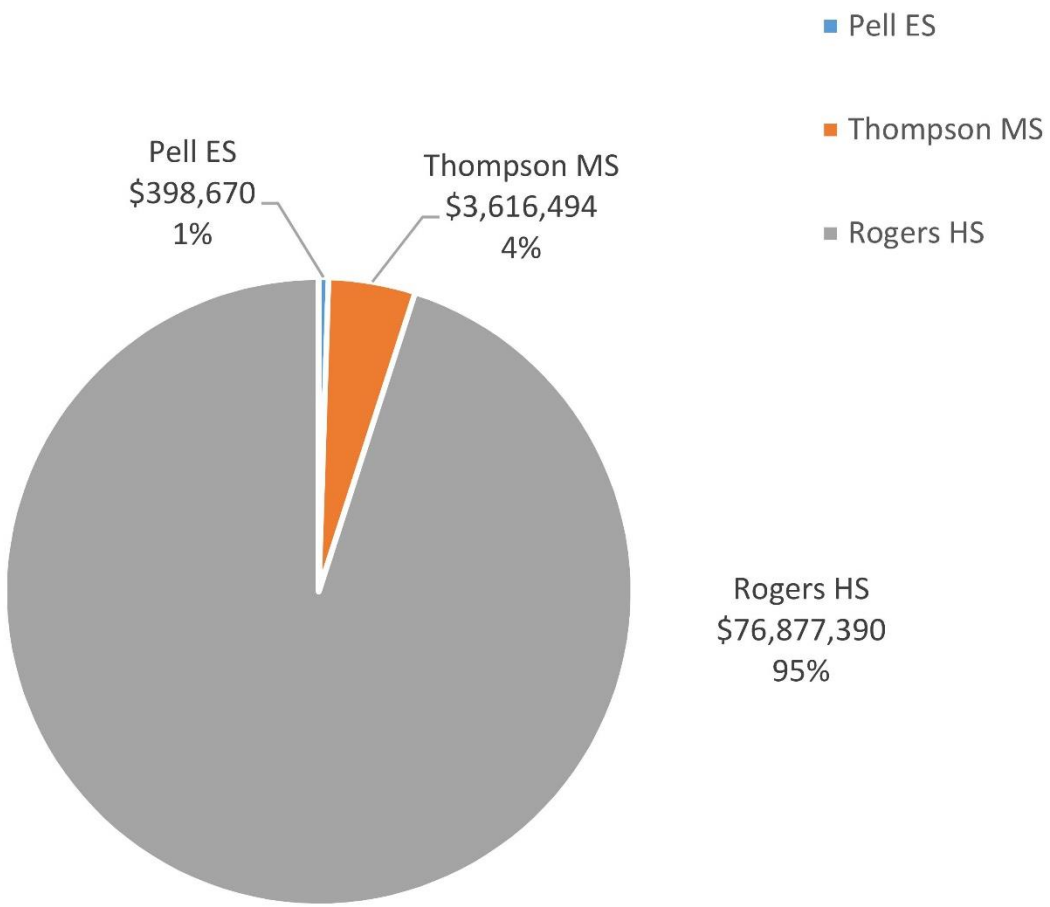
Facilities Group Sub-Committees

- Community Partners
- Guiding Principles
- Industry Partners
- Public Awareness and Social Media (Marketing)
- Visionary Educators

Newport Public Schools
School Building Committee

Assessment Findings

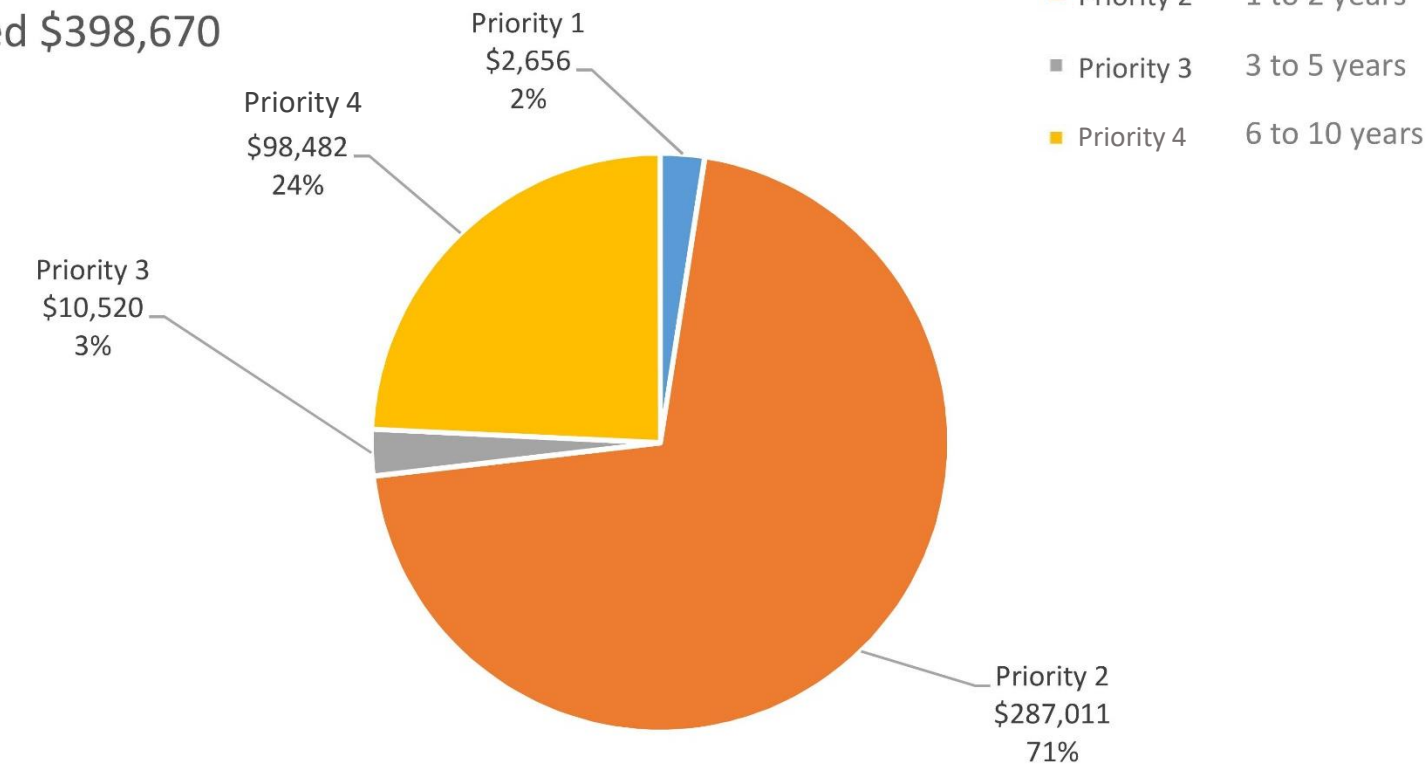
- Pell Elementary
- Thompson Middle
- Rogers High School
- Total District Need $80 million



Newport Public Schools

School Building Committee

Pell Elementary School
Priorities
Total Need $398,670

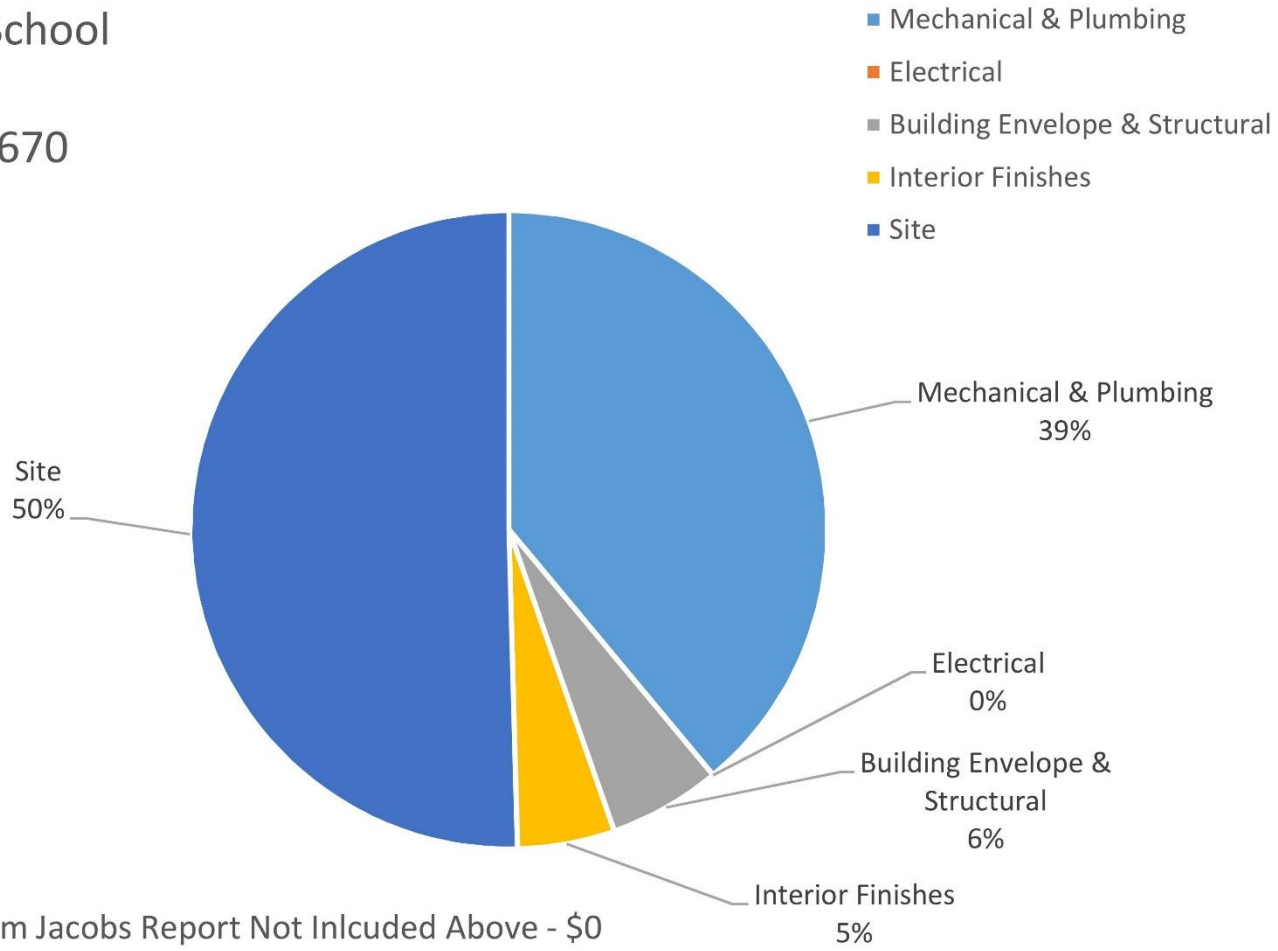


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Pell Elementary School
Categories
Total Need $398,670

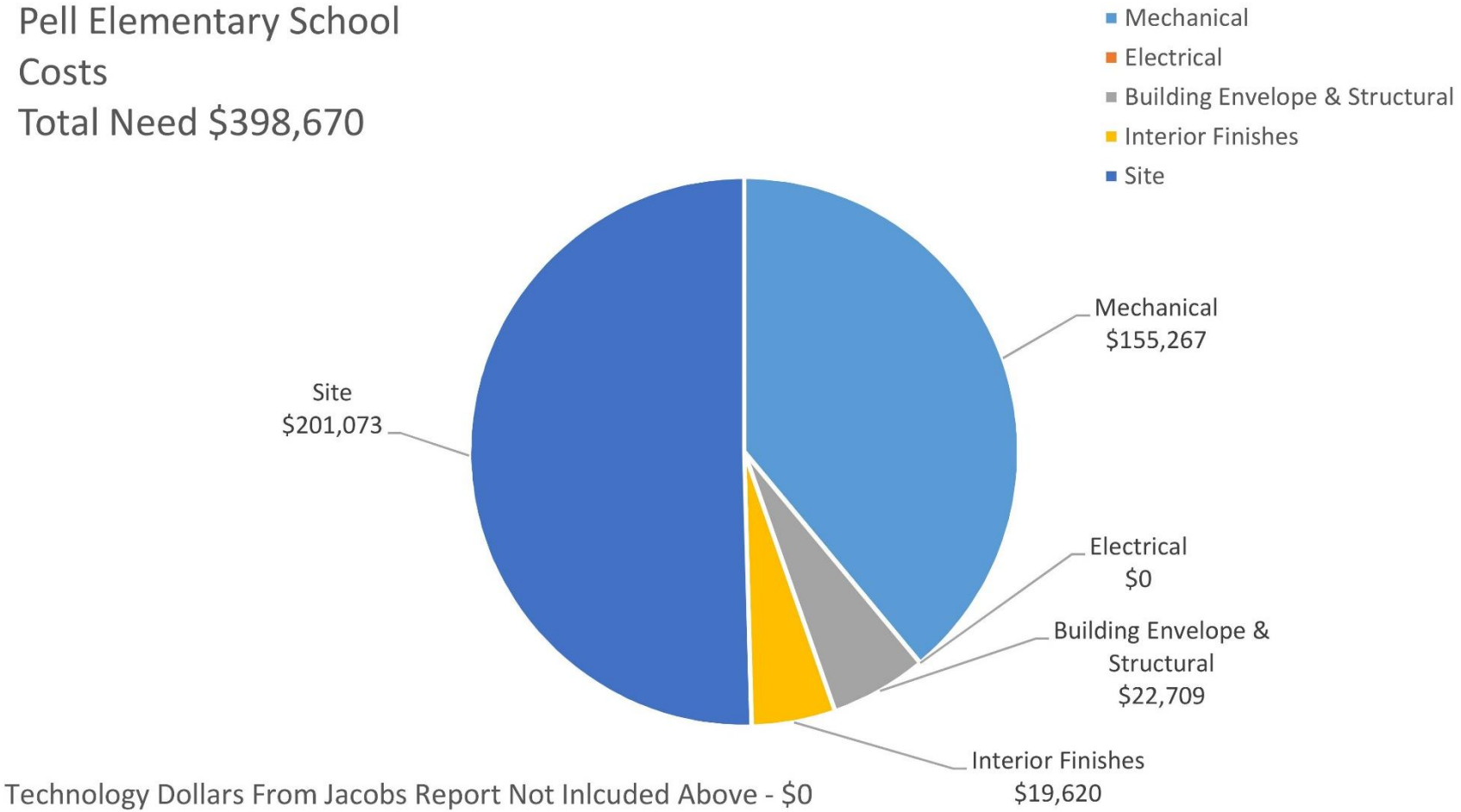


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Pell Elementary School
Costs
Total Need $398,670

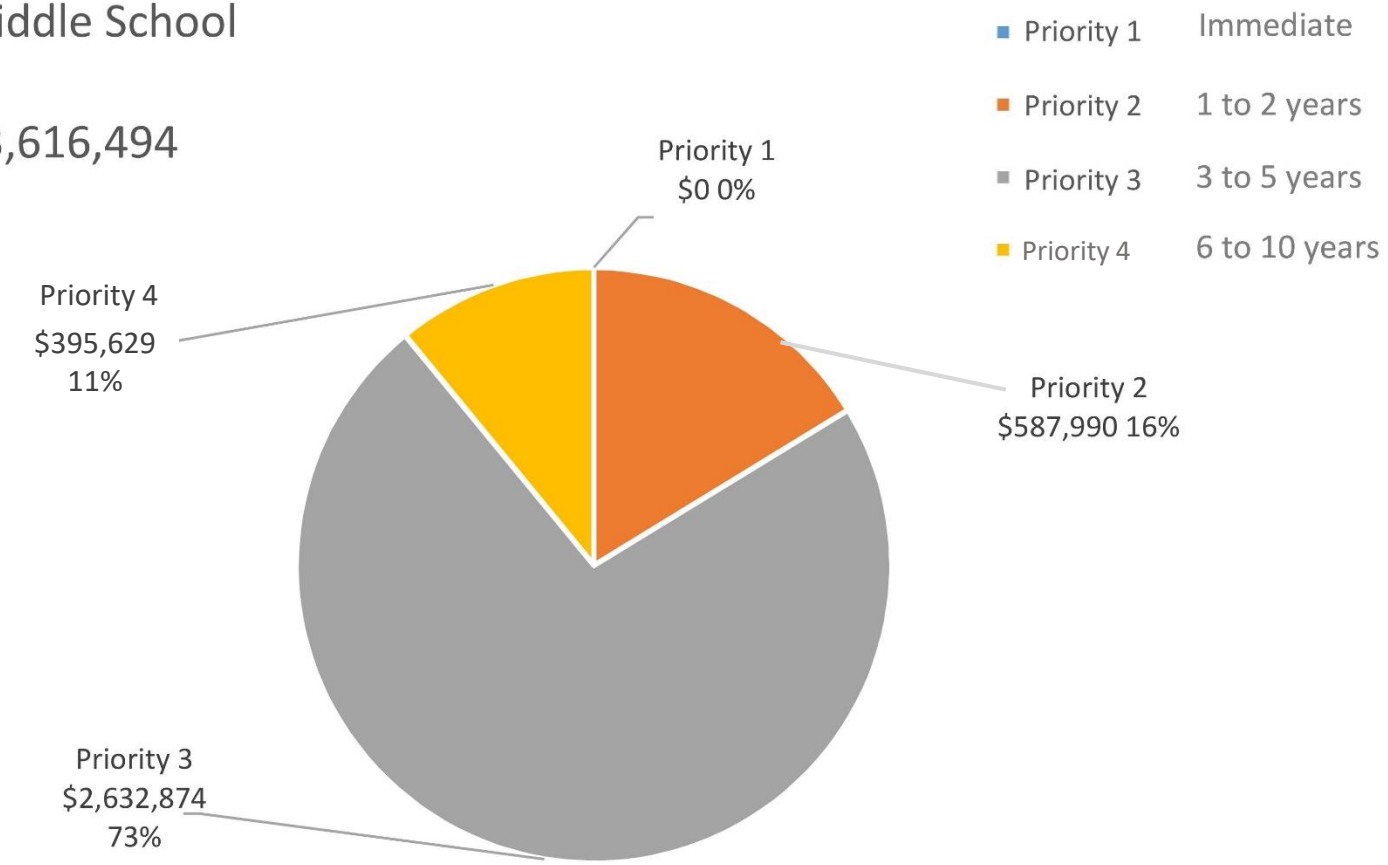


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

Newport Public Schools

School Building Committee

Thompson Middle School
Priorities
Total Need $3,616,494

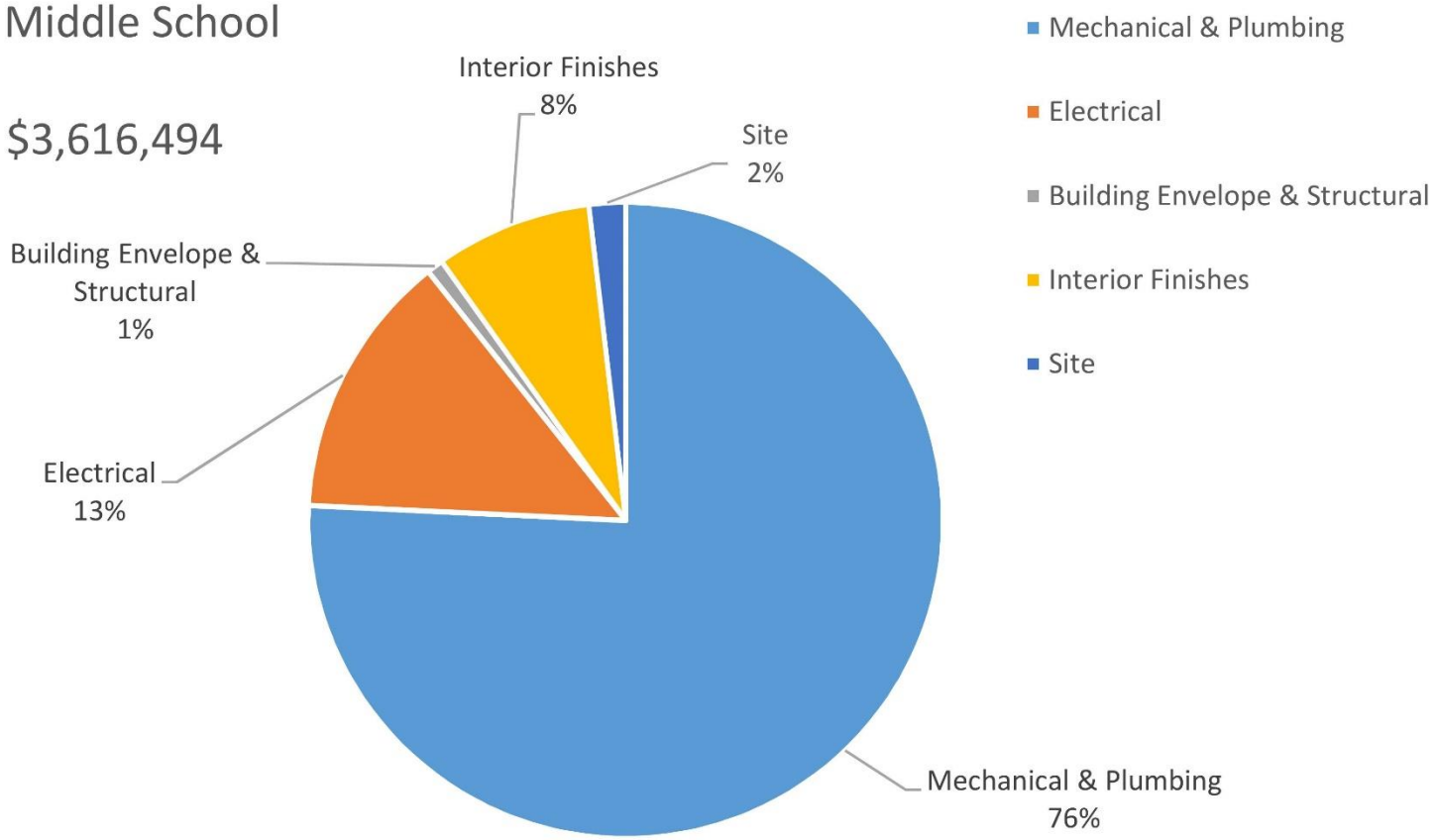


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Thompson Middle School
Categories
Total Need $3,616,494

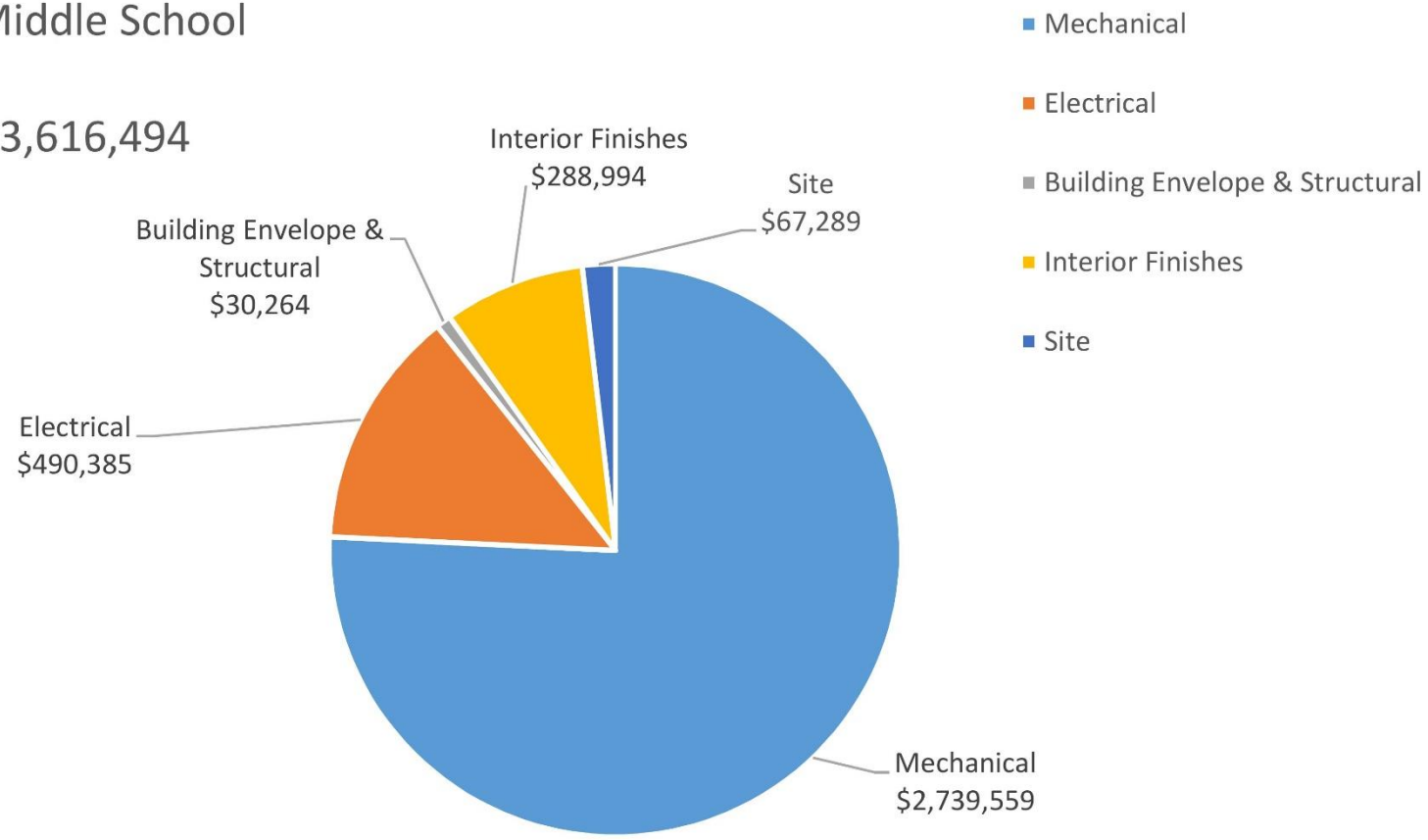


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Thompson Middle School
Costs
Total Need $3,616,494

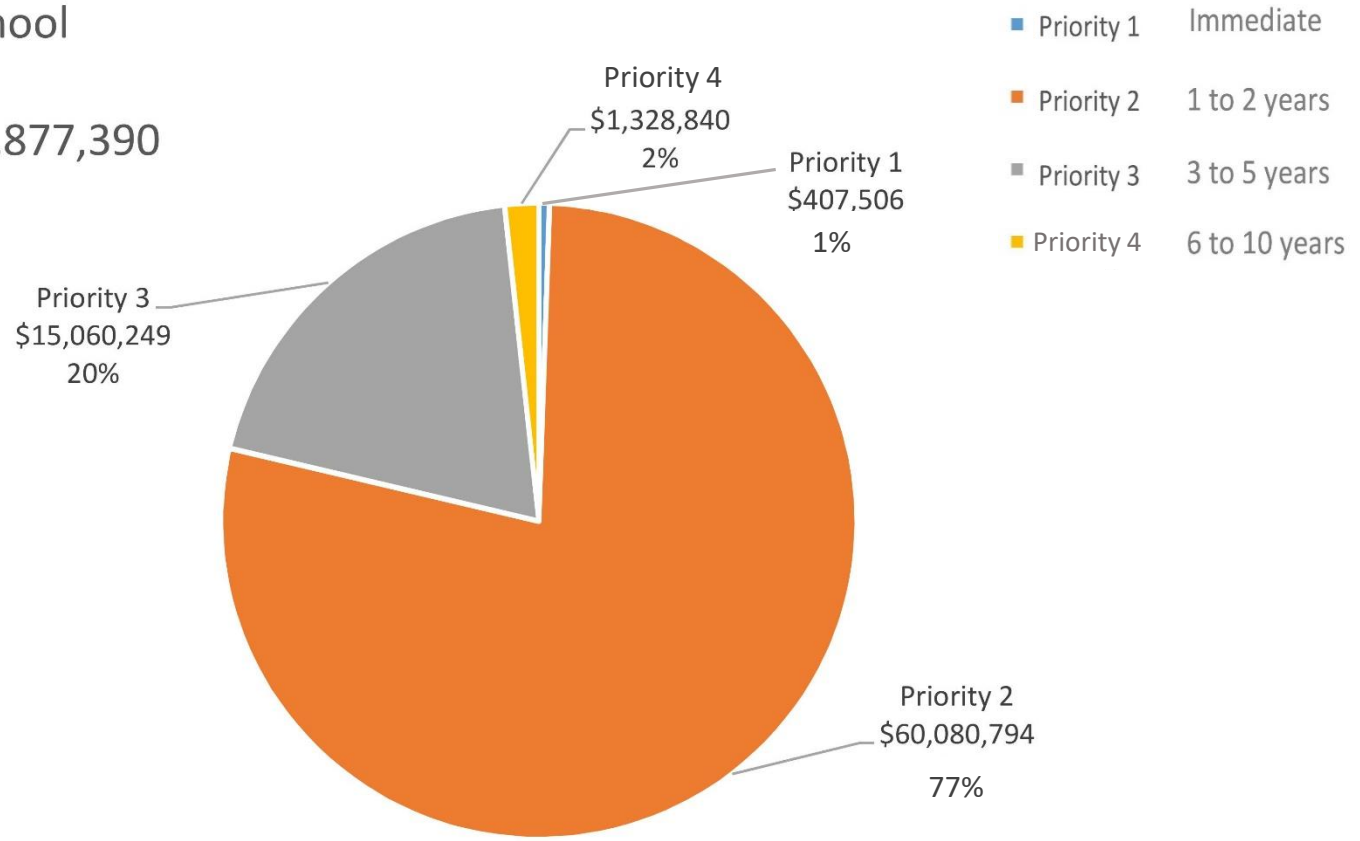


Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

School Building Committee

Rogers High School
Priorities
Total Need $76,877,390

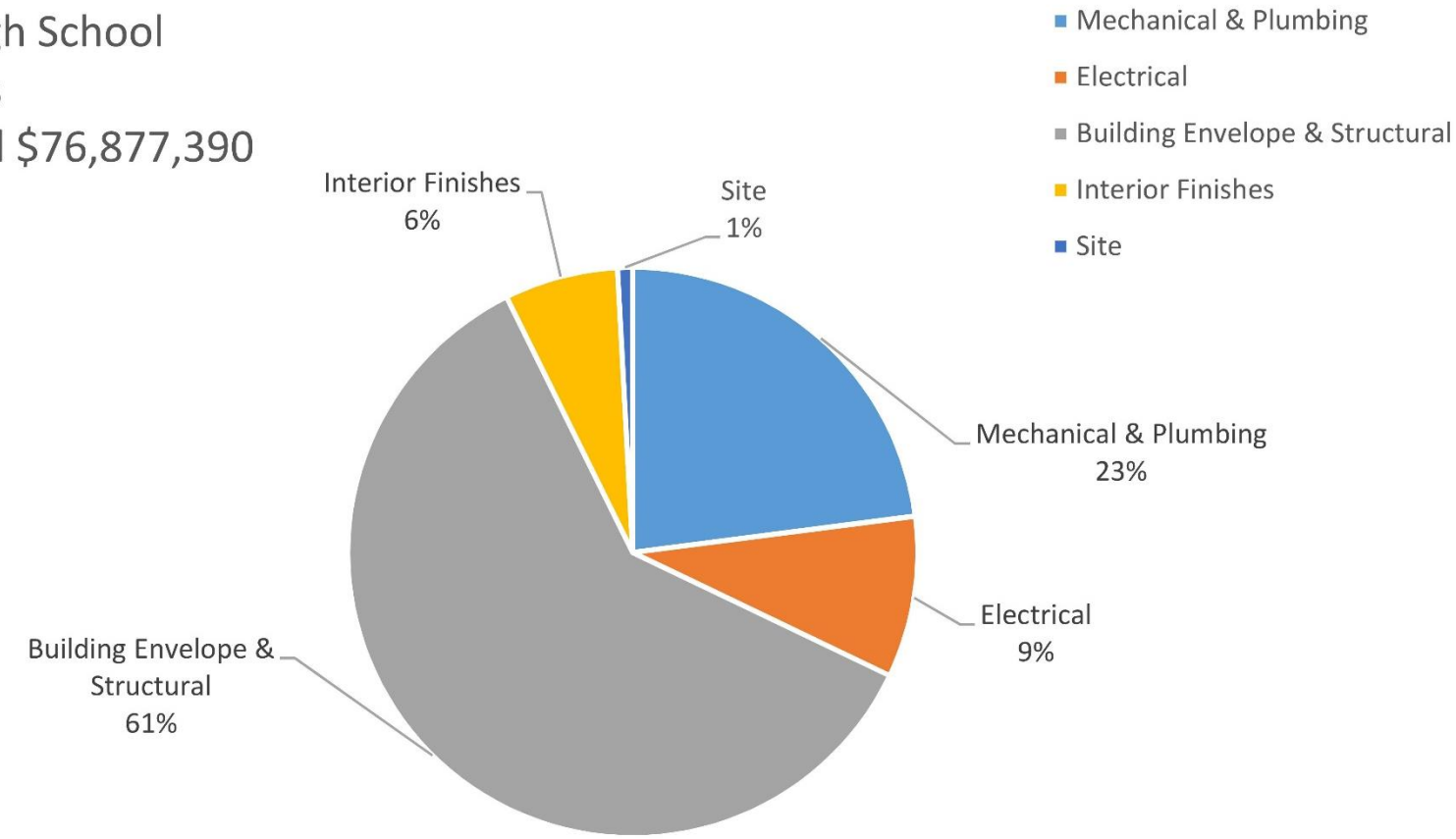


Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

Newport Public Schools

School Building Committee

Rogers High School
Categories
Total Need $76,877,390

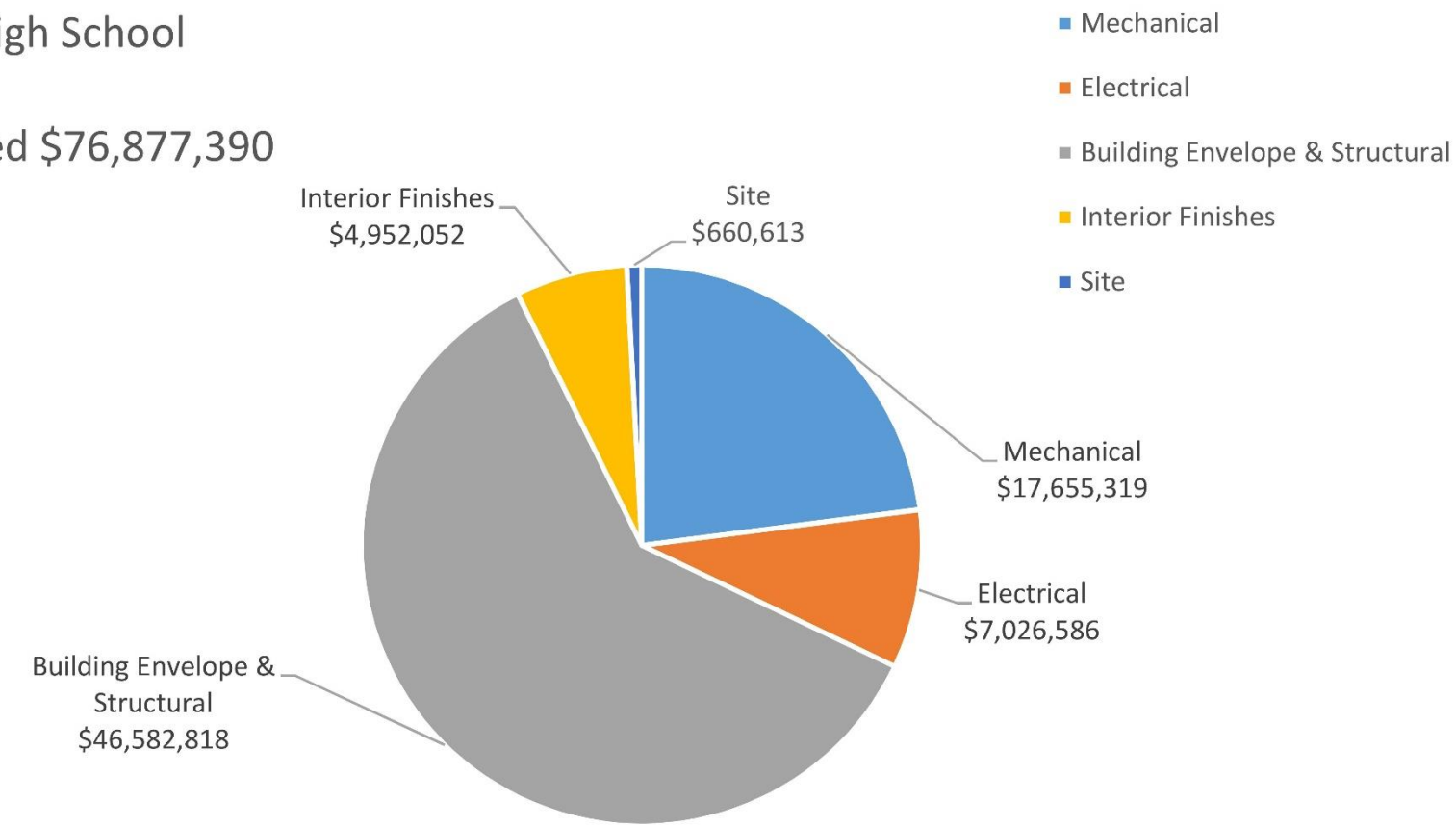


Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

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

Newport Public Schools

School Building Committee



Newport Public Schools

School Building Committee



Newport Public Schools

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%

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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

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

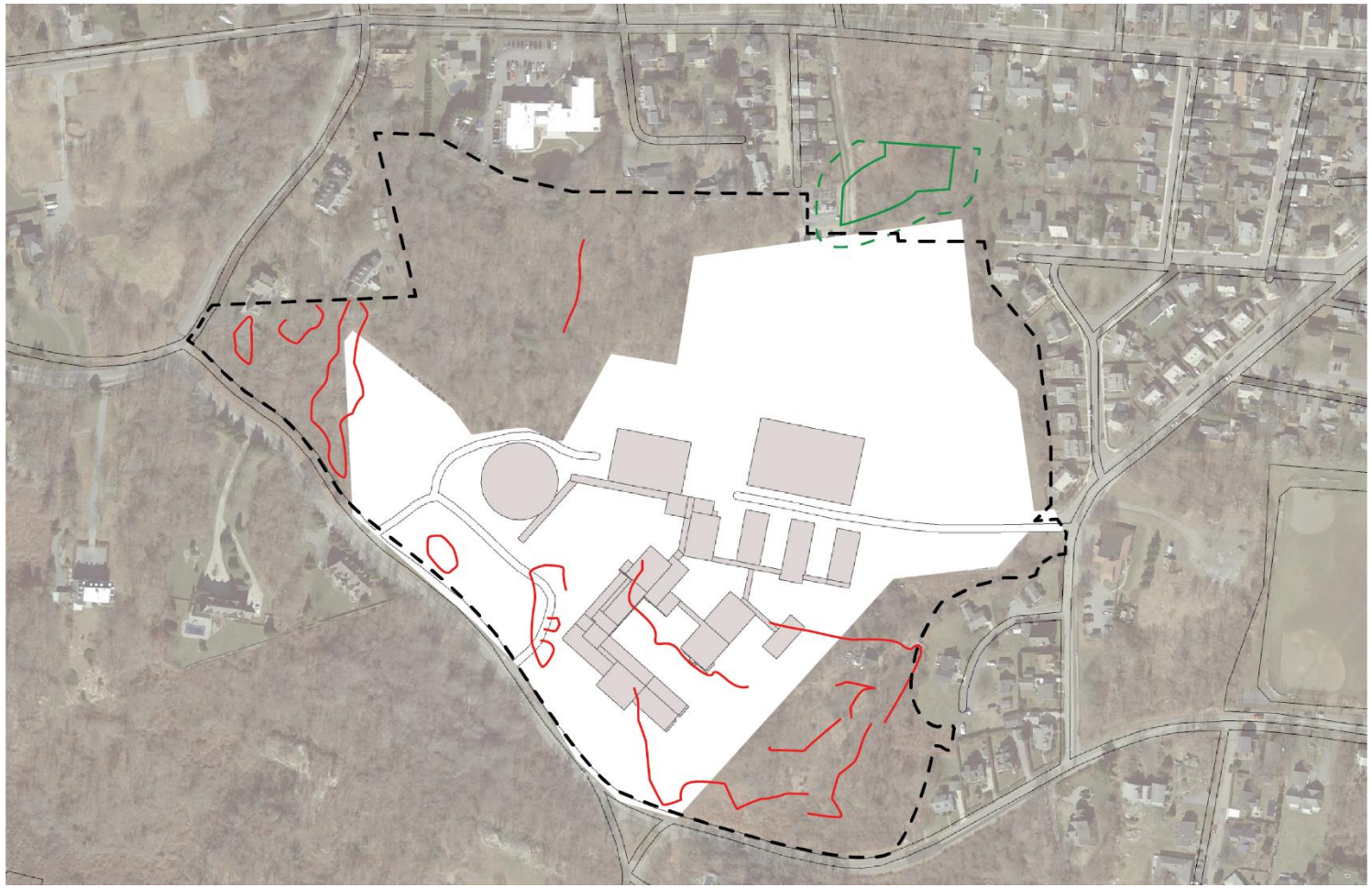
- Longer construction schedule
- Some programs and spaces will be under construction for 1 year
- Necessitates temporary construction
- Disruptive to students
- Doesn't allow for idealized programmatic relationships

Newport Public Schools

School Building Committee

New Construction Option:

- **Existing Building**



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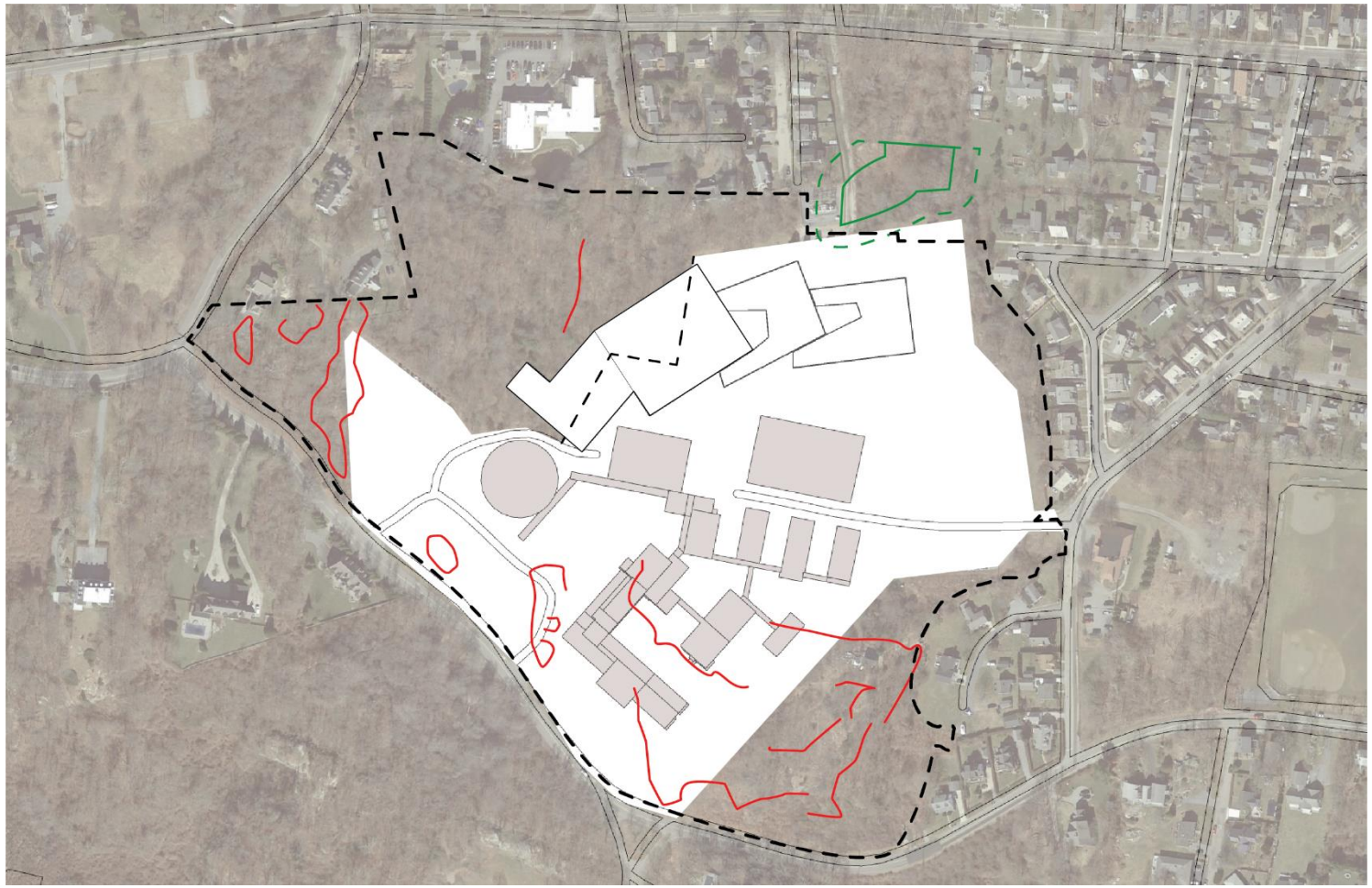
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Newport Public Schools

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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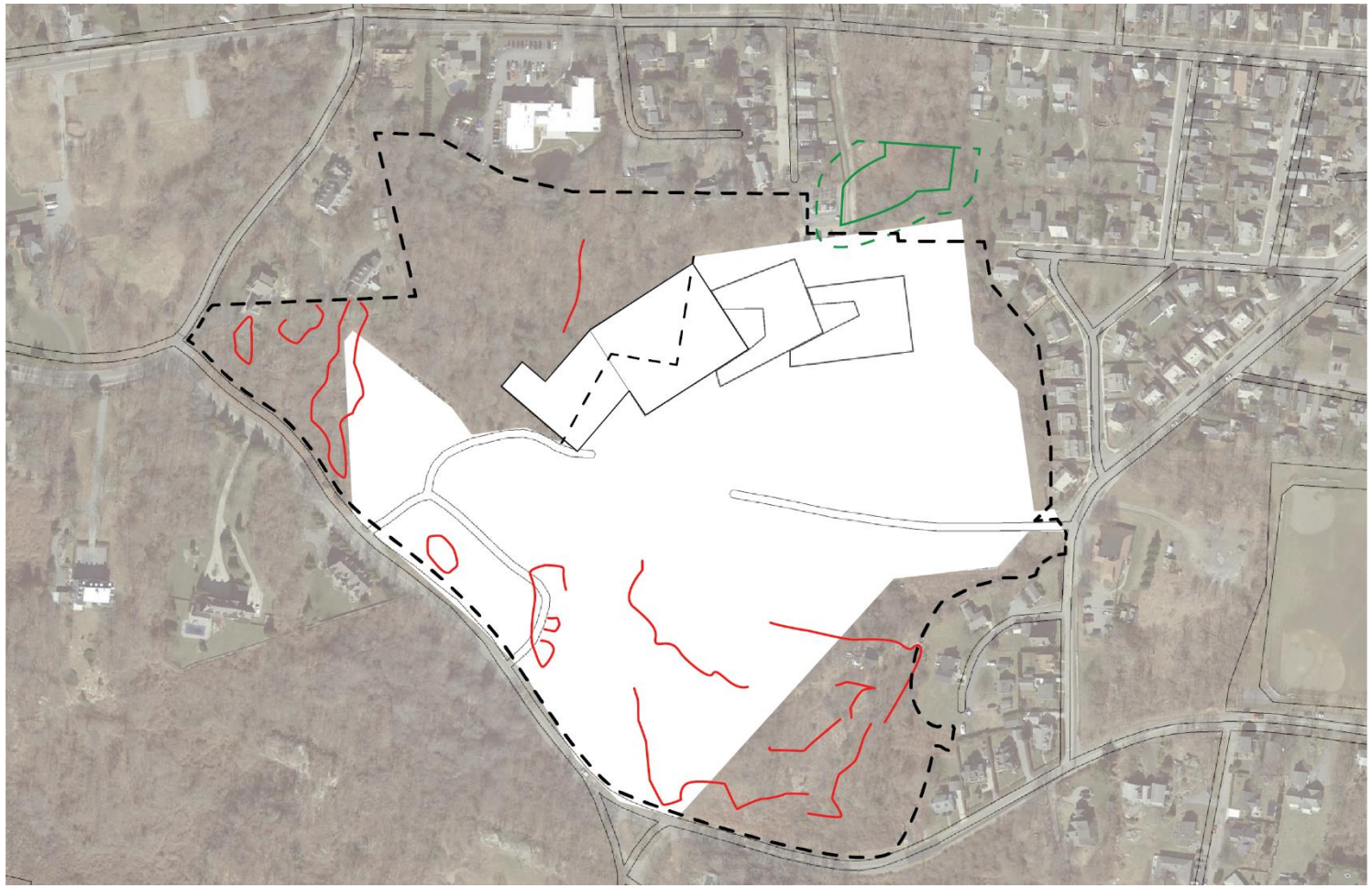
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School Building Committee

New Construction Option:

- **Demolish Existing Building**



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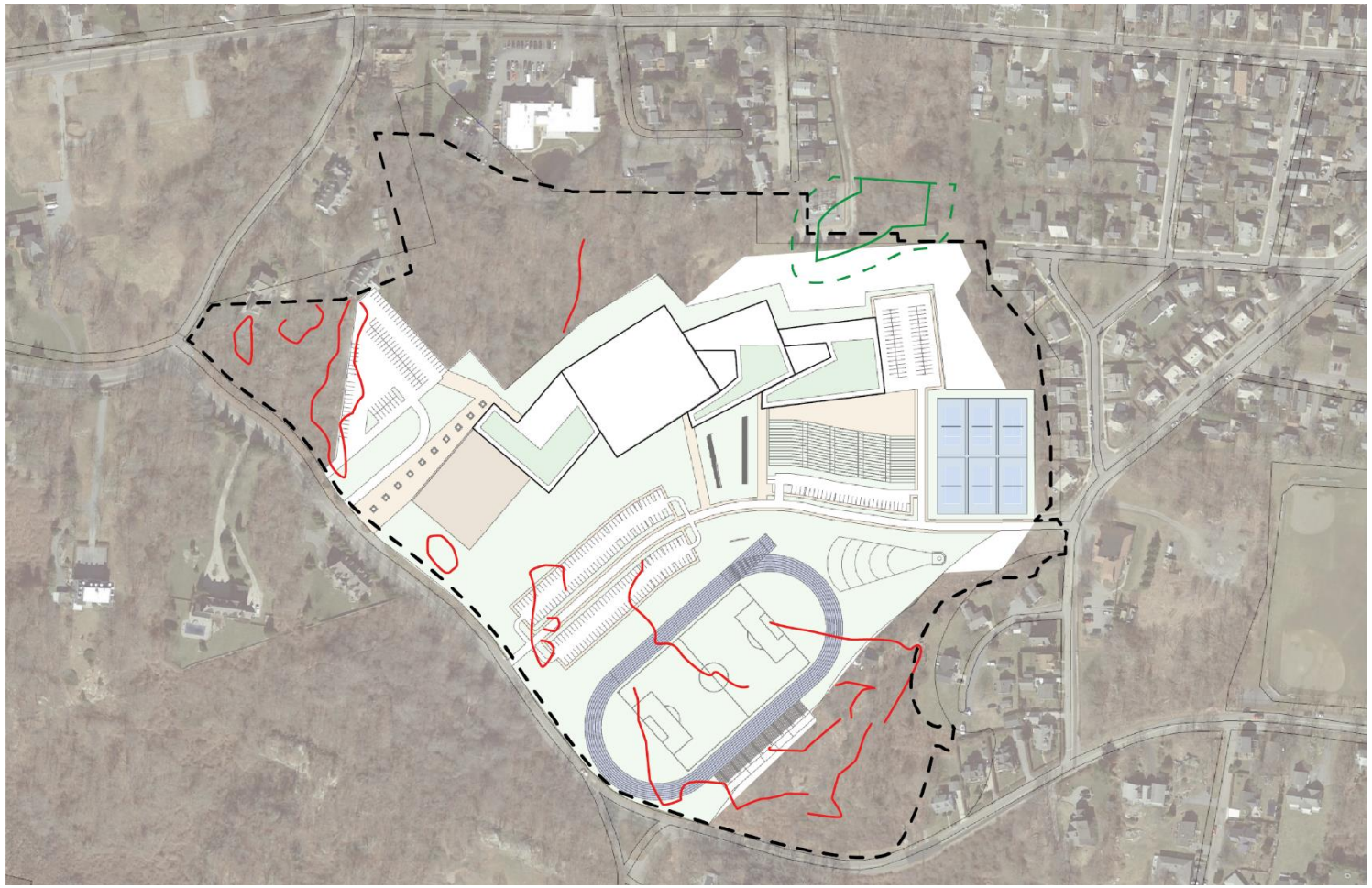
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Newport Public Schools

School Building Committee

New Construction Option:

- **Complete site work and athletic fields**



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Newport Public Schools

School Building Committee

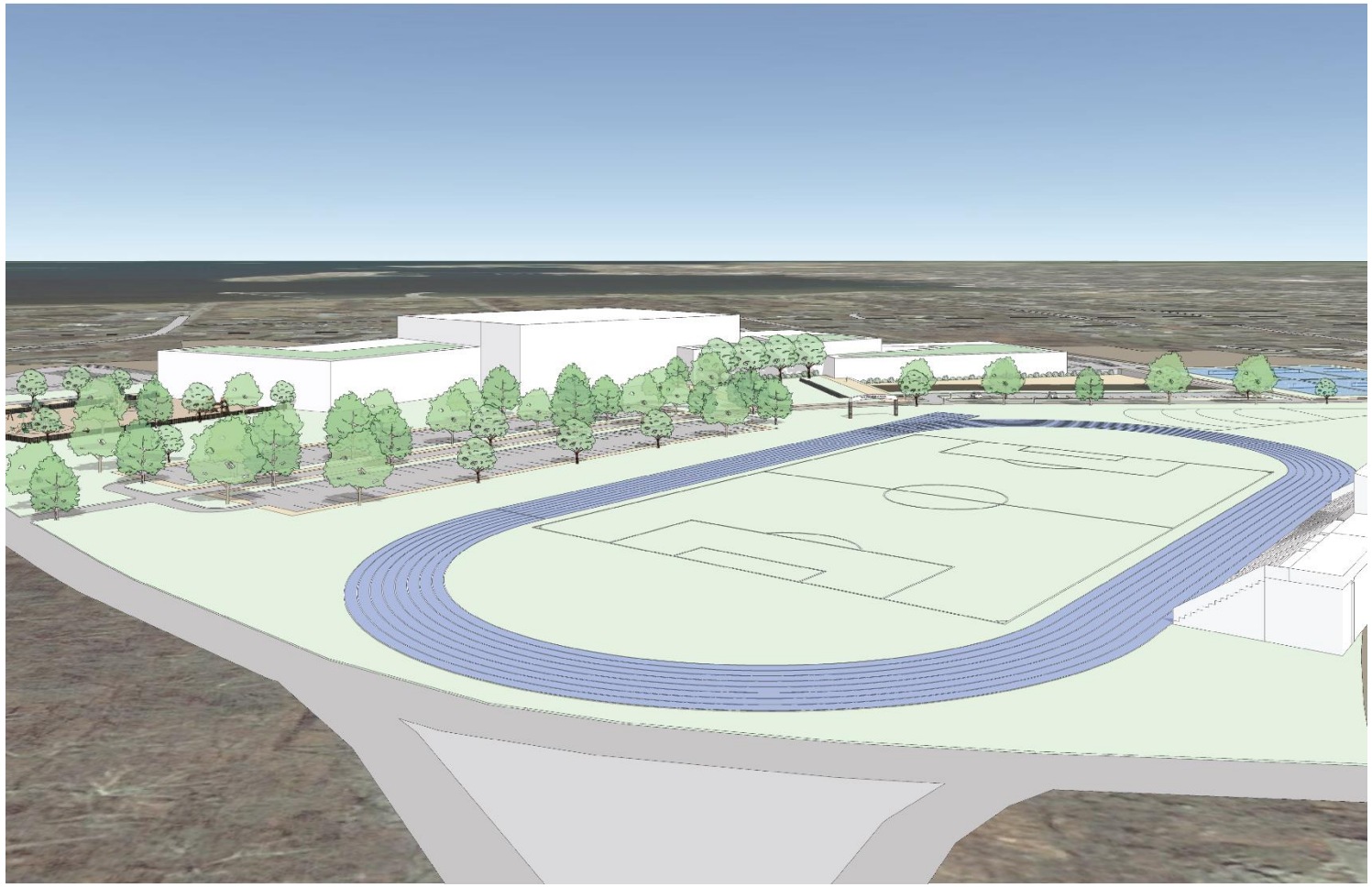


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Newport Public Schools

School Building Committee



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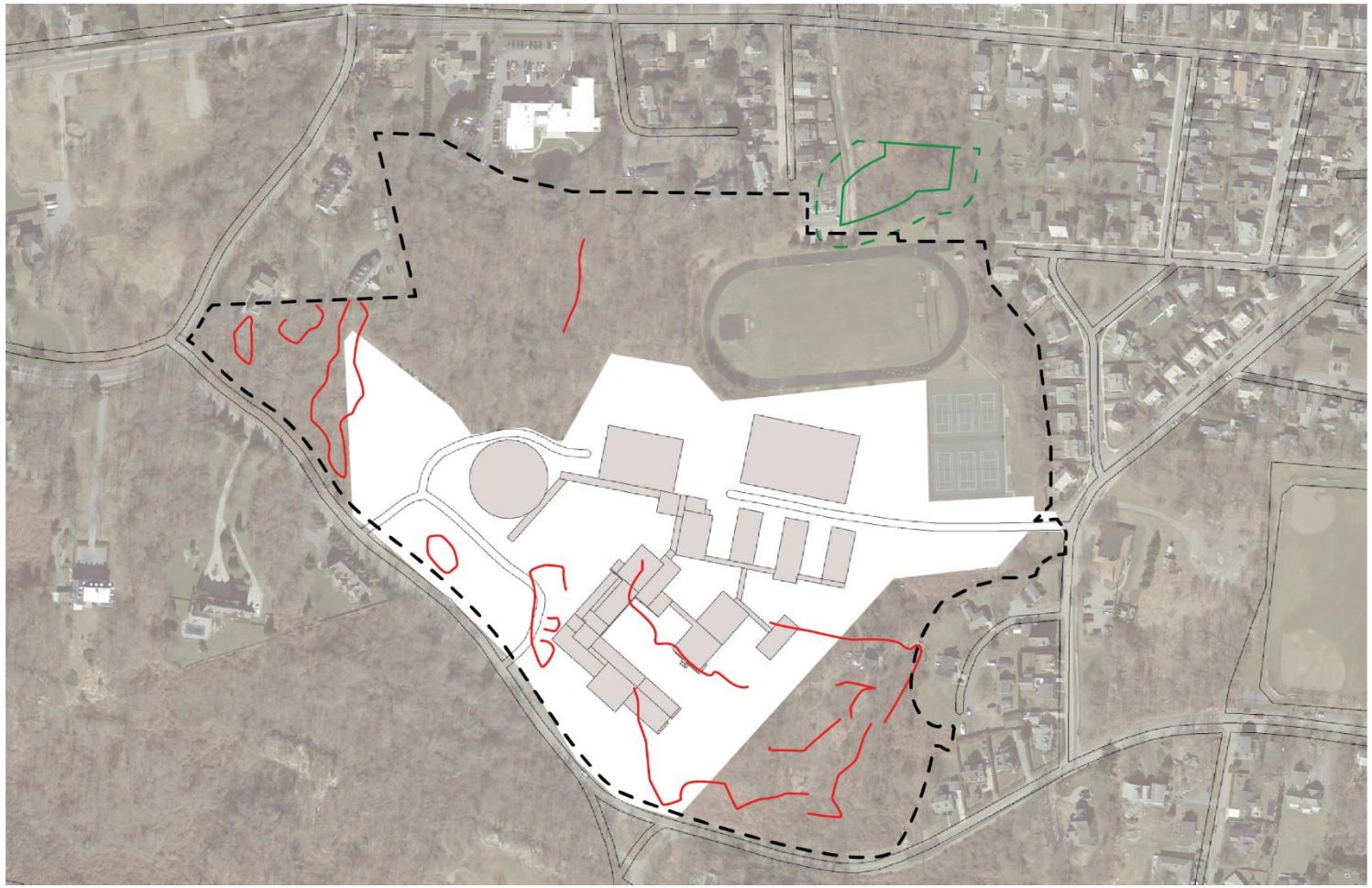
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Newport Public Schools

School Building Committee

Add/Reno Option:

- **Existing Building**



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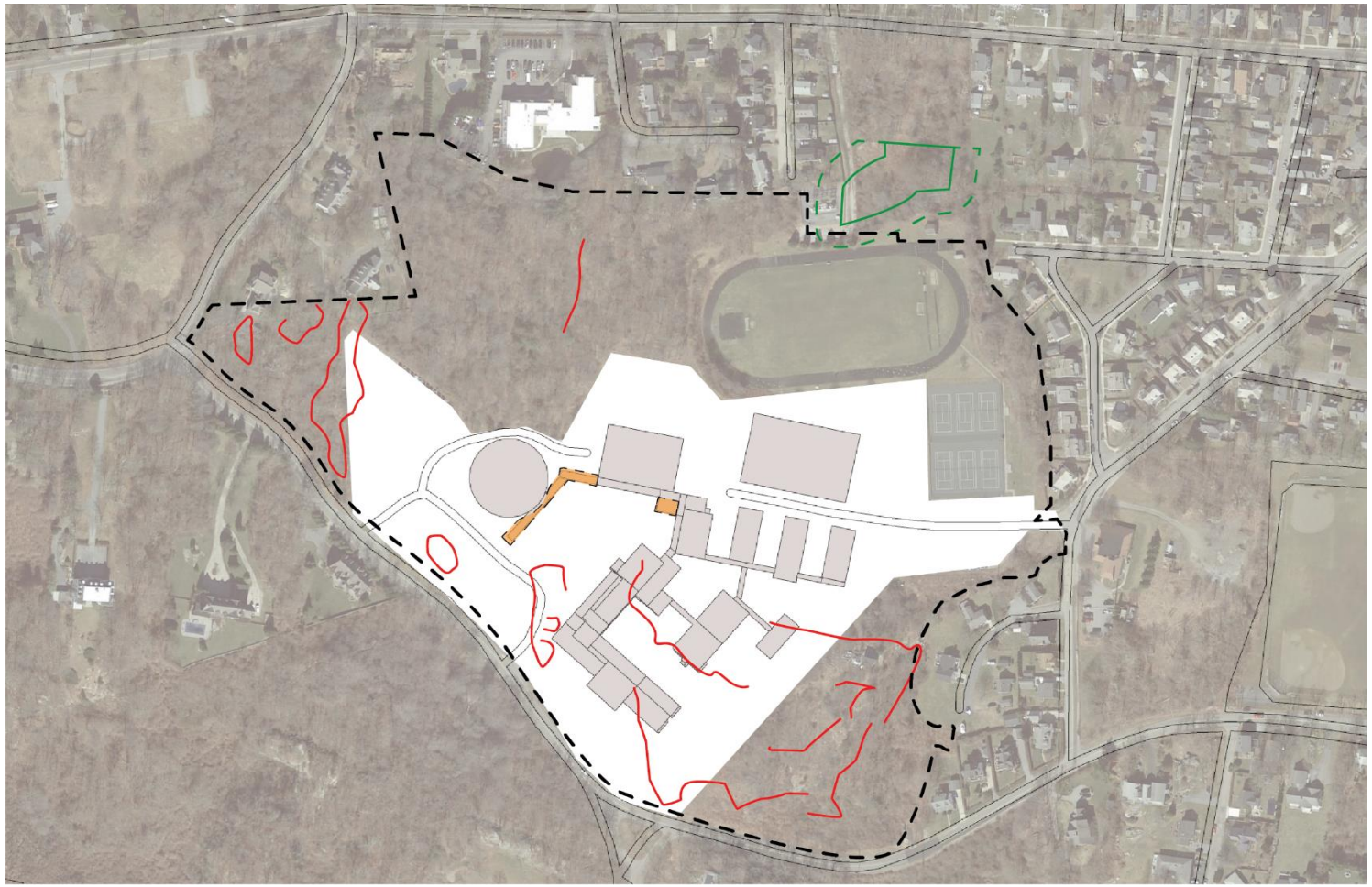
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School Building Committee

Add/Reno Option :

- **Phase 1 enabling demolition**



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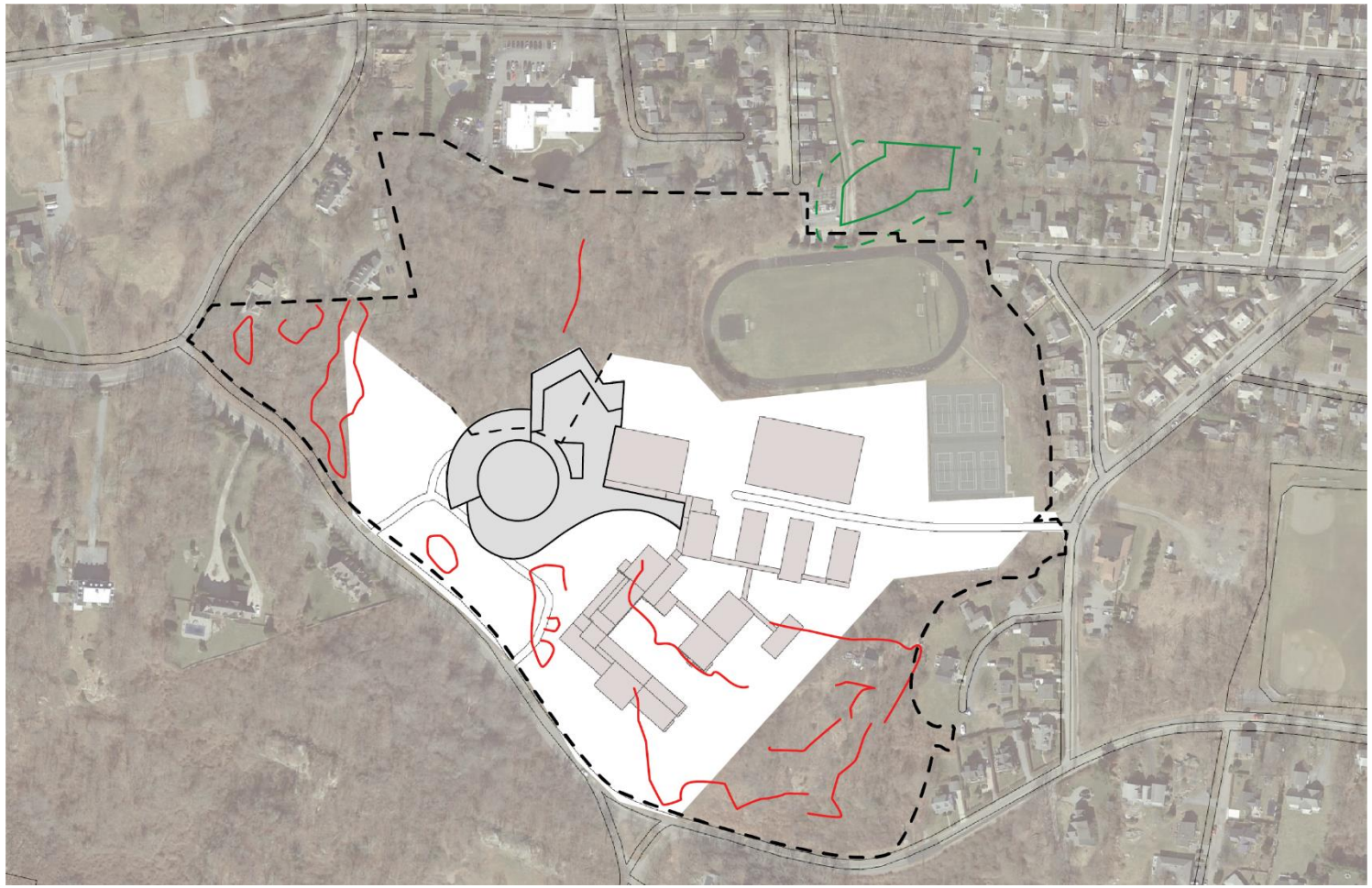
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 1 Construction**
- **1 Year with no auditorium use**



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STUDIO JAED

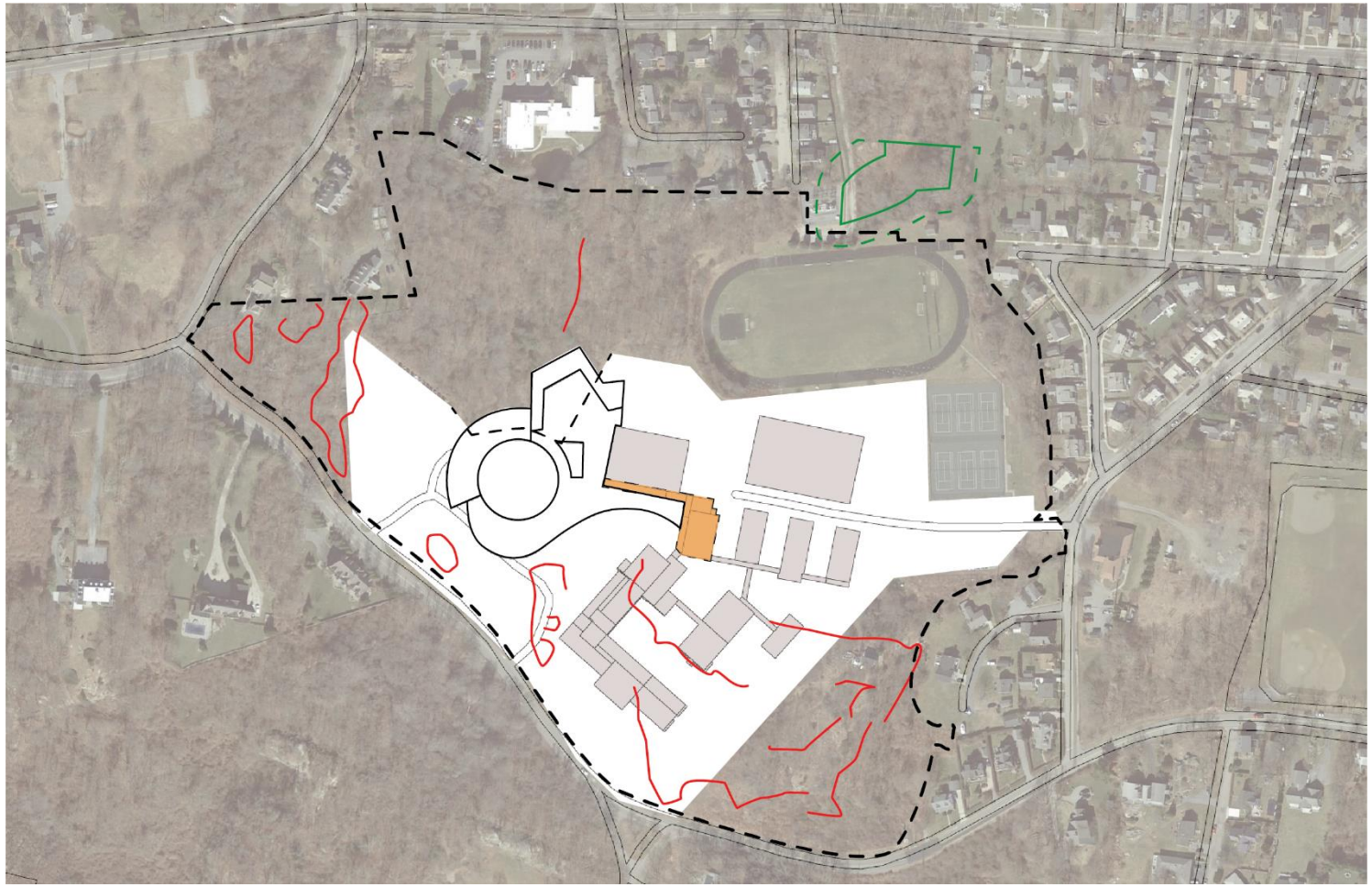
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Phase 2 enabling demolition**



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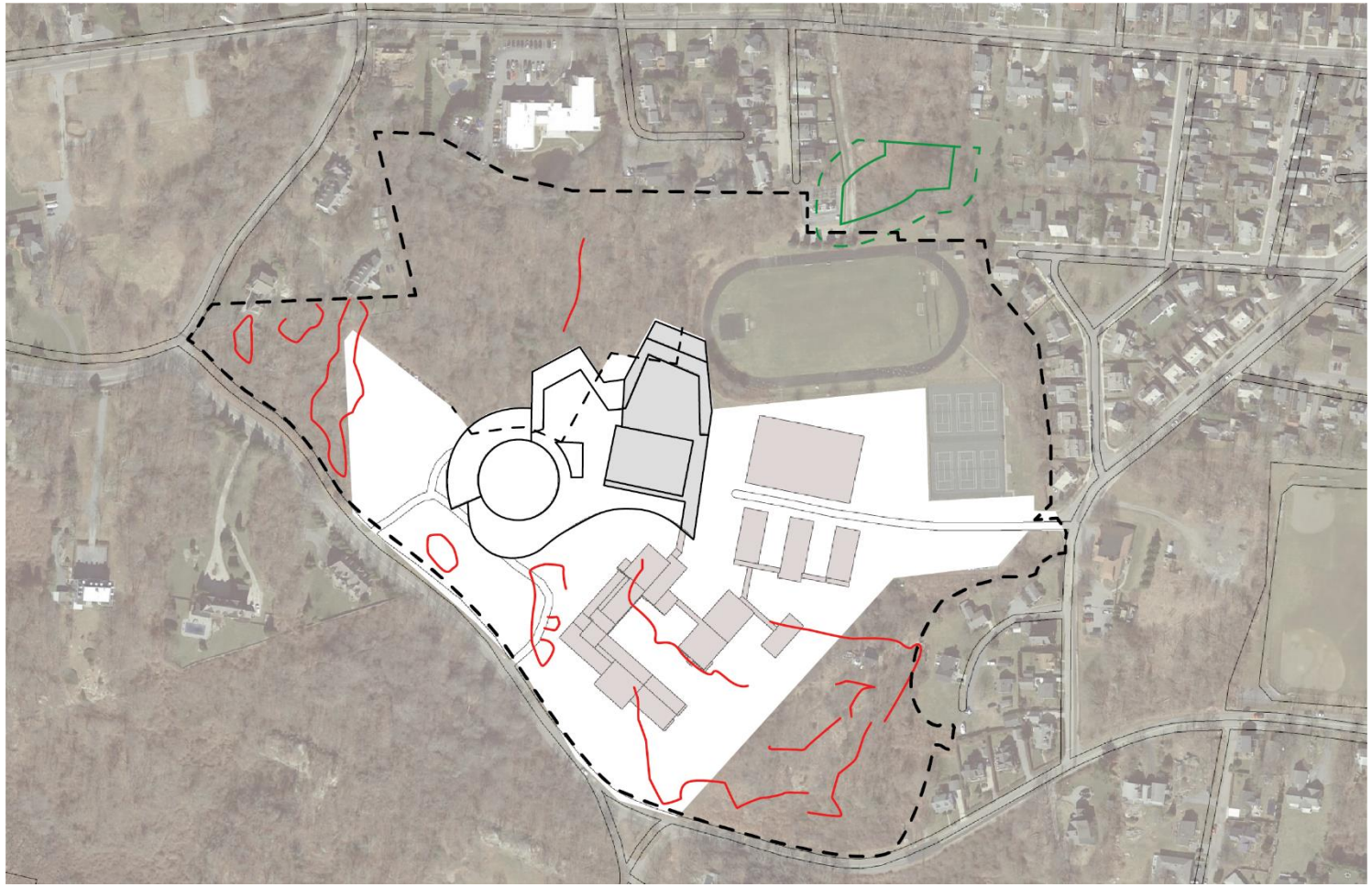
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Newport Public Schools

School Building Committee

Add/Reno Option :

- Phase 2 Construction
- 1 year with no use of Gymnasium or Cafeteria



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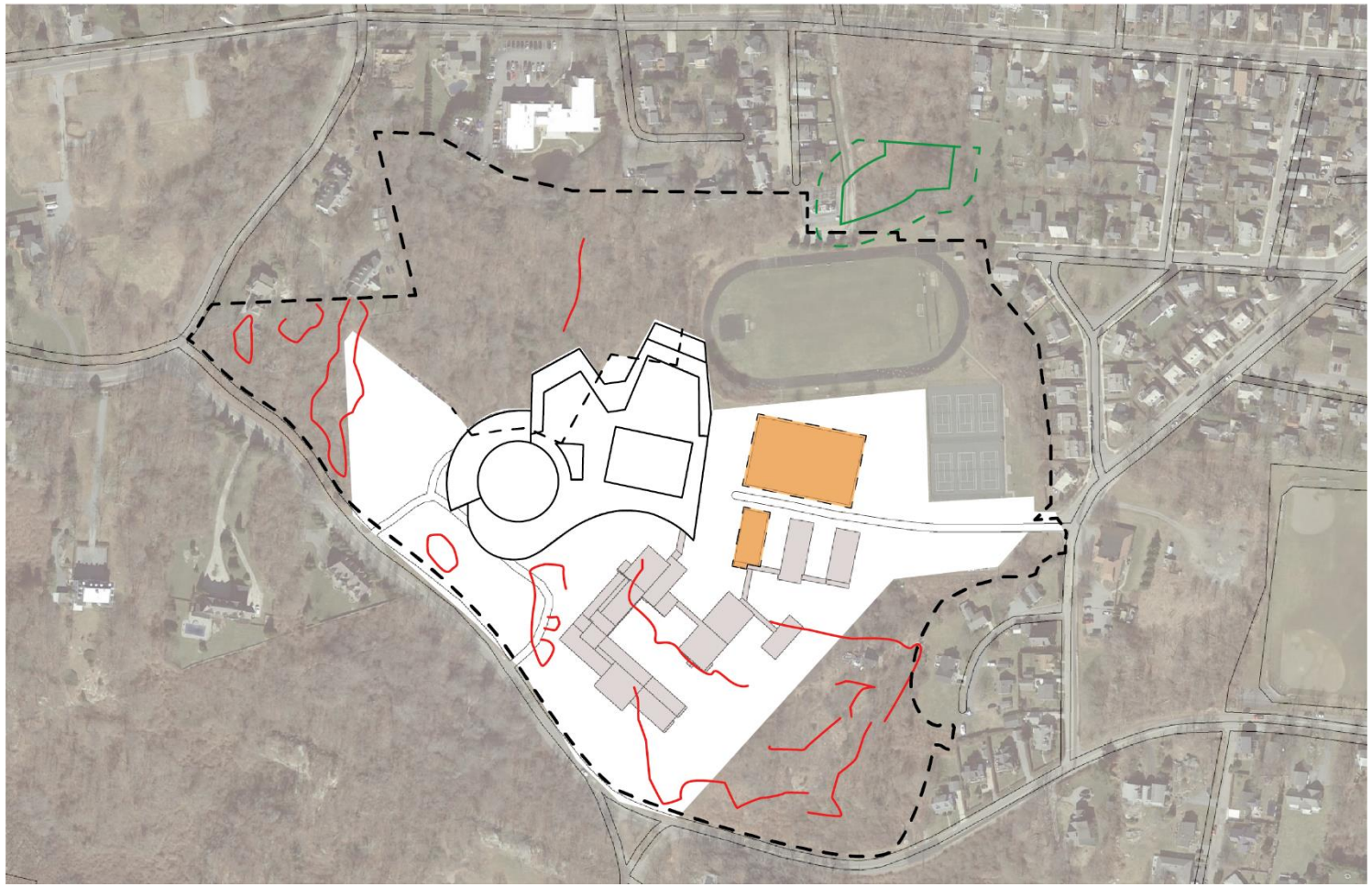
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Newport Public Schools

School Building Committee

Add/Reno Option :

- Phase 3 Construction
- 1 Year with no access to NACTC and art wing



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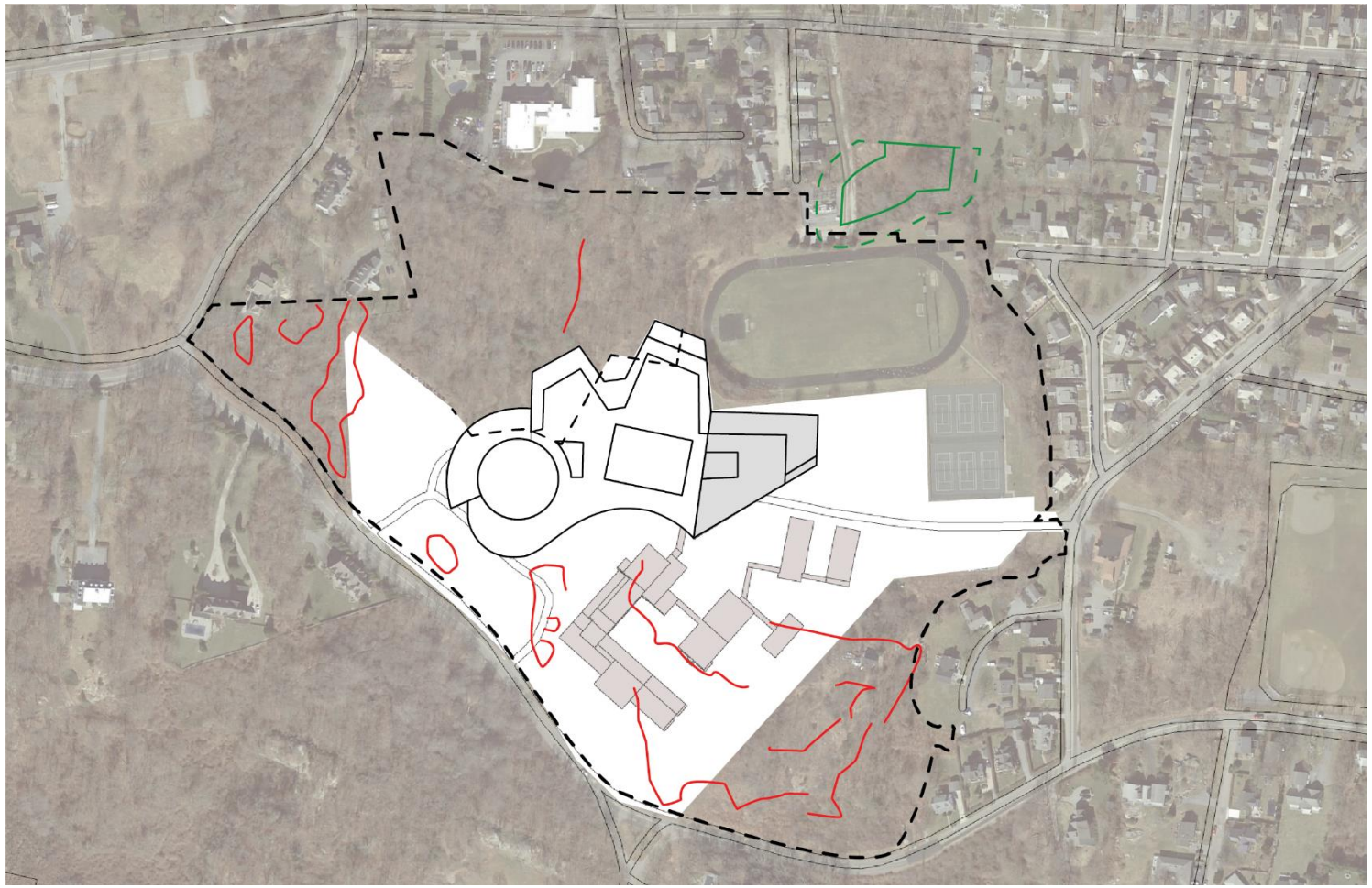
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Building Completed**
- **Existing facility demolished**



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STUDIO JAED

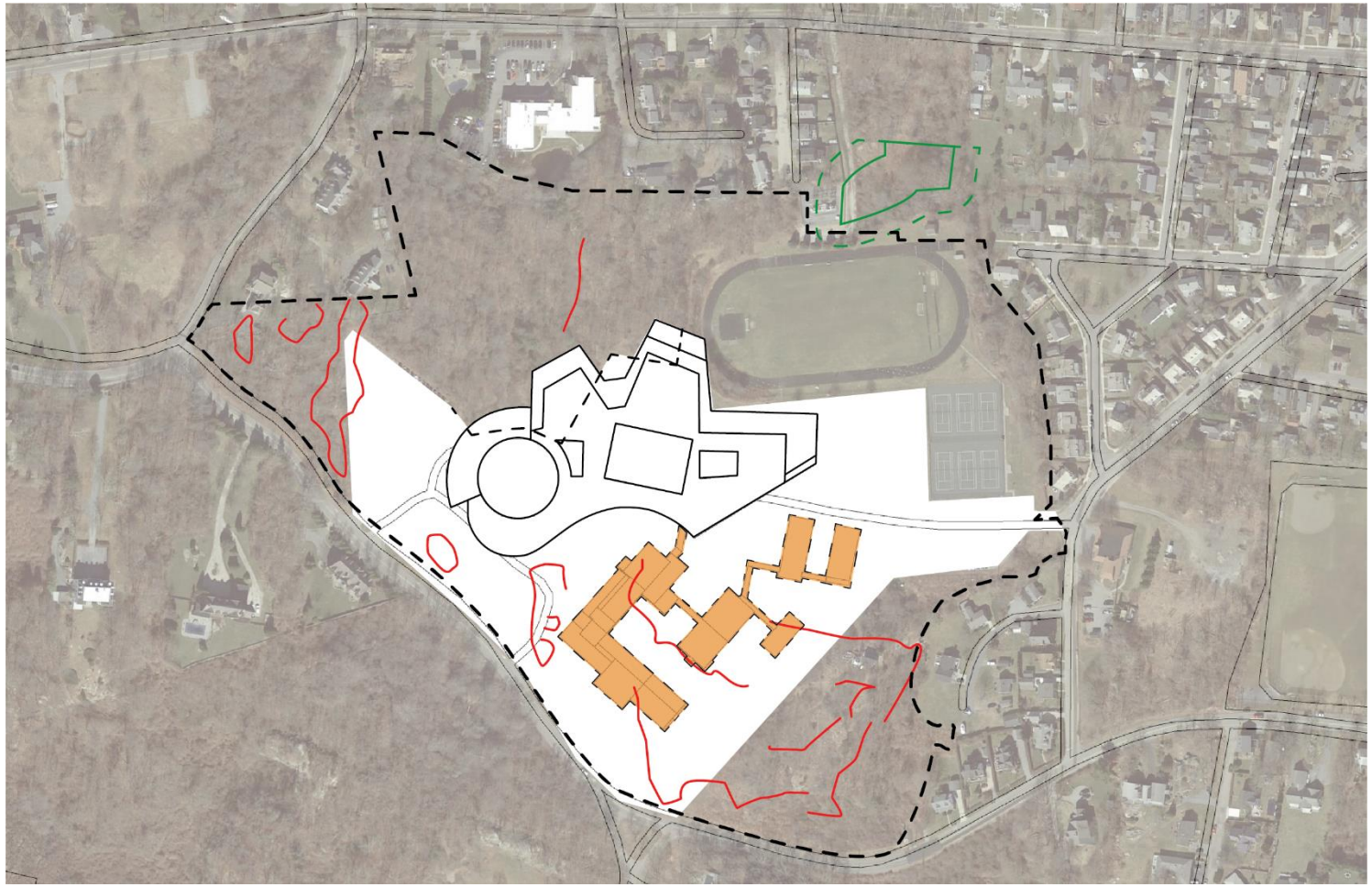
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Building Completed**
- **Existing facility demolished**



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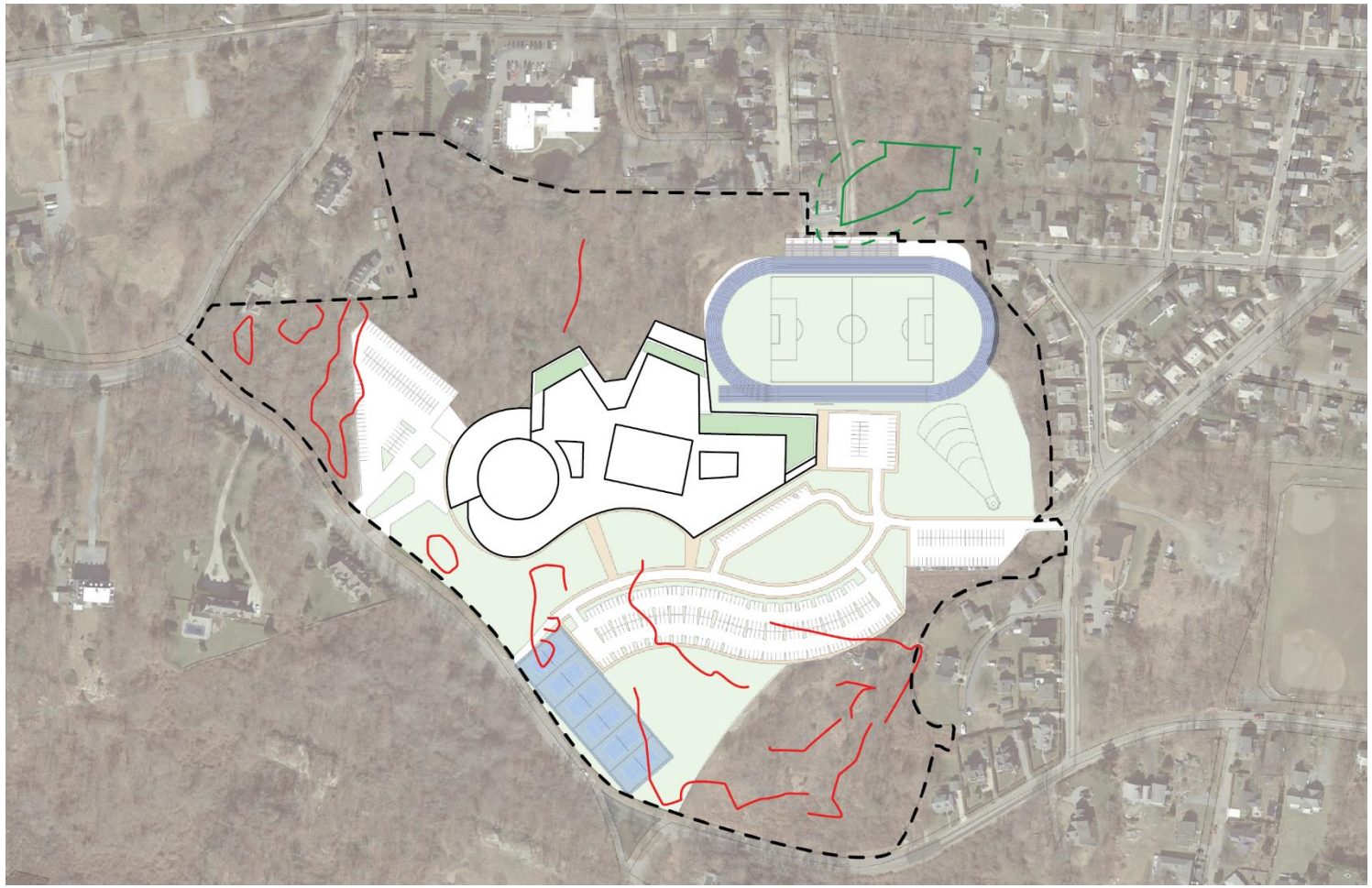
Newport Public Schools

School Building Committee

Add/Reno

Option :

- **Site work and field construction**

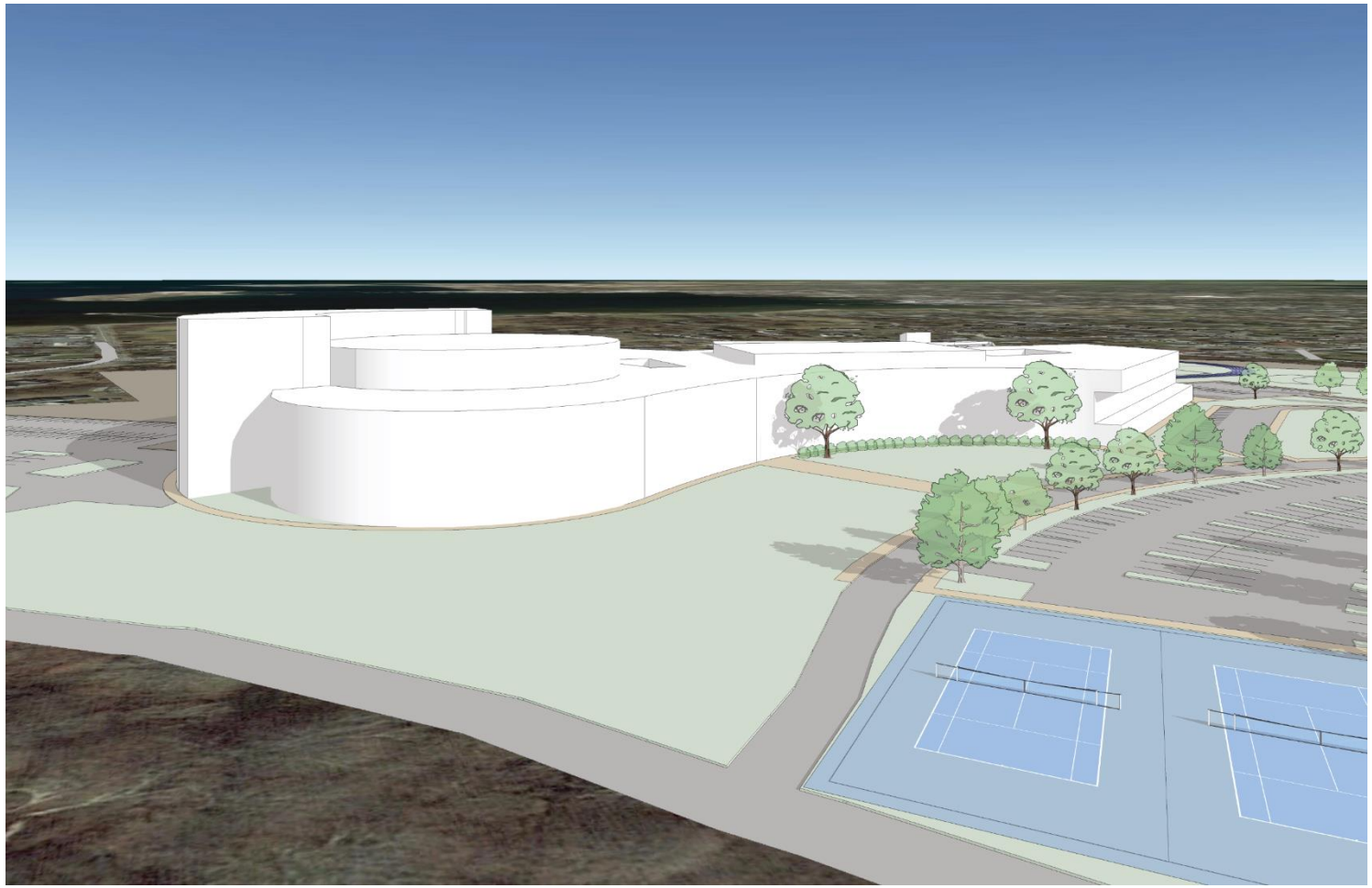


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STUDIO JAED

Newport Public Schools

School Building Committee



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STUDIO JAED

Newport Public Schools

School Building Committee

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

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

*At conceptual level, options 1 & 2 costs would be the same.

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

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

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	Total		$ 187,966,000

*At conceptual level, options 1 & 2 costs would be the same.

Newport Public Schools

School Building Committee

Community Comment/Questions

Newport Public Schools

Joint Committee Meeting

August 15, 2019

Newport Public Schools

Joint Committee Meeting

Why are we here?

- HS building is failing and beyond useful life
  - Worst Condition in State of RI
- Overcrowding at Elementary and Middle Schools
- JFK School lease expiring – no home for PK
- RIDE SBA – $250M 2018 Statewide Bond Approved
  - Reimbursements and Temporary Incentives at all time high

Newport Public Schools

Joint Committee Meeting

By supporting this Stage 1 RIDE Submission:

- You are NOT necessarily supporting a brand new high school and early childhood center.
- You ARE allowing the process of investigation to continue.
- You ARE allowing continued discussion about how the solution enclosed can become a solution that is affordable while meeting the educational vision of the community.
- You ARE abiding by the RIDE required process for seeking reimbursement for any and all projects including repair work.



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
School Building Authority
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

July 12, 2019

Colleen Burns Jermain, Ed.D.
Superintendent of Schools
Newport Public Schools
109 Old Fort Road
Newport, RI 02840

Dear Superintendent Jermain:

The Rhode Island Department of Education/School Building Authority (RIDE/SBA) received Newport Public Schools' Letter of Intent for the Necessity of School Construction application. This Letter of Intent initiates a collaborative process between your community and the RIDE/SBA toward identifying needs in your school facilities, proposing solutions, and establishing eligible costs for Housing Aid, the SBA Capital Fund, and/or pay as you go funding from the $250M bond to passed by voters in November 2018.

This letter serves as an invitation to submit a Stage I Necessity of School Construction application. The attached Necessity of School Construction Guidance includes a Stage I checklist that outlines information necessary in order for the SBA to accept the LEA's application. The Stage I application is **due on or before September 16th of 2019 for a Spring (May 2020) approval.** Once the RIDE/SBA has reviewed and approved Stage I, the district will be invited to submit a Stage II application due on or before February 17, 2020. As you are aware, the Necessity of School Construction application is now an annual application process and in order to advance your community's proposed project to the Council on Elementary and Secondary Education at the end of this fiscal year, the LEA must adhere to the strict deadlines outlined in the guidance.

It is imperative that the documentation included in the district's application meets the requirements of the School Construction Regulations and all applicable statutes and regulations, in order to provide a sufficient basis for the Council on Elementary and Secondary Education to approve the project. Please note that the LEA can use the 2017 statewide facility assessment to satisfy some of the facility analysis requirement, but this must be reconciled within the LEA's application.

We offer our collaboration in the planning steps moving forward. Please contact me at 401.222.4294 or at joseph.dasilva@ride.ri.gov to set up a kick off meeting. We look forward to working with you and your district throughout the review and implementation of your project. Thank you.

Sincerely,

Joseph P. da Silva, Ph.D., AIA
School Construction Coordinator / Architectural Design Reviewer

CC: Christine Lopes Metcalfe, Manuel Cordero, Mario Carreño – RIDE
Enclosure

Congratulations!

Newport has been accepted into the RIDE SBA Process and invited to submit a Stage 1

Newport Public Schools

Joint Committee Meeting

RIDE Stage 1 Application

- Due September 16, 2019
- Reflects Vision from Community and Educators
- Identifies what would support educational goals and also facility deficiencies
- Must look at all district schools
- Submission is Prescriptive and Detailed – 13 Sections

Newport Public Schools

Joint Committee Meeting

RIDE Stage I Required Sections

- Statement of Interest & Project Justification
- Certified Educational Facilities Manager Credentials
- Capital Facilities Improvement Plan
- Facilities Analysis
- District and Community Demographics
- Cross Districting Due Diligence
- Educational Program Due Diligence
- Planning Activities
- Approval of Funding for Architectural Feasibility Study
- Operating Budget Analysis
- Utility Incentives
- Contract Procurement

Newport Public Schools

Joint Committee Meeting

Planning Requirements Completed To Date

- Teacher & Principal Interviews – Met with all high school staff
- Community Summit and Workshops
- Facility Assessments
- Site Due Diligence Studies
- Structural Analysis
- Meetings with Ad Hoc Facility Committee and School Building Committee
- Meeting with RIDE School Building Authority

Newport Public Schools

Joint Committee Meeting

RIDE Comments

- Encouraged by the City, School Committee, and Educator attendance and commitment to project
- Support tentative discussion of all new facility discussions
- Support plans to accommodate growth for PreK in advance of Universal PreK state mandates (any available funding associated will likely go for educational supports, not facilities)
- Support continued discussions of unification with Portsmouth and Middletown while also seeking Newport-only solution
- Expect continued discussions around square footage and reimbursement
- Expect narratives generated by educators to support desire for program spaces outside of Basic Educational Program including Special Education, ELL Support Spaces, Family Center, Social Emotional Support Spaces, Pre-Kindergarten, additional CTE programs, and District Administration.

Newport Public Schools

Joint Committee Meeting

Known Parameters To Date

- No new land or building acquisition is anticipated
- Other existing City-owned property is too small
- Bridge realignment site not possible/probable
  - The site does not exist and therefore not eligible
  - The site would be extremely hazardous to pedestrian traffic
  - The site would result in islands of buildings and fields within traffic
- Auditorium and Gymnasium have structural issues
- One major incident could significantly affect grades 9 thru 12
- JFK Lease Expiration

Newport Public Schools

Joint Committee Meeting

RIDE Stage 2 Application

- Starting now for next several months
  - Balance of vision and affordability
  - Works towards solution supported by Community which can be bonded by City and addresses all Priority 1 & 2 work in district.
  - Community Input sought
- Details solution
- Includes schematic designs for solution
- Due February 2020
- MOA with RIDE SBA in May
- Referendum in November 2020

Newport Public Schools

Joint Committee Meeting

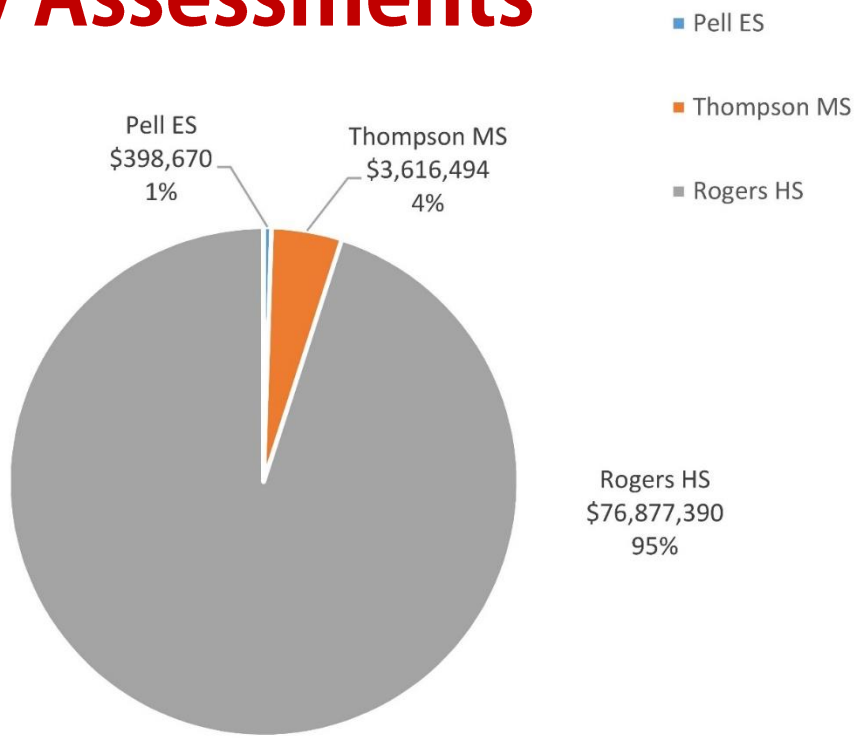
Facility Assessments

- Pell Elementary
- Thompson Middle
- Rogers High School
- Total District Repair costs (2019 $) >$80 million
- Total District Repair (escalated)>$97 million

Newport Public Schools

Joint Committee Meeting

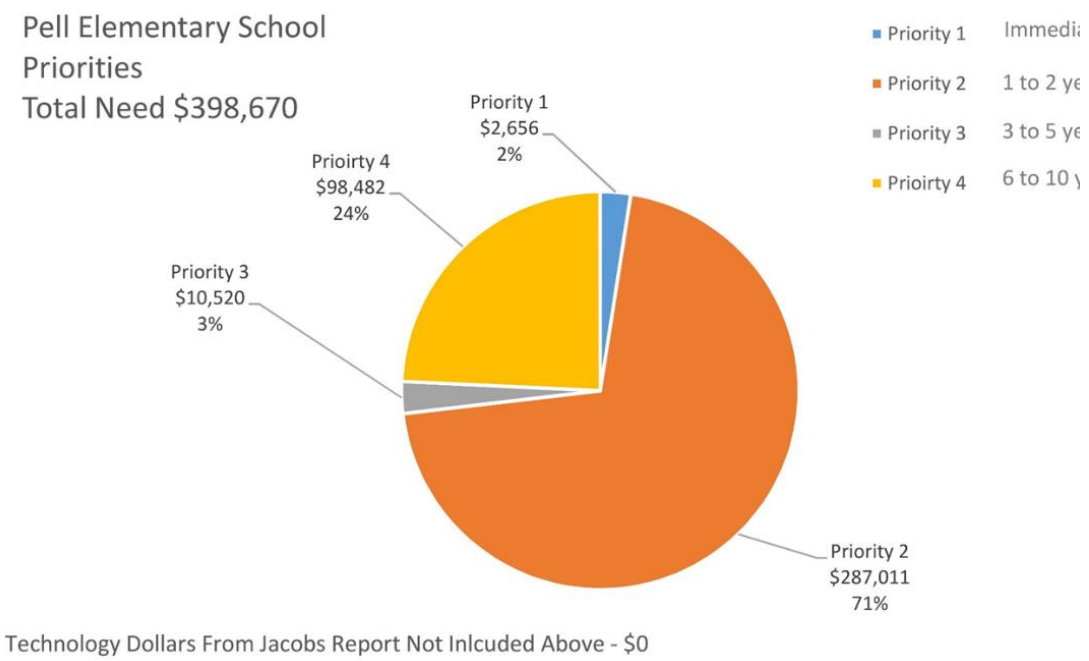
Facility Assessments



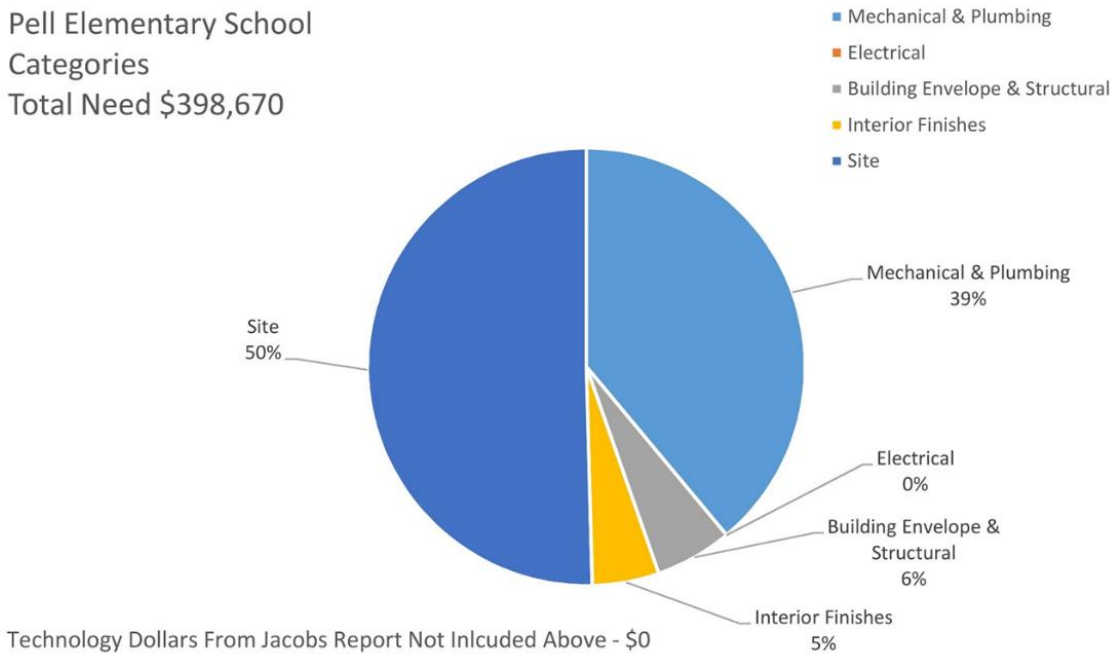
Newport Public Schools

Joint Committee Meeting

Pell Elementary School



Technology Dollars From Jacobs Report Not Inlcuded Above - $0

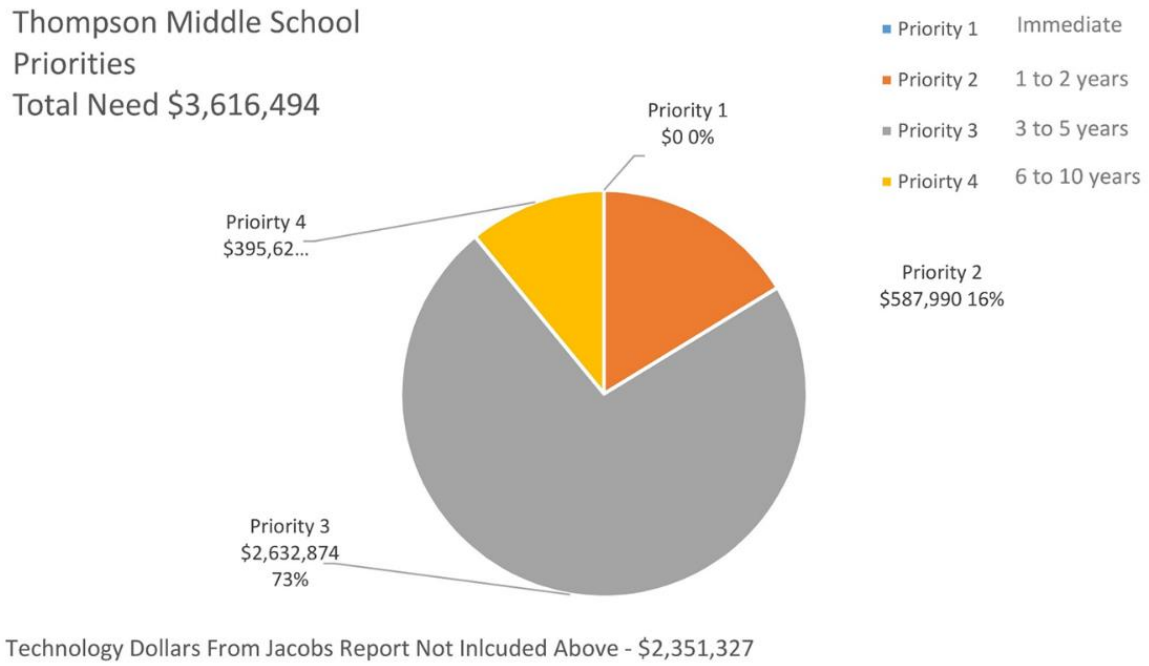


Technology Dollars From Jacobs Report Not Inlcuded Above - $0

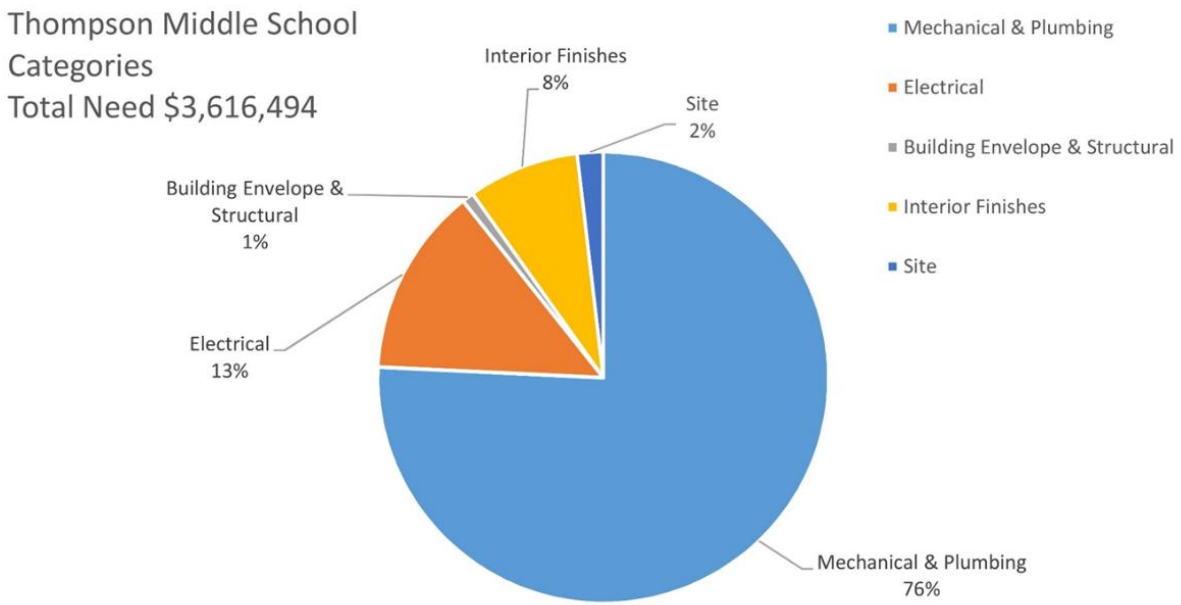
Newport Public Schools

Joint Committee Meeting

Thompson Middle School



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

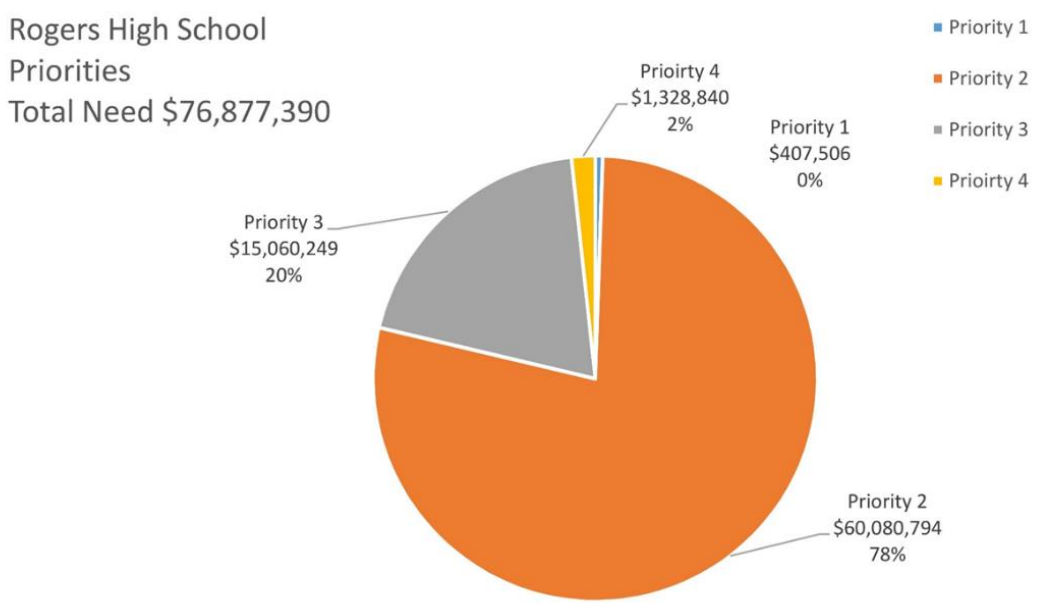


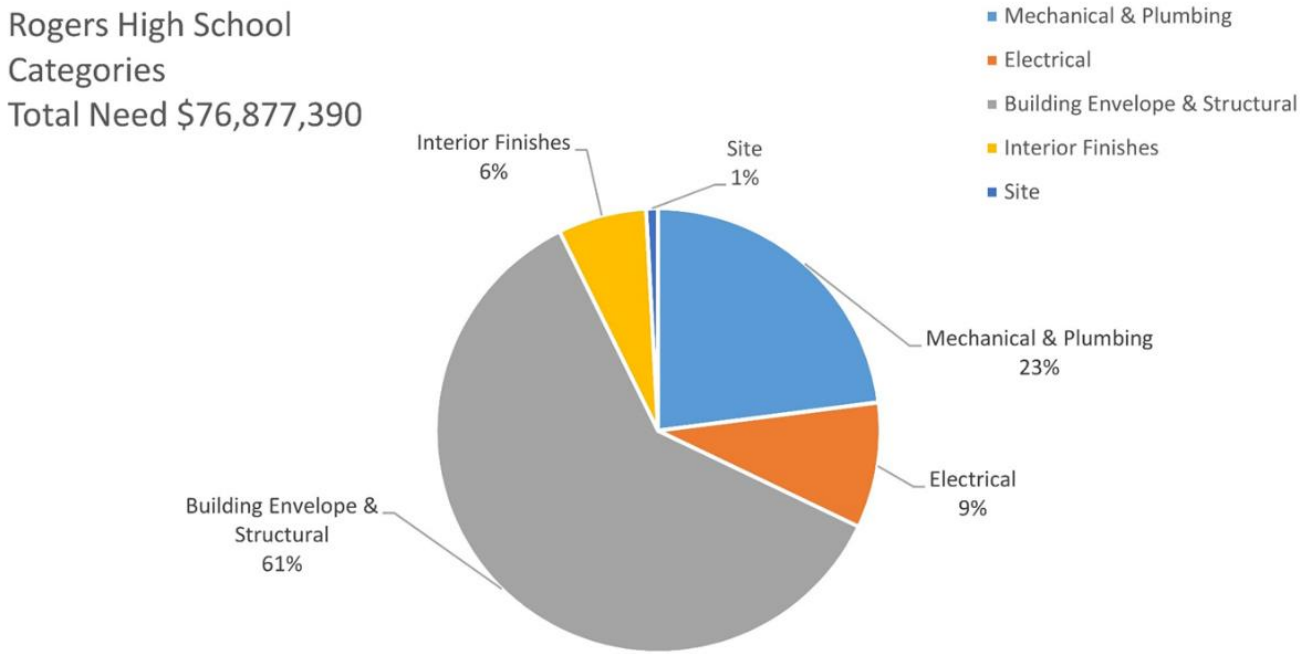
Technology Dollars From Jacobs Report Not Inlcuded Above - $2,351,327

Newport Public Schools

Joint Committee Meeting

Rogers High School

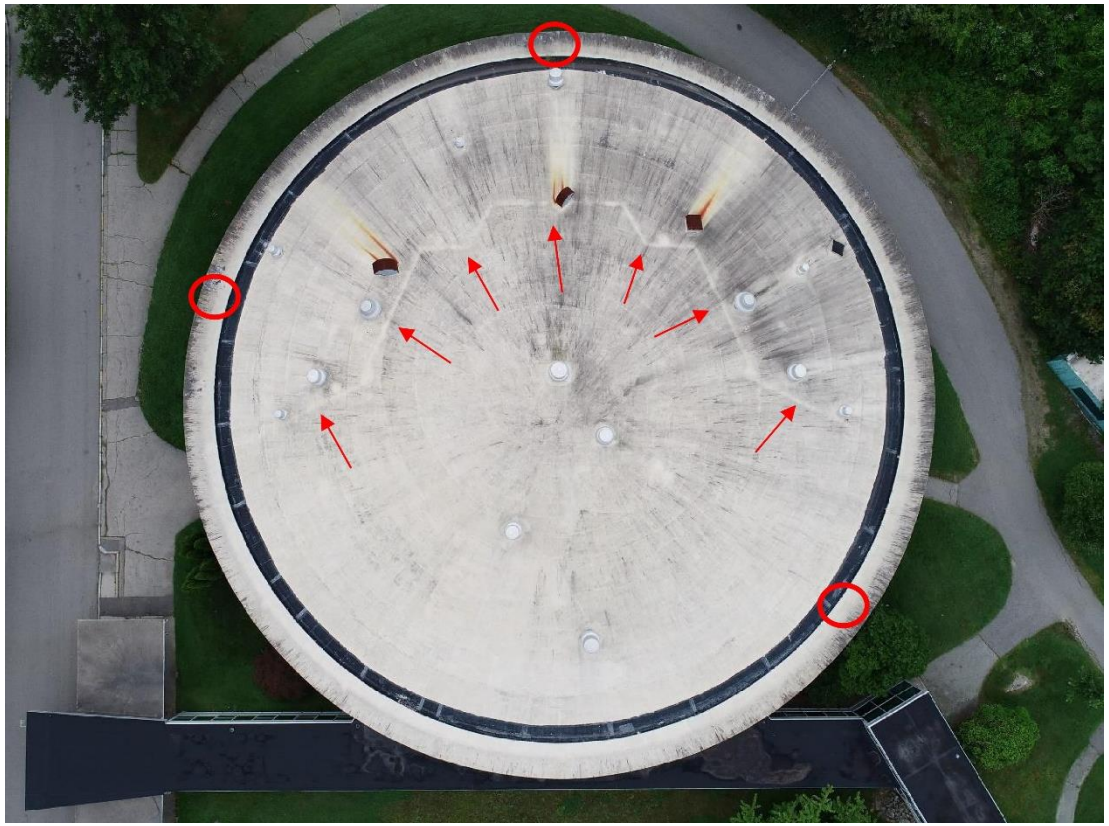




Technology Dollars From Jacobs Report Not Inlcuded Above - $3,264,164

Newport Public Schools

Joint Committee Meeting





STUDIO JAED

Newport Public Schools

Joint Committee Meeting





Newport Public Schools

Joint Committee Meeting





Newport Public Schools

Joint Committee Meeting

Benchmarking

Comprehensive HS							
Year	Location	Size	CTE	Enrollment	Cost	Cost/ Sq.Ft.	Sq.Ft./ Student
2019	East Providence, RI	304,000	11	1,600	$190,000,000	$625	190
Design Complete	Waltham, MA	418,000	15	1,830	$360,000,000	$861	228
In Construction	Somerville, MA	322,000	13	1,590	$256,000,000	$795	203
2024	Newport, RI	170,000	11	755	$105,000,000	$618	225
2024	Newport, RI	249,000	11	755	$153,000,000	$614	330
2018	Dover, NH	302,000		1,500	$95,000,000	$315	201
2011	Providence CTA, RI	284,000	13	800	$155,000,000	$546	355

Newport Public Schools

Joint Committee Meeting

Is there a Plan B?

- B-1
  - Tuition All Students grades 9-12
  - Build ECC for $32,581,605 for PK, K, 1
  - Repair Thompson and Pell = $4,015,164 in Existing Repairs (August 2019)
  - Solves overcrowding and facility repairs at Pell and Thompson
  - 755 Students @ 18k Expenditure = $13.6+ Million Annually (2024-2025 Demographic forecast)
  - 755 Students @ 14k Expenditure = $10.6+ Million Annually (2024-2025 Demographic forecast)

Newport Public Schools

Joint Committee Meeting

B-1: Tuition 755 students where? How many could they take (according to the Jacobs report)?

- Middletown: 147 students
- Portsmouth: 0 students (pursuing Stage 1&2 which may effect HS Utilization)
- Jamestown: 0 students
- Little Compton: 0 Students
- Narragansett: 147 students
- Tiverton: 156 Students
- North Kingstown: 668
- Coventry (CTE Programs): 223 Students

Newport Public Schools

Joint Committee Meeting

Is there a Plan B?

- B-2
  - Repair all Existing Schools
    - $97,000,000 in Existing Repairs
    - Does not address educational Deficiencies
    - Does not address overcrowding at Pell and Thompson
    - Does not resolve PreK school closure

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

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Newport Public Schools

Joint Committee Meeting

Is there a Plan B?

- B-3
  - New Rogers High
  - New Early Learning Center

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.

Total Improvement Needs at Existing School Buildings with New Comprehensive High School Facility & Early Learning Center	$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

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Newport Public Schools

Joint Committee Meeting

Next Steps

- City Council to review Draft Stage 1 (before September 12)
- Submit Stage I
- Workshop discussions: Define the Scope of Work & Size for Stage II
  - (2) Future Workshops (2nd Thursday September & October)
    - September 12, 2019
    - October 10, 2019
- Reconcile Space Summary and Educational Program with affordability
- Make informed decisions as a community

Newport Public Schools

Joint Committee Meeting

Future Workshop Agenda

- Affordability and Value Discussions
- Narrow and define the Building Size (SF=$)
- Baseline RIDE Guideline is 170,000 sq.ft.
- Current (Educator desired) Program is 240,000 sq.ft. (includes additional ELL, SPED, CTE, social emotional support spaces, etc.)
- Space Summary Analysis Review & Reconciliation

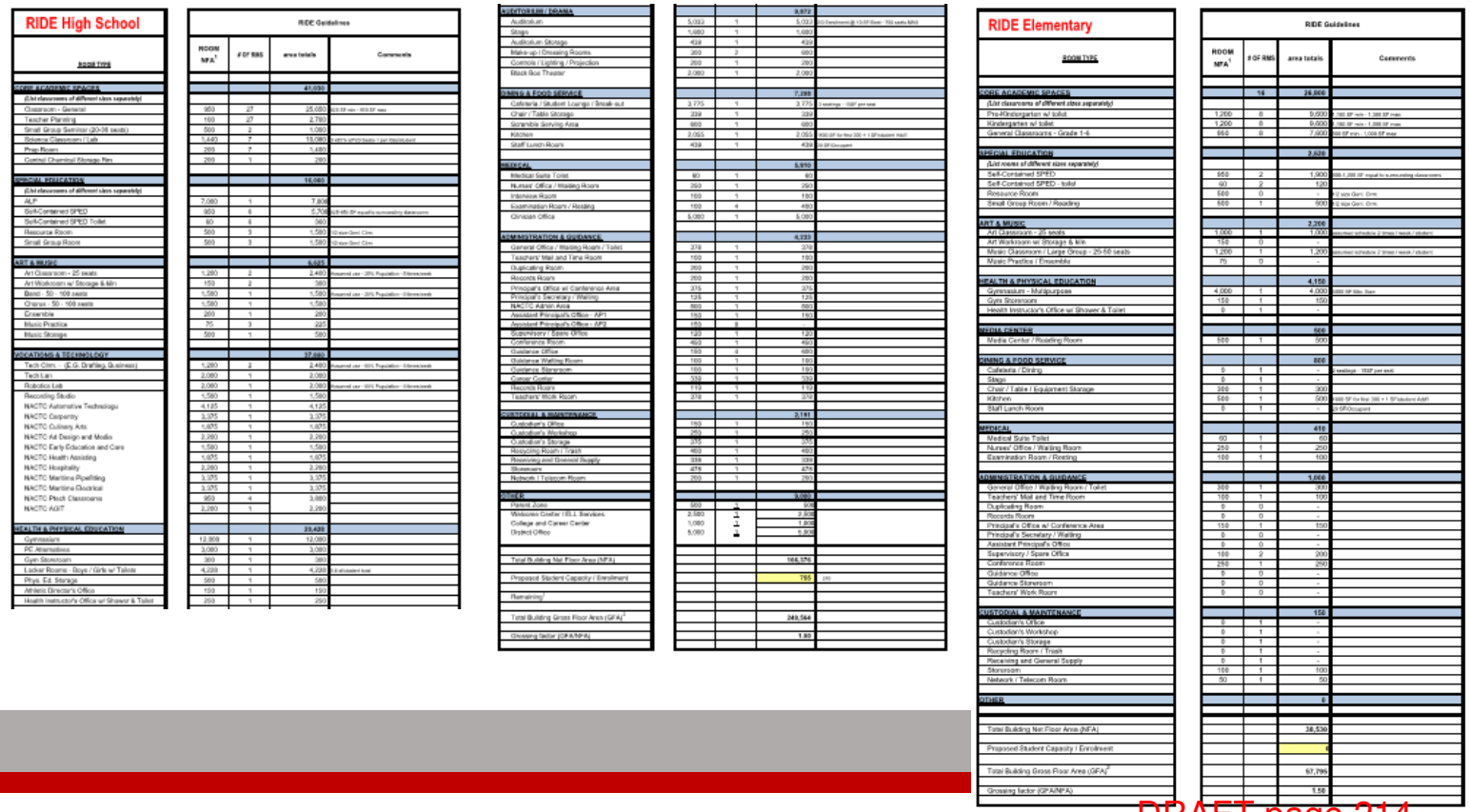
Newport Public Schools

Joint Committee Meeting

Space Summary Analysis Approach

- To be Reviewed by educators, students, and SC

- Must Have
- Nice to Have
- Not required



Newport Public Schools

Joint Committee Meeting

By supporting this Stage 1 RIDE Submission:

- You are NOT necessarily supporting a brand new high school and early childhood center.
- You ARE allowing the process of investigation to continue.
- You ARE allowing continued discussion about how the solution enclosed can become a solution that is affordable while meeting the educational vision of the community.
- You ARE abiding by the RIDE required process for seeking reimbursement for any and all projects including repair work.

Newport Public Schools

Joint Committee Meeting

Questions & Comments

Newport Public Schools

Joint Committee Meeting

Pell vs. Rogers

- Pell designed in the recession in 2010 for est. $34M Project Cost
- $323/SF vs. $624/SF (today's costs)
- 105,000 GSF vs. 240,000 GSF
- Comprehensive high schools include specialty premium spaces which include science labs, heavy shops, vocational spaces, etc.

Newport Public Schools

Joint Committee Meeting

Carpionato vs. Rogers

- $100M to develop 23.5 Acres
- Developer projects are not held to the same standard
- Shell and Core: tenants fit-out their own spaces
- Significant remediation costs for site
- Validity of cost estimate has not been confirmed
- Do not require prevailing wage rate
- Not necessarily a 50 year building

SLIDES BEYOND THIS ARE FOR SJ REFERENCE

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

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

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.)

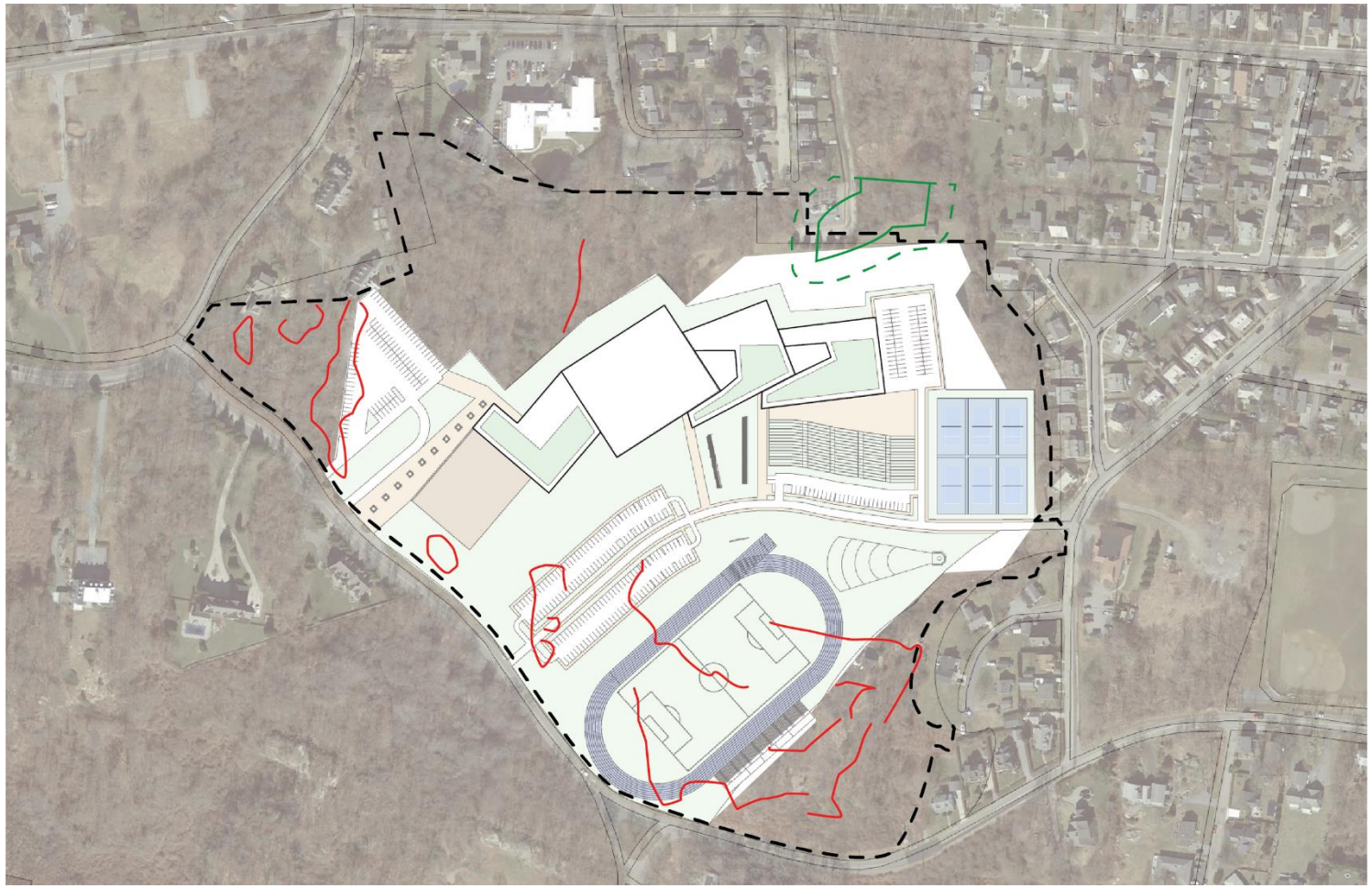
* To be reviewed with RIDE throughout the Stage II Process

Newport Public Schools

School Building Committee

New Construction Option:

- **Complete site work and athletic fields**



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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Newport Public Schools

Joint Committee Meeting

Agenda

- RIDE School Building Construction Timeline & Process
- Planning Requirements Completed To Date
- Benchmarking
- Remaining Planning Activities

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Newport Public Schools

Joint Committee Meeting

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
- Jacobs FCI .69
- StudioJAED FCI .75

Newport Public Schools

Joint Committee Meeting

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 during Construction

Newport Public Schools

Joint Committee Meeting

Addition/Renovation

Pros

- Typically can be cost savings (not in this case)

Cons

- Longer construction schedule
- Some programs and spaces will be under construction for 1 year and not usable.
- Necessitates temporary construction
- Disruptive to students
- Doesn't allow for idealized programmatic relationships
- Structural Integrity of Auditorium suspect

Newport Public Schools

Joint Committee Meeting

Is there a Plan B?

- Tuition All Students grades 7-12, PK to other districts and repair Thompson and Pell Schools
  - $4,015,164 in Existing Repairs (August 2019)
  - Pell K-3, Thompson 4-6
  - Solves overcrowding and facility repairs at Pell and Thompson
  - 1,068 Students @ 18k Expenditure = $19.2 Million Annually + PreK
    (2024-2025 Demographic forecast)
  - 1,068 Students @ 14k Expenditure = $15 Million Annually + PreK
    (2024-2025 Demographic forecast)




Google Earth



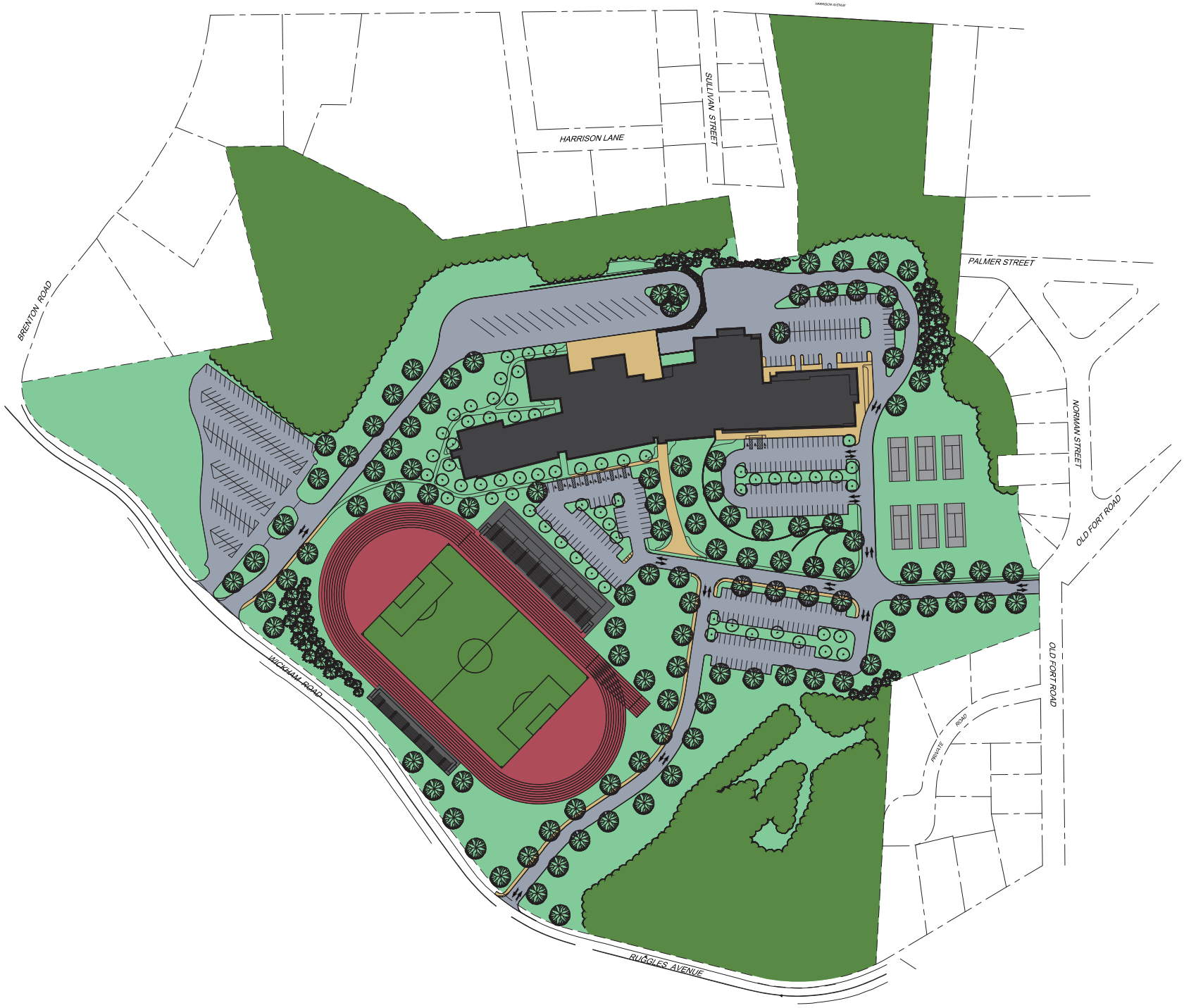


Newport Daily News
-Parcel for Early Learning Center

STUDIO JAED

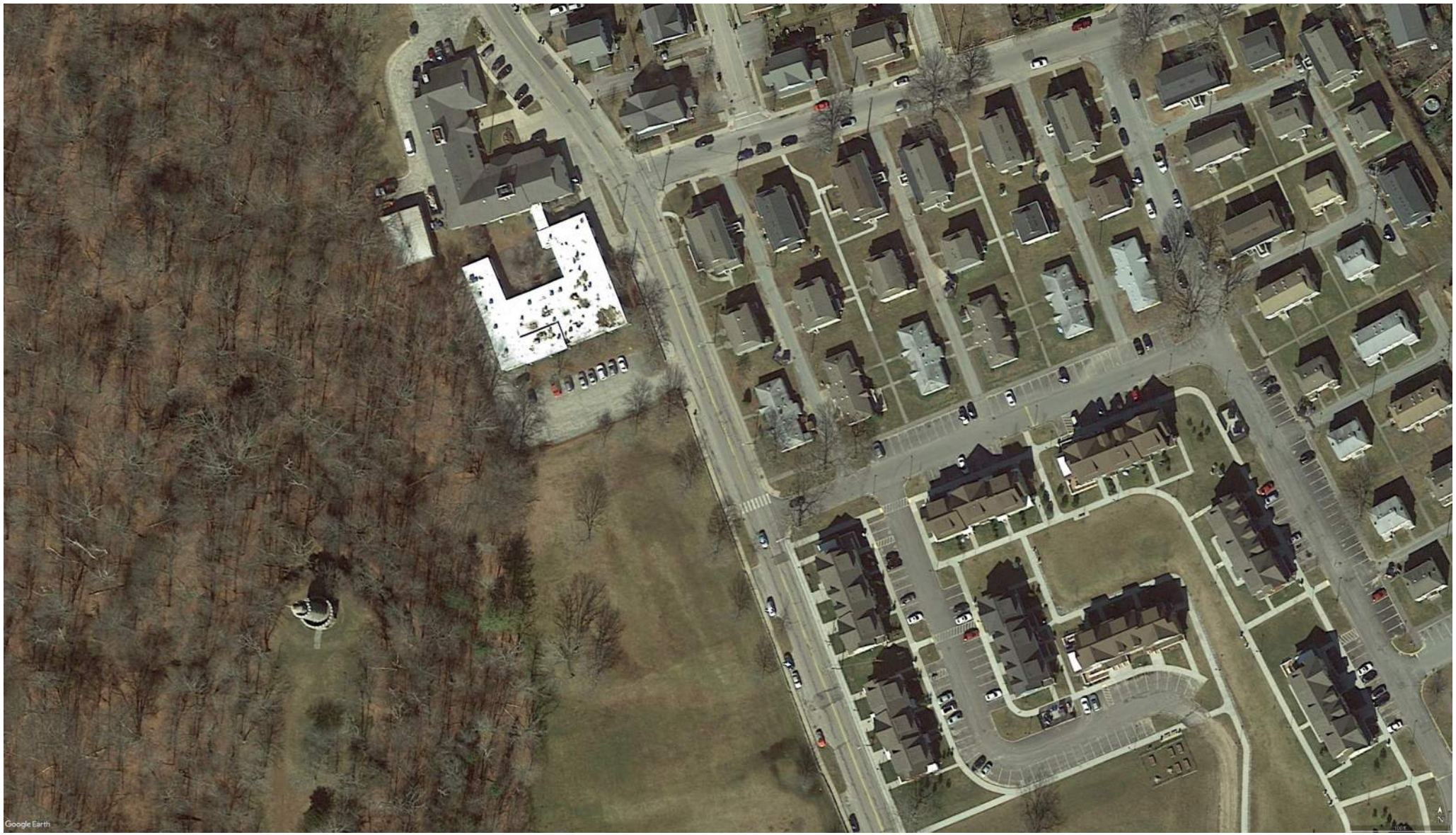

Google Earth


Google Earth



New Rogers Site Plan
-Parcel for Early Learning Center

STUDIO JAED


Google Earth

ARCHITECTURAL FEASIBILITY STUDY

Design and Educational Program - The Design and Educational Program shall begin with a thorough, in-depth explanation of curriculum goals and instructional activities that occur within the learning environment of the facility affected by the proposed project. The Design and Educational Program shall comply with all applicable laws and applicable CESE and SBA regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year.

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 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 proposes to reuntie and expand preschool with the construction of an 8 classroom addition to Pell Elementary School. Along with 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. As part of an ELL Welcom Center there would need to be an office and reception area to check in families and students with an additional teacher work space. The preschool coordinator would need an office space with enough room to engage in testing of students. 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. Lastly, the PreK needs outdoor space that meets the Bright Stars requirements for a playground and outdoor learning.

English Language Learners as a driver for the proposed improvements

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.

In order to attain the following educational goals, facility improvements are necessary and may, in some cases, go beyond the RIDE Guidelines for Space Planning.

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.

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.

In the main campus of Rogers High School, an office and conference space for the special education department chair to meet with families is needed. 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, the 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 toilets within the suite

located in close proximity to these rooms or included in the suite. Also, there 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. There would be 4 content areas classrooms (typically for 15 students at a time) including a 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.

The instructional programs, grade configuration, type of facility, and the spatial relationships for the functions housed at the facility; the number of students and a list of any specialized classrooms or major support areas, non-instructional support areas, or external activity spaces; gross and net square footage of any affected existing facility; the overall security and security measures taken to safeguard the facility and its occupants; the school administrative organization; and the hours of operation that include the instructional day, extracurricular activities, and any public access.

Newport Public Schools currently encompasses 1 elementary school building, 1 middle school building, 1 high school building, with Administrative Offices currently in the High School as follows:

Elementary Schools:
Pell Elementary School
35 Dexter Street
Newport, RI

Middle School
Thompson Middle School
55 Broadway
Newport, RI

High School
Rogers High School
15 Wickham Road
Newport, RI 02871

Administrative Office
Rogers High School
15 Wickham Road
Newport, RI 02871

Current Grades Served and Enrollment:

SCHOOL	GRADES SERVED	2018-2019 ENROLLMENT
Pell Elementary School	PK - 4	880
Thompson Middle School	5 - 8	610
Rogers High School	9 - 12	690

Proposed Grades Served and Projected Enrollment 2025:

SCHOOL	GRADES SERVED	Projected 2025 ENROLLMENT
Pell Elementary School	PK - 4	896
Thompson Middle School	5 - 8	614
Rogers High School	9 - 12	755

Leadership:
The leadership of the Newport Public Schools is as follows:

Central Office Leadership Team:

Superintendent of Schools	Colleen Jermain, Ed D.
Assistant Superintendent	Kimberly Behan, Ed D.
Director of Special Education	Candace Andrade
Business Manager	Ronald Gonsalves Jr., CPA
Director of Technology	Patrick Kangethe
Director of Grounds and Buildings	Thomas Harrop

RHS Building Leadership Teams:

Principal – Rogers HS	Mr. Jared Vance
Associate Principal – Rogers HS	Mrs. Michael Monahan

TMS Building Leadership Teams:

Principal – Thompson MS	Mrs. Laurie Sullivan
Assistant Principal – Thompson MS	Mr. Nicholas Vockerodt

PES Building Leadership Teams:

Principal – Pell ES	Mrs. Traci Westman
Assistant Principal – Pell ES	Mrs. Kathryn McKeon
Operations & SEL Coordinator - Pell ES	Mrs. Nicole Silvia

NACTC Leadership:

Newport Area Career & Technical Center Director	Mr. Robert Young

Other General Information:
School Year – The student school year is 180 days. The entire 2019 – 2020 Newport Public Schools Calendar is included in this document section.

School Day – The school day complies with all applicable laws and regulation and varies by school as follows:

Pell ES	8:30 am – 3:00 pm
Pell Annex	8:45 – 11:30 AM Session
Pell Annex	12:30 – 3:15 PM Session
Thompson MS	8:00 am – 2:30 pm
Rogers HS	7:30 am – 2:00 pm

School Safety Plan:
In compliance with RIGL 16-21-24 signed into effect by Governor Chafee in 2013, Newport Public Schools safety committee meets regularly. Threat and risk assessments are conducted on the district's facilities and mitigation work is completed as necessary. The district's emergency response plan which speaks to response, mitigation, preparedness, and recovery is evaluated and amended as necessary. Additional policies and procedures regarding emergency operations is provided is referenced in the individual school handbooks provided.

Significant information regarding how the schools are administered and operated are contained in the school handbooks. The Elementary School, Middle School, and High School Handbooks are included in the document section for reference. Of special importance here are the academic requirements, including courses of study, as outlined.

General Overview Exhibits:
1. School Calendar 2019-2020 School year
2. Pell Elementary Student Handbook
3. Thompson Student Handbook
4. Rogers High School Handbook
5. Newport Public Schools Curriculum Resources
6. Newport Strategic Plan 2019 – 2024

Educational Specifications - An itemization of spaces needed to support the educational program, complete to the degree that a designer may use it as the basic document from which to create the design of a school facility. Include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage. The education specifications section should also address external space. The district should indicate whether there is enough space for parking, bus turn around, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

Functional Space Analysis:
To comply with the design and educational program requirements, an itemized list of functional spaces for each of the three schools being considered is itemized in the Architectural Space Program that is included in this section as an exhibit. Actual square footages are compared with the RIDE guidelines.

Functional Space Analysis Exhibits:
7. Pell Elementary School Architectural Space Plan Comparison Proposed / RIDE Guideline
8. Rogers High School Space Plan Comparison Proposed / RIDE Guideline

Include a description as to how grade organization in the district will be affected by the proposed project. For example, a new middle school may consider shifting Grade 6 from the Elementary and/or Grades 7-8 from the High School. Note how the district has planned for changes in grade organization, i.e. consolidation of services to avoid duplication.

Grade Organization:

There is no intended grade reorganization proposed in this Plan. In an effort to consolidate PK with the elementary school, an addition is planned at Pell Elementary. This addition will afford the opportunity to reorganize Pell and use the facility as originally intended. The addition to Pell also removes the burden of leasing space outside the area for Pre K students.

Grade Organization Exhibits:

9. School Capacity Analysis
10. Educational Specifications

Comparison of costs between project and other alternatives. If the project involves new construction, the cost analysis must show clearly and fully that the proposed new construction is the best available alternative to meet the projected need based upon educational programs to be housed, total cost effectiveness (including life cycle cost analysis using twenty years as the lifetime), and the public interest. A consideration of indirect costs associated with the project, such as new sewers, roads, transportation or utilities must be included. If there are surplus buildings, include benefits or costs to the public, such as re-sale value or demolition costs.

Cost Comparison Exhibits:

11. Cost Comparison Analysis

Certification by Professional Structural Engineer registered in Rhode Island demonstrating that the building is structurally sound or can be made so reasonably.

Documentation regarding the structural integrity of all buildings within the Newport Public Schools is provided in this section.

Structural Engineer Certification Exhibits:

12. Pell Elementary School 2020 RIDE Stage II Structural Assessment
13. Thompson Middle School 2020 RIDE Stage II Structural Assessment
14. Rogers High School 2020 RIDE Stage II Structural Assessment

Regulatory Compliance Documentation

The Newport Public Schools are in compliance with regulations requiring periodic building inspections and radon testing. Proof of inspection is provided in this section

Regulatory Compliance Exhibits:

15. Building Inspection Documentation
16. Fire Marshal Documentation
17. Radon Testing Documentation
18. AHERA Reports

District's High Performance Green Status/Goals - 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:

High Performance Standards and Goals:

The Newport Public Schools has implemented the assurances described above. Documentation of compliance is provided in this section.

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.

Compliance with NECHPS:

The Newport Public Schools has implemented the assurances described above. Documentation of compliance is provided in this section.

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.

EPA's Tools for Schools:

The Newport Public Schools has implemented the assurances described above. Documentation of compliance is provided in this section.

Implement a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.

Maintenance Plan:

The Newport Public Schools has implemented the assurances described above. Documentation of compliance is provided in this section.

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.

Energy Star Compliance:

The Newport Public Schools have implemented the assurances described above. Documentation of compliance is provided in this section.

Adopt a no idling policy that applies to all school buses operating in the school district and all vehicles operating in the school grounds.

No Idling Policy:

The Newport Public Schools have implemented the assurances described above. Documentation of compliance is provided in this section.

Use no CFC- or HCFC-based refrigerants in building Heating, Ventilating, Air Conditioning, & Refrigeration (HVAC&R) systems.

CFC or HCFC Based Refrigerants:

The Newport Public Schools have implemented the assurances described above. Documentation of compliance is provided in this section.

High Performance Standards and Goals of NECHPS Exhibits:

19. Cover letter, signed by the Superintendent and dated January14, 2020 outlining Newport's Necessity of school Construction Application Assurances
20. Resolution adopted 1/14/2020 by the Newport School Committee certifying compliance with NE CHPS protocols
21. Tools for School compliance approved 01/14/2020
22. ENERGY STAR compliance approved 01/14/2020
23. Motor vehicle idling compliance approved 01/14/2020
24. School Committee Meeting Minutes 1/14/2020
25. NE CHPS Scorecard (Completed for anticipated/probable points)

Consideration of school district or school facility consolidation - Submit an analysis of the option of school consolidation and school district consolidation. The analysis must include acknowledgement and reconciliation of the utilization analysis of the LEA provided by Jacobs in the Statewide Assessment.

School Facility Consolidation:

A map showing all school districts in the State of Rhode Island is included in this section. Districts surrounding Newport include:

- Middletown
- Portsmouth

Consolidation with other districts was and is continued to be investigated. At this time, there does not appear to be adequate support from neighboring communities for Regionalization. In general, the following reasons appear to be impacting Regionalization. Documentation to support the efforts to explore this are provided in this section.

- Lack of public/community support
- Financial burden/absorption
- Political opposition

School Facility Consolidation:

26. Reference Materials

A map of the district showing the location of the site or sites under consideration and the location of existing school buildings in the district.

District Map:

A map of the Newport Public School Department showing school buildings is provided in this section.

District Map Exhibit:
27. District Map

The attendance area to be served by the proposed school and the number of school-age children who reside within the attendance area and future demographic projections for the district and attendance area.

Attendance Zone:

An Attendance Zone Analysis is not applicable and was not completed.

Other potential non-school buildings evaluated for conversion, include information on age, location, size, nearby community services and buildings, cost, and needed modernization.

Potential Non School Buildings:

No non-school buildings were found that would be appropriate and cost effective to convert to an early learning center.

Information regarding any school buildings abandoned by the district or converted to other use by the community in the last ten years including a map of their location in the district.

Abandoned School Buildings:

Not applicable.

A comparative analysis of the potential impact of building sites on student transportation and local traffic conditions including traffic impact, public transportation opportunities, times of transit by school transportation, and cost of any changes that would be required to roads or the transportation system.

Traffic & Transportation:

Traffic analysis was considered in the development of the site/civil drawings.

Documentation must also be provided demonstrating that a licensed professional engineer has examined soil conditions for structural integrity and drainage in order to determine the suitability or lack thereof of possible sites and identified the existence of soil conditions which may increase site development costs.

Site / Civil Investigation:

Garofalo, a Rhode Island licensed professional civil engineering firm, has conducted a geotechnical investigation, including site borings at each of the school sites under consideration. The geotechnical report and site/civil due diligence report is provided in this section.

Site / Civil Investigation:
28. Pell Elementary School Geotechnical and Site/Civil Due Diligence Report
29. Rogers High School Geotechnical and Site/Civil Due Diligence Report

Analysis of Historic Implications - Describe whether the planning committee considered historical implications of existing facilities. If the project involves renovating or demolishing a building, please advise the Rhode Island Historical Preservation & Heritage Commission. Mr. Edward F. Sanderson, executive Director, RI Historical Preservation & Heritage Commission, Old State House, 150 Benefit Street, Providence, RI 02903-4134, esanderson@preservation.ri.gov.

Historic Implications:

Newport Public Schools have contacted the Historical Preservation & Heritage Commission regarding systemic and interior renovations and additions to District schools.
The scope of work is as follows:

Demolition of William S. Rogers High School

Our contact person was as follows:

Jeffrey Emidy, James Toner, and John Paul Loether
Rhode Island Historical Preservation & Heritage Commission
Old State House |150 Benefit Street | Providence, RI | 02903-1209

Historic Implications Exhibits:
30. Communications with Historical Preservation and Heritage Commission

Traffic/Transportation Impact Plan

Traffic / Transportation Impact Plan:

Garofalo, a Rhode Island licensed professional civil engineering firm, has conducted a Traffic and Transportation Assessment for each of the elementary schools under consideration. A copy of that report for each school is included in this section.

Traffic / Transportation Impact Plan Exhibits:
31. Pell Elementary School Geotechnical and Site/Civil Due Diligence Report
32. Rogers High School Geotechnical and Site/Civil Due Diligence Report

Whenever possible, sites shall be located close to public transportation. In order to reduce automobile-related pollution and conserve energy, designs shall incorporate the use of public transportation and carpooling by minimizing parking, creating bike facilities, providing safe walking/biking access, and other appropriate design elements. Additionally, applicants shall consider the proximity of other services in the community, such as supermarkets, commercial office buildings, grocery stores, day cares, cleaners, fitness centers, hair care, hardware, laundry, medical/dental services, senior care facilities, public parks, pharmacies, post offices, banks, libraries, and community centers.

Site Proximity:

Existing sites are proposed for new construction. Community meetings have been hosted to review and solicit feedback from adjoining property owners and neighbors. This engagement will continue through the design process.

Preliminary energy analysis or modeling - Include an analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged. The analysis must include reconciliation with the Energy Report Card provided by Jacobs in the Statewide Assessment. Consideration of the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing such maintenance costs. LEAs must include a narrative that addresses the strategies for training, operating, and maintaining the complex HVAC systems and controls.

Energy Analysis:

The Newport Public Schools are committed to the acquisition and use of the most energy-efficient systems, equipment, and materials as possible within budgetary constraints. Cognizant of the negative implications of non-efficient systems, equipment, and materials over time, and cognizant of maintenance implications of same over time, the Department strives to be extremely energy efficient while at the same time being budget-conscious. As such, the Department insists upon design professionals having the same "mind set" regarding energy-efficient systems, equipment, and materials that they chose to use in their designs.

EPA Energy Star

An EPA Energy Star Portfolio Manager Energy Report has recently been completed for each of the four (4) schools under consideration. As with the Jacobs Energy Assessment Reports, these reports provide areas of recommendation for improving energy efficiency and, as such, will be an important element for consideration by the eventual architect and engineer of record for this project.

EPA Energy Star Exhibits:

33. Pell Elementary School Energy Star Score Card
34. Rogers High School Energy Star Score Card

Feasibility of using renewable energy technologies - Consideration of life-cycle costs estimates of all feasible energy systems to identify the system with the lowest life-cycle cost estimate.

Renewable Energy Technologies:

It is the intent of the Newport Public Schools to investigate the life-cycle costs of utilizing renewable energy technologies during Stage III. The Architect/Engineer of Record for this Capital Plan will be required to consider renewable energy technologies and to determine their feasibility as part of this program. The Jacobs Draft Energy Assessment Report from 2016 will be referenced accordingly.

The upcoming renovation and addition projects in Newport Public Schools will encompass a wide range of improvements throughout the District. Most of these renovations are of the systemic nature, correcting deferred maintenance issues, life safety issues, accessibility issues, and educational adequacy issues. Within the bounds of the projects that have been identified, the Newport Public Schools will continually look for opportunities to prepare for the potential future integration of renewable energy opportunities. Some examples include:

- Additional breaker space added to switchgear replacements: The additional breaker space will ensure that the potential for future photovoltaic installations are easily accomplished at the main gear.
- Organization of rooftop mounted equipment: When projects require the installation of rooftop mounted equipment, when at all possible, it will be arranged such that there is opportunity to add photovoltaic or solar-thermal panels to the roof in the future.
- Dedicated space for solar-thermal storage tanks: Where domestic hot water systems are upgraded, when at all possible, space will be dedicated to potential solar-thermal storage tanks in the same area to allow for easy installation of the system in the future.
- Combined cooling, heating, and power system integration with new central plant installations: CCHP has already been applied in multiple schools across the country, and can be reviewed for potential installation in wholesale renovation projects here. While not technically fully renewable, the efficiencies found by utilizing the waste heat of the system are typically considered to be in the spirit of renewable installations.

Further, with the constantly-changing technologies that are coming to market, the Newport Public Schools will always welcome the opportunity to review projects that are in their design phase for additional opportunities. Some examples would be photo-voltaic-coated windows and metal wall panels, integrated wind turbines, and integrated solar thermal heating systems. Finally, each project will continually drive the Newport Public Schools to higher efficiency systems, from envelope improvements, to lighting system improvements, to HVAC system improvements, which will pay further dividends as the projects progress. An unused BTU is far more valuable than one even generated on-site, and this approach will continue to help lower demand on the power grid and the environment in general.

2019-2020 Calendar

September 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

SEPTEMBER *(18 Days Cumulative)*
- 2 Labor Day - NO SCHOOL
- 3-4 Teacher Workshop Full Day – NO SCHOOL FOR STUDENTS
- 5 First Day of School 1-12
- 5-6 Kindergarten Soft Start (By Appointment)
- 9 First Full Day of School for Kindergarten
- 30 Rosh Hashana

OCTOBER *(22 Days-Cumulative 40)*
- 1 Rosh Hashana
- 3 90 min. early release for students (teacher PD)
- 9 Yom Kippur
- 14 Columbus Day - NO SCHOOL

NOVEMBER *(18 Days-Cumulative 58)*
- 7 First Quarter Ends (45 Days)
- 7 90 min. early release for students (teacher PD)
- 11 Veterans' Day (observed) - NO SCHOOL
- 27 Early Release Day – Thanksgiving Break
- 28-29 Thanksgiving Break - NO SCHOOL

DECEMBER *(15 Days-Cumulative 73)*
- 4 RHS/Pell Parent Teacher Conferences 12-5 PM – early release day for students *
- 11 TMS Parent Teacher Conferences 12-5 PM – early release day for students*
- 23-31 Christmas Vacation - NO SCHOOL

JANUARY *(21 Days-Cumulative 94)*
- 1 New Year's Holiday - NO SCHOOL
- 9 90 min. early release for students (teacher PD)
- 20 Martin Luther King Day - NO SCHOOL
- 27 Second Quarter Ends (90 Days)

FEBRUARY *(18 Days-Cumulative 112)*
- 17 President's Day - NO SCHOOL
- 18 Winter Break - NO SCHOOL

MARCH *(22 Days-Cumulative 134)*
- 4 TMS Parent Teacher Conferences 12-5 PM - early release day for students*
- 5 90 min. early release day for students (teacher PD)
- 11 RHS/Pell Parent Teacher Conferences 12-5 PM – early release day for students*

APRIL *(16 Days-Cumulative 150)*
- 1 Third Quarter Ends (135 Days)
- 10 Good Friday – NO SCHOOL
- 13-17 Spring Vacation - NO SCHOOL
- 8-16 Passover

MAY *(20 Days-Cumulative 170)*
- 7 90 min. early release day for students (teacher PD)
- 25 Memorial Day - NO SCHOOL

JUNE *(10 Days-Cumulative 180)*
- 4 High School Graduation
- 12 Last Day of School/180th Day
- 6/15-6/19 (Make-Up Days)

*Pending negotiation - early release day for students

APPROVED BY NSC 3/12/2019

FRANK E. THOMPSON MIDDLE SCHOOL

55 Broadway / Newport, Rhode Island 02840
401-847-1493 401-849-3426 (fax) www.npsri.net

Laurie G. Sullivan, Principal
Robert F. Campion III, Assistant Principal

Dean of Students: Jared Conheeny **Guidance Counselors:** Megan Cawley and Leigh Vouté

TMS Handbook 2018 - 2019

Parent/Guardian should review this handbook with their student
Please sign and detach the form below and
return to your child's homeroom teacher.

- - - -

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AGENDA BELONGS TO: _____

2018 – 2019 School Hours 8:00am – 2:30pm

CLUSTER/TEACHER _____ LOCKER #_____ BUS#_____

	Room #	Teacher's name	Email Address
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			
Period 6			
Period 7			

NO SCHOOL / DELAYED OPENING / EARLY DISMISSAL refer to www.npsri.net to access RIBA, Rhode Island Broadcasting Association and/or join the Newport One App for announcement notification from your cell phone.

AGENDA: A student agenda is given to every student upon entering school. Students are encouraged to use it on a regular basis as a valuable organizational tool. Agenda replacement cost is $5.00.

ABSENCE / TARDY / TRUANCY: If a student is absent or tardy, the parent/guardian must call the Dean's Office before 8:15am to report the absence (847-1493 ext. 2137). Any absence not verified by 8:15am will be subject to verification by the Dean and/or Assistant Principal. An excused absence is for illness or family obligations. This does not include family vacations. It is the student's responsibility to make arrangements to make up work missed during the absence. If a student is absent from school, they may **NOT** attend school functions (dances, athletic events, concerts, etc.) on the evening of the absence.

2 unexcused tardies = 1 Dean's Detention ***1 Dean's Detention for every 2 tardies thereafter (2, 4, 6).***

After 10 tardies there will be a mandatory meeting with the parent/guardian. The meeting will include the child's guidance counselor, administration, dean, and the attendance officer. Habitually tardy students will receive a Connect-Ed phone call home each day following a tardy to school. This will serve as a reminder to get to school on time so learning can begin at 8:00am. Over the summer, letters will be sent home regarding your child's attendance. These letters will include information regarding the Connect-Ed reminder call.

Truancy Referral Process

- If there is no history of truancy problems: 5 unexcused = warning.
- 10 unexcused = file a truancy petition. Once 10 unexcused absences have occurred, the first period teacher will notify the child's guidance counselor. The Guidance Counselor will then fill out the truancy paperwork (SSI Forms) and send to the Truancy Attendance Officer.
- Students and their parent/guardian, who have 5 or more EXCUSED absences, will be called in for a meeting with guidance, social worker and principal to brainstorm solutions to reduce the number of absences.
- ASPEN reports will be attached to all progress reports for the Truancy Judge.
- A summer letter will be sent home to parents stressing the importance of attendance. The Dean will share with teachers those students who have been flagged due to past attendance history.

Excessive absences and tardies will be reported to the Truancy Officer with referrals to the Truancy Court held every week throughout the school year.

ACADEMICS IN MIDDLE SCHOOL: Students in grade 5, 6, 7, 8 are assigned to a team/cluster. Each cluster will have 4 core subject teachers who teach Language Arts, Math, Science and Social Studies.

BATHROOM USE / LEAVING CLASS: Students must have a pass and sign a destination sheet to leave any room for any reason during the school day. Inside the student agenda is a Hall Pass and your teacher will sign the book prior to your leaving the classroom. A student **MUST** have their handbook with them if he/she is outside the classroom. Students may use bathroom facilities at the discretion of the teachers. Teachers have a separate bathroom pass in the classroom for students to use the Lavatory.

BOOKS AND MATERIALS are very costly. If you lose, vandalize or destroy books or materials you must pay to replace them. All books, including library books, must be returned at the end of the school year.

BREAKFAST / LUNCH Chartwells (847-1170) provides our school with daily breakfast and lunch. Breakfast is served in the cafeteria and may be purchased daily. Students may bring their own lunch or purchase a lunch. Milk can be purchased. Students may apply for the free or reduced federal food program at any time during the school year. Eligible students are entitled to both breakfast and lunch. Student seating will be determined by Administration. Once seated they are to remain in that seat for the duration of breakfast or lunch.

DETENTION: Students in grades 5, 6, 7, and 8 may be detained after school by individual teachers or by the Dean with parental notification (24 hours). Parental requests to delay the detention of their child by one day shall be honored. When students are kept after school, it is the responsibility of the parent or guardian to provide for the safe transportation of their children home.

Teacher's Detention: Length of time at discretion of teacher. **Dean/Principal's Detention**: 2:30pm until 3:00pm.

DISMISSAL: Students being dismissed early from school must have a note from home and present it to the Dean's office by 8:15am. In case of an emergency, request for early dismissal, a parent or guardian must report to the Dean's Office to sign a parental release and provide identification. In case of illness, a student is to ask for a pass and report to the Nurse who will instruct them further.

DRESS CODE: The following dress and grooming code is intended to guide students and their parents/guardians in choosing clothing that is safe and appropriate to wear in school. Students are expected to observe basic standards of cleanliness, modesty, and good grooming.

The following articles of clothing shall not be worn:

- Hats, hoods, headscarves, or any headgear. Exceptions may be made for religious or medical reasons, with the approval of the building principal.

• Articles of clothing with designs or wording that are obscene, vulgar, lewd, lascivious, or depicting in any form, acts of violence, gang symbols or gang colors, or reference to alcohol, drugs, tobacco products
• Strapless dresses, midriff blouses/shirts, tank tops, halter tops, tube tops, see-through clothing, low-cut tops, muscle shirts, or any item that shows underwear
• Tops must either overlap the bottom layer (pants, shorts, skirts, or skorts) or be tucked into the bottom layer at all times, so that no midriffs are showing.
• Inappropriately sized clothing. Pants/shorts should be appropriately sized, worn at the waist. Dresses, skirts, shorts, or skorts shall be at least mid-thigh in length. No exposed undergarments or "busting a sag".
• Slippers, slides, flip-flops, pajamas or similar clothing
• For safety reasons, Pre-K—Grade 8 students must wear shoes that are appropriately sized with enclosed toes and backs, with low heels. Shoes, such as sneakers, that have laces must be tied securely for safety reasons.
• Outerwear/jackets must be kept in lockers or other designated areas during the school day.
• Jewelry, insignia, buttons, labels, armbands, signs or other items that display offensive language or images, disrupt class work and/or show disrespect to others

Principals, upon notifying the Superintendent, will have the discretion to waive parts of the Dress Code for specific purposes, e.g., Spirit Week, Field Day, or for specific groups for events.

Failure to comply with any part of the code shall result in the following consequences during the regular school year:
1st Infraction: A verbal warning will be given to the student and his/her parent/guardian. The student will be issued a t-shirt to wear during the school day if his/her parent/guardian does not bring in appropriate clothing.
2nd Infraction: The student will be issued a t-shirt to wear during the school day. A written warning will be sent to the student's parent/guardian.
3rd Infraction: The student will be issued a t-shirt to wear during the school day. An in-person conference will take place between the principal (and his/her designee) and the student's parent/guardian.
4th and Subsequent Infractions: The student will be issued a t-shirt to wear during the school day. The student will remain for detention the next school day.

ELECTRONIC DEVICES UNACCEPTABLE MATERIALS (such as an IPOD, cell phone, cameras, Bluetooth devices, tablets, video games, etc.) are NOT permitted at or during school. If any of these items are found on a student they will be taken from the student and returned only to a parent or guardian. Laser pointers, paint pens, permanent markers, toys, fidget devices and/or anything else deemed unacceptable or unnecessary for student use at school will be confiscated. TMS is not responsible for lost or stolen items. ***If a phone must come to school the phone is to be turned off and locked in a locker or given to the Dean or a teacher for safe keeping.***

GRADING - Grade 5 **What is a Standards-Based Student Achievement Report Card?** A standards-based report card communicates student progress toward meeting standards. Each quarter, student work is compared to a benchmark to determine if the student is making progress toward meeting the standard.
Why are there 2 ways that my child is being assessed? Explanation of Marking for Academics Standards Rubric
Student work seldom meets, sometimes meets or consistently meets grade level expectations for this quarter.
Student work is produced independently and is exceeding grade level expectations for this quarter.
The academic rubric communicates where students are currently performing in relation to standards. The explanation is to provide a consistent language that informs parents about student achievement in each content area. Students who receive 1s or 2s may be making progress but are still not making grade level expectations. Parents should look to the comment section for additional information.

GRADING – Grades 6, 7, 8
Honor Roll is calculated each quarter. Students who receive no grades, in any course, lower than "A" minus for a marking period shall be designated as having earned "High Honors". Students with an average of "B" when all grades are considered, shall be designated as having earned "Honors."
Mid-Term Assessments are mailed home for students in grades 6, 7 and 8 four times a year, approximately five weeks after the beginning of each term. Students and parents/guardians will review these notices and return them signed.
Report Cards for students in grades 6, 7 and 8 are mailed home at the end of each quarter. Letter grades are used to show the student's progress in the subject. Numbers are used to show the student's effort and conduct. Report cards are to be signed by the student's parent/guardian and returned to school within 5 school days.

The following letter grade system will be used in marking report cards:

Grade	Number Equivalent	What the Grade Means	Grade	Number Equivalent	What the Grade Means
A+	(97-100)		C+	(77-79)	
A	(93-96)	Superior Work	C	(73-76)	Average Work
A-	(90-92)		C-	(70-72)	
B+	(87-89)		D	(65-69)	Below Average Work
B	(83-86)	Above Average Work	F	(0-64)	Poor Work – Failure.
B-	(80-82)				

To pass on to the next grade, a student must earn a minimum of 20 points with their final grades. A passing grade in a core subject (such as Math, Language Arts, Science and Social Studies) is worth 5 points for each subject. Other subjects (such as Art, French/Spanish, Music, Physical Ed., Reading and Technology) have a point value based on the number of times they meet per week.

GUIDANCE DEPARTMENT COUNSELORS at TMS are committed to providing each student with knowledge and experience in the areas of Academics, Career and Personal-Social Development. The American School Counselor Association standards are integrated throughout the guidance program and delivered by the counselors in conjunction with teaching staff during the school day. Guidance Counselors oversee the implementation of the Individualized Learning Plan for each student. Guidance Counselors meet with students on an individual basis to provide support and also work in conjunction with the School Social Worker for further referrals. Please call the Guidance Office (847-1848) for appointments with teachers and guidance counselors; student work during absences (see Make-up-Work), registration, and entrance/withdrawal, transfer of records, updating addresses or phone numbers and any other concerns you may have.

HOMEWORK POLICY: The purpose of homework at TMS is to reinforce selected skills, supplement academic learning, extend learning and responsibility through independent study and give an opportunity to the parents to share in the learning process.

Make-Up Work: Students who have been absent for any reason are required to make up missed assignments in each class. Teachers will give students a reasonable amount of time to complete the work. It is the responsibility of the student to collect the work and complete it. If a student is absent for a prolonged period of time (3 days or more) a parent may contact the Guidance Office to request make-up work. The Guidance Office will need 24 hours' notice to collect work. All students should have a **HOMEWORK BUDDY**. Students should contact that person to get assignments if they are absent from school for one or two days. The Newport School Committee suggests the following time guidelines for homework: Grade 5: 40-50 minutes per day Grade 6: 50-60 minutes per day
Grade 7: 60-80 minutes per day Grade 8: 75-100 minutes per day.

INTERNET POLICY: All TMS students, who wish to access the Internet, will receive a copy of the Newport School Department's Internet Accessibility Policy. An accompanying form must be signed each school year by the student and their parent/guardian and be returned to the school before the student may gain access to the Internet. Anyone caught abusing the Internet Policy will be banned from using the Internet for the remainder of the school year. Students may log in to our school server using **ONLY** their own Login Name and Password. NPS is committed to actively pursue making advanced technology and increased learning opportunities available to our students, staff, and community. The District believes that Internet access offers our educational community valuable resources for learning and communication with others. At the same time, we are aware that material in the Internet is uncensored and we can make no guarantees that information found on the Internet will be valuable, reliable, or inoffensive. However, we firmly believe that with proper supervision, the vast amount of information available and the interaction with other people made possible via the Internet far outweigh the risks. To the degree possible, instruction on and access to the Internet will be designed in a manner that points students to those resources that have been reviewed and evaluated prior to student use.

The following will apply to Internet use within the Newport Public Schools.
1. All users of the Internet within NPS are responsible for appropriate behavior on the Internet just as they are when involved in any school activity. General District school rules/policies apply to all Internet activity and communication.
2. The purpose of Internet access at school is to support research and education goals. Use of the Internet must always support those goals.
3. Unless explicit permission is granted, games and chat lines may not be used.
4. ***Internet users must never:*** Reveal personal addresses or phone number. Access other people's folders, files, or programs without permission. Send or display offensive messages, data, graphics, or pictures or use inappropriate language. Use another person's password or account. Violate copyright law by copying unauthorized copies of programs.

Use information without giving proper credit to the author. Harass, insult, or attack other Internet users. Use the Internet for any commercial purposes.

IN SCHOOL RESTRICTION (ISR) is a structured environment for those students exhibiting behavioral issues that will be set up as a computer lab. The program will provide students individualized instruction in basic skills and will serve as an alternative to out of school suspension. The implementation of this program is an alternative to keeping disruptive students in the classrooms. By removing these students who are disruptive, it will limit the disruptions to other students' learning.

- ISR is used for appropriate offenses or repeat of minor offenses.
- ISR will include an emotional/counseling component for students with guidance personnel.
- ISR students who would otherwise be suspended for serious infractions may be eligible for ISR. Access to ISR will be determined on a case by case basis.
- ISR students will complete skills-based work. Teachers will also provide work for students who are in ISR so they will not lose class credit.
- ISR is assigned if there is reason to believe or teachers, dean, administration, etc., anticipate a serious problem between students.

LOCKERS: No sharing is permitted. LOCK IT!!! The school provides a combination lock for each student. At the end of the school year there will be a charge of $5.00 for lost or damaged locks. Students may **NOT** use their own locks. TMS will not be held responsible for valuables taken from a student's locker. Students may go to their lockers at the times assigned by cluster and grade level teachers. With reasonable cause, school officials and/or the Newport Police Department may open and search student lockers.

LOST AND FOUND is located in the main office. (Lost books, valuables, clothes, keys, glasses or other items.). Also, there is a place in the gym for clothes lost and found during Physical Education classes.

NEWPORT COMMUNITY SCHOOL (NCS) is an after school program available to all students. Ms. Tracy L. Shea, Executive Director has an office at TMS and can be reached at 236-2318.

Annual fee according to a sliding scale. Academic Center Monday-Thursday with snack time.
Enrichment activities. Late bus for transportation home.

TMS is a partner with NCS and students are held to the same dress code and behavioral code as during the school day.

NO SMOKING POLICY in accordance with state law, effective September 1994, all smoking (including cigarettes, vape devices, cigars, pipes, snuff and smokeless tobacco) or possession of a lighted cigarette or substance containing tobacco, will be prohibited in all areas of all the school buildings. Any student who violates this rule will be subject to disciplinary action.

PARTICIPATION IN EXTRACURRICULAR POLICY: Being a member of any extracurricular activity program is a privilege, and in order to maintain that privilege, students must conduct themselves in such a way as to be a credit to themselves, their families, their school and their community. As determined by the building Principal, the privilege of participating in any activity will be granted if a student is a responsible individual who is willing to abide by the rules of the activity and display a cooperative attitude with teachers, administration, coaches, advisors, peers and/or any other adult working for NPS. Students must behave properly in school and at school sponsored activities and have satisfactory and timely school attendance. Students suspended or assigned detention are ineligible to participate in extracurricular activities until they serve all their assigned days. Students must refrain from possession and/or use of illegal or controlled substances. Students must meet the academic requirements for participation in extracurricular school activities as per NPS Policy 5.2.4.

PHYSICAL EDUCATION: All students are required by RI State Law to participate in Physical Education. All students are required to dress in appropriate clothing for physical activity. Students are not allowed to get on or use any equipment unless the teacher is present and supervising. Any injuries must be reported immediately. Students will be evaluated quarterly based on their preparation and performance. The safety of students and teachers is a priority at all times.

SCIENCE SAFETY: Science is a hands-on class and safety in the science classroom is the #1 priority for students, teachers, and parents. To ensure a safe classroom, a list of rules has been developed and a science safety contract will be sent home for students and parents to sign. Additional safety instructions will be given at each lab.

SNACKS: No gum, candy, drinks or snacks during school, except at lunch.

SPORTS - INTERSCHOLASTIC LEAGUE are offered in grades 6, 7, and 8. Students try out on a competitive basis. *Boys Baseball, Boys Basketball and Girls Basketball, Cross-Country (Co-ed), Boys Soccer and Girls Soccer, Girls Softball.* Ability to run all these sports will be based on budget availability. All students who participate in sports **must** have a physical exam on file within the past calendar year.

STUDENT ASSISTANCE PROGRAM is to prevent drug and alcohol abuse among students through education and individual and/or group sessions addressing common risk factors. TMS has a part-time Student Assistance Counselor. Groups sponsored by the Student Assistance Program include students concerned about their own or another person's alcohol or drug use, family changes, self-esteem, decision making, grief, stress, smoking cessation and newcomers. In addition, students presenting these risk factors can access individual services.

SUSPENSION / DETENTION GUIDELINES

Suspension NSC Rules and Regulations, Section 6, Article 22, states as follows:

The following persistent inappropriate conduct ***may be considered as reason for suspension:***

- Violent opposition to authority
- Repetition of any offense after notice
- Behavior that constitutes a threat to the physical or moral welfare of other students
- Habitual or determined neglect of duty
- Trespassing, defacing or destroying public/school property or other unauthorized presence in school building or on school grounds including vandalism of property
- General bad conduct and example, tending to the injury of the school
- Fighting, threatening violence or engaging in extortion
- Larceny of any kind, arson and/or making bomb threats
- Setting off false fire alarms
- The use of obscene, lewd, lascivious, or profane language or gestures
- Refusal to obey a principal, teacher, adult sponsor, chaperone, or school staff member
- Excessive tardiness, class bunking or other truancy (not more than ten days)
- Possession, distribution, or consumption of illegal drugs, including tobacco products, drug paraphernalia, unauthorized medication, or alcoholic beverages, being under the influence of drugs or alcohol, and any other violation of the NPS zero tolerance policy regarding drugs and alcohol
- Harassment based on race, disability, sex, sexual orientation, national origin, or religion
- Academic dishonesty including cheating and plagiarism
- Leaving the school building without authorization during the school day
- Forgery of school documents
- Gambling
- Use of unauthorized electronic toys and sound devices, including beeper, pager, radio, CD players, and computer games
- Possession of a weapon on school property, while on any school provided transportation, on a roadway or path along which school children or teachers are walking to school, or at any school-related function. A weapon is defined under the law as a firearm or a blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, slap glove, bludgeon, stun-gun, any of the so called "Kung-Fu" weapons, dagger, dirk, stiletto, sword-in-cane, bowie knife, or other similar weapon designed to cut and stab another, or any razor, or knife, or other weapon of like kind or description. (Not less than ten days and up to an academic year)
- Any other conduct that is a violation of the law, a violation of school policy, or which is prejudicial to teaching, learning, or the safety of the school, its students, teachers, administrators and other personnel.
- Contraband items will be taken by school authorities and will be either retained by school authorities, turned over to the police, returned to parents or guardians or returned to students outside of normal school hours.

EXPECTED BEHAVIOR - TMS COMMUNITY: TMS is committed to providing an atmosphere that is safe, orderly and appropriate for learning. Therefore it is mandatory that TMS students will treat each other, all staff members and our building with respect and dignity. Failure to adhere to acceptable standards of conduct, whether on or off campus, especially actions which threaten the well-being of others, could result in disciplinary actions contained in the Safe Schools Bill, the Zero Tolerance Policy and/or the disciplinary policy of the Newport School Department. All students are responsible for being familiar with the content of the Safe Schools Bill, the Zero Tolerance Policy and the rules of the disciplinary policy.

Make good choices To get respect, give respect Practice good manner Be a friend Play fair!

Support all efforts to maintain a non-violent environment Keep your hands to yourself Bullying will not be tolerated
Be ready to work every day in every class, to the best of your abilities Share the spaces of this building with pride
Value your education and act accordingly Remember that it's OK to ask for help.

SEXUAL DISCRIMINATION/HARASSMENT: The NSC believes that all employees and students must be allowed to work in an environment free from unsolicited and unwelcome overtures. Therefore, any form of sexual harassment on school properties or at school-sponsored events is prohibited.

Sexual harassment refers to: Sexually oriented verbal or physical "kidding" or abuse. Subtle pressure for sexual activity. Sexual contact as defined by statutes. Demands of sexual favors, with hinted at or real promises of special treatment about academic status. Unwelcome behavior of a sexual nature that results in discrimination.

Some examples include (but are not limited to): Continued or repeated offensive flirtations. Continued or repeated verbal remarks about a person's body. Use of sexually degrading words to describe an individual. Display of sexually suggestive objects and/or pictures on school grounds or at school functions.

If you experience sexual harassment: Make it clear to the other person that you do not like the behavior. Report the behavior to the Dean, Assistant Principal, and Principal, Guidance Counselor, teacher or another trusted adult.

TELEPHONE CALLS: **Students may NOT use the school telephones for personal reasons.** The Principal, Assistant Principal, Dean, or a teacher will only grant exceptions in the case of emergencies as determined. ***Parents seeking to contact their child during school may do so for emergencies only by calling the Dean's office. Parents must specify their emergency. Students violating phone use rules will receive a Dean's Detention.***

TRANSPORTATION TO/FROM SCHOOL: The Bus Company (846-1947) is responsible for school bus transportation. Students who fail to conform to the NPS bus behavior policy will be subject to loss of bus privileges. Buses are equipped with video cameras and tapes, which are subject to review by school administration. All bicycles must be locked on school property. Bike racks are available. Skateboards, long boards, scooters and roller blades are NOT permitted on school property. It is not the responsibility of any staff member at school to hold on to that equipment during the school day.

1st Violation = Verbal Warning / Parent Notification 2nd Violation = Parent Notification / 1 Day Suspension
3rd Violation = Parent Notification / 1 Week Suspension 4th Violation = Termination of Bus Services.

ZERO TOLERANCE POLICY 5.4.12-WEAPONS AND VIOLENCE IN SCHOOLS: The purpose of the policy is to ensure a school environment is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Each school shall enforce a policy of zero tolerance for weapons and violence in school.

Definition of Weapons shall include, by way of illustration, the following enumerated items: any loaded or unloaded firearm (including, but not limited to pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun); any knife (including but not limited to Bowie, Dirk, lock-blade, hunting pen, pocket, switchblade, utility); any razor (including, but not limited to, straight, regular, retractable); any defensive weapon (including, but not limited to gas repellent, mace, stun gun); any martial arts device (including, but not limited to Chinese stars, nunchakus); any explosive device; or any tool or instrument which school administrative staff could reasonably conclude as being capable of inflicting bodily harm (including, but not limited to blackjack, chain, club knuckles, night stick, pipe, studded bracelet); or which by virtue of its shape or design gives the appearance of any of the aforementioned (including, but not limited to air pistol, air rifle, BB gun, toy gun). In addition, any animal that could be used to inflict bodily harm will also be considered in this category.

Definition of Assault is defined as an act of physical violence or an aggravated threat of physical violence to another, whether student(s), staff member(s), or any other person on school grounds. The term "school grounds" includes, but is not limited to the actual property owned by the school, areas around the school, parking lots, school sponsored events whether on or off school property, school buses and school bus stops. When considering what constitutes aggravated assault, the factors to be weighed include: age of student(s) involved, seriousness of bodily injury, the apparent state of mind of the individual(s) involved, and any other factors deemed relevant to the school principal or designee.

Definition of Suspension is an act by a school administrator or by a school committee that removes a student from school for a specified period of time, not more than one hundred and eighty (180) days.

A short-term suspension is removal from school for up to ten (10) days, the first five (5) days of which may be imposed by a designated building administrator and up to five (5) additional days by the Superintendent or designee.
A long-term suspension is removal from school for more than ten (10) days and must be approved by the NSC.
Police Involvement: In all cases involving weapons or aggravated assault in or on school grounds, local police shall be called, and all confiscated weapons are to be turned over to the police department. A log of all confiscated weapons will be kept by school administrators and will be available to be reviewed by the local police department on a monthly basis.
Statement of Enforcement: This policy will be implemented according to the due process provisions applicable to regular and special education students. For students with disabilities, the implementation of this policy will be in accordance with approved local procedures, as well as state and federal regulations governing the suspension or removal of special education students from school programs. Principals or their designee will make the determination as to whether or not a particular incident constitutes an aggravated assault.
Enforcement of Zero Tolerance for Weapons and Violence Policy: Any student found to be in possession of a weapon, or involved in an aggravated assault, as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the Administration will take the necessary steps in determining any additional action that may include a recommendation for long-term suspension. The appropriate authority will make decisions regarding the specific length of a student's suspension. Any student suspended from school cannot participate in school functions or be on school premises. All persons, including students, found to be in possession of a weapon, or involved in an aggravated assault, as defined herein, shall be referred to the police department.

Anti-Harassment, Anti-Intimidation, Anti-Bullying are prohibited in NPS. The prevention of harassment, intimidation and bullying is part of the Newport Public School's Strategic Plan and school safety plan.
Definition of Harassment, Intimidation or Bullying is an intentional written, electronic, verbal or physical act or threat of a physical act that under the totality of circumstances. A reasonable person should know will have the effect of physically harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, or placing a student in reasonable fear of damage to his or her property. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student. Harassment, intimidation or bullying occurs when a student, or group of students, while at school, intentionally assaults, batters, threatens, harass, stalks, menaces, intimidates, extorts, humiliates, or taunts another student or staff member. Bullying also occurs when a student or a group of students organize a campaign of shunning against another student or when a student or a group of students maliciously spread rumors about another student. In most circumstances bullying does not include a mutual fight between two students of roughly equal strength who are angry with each other. Such fights are subject to discipline as a violation of school rules prohibiting fighting. Bullying also includes "Cyber-Bullying", which includes tormenting, threatening, taunting, ranking, degrading, harassing, humiliating, or otherwise targeting a student or staff member using the Internet, interactive, and/or digital technologies or mobile phones or inviting others to join in these acts. ***At TMS we aggressively enforce the NPS Anti-Bullying Policy.***
Policy of Academic Integrity: TMS strives to create an environment of academic integrity wherein all students can produce original works with appropriate identification of the sources of information. Academic dishonesty is a very serious offense, and therefore, it shall be the policy of the school to maintain an educational environment in which the act of plagiarism will not be tolerated.
Definition: Plagiarism is the act of presenting the ideas or statements of another without crediting the original source. Even if done unintentionally, plagiarism is theft. The most common plagiarized source is the written word. Other possible sources are: pictures, photographs, music, Internet sources, works of art, and the spoken word. ***Cheating*** is the act of presenting the work completed by another as one's own; or the act of willingly providing work for another to pass in as one's own.
Authority: TMS prohibits all forms of plagiarism and cheating and demands that all students adhere to the policy of academic integrity. Plagiarism and cheating are against the school code of conduct and any violation will result in disciplinary action.
Guidelines for Maintaining Academic Integrity: Students will:
Demonstrate an understanding of academic integrity by not plagiarizing or cheating.
Properly cite sources and use appropriate bibliographic methodology.
Provide further classification of the submitted assignment and all original sources for the assignment upon request.
Complete each assignment to the best of their personal ability.
Failure to Maintain Academic Integrity: Disciplinary action will be determined based on the severity of the infraction, and may include suspension, the resulting grade of zero on the assignments for which the policy was violated, and assignments missed due to suspension or other consequences, at the discretion of the teacher.

PBIS

The mission of the Thompson Middle School PBIS (Positive Behavior Interventions and Supports) team is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior.

POWERful Celebrations

Criteria are as follows:

5th Grade:

- No dean's referrals
- No teacher's/recess/ lunch detentions (documented on teacher managed referral form)
- Cannot have 5 or more unexcused absences or 10 or more unexcused tardies

6th, 7th and 8th Grade:

- No Fs
- No dean referrals
- No teacher detention (documented on teacher managed referral form)
- Cannot have 5 or more unexcused absences or 10 or more unexcused tardies

Quarter 1: Students who meet the criteria for Quarter 1 will be recognized for their POWERful achievement.

Quarter 2: Students who have met the criteria for Quarter 1 and Quarter 2 will be invited to a *midyear celebration at a local theatre.*
Students who did not meet the criteria 1st Quarter, but turned things around and met the criteria for 2nd Quarter will be recognized for their POWERful achievement, but will not be eligible to attend the theatre.

Quarter 3: (All students get a "reset" at this point….They can start fresh for the 2nd half of the year): Students who meet the criteria for Quarter 3 will be recognized for their POWERful achievement.

Quarter 4: Students who have met the criteria for Quarter 3 and Quarter 4 will be invited to an *end of the year field day at Braga Park ☺!* Students who meet criteria for just quarter 4 will be recognized for their POWERful achievement, but will not be eligible for the Braga Park Celebration

POWER MATRIX ⟶

P — *Participate*
Take part in **TMS learning and activities.**

O — *Organize*
Make a plan to achieve goals and to meet expectations.

W — *Work Hard*
Do your best work work at all times.

E — *Everybody Safe*
Behave in a way that keeps everyone safe.

R — *Respect*
Show respect for yourself and others.

POWER Matrix

	Everyone All the Time	Classrooms, Library Computer Lab, Gym	Hallway/ Stairwells	Bathrooms	Cafeteria	Recess	Bus
Participate	*Show up to school on time	*Pay attention *Be part of class activities *Ask for help	*Go where you're Suppose to be	*Do your business neatly *Flush toilet	*Eat your own healthy lunch	*Get healthy exercise	*Get to the bus on time
Organize	*Have materials for school	*Meet deadlines *Have pen/pencil *Have HW	*Have a pass	*Keep pass dry & return pass *Use soap & paper products as intended	*Take care of trash & spills *Follow lunch line rules	*Line up when directed *Share and return equipment	*Keep aisles clear *Keep belongings in back pack or to self
Work Hard	*Give best effort every day	*Follow /Read directions *Revise work	*Move with a purpose	*Return quickly to class ready to learn	*Finish lunch on time *Use a quiet voice	*Return to the building ready to learn	*Use a quiet voice
Everybody Safe	*Keep hands and feet to yourself	*Sit properly *Walk *Keep area neat *Play by the rules	*Walk *Stay to your right	* Wash hands *Put trash in bin	*Always walk *Stay seated	*Stay in area	*Stay seated *Enter & exit in an orderly manner *Keep hands in the bus
Respect	*Be tolerant of differences *Use kind words *Cooperate with adults at all times	*Be polite *Listen to others *Be helpful	*Allow others to get to their lockers *Use quiet voices	*Wait your turn *Practice privacy	*Use table manners *Be aware of those who might need a lunch mate	*Take turns *Be aware of those who might need a play mate	*Share your seat

ROGERS HIGH SCHOOL

STUDENT HANDBOOK

2019 – 2020



The Viking Vision

Rogers will empower students to think critically, engage with civility, and be active citizens in their community.

Rogers High School

Home of the Vikings

15 Wickham Road ◆ Newport RI 02840

Phone: 401-847-6235 ◆ Fax: 401-849-3295

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Welcome to Rogers High School. We are looking forward to your becoming a part of the outstanding tradition that was started in 1873 by Williams S. Rogers and makes us what we are today.

We expect you to meet the goals which have been set, to carry on the tradition, and to make this school and your community a better place. Participation in all aspects, whether it is academic, social and civic, of Rogers High School life will give you a richer school experience.

We are here to help when you have a question or difficulties as we actively work to make your years in high school successful, yet educationally challenging, as possible. We welcome the opportunity to assist you as you proceed through your high school career and prepare for your future.



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NEWPORT SCHOOL COMMITTEE

Mr. Raymond E. Gomes - Chairperson
Mrs. Aida G. Neary - Vice Chairperson
Mrs. Louisa Boatwright
Mrs. Rebecca Bolan
Dr. Sandra J. Flowers, Ph.D
Mr. Robert J. Leary
Ms. Kathleen Silvia

Superintendent of Schools

Dr. Colleen Burns Jermain, Ed.D.

Central Office Administration

Assistant Superintendent	Dr. Kimberly Behan, Ed.D.
Director of Student Services	Mrs. Candace Andrade
Director of English Language Learners	Dr. Ronilee Mooney, Ed.D

Rogers High Schools Administration

Principal	Mr. Jared B. Vance, M.Ed.
Assistant Principal	Mr. Michael P. Monahan, M.Ed.
Director of P-Tech/NACTC	Mr. Robert Young, M.Ed.
Dean of Students	Mr. John Heino
Behavior Support Personnel	Mr. Frank Newsome

Department Heads

Art/Music/Theater	Mrs. Diane Sheehan
English	Dr. Nancy Noonan, Ed.D.
Mathematics	Mrs. Lisa Canole
Physical Education/Health	Mr. Arthur Bell
JROTC	LTC. Christopher Corbett
Science	Mr. David Goodburn, NBCT
Social Studies	Mrs. Coleen Turner
Special Education	Mrs. Tracey Hackley
World Language	Mrs. Seidy Jolly

Guidance Counselors

9th Grade and Academy Counselor	Ms. Flo Hazen
10th - 12th Grade Counselor (A-L)	Ms. Linda Halliday Moitoza
10th - 12th Grade Counselor (M-Z)	Mr. Patrick O'Connell

Rogers High School / NACTC
2019 - 2020 Calendar

September 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

SEPTEMBER *(18 Days Cumulative)*
- 2 Labor Day - NO SCHOOL
- 3 - 4 Teacher Workshop Full Day – NO SCHOOL
- 5 First Day of School
- 9 - 27 STAR Testing window
- 18 Financial Information Night
- 19 - 20 School pictures
- 26 Open House

OCTOBER *(22 Days-Cumulative 40)*
- 2 Midterm Progress Report - 1st Qtr. (20 days)
- 3 90 min. early release for students (teacher PD)
- 5 SAT
- 14 Columbus Day - NO SCHOOL
- 16 PSAT
- 17 FASFA Night
- *21 - 25 Spirit Week*
- 23 Flu Clinic
- *25 Homecoming Game*
- *26 Homecoming Dance*

NOVEMBER *(18 Days-Cumulative 58)*
- 2 SAT
- 7 First Quarter Ends (45 Days)
- 7 90 min. early release for students (teacher PD)
- 11 Veterans' Day (observed) - NO SCHOOL
- 21 National Honor Society Induction Ceremony
- 27 Early Release Day – Thanksgiving Break
- 28 - 29 Thanksgiving Break - NO SCHOOL

DECEMBER *(15 Days-Cumulative 73)*
- 4 Parent Teacher Conferences 12-5 PM – early release day for students
- 10 Midterm Progress Report – 2nd Qtr. (20 days)
- 23 - 31 Christmas Vacation - NO SCHOOL

JANUARY *(21 Days-Cumulative 94)*
- 1 New Year's Holiday - NO SCHOOL
- 6 - 24 STAR Testing window
- 8 National History Day
- 9 90 min. early release for students (teacher PD)
- 20 Martin Luther King Day - NO SCHOOL
- 22 - 27 Mid-Year Exams
- 27 Second Quarter Ends (90 Days)

FEBRUARY *(18 Days-Cumulative 112)*
- 17 President's Day - NO SCHOOL
- 18 Winter Break - NO SCHOOL
- 26 Midterm Progress Report – 3rd Qtr. (20 days)

MARCH *(22 Days-Cumulative 134)*
- 5 90 min. early release day for students (teacher PD)
- 11 Parent Teacher Conferences 12-5 PM – early release day for students

APRIL *(16 Days-Cumulative 150)*
- 1 Third Quarter Ends (135 Days)
- 10 Good Friday – NO SCHOOL
- 13 - 17 Spring Vacation - NO SCHOOL

MAY *(20 Days-Cumulative 170)*
- 2 SAT
- 4 - 15 AP Course Exams
- 7 90 min. early release day for students (teacher PD)
- 7 Midterm Progress Report – 4th Qtr. (20 days)
- 5/11 - 6/1 STAR Testing window
- 22 Seniors Last Day of Class
- 25 Memorial Day - NO SCHOOL
- 26 - 29 Senior Final Exams
- 28 Honors Night

JUNE *(10 Days-Cumulative 180)*
- 4 High School Graduation
- 5 Undergraduate Last Day of Class
- 6 SAT
- 8 - 11 Undergraduate Final Exams
- 12 Last Day of School/180th Day
- 6/15 - 6/19 (Make-Up Days)

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HABITS OF WORK AND LEARNING (HOWL's)

The Rogers High School Community has identified and adopted habits of work and learning that support the accomplishment of the school's vision. Each H.O.W.L. has been voted on and approved by the faculty.

Responsibility

- I own my education;
- I hold myself accountable for my actions;
- I can and will determine my own level of success.

Growth Mindset:

- I can do it if I try;
- I believe there is always more to learn and room to grow;
- I have confidence in myself and am up for the challenge;
- I believe that making mistakes and revision are part of learning.

Collaboration:

- I will share my ideas and listen to the ideas of others;
- I will be positive and offer constructive criticism to focus on what works;
- I will work as part of a team to prepare, present to the class and help where I can.

Critical Thinking:

- I have an open mind and consider multiple perspectives;
- I analyze information and creatively solve problems by using what I learn;
- I ask questions and offer suggestions to deepen my understanding.

Engagement:

- I will be an active learner;
- I will advocate for myself;
- I will be open to feedback;
- I will be self-aware.

Kindness

- I treat others as I would like to be treated;
- I will be civil and courteous to everyone;
- I will work purposefully to include others who might be left out.

Curiosity

- I ask questions that matter to me;
- I try to find answers on my own;
- I make connections between my world and what I want to know more about.

Reflection

- I pause and think about what I am doing;
- I think about whether I did my best or not;
- I consider what I might need to do in order to improve.

Organization

- I create systems to help me get things accomplished;
- I keep track of deadlines;
- I make plans in order to fulfill my responsibilities.

CLASS SCHEDULE

Period	Monday	Period	Tuesday	Wednesday	Thursday	Friday
A 7:30 - 8:10 am	1	A 7:30 - 8:50 am	1	2	1	2
B 8:14 - 8:54 am	2	B 8:54 - 10:14 am	3	4	3	4
C 8:58 - 9:38 am	3	C 10:19 - 10:44 am	Crew	Crew	Crew	Crew
D 9:42 - 10:22 am	4					
E 10:26 - 11:08 am	5	D 10:48 am - 12:36 pm	5	6	5	6
F 11:12 am - 12:32 pm	6	E 12:40 - 2:00 pm	7	8	7	8
G 12:36 - 1:16 pm	7					
H 1:20 - 2:00 pm	8					

Monday	1st Lunch	11:12 - 11:36 am
	2nd Lunch	11:40 am - 12:04 pm
	3rd Lunch	12:08 - 12:32 pm

Tuesday-Friday	1st Lunch	10:48 - 11:12 am
	2nd Lunch	11:30 - 11:54 am
	3rd Lunch	12:12 - 12:36 pm

CREW

CREW is a relationship to be nurtured, NOT a curriculum to be covered. It will meet every day Tuesday through Friday for 25 minutes.

VISION OF CREW: Rogers High School Crew focuses on the development of the whole child, on building relationships, and on creating a safe, supportive, and caring school community. We do this by dedicating time to intentional small group experiences that foster relationships between advisors and advisees and promotes a growth mindset. We commit to knowing all students well and to creating a sense of belonging within our school community.

The specific purposes of Rogers advisory program are:

- To create opportunities for student voice and engagement
- To develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- To learn through play and explore group dynamics

ATTENDANCE AND ELIGIBILITY POLICY

Regular and consistent attendance at school is vital to the educational process and it is important for students to be in school every day. Students who attend school have a greater chance of being prepared for college and career after high school. It is the purpose of this policy to reinforce the aforementioned statements and provide support to increase student's daily attendance.

Students who do not maintain the minimum attendance requirements, as designated within this policy, will have privileges revoked until their attendance improves to the minimum attendance requirements.

These privileges referenced within this policy are but not limited to:

- Interscholastic Athletics
  - ➢ For example: Football, Basketball, Track, etc….
- Social Events/Activities:
  - ➢ For example: Dances, Prom, Awards Nights, Team Dinners, attending athletic events...
- Extra Curricular Activities
  - ➢ For example: Robotics, Drama, Mock Trial, Best Buddies….

The state defines truancy as missing 10% of the academic school year. This policy attempts to hold students to an attendance rate which is below the state defined truancy number.

Tardies will accumulate, turning into unexcused absences. This will occur at the rate of 3 school tardies will equal 1 unexcused absence. Class attendance will accumulate at the same rate. 3 class cuts will equal 1 unexcused absence

Terms	1st	2nd	3rd	4th
Mid-Term	2 Days - Abs. (23 Days)	6 Days - Abs. (68 Days)	10 Days - Abs. (113 Days)	14 Days - Abs. (158 Days)
Term End	4 Days - Abs. (45 Days)	8 Days - Abs. (90 Days)	12 Days - Abs. (135 Days)	16 Days - Abs. (180 Days)

ATTENDANCE

Rhode Island State law requires the daily attendance of all students enrolled in public schools. The basic intent of the law is to give students the opportunity to receive an education that prepares them for a knowledgeable and productive life. Parents/guardians are responsible for ensuring attendance and punctuality at school as stated in RI General Law: 16-19-1, and the Newport Public Schools Policy Manual. Parents/guardians are asked to schedule appointments, such as medical or dental, after school hours. The experiences of the classroom are important to the student's education and any missed days can never be fully regained.

At all stages of this attendance policy, parents/guardians, teachers, administrators, and guidance counselors will work with the student in a positive manner to encourage the student's attendance and address special needs.

Attendance is mandatory for anyone participating in and/or attending any school function for that day or the following weekend if absent on a Friday. For example, student's absent from school on the day of an athletic event, dance or any other school activity may not attend those functions unless prior arrangements have been made with the administration.

Appointments are not valid reasons for absence and should be scheduled outside of school hours. If the student has a chronic condition that will require special accommodations, it is the parent/guardian's responsibility to notify the school as soon as possible to discuss the need for accommodations within the student's educational plan.

REPORTING ABSENCES

To ensure the safety and welfare of every absent student, parents shall provide the following for each of their children:

A. A call to the Dean's Office (847-6235) on the day of the absence acknowledging their awareness of the absence.
B. A note upon the student's return, verifying the absence. This note will be the basis for adjusting the attendance record to "absent excused". Attendance records will not be changed if a written excuse is not provided within two school days.
C. In case of long term absence, documentation should be provided.

MAKE UP WORK

Time granted for classroom work will coincide with the number of days absent. The classroom teacher will give appropriate academic consideration. Requests for class work during an extended absence must go through the Guidance Department. Unexcused absences will result in loss of credit for class activities, quizzes, or tests administered on the day of the unauthorized absence. (See Section III, Truancy)

EXCUSED ABSENCES

According to the policy of Newport Public Schools, students may be excused absent for the following reasons: illness, death, an illness within family, religious observances, medical appointment, school-related activities such as field trips or performances, and other absences for specific reasons that may be approved by the principal.

TARDINESS

To School: Students must report to the Dean's Office immediately upon arrival to school. Excused tardiness will occur for the following reasons: illness, illness in the family, religious observances, medical appointments, or other reasons approved by the principal. The student should bring a note explaining the reason for the tardiness upon arrival, or a phone call from the parent/guardian prior to arrival. Tardiness will be excused only if accompanied by a note from parent/guardian upon arrival, or a phone call from parent/guardian prior to arrival. A **maximum of four (4) days** of tardiness will be excused per term. Any unexcused tardiness will result in disciplinary action including: ISR, detention and the inability to participate in any extra-curricular activities (*See Attendance and Eligibility Policy).

To Class: Students who arrive late to class without an official excuse will be given a teacher detention. If tardiness continues (3 tardies from the same class), a Dean's detention and/or ISR will be assigned. Unexcused tardiness of fifteen (15) minutes or more will result in a class absence and no credit given for that class.

TRUANCY (Unexcused Absences)

A student who does not attend school for the entire day without a legitimate excuse is considered truant. Consequences for truancy could include, but are not limited to: parental notification, zero for class work, ISR, detentions and parent conferences with a Dean, Assistant Principal or Principal. There is a formal truancy policy that will be enforced. This policy encompasses three formal letters, referrals to outside agencies for action, and possible loss of course credit due to excessive absences. Students cannot learn if they are not in school.

LEAVING SCHOOL WITHOUT PERMISSION

Consequences for any student who leaves school grounds without permission during school hours could include, but are not limited to: ISR, detention, suspension, zeroes for class work missed due to class absence, and parental notification.

EARLY DISMISSAL

To be dismissed prior to the end of the school day, a note **and** phone calls initiated by the parent/guardian must be submitted to the Dean's Office on the morning of the dismissal. The parent/guardian **must come in to the Dean's Office with a picture ID to sign the student out of school**. **All visitors/parents/guardians must enter the building using the main entrance located on Wickham Road.**

Only those parent(s)/guardian(s) listed in the Aspen information system will be permitted to pick up students for early dismissal. To change contact information for pick up, please contact the Guidance Office.

VACATION/EXTENDED LEAVE – NOTIFICATION

The school strongly discourages this, but families who remove their students from school for vacations or other reasons **must complete a "Vacation / Notification of Leave" form five school days prior to the student's absence of three or more days in order to receive permission to make-up missed assignments.** Forms may be obtained from the Dean's Office. This form is to be returned to the Dean's Office prior to the vacation/leave. Teachers may assign work to be completed during this absence.

ACADEMIC PLACEMENT, PROMOTION AND RETENTION POLICY

Pursuant to the Newport Public Schools strategic plan of every student being proficient in reading and math by grade 3 and every student graduating high school, the following policy regarding placement, promotion and retention shall be in effect. Students not meeting standards will be supported throughout the year via mandatory intervention programs. Students not meeting grade-level standard at the end of the year shall be considered for retention.

A small number of children, however, may benefit from staying another year in the same grade. Such retention shall be considered when the student is not meeting the identified standards of the assigned grade. After consultation with parents and teachers, the final decision on the retention of a student shall rest with the principal of the school.

A parent or guardian who disagrees with the decision may appeal to the Superintendent within ten (10) days. If agreement is not reached, the Superintendent shall inform the parent or guardian of the right to request a School Committee hearing.

High School, Grades 9-12

A. Procedure

Students enrolled in High School shall progress from grade to grade up to grade 12 with their designated cohort upon entry into grade 9. Students who transfer to the high school after the start of grade 9 will be placed based on information from his or her previous school. Consideration for placement will be based on academic information such as the student's grade at the previous school, the student's coursework prior to transfer, the number of years the student has been enrolled at the high school level and the number of high school credits earned.

B. General Requirements

Credits must be met according to the graduation requirements, pathways and certification chosen by the student according to the Program of Studies.

C. Retention

Students need to complete all graduation requirements outlined in the program of studies in order to complete grade 12 and graduate. If a student in grade 12 does not complete all of the graduation requirements he or she will hold status in said grade until completion of the requirements.

D. Individualized Learning Plans

Every student shall have an account with "Xello", an online Individualized Learning Plan (ILP) which is administered through the guidance department in accordance with the RI Board of Regents Regulations.

EDUCATION RECORDS NOTICE

Under federal (Family Educational Rights and Privacy Act/FERPA) and state (Educational Records Bill of Rights Act) law, school districts must annually notify all parents and students 18 years of age and older of their rights regarding education records. Those rights include the following:

Parents of students and students who are 18 years of age and older, have the right to inspect and review the student's educational records upon request. (Rhode Island law requires that parents and eligible students be allowed to inspect the student's education records within ten (10) days of the request.) Parents

and students also have the right to a reasonable explanation and interpretation of the records, and the right to copies of the records.

Parents and students 18 years of age and older have the right to request that student's education records be amended if the parent or student believes that the information contained in them is inaccurate, misleading, or otherwise in violation of the student's privacy rights.
Schools may not release personally identifiable information contained in the student's records without the written consent of the student's parents or the student if he/she is 18 years of age. Schools may release information contained in the student's education records without parental consent when the information is designated as "directory information."

Information may be released to school officials who have a legitimate educational interest in the information or to officials of a school in which the student intends or seeks to enroll. Information may be released in connection with a student's request for or receipt of financial aid. Information may be released for the purposes of school accreditation, the auditing or evaluating of certain state or federally supported educational programs, or for the purpose of conducting certain studies on behalf of the school district. Schools may also release information to state and local juvenile justice officials and authorities and to appropriate parties in the event of a health or safety emergency. Schools must also release information requested by a judicial order or subpoena.

GRADUATION ELIGIBILITY
Students eligible for graduation from Rogers High School will have to meet both state and district academic and attendance requirements, and uphold a student code of behavior in accordance with student expectations.

PARENT INVOLVEMENT
The Newport School Committee recognizes that the education of each student is a responsibility shared by the school and the student's family. In keeping with this belief, it is the intention of the Newport School Committee to cultivate and support active parental involvement, of all parents, in student learning.

PLAGIARISM
Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are strictly prohibited. Behavior that is unacceptable includes, but is not limited to:

- copying another student's homework;
- working with others on projects that are meant to be done individually;
- looking at or copying another student's test or quiz answers;
- allowing another student to look at or copy answers from your test or quiz;
- using any other method to get/give test or quiz answers;
- taking a test or quiz in part or in whole to use or give others;
- copying information from a source without proper attribution; and
- taking papers from other students, publications, or the Internet.

Violators of this policy will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violation, and other factors. Disciplinary measures include, but are not limited to, redoing assignment, retaking test, receiving a failing grade on the project/test, receiving a lower overall grade in the class, detention, suspension, or expulsion.

ANTI-BULLYING POLICY
A Statewide Bullying Policy is promulgated pursuant to the authority set forth in §16-21-34 of the General Laws of Rhode Island. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The prevention of harassment, intimidation, bullying, dating violence, and sexual violence is part of the Newport Public School's Strategic Plan and school safety plan. Harassment, intimidation, bullying, dating violence, and sexual violence will not be tolerated in the Newport Public Schools.

The purpose of this policy is to raise awareness of the inappropriateness of harassment, bullying, dating

violence, and sexual violence. To prevent incidents of harassment, bullying, dating violence, and sexual violence and to provide direction in responding to any such incidents.

Definition of Harassment, Intimidation or Bullying: In the context of this policy, harassment, intimidation or bullying means an intentional written, electronic, verbal or physical act or threat of a physical act directed at a student that under the totality of circumstances, a reasonable person should know will have the effect of: Physically harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, or the student's property; is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, hostile or abusive educational environment for a student; materially and substantially disrupts the education process of the orderly operation of a school.

Harassment, intimidation or bullying occurs when a student, or group of students, while at school, intentionally assaults, batters, threatens, harass, stalks, menaces, intimidates, extorts, humiliates, or taunts another student or staff member. Bullying also occurs when a student or a group of students organize a campaign of shunning against another student or when a student or group of students maliciously spread rumors about another student. In most circumstances, bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber- bullying offender(s) and the bullying victim as a mutual fight between two students of roughly equal strength who are angry with each other. Such fights are subject to discipline as a violation of school rules prohibiting fighting.

Cyber-Bullying, includes tormenting, threatening, taunting, ranking, degrading, harassing, humiliating, or otherwise targeting a student or staff member through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications.

Forms of cyber-bullying may include but are not limited to: The creation of a web page or blog in which the creator assumes the identity of another person. The knowing impersonation of another person as the author of posted content or messages. Or the distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.
Dating Violence is a pattern of behavior by which one person uses threats of, or actual uses, physical, verbal or emotional abuse to control his/her dating partner.

Sexual Violence includes behaviors that are attempted or perpetrated against another's will, or when a victim cannot provide consent because of age, disability, or the influence of controlled substances. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include: Unwanted contact, voyeurism, exposure to exhibitionism, exposure to pornography or public display of images that were taken in a private context or when the victim is unaware.

At School: In the context of this policy, the phrase **"**at school**"** includes the following places and situations: On school premises, immediately adjacent to school property. On a school bus or other school transportation vehicle, at school bus stops, while students are walking to or from school and at any school-sponsored activity or event, whether or not held on school premises.

School Climate: Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School faculty, administration and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

Policy Oversight and Responsibility: The School Committee has no duty to regulate or review "not at school" Internet messages, statements, postings, or acts. However, the School Committee reserves the right to regulate, review, investigate, and discipline students for cyber-bullying or for other disciplinary

violations when such Internet statements, postings, or acts are made while on school campus or while made "not at school" and such statements, postings, or acts threaten violence against another student or a staff member or otherwise

disrupt the learning environment or orderly conduct of the school, school business or school activities. The School Committee's reservation of rights does not impose on the School Committee a duty to regulate or review "not at school" internet messages, statements, postings or acts. The school principal, director, or head of school shall be responsible for the implementation and oversight of this bullying policy. The school principal, director, or head of school shall provide the superintendent, school committee and/or school governing board with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

Disciplinary Sanctions: Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior. The range of disciplinary sanctions for violation of the bullying policy may include, but not be limited to:

- Loss of the opportunity to participate in extracurricular activities
- Loss of the opportunity to participate in school social activities
- Loss of the opportunity to participate in graduation exercises
- Loss of school bus transportation
- Transfer to another school
- Detention or In-school suspension
- Short term suspension (10< days) or long term suspension (≥10 days)
- Admonitions, warnings, and counseling
- Police contact.

Reporting Harassment, Intimidation, Bullying, Dating Violence, and Sexual Violence: The principal of each of Newport's public schools shall establish, and prominently publicize to students, staff, volunteers, and parents, how a report of harassment, intimidation, bullying, dating violence, and sexual violence may be filed and how this report will be acted upon. The victim of harassment, intimidation, bullying, dating violence, and sexual violence, and anyone who witnessed the Harassment, intimidation, bullying, dating violence, and sexual violence, and anyone who has credible information that an act of harassment, intimidation or bullying has taken place, may file a report of harassment, intimidation or bullying.

Any student or staff member who believes he/she is being bullied should immediately report such circumstances to an appropriate staff member, teacher or administrator. Parents / Guardians of the victim of bullying and parents/ guardians of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of bullying, the parents/ guardians of the child will be notified immediately by the principal, director or head of school.

Responsibility of Staff: School staff shall take all reasonable measures to prevent harassment, intimidation, bullying, dating violence, or sexual violence, and must report all acts of Harassment, intimidation, bullying, dating violence, or sexual violence that come to their attention. Failure to do so may result in disciplinary action. In this context the staff includes volunteers working for or with the school.

Prevention: Students and staff shall be given instruction in how to identify, prevent, and report harassment, intimidation, bullying, teen dating violence, and sexual violence. This instruction shall include methods of discouraging and preventing harassment, intimidation, bullying, teen dating violence, and sexual violence, along with instruction in how to file a complaint, and the disciplinary action that may be taken against those who commit acts of harassment, intimidation, bullying, teen dating violence, and sexual violence.

Responsibility of Students: Students who observe an act of harassment, intimidation, bullying, dating violence, and sexual violence or who have reasonable grounds to believe that such behavior is taking place, or being encouraged, must report the harassment, intimidation, bullying, dating violence, and sexual violence to school authorities. Failure to do so may result in disciplinary action. The victim of harassment, intimidation, bullying, dating violence, and sexual violence shall, however, not be subject to discipline for failure to report the harassment, intimidation or bullying.

Social Network: Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

Investigation of Harassment, Intimidation, Bullying, Dating Violence, and Sexual Violence: The principal, or his or her designee, shall promptly investigate all allegations of harassment, intimidation, bullying, dating violence, and sexual violence if the allegation is found to be credible, appropriate disciplinary sanctions, subject to any appropriate due process procedures, will be imposed. The investigation will include an assessment of what effects the harassment, intimidation, bullying, dating violence, and sexual violence has had on the victim. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations.

Protection: If a student is the victim of serious or persistent bullying: The school principal, director or head of school will intervene immediately to provide the student with a safe educational environment. b. The interventions will be developed, if possible, with input from the student, his or her parent/guardian, and staff. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of harassment, intimidation, bullying, dating violence, and sexual violence, those who are witnesses to such acts, those reporting such acts or those investigating an incident of harassment, intimidation, bullying, dating violence, and sexual violence shall not be tolerated. Retaliation or a threat of retaliation may result in the imposition of a short or long-term suspension and, in appropriate cases, referral to the police.

Prohibition against False Reports of Harassment, Intimidation or Bullying: False reports concerning harassment, intimidation, bullying, dating violence, and sexual violence may be subject to appropriate school discipline, including short or long-term suspension from school.

Individual School Safety Plan: If a student is the victim of serious or persistent harassment, intimidation, bullying, dating violence, and sexual violence, the principal of the school will prepare a written school safety plan outlining what steps will be taken to provide the student with a safe educational environment. This plan will be developed, if possible, with input from the parents (guardians) of the student. Staff members who are to implement the plan will help formulate it.

Police Notification: When, in the opinion of the building principal, the harassment, intimidation, bullying, dating violence, and sexual violence involves conduct that may be a violation of the criminal law, the police shall be notified.

Mediation: The principal of any school may establish a Mediation Board to resolve complaints of harassment, intimidation, bullying, dating violence, and sexual violence in circumstances where mediation may provide an appropriate remedy. The Mediation Board may, when appropriate, include students.

Voluntary Participation in Mediation: No student who is the victim of harassment, intimidation, bullying, dating violence, and sexual violence shall be required to participate in mediation or to accept any apology tendered by the harassing, intimidating, bullying or violent student. The decision of a victim of harassment, intimidation, bullying, dating violence, and sexual violence to not participate in a mediation program shall not diminish the obligation of the school to impose discipline against the student who had committed an act of harassment, intimidation, bullying, dating violence, and sexual violence.

Harassment, Intimidation, Bullying, and Dating/Sexual Violence Prevention Task Force: The principal of each school in this district shall establish a Harassment, Intimidation, Bullying and Dating/Sexual Violence Prevention Task Force. This Task Force should include parents, school staff, and law enforcement officers, as well as community members and, if age appropriate, students. The purpose of this Task Force will be to develop policies and programs to educate students and staff about the harm caused by harassment, intimidation, bullying, dating violence, and sexual violence. The program recommendations of the Task Force shall be subject to review by the School Committee before the programs are implemented. The duties of the Harassment, Intimidation, Bullying, and Dating/Sexual Violence Prevention Task Force may be assigned to the school's student intervention team or to the school improvement team.

School Climate: Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School staff, at all times, will model correct and courteous behavior to each other, to students, and to visitors to the school. Abusive or humiliating language or demeanor, by anyone, will not be accepted. An effort will be made to ensure that each student is well known by at least one certified teacher so that the student will have someone to turn to at school if Harassment, Intimidation, Bullying, or Dating/Sexual Violence occurs.

Social Skills Training/Counseling: The school health program and school counseling services will include appropriate social skills training to help students avoid isolation and to help them interact in a healthy manner.

Reports to the Superintendent and to the School Committee: School principals will provide the Superintendent of Schools and the School Committee with a semi-annual report on incidents of harassment, intimidation, bullying, and dating/sexual violence that occurred in the schools under their respective supervision. This report will include a statement describing what remedial action has been taken to address of harassment, intimidation, bullying, or dating/sexual violence.

BREATHALYZER POLICY

Newport Public Schools seeks to maintain a safe school environment for all students during school-sponsored events. Rogers High School reserves the right to randomly select students to submit to a breathalyzer test at school events to further a safe and secure environment.

CELL PHONE USE POLICY

Cell Phone use is restricted/prohibited within a class setting, unless the classroom teacher has given permission or is a necessary part of the educational process. Classroom teachers will warn a student regarding inappropriate classroom use, and then inform the Dean upon further inappropriate usage. Administration and/or the dean can confiscate a student's cell phone for a period or up to a day. They also have the right to restrict a student's cell phone usage longer. Cell phones are allowed to be used during passing time and during a student's assigned lunch period. Photographing or videoing without consent is strictly prohibited and will result in confiscation.

SOCIAL MEDIA POLICY

Users are responsible for their own behavior when communicating with social media. They will be held accountable for the content of the communications that they state/post on social media locations. Users are responsible for complying with NPS's employee, student and guest conduct requirements. Users may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others.

Inappropriate communications may not be included in Users social media, including but not limited to (i) confidential, personally identifiable, and sensitive NPS information about students, employees and guests; (ii) child pornography, sexual exploitation, bullying/cyberbullying, inappropriate commercialization of childhood experiences, (iii) defamatory or discriminatory statements and images, (iv) proprietary information of NPS and/or a NPS vendor, (v) infringed upon intellectual property, such as copyright ownership, and circumvented technology protection measures (iii) terroristic threats, and (ix) illegal items and activities.

Users may not use their personal computers, devices, services, systems, and networks during the time they are required to be fulfilling their work, learning, school responsibilities, or volunteer requirements. NPS blocks all commercial social media sites on its computers, devices, servers, networks and systems, therefore Users may not use commercial social media during their work, school, and volunteer responsibilities unless approval has been granted by the Superintendent or an administrator, and the commercial social media has been opened for that person(s) and purpose only (see also relevant sections of the Acceptable Use Policy).

Where Users place their communication in "privacy" marked social media, they cannot expect that their information will not be disclosed by a person within their "private marked group". Such information may

be disclosed by others within the "private group", or the information may be discovered as part of the discovery process in litigation, or it may be disclosed by other means. NPS may be provided this information and be required to investigate it further. Information that NPS obtains may be disclosed without limitation for purposes of investigation, litigation, internal dispute resolution, and legitimate business purposes regardless of whether the particular User is involved.

Information that a User deleted may be recovered indefinitely by NPS

Students are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they state/post on social media locations. Use good judgment. Students are responsible for complying with NPS's conduct requirements. Students may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others.

In addition, students may be required to also comply with policies, administrative regulations, rules and procedures at the entity and/or program in which they are assigned or in which they participate. *If a student believes there is a conflict in the requirements (s)he is to comply with (s)he must bring the matter to the attention of their teacher, who will in turn assist the student.*

CHROMEBOOK USE AND CARE GUIDE

A Resource for Students and Parents/Guardians
Version 1.0 - For the 2019-20 School Year

1. Receiving Your Chromebook

a. Distribution Dates/Times

Chromebook distribution dates will be established before the start of school. Dates will be communicated through the website and school principals.
Note: If someone is unable to make one of the established distribution dates, Chromebooks will be available for pick-up by appointment only. Please coordinate with the Rogers High School Office Staff.

b. Distribution of Chromebooks

Any chromebook distributed through inventory reallocation has been inspected by the technology department and condition has been noted.

c. Transfer/New Student Distribution

All transfers, new students or students that miss the summer distribution should go to the Main Office to obtain their Chromebook.

Students & parent/guardian must sign the *Chromebook Loan Agreement* prior to picking up a Chromebook.

2. Returning Your Chromebook

a. End of Year

At the end of the school year, students must turn in their Chromebooks, cases, power supplies, and any other equipment issued with the Chromebook. Students and asset tags will be referenced with the collected Chromebooks. Failure to turn in a Chromebook will result in the student being charged the full replacement cost . There will also be a charge for any missing peripheral equipment such as the case or power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

b. Transferring/Withdrawing Students

Students transferring out of or withdrawing from the Newport Public Schools must turn in their Chromebooks, cases, power supplies, and any other equipment issued with the Chromebook by or on their last day of attendance. Failure to turn in the Chromebook will result in the student being charged the full replacement cost. There will also be a charge for any missing peripheral equipment such as the case or power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

3. Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the Technology Department, as soon as possible so that they can be taken care of properly. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their Chromebooks unattended.

a. General Precautions

- No food or drink should be next to Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be used or stored near pets.
- Chromebooks should not be exposed to extreme temperatures, such as leaving it in a car overnight during the winter.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Chromebooks must remain free of any writing, drawing, or stickers.
- Heavy objects should never be placed on top of Chromebooks.

b. Cases

- Each student will be issued a protective case for his/her Chromebook that should be used whenever the Chromebook is being transported or not in use.
- Although the cases are reinforced to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect his/her device.

c. Carrying Chromebooks

- Always transport Chromebooks with care and in Newport-issued protective cases.
- Never lift Chromebooks by the screen.
- Never carry Chromebooks with the screen open.

d. Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.
- Do not place anything in the protective case that will press against the cover. Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, earbuds or storage devices).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

e. Asset Tags

- All Chromebooks will be labeled with a Newport Public Schools asset tag. The asset tag indicates the Chromebook is property of the Newport Public Schools and provides information that allows us to determine the name of the student to which the specific Chromebook has been assigned.
- Asset tags may not be modified or tampered with in any way.
- Students may be charged up to the full replacement cost of a Chromebook for tampering with an asset tag or turning in a Chromebook without an asset tag.

4. Using Your Chromebook At School

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

a. If a student does not bring his/her Chromebook to school

- There are a limited number of loaner devices available for distribution. Priority for loaners will be given to students that have devices being repaired. A student is not guaranteed to receive a loaner if they forget their device or forget to charge their device.
- Multiple occurrences of coming to school without one's Chromebook may result in disciplinary action.
- Students that obtain a loaner will be responsible for returning the borrowed device to the Main Office before 2:00 p.m.

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b. Chromebooks being repaired

- Loaner Chromebooks may be issued to students when they leave their school-issued Chromebook for repair with the Technology Department.
- Chromebooks on loan to students who are having their device repaired may be taken home.
- Students must return loaner devices promptly after receiving notification. Any payments for repairs are also expected to be made at this time.
- The loaner device will be disabled if not returned within five days of notification.

c. Charging Chromebooks

- Chromebooks must be brought to school each day with a full charge.
- Students should charge their Chromebooks at home every evening.
- There is a limited amount of charging stations available to students.

d. Backgrounds and Themes

- Inappropriate media may not be used as Chromebook backgrounds or themes. The presence of such media will result in disciplinary action.

e. Sound

- Sound must be muted at all times unless permission is obtained from a teacher.
- Headphones may be used at the discretion of the teachers.
- Students should have their own personal set of headphones for sanitary reasons.

f. Printing

- Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate. There will be limited printing available in school.
- Students will be able to print from their Chromebooks to designated printers. There will be a quota set on the number of pages each student can print in any given year. Students may set up their home printers with the Google Cloud Print solution to print from their Chromebooks at home.

g. Logging into a Chromebook

- Students will log into their Chromebooks using their school-issued Google Apps for Education account.
- Students should never share their account passwords with others, including faculty and staff.

h. Managing and Saving Your Digital Work With a Chromebook

- The majority of student work will be stored in Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Some files may be stored on the Chromebook's hard drive.
- Students should always remember to save frequently when working on digital media.
- The district will not be responsible for the loss of any student work.
- Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solutions.

5. Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi Internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet. Students are bound by the Newport Public Schools Responsible Use Policy, Administrative Procedures, and all other guidelines in this document wherever they use their Chromebooks Students are responsible for all aspects of network connection and printing outside of school.

6. Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the district.

a. Updates

- The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.

b. Virus Protection

- There is no need for additional virus protection.

7. Content Filter

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If an educationally valuable site is blocked, students should contact their teachers or a member of the Technology staff to request that the site be unblocked.

8. Software

a. Google Apps for Education

- Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms.
- All work is stored in the cloud.

b. Chrome Web Apps and Extensions

- Students may be allowed to install appropriate Chrome web apps and extensions from the Chrome Web Store.
- Requests for appropriate apps or extensions that may be currently blocked can be submitted to the NPS Technology Department.
- Students are responsible for the web apps and extensions they install on their Chromebooks. Inappropriate material will result in disciplinary action.
- Some web apps will be available to use when the Chromebook is not connected to the Internet.

9. Chromebook Identification

a. Records

- The district will maintain a log of all Chromebooks that includes the Chromebook serial number, asset tag code, and name and ID number of the student assigned to the device.

10. Repairing/Replacing Your Chromebook

a. Repairs/Replacements

- The District shall repair or replace equipment breakages due to manufacturer defect or mechanical breakdown. The cost of all other breakages, accidental or intentional, shall be the responsibility of the student/parent/guardian. These instances shall be reviewed on a case by case basis. The District shall make its best attempt to repair or replace the device at the best possible price.
- Loss or theft of the device is the responsibility of the student/parent/guardian and shall result in the student/parent/guardian being charged the full replacement cost.

b. Optional Insurance

- Optional insurance through a third party provider shall be made available for students and their families to purchase, if they so choose.

11. Privacy Expectations

School-issued Chromebooks have been configured to optimize the educational experience for students and staff as well as protect students from harmful content per federally mandated guidelines.

a. On Campus Chromebook Use

1. All devices on the school network go through a content filter that prevents students from accessing harmful content. This filter also logs user activity, including those websites accessed by the end user. The filtering policies are a requirement of the Children's Internet Protection Act (CIPA).

b. Off Campus Chromebook Use

1. Chromebooks will be filtered for the purpose of preventing students from accessing harmful content in a similar way they are filtered on school grounds.

At no time will any member of the Newport Public School staff have the ability to manipulate the Chromebook webcam in any way. The webcam will never be remotely activated by the Newport Public Schools.

Remote access to student devices off campus will be limited to the following:

- There is reasonable suspicion that the student has engaged in a specified misconduct and their is reasonable suspicion related to the health and safety of a student
- Access is necessary to address technological threats to the school computer system or to update or upgrade the device's software
- A warrant will be obtained if the search is designed to look for evidence of criminal activity
- The parent has given consent to search on an individualized basis

A physical search of the contents of a student's device will be limited to the same reasons stated to obtain remote access, or for legitimate educationally related reasons.

12. Appropriate Uses and Digital Citizenship

School-issued Chromebooks should be used for educational purposes and students are to adhere to the NPS Responsible Use Policy and all of its corresponding administrative procedures at all times

ACCEPTABLE USE POLICY: Computer, Technology, Internet and Google

Instruction – Instructional Resources and Materials

This policy governs the access and use of all means and methods of communications including but not limited to telephone, voice mail, electronic mail, mail, computers, handheld devices, mobile phones, faxes and the use of the internet, sent by or received by a member of NPS community (staff, scholar, parents, volunteers, students) using Newport Public School communication and computer systems ("Systems"). This policy also applies to the electronic disclosure of student information, such as names, photos or videos.

The use of these systems is intended for business use only. Use of these systems for any other reason is prohibited. All information transmitted, received or stored using these systems is the property of the NPS. Newport Public Schools' management reserves the right to monitor its systems and the content, including all emails. You should not have an expectation that the information in the system, or in any system at NPS or at all connected to NPS, is confidential or private.

You may not use our systems in any way that may be seen as offensive, harmful, insulting or disruptive. You may not use the systems to (cyberbully): send derogatory, threatening, insulting or harassing remarks, sexually explicit messages, cartoon, jokes or other potentially offensive material; access pornography or other offensive sites; gain access to others computers; steal computer files, or to damage in any way NPS systems or any other system or computer; or junk mail, or other documents not related to business.

Newport Public School district reserves the right to restrict website access either through content filtering or written notice. **You absolutely may not post anywhere online, particularly to any social networking site, any name or image or video of a NPS student or former student.** Photographs and videos may be posted if a student's parent/guardian has signed the appropriate FERPA form.

Computer software on NPS systems may not be downloaded, copied, reproduced, altered or used by an employee without prior authorization. The violation of copyright laws may result in a fine and imprisonment, as well as termination of employment. NPS will cooperate with software vendors in prosecuting those who violate copyright. NPS prohibits the use of any "pirated" or "bootleg" software on its systems.

You may not store confidential information that includes student, staff, and personal information such as social security numbers, date of birth, address etc. on storage devices such as flash drives, external portable drives, thumb drives, or CDs, cloud or software service not approved NPS.

Access to NPS communication systems is permitted by using any NPS provided device or you can access the system with your personal device. If at the school/s you may connect your personal device to the **GUEST** data network only to access the communication systems. Any equipment which is brought to school is done so at the risk of the individual. NPS will not be responsible for any lost, stolen or damaged personal property.

Failure to follow this policy may result in disciplinary action.

DISTRICT FORMS AND EXTRACURRICULAR ELIGIBILITY

The following forms need to be signed and completed by a parent/guardian and returned to school in order to maintain eligibility for all extracurricular activities, social events and athletics. Not all forms are distributed at the beginning of the school year. once forms are, they need to be returned in the allotted time.

- Impact Aid Program Survey Form (Typically distributed to students in October)
- Federal Free and Reduced Lunch Form (Whether a family qualifies or not)
- Family/Parental/Guardian Contact Form (Updated with accurate information)

DISCIPLINARY POLICIES

Self-discipline is the only real discipline. Students who follow these simple guidelines will encounter no difficulties within school.

- **Be on time and prepared for school and class.**
- **Remain attentive during the full class period.**
- **Be considerate of the rights and feelings of others.**
- **Follow the directions of teachers/staff members.**

REASON FOR DETENTION, SUSPENSION AND/OR EXPULSION*

The following conduct will be considered reason for expulsion, suspension, ISR, and/or detention:

1. Opposition to school authority
2. Violence toward another person (fighting)
3. Verbal assault, threats
4. Violence, verbal assaults or threats towards a faculty or staff member (mandatory 5-day suspension)
5. Arson, vandalism, theft
6. Possession of weapons/fireworks on school grounds
7. Possession of illegal substances
8. Defacing public property
9. Inappropriate language, use of profane or obscene materials
10. Inappropriate behavior at school activities or school-sponsored activities
11. Smoking
12. Truancy, persistent/chronic tardiness to class or school
13. Sexual harassment or hazing
14. Improper dress
15. Unauthorized use of radios, tape players, beepers, electronic equipment
16. Committing any act that substantially disrupts the orderly conduct of school including terrorism hoaxes, bomb scares, pulling fire alarms.
17. tardy to school

NOTE: This list is to be used as a sampling of the types of inappropriate behavior that would warrant discipline. This is not to be considered a complete list.

SUSPENSION OF STUDENTS

Suspension may be issued by the administration for a period of one to five days. In cases of severe student misbehavior, the Principal may refer the student to the Superintendent of Schools for additional penalties. Due process of student rights will be observed in all suspension cases. The student will be responsible for class work missed during suspension. Time granted for make-up of classroom work will coincide with the length of suspension. Students who are suspended are not allowed to participate in any school activities during the period of suspension, including weekend activities. Parents/guardians will be notified of suspension, stating the dates of suspension. **Parents must accompany their student upon returning to school.** The Superintendent will be notified of repeated offenses or severe infractions.

DETENTION OF STUDENTS – 2:00 PM TO 2:45 PM
EXTENDED DETENTION OF STUDENTS - 2:00 PM TO 3:30 PM

Dean's Detention can only be assigned by the Dean. This detention is held in the ISR Room. The Dean's Detention takes precedence over any school activities and/or work commitment. Failure to attend Dean's detention will result in further disciplinary action including but not limited to ISR and/or out-of-school suspension. Students will have the opportunity to receive academic support during ISR.

DRESS CODE POLICY
The following dress and grooming code is not meant to be restrictive, but it is intended to guide students and their parents/guardians in choosing clothing that is safe and *appropriate* to wear in school. Students who violate the dress code policy will be required to call home for a change of clothing or be sent home in the event they refuse to follow the policy.

The following articles of clothing shall not be worn in school:

- Inappropriate jewelry or adornment such as chains, dog collars, studded bracelets
- Hats, headgear, hoods*
- Sunglasses (unless medically warranted)*
- Articles of clothing (including socks) with designs or wording that is obscene, vulgar, lewd, lascivious or violent, or words referring to alcohol or drugs, including tobacco products
- Articles of clothing that depict, in any form, acts of violence
- Tank tops, strapless dresses, midriff blouses/shirts, halter tops, tube tops, see-through clothing, low cut blouses/shirts
- Shorts or skirts shorter than approximately halfway to the knees or which allow undergarments to be visible
- Trousers which allow undergarments to become visible and/or rest below the hips.

*****These items must be stowed out of sight in lockers or backpacks, or they will be **subject to confiscation** by any faculty member. They will be returned at the end of the school day at the discretion of the Dean and/or faculty member. Continued violation of the dress code may result in a parent conference.

DRUG/ALCOHOL POLICY (ILLEGAL SUBSTANCES)
Rogers High School is committed to providing a drug and alcohol free environment for all students. Individuals seeking assistance or education about substance abuse issues can self-refer to the substance abuse counselor or guidance counselor. Through this approach, students can examine alcohol and drug issues in a confidential and non-punitive environment.

- Possessing***** or consuming any amount of alcohol or drug(s), excluding personally prescribed medication, prior to or during school hours, any school-sponsored event, or on school-sponsored trips is prohibited and subject to disciplinary actions as determined by the Principal or his/her designee.

****Possession includes constructive possession per the Attorney General.***

- Possession of any type of drug paraphernalia on school grounds or any school sponsored trips, events or activities are prohibited and subject to disciplinary actions.

Coaches and advisors are expected to follow the Alcohol and Drug Policy, but have the option to add additional consequences, due to compliance to RI Interscholastic League requirements. Coaches and advisors will instruct students of their additional standards and consequences at the beginning of the season and/or school year. Students will have the right to due process in all policy violation cases.

DUE PROCESS
As a result of the Goss v. Lopez court case, students are guaranteed "due process" before certain disciplinary action is taken. The student will be told of the charges, given an explanation of the evidence, and provided an opportunity to present an explanation of what happened.

GENERAL APPEAL PROCESS
In order to begin the appeal process, parents/guardians may call Rogers High School at 401-847-6235 to arrange a meeting with the Principal.

GRIEVANCES
Any student with a personal grievance alleging that a rule is unfair, discriminates against students, or that school personnel used an unfair procedure should present the grievance to the Principal or his/her designee.

ILLEGAL HARASSMENT POLICY
In accordance with its policy of Nondiscrimination, the Newport School Department (Policy #5330) prohibits harassment based on race, color, creed, national or ethnic origin, religion, disability, age, sexual orientation, or citizenship status. Complaints about illegal harassment will be responded to promptly. Retaliation against an individual bringing a complaint of illegal harassment constitutes a violation of School Department policy as well as State and Federal law. An individual found guilty of illegal harassment or retaliation, or any individual who initiates a fraudulent claim of harassment, shall be subject to disciplinary action.

NONDISCRIMINATION POLICY
Pursuant to the philosophy of the Newport School Committee and its administration (Policy #5325), the Newport School Department does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, age, sexual orientation, disabled veteran, veteran of the Vietnam Era, or citizenship status. This nondiscrimination policy encompasses the operation of the school department's educational programs and activities including admissions policies, athletic and other School Department-administered programs. It also encompasses the employment of School Department personnel and contracting by the School Department for goods and services.

SEXUAL HARASSMENT POLICY
Rogers High School prohibits any form of sexual harassment on school property or at school-sponsored events. Sexual harassment refers to unwelcome behavior of a sexual nature, which is personally offensive, which debilitates morale, and which interferes with the working and learning effectiveness of its victims and their peers. Individuals who experience sexual harassment should make it clear that such behavior is offensive to them and may process a complaint through an Assistant Principal or the Principal pursuant to this policy. Sexual harassment is a form of gender discrimination and is a violation of State and Federal law.

SMOKING/TOBACCO POLICY
State law prohibits smoking in any public building. The Newport School Department's policy states that **smoking is not permitted** on the school grounds. Anyone caught smoking is subject to disciplinary action and smoking cessation counseling. This disciplinary action is contingent upon individual student behaviors. Copies of the Newport School Department's Smoking Policy are on file in the Main Office and Dean's Office. This policy is inclusive of, but not limited to Smokeless Tobacco, Cigars, Cigarettes and any electronic nicotine delivery technology such as JUUL's and Vapes.

THREAT/INTIMIDATION POLICY
Rogers High School prohibits physical or verbal threat, or intimidation, which unlawfully places another person **in** fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. Bullying, which is targeting a specific individual with repeated negative behaviors either physical or mental, is also prohibited. These negative behaviors may include, but are not limited to, threats, verbal or written abuse, physical abuse, harassment, ethnic or gender slurs, and targeting a specific victim.

VANDALISM POLICY
Payment for damages incurred to school property as a result of vandalism must be remitted within thirty days of billing. After 30 days, the matter will be referred to a collection agency unless an appeal has been made to the Superintendent.

WEAPONS/VIOLENCE POLICY – NPS #5635

1. Policy Statement
The purpose of this policy is to ensure a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated **in** a safe and nurturing environment. Rogers High School shall enforce a policy of zero tolerance for weapons and violence **in** school.

2. Definitions
- The term **"weapons"** shall include, by way of illustration, the following: any loaded or unloaded firearm including, but not limited to pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun; any knife including, but not limited to Bowie, dirk, lock-blade, hunting, pen, pocket, switchblade, utility; any razor including, but not limited to straight, regular, retractable; any

defensive weapon including, but not limited to, gas repellent, mace, stun gun; any martial arts device including, but not limited to, Chinese stars, nunchucks; any explosive device; or any tool or instrument which school staff could reasonably conclude as being capable of inflicting bodily harm, including, but not limited to, blackjack, chain, club knuckles, nightstick, pipe, studded bracelet; or which by virtue of its shape or design gives the appearance of any of the aforementioned including, but not limited to, air pistol, air rifle, bb gun, toy gun or water gun. In addition, any animal which could be used to inflict bodily harm will also be considered **in** this category.

- **Assault** is defined as an act of physical violence or an aggravated threat of physical violence to another, whether student, staff member, or any other person on school grounds. The term "school grounds" includes, but is not limited to, the actual property owned by the school, areas around the school, parking lots, school sponsored events whether on or off school property, school buses and school bus stops. When considering what constitutes aggravated assault, the factors to be weighed include: age of student involved, seriousness of bodily injury, the apparent state of mind of the individual involved, and any other factors deemed relevant to the school principal or appointed designee.

- **Suspension** is defined as that act by a school administrator or by a school committee that removes a student from school for a specified period of time, not more than one hundred eighty (180) days.
  - **i.** A short-term suspension is removal from a school for up to ten days, the first five days of which may be imposed by a designated building administrator and up to five additional days by the system's superintendent or designee.
  - **ii.** A long-term suspension is removal from a school for more than ten days and must be approved by the School Committee.

3. Police Involvement

- In all cases involving weapons or aggravated assault in schools or on school grounds, local police shall be called. All confiscated weapons will be turned over to the police department.
- A log of all confiscated weapons will be kept and will be available to the local police department.

4. Statement on Enforcement

This policy will be implemented according to the due process provisions applicable to regular and special education students. For students with disabilities, this policy will be in accordance with approved local procedures, as well as state and federal regulations governing the suspension or removal of such students from school.

5. Enforcement of Zero Tolerance for Weapons and Violence Policy

- Any student found to be in possession of a weapon or involved in an aggravated assault, as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the administration will take the necessary steps in determining any additional action, which may include a recommendation for long-term suspension.
- Decisions regarding the specific length of a student's suspension will be made by the appropriate authority. Any student suspended from school cannot participate in school functions or be on school premises.

GUIDANCE DEPARTMENT

Guidance in the school setting focuses on the student's personal development and is based on the belief that each individual is unique and is capable of personal growth and self-direction. All students will be assigned a specific counselor while at Rogers.

The counselor will be available to:

- assist with career and college information, personal problems, and advise on the student's course of study;
- administer tests and interpret test results;
- provide information on college scholarships and write letters of recommendation;
- process transfers to other schools, and
- arrange assignments for "short term" absences.

To help students with the college and career-planning component of Academic, Behavior, and Career

expectations, the Guidance Department has information about:

- Colleges, financial aid & scholarships
- Career information
- Choices-career interest inventory
- Student portfolios
- Resumes
- Assistance with job applications, college applications, SAT preparation, and career counseling
- Using the Internet to gain information about colleges and career

Guidance continues throughout the high school years through individual conferences, assemblies, small group guidance sessions and classroom presentations. An appointment to see a counselor is made by filling out a card in the Guidance Office or in the Advisory period. Permission must be granted by the classroom teacher for a student to see a counselor during class.
Parents wishing to arrange an appointment to confer with counselors or other staff may call 847-6235.

ANCILLARY STAFF
Additional staff is available to assist students with any problems they may have. These individuals include the Nurse, Social Worker, Home Teaching Coordinator, School Psychologist, and Speech Pathologist.

PERMANENT RECORDS
This record is kept for an indefinite period of time. An unofficial transcript for personal use may be obtained. Release of a transcript will be honored after a request in writing giving your name, date of birth and date of graduation. This transcript contains:

1. Basic identifying information, student and parents' names and addresses, birth date and place, and gender.
2. Academic record, including grades, credits, class rank, grade point average, and scores on college entrance exams.
3. Attendance record, including date of entry and graduation or leaving school.

REQUESTS FOR CLASSWORK DURING EXTENDED ABSENCES Parents/guardians must call the Guidance Department to request class work missed during absence. An extended absence is five or more days in length, which has been excused. A 24-hour collection time is required by the Guidance Department.

SCHOOL RECORDS
All school records pertaining to students are considered confidential. Permission to release any such records must be obtained from the parents/guardians or from students, if they have reached the age of 18.

Note: Rogers High School is in compliance with the **National Defense Authorization Act, FY2002** (Public law 107-107, 115 stat 1012, Dec. 28, 2001, Sec 544 Military Recruiter Access to Secondary School Students) and **No Child Left Behind Act of 2001** (Sec 9528 Armed Forces Recruiter Access to Students and Student Recruiting Information). In summary, each local educational agency (school), receiving assistance under the general Education Provisions Act of 1965 shall provide, on request by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing NOT be released without prior written parental consent.

HEALTH SERVICES
Many students come to school with unique medical conditions. It is the responsibility of the parent/guardian to notify the school of these situations: e.g., medications, allergic reactions, diabetes, epilepsy, recent surgery, etc. Unless the school is made aware of these conditions, we may not be able to respond to the student's needs. Parents of students who must take prescription medicine during the school day should contact the School Nurse to obtain a medication form. This form must be completed by the parent/guardian in order for a student to take medication.
Per R.I. State Law – All students must provide documentation of the following immunizations: (Diphtheria, Pertussis and Tetanus), Polio, Hepatitis B, (Measles, Mumps and Rubella), Tdap, Meningitis and Varicella (or documentation of disease).

Physical Exams – required yearly if participating in a sport and for students entering from out of state.

Students must have a pass signed by the classroom teacher before admission to the Nurse's Office will be allowed. If the teacher is not in the classroom, any administrator may issue a pass. The Nurse will excuse an ill student **only** when a parent has been notified and permission is obtained for the student to go home.

ANNOUNCEMENTS

Announcements are read over the intercom at the beginning of first period each morning. These notices are posted daily to the school website and sent out on the parent/guardian list-serv.

BUS CONDUCT

Transportation by school buses, which is to be considered an extension of the school, is a privilege given to each eligible student. **Full** cooperation and considerate behavior must be given to the driver and fellow students at all times for both safety reasons and common courtesy. School and police officials will investigate reports of inappropriate behavior; the consequences of which may result in the loss of bus privileges or suspension from school.

CAFETERIA PURCHASES/ FOOD and BEVERAGES

Meal purchases may be made with cash, check or charged to a student account if utilizing a pre-paid plan such as, myschoolbucks.com. No student will be able to carry a negative balance on his/her school account greater than what is equal to five (5) meal purchases. Students are not allowed to charge a la carte items to their meal account.

Food and beverages are to be consumed **only** within the cafeteria area, and **may not be transported beyond the cafeteria limits.** Students are responsible for clearing their eating area before leaving the cafeteria. Any student who does not clean his /her eating area, will be subject to disciplinary consequences.

Food and beverages brought to school must be transported **out of sight** and are not to be consumed in the hallways or classrooms. Note: This includes 'Dunkin' Donut' beverages. If openly carried, food or beverages may **be confiscated** by any faculty member. They may be returned at the discretion of the faculty member. Repeat offenders may be subject to disciplinary consequences.

Note: Bottled water may be consumed in classrooms if permitted by the classroom teacher. The bottle must be secured and stowed out of sight before leaving the classroom. **Under no circumstances shall water, food, or other type of beverage, be allowed near any computer**.

DEBTS

Students are responsible for all school materials (academic, athletic and extracurricular). If items are not returned or paid for, teachers and coaches will submit an "owe slip" and restitution must be made before records/grades are released at the end of the school year. **Seniors will not be allowed to participate in the graduation ceremony without fulfilling all such obligations.**

FIRE DRILLS / EVACUATIONS / LOCKDOWNS

Fire drills, evacuation drills and lockdowns are required by law and are an important safety precaution. During a fire drill or evacuation it is essential that everyone obeys orders promptly and the building is cleared as quickly as possible. Teachers will provide instructions to students regarding all safety procedures.

LOST & FOUND

Items found on school grounds and turned in to the school will be kept in the Dean's Office. This will be cleaned out every nine weeks.

MAKE UP WORK

Students are responsible to make up missed work due to absence and/or field trips. Work must be completed within the same number of days as the absence. This also includes absences due to suspension. Make up work shall not be accepted for credit unless the absence is an excused absence.

NO SCHOOL

When appropriate, "no school" announcements will be sent out via Connect-Ed calls from the district, as well as located on the district website and administrations Social Media Accounts. It will also be broadcast

over AM radio stations, WADK, WHJJ, WEAN, and WPRO as well as reported on local station websites. Please refrain from calling the school so as not to tie up telephone lines.

PARKING

In order to park on campus students must register their vehicle with the Dean's office and receive a parking sticker. All unregistered cars will be towed. Students are expected to follow all traffic rules and directions for safety. **Students may only park in the numbered parking spaces in the Student Parking Lot next to the school auditorium.** This is the only authorized student parking area on the Rogers High School campus. Driving to school and parking on school property is considered a privilege and any student not safely operating a vehicle, using it to leave school for unauthorized reasons, or caught vandalizing the property of others will have this privilege revoked.

Parking for visitors will be in the unmarked spaces in front of the school. After school hours, student-athletes may only park in the numbered parking spaces in the Faculty Parking lot next to the Tennis Courts.

POSTERS

All posters or announcements must be approved and initialed by the Principal or Assistant Principal, prior to display. Posters must be displayed in designated areas only. Removal of the posters must occur immediately after the event date.

STUDENT ACTIVITIES

Students are encouraged to participate in extracurricular activities that help fulfill and round out their educational experience. However, attendance at school and academics must be the first priority for every student.

Eligibility Policy

Rogers High School recognizes the value of student participation in the extracurricular and co-curricular activities that provide students with educational and recreational experiences that are not normally part of the regular academic program. In order to participate in these activities, students must remain academically eligible.

The following rules will govern academic eligibility for student participation in all extracurricular activities. In order to remain eligible for extracurricular activities, both high school and middle school students must show an effort to pass all courses.

- Students who are given warning at the mid-quarter progress report that they are in danger of failing and who subsequently receive a failing grade for that quarter will become immediately ineligible for extracurricular activities. At a minimum, this ineligibility will continue until the mid-quarter progress report of the next quarter, at which time the student, if he/she receives notification that he/she is passing, once again becomes eligible. If however the student's mid-quarter progress report does not give notification that he or she is achieving a passing grade, the student will continue to be ineligible at least until the end of the quarter.

- If a student fails a course at the end of a quarter but was *not* given mid-quarter notice of being in danger of failing, that student will remain eligible up until the next mid-quarter progress report. If that report indicates that the student has a passing grade, the student will remain eligible. If however the next mid-quarter progress report indicates that the student continues to have a failing grade in the course, the student will become immediately ineligible and remain ineligible until at least the end of the quarter.

Students who are declared academically ineligible to participate in extracurricular/co-curricular activities will be prohibited from attending field trips or any other school sponsored activity that would require their absence from regularly scheduled classes.
Students may also be barred from participation in extra-curricular activities for violation of the student code of conduct or violation of the district/school attendance policy.

Copies of the complete eligibility policy are available through the Main Office and Athletic Department.

There is a code of student conduct at all school functions by all students and guests that ban lewd gestures, inappropriate comments, foul language, and suggestive or vulgar movements.

STUDENT VALUABLES

Students are responsible for safeguarding their personal property. Students are strongly encouraged to purchase locks for their lockers. **RHS is not responsible for unsecured personal property, including cell phones or other electronic devices.**

ROGERS HIGH SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN ITEMS, INCLUDING CELL PHONES AND ANY OTHER ELECTRONIC DEVICE(S). RHS IS ALSO NOT RESPONSIBLE FOR THE INVESTIGATION IN THE LOSE OR THEFT OF SAID ARTICLE(S). PARENTS/GUARDIANS MAY REPORT THE THEFT TO THE NEWPORT POLICE DEPARTMENT.

VISITORS

Rogers High School does not allow students to have guests accompany them to school unless the visit is of educational value. Prior approval, including a two-week notice, must be obtained from an Assistant Principal or Principal and classroom teachers to be visited. Any person entering Rogers High other than registered students and staff must report to the Main Office to sign in and be issued a pass.

WORK PERMITS

Work permits will be issued through the Guidance Department.

ROGERS HIGH SCHOOL
HANDBOOK ACKNOWLEDGEMENT FORM
SCHOOL YEAR 2019 - 2020

This form must be signed by the student and a parent or guardian and is to be returned to the Dean's Office within ***five (5) days.***

The purpose of this handbook defines the philosophy of our Academic, Behavior and Career expectations for every student, as well as student responsibilities in these areas.

I, _____, have read and I understand all the contents of this handbook, including my responsibilities toward maintaining a safe and appropriate learning environment.

_____

Student's Name (Please Print)

_____

Student's Signature **Date**

_____

Parent's or Guardian's Name (Please Print)

_____

Parent's or Guardian's Signature **Date**

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.

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- **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.

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- **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.

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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.

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- **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.

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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.

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- **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

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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

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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

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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.

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- 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.

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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

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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

Team members:

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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

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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

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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

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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

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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.

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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.

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- 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

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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.

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- 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.

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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

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Newenglandssc.org
CEATRI Implementation Team report (January 30, 2017)
RIDE *Secondary School Regulations Reference Guide* (January 2017)

The *High Quality Learning Opportunities and Pathways* implementation planning team members:

Bethany Borgueta
Jessica Rosa
Nancy Noonan
Louisa Boatwright
Ray Gomes
Robert Young
Hank Kniskern
Colleen Burns Jermain, ex-officio

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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

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- 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.

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- 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	

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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

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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		

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	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

Educational Specification - Elementary Schools

PreK Addition at Pell

ROOM TYPE	RIDE Guidelines ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES		**8**	**7,600**	
(List classrooms of different sizes separately)				
Pre-Kindergarten w/ toilet	1,200	0	-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	1,200		-	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			**2,000**	
(List rooms of different sizes separately)				
Self-Contained SPED	950		-	900-1,300 SF equal to surrounding classrooms
Self-Contained SPED - toilet	60	0	-	
Resource Room	500	0	-	1/2 size Genl. Clrm.
Small Group Room / Reading	500	4	2,000	1/2 size Genl. Clrm.
ART & MUSIC			**0**	
Art Classroom - 25 seats	1,000	0	-	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln	150	0	-	
Music Classroom / Large Group - 25-50 seats	1,200	0	-	assumed schedule 2 times / week / student
Music Practice / Ensemble	75	0	-	
HEALTH & PHYSICAL EDUCATION			**0**	
Gymnasium - Multipurpose	4,000	0	-	6000 SF Min. Size
Gym Storeroom	150	0	-	
Health Instructor's Office w/ Shower & Toilet	0	0	-	
MEDIA CENTER			**0**	
Media Center / Reading Room	0	0	-	
DINING & FOOD SERVICE			**0**	
Cafeteria / Dining	0	0	-	2 seatings - 15SF per seat
Stage	0	0	-	
Chair / Table / Equipment Storage	300	0	-	
Kitchen	200	0	-	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	0	0	-	20 SF/Occupant
MEDICAL			**0**	
Medical Suite Toilet	60	0	-	
Nurses' Office / Waiting Room	250	0	-	
Examination Room / Resting	100	0	-	
ADMINISTRATION & GUIDANCE			**450**	
General Office / Waiting Room / Toilet	300	0	-	
Teachers' Mail and Time Room	100	0	-	
Duplicating Room	0	0	-	
Records Room	0	0	-	
Principal's Office w/ Conference Area	150	0	-	
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	-	

Educational Specification - Elementary Schools

PreK Addition at Pell

ROOM TYPE	RIDE Guidelines ROOM NFA[1]	# OF RMS	area totals	Comments
CUSTODIAL & MAINTENANCE			**0**	
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	0	-	
Network / Telecom Room	50	0	-	
OTHER			**700**	
Welcome Center	700	1	700	
Total Building Net Floor Area (NFA)			**10,750**	
Proposed Student Capacity / Enrollment	**Total Students 144-200**		**0**	**18 Students /PK CR = 144 Students**
				25 Students /K-5 CR = 200 Students
Total Building Gross Floor Area (GFA)[2]			**16,125**	
Grossing factor (GFA/NFA)			**1.50**	

Educational Specification - Rogers High Schools					
		RIDE Guidelines	Rogers High School Stage 2		
	ROOM TYPE	ROOM NFA	ROOM NFA	# OF RMS	Area Totals
CORE ACADEMIC SPACES					**35,955**
	Classroom - General	950	835	24	20,040
	Teacher Planning	100	618	5	3,090
	Small Group Seminar (20-30 seats)	500	485	2	970
	Science Classroom / Lab	1,440	1,425	7	9,975
	Prep Room	200	250	6	1,500
	Central Chemical Storage Rm	200	380	1	380
SPECIAL EDUCATION					**11,384**
		ASSUMES 8% POPULATION	16% POPULATION		
	ALP Classrooms		835	4	3,340
	Self-Contained SPED	950			
	Self-Contained SPED Toilet	60			
	Resource Room	500	553	6	3,318
	Small Group Room	500			-
	Life Skills Classroom		835	1	835
	Life Skills Mock Apartment		1,256	1	1,256
	Autism Classroom		835	2	1,670
	Sensory Room		725	1	725
	Offices		120	2	240
ART & MUSIC					**4,339**
	Art Classroom - 25 seats	1,200	1,098	2	2,196
	Art Workroom w/ Storage & kiln	150	0	0	-
	Band - 50 - 100 seats	1,500	1,481	1	1,481
	Chorus - 50 - 100 seats	1,500	0	0	-
	Ensemble	200	186	1	186
	Music Practice	75	75	2	150
	Music Storage	500	326	1	326

Educational Specification - Rogers High Schools					
		RIDE Guidelines	Rogers High School Stage 2		
	ROOM TYPE	ROOM NFA	ROOM NFA	# OF RMS	Area Totals
VOCATIONS & TECHNOLOGY					**20,706**
	Recording Studio		437	1	437
	NACTC Carpentry		3,062	1	3,062
	NACTC Culinary Arts		3,860	1	3,860
	Restaurant		847	1	847
	Culinary/Hospitality CR		798	1	798
	NACTC Ad Design and Media		1,776	1	1,776
	NACTC Maritime Pipefitting		1,911	1	1,911
	NACTC Maritime Electrical		1,906	1	1,906
	NACTC PTECH		0	0	Included in general classrooms
	NACTC AOIT		1,539	1	1,539
	JROTC		2,670	1	2,670
	Marine Systems		1,900	1	1,900
	CTE Classrooms		0	0	Included in general classrooms
HEALTH & PHYSICAL EDUCATION					**20,037**
	Gymnasium	12,000	12,682	1	12,682
	PE Alternatives	3,000	2,537	1	2,537
	Gym Storeroom	300	358	1	358
	Locker Rooms - Boys / Girls w/ Toilets	4,228	2,034	1	2,034
	Phys. Ed. Storage	500	500	1	500
	Athletic Director's Office	150	161	1	161
	Health Instructor's Office w/ Shower & T	250	250	1	250
	Trainer		141	1	141
	Weight Room		1,182	1	1,182
	Team Room		192	1	192
MEDIA CENTER					**4,492**
	Media Center / Reading Room	4,619	4,492	1	4,492
AUDITORIUM / DRAMA					**3,664**
	Auditorium	5,033	0	0	-
	Stage	1,600	0	0	-
	Auditorium Storage	439	0	0	-
	Make-up / Dressing Rooms	300	319	1	319
	Controls / Lighting / Projection	200	0	0	-
	Black Box Theater / Flat Floored Auditorium		3,345	1	3,345
DINING & FOOD SERVICE					**9,491**
	Cafeteria / Student Lounge / Break-out	3,775	4,245	1	4,245

Educational Specification - Rogers High Schools					
		RIDE Guidelines	Rogers High School Stage 2		
	ROOM TYPE	ROOM NFA	ROOM NFA	# OF RMS	Area Totals
	Chair / Table Storage	339	0	0	-
	Scramble Serving Area	600	0	0	-
	Kitchen	2,055	4,563	1	4,563
	Staff Lunch Room	439	518	1	518
	Office		165	1	165
MEDICAL					**1,333**
	Medical Suite Toilet	60	46	1	46
	Nurses' Office / Waiting Room	250	370	1	370
	Interview Room	100	104	1	104
	Examination Room / Resting	100	82	3	246
	Clinician/Student Support Services		189	3	567
ADMINISTRATION & GUIDANCE					**4,074**
	General Office / Waiting Room / Toilet	378	496	1	496
	Teachers' Mail and Time Room	100	0	0	-
	Duplicating Room	200	0	0	-
	Records Room	200	0	0	-
	Principal's Office w/ Conference Area	375	299	1	299
	Principal's Secretary / Waiting	125	181	1	181
	NACTC Admin Area		222	1	222
	Assistant Principal's Office - AP1	150	169	1	169
	Assistant Principal's Office - AP2	150	0	0	-
	Supervisory / Spare Office	120	148	2	296
	Conference Room	450	350	3	1,050
	Guidance Office	150	179	4	716
	Guidance Waiting Room	100	180	1	180
	Guidance Storeroom	100	146	1	146
	College and Career Center	339	319	1	319
	Records Room	119	0	0	-
	Teachers' Work Room	378	0	0	-

Educational Specification - Rogers High Schools					
		RIDE Guidelines	Rogers High School Stage 2		
	ROOM TYPE	ROOM NFA	ROOM NFA	# OF RMS	Area Totals
CUSTODIAL & MAINTENANCE					**5,667**
	Custodian's Office	150	0	0	-
	Custodian's Workshop	250	0	0	-
	Custodian's Storage	375	0	0	-
	Recycling Room / Trash	400	0	0	-
	Receiving and General Supply	339	0	0	-
	Storeroom	478	0	0	-
	Janitor Closets		52	6	
	Network / Telecom Room	200	82	6	492
	Mechanical & Janitorial		4,595	1	4,595
	Elevator Machine Room		170	2	340
	Electrical		60	4	240
OTHER					**6,019**
	General Storage		125	6	750
	Staff Toilets		52	4	208
	District Office		1,843	1	1,843
	Single User Toilet Facility		54	17	918
	Multi User Toilet Facility		150	2	300
	Multi User Toilet Facility		250	8	2,000
	Total Building Net Floor Area (NFA)				**127,161**
	Total Building Gross Floor Area (GFA)				**169,855**
	Grossing factor (GFA/NFA)				**1.34**
	Proposed Student Capacity / Enrollment				**755**

Target Values fro Reimbursable GSF			
Student Type	Approved GSF/Student	# of Students	Overall GSF
Enrolled in CTE	225 GSF/Student	450	101,250
Not Enrolled in CTE	198 GSF/Student	305	60,390
District Office			1,850
Additional ELL/Special Education	5 Additional ELL/Special Ed Classrooms @ 825sq.ft.		4,125
		Total	**167,615**



ELEMENTARY SCHOOL OUTLINE EDUCATIONAL SPECIFICATIONS

NEWPORT PUBLIC SCHOOLS

STANDARDS - GRADES 2-5 CLASSROOMS

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (2 drawer)	1
Student tables	13
Student chairs	26
Base/Wall locking cabinetry	15 LF
Kidney tables	2
Stools for kidney tables	12
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1
Mobile storage/bookcases	3

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
Sink with hot and cold water	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Audio enhancement system	1
Laptop computers - shared	26
Storage/Charging station	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
Large throw rug	Yes
Adjacent to other grade classrooms	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS



HIGH SCHOOL
OUTLINE EDUCATIONAL SPECIFICATIONS

NEWPORT PUBLIC SCHOOLS

INTRODUCTION

These outline specifications are designed as a guideline and resource for future development of detailed Educational Specifications in support of a specific Capital Program. The following are presented in this document:

ARCHITECTURAL PROGRAM – These are a compendium of guidelines for space allocations for capital planning purposes at Rogers High School as compared to RIDE guidelines

EDUCATIONAL SPECIFICATION STANDARDS – These include various space standards for high school spaces. Included in the standard are furniture and equipment, technology, mechanical, electrical, plumbing, and other fundamental standards.

HIGH SCHOOL
EDUCATIONAL SPECIFICATIONS
STANDARDS

STANDARDS - ART/KILN ROOMS

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (4 drawer)	1
Student tables	7
Student chairs/stools	28
Base/Wall locking cabinetry	20 LF
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1
Shelving for kiln/storage area	24 LF
Kiln	1
Mobile media storage	2
Drying rack	1

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
Sink with hot and cold water	2

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Audio enhancement system	1
Laptop computers	26
Storage/Charging station	1
Flat screen monitor	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
VCT flooring	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - FACULTY DINING

FURNITURE & EQUIPMENT	QTY
Dining tables	5
Dining chairs	20
Base/Wall cabinetry	12 LF
Marker/Bulletin board	10 SF
Microwave	2
Refrigerator	1
Clock	1

MECHANICAL	QTY
Heating/Ventilation/Air conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8

PLUMBING	QTY
Sink with hot and cold water	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Flat screen monitor	1

OTHER	QTY
Windows (if possible)	Yes
VCT flooring	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - GENERAL OFFICE/SECRETARIAL AREA/RECEPTION/RECORDS

FURNITURE & EQUIPMENT	QTY
Office counter	1
Ergonomic chair	3
Guest chairs	6
File cabinet (5 drawer)	4
File cabinet (5 drawer) - Fire	6
File cabinet (2 drawer) - under counter	4
Book shelving	12 LF
Marker board	6 SF
Bulletin board	6 SF
Laptop computer	3
Printer	1
Clock	1

MECHANICAL	QTY
Heating/Ventilation/Air conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (each wall)	4
Quad outlet (at desk)	1
Quad outlet (at counter)	3

PLUMBING	QTY
None	

TECHNOLOGY	QTY
Wired/Wireless data ports	1
Telephone/Intercom	3
Video port	1
Flat screen monitor	1

OTHER	QTY
Windows (if possible)	Yes
Sound isolation	Yes
Carpeting	Yes
Adjacent to other offices as appropriate	Yes
Adjacent to copy/mail room	Yes
Secure entrance	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - TYPICAL MAIL/COPY/WORK ROOMS

FURNITURE & EQUIPMENT	QTY
Work tables	2
Ergonomic chairs	6
Base/Wall locking cabinetry	10 LF
Shelving	8 LF
Scanner/copier/printer/fax	1
Marker board	12 SF
Bulletin board	8 SF
Clock	1

MECHANICAL	QTY
Heating/Ventilation/Air Conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (at each wall)	4
Quad outlet (at leader station)	1

PLUMBING	QTY
None	

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Flat screen monitor	1

OTHER	QTY
Windows (if possible)	Yes
Adjacent to offices	Yes
VCT flooring	Yes

Newport Public Schools
One Newport

NEWPORT SCHOOL DEPARTMENT

STANDARDS - MEDIA CENTER

FURNITURE & EQUIPMENT	QTY
Shelving to house book collection	Yes
Media storage cabinetry	Yes
Magazine racks to house collection	Yes
Charging desk	1
Ergonomic chair	3
Student soft seating	Yes
Student tables	8
Student chairs	32
Computer tables	4
Stools for computer tables	4
Copier/Printer	2
Marker board	24 SF
Bulletin board	24 SF
Clock	2
Base/Wall locking cabinetry - storage	12 LF
Closed Circuit TV Equp (if appropriate)	Yes

MECHANICAL	QTY
Heating/Ventilation/Air Conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Duplex floor outlets	8

PLUMBING	QTY
Sink in workroom	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Flat panel montior	2
Laptop computers	30
Storage/charging station	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
Centrally located	Yes
Near group bathrooms	Yes
Carpeting	Yes
Storytelling nook	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - MUSIC/ENSEMBLE/PRACTICE ROOMS

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (4 drawer)	4
Instrument storage cabinetry	20 LF
Student chairs	50
Music stands	50
Conductor stand/podium	1
DVD/Speaker system	1
Base/Wall locking cabinetry	20 LF
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1
Portble choral risers	1
Upright piano	1

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
Sink with hot and cold water	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Flat screen monitor	1

OTHER	QTY
Windows	Yes
Sound absorption/isolation	Yes
VCT flooring	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - NURSE SUITE

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (4 drawer)	2
Examination table	1
Student chairs	6
Base/Wall locking cabinetry	20 LF
Drug storage - double lockable	1
Marker/Bulletin board	10 SF
Student cots	3
Ice machine	1
Refrigerator	1
Scale	1
Sharps receptacle	1
Examination light	1
Examination stool	1

MECHANICAL	QTY
Heating/Ventilation/Air Conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (at each wall)	4
Quad outlet (at teacher station)	1

PLUMBING	QTY
Sink with hot and cold water	1
ADA compliant bathroom w shower	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Flat screen monitor	1

OTHER	QTY
Windows (if possible)	Yes
Sound isolation	Yes
VCT flooring	Yes
Privacy curtains as necessary	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - TYPICAL OFFICE CONFERENCE ROOMS

FURNITURE & EQUIPMENT	QTY
Modular conference table	1
Ergonomic chairs	12
Credenza	1
Marker board	12 SF
Clock	1

MECHANICAL	QTY
Heating/Ventilation/Air Conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (at each wall)	4
Quad outlet (at leader station)	1

PLUMBING	QTY
Sink with hot and cold water	1
ADA compliant unisex bathroom	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Flat screen monitor	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
Adjacent to offices	Yes
Carpeting	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - SPECIAL EDUCATION/RESOURCE CLASSROOMS

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (2 drawer)	1
Student tables	8
Student chairs	16
Base/Wall locking cabinetry	15 LF
Kidney tables	2
Stools for kidney tables	12
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1
Mobile storage/bookcases	3

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
Sink with hot and cold water	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Audio enhancement system	1
Laptop computers - shared	16
Storage/Charging station	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
Large throw rug	Yes
Adjacent to similar grade classrooms	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - TYPICAL OFFICES/HS OR CENTRAL OFFICE

FURNITURE & EQUIPMENT	QTY
Desk w return	1
Ergonomic chair	1
Credenza	1
Guest chairs	2
Conference table (space available)	1
Conference chairs (space available)	4
Bookshelving	15 LF
Marker board	6 SF
Bulletin board	6 SF
Laptop computer	1
Printer	1
File cabinet (5 drawer)	1
Clock	1

MECHANICAL	QTY
Heating/Ventilation/Air conditioning	Yes

ELECTRICAL	QTY
Duplex outlet (each wall)	4
Quad outlet (at desk)	1

PLUMBING	QTY
None	

TECHNOLOGY	QTY
Wired/Wireless data ports	1
Telephone/Intercom	1
Video port	1
Flat screen monitor	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
Carpeting	Yes
Adjacent to other offices as appropriate	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - CAFETERIA KITCHEN

FURNITURE & EQUIPMENT	QTY
Food Service Equipment	Yes
Walk-In Freezer	Yes
Walk-In Refrigerator	Yes
Dry Foods Storage	Yes
Dishwasher	Yes
Marker/Bulletin board	10 SF
Cooking implements and utinsils	Yes
Storage as required	Yes
Service Line	2
POS registers	2
Portable warming/cooling equipment	Yes
Lockers	10

MECHANICAL	QTY
Heating/Ventilation	Yes
Hood	Yes
Ansul system	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Specialized electric for equipment	Yes

PLUMBING	QTY
Pot sink with hot and cold water	3
Hand sink with hot and cold water	3
ADA complaint unisex bathroom	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Flat screen monitor	1

OTHER	QTY
Windows (if possible)	Yes
Exit to outdoors/receiving	Yes
Quarry tile/Poured flooring	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - HS AUDITORIUM/STAGE

FURNITURE & EQUIPMENT	QTY
Lectern	1
Grand piano	1
Auditorium seating	750
Marker board	24 SF
Bulletin board	24 SF
Clock	1
Flags and stanchion	2
Motorized screen	1
Projection system	1
Fly system	Yes
Stage curtains	Yes
Wired/wireless microphones	Yes
Choral shell	1
Choral risers	1

MECHANICAL	QTY
Heating/Ventilation/Air Conditioning	Yes

ELECTRICAL	QTY
Duplex outlets (throughout)	Yes
Professional lighting/dimmer panel	1
Spot and Batten lighting	Yes
Professional sound mixer/speakers	1

PLUMBING	QTY
ADA bathroom (green/dressing room)	2
Sink (dressing room)	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Independent sound system	1
Music support system (lockable)	1
Flat panel monitor	1

OTHER	QTY
Fly space (if possible)	Yes
Sound absorption/isolation	Yes
Walkway carpeting	Yes
Sound "tuned" room	Yes
Plywood stage floor	Yes
Green room/dressing room/storage	Yes
Near group bathrooms	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - HIGH SCHOOL CAFETERIA

FURNITURE & EQUIPMENT	QTY
Mobile cafeteria tables - stool style	22
Marker/Bulletin board	30 SF
Clock	2

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
Water fountain	2

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Independent PA system	1
Telephone/Intercom	1
Video port	2
Flat screen monitor	2

OTHER	QTY
Windows	Yes
Sound absorption/isolation	Yes
VCT flooring	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - HS CLASSROOMS

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (2 drawer)	1
Student desks	26
Student chairs	26
Base/Wall locking cabinetry	15 LF
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
None	

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Audio enhancement system	1
Laptop computers	26
Storage/Charging station	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
VCT flooring	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - HS GYMNASIUM

FURNITURE & EQUIPMENT	QTY
Typical HS P.E. equipment	Yes
Ball/Equipment mobile storage carts	4
Shelving in storage area	24 LF
Marker board	24 SF
Bulletin board	24 SF
Clock	1
Divider curtain	1
Bleachers (motorized) seating 500	1
Climbing wall	1
Climbing ropes	4
Basketball, volleyball standards	Yes
Peg board	2
Wrestling mat	1
Mat storage dolly	1
Padded safety mats (as needed)	Yes
Athletic equipment	Yes

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8

PLUMBING	QTY
Water fountain	2

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Independent PA system	1
Multi-Sport scoreboard	1
Music support system (lockable)	1
Flat panel montior (protected)	1

OTHER	QTY
High windows and/or skylights	Yes
Sound absorption/isolation	Yes
Accessible to the outdoors	Yes
Locker rooms/toilets/showers	Yes
Away from quiet areas	Yes
Painted floor for various sports	Yes
Hardwood flooring	Yes
Storage	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - HS TECHNICAL CLASSROOMS

FURNITURE & EQUIPMENT	QTY
Teacher desk	1
Ergonomic chair	1
Teacher wardrobe	1
File cabinet (2 drawer)	1
Student desks	26
Student chairs	26
Base/Wall locking cabinetry	15 LF
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1

PLUMBING	QTY
None	

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Audio enhancement system	1
Laptop computers	26
Storage/Charging station	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
VCT flooring	Yes
Direct access to technical shop/lab	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - HS TECHNICAL SHOPS/LABORATORIES

FURNITURE & EQUIPMENT	QTY
Furniture suitable to curriculum	Yes
Equipment suitable to curriculum	Yes
Marker board	24 SF
Bulletin board	24 SF
Clock	2
Stools	26

MECHANICAL	QTY
Heating/Ventilation	Yes
Special ventilation (as required)	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Quad outlet (at teacher station)	1
Special electrical (as required)	Yes

PLUMBING	QTY
Special pumbing (as required)	Yes

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1

OTHER	QTY
Windows	Yes
Sound absorption/isolation	Yes
Polished concrete flooring	Yes
Direct access to technical classroom	Yes
Direct access to outdoors	Yes
Large doors/high bays (as required)	Yes
Storage	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - UNIVERSAL SCIENCE CLASSROOM/LABORATORY

FURNITURE & EQUIPMENT	QTY
Teacher demonstration desk	1
Ergonomic chair	1
Teacher wardrobe	1
Base/Wall locking cabinetry	20 LF
14-Student lab tables w all utilities	2
Student tables	14
Student chairs	28
Marker board	24 SF
Bulletin board	24 SF
Printer	1
Clock	1
Fume hood w all utilities	1

MECHANICAL	QTY
Heating/Ventilation	Yes
Supplemental exhaust system	Yes

ELECTRICAL	QTY
Quad outlet (at each lab station)	14
Quad outlet (at teacher station)	1
"Kill" switch for all utilities - exits	2

PLUMBING	QTY
Sinks/Natural gas (at each lab station)	14
Sink/Natural gas at teacher desk	1
Sink/Natural gas at fume hood	1
Acid shower/Eye wash	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1
Audio enhancement system	1
Laptop computers	28
Storage/Charging station	1
Flat screen monitor	1

OTHER	QTY
Windows	Yes
Sound isolation	Yes
VCT flooring	Yes
Lab tables are designed for standing	Yes
Separate classroom section of room	Yes
Counters/tables all chemical resistant	Yes

Newport Public Schools
One Newport

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STANDARDS - UNIVERSAL SCIENCE CLASSROOM/LABORATORY PREP

FURNITURE & EQUIPMENT	QTY
Base/Wall locking cabinetry	20 LF
Stools	2
Marker board	12 SF
Bulletin board	12 SF
Clock	1
Fume hood w all utilities	1
Counter - chemical resistant	12 SF
Undercounter refrigerator/freezer	1

MECHANICAL	QTY
Heating/Ventilation	Yes
Supplemental exhaust system	Yes

ELECTRICAL	QTY
Quad outlet	4
"Kill" switch for all utilities	1

PLUMBING	QTY
Sink/Natural gas at counter	1
Sink/Natural gas at fume hood	1
Acid shower/Eye wash	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1

OTHER	QTY
VCT flooring	Yes
Counters/tables all chemical resistant	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

STANDARDS - CULINARY ARTS RESTAURANT

FURNITURE & EQUIPMENT	QTY
Restaurant tables	9
Restaurant chairs	36
Serving station(s)	Yes
Register/Host station	Yes
Base/Wall locking cabinetry	15 LF
Marker board	24 SF
Bulletin board	24 SF
Marker board	24 SF
Bulletin board	24 SF
Clock	1

MECHANICAL	QTY
Heating/Ventilation	Yes

ELECTRICAL	QTY
Duplex outlet (2 at each wall)	8
Outlets at stations	Yes

PLUMBING	QTY
Sink	1

TECHNOLOGY	QTY
Wired/Wireless data ports	Yes
Telephone/Intercom	1
Video port	1
Smartboard or equivalent	1

OTHER	QTY
Windows	Yes
VCT flooring	Yes
Direct access to technical shop/lab	Yes

Newport Public Schools
One Newport

NEWPORT PUBLIC SCHOOLS

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:

Philip R. Conte
StudioJAED
10 Dorrance Street
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Providence, Rhode Island 02903

July 30, 2019

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odeh engineers

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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

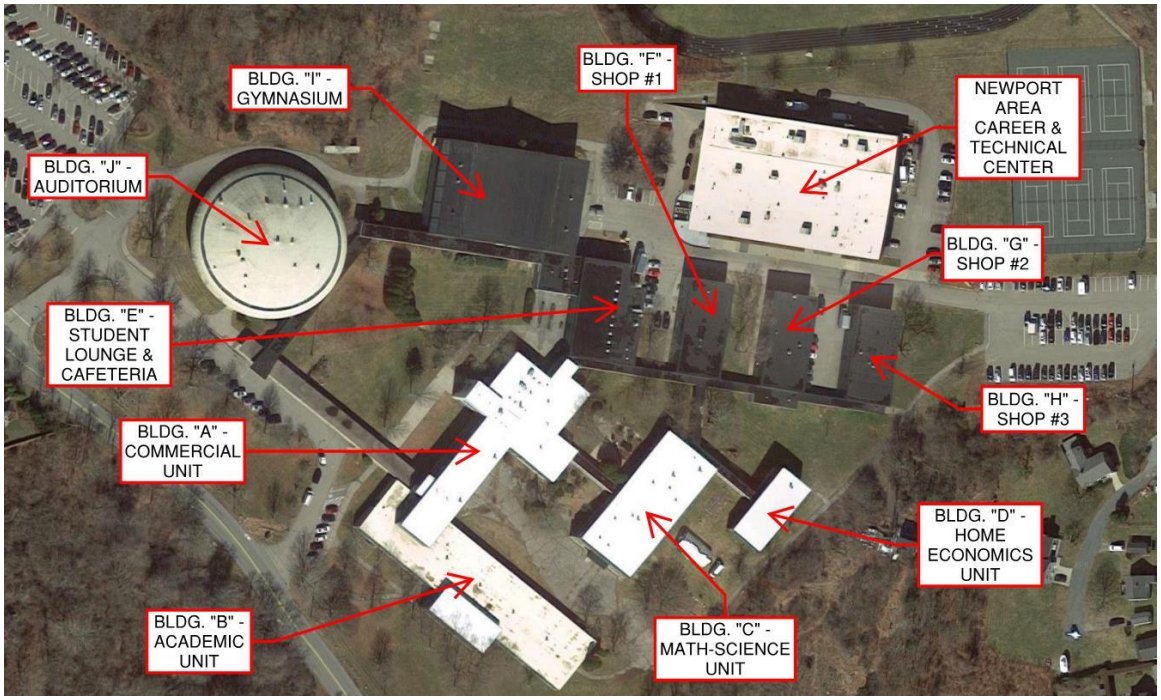


FIGURE 1

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.

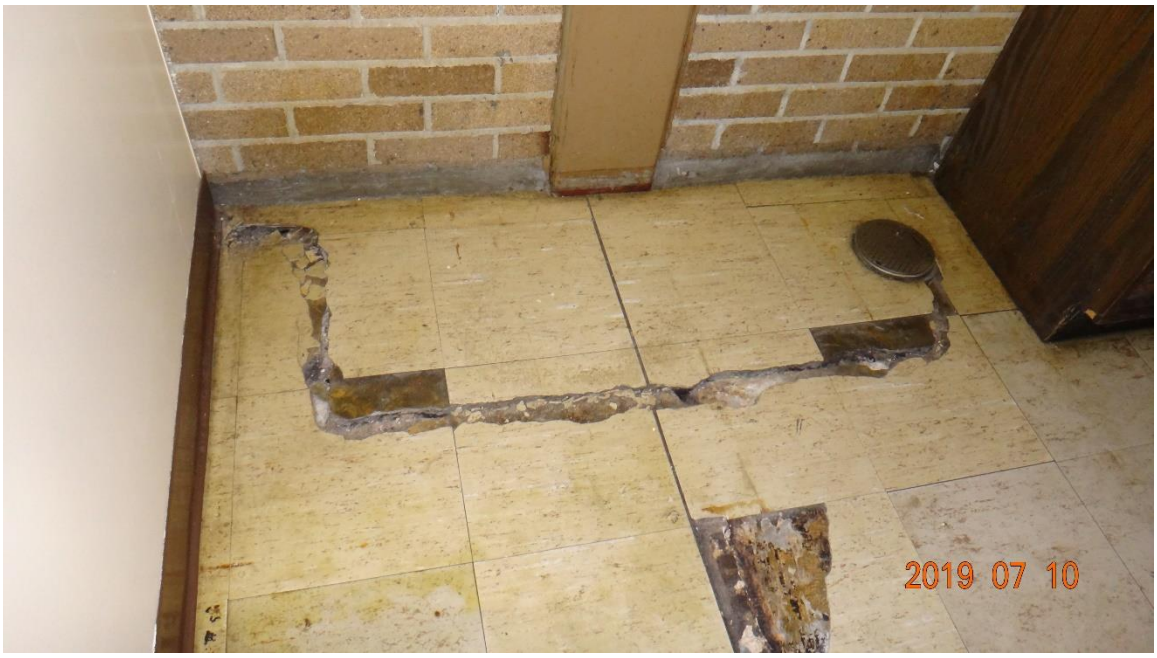


PHOTO #5

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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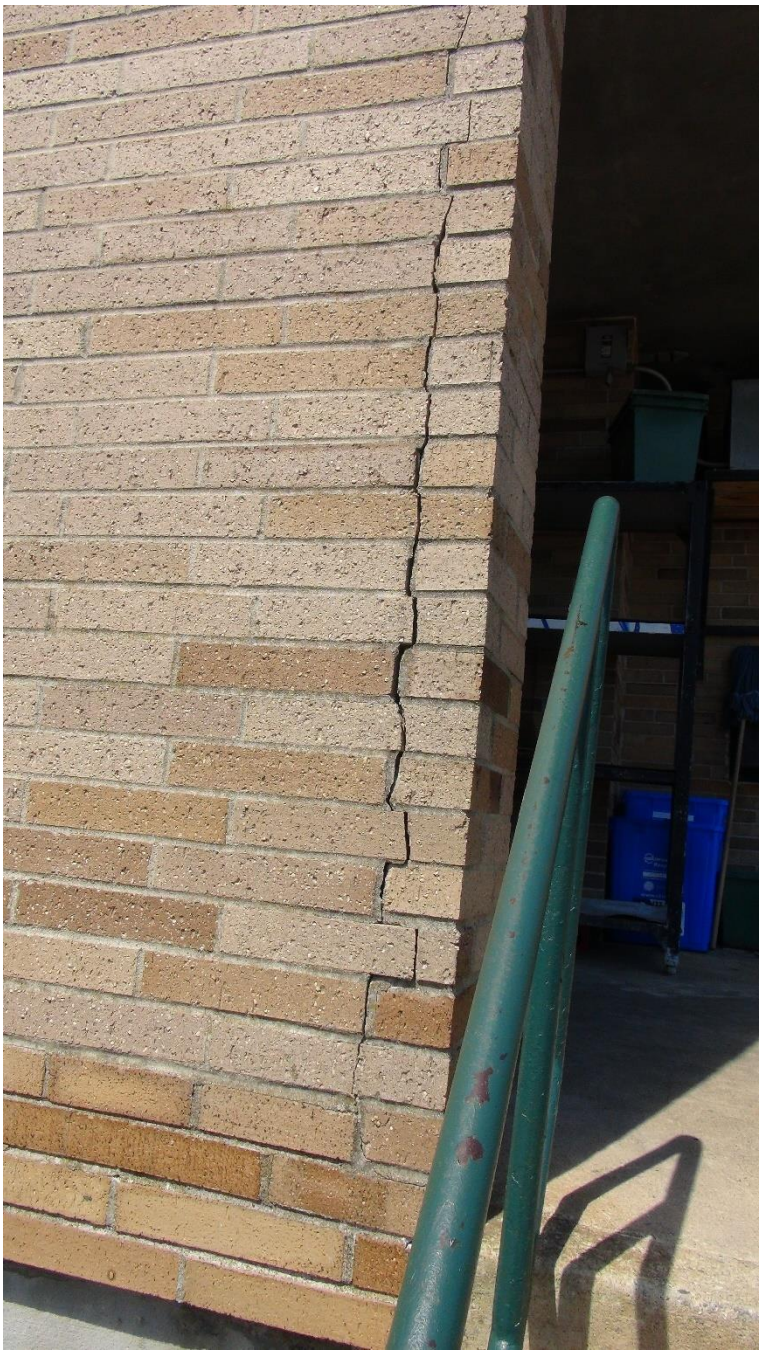


PHOTO #15

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.

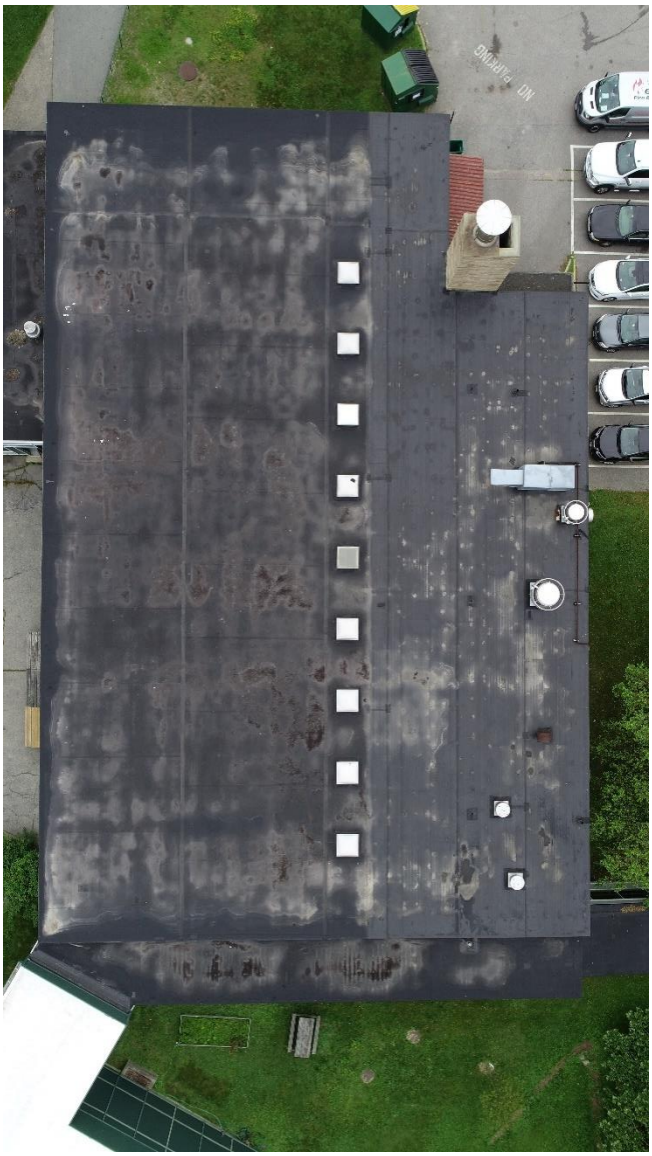


PHOTO #17

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.

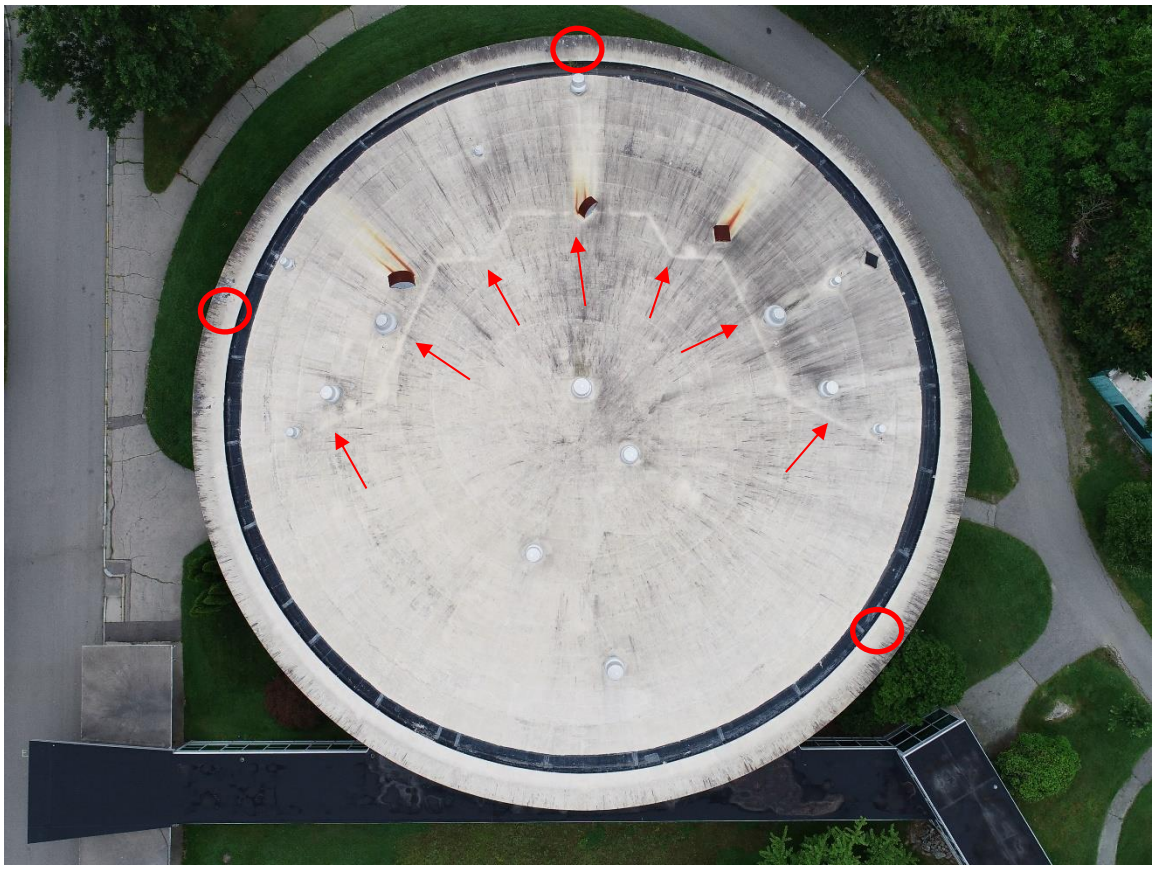


PHOTO #29

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.

Newport Fire Department
21 W. Marlborough Street
Newport, Rhode Island 02840
401-845-5910

NFD Inspection Report

LOCATION AND OWNER INFORMATION

On the date listed below, a Life Safety Inspection was done at the property listed to verify compliance with the current versions of the RI Life Safety Code and the RI Fire Code as amended by the Fire Board of Appeal and Review. The deficiencies listed below, must be corrected within thirty days or this will turn into a Compliance Order and turned over the State Fire Marshal's Office for prosecution. If this will take longer than thirty days to comply you can go to the Fire Board of Appeal and Review and ask for an extension of time. You also have the right to ask for relief / variance from any of the items listed in this report. If you have any questions or want help filling out the variance application please email the inspector listed in this report. Thank you.

Date of Inspection:	09/20/2018
Name of Facility:	Thompson Middle Schppl
Address:	39 Broadway
Building Owner and phone number:	Thomas Harrop 845-5843
Owner's Email:	Tharrop@cityofnewport.com
Inspector:	Chris Mahoney cmahoney@cityofnewport.com
Reason for Inspection:	Compliance inspection
Representative and phone number:	George Leary 862-0241
Representative's Email:	Gleary@npsri.net

PROPERTY DESCRIPTION

Number or stories:	Three
Square feet of living area:	106,000sq'
Year built:	2002
Construction Type:	Type III-000 (Noncombustible or Limitedcombustible)

Occupancy list:

Existing Education

Property description:

Grades five through eight

EGRESS

Combustible storage, in the means of egress, must be removed.	NFPA 1: 10.19.4.1

Explanation:

Outside room 328.

Exit signs and emergency lighting are not operational.	Repair units at locations listed below. NFPA 101: 10.4.1

Locations:

Main office, Room-123, gym both on west wall, gym south wall west side, missing by interior door-2, three in the boiler room, Room-07, level three stair-5.

FIRE SAFETY

Devices listed below are not being continuously maintained as required by the Fire Code.	NFPA 1: 10.4.1

Newport Fire Department
21 W. Marlborough Street
Newport, Rhode Island 02840
401-845-5910

NFD Inspection Report

Devices:

Panic hardware on door #3.

Fire doors don't automatically close and latch as required by the Fire Code. — NFPA 1: 12.4.6.9.2

Locations:

Door outside 018 Storage, Gymnasium 01 Door.

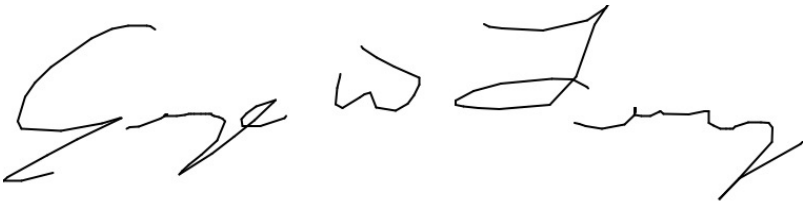
Penetrations in the fire barriers listed below must be repaired. — NFPA 1: 12.3.3.1

Locations:

Room-122 ceiling tile, outside room 232C, Room-140A ceiling tiles.

OWNER / REPRESENTATIVES SIGNATURE

Owner or authorized representative:



OCEAN STATE ANALYTICAL SERVICES, LLC

24 Maureen Drive
Smithfield RI 02917

RI License RMB 001
RI License RMC 001

April 19, 2017

Newport Public Schools
Thomas Harrop
15 Wickham Road
Newport RI 02840

Dear Mr. Harrop

Enclosed please find the radon test results for the following Newport Public Schools buildings;

Clairborne Pell Elementary School	35 Dexter Street
Rogers High School	15 Wickham Road
Thompson Middle School	55 Broadway
Newport Area Career and Tech Building	15 Wickham Road

Multiple rooms in the Rogers High School were found to have radon levels above 4 pCi/L.

All other areas tested at this time were found to have radon levels below the EPA action level of 4 pCi/L.

Please refer to the attached laboratory reports and floor plans for the specific location of radon levels.

RIDOH radon testing protocols require that follow up long term testing needs to be performed in areas with elevated radon levels. Follow up testing must be at least 120 days in duration and conducted in buildings while occupied.

Following the RIDOH radon protocols, your next short term radon re-testing will be in March, 2020.

A final report has to be sent by you to the Rhode Island Department of Health. This report has to contain a copy of this letter, the enclosed laboratory reports, the floor plans indicating the placement of the test devices and a statement regarding the operation of the heating system during the testing period. If the heating system was operated "as normal" for the time of the year during the test period, please state this in a letter to the RIDOH.

The address to send the report:

Rhode Island Department of Health
Healthy Home and Environment Team
3 Capitol Hill, Room 206
Providence RI 02908-5097
Attn: Mr. Michael Weydt

If you have any questions, please contact me.

Sincerely yours,

Josephine L. Saltzman

Josephine L. Saltzman, PhD

Phone: 401-474-6586 Fax: 401-231-5577 email: jlsaltzman@aol.com

AccuStar
Professional Radon Laboratory Services Since 1984

Radon in Air

NELAC NY 11769
NRPP 101193 AL
NRSB ARL0017
Rhode Island Certification # RAS 005

EPA Method #402-R-92-004
Liquid Scintillation
NRPP Device Code 8088
NRSB Device Code 12193

Laboratory Report for:

Ocean State Analytical Services
24 Maureen Drive
Smithfield RI 02917

Property Tested:

Rogers High School
15 Wickham Road
Newport RI 02840

Log Number	Device Number	Test Exposure Duration:		Area Tested	Result (pCi/L)
2060125	3322144	03/08/2017 2:22 pm	03/10/2017 3:34 pm	Ground Floor Field Blank	< 0.4
2060126	3322145	03/08/2017 2:22 pm	03/10/2017 3:34 pm	Ground Floor Reception	4.5
2060127	3322146	03/08/2017 2:26 pm	03/10/2017 3:37 pm	Ground Floor Custodian Supply	11.3
2060128	3322147	03/08/2017 2:37 pm	03/10/2017 3:42 pm	Ground Floor Faculty	3.0
2060129	3322148	03/08/2017 2:45 pm	03/10/2017 3:48 pm	Ground Floor Room 219	4.7
2060130	3322149	03/08/2017 2:50 pm	03/10/2017 3:50 pm	Ground Floor Room 218	3.5
2060131	3322150	03/08/2017 3:06 pm	03/10/2017 3:52 pm	Ground Floor Room 212	4.1
2060132	3322151	03/08/2017 3:08 pm	03/10/2017 3:53 pm	Ground Floor Room 216	5.4
2060133	3322152	03/08/2017 3:12 pm	03/10/2017 3:58 pm	Ground Floor Room 222	3.9
2060134	3322153	03/08/2017 3:15 pm	03/10/2017 3:58 pm	Ground Floor Room 220	5.1

Comment: Ocean State Analytical Services was e-mailed a copy of this report.

Test Performed By: Josephine Saltzman, Ph.D Certification Number: RMC-101

Distributed by: Ocean State Analytical Services

Date Received: 03/13/2017 Date Logged: 03/13/2017 Date Analyzed: 03/14/2017 Date Reported: 03/15/2017

This notice is provided to you by an organization or individual licensed and/or certified by the state of Rhode Island Department of Health to perform radon or radon progeny measurements or radon mitigation services as indicated by the RMC #. Any questions, comments, or complaints regarding the person performing these measurements or mitigation services may be directed to John O'Brien, Rhode Island Department of Health, Center for Healthy Homes & Environment, 3 Capitol Hill Room 206, Providence, RI 02908-5097, (401) 222-2440.

Report Reviewed By: _____ Report Approved By: _____
Carolyn D. Koke, President, AccuStar Labs

Disclaimer:

The uncertainty of this radon measurement is ~+/- 10 %. Factors contributing to uncertainty include statistical variations, daily and seasonal variations in radon concentrations, sample collection techniques and operation of the dwelling. Interference with test conditions may influence the test results.

This report may only be transferred to a third party in its entirety. Analytical results relate to the samples AS RECEIVED BY THE LABORATORY. Results shown on this report represent levels of radon gas measured between the dates shown in the room or area of the site identified above as "Property Tested". Incorrect information will affect results. The results may not be construed as either predictive or supportive of measurements conducted in any area of this structure at any other time. AccuStar Labs, its employees and agents are not responsible for the consequences of any action taken or not taken based upon the results reported or any verbal or written interpretation of the results.

11 Awl Street Medway MA 02053 888-480-8812 FAX 508-533-8831

AccuStar
Professional Radon Laboratory Services Since 1984

Radon in Air

NELAC NY 11769
NRPP 101193 AL
NRSB ARL0017
Rhode Island Certification # RAS 005

EPA Method #402-R-92-004
Liquid Scintillation
NRPP Device Code 8088
NRSB Device Code 12193

Laboratory Report for:

Ocean State Analytical Services
24 Maureen Drive
Smithfield RI 02917

Property Tested:

Newport Area Career and Tech Building
15 Wickham Road
Newport RI 02840

Log Number	Device Number	Test Exposure Duration:		Area Tested	Result (pCi/L)
2060144	3322154	03/08/2017 3:42 pm	03/10/2017 4:09 pm	Ground Floor Field Blank	< 0.4
2060145	3322155	03/08/2017 3:42 pm	03/10/2017 4:09 pm	Ground Floor Room 926	0.9
2060146	3322156	03/08/2017 3:45 pm	03/10/2017 4:12 pm	Ground Floor Dining Room	0.6
2060147	3322157	03/08/2017 3:49 pm	03/10/2017 4:15 pm	Ground Floor Room 901	1.3
2060148	3322158	03/08/2017 3:57 pm	03/10/2017 4:07 pm	Ground Floor Room 907	1.3

Comment: Ocean State Analytical Services was e-mailed a copy of this report.

Test Performed By: Josephine Saltzman, Ph.D Certification Number: RMC-101

Distributed by: Ocean State Analytical Services

Date Received: 03/13/2017 Date Logged: 03/13/2017 Date Analyzed: 03/14/2017 Date Reported: 03/15/2017

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EPA Method #402-R-92-004
Liquid Scintillation
NRPP Device Code 8088
NRSB Device Code 12193

Laboratory Report for:

Ocean State Analytical Services
24 Maureen Drive
Smithfield RI 02917

Property Tested:

Pell Elementary School
35 Dexter Street
Newport RI 02840

Log Number	Device Number	Test Exposure Duration:		Area Tested	Result (pCi/L)
2060149	3322138	03/08/2017 1:10 pm	03/10/2017 1:26 pm	Ground Floor Field Blank	< 0.4
2060150	3322139	03/08/2017 1:10 pm	03/10/2017 1:26 pm	Ground Floor Room-C-103	< 0.4
2060151	3322140	03/08/2017 1:15 pm	03/10/2017 1:27 pm	Ground Floor Toom-C-112	< 0.4
2060152	3322141	03/08/2017 1:18 pm	03/10/2017 1:28 pm	Ground Floor Room-C-110	< 0.4
2060153	3322142	03/08/2017 1:23 pm	03/10/2017 1:32 pm	Ground Floor Room -C-106	< 0.4
2060154	3322143	03/08/2017 1:27 pm	03/10/2017 1:33 pm	Ground Floor Room -C-108	< 0.4

Comment: Ocean State Analytical Services was e-mailed a copy of this report.

Test Performed By: Josephine Saltzman, Ph.D Certification Number: RMC-001

Distributed by: Ocean State Analytical Services

Date Received: 03/13/2017 Date Logged: 03/13/2017 Date Analyzed: 03/14/2017 Date Reported: 03/15/2017

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Report Reviewed By: _____ Report Approved By: _____
Carolyn D. Koke, President, AccuStar Labs

Disclaimer:

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Radon in Air

NELAC NY 11769
NRPP 101193 AL
NRSB ARL0017
Rhode Island Certification # RAS 005

EPA Method #402-R-92-004
Liquid Scintillation
NRPP Device Code 8088
NRSB Device Code 12193

Laboratory Report for:

Ocean State Analytical Services
24 Maureen Drive
Smithfield RI 02917

Property Tested:

Thompson Middle School
55 Broadway
Newport RI 02840

Log Number	Device Number	Test Exposure Duration:		Area Tested	Result (pCi/L)
2060137	3322159	03/08/2017 4:17 pm	03/10/2017 2:33 pm	Basement Field Blank	< 0.4
2060138	3322161	03/08/2017 4:20 pm	03/10/2017 2:33 pm	Basement Room 414	3.3
2060139	3322162	03/08/2017 4:21 pm	03/10/2017 2:34 pm	Ground Floor Room 415	1.2
2060140	3322163	03/08/2017 4:25 pm	03/10/2017 2:35 pm	Ground Floor Boys Locker	1.4
2060141	3322164	03/08/2017 4:27 pm	03/10/2017 2:37 pm	Ground Floor Girls Locker	2.9
2060142	3322165	03/08/2017 4:29 pm	03/10/2017 2:41 pm	Ground Floor Room 407	0.7
2060143	3322166	03/08/2017 4:30 pm	03/10/2017 2:42 pm	Ground Floor Room 406	0.9

Comment: Ocean State Analytical Services was e-mailed a copy of this report.

Test Performed By: Josephine Saltzman, Ph.D Certification Number: RMC-101

Distributed by: Ocean State Analytical Services

Date Received: 03/13/2017 Date Logged: 03/13/2017 Date Analyzed: 03/14/2017 Date Reported: 03/15/2017

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Report Reviewed By: _____ Report Approved By: _____
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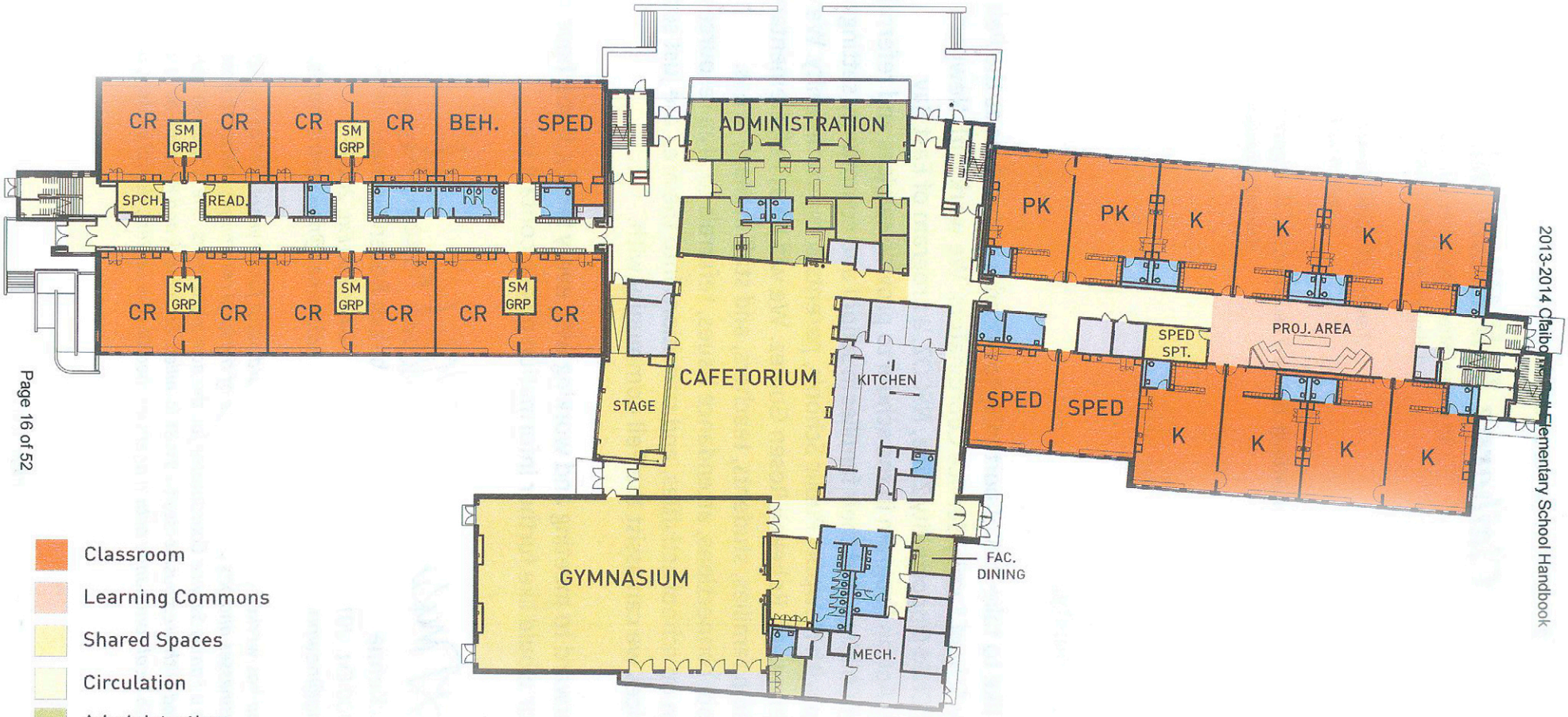
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11 Awl Street Medway MA 02053 888-480-8812 FAX 508-533-8831

DRAFT page 419

12/2013 All Rooms tested

3/2017



Claiborne Pell Elementary
Newport, Rhode Island
First Floor

HMFH Architects

Rogers High School
15 Wickham Road
Newport RI 02840

Radon Test Palcement

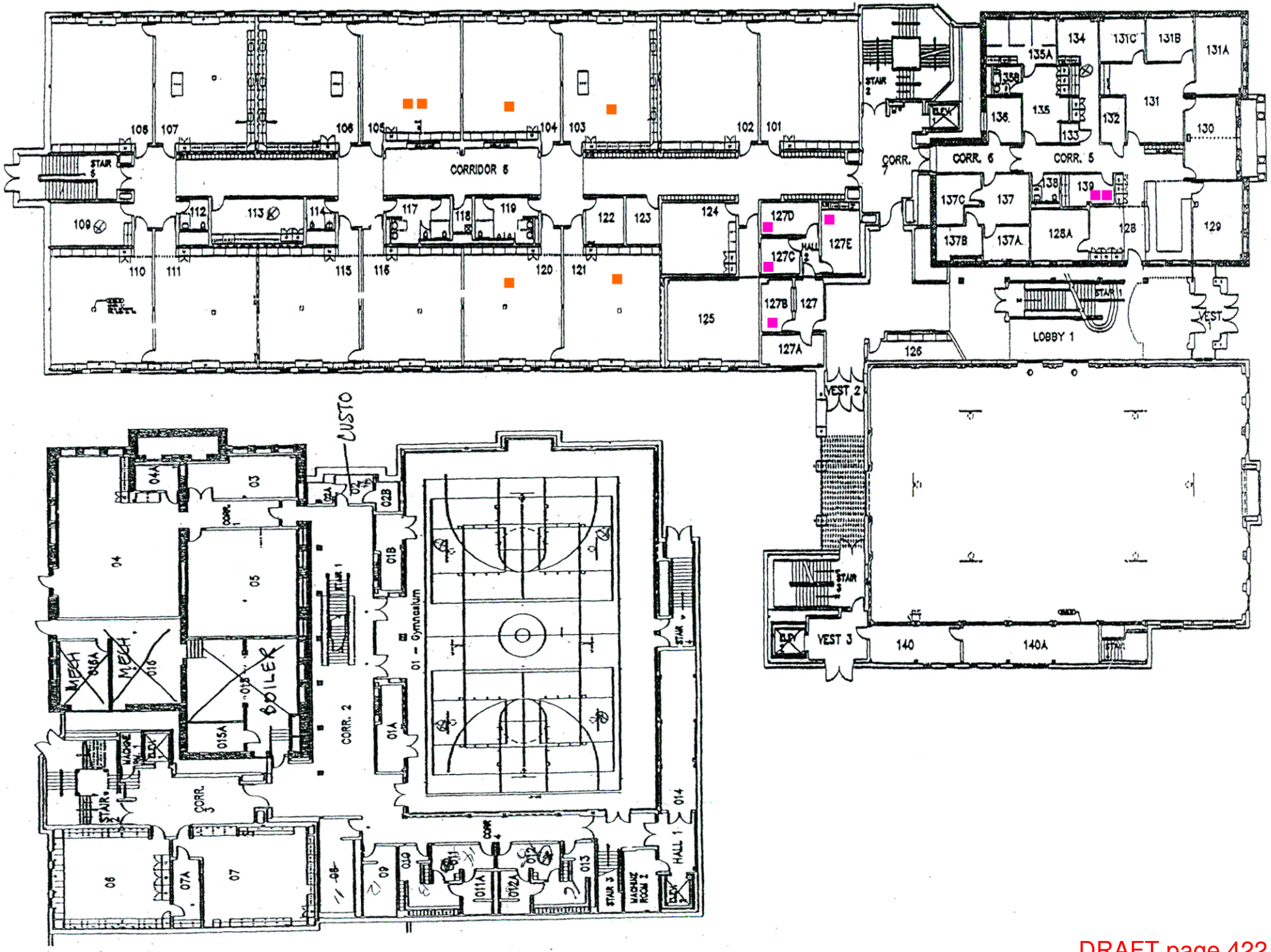
>4 pCi/L

2/2010
1/2013
3/2017



Thompson Middle School
55 Broadway
Newport RI 02840

Radon Test Palcement
2/2010
3/2017
1/2013



AHERA - ASBESTOS RE-INSPECTION OF ACBM & PACM

NEWPORT CAREER TECHNICAL CENTER

NEWPORT PUBLIC SCHOOLS

Re-Inspection Date: APRIL 20, 2017

	DESCRIPTION OF ACM & PACM LOCATIONS													Initials of Surveillance Inspector				
	Type and Quantity							Response Action						JC	JC	JC	JC	JC
	FLOOR COVERING (NF)			CEILING TYPE (F)														
Location of ACBM	12" X 12" FLOOR TILE	CARPET COVERING 12" FLOOR TILE	CERAMIC	PLASTER	2' x 4'		Wall Material	ACM?	FRIABLE	DAMAGED	ACCESS	POTENT. DAMAGE	RESPONSE	6 MONTH SURVEILLANCES				
	S.F.	S.F.	S.F.	S.F.	S.F.									10/17	4/18	10/18	4/19	10/19
THROUGHOUT CLASSROOMS & BATHROOMS	12,000						BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
					17,000			A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
		5,000						A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
							BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
THROGUHOUT CORRIDORS	5,000							A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
				5,000				A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
							BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
KITCHEN AREA			2,200+					A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
					2,200+			A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
							BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC

JC - John Carbone

Code: N = NO; Y = YES; T = THERMAL; S = SURFACING; M = MISCELLANEOUS; PL=PLASTER; C=CERAMIC, PL=PANELING;
NC = NO CHANGE; R = REPAIRED; D = DAMAGED; A=ASSUMED; BL - CMU; G - GYPSUM BOARD;

DRAFT page 424

AHERA - ASBESTOS RE-INSPECTION OF ACBM & PACM

ROGERS HIGH SCHOOL
NEWPORT PUBLIC SCHOOLS

Re-Inspection Date: APRIL 20, 2017

		DESCRIPTION OF ACM & PACM LOCATIONS (Type and Quantity)									Response Action						Initials of Surveillance Inspector				
		FLOOR COVERING (NF)				HOT WATER	PIPE FITT	CEILING TYPE (F)									JC	JC	JC	JC	JC
Location of ACBM	FLOOR LEVEL	9" X 9" FLOOR TILE	CARPET COVERING 9" FLOOR TILE	12" X 12" FLOOR TILE	12" X 12" OVER 9"X9" FLOOR TILE	TANK INSUL	INSUL.	PLASTER	2' x 4' OR 2' X 2' OR 1' X 1'	Wall Material	ACM?	FRIABLE	DAMAGED	ACCESS	POTENT. DAMAGE	RESPONSE	6 MONTH SURVEILLANCES				
		S.F.	S.F.	S.F.	S.F.	S.F.	EACH	S.F.	S.F.								10/17	4/18	10/18	4/19	10/19
THROUGHOUT CLASSROOMS, CORRIDORS & OFFICES	LL ROTC	1,800							1,800	BL, G	Y	N	N	Y	Y	M7	NC	NC	NC	NC	NC
					1,000				1,000								NC	NC	NC	NC	NC
	LL			1,900					1,900	BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
	1	6,000							6,000	BL, G	Y	N	N	Y	Y	M7	NC	NC	NC	NC	NC
			5,600						5,600	BL, G	Y	N	N	Y	Y	M7	NC	NC	NC	NC	NC
				29,000				5,000	29,000	BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
							90				Y	N	N	Y	Y	T7	NC	NC	NC	NC	NC
	2	8,500							8,500	BL, G	Y	N	N	Y	Y	M7	NC	NC	NC	NC	NC
			3,200						3,200	BL, G	Y	N	N	Y	Y	M7	NC	NC	NC	NC	NC
				22,800					20,000	BL, G	A	N	N	Y	Y	M7	NC	NC	NC	NC	NC
BOILER ROOM						350					Y	Y	Y	Y	Y	T2	NEEDS	TO	BE	ABATED	NOW
GYM CORRIDOR	1						6				Y	Y	Y	Y	Y	T2	NEEDS	TO	BE	ABATED	NOW

JC - John Carbone

Code: N = NO; Y = YES; T = THERMAL; S = SURFACING; M = MISCELLANEOUS; PL=PLASTER; C=CERAMIC, PL=PANELING;
NC = NO CHANGE; R = REPAIRED; D = DAMAGED; A=ASSUMED; BL - CMU; G - GYPSUM BOARD;

District Map



Natural Resource Services, Inc.

December 30, 2019

Samuel S. Hemenway, PE
Garofalo & Associates, Inc.
85 Corliss Street, PO 6145
Providence, RI 02940

RE: Freshwater Wetland Delineation
Rogers High School
15 Wickham Road
A.P. 41, Lot 2
Newport, RI

Dear Mr. Hemenway:

Natural Resource Services, Inc. (NRS) has completed the freshwater wetland delineations within the project area of the above referenced property. This field work was performed by Edward J. Avizinis, PWS, CPSS on December 27, 2019. The wetland delineation was established in accordance with the standards outlined in Appendix 2 of the Rules and Regulations Governing the Administration and Enforcement of the Freshwater Wetlands Act (250 RICR 150-15-1). These land-use regulations are administered by the RI Department of Environmental Management (DEM), Office of Water Resources (OWR). It is important to note that in accordance with Section 1.8 (C)(4) of these regulations, all delineations performed by wetland consultants are not considered to be accurate for state regulatory purposes until the work is reviewed and approved by the DEM, OWR.

As part of our work, a hand-held GPS unit was used to locate the established wetland flagging. While this location work should not be construed as a professional survey, the data obtained is valuable for preliminary planning purposes. An aerial photograph is attached to this letter. The GPS data has been added as an overlay on the photo to provide a visual representation of the established wetland delineation.

There are four state regulated freshwater wetlands that have been delineated. Wetland flag series labeled A1-A18 depicts the extent of a forested wetland that extends off-site to the north on the northeast corner of the property. This forested wetland is situated along the toe of a fill slope north of the track. Along the southern property line is a flag series labeled B1 – B18 which represents the limit of shrub wetland. This shrub wetland is dominated by blackberry (*Rubus allegheniensis*) and lies at the bottom of a bedrock outcrop. Flagging labeled C1 – C19 is situated north of the western parking lot and demarcates the limit of a second forested wetland. Historic earthwork is evident in this wetland in the form of fill piles and cut depressions. Flagging labeled D1 – D9 is

P.O. Box 311 Harrisville, RI 02830 401-568-7390 FAX 401-568-7490

located northwest of the track and defines the limits of another forested wetland. None of these wetlands meet the minimum three (3) acre size criteria required by the regulations to be classified as swamps. Therefore, a 50-foot perimeter wetland is not applied to the delineated edge.

There are two wetland features off-site that may have project implications depending on what is planned. Although the entire lot is within DEM jurisdiction, there are two CRMC regulated coastal wetlands on the south side of Ruggles Avenue, one directly across from the school, and the other across from the B-series. The wetland directly across from the B-series is a contiguous freshwater wetland that is contiguous with Almy Pond (type 1 waters) and will require a 200-foot CRMC jurisdictional review area. The wetland opposite the school has a high likelihood of being a contiguous freshwater wetland that is associated with Gooseneck Cove (type 1 water) and will also require a 200-foot jurisdictional area. If work is proposed within 200 feet of either of these wetland features I recommend filing an assent application with CRMC in addition to any require DEM wetland permitting.

It is important to note that a new state freshwater wetlands law was enacted in July of 2015. This law made changes to the jurisdictional limits currently utilized in the regulations. The Department of Environmental Management (DEM) is writing new regulations which will require buffer zones for all freshwater wetlands. While a comprehensive timeline has not been established for the enactment of these rules, it is anticipated that they will be in effect at some point in 2020. If you submit an application prior to the promulgation of these rules, your project would then be grandfathered under the current setback standards.

I trust that this letter provides you with the information needed to begin planning for the redevelopment of this property. Do not hesitate to contact me if you have questions or require any additional information from NRS.

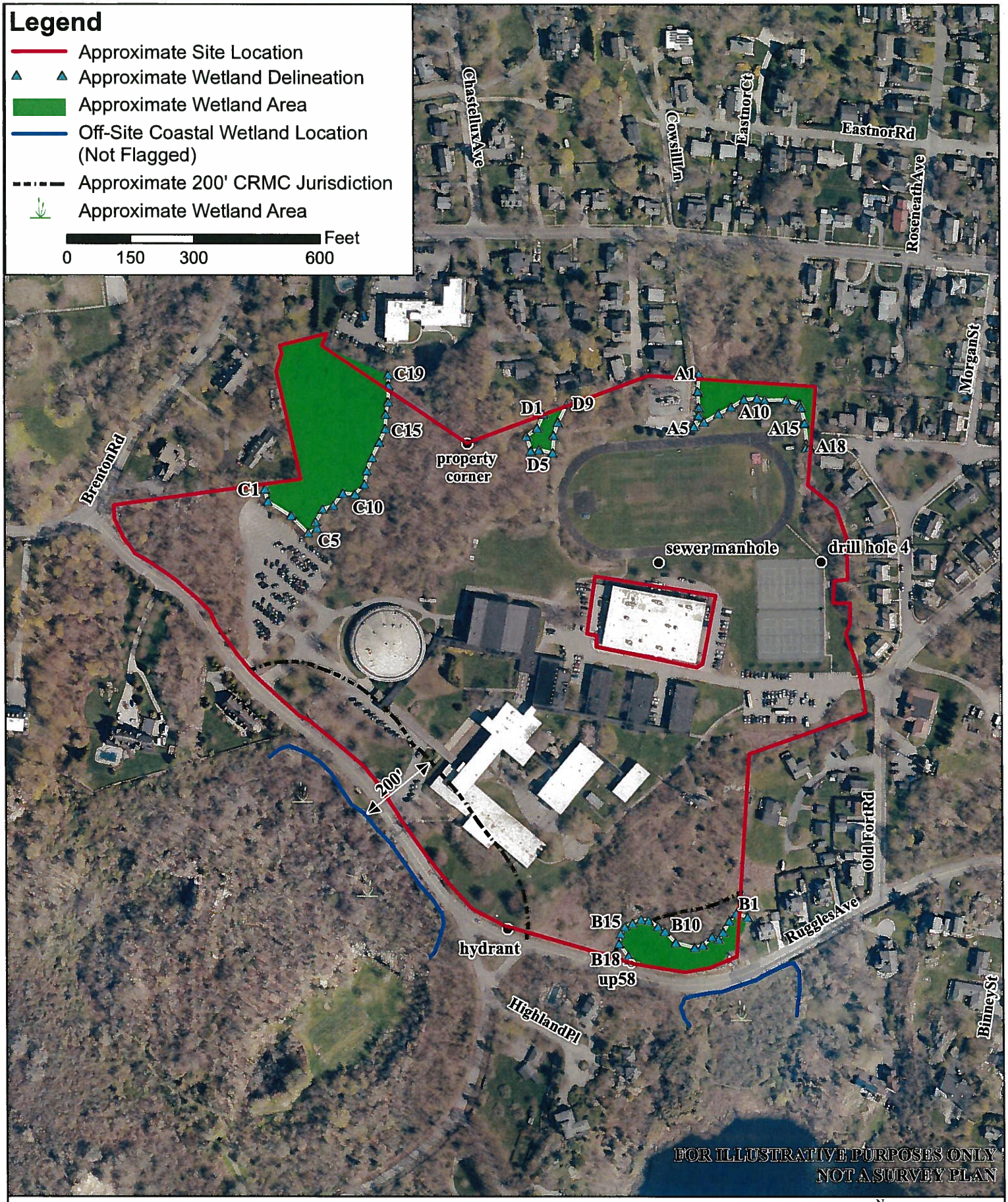
Very truly yours,



Edward J. Avizinis, CPSS, PWS

Enclosures

DRAFT page 427



Site Sketch Depicting Approximate Wetland Delineation
Rogers High School
15 Wickham Rd
A.P. 41, Lot 2
Newport, RI

Performed by
Edward J. Avizinis, PWS, CPSS - 12/26,27/2019
Located using hand-held Trimble GeoXH

April 2019 aerial
RI DEM Mapping

Natural Resource Services, Inc.
PO Box 311
180 Tinkham Lane
Harrisville, RI 02830
p: (401) 568-7390
f: (401) 568-7490

(c) RIGIS

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

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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.

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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

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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		**Emissions (based on site energy use)**	
Site (kBtu/ft²)	60.6	Greenhouse Gas Emissions (Metric Tons CO2e)	404.5
Source (kBtu/ft²)	112.9		

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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

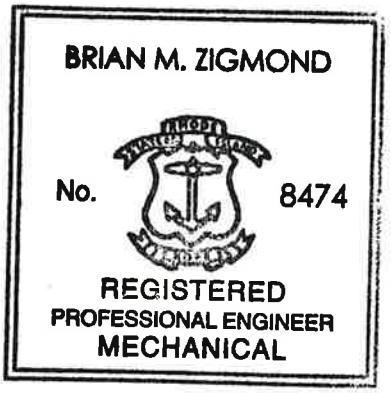
Signature _____

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.

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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

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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.

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★ **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

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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		

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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

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	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.

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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.

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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

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

5) **Average Occupancy (%):** 90 — [X] Yes [ ] No

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

6) **Number of Buildings:** 1 — [X] Yes [ ] No

Does this number accurately represent all structures?

7) **Whole Property Verification:** — [X] 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 [X] 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 [X] No

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

3) **Illumination** — [ ] Yes [X] 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.

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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

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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		**Emissions (based on site energy use)**	
Site (kBtu/ft²)	52.3	Greenhouse Gas Emissions (Metric Tons CO2e)	395.3
Source (kBtu/ft²)	96.4		

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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.

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SCHEMATIC DESIGN DOCUMENTATION

Schematic Design Documentation

Full size Schematic Design drawings and outline specifications are provided under separate cover for the following schools:

- Pell Elementary School Schematic Design Drawings (Full Size)
- Pell Elementary School Outline Specifications
- Rogers High School Schematic Design Drawings (Full Size)
- Rogers High School Outline Specifications

Brief scope narratives are provided below and designed as an overview of the scope of work at each building. Additional detailed information may be found by reviewing the Schematic Design drawings, Outline Specifications, and Assessment Reports.

Pell Elementary School Addition

Architectural – New Construction
Two storey addition with a total of 8 new classrooms (4 on the first floor and 4 on the second floor) will be constructed to house students and program space. An additional fire star will be constructed to facilitate emergency egress. Additional program spaces will include restroom facilities, teacher planning, and resource rooms. Construction type includes a steel frame with an exterior masonry wall assembly over cold form metal framing with exterior materials consistent with the existing building vernacular.

Site Improvements
Roadways, sidewalks, and parking areas will all be modified and expanded to provide additional parking as well as maintain hard surface play areas and safe passage. Play areas will be modified to accommodate the new construction. Vehicular and pedestrian circulation improvements will be provided. Additionally, existing storm water management deficiencies will be investigated and corrected as possible with new work on the existing school site.

Mechanical Systems
Central Plant: The primary central cooling plant is to be based on variable-speed, high-efficiency, air-cooled chillers with heat recovery to harvest waste heat from the condenser for

dehumidification during cooling season. The primary heating plant is to be a condensing boiler array to provide hot water during heating season. Two (2) independent, variable-flow pumping systems are to be installed in the boiler room to drive the following building water loops:

1. The chilled water loop is to be a 40% propylene glycol loop and is to circulate chilled water from the chiller plant and provide cooling and dehumidification.
2. The hot water loop is to be a 40% propylene glycol solution and is to circulate hot water from the boiler plant during heating season and is to circulate hot water that has been heated by the chiller condenser waste heat during cooling season for dehumidification.

Core Learning Spaces, Offices, Corridors: General occupied areas such as classrooms, media center, teacher workrooms, community rooms, and computer labs are to be served by individually-zoned VAV terminal units.

Group Areas: The cafeteria, gymnasium, and stage are to be conditioned by individually-zoned air handling units. The HVAC equipment serving these areas are to implement demand-controlled ventilation via CO2 sensors mounted within the space.

Toilet Rooms and Storage Rooms: Storage areas, restrooms, and the outdoor equipment storage room are to be served by hydronic unit heaters and ventilation fans.

Technical and Science Labs: Labs will be grouped into similar use groups and placed on common air handlers to accommodate the varying ventilation and exhaust requirements of the programs.

A complete direct-digital control building automation system is to be installed to control the HVAC system in this facility.

Air handling units are to be provided with filters with a minimum rating of MERV 13.

Electrical Systems:
Power Distribution: An outdoor, pad-mounted transformer and main switchboard are to be installed and sized to handle 100% of the power demand for the facility. A new, underground, 480V, 3ph service is to be installed to power the main disconnect and subsequent distribution sections. Distribution panelboards and step-down transformers are to be installed throughout the facility as required to power all loads.

Lighting: All new classroom lighting and corridor lighting levels will be designed per the latest Illumination Engineering Society of North America's recommendations. The facility is to receive LED lighting throughout. Classroom areas are to implement daylight harvesting to automatically dim interior lighting based on feedback from light sensors mounted inside the classroom spaces.

Emergency lighting is to be provided with battery packs. Lighting is to be controlled by motion sensors with time delay override wall switches. New LED site lighting is to be installed for parking, walking, driving, and play areas.
Fire Alarm System: A new fire alarm system is to be installed for the facility, including new, addressable devices.

Access Control: A new access control system with card readers is to be installed at all exterior doors.

Surveillance: A new surveillance system is to be installed throughout the facility.

Plumbing Systems:
Domestic Water: A new domestic water service is to be provided to the facility, sized for the expected maximum flow. New domestic water piping is to be installed throughout and extended to all fixtures. All fixtures not pertaining to food service are to be low flow. Instantaneous, commercial water heating arrays are to be installed to provide heated water with thermostatic mixing valves to deliver 140 deg. F water to the food service areas and lower temperature water to lavatories for hand washing. Flush valves are to be provided with motion sensors to plug into GFCIs located under-counter. Roof hydrants are to be installed near rooftop HVAC equipment and wall hydrants are to be installed throughout.

Sanitary: A new sanitary main is to be run from the facility and tie into the central sanitary sewer system. An underground grease interceptor is to be installed to intercept solids from the food service areas.

Fire Suppression System: The building is to receive a complete, code-compliant fire-suppression system throughout. The main riser, and flow and tamper switches are to be located as required by code. One electric fire pump is to be installed and is to be appropriately sized with associated valves, piping and fittings, fire pump controller, pump test header, fire pump by-pass line, and jockey pump with controller.

New Rogers High School

Architectural – New Construction

A new split level three storey comprehensive and integrated career and technical high school at approximately 170,000 sq.ft. for 755 students grades 9 thru 12. Program space includes, but is not limited to, Secure Entrances, Main Office, Guidance and Nurse Suites, Student Commons, Black Box Theater, Gymnasium, Locker and Weight Rooms, Resource and Special Education Rooms, General Education Classrooms, Technical and Science Labs, and Mechanical and Infrastructure support spaces. The structure includes concrete spread and strip foundations, steel framing and low sloped roof assemblies with single ply membranes. The exterior wall assembly is composed of cold form metal framing with masonry and metal wall panel veneer. The interior finish include, but are not limited to, masonry and gypsum wall board assemblies, vinyl composition tiles, carpet and epoxy flooring, suspended acoustical and gypsum wall board ceilings.

Site Improvements

Roadways, sidewalks, and parking areas will be constructed to provide pedestrian and vehicular site circulation. Asphalt roadways and concrete sidewalks are designed to accommodate all required

Mechanical Systems

Central Plant: The primary central cooling plant is to be based on variable-speed, high-efficiency, air-cooled chillers with heat recovery to harvest waste heat from the condenser for dehumidification during cooling season. The primary heating plant is to be a condensing boiler array to provide hot water during heating season. Two (2) independent, variable-flow pumping systems are to be installed in the boiler room to drive the following building water loops:

1. The chilled water loop is to be a 40% propylene glycol loop and is to circulate chilled water from the chiller plant and provide cooling and dehumidification.

2. The hot water loop is to be a 40% propylene glycol solution and is to circulate hot water from the boiler plant during heating season and is to circulate hot water that has been heated by the chiller condenser waste heat during cooling season for dehumidification.

Core Learning Spaces, Offices, Corridors: General occupied areas such as classrooms, media center, teacher workrooms, community rooms, and computer labs are to be served by individually-zoned VAV terminal units.

Group Areas: The cafeteria, gymnasium, and stage are to be conditioned by individually-zoned air handling units. The HVAC equipment serving these areas are to implement demand-controlled ventilation via CO2 sensors mounted within the space.

Toilet Rooms and Storage Rooms: Storage areas, restrooms, and the outdoor equipment storage room are to be served by hydronic unit heaters and ventilation fans.

Technical and Science Labs: Labs will be grouped into similar use groups and placed on common air handlers to accommodate the varying ventilation and exhaust requirements of the programs.

A complete direct-digital control building automation system is to be installed to control the HVAC system in this facility.

Air handling units are to be provided with filters with a minimum rating of MERV 13.

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Lighting: All new classroom lighting and corridor lighting levels will be designed per the latest Illumination Engineering Society of North America's recommendations. The facility is to receive LED lighting throughout. Classroom areas are to implement daylight harvesting to automatically dim interior lighting based on feedback from light sensors mounted inside the classroom spaces.

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Schematic Design Exhibits:

1. Pell Elementary School Schematic Design Drawings (11x17)
2. Pell Elementary School – Design Heating Capacity
3. Rogers High School Schematic Design Drawings (11x17)
4. Rogers High School – Design Heating Capacity

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NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL

15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

PROJECT LOCATION MAPS



LOCATION MAP



AREA MAP



SITE MAP

SHEET INDEX

NUMBER	DRAWING NAME
G-101	COVER SHEET
G-103	EGRESS PLANS
G-104	EGRESS PLANS
General	
G-102	NOTES, ABBREVIATIONS, AND SYMBOLS
A100C	LOWER LEVEL PLAN - AREA C
A100D	LOWER LEVEL PLAN - AREA D
A101A	FIRST FLOOR PLAN - AREA A
A101B	FIRST FLOOR PLAN - AREA B
A101C	FIRST FLOOR PLAN - AREA C
A101D	FIRST FLOOR PLAN - AREA D
A102A	SECOND FLOOR PLAN - AREA A
A102B	SECOND FLOOR PLAN - AREA B
A102C	SECOND FLOOR PLAN - AREA C
A102D	SECOND FLOOR PLAN - AREA D
A110A	ROOF PLAN - AREA A
A110B	ROOF PLAN - AREA B
A110C	ROOF PLAN - AREA C
A110D	ROOF PLAN - AREA D
A200C	REFLECTED CEILING PLAN - LOWER LEVEL - AREA C
A200D	REFLECTED CEILING PLAN - LOWER PLAN - AREA D
A201A	RFLECTED CEILING PLAN - 1ST FLOOR - AREA A
A201B	REFLECTED CEILING PLAN - 1ST FLOOR- AREA B
A201C	REFLECTED CEILING PLAN - 1ST FLOOR - AREA C
A201D	REFLECTED CEILING PLAN - 1ST FLOOR - AREA D
A202A	REFLECTED CEILING PLAN - 2ND FLOOR - AREA A
A202B	REFLECTED CEILING PLAN - 2ND FLOOR - AREA B
A202C	REFLECTED CEILING PLAN - 2ND FLOOR - AREA C
A202D	REFLECTED CEILING PLAN - 2ND FLOOR - AREA D
A-301	ELEVATIONS
A-302	ELEVATIONS
A-303	ELEVATIONS
A-401	BUILDING SECTIONS
A-402	BUILDING SECTIONS
A-411	WALL SECTIONS
A-601	DOOR SCHEDULES
A-603	WALL PARTITIONS
P	
P-000	Plumbing Cover Sheet
P-101	Unnamed
M	
M-000	Mechanical Cover Sheet
M-101	Unnamed
E100C	ELECTRICAL LOWER LEVEL LIGHTING PLAN - AREA C
E100D	ELECTRICAL LOWER LEVEL LIGHTING PLAN - AREA D
E101A	ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA A
E101B	ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA B
E101C	ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA C
E101D	ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA D
E102A	ELECTRICAL 2ND FLOOR LIGHTING PLAN AREA - A
E102B	ELECTRICAL 2ND FLOOR LIGHTING PLAN AREA - B
E102C	ELECTRICAL 2ND FLOOR LIGHTING PLAN AREA - C
E102D	ELECTRICAL 2ND FLOOR LIGHTING PLAN AREA - D
E200C	ELECTRICAL LOWER LEVEL POWER PLAN - AREA C
E200D	ELECTRICAL LOWER LEVEL POWER PLAN - AREA D
E201A	ELECTRICAL 1ST FLOOR POWER PLAN - AREA A
E201B	ELECTRICAL 1ST FLOOR POWER PLAN - AREA B
E201C	ELECTRICAL 1ST FLOOR POWER PLAN - AREA C
E201D	ELECTRICAL 1ST FLOOR POWER PLAN - AREA D
E202A	ELECTRICAL 2ND FLOOR POWER PLAN - AREA A
E202B	ELECTRICAL 2ND FLOOR POWER PLAN - AREA B
E202C	ELECTRICAL 2ND FLOOR POWER PLAN - AREA C
E202D	ELECTRICAL 2ND FLOOR POWER PLAN - AREA D
E-000	ELECTRICAL COVER SHEET
E-500	ELECTRICAL DETAILS
E-501	ELECTRICAL DETAILS
E-502	ELECTRICAL DETAILS
E-503	ELECTRICAL DETAILS
E-600	ELECTRICAL SINGLE LINE DIAGRAM
T100C	TELECOMMUNICATIONS LOWER LEVEL PLAN - AREA C
T100D	TELECOMMUNICATIONS LOWER LEVEL PLAN - AREA D
T101A	TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA A
T101B	TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA B
T101C	TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA C
T101D	TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA D
T102A	TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA A
T102B	TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA B
T102C	TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA C
T102D	TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA D
T-000	TELECOMMUNICATIONS COVER SHEET
T-500	TELECOMMUNICATIONS DETAILS
T-501	TELECOMMUNICATIONS DETAILS

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CONSULTANT

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

MARK	DESCRIPTION	DATE

SHEET TITLE

COVER SHEET

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.

G-101

12/1/2020 2:5:41 PM

SCHEMATIC SITE PACKAGE

FOR

WILLIAM S. ROGERS HIGH SCHOOL

A.P. 41 LOT 002 & 300
15 WICKHAM ROAD
NEWPORT, R.I.



LOCUS MAP
NOT TO SCALE

PREPARED FOR:

STUDIO JAED

42 WEYBOSSET STREET
SUITE 403
PROVIDENCE, R.I. 02903

PREPARED BY:

GAROFALO & ASSOCIATES, INC.
CIVIL & STRUCTURAL ENGINEERS \ SURVEYORS
LAND PLANNERS \ ENVIRONMENTAL SCIENTISTS
85 CORLISS STREET
P.O. BOX 6145
PROVIDENCE, RI 02940
(PH) 401-273-6000 (FX) 401-273-1000

DATED:
JANUARY 02, 2020

PLAN SHEET LEGEND

SHEET	PLAN TITLE	LATEST REVISION
-	COVER SHEET	
C-1	EXISTING CONDITIONS PLAN PLAN	
C-2	SITE LAYOUT PLAN	
C-3	SITE LAYOUT W/ AERIAL PLAN	
C-4	GRADING & DRAINAGE PLAN	
C-5	UTILITY PLAN	
C-6	CONSTRUCTION DETAILS	
C-7	CONSTRUCTION DETAILS	

JOB NO.7240-00

1 OF 8 SHEETS



LOCUS MAP
N.T.S.

NOTES:

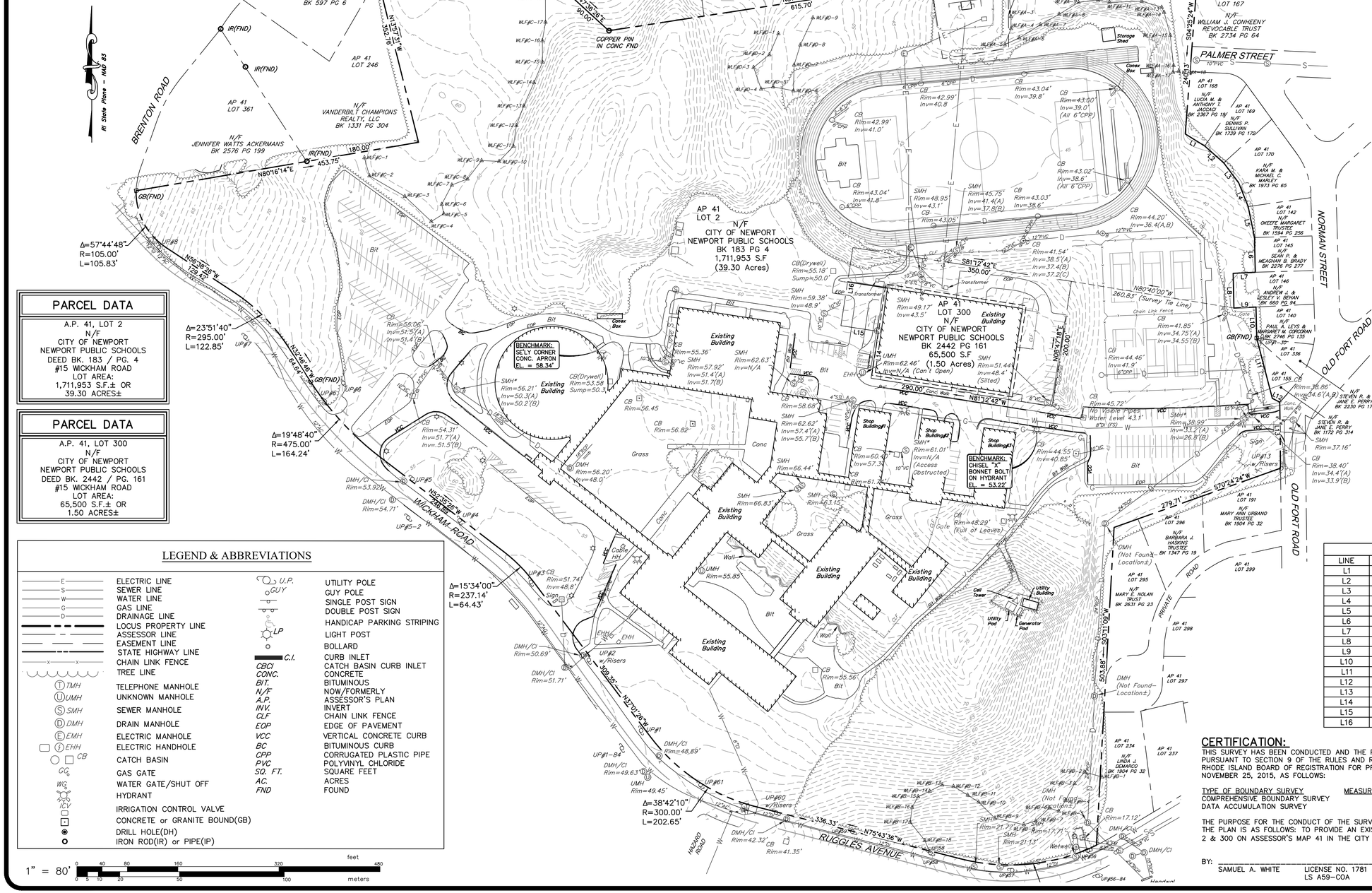
1. THE PROJECT SITE IS LOCATED WITHIN ZONE "X" (AREAS OUTSIDE THE 0.2% ANNUAL FLOODPLAIN) AS SHOWN ON F.E.M.A. FLOOD INSURANCE RATE MAP FOR THE CITY OF NEWPORT, RHODE ISLAND, NEWPORT COUNTY, COMMUNITY PANEL NO. 44005C0177J & 44005C0179J , HAVING AN EFFECTIVE DATE OF SEPTEMBER 4, 2013.

2. THE UNDERGROUND UTILITIES SHOWN HAVE BEEN LOCATED FROM FIELD SURVEY INFORMATION AND EXISTING DRAWINGS. THE SURVEYOR MAKES NO GUARANTEE THAT THE UNDERGROUND UTILITIES SHOWN COMPRISE ALL SUCH UTILITIES IN THE AREA, EITHER IN SERVICE OR ABANDONED. THE SURVEYOR FURTHER DOES NOT WARRANT THAT THE UNDERGROUND UTILITIES SHOWN ARE IN THE EXACT LOCATION INDICATED ALTHOUGH HE DOES CERTIFY THAT THEY ARE LOCATED AS ACCURATELY AS POSSIBLE FROM INFORMATION AVAILABLE. THE SURVEYOR HAS NOT PHYSICALLY LOCATED THE UNDERGROUND UTILITIES. (PLEASE CONTACT DIGSAFE PRIOR TO CONSTRUCTION @ 1-888-344-7233)

3 HORIZONTAL DATUM: RHODE ISLAND STATE PLANE – NAD 83
VERTICAL DATUM: NAVD 88*
* DATUM WAS DERIVED BY OBSERVED GPS ORTHOMETRIC HEIGHTS
VARIATIONS BETWEEN LOCAL BENCHMARKS MAY APPLY.

PLAN REFERENCES:

1. PROPERTY LINE MAP PROPOSED NEWPORT HIGH SCHOOL SITE, NEWPORT HIGH SCHOOL COMMISSION, NEWPORT, RHODE ISLAND BY C.A. MCGUIRE & ASSOCIATES–ENGINEERS, MAY 1953.
2. PLAN OF EASEMENTS FOR A.P. 41 LOTS 2 & 10 SITUATED ON HARRISON AVENUE, NEWPORT RI PREPARED FOR NARRAGANSETT ELECTRIC CO. BY GAROFALO AND ASSOCIATES JUNE 22, 2006
3. PLAN OF LOTS OF THE UNITED STATES HOUSING CORPORATION NEWPORT R.I. 1919, CHANDLER & PALMER–ENGINEERS, R.J. EASTON–SURVEYOR
4. SURVEY PLAN A.P. 41 LOT 246 PREPARED FOR VANDERBUILT CHAMPIONS BY OCEAN STATE PLANNERS, FEBRUARY 28, 2006
5. EXISTING CONDITIONS PLAN FOR JENNIFER WATTS ACKERMANS PLAT 41 LOT 361 NEWPORT RHODE ISLAND BY DARVEAU LAND SURVEYING, INC. OCTOBER 3, 2019



PARCEL DATA

A.P. 41, LOT 2
N/F
CITY OF NEWPORT
NEWPORT PUBLIC SCHOOLS
DEED BK. 183 / PG. 4
#15 WICKHAM ROAD
LOT AREA:
1,711,953 S.F.± OR
39.30 ACRES±

PARCEL DATA

A.P. 41, LOT 300
N/F
CITY OF NEWPORT
NEWPORT PUBLIC SCHOOLS
DEED BK. 2442 / PG. 161
#15 WICKHAM ROAD
LOT AREA:
65,500 S.F.± OR
1.50 ACRES±

LEGEND & ABBREVIATIONS

E ELECTRIC LINE
S SEWER LINE
W WATER LINE
G GAS LINE
D DRAINAGE LINE
LOCUS PROPERTY LINE
ASSESSOR LINE
EASEMENT LINE
STATE HIGHWAY LINE
CHAIN LINK FENCE
TREE LINE
TMH TELEPHONE MANHOLE
UMH UNKNOWN MANHOLE
SMH SEWER MANHOLE
DMH DRAIN MANHOLE
EMH ELECTRIC MANHOLE
EHH ELECTRIC HANDHOLE
CB CATCH BASIN
GG GAS GATE
WG WATER GATE/SHUT OFF
HYDRANT
ICV IRRIGATION CONTROL VALVE
CONCRETE or GRANITE BOUND(GB)
DRILL HOLE(DH)
IRON ROD(IR) or PIPE(IP)

U.P. UTILITY POLE
GUY GUY POLE
SINGLE POST SIGN
DOUBLE POST SIGN
HANDICAP PARKING STRIPING
LP LIGHT POST
BOLLARD
C.I. CURB INLET
CBCI CATCH BASIN CURB INLET
CONC. CONCRETE
BIT. BITUMINOUS
N/F NOW/FORMERLY
A.P. ASSESSOR'S PLAN
INV. INVERT
CLF CHAIN LINK FENCE
EOP EDGE OF PAVEMENT
VCC VERTICAL CONCRETE CURB
BC BITUMINOUS CURB
CPP CORRUGATED PLASTIC PIPE
P.V.C POLYVINYL CHLORIDE
SQ. FT. SQUARE FEET
AC. ACRES
FND FOUND

LINE TABLE

LINE	LENGTH	BEARING
L1	36.45'	S58°18'36"E
L2	40.00'	S48°26'36"E
L3	40.00'	S36°38'36"E
L4	40.00'	S21°38'36"E
L5	50.00'	S11°48'46"E
L6	55.02'	S01°06'46"E
L7	35.00'	S87°11'44"W
L8	55.02'	S01°15'46"E
L9	35.00'	N87°11'44"E
L10	49.70'	S01°15'46"E
L11	98.00'	S14°34'46"E
L12	13.25'	S62°49'09"E
L13	104.50'	S00°40'59"E
L14	75.00	N08°47'18"E
L15	60.00	N81°12'42"W
L16	125.00	N08°47'18"E

CERTIFICATION:

THIS SURVEY HAS BEEN CONDUCTED AND THE PLAN HAS BEEN PREPARED PURSUANT TO SECTION 9 OF THE RULES AND REGULATIONS ADOPTED BY THE RHODE ISLAND BOARD OF REGISTRATION FOR PROFESSIONAL LAND SURVEYORS ON NOVEMBER 25, 2015, AS FOLLOWS:

TYPE OF BOUNDARY SURVEY	MEASUREMENT SPECIFICATION
COMPREHENSIVE BOUNDARY SURVEY	CLASS I
DATA ACCUMULATION SURVEY	CLASS III, T-2

THE PURPOSE FOR THE CONDUCT OF THE SURVEY AND FOR THE PREPARATION OF THE PLAN IS AS FOLLOWS: TO PROVIDE AN EXISTING CONDITIONS SURVEY OF LOT 2 & 300 ON ASSESSOR'S MAP 41 IN THE CITY OF NEW PORT, RHODE ISLAND.

BY: _____
SAMUEL A. WHITE LICENSE NO. 1781
LS A59-COA

EXISTING CONDITIONS SURVEY
FOR
ROGERS HIGH SCHOOL
SITUATED ON
WICKHAM ROAD
NEWPORT, RHODE ISLAND
PREPARED FOR
STUDIO JAED

NO.	REVISION	BY	DATE

DRAFT

This plan is a "DRAFT" version and has been prepared for the purpose of review and commenting and is not legal without the official stamp, signature and date of a Professional Land Surveyor registered in the State of Rhode Island. (RI General Laws § 5-8.1-12)

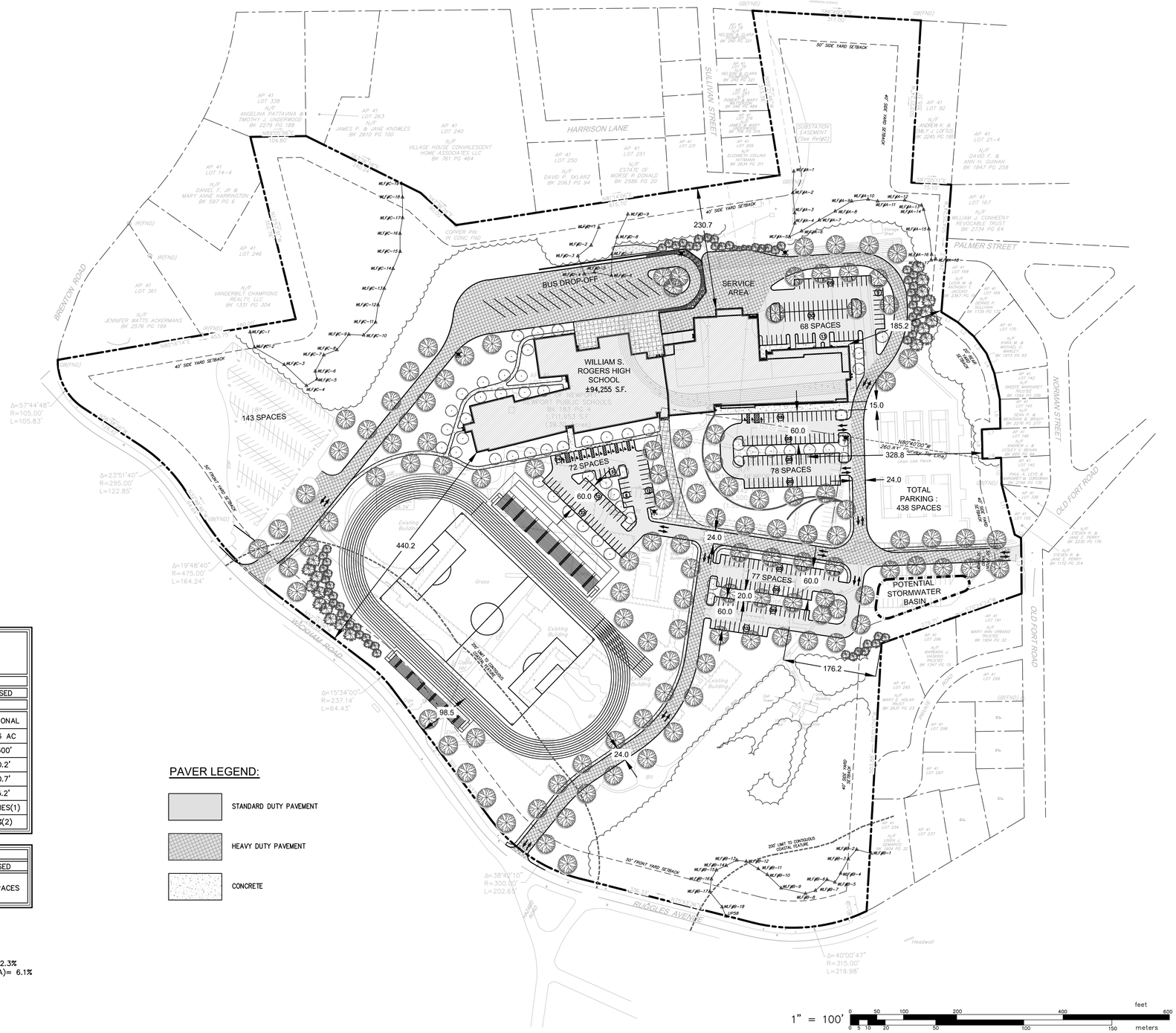
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JOB NO. 7240.00	**DRAWN BY** RSE
DWG. NO. 7240-ECS	**CALCS BY** RSE
SCALE: 1"=80'	**APPROVED** SAW
	DATE: DECEMBER 2019

SHEET

C-1



ZONING REQUIREMENTS AP 41, LOTS 2 & 300 ZONING: R-40 RESIDENTIAL DISTRICT			
SITE DATA			
DESCRIPTION	REQUIRED	EXISTING	PROPOSED
LAND USE: RESIDENTIAL R-40	–	EDUCATIONAL	EDUCATIONAL
MIN. LAND AREA	40,000 S.F.	±35.6 AC	±35.6 AC
MIN. LOT FRONTAGE	200'	> 2,300'	> 2,300'
MIN. FRONT YARD BUILDING SETBACK	50'	±98.5'	±440.2'
MIN. SIDE YARD BUILDING SETBACK	40'	±176.2'	±230.7'
MIN. REAR YARD BUILDING SETBACK	20'	±328.8'	±185.2'
MAX. BLDG HEIGHT	30'	2 STORIES	3 STORIES(1)
MAX. LOT COVERAGE (STRUCTURE)	15%	±12.3%(2)	±6.1%(2)

PARKING REQUIREMENTS			
DESCRIPTION	REQUIRED	EXISTING	PROPOSED
SCHOOL: 1 SPACE/EVERY 5 SEATS IN AUDITORIUM OR CLASSROOMS (THE GREATER)	251 SPACES(3)	274 SPACES	438 SPACES

TABLE NOTES:

1. REQUIRED BUILDING HEIGHT VARIANCE
2. LOT COVERAGE (STRUCTURE):
   EXISTING LOT COVERAGE=191,079 S.F.(EXISTING BLDG)/1,550,736 S.F.(LOTS AREA)= 12.3%
   PROPOSED LOT COVERAGE= 94,255 S.F.(PROPOSED BLDG)/ 1,550,736 S.F.(LOTS AREA)= 6.1%
3. REQUIRED PARKING PER ORDINANCE:
   PROPOSED SCHOOL: 1 SPACE/5 SEATS (CLASSROOM OR AUDITORIUM)
   CLASSROOM SEATS = 1/5 (755 SEATS) =151 SPACES
   AUDITORIUM SEATS = 1/5 (500 SEATS) =100 SPACES
   TOTAL REQUIRED SPACES= 251 SPACES

PAVER LEGEND:

- STANDARD DUTY PAVEMENT
- HEAVY DUTY PAVEMENT
- CONCRETE

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ARCHITECT / ENGINEER SEAL

PROJECT

CITY OF NEWPORT
REDEVELOPMENT
ROGER'S HIGH SHCOOL
15 WICKHAM ROAD
NEWPORT, RI

REVISIONS

MARK	DESCRIPTION	DATE
–	–	–

SHEET TITLE

SITE LAYOUT PLAN

SCHEMATIC SITE PACKAGE
01-02-2020

DRAWN	CHK'D	PROJECT NO
KTT	SSH	7240-00

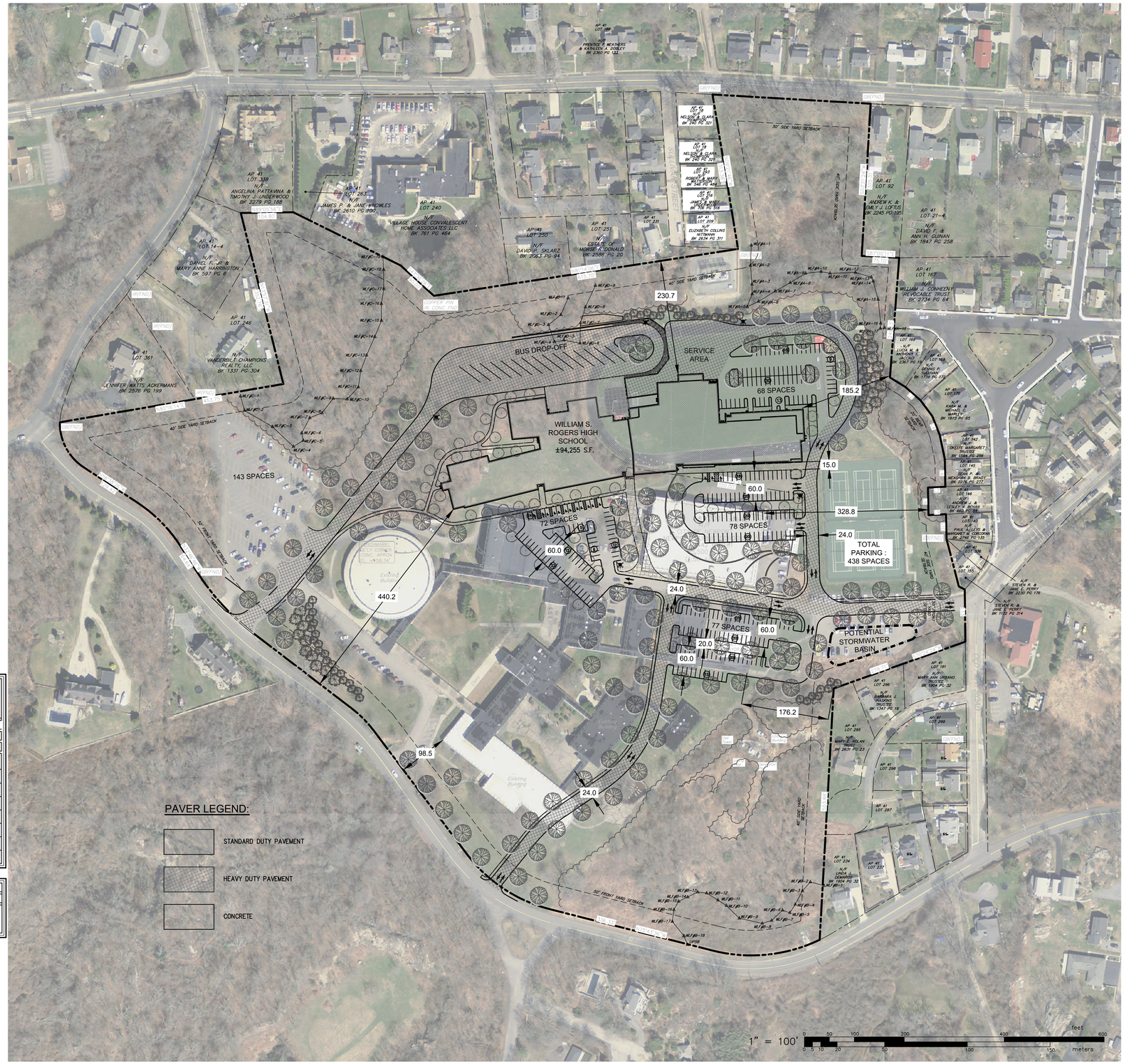
SHEET NO.

C-2

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - JAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT USE THE DATA FOR ANY PURPOSE OTHER THAN THE PROJECT FOR WHICH IT WAS PROVIDED. - THE RECEIVER SHALL NOT ALTER OR DELETE COPYRIGHT OR OTHER PROPRIETARY NOTICES CONTAINED IN THE DATA. - THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW TO DEFEND, INDEMNIFY AND HOLD HARMLESS STUDIO JAED CORPORATION FROM AND AGAINST ALL LOSSES, CHARGES, LIABILITIES AND COSTS (INCLUDING REASONABLE ATTORNEYS FEES) AND COSTS OF DEFENSE) ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - JAED CORPORATION DO NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - JAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT USE THE DATA FOR ANY PURPOSE OTHER THAN THE PROJECT FOR WHICH IT WAS PROVIDED. - THE RECEIVER SHALL NOT ALTER OR DELETE COPYRIGHT OR OTHER PROPRIETARY NOTICES CONTAINED IN THE DATA. - THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW TO DEFEND, INDEMNIFY AND HOLD HARMLESS STUDIO JAED CORPORATION FROM AND AGAINST ALL LOSSES, CHARGES, LIABILITIES AND COSTS (INCLUDING REASONABLE ATTORNEYS FEES) AND COSTS OF DEFENSE) ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

1/2/2020 4:43 PM



ZONING REQUIREMENTS

AP 41, LOTS 2 & 300

ZONING: R-40 RESIDENTIAL DISTRICT

SITE DATA			
DESCRIPTION	REQUIRED	EXISTING	PROPOSED
LAND USE: RESIDENTIAL R-40	–	EDUCATIONAL	EDUCATIONAL
MIN. LAND AREA	40,000 S.F.	±35.6 AC	±35.6 AC
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MAX. LOT COVERAGE (STRUCTURE)	15%	±12.3%(2)	±6.1%(2)

PARKING REQUIREMENTS			
DESCRIPTION	REQUIRED	EXISTING	PROPOSED
SCHOOL: 1 SPACE/EVERY 5 SEATS IN AUDITORIUM OR CLASSROOMS (THE GREATER)	251 SPACES(3)	274 SPACES	438 SPACES

TABLE NOTES:

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1/2/2020 4:49 PM

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ARCHITECT / ENGINEER SEAL

PROJECT

CITY OF NEWPORT
REDEVELOPMENT
ROGER'S HIGH SHCOOL
15 WICKHAM ROAD
NEWPORT, RI

REVISIONS

MARK	DESCRIPTION	DATE
–	–	–

SHEET TITLE

SITE LAYOUT
W/ AERIAL PLAN

SCHEMATIC SITE PACKAGE

01-02-2020

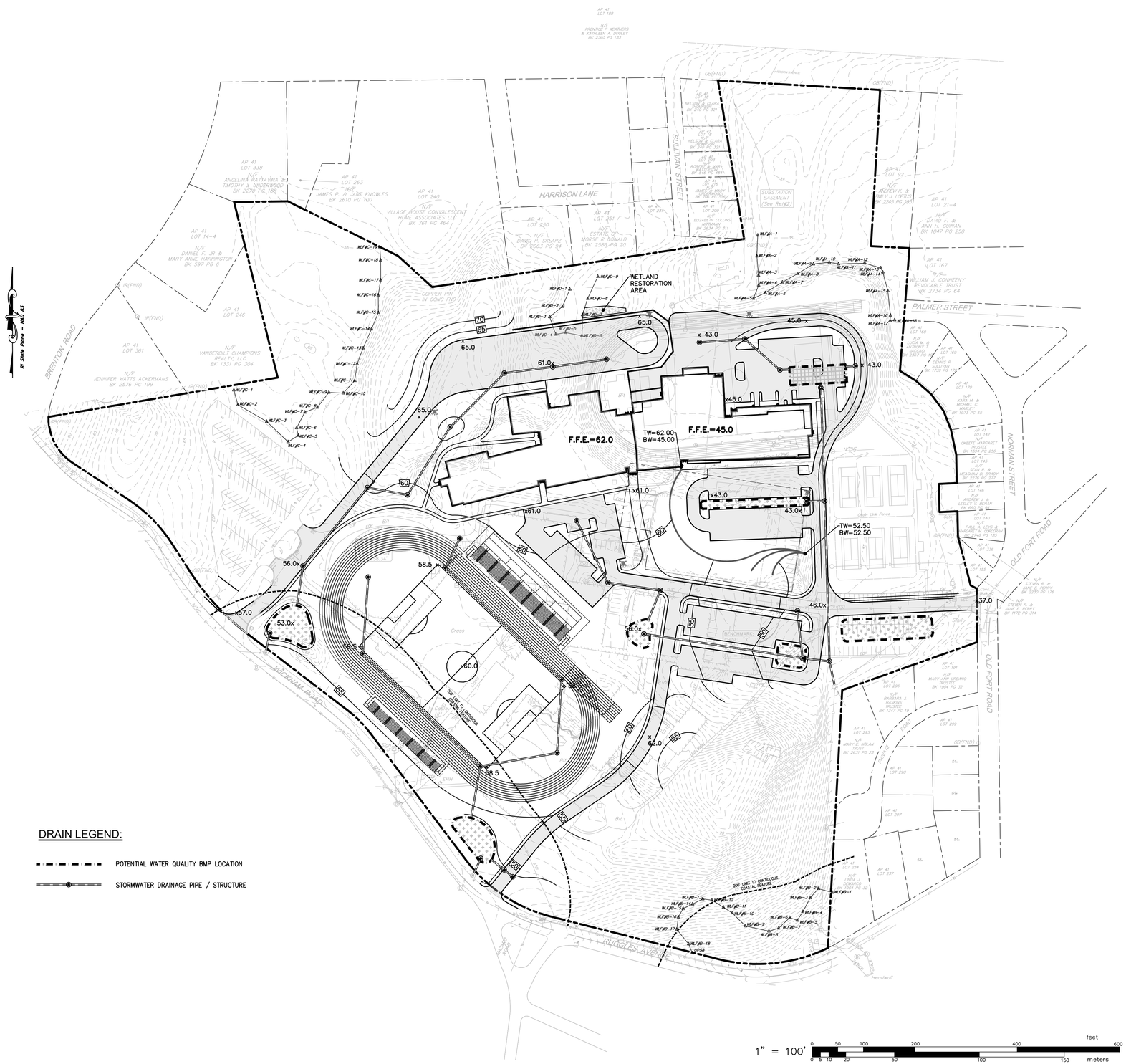
DRAWN	CHK'D	PROJECT NO
RYY	SSH	7240-00

SHEET NO.

C-3

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED STATUTORY MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - AGD CORPORATION DO NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - AGD CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT HAS REMOVED ALL VIRUSES FROM THE DATA. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD HARMLESS STATE AGD CORPORATION FROM AND AGAINST ALL CLAIMS, DAMAGES, LIABILITIES AND COSTS (INCLUDING REASONABLE ATTORNEYS FEES AND COSTS OF DEFENSE) ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

1/2/2020 4:45 PM



DRAIN LEGEND:

- POTENTIAL WATER QUALITY BMP LOCATION
- STORMWATER DRAINAGE PIPE / STRUCTURE

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PROJECT

CITY OF NEWPORT
REDEVELOPMENT
ROGER'S HIGH SHCOOL
15 WICKHAM ROAD
NEWPORT,RI

REVISIONS

MARK	DESCRIPTION	DATE
–	–	–

SHEET TITLE

GRADING & DRAINAGE PLAN

SCHEMATIC SITE PACKAGE

01-02-2020

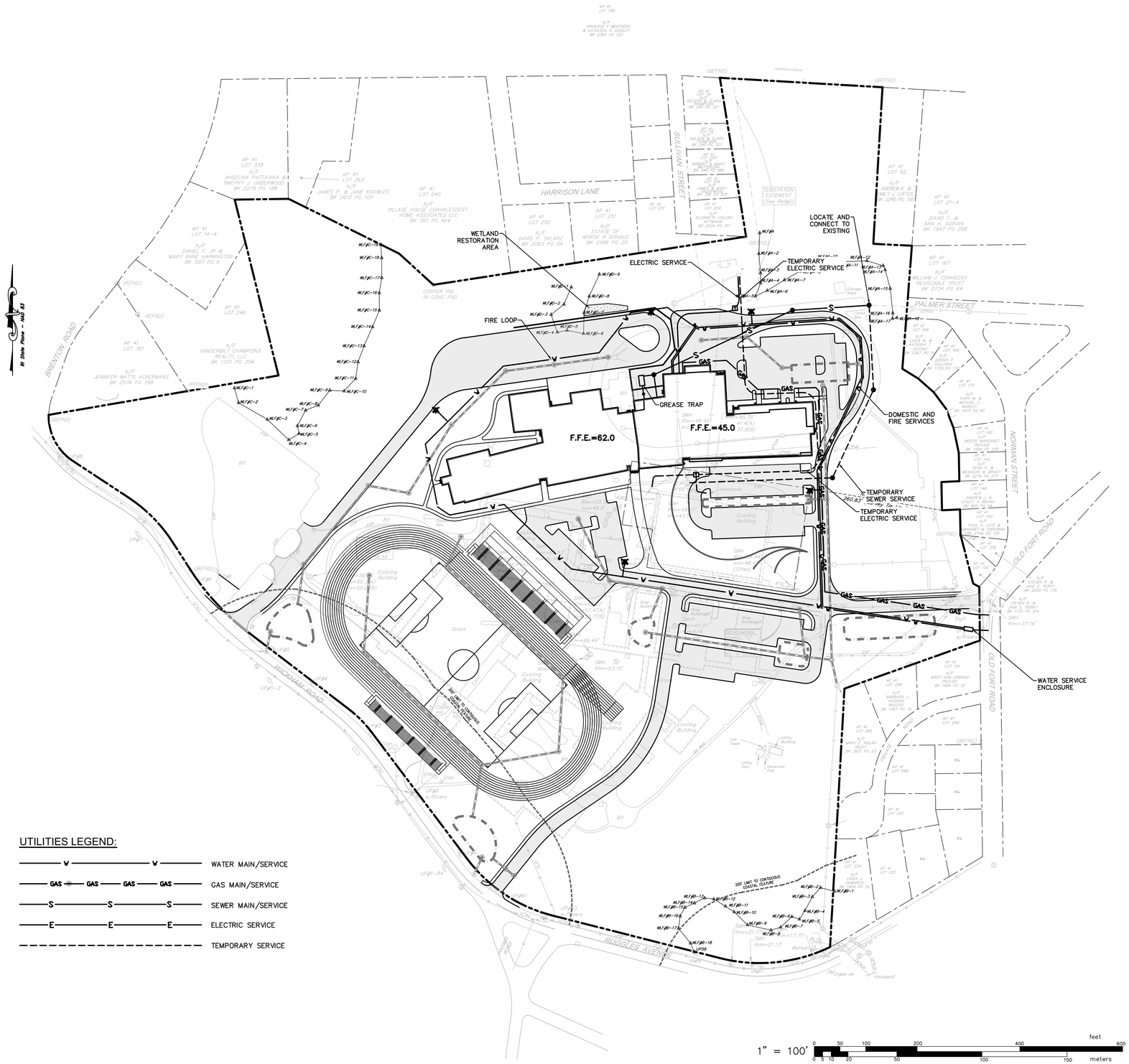
DRAWN	CHK'D	PROJECT NO
KYY	SSH	7240-00

SHEET NO.

C-4

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - "THE ELECTRONIC DATA TRANSMITTED (DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - "J&D CORPORATION DO NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - "J&D CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - "THE RECEIVER WARRANTS THAT IT WILL NOT MODIFY OR REMOVE ANY COPYRIGHT OR OTHER PROPRIETARY NOTICES CONTAINED IN THE DATA. - "THE RECEIVER SHALL INDEMNIFY AND HOLD HARMLESS "J&D CORPORATION" AND ITS AGENTS AND EMPLOYEES FROM AND AGAINST ALL CLAIMS, DAMAGES, LIABILITIES AND COSTS (INCLUDING REASONABLE ATTORNEYS FEES) AND COSTS OF DEFENSE, ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

1/2/2020 4:48 PM



UTILITIES LEGEND:

- W — WATER MAIN/SERVICE
- GAS — GAS MAIN/SERVICE
- S — SEWER MAIN/SERVICE
- E — ELECTRIC SERVICE
- TEMPORARY SERVICE

1" = 100'

0 50 100 200 400 600 feet

0 5 10 20 50 100 150 meters

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PROJECT

CITY OF NEWPORT
REDEVELOPMENT
ROGER'S HIGH SHCOOL
15 WICKHAM ROAD
NEWPORT,RI

REVISIONS

MARK	DESCRIPTION	DATE
–	–	–

SHEET TITLE

UTILITIES PLAN

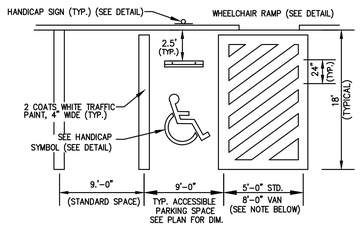
SCHEMATIC SITE PACKAGE

01-02-2020

DRAWN	CHK'D	PROJECT NO
KAY	SSH	7240-00

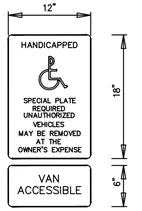
SHEET NO.

C-5

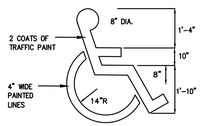


PAVEMENT STRIPING DETAIL

N.T.S.



"R7-8, R7-8A" SIGN DETAIL



HANDICAP SYMBOL

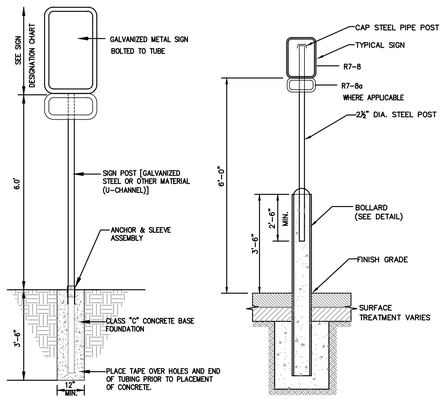
N.T.S.



R-1
36"x 36"
"STOP"
SIGN DETAIL



R1-5
36"x 36"
"YIELD TO PEDESTRIANS"
SIGN DETAIL

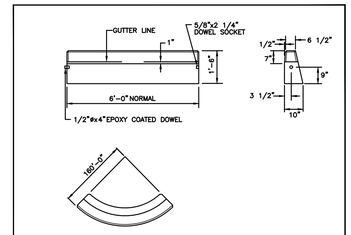


SIGNAGE DETAIL

N.T.S.

BOLLARD MOUNTED SIGN

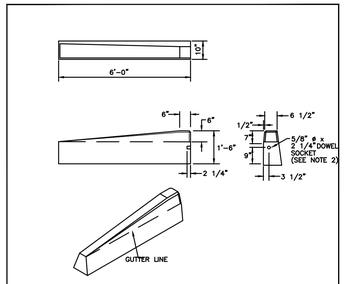
N.T.S.



CIRCULAR CURB

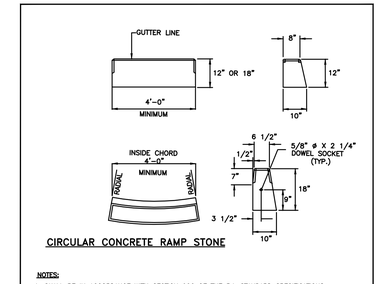
NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 906 OF THE R.I. STANDARD SPECIFICATIONS.
2. MINIMUM LENGTH OF STRAIGHT OR CIRCULAR FILLER PIECES TO BE 3'-0".
3. EXPOSED SURFACES TO HAVE A SPONGE FLOAT FINISH.
4. CIRCULAR CURB IS REQUIRED ON CURVES WITH RADII OF 160'-0" OR LESS. STRAIGHT CURB TO BE USED ON CURVES OF MORE THAN 160'-0"RADIUS.
5. EXPOSED EDGES TO HAVE A 3/4" CHAMFER.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Mar 05	PRECAST CONCRETE CURB	R.I. STANDARD 7.1.0
ISSUE DATE: JUNE 15, 1998		



NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 906 OF THE R.I. STANDARD SPECIFICATIONS.
2. DRAWING SHOWS TRANSITION CURB FOR ONE DIRECTION, FOR OTHER DIRECTION USE OPPOSITE HAND AND INCLUDE A 1/2" ø x 4" EPOXY COATED DOWEL.
3. EXPOSED SURFACES TO HAVE A SPONGE FLOAT FINISH.
4. EXPOSED EDGES TO HAVE A 3/4" CHAMFER.

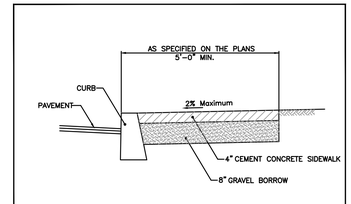
RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Mar 05	6'-0" PRECAST CONCRETE TRANSITION CURB	R.I. STANDARD 7.1.2
ISSUE DATE: JUNE 15, 1998		



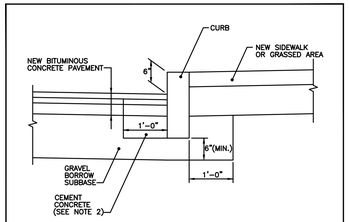
CIRCULAR CONCRETE RAMP STONE

NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 906 OF THE R.I. STANDARD SPECIFICATIONS.
2. MINIMUM LENGTH OF STRAIGHT OR CIRCULAR RAMP STONE TO BE 4'-0".
3. EXPOSED SURFACES TO HAVE A SPONGE FLOAT FINISH.
4. CIRCULAR RAMP STONE IS REQUIRED ON CURVED WITH RADII OF 160'- 0" OR LESS. STRAIGHT RAMP STONE TO BE USED ON CURVES OF MORE THAN 160—0" RADIUS.
5. EXPOSED EDGES TO HAVE A 3/4" CHAMFER.
6. RAMP STONE SHALL BE SET IN ACCORDANCE WITH STD 43.3.0.
7. 12" RAMP STONE SHALL BE SET IN CONJUNCTION WITH STD. 7.1.2.
8. 18" RAMP STONE SHALL BE SET IN CONJUNCTION WITH STD. 7.1.3.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. BY DATE	PRECAST CONCRETE RAMP STONE	R.I. STANDARD 7.1.9
ISSUE DATE: JUNE 27, 2008		

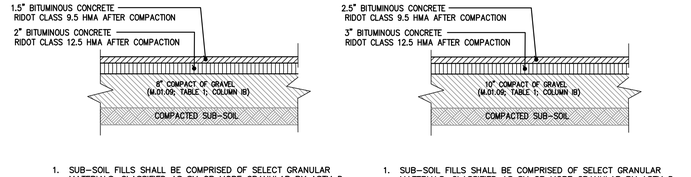


RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Mar 05; NO. 2 BY MLP DATE 06/01/10	CEMENT CONCRETE SIDEWALK	R.I. STANDARD 43.1.0
ISSUE DATE: JUNE 15, 1998		



NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 906 OF THE R.I. STANDARD SPECIFICATIONS.
2. CEMENT CONCRETE SHALL BE USED ONLY WHEN THE CURB IS SET AFTER THE BASE AND/OR BINDER COURSES ARE IN PLACE, OTHERWISE THE CEMENT CONCRETE WILL BE ELIMINATED AND THE GRAVEL BROUGHT UP TO BOTTOM OF THE BASE COURSE.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Mar 05	CURB SETTING DETAIL	R.I. STANDARD 7.6.0
ISSUE DATE: JUNE 15, 1998		



1. SUB-SOIL FILLS SHALL BE COMPRISED OF SELECT GRANULAR MATERIALS, CLASSIFIED AS SM OR MORE GRANULAR BY ASTM D 2487 AND PLACED IN 12-INCH MAXIMUM LIFTS AND SHALL BE COMPACTED TO 98% OF THE MAXIMUM STANDARD PROTECTOR DENSITY AS DETERMINED BY THE MOISTURE-DENSITY RELATIONSHIP TEST METHOD ASTM D689.

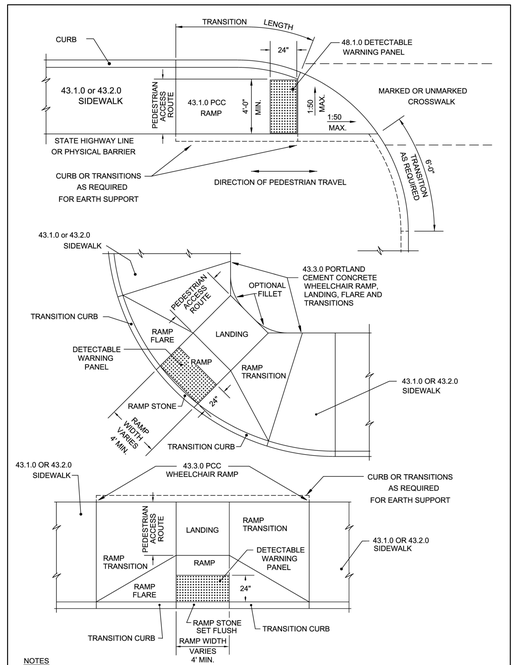
STANDARD DUTY BITUMINOUS CONCRETE PAVEMENT SECTION (BCP)

N.T.S.

1. SUB-SOIL FILLS SHALL BE COMPRISED OF SELECT GRANULAR MATERIALS, CLASSIFIED AS SM OR MORE GRANULAR BY ASTM D 2487 AND PLACED IN 12-INCH MAXIMUM LIFTS AND SHALL BE COMPACTED TO 98% OF THE MAXIMUM STANDARD PROTECTOR DENSITY AS DETERMINED BY THE MOISTURE-DENSITY RELATIONSHIP TEST METHOD ASTM D689.

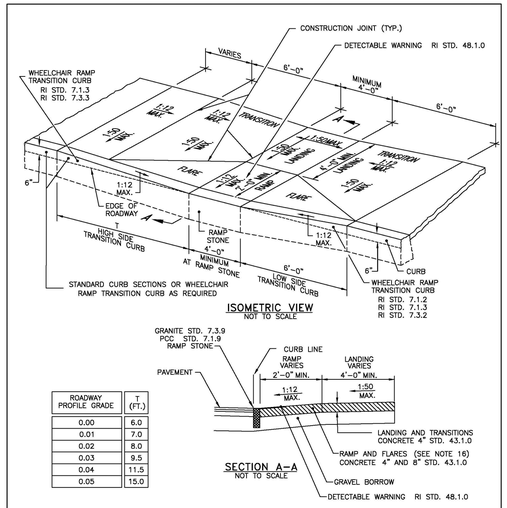
HEAVY DUTY BITUMINOUS CONCRETE PAVEMENT SECTION (BCP)

N.T.S.



NOTES
1. DETECTABLE WARNING PANEL SHALL BE IN ACCORDANCE WITH SECTION 942 OF THE RHODE ISLAND STANDARD SPECIFICATIONS; PANEL TO MATCH RAMP WIDTH.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Mar 2005; NO. 2 BY MLP DATE Sep 2012	DETECTABLE WARNING PANEL PLACEMENT	R.I. STANDARD 48.1.0
ISSUE DATE: JUNE 15, 1998		



ISOMETRIC VIEW

NOT TO SCALE

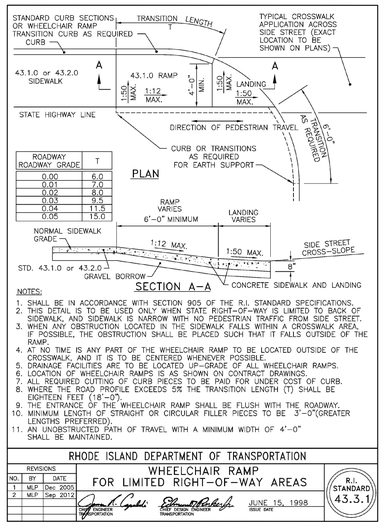
ROADWAY PROFILE GRADE	T (FT.)
0.00	6.0
0.01	7.0
0.02	8.0
0.03	9.5
0.04	11.5
0.05	15.0

SECTION A—A

NOT TO SCALE

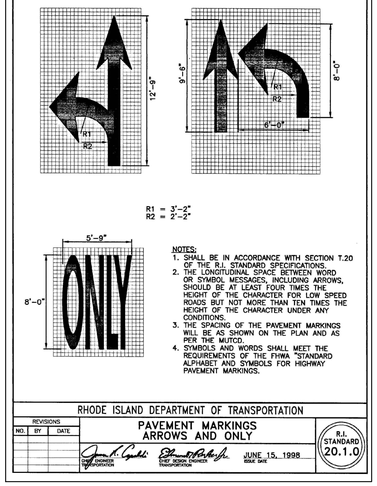
NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 906 OF THE R.I. STANDARD SPECIFICATIONS.
2. WHEN ANY OBSTRUCTION LOCATED IN THE SIDEWALK FALLS WITHIN A CROSSWALK AREA, THE WHEELCHAIR RAMP SHALL BE PLACED SUCH THAT THE OBSTRUCTION FALLS OUTSIDE OF THE RAMP.
3. AT NO TIME IS ANY PART OF THE WHEELCHAIR RAMP TO BE LOCATED OUTSIDE OF THE CROSSWALK, AND IT IS TO BE CENTERED WHENEVER POSSIBLE.
4. DRAINAGE FACILITIES ARE TO BE LOCATED UP-GRADE OF ALL WHEELCHAIR RAMPS.
5. LOCATION OF WHEELCHAIR RAMPS IS AS SHOWN ON CONTRACT DRAWINGS.
6. IN NO INSTANCE SHALL THE SIDEWALK CROSS SLOPE EXCEED 1:50 EXCEPT WITHIN THE RAMP AREA.
7. AN UNOBSTRUCTED PATH OF TRAVEL WITH A MINIMUM WIDTH OF 4'-0" SHALL BE MAINTAINED.
8. THE WHEELCHAIR RAMP SLOPE AND SIDE SLOPES (TRANSITIONS), MUST NOT BE STEEPER THAN 1:12. HOWEVER, THESE SLOPES MAY BE FLATTER THAN 1:12 WHEN WARRANTED BY SURROUNDING CONDITIONS.
9. WHERE THE ROAD PROFILE EXCEEDS 5% THE HIGH SIDE TRANSITION LENGTH (T) SHALL BE EIGHTEEN FEET (18'-0").
10. IN NO CASE, WHERE A STOP LINE IS WARRANTED, SHALL A RAMP BE PLACED BEHIND THE STOP LINE.
11. THE ENTRANCE OF THE WHEELCHAIR RAMP SHALL BE FLUSH WITH THE ROADWAY.
12. THE WHEELCHAIR RAMP SHALL BE CENTERED RADIALLY, OPPOSITE THE RADIUS POINT WHEN POSSIBLE.
13. MINIMUM LENGTH OF STRAIGHT OR CIRCULAR FILLER PIECES TO BE 3'-0" (GREATER LENGTHS PREFERRED).
14. ALL REQUIRED CUTTING OF CURB PIECES TO BE PAID FOR UNDER COST OF CURB.
15. DETECTABLE WARNINGS TO BE PAID FOR UNDER SECTION 942 OF THE RI STANDARD SPECIFICATIONS
16. 8" CONCRETE DEPTH FOR RADIUS WHEELCHAIR RAMPS ONLY. USE 4" DEPTH FOR TANGENT (MID—BLOCK) LOCATIONS.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Oct 2005; NO. 2 BY MLP DATE Jun 2008; NO. 3 BY MLP DATE Sep. 2012	WHEELCHAIR RAMP	R.I. STANDARD 43.3.0
ISSUE DATE: JUNE 15, 1998		



ROADWAY ROADWAY GRADE	T
0.00	6.0
0.01	7.0
0.02	8.0
0.03	9.5
0.04	11.5
0.05	15.0

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. 1 BY MLP DATE Dec. 2005; NO. 2 BY MLP DATE Sep. 2012	WHEELCHAIR RAMP FOR LIMITED RIGHT—OF—WAY AREAS	R.I. STANDARD 43.3.1
ISSUE DATE: JUNE 15, 1998		



NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION T.20 OF THE R.I. STANDARD SPECIFICATIONS.
2. THE LONGITUDINAL SPACE BETWEEN WORD OR SYMBOL MESSAGES, INCLUDING ARROWS, SHOULD BE AT LEAST FOUR TIMES THE HEIGHT OF THE CHARACTER FOR LOW SPEED ROADS BUT NOT MORE THAN TEN TIMES THE HEIGHT OF THE CHARACTER UNDER ANY CONDITIONS.
3. THE SPACING OF THE PAVEMENT MARKINGS WILL BE AS SHOWN ON THE PLAN AND AS PER THE MUTCD.
4. SYMBOLS AND WORDS SHALL MEET THE REQUIREMENTS OF THE FHWA "STANDARD ALPHABET AND SYMBOLS FOR HIGHWAY PAVEMENT MARKINGS.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION		
REVISIONS: NO. BY DATE	PAVEMENT MARKINGS ARROWS AND ONLY	R.I. STANDARD 20.1.0
ISSUE DATE: JUNE 15, 1998		

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: "THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES." "AEG CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS." "THE RECEIVER WARRANTS THAT THE DATA TRANSMITTED (TEXT) MAY BE ALTERED DURING TRANSIT AND TRANSLATION." "AEG CORPORATION DO NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA." "THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES." "AEG CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS." "THE RECEIVER WARRANTS THAT THE DATA TRANSMITTED (TEXT) MAY BE ALTERED DURING TRANSIT AND TRANSLATION." "AEG CORPORATION DO NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA." "THE RECEIVER AGREES TO THE FOLLOWING: TO HOLD HARMLESS AND INDEMNIFY AEG CORPORATION AND AGAINST ALL CLAIMS, LIABILITIES AND COSTS (INCLUDING REASONABLE ATTORNEYS' FEES AND COSTS OF DEFENSE) ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA."

1/2/2020 4:42 PM

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ARCHITECT / ENGINEER SEAL

PROJECT
CITY OF NEWPORT
REDEVELOPMENT
ROGER'S HIGH SHCOOL
15 WICKHAM ROAD
NEWPORT,RI

REVISIONS

MARK	DESCRIPTION	DATE
–	–	–

SHEET TITLE

CONSTRUCTION DETAILS PLAN

SCHEMATIC SITE PACKAGE

01-02-2020

DRAWN	CHK'D	PROJECT NO
	SSH	7240-00

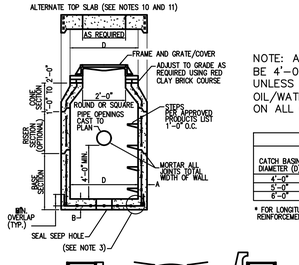
SHEET NO.

C-6

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: THE ELECTRONIC DATA TRANSMITTED STATUTORY MAY BE ALTERED DURING TRANSIT AND TRANSLATION. • JAED CORPORATION RETAINS ALL COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. • THE RECEIVER WARRANTS THAT IT HAS TESTED ITS OWN SYSTEM PRIOR TO RECEIPT OF THE DATA AND ASSUMES ALL RISKS AND LIABILITIES RESULTING FROM THE USE OF ITS OWN SYSTEM. • THE RECEIVER AGREES TO INDEMNIFY AND HOLD HARMLESS JAED CORPORATION FROM AND AGAINST ALL CLAIMS, DAMAGES, LIABILITIES AND COSTS INCLUDING REASONABLE ATTORNEYS' FEES AND COSTS OF DEFENSE ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

1/2/2020 4:43 PM

ALTERNATE TOP SLAB (SEE NOTES 10 AND 11)



NOTE: ALL CATCHBASINS SHALL BE 4'–0" ROUND W/ 4' SUMP UNLESS NOTED DIFFERENTLY. OIL/WATER SHALL BE REQUIRED ON ALL CATCH BASINS.

TABLE 1

CATCH BASIN DIAMETER (D)	A	B	CIRCUMFERENTIAL STEEL REINFORCEMENT REQUIRED*
4'–0"	5"	6"	0.12 SQ. IN./LIN. FT.
5'–0"	6"	7"	0.15 SQ. IN./LIN. FT.
6'–0"	7"	8"	0.18 SQ. IN./LIN. FT.

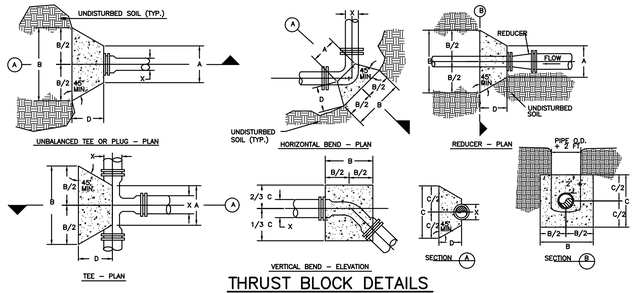
* FOR LONGITUDINAL (VERTICAL STANDING) REINFORCEMENT REFER TO ASTM C478, ITEM 8.1.2



TYPE CATCH BASIN AS REQUIRED

NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 702 OF THE R.I. STANDARD SPECIFICATIONS.
2. SEE TABLE 1 FOR STEEL REINFORCEMENT REQUIREMENTS.
3. STEEL REINFORCEMENT FOR BASE SECTION BOTTOM SHALL BE A MINIMUM OF 0.12 SQ IN./LIN/ FT.(BOTH WAYS).
4. STEPS SHALL CONFORM TO STD. 5.3.0 AND SHALL BE INSTALLED AT THE CASTING PLANT.
5. ONE POUR MONOLITHIC BASE SECTION.
6. ANY NECESSARY ADJUSTMENTS DURING CONSTRUCTION WILL BE DONE BY SAW–CUTTING AND/OR CORING ONLY. NO JACKHAMMERS, HAMMERS AND CHISELS OR PNEUMATIC TOOLS WILL BE ALLOWED.
7. CORBEL MADE OF RED CLAY BRICK WILL BE PERMITTED FOR THE "CONE SECTION" OF THE 4'–0" CATCH BASIN ONLY.
8. FOR CATCH BASIN TYPES "D" AND "T" STEPS MUST BE INSTALLED ON THE CURB SIDE OF THE STRUCTURE.
9. THE CENTERLINE OF THE OPENING MUST BE WITHIN 2'–0" FROM THE STEPS.
10. ALTERNATE TOP SLAB IS STEEL REINFORCED TO MEET OR EXCEED H–25 LOADING (SEE STD. 4.7.2).
11. ALTERNATE TOP SLAB IS ONLY FOR USE WHEN REDUCING SECTION DOES NOT FIT BECAUSE OF STRUCTURE DEPTH.
12. REFER TO STD. 5.2.0 FOR MAXIMUM PIPE SIZES.

PRECAST 4'-0", 5'-0", OR 6'-0" ROUND CATCH BASIN



THRUST BLOCK DETAILS

NOT TO SCALE

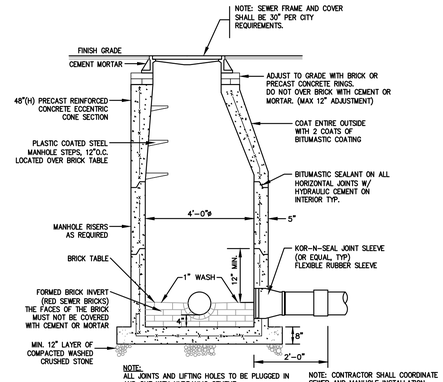
Pipe Size X	A	B	C	D	VOL. CONC.
90 DEGREE BEND					
6"	0'–10"	1'–11"	1'–11"	1'–6"	4± CF
8"	0'–10"	2'–7"	2'–7"	1'–6"	7± CF
12"	0'–10"	3'–10"	3'–10"	1'–6"	14± CF
45 DEGREE BEND					
6"	0'–10"	1'–6"	1'–6"	1'–0"	2± CF
8"	0'–10"	1'–11"	1'–11"	1'–0"	3± CF
12"	0'–10"	2'–10"	2'–10"	1'–0"	5±CF

Pipe Size X	A	B	C	D	VOL. CONC.
22–1/2 DEGREE BEND					
6"	0'–10"	1'–0"	1'–0"	1'–0"	1± CF
8"	0'–10"	1'–4"	1'–4"	1'–0"	1.5± CF
12"	0'–10"	2'–0"	2'–0"	1'–0"	3± CF
11–1/4 DEGREE BEND					
6"	0'–10"	0'–10"	0'–10"	1'–0"	0.7± CF
8"	0'–10"	1'–0"	1'–0"	1'–0"	1± CF
12"	0'–10"	1'–6"	1'–6"	1'–0"	2±CF

Pipe Size X	A	B	C	D	VOL. CONC.
TEE & PLUG					
6"	0'–10"	1'–8"	1'–8"	1'–3"	3± CF
8"	0'–10"	2'–2"	2'–2"	1'–3"	4± CF
12"	0'–10"	3'–3"	3'–3"	1'–3"	8± CF

NOTES :
1. BLOCKING SHALL BE CLASS B(AE) CONCRETE. "SACRETE" WILL NOT BE ALLOWED.
2. 50lb FELT PAPER TO BE PLACED BETWEEN CONCRETE AND ALL PIPE SURFACES.

THRUST BLOCK DIMENSIONS

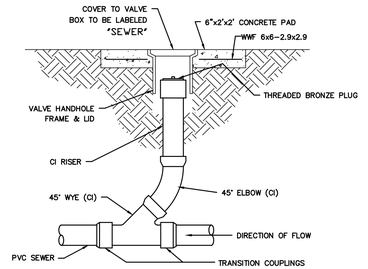


NOTE: ALL JOINTS AND LIFTING HOLES TO BE PLUGGED IN AND OUT WITH HYDRAULIC CEMENT.

NOTE: CONTRACTOR SHALL COORDINATE SEWER AND MANHOLE INSTALLATION AND SEWER BYPASS WITH VEOLIA WATER INTERNATIONAL AND THE CITY OF NORTH PROVIDENCE PRIOR TO CONSTRUCTION.

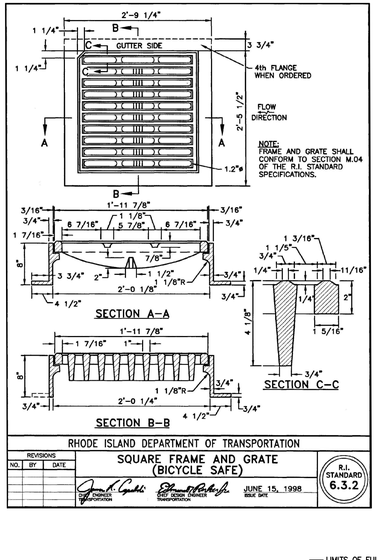
SEWER MANHOLE DETAIL

NOT TO SCALE



CLEANOUT DETAIL

NOT TO SCALE



NOTES:
1. SHALL BE IN ACCORDANCE WITH SECTION 702 OF THE R.I. STANDARD SPECIFICATIONS.
2. CIRCUMFERENTIAL STEEL REINFORCEMENT REQUIRED = 0.12 SQ. IN. / LIN. FT. MINIMUM.
3. STEEL REINFORCEMENT FOR BASE SECTION BOTTOM SHALL BE A MINIMUM OF 0.12 SQ. IN/LIN. FT. (BOTH WAYS).
4. ONE POUR MONOLITHIC BASE SECTION.
5. ANY NECESSARY ADJUSTMENTS DURING CONSTRUCTION WILL BE DONE BY SAW–CUTTING AND/OR CORING ONLY. NO JACKHAMMERS, HAMMERS AND CHISELS OR PNEUMATIC TOOLS WILL BE ALLOWED.
6. STEPS SHALL CONFORM TO STD. 5.3.0 AND SHALL BE INSTALLED AT THE CASTING PLANT.
7. ALTERNATE TOP SLAB IS STEEL REINFORCED TO MEET OR EXCEED H–25 LOADING (SEE STD. 4.7.2).
8. ALTERNATE TOP SLAB IS ONLY FOR USE WHEN REDUCING SECTION DOES NOT FIT BECAUSE OF STRUCTURE DEPTH.
9. REFER TO STD. 5.2.0 FOR MAXIMUM PIPE SIZES.

RHODE ISLAND DEPARTMENT OF TRANSPORTATION

REVISIONS: NO. | BY | DATE

PRECAST 4'–0" ROUND MANHOLE

CHIEF ENGINEER, RI DEPARTMENT OF TRANSPORTATION — CHIEF DESIGN ENGINEER, RI DEPARTMENT OF TRANSPORTATION — JUNE 15, 1998 ISSUE DATE

R.I. STANDARD 4.2.0

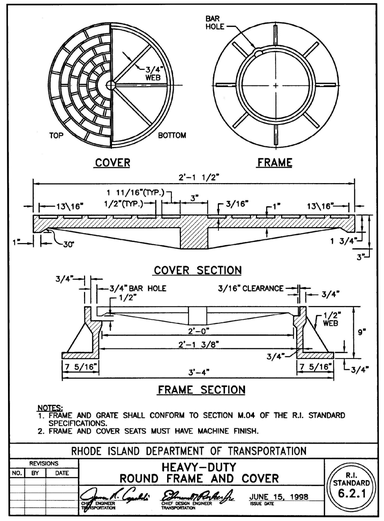
RHODE ISLAND DEPARTMENT OF TRANSPORTATION

REVISIONS: NO. | BY | DATE

SQUARE FRAME AND GRATE (BICYCLE SAFE)

CHIEF ENGINEER, RI DEPARTMENT OF TRANSPORTATION — CHIEF DESIGN ENGINEER, RI DEPARTMENT OF TRANSPORTATION — JUNE 15, 1998 ISSUE DATE

R.I. STANDARD 6.3.2



NOTES:
1. FRAME AND GRATE SHALL CONFORM TO SECTION M.04 OF THE R.I. STANDARD SPECIFICATIONS.
2. FRAME AND COVER SEATS MUST HAVE MACHINE FINISH.

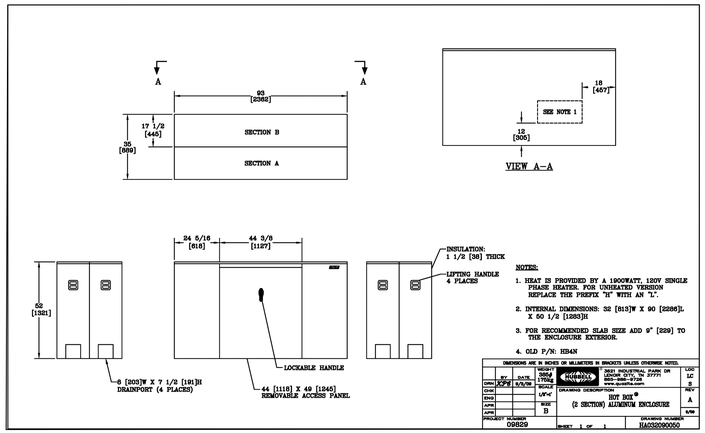
RHODE ISLAND DEPARTMENT OF TRANSPORTATION

REVISIONS: NO. | BY | DATE

HEAVY–DUTY ROUND FRAME AND COVER

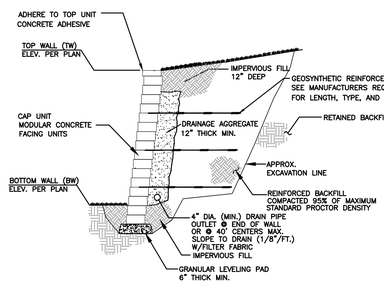
CHIEF ENGINEER, RI DEPARTMENT OF TRANSPORTATION — CHIEF DESIGN ENGINEER, RI DEPARTMENT OF TRANSPORTATION — JUNE 15, 1998 ISSUE DATE

R.I. STANDARD 6.2.1



NOTES:
1. HEAT IS PROVIDED BY A 1500WATT, 120V SINGLE PHASE HEATER. FOR UNHEATED VERSION REPLACE THE PREFIX "H" WITH AN "L".
2. INTERNAL DIMENSIONS: 32 [813]W X 90 [2286]L X 50 1/2 [1283]H
3. FOR RECOMMENDED SLAB SIZE ADD 9" [229] TO THE ENCLOSURE EXTERIOR.
4. OLD P/N: HH4N

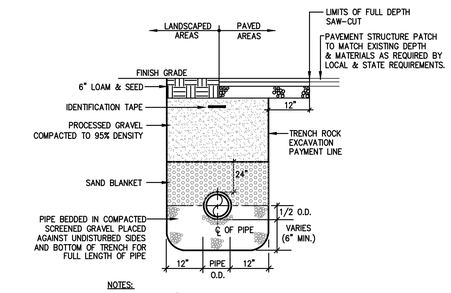
DIMENSIONS ARE IN INCHES OF MILLIMETERS IN BRACKETS UNLESS OTHERWISE NOTED.						
	BY	DATE	WEIGHT 350# 170Kg	TOLERANCE ± 1/16" ± 2mm	2021 INDUSTRIAL PARK DR LEXINGTON, NC 27771 800-888-7758 www.hoffmanco.com	CAGE CODE 1LC32
CHK	KCP	8/5/16	SCALE 1/4"=1"		DRAWING DESCRIPTION	REV
ENG					HOT BOX® (2 SECTION) ALUMINUM ENCLOSURE	A
APR			SIZE B			S/W
APR						
PROJECT NUMBER 09B29			SHEET 1 OF 1		DRAWING NUMBER HA0320906050	



NOTE:
DETAILS INDICATED ARE FOR TYPICAL MODULAR BLOCK WALL INSTALLATIONS (VERSA–LOK, KEYSTONE, OR APPROVED EQUAL). CONTRACTOR SHALL SUBMIT DETAILED STAMPED SHOP DRAWINGS FOR WALL CONSTRUCTION.

MODULAR BLOCK RETAINING WALL DETAIL

N.T.S.



NOTES:
1. METALIZED 2" WIDE DETECTABLE IDENTIFICATION TAPE SHALL BE INSTALLED OVER SEWER LINES 12" BELOW FINISH GRADE.
2. MINIMUM DEPTH OF COVER SHALL BE 5'–0"

TRENCH SECTION (SEWER)

NOT TO SCALE

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ARCHITECT / ENGINEER SEAL

PROJECT

CITY OF NEWPORT
REDEVELOPMENT
ROGER'S HIGH SHCOOL
15 WICKHAM ROAD
NEWPORT,RI

REVISIONS

MARK	DESCRIPTION	DATE
–	–	–

SHEET TITLE

CONSTRUCTION DETAILS PLAN

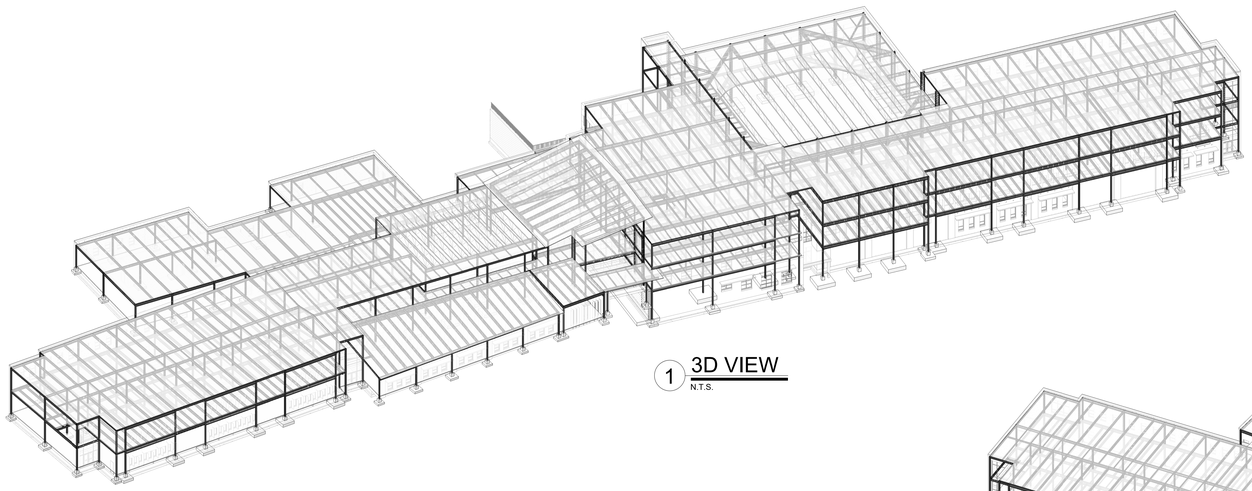
SCHEMATIC SITE PACKAGE

01-02-2020

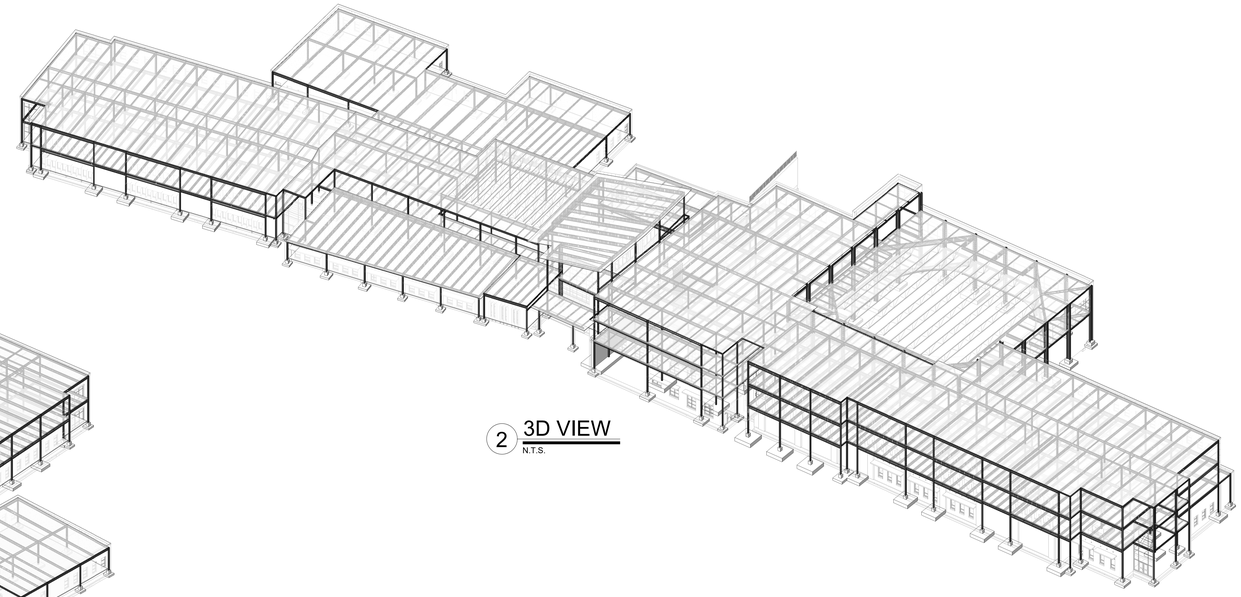
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	SSH	7240-00

SHEET NO.

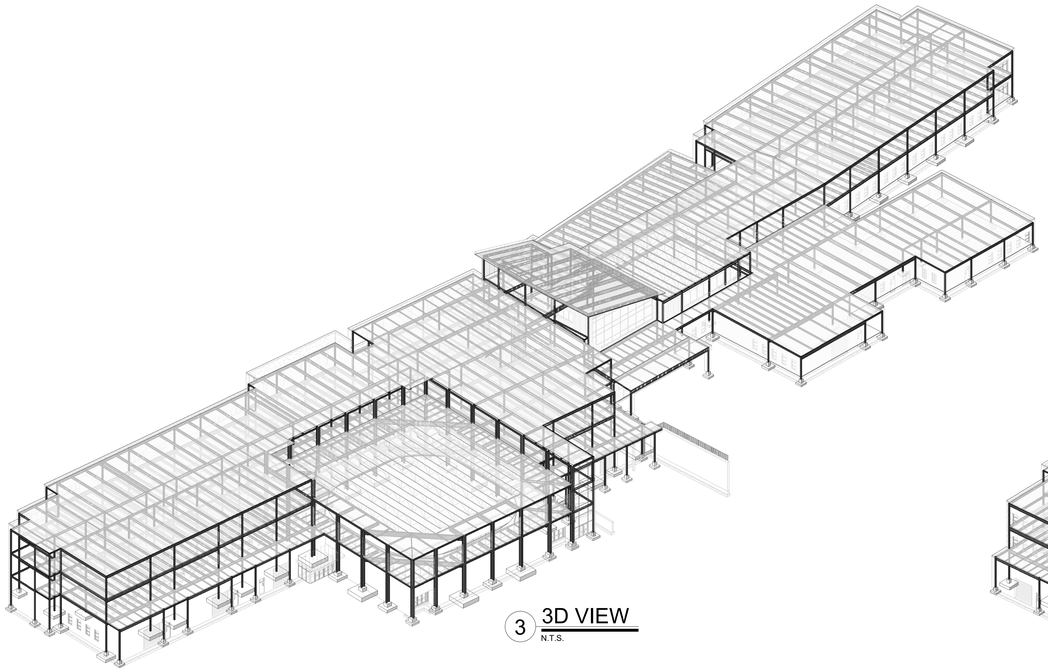
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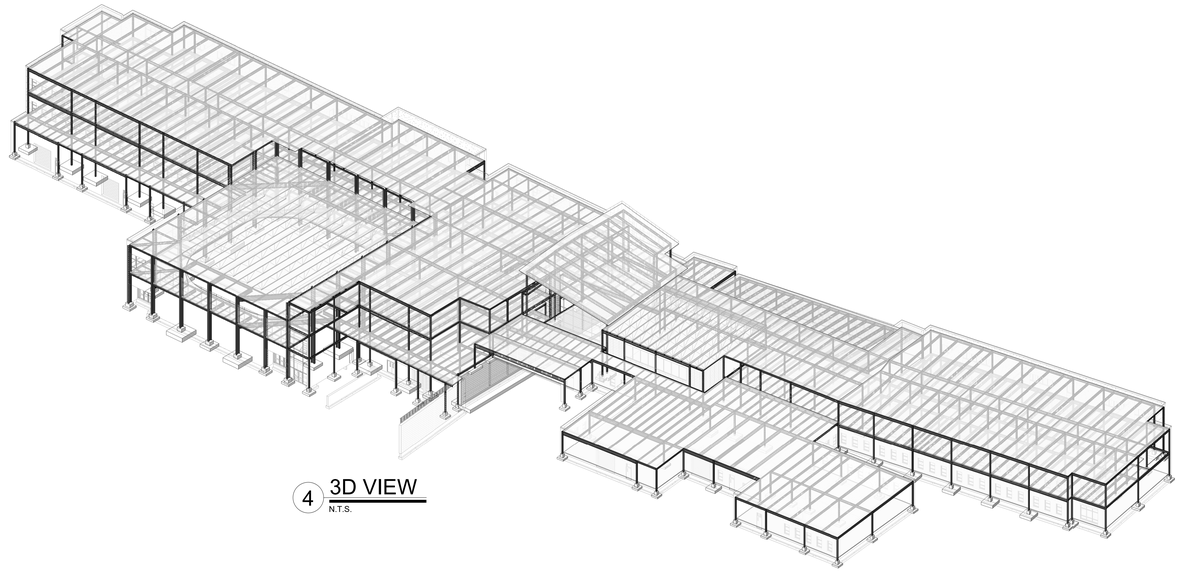
1 3D VIEW
N.T.S.



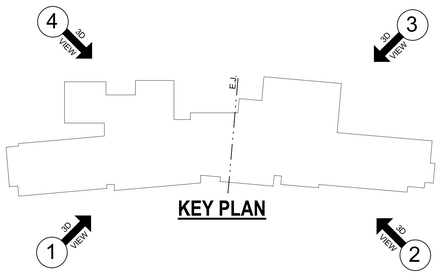
2 3D VIEW
N.T.S.



3 3D VIEW
N.T.S.



4 3D VIEW
N.T.S.



KEY PLAN

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Website: www.StudioJAED.com

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

STRUCTURAL 3D VIEWS

SCHEMATIC DESIGN

2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

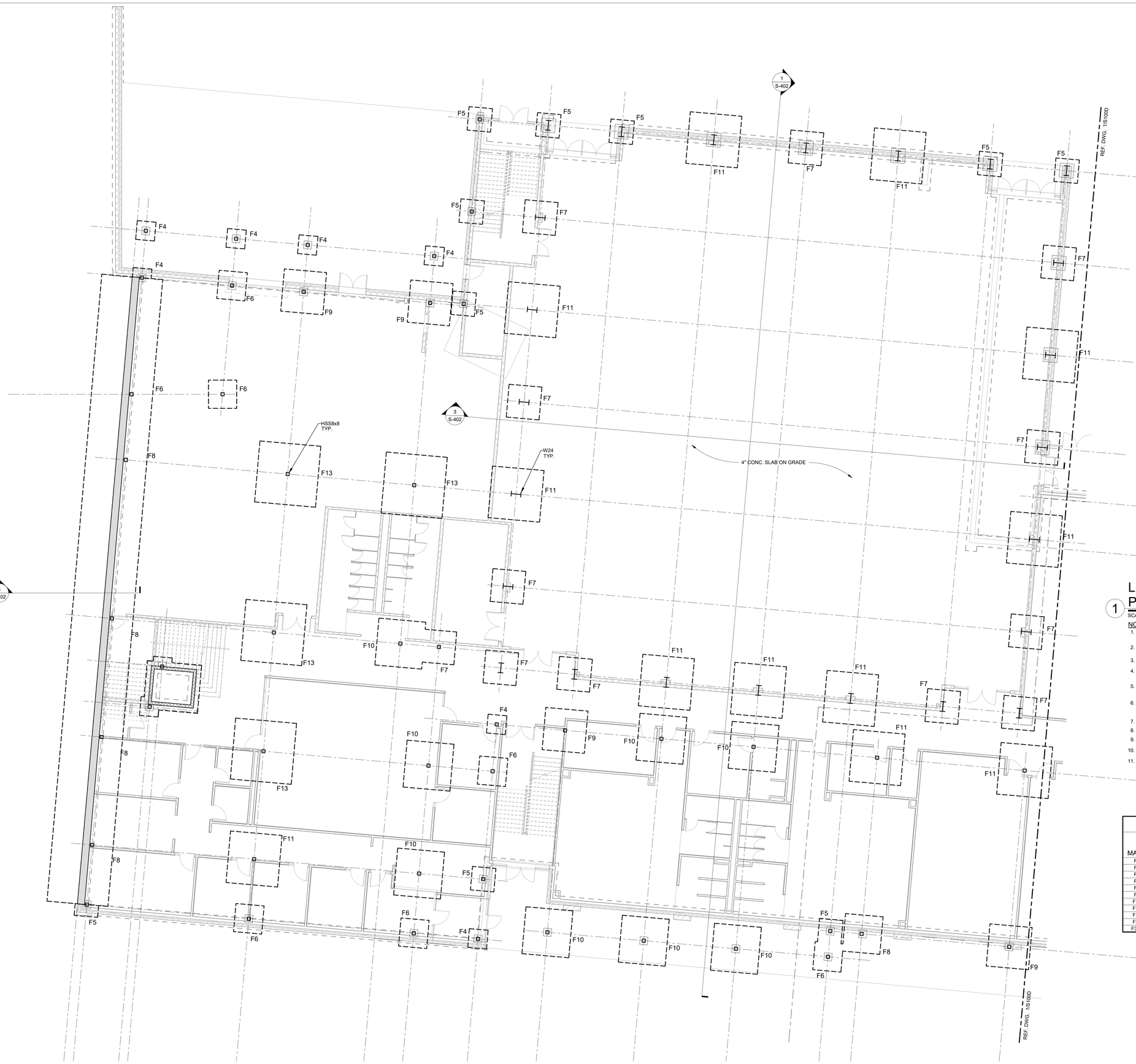
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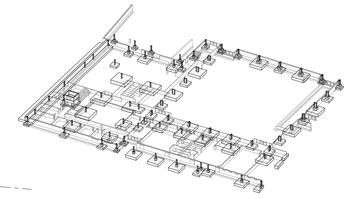
S000

THE RECEIVER OF THESE PLANS IN HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA IS TRANSMITTED "DUE'S WAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL LOSS, DAMAGE, EXPENSE AND LIABILITY ARISING OUT OF ANY UNAUTHORIZED USE OF THE DATA OR PLANS. - THE RECEIVER AGREES TO REMOVE ALL REFERENCES TO STUDIOJAED CORPORATION FROM ANY COPIES OF THE DATA OR PLANS MADE BY THE RECEIVER. - STUDIOJAED CORPORATION MAKES NO WARRANTIES, EITHER EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE DATA. - THE RECEIVER HEREBY WAIVES ANY CLAIMS AGAINST STUDIOJAED CORPORATION RELATIVE TO ANY ACCURACY OR COMPLETENESS OF THE DATA OR PLANS. - THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES, INCLUDING ATTORNEYS' FEES ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

10/7/2020 11:54:06 AM

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USER, THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND THAT IT WILL NOT TRANSFER OR DISCLOSE THE DATA TO ANY OTHER PERSON OR ENTITY WITHOUT OBTAINING THE SAME AGREEMENT AND ASSUMPTION OF LIABILITY FROM SUCH PERSON OR ENTITY. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ALL CLAIMS, DAMAGES, AND LOSSES ARISING OUT OF OR RESULTING FROM THE USE OF THE DATA OR PLANS.





2 3D VIEW
N.T.S.

1 LOWER LEVEL FOUNDATION PLAN - AREA C

SCALE: 1/8" = 1'-0"

NOTES:

1. COORDINATE ALL WORK (INCLUDING FLOOR ELEVATIONS, DIMENSIONS, FINISH DETAILS, PENETRATIONS, ETC.) WITH THE ARCHITECTURAL DRAWINGS.
2. (##'-##") - INDICATES TOP OF NEW CONCRETE FOUNDATION WALL.
3. [##'-##"] - INDICATES BOTTOM OF NEW CONCRETE FOOTING ELEVATION
4. BOTTOM OF ALL NEW EXTERIOR FOOTINGS SHALL BE LOCATED A MINIMUM OF 3'-4" BELOW FINISH GRADE.
5. ##'-##" - INDICATES FLOOR ELEVATION (TYP., U.N.O.).
6. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
7. F# - INDICATES NEW CONCRETE FOOTING TYPE. SEE FOOTING SCHEDULE.
8. P# - INDICATES NEW CONCRETE PIER TYPE. SEE PIER SCHEDULE.
9. TOP OF PIER ELEVATION IS 1'-0" BELOW TOP OF SLAB, UNLESS NOTED OTHERWISE.
10. C#, M# - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
11. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.

FOOTING SCHEDULE

MARK	SIZE W (WIDTH)	SIZE L (LENGTH)	SIZE D (DEPTH)	REINFORCEMENT BOTTOM BARS (LONG DIR.)	REINFORCEMENT BOTTOM BARS (SHORT DIR.)
F4	4' - 0"	4' - 0"	1' - 0"	5 - #5	5 - #5
F5	5' - 0"	5' - 0"	1' - 2"	6 - #5	6 - #5
F6	6' - 0"	6' - 0"	1' - 6"	7 - #5	7 - #5
F7	7' - 0"	7' - 0"	1' - 8"	8 - #6	8 - #6
F8	8' - 0"	8' - 0"	1' - 10"	9 - #6	9 - #6
F9	9' - 0"	9' - 0"	2' - 2"	10 - #6	10 - #6
F10	10' - 0"	10' - 0"	2' - 4"	11 - #7	11 - #7
F11	11' - 0"	11' - 0"	2' - 6"	12 - #7	12 - #7
F13	13' - 0"	13' - 0"	3' - 0"	14 - #8	14 - #8
F39	3' - 0"	9' - 0"	1' - 2"	4 - #5	10 - #5
F312	3' - 0"	12' - 0"	1' - 6"	4 - #5	13 - #5



KEY PLAN - LOWER LEVEL

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:
ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
LOWER LEVEL FOUNDATION PLAN - AREA C

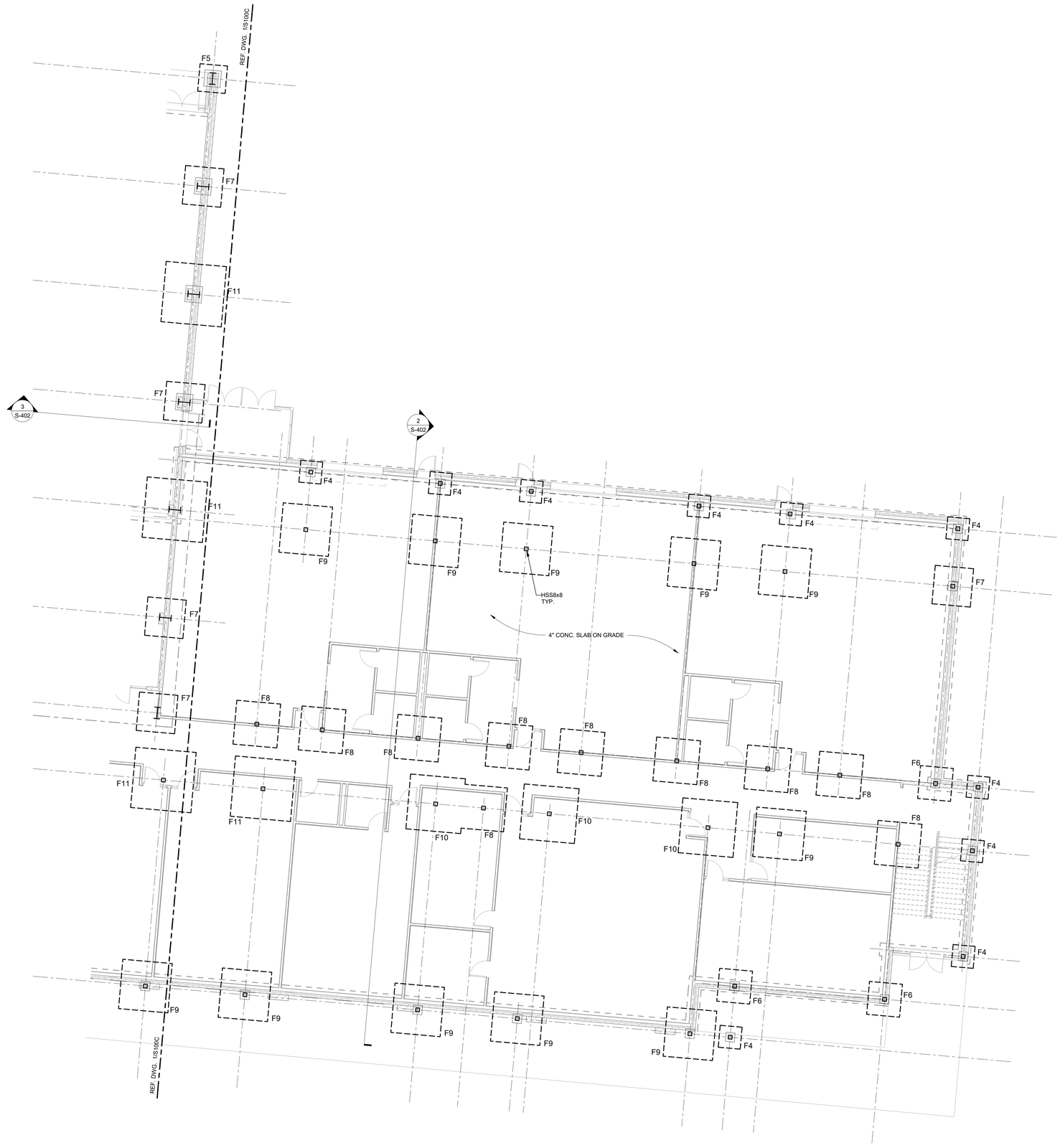
SCHEMATIC DESIGN

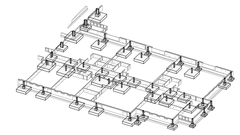
2-7-2020

DRAWN	CHKD	PROJECT NO.
RAB	MDO	18038

SHEET NO.
S100C

13/1/2020 11:34:59 AM





2 3D VIEW
N.T.S.

1 LOWER LEVEL FOUNDATION PLAN - AREA D

SCALE: 1/8" = 1'-0"

NOTES:

1. COORDINATE ALL WORK (INCLUDING FLOOR ELEVATIONS, DIMENSIONS, FINISH DETAILS, PENETRATIONS, ETC.) WITH THE ARCHITECTURAL DRAWINGS.
2. (##'-##") - INDICATES TOP OF NEW CONCRETE FOUNDATION WALL.
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5. ##'-##" - INDICATES FLOOR ELEVATION (TYP., U.N.O.).
6. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
7. F# - INDICATES NEW CONCRETE FOOTING TYPE. SEE FOOTING SCHEDULE.
8. P# - INDICATES NEW CONCRETE PIER TYPE. SEE PIER SCHEDULE.
9. TOP OF PIER ELEVATION IS 1'-0" BELOW TOP OF SLAB, UNLESS NOTED OTHERWISE.
10. C#, M# - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
11. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.

FOOTING SCHEDULE

MARK	SIZE W (WIDTH)	SIZE L (LENGTH)	SIZE D (DEPTH)	REINFORCEMENT BOTTOM BARS (LONG DIR.)	REINFORCEMENT BOTTOM BARS (SHORT DIR.)
F4	4' - 0"	4' - 0"	1' - 0"	5 - #5	5 - #5
F5	5' - 0"	5' - 0"	1' - 2"	6 - #5	6 - #5
F6	6' - 0"	6' - 0"	1' - 6"	7 - #5	7 - #5
F7	7' - 0"	7' - 0"	1' - 8"	8 - #6	8 - #6
F8	8' - 0"	8' - 0"	1' - 10"	9 - #6	9 - #6
F9	9' - 0"	9' - 0"	2' - 2"	10 - #6	10 - #6
F10	10' - 0"	10' - 0"	2' - 4"	11 - #7	11 - #7
F11	11' - 0"	11' - 0"	2' - 6"	12 - #7	12 - #7
F13	13' - 0"	13' - 0"	3' - 0"	14 - #8	14 - #8
F39	3' - 0"	9' - 0"	1' - 2"	4 - #5	10 - #5
F312	3' - 0"	12' - 0"	1' - 6"	4 - #5	13 - #5



KEY PLAN - LOWER LEVEL

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DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

LOWER LEVEL FOUNDATION PLAN - AREA D

SCHEMATIC DESIGN

2-7-2020

DRAWN	CHKD	PROJECT NO.
RAB	MDO	18038

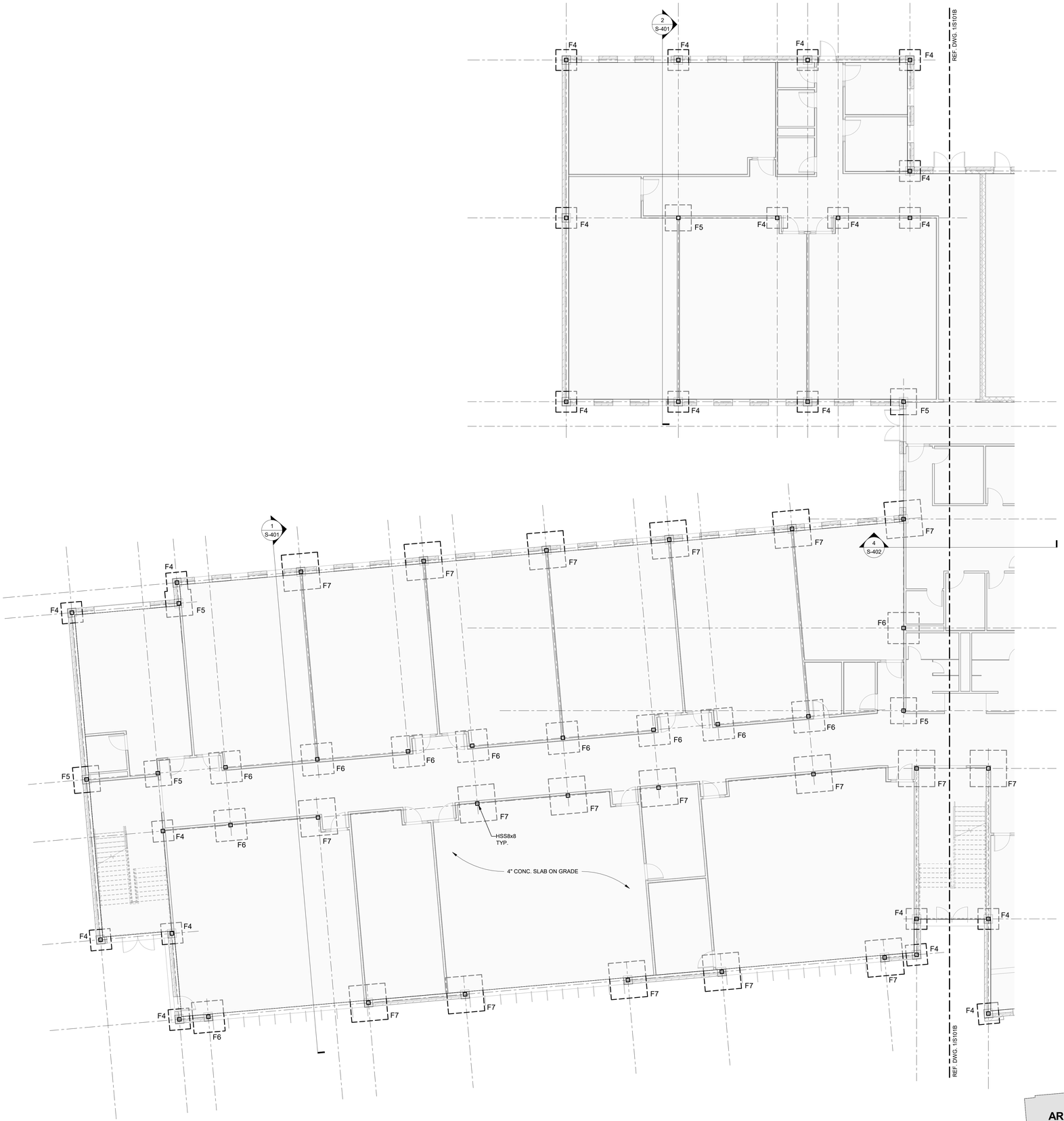
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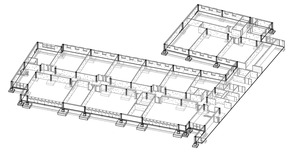
S100D

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13:12:00 11:55:05 AM

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2 3D VIEW
N.T.S.

1ST FLOOR FOUNDATION PLAN - AREA A

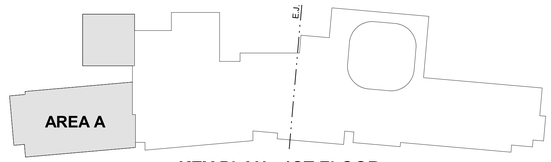
1 SCALE: 1/8" = 1'-0"

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6. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
7. F# - INDICATES NEW CONCRETE FOOTING TYPE. SEE FOOTING SCHEDULE.
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11. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.

FOOTING SCHEDULE

MARK	SIZE W (WIDTH)	SIZE L (LENGTH)	SIZE D (DEPTH)	REINFORCEMENT BOTTOM BARS (LONG DIR.)	REINFORCEMENT BOTTOM BARS (SHORT DIR.)
F4	4' - 0"	4' - 0"	1' - 0"	5 - #5	5 - #5
F5	5' - 0"	5' - 0"	1' - 2"	6 - #5	6 - #5
F6	6' - 0"	6' - 0"	1' - 6"	7 - #5	7 - #5
F7	7' - 0"	7' - 0"	1' - 8"	8 - #6	8 - #6
F8	8' - 0"	8' - 0"	1' - 10"	9 - #6	9 - #6
F9	9' - 0"	9' - 0"	2' - 2"	10 - #6	10 - #6
F10	10' - 0"	10' - 0"	2' - 4"	11 - #7	11 - #7
F11	11' - 0"	11' - 0"	2' - 6"	12 - #7	12 - #7
F13	13' - 0"	13' - 0"	3' - 0"	14 - #8	14 - #8
F39	3' - 0"	9' - 0"	1' - 2"	4 - #5	10 - #5
F312	3' - 0"	12' - 0"	1' - 6"	4 - #5	13 - #5



KEY PLAN - 1ST FLOOR

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DATE OF SIGNATURE:
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ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
1ST FLOOR FOUNDATION PLAN - AREA A

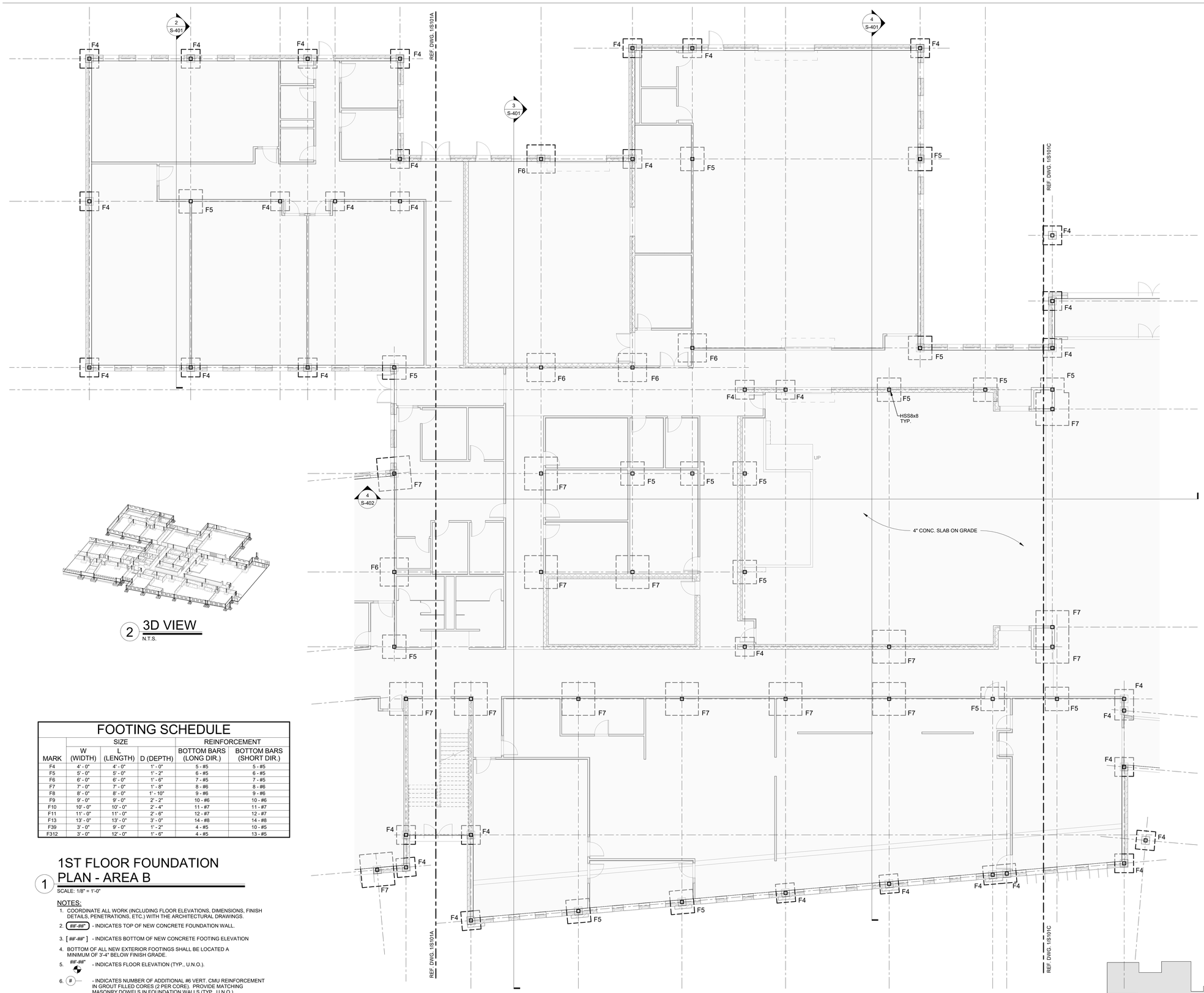
SCHEMATIC DESIGN
2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.
S101A

10/7/2020 11:55:02 AM

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, NOR WILL IT DISCLOSE OR PERMIT DISCLOSURE OF THE DATA OR PLANS TO ANY OTHER PERSON OR ENTITY, EXCEPT AS NECESSARY TO ITS AGENTS IN CONNECTION WITH THE USE OF ELECTRONIC DATA.



2 3D VIEW
N.T.S.

FOOTING SCHEDULE

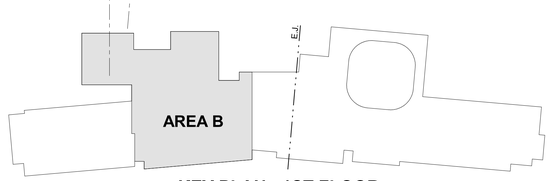
MARK	SIZE W (WIDTH)	SIZE L (LENGTH)	SIZE D (DEPTH)	REINFORCEMENT BOTTOM BARS (LONG DIR.)	REINFORCEMENT BOTTOM BARS (SHORT DIR.)
F4	4' - 0"	4' - 0"	1' - 0"	5 - #5	5 - #5
F5	5' - 0"	5' - 0"	1' - 2"	6 - #5	6 - #5
F6	6' - 0"	6' - 0"	1' - 6"	7 - #5	7 - #5
F7	7' - 0"	7' - 0"	1' - 8"	8 - #6	8 - #6
F8	8' - 0"	8' - 0"	1' - 10"	9 - #6	9 - #6
F9	9' - 0"	9' - 0"	2' - 2"	10 - #6	10 - #6
F10	10' - 0"	10' - 0"	2' - 4"	11 - #7	11 - #7
F11	11' - 0"	11' - 0"	2' - 6"	12 - #7	12 - #7
F13	13' - 0"	13' - 0"	3' - 0"	14 - #8	14 - #8
F39	3' - 0"	9' - 0"	1' - 2"	4 - #5	10 - #5
F312	3' - 0"	12' - 0"	1' - 6"	4 - #5	13 - #5

1 1ST FLOOR FOUNDATION PLAN - AREA B

SCALE: 1/8" = 1'-0"

NOTES:

1. COORDINATE ALL WORK (INCLUDING FLOOR ELEVATIONS, DIMENSIONS, FINISH DETAILS, PENETRATIONS, ETC.) WITH THE ARCHITECTURAL DRAWINGS.
2. (##'-##") - INDICATES TOP OF NEW CONCRETE FOUNDATION WALL.
3. [##'-##"] - INDICATES BOTTOM OF NEW CONCRETE FOOTING ELEVATION
4. BOTTOM OF ALL NEW EXTERIOR FOOTINGS SHALL BE LOCATED A MINIMUM OF 3'-4" BELOW FINISH GRADE.
5. ##'-##" - INDICATES FLOOR ELEVATION (TYP., U.N.O.).
6. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
7. F# - INDICATES NEW CONCRETE FOOTING TYPE. SEE FOOTING SCHEDULE.
8. P# - INDICATES NEW CONCRETE PIER TYPE. SEE PIER SCHEDULE.
9. TOP OF PIER ELEVATION IS 1'-0" BELOW TOP OF SLAB, UNLESS NOTED OTHERWISE.
10. C#, M# - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
11. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.



KEY PLAN - 1ST FLOOR

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
1ST FLOOR FOUNDATION PLAN - AREA B

SCHEMATIC DESIGN

2-7-2020

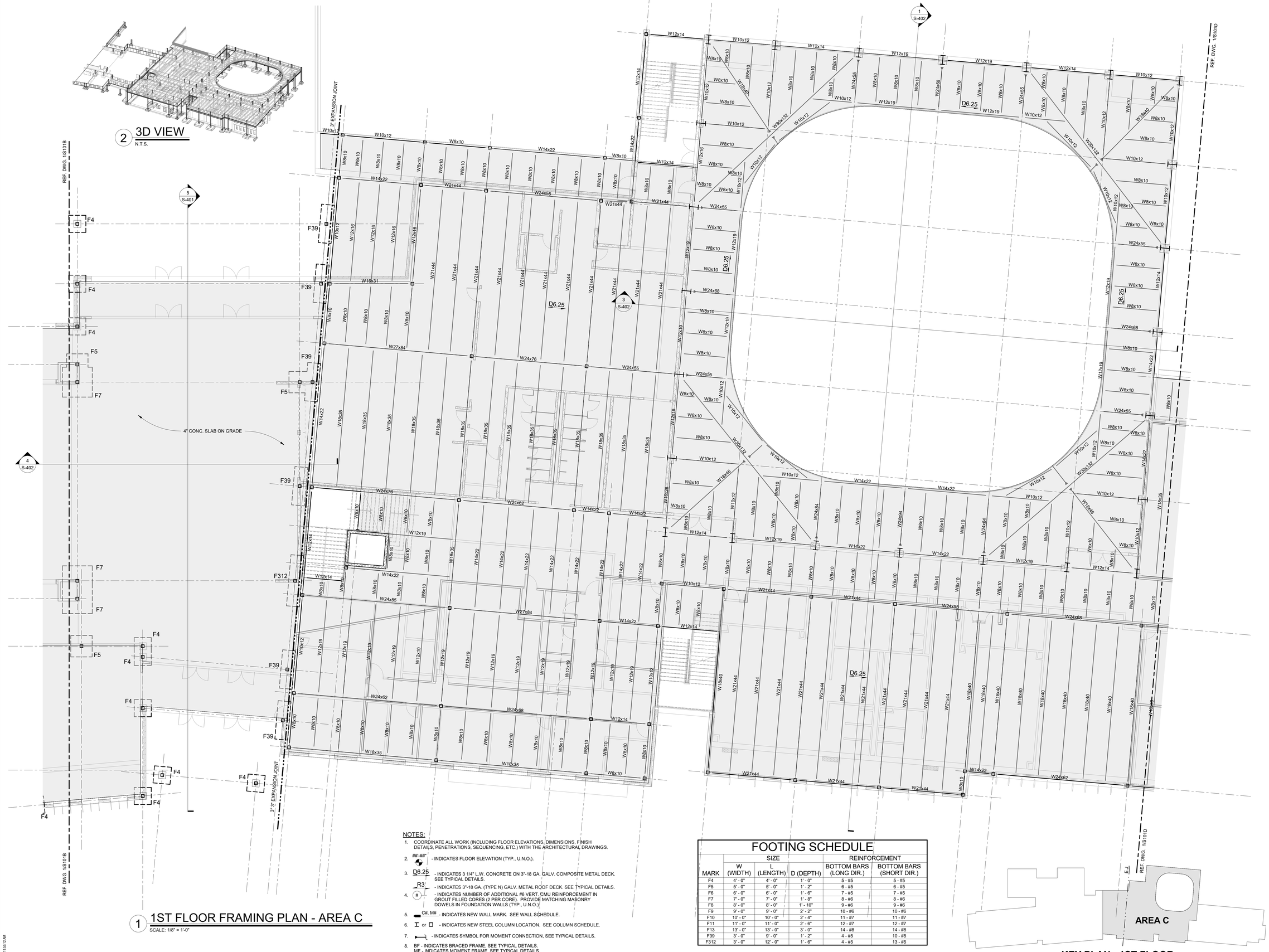
DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.
S101B

1 1/31/2020 11:55:04 AM

THE RECIPIENT OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (THE"DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECIPIENT WILL NOT REMOVE ANY COPYRIGHT NOTICE OR OTHER PROPRIETARY LEGENDS APPEARING ON THE DATA. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION RETAINS ALL COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECIPIENT WILL NOT REMOVE ANY COPYRIGHT NOTICE OR OTHER PROPRIETARY LEGENDS APPEARING ON THE DATA. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION RETAINS ALL COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECIPIENT WILL NOT REMOVE ANY COPYRIGHT NOTICE OR OTHER PROPRIETARY LEGENDS APPEARING ON THE DATA. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION RETAINS ALL COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECIPIENT WILL NOT REMOVE ANY COPYRIGHT NOTICE OR OTHER PROPRIETARY LEGENDS APPEARING ON THE DATA. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT. - STUDIOJAED CORPORATION RETAINS ALL COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN ANY DRAWING NOTE) TO THE EXTENT OTHERWISE PERMITTED BY AGREEMENT BETWEEN STUDIOJAED CORPORATION AND RECIPIENT.

2 3D VIEW
N.T.S.



1 1ST FLOOR FRAMING PLAN - AREA C
SCALE: 1/8" = 1'-0"

NOTES:
1. COORDINATE ALL WORK (INCLUDING FLOOR ELEVATIONS, DIMENSIONS, FINISH DETAILS, PENETRATIONS, SEQUENCING, ETC.) WITH THE ARCHITECTURAL DRAWINGS.
2. ##'-##" - INDICATES FLOOR ELEVATION (TYP., U.N.O.).
3. D6.25 - INDICATES 3 1/4" L.W. CONCRETE ON 3"-18 GA. GALV. COMPOSITE METAL DECK. SEE TYPICAL DETAILS.
   R3 - INDICATES 3"-18 GA. (TYPE N) GALV. METAL ROOF DECK. SEE TYPICAL DETAILS.
4. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
5. C#, M## - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
6. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.
7. - INDICATES SYMBOL FOR MOMENT CONNECTION, SEE TYPICAL DETAILS.
8. BF - INDICATES BRACED FRAME, SEE TYPICAL DETAILS.
   MF - INDICATES MOMENT FRAME, SEE TYPICAL DETAILS.
9. ALL FLOOR BEAMS SHALL HAVE 3/4"ø HEADED SHEAR STUDS @ 24" O.C. MAX.

FOOTING SCHEDULE

MARK	SIZE W (WIDTH)	SIZE L (LENGTH)	SIZE D (DEPTH)	REINFORCEMENT BOTTOM BARS (LONG DIR.)	REINFORCEMENT BOTTOM BARS (SHORT DIR.)
F4	4' - 0"	4' - 0"	1' - 0"	5 - #5	5 - #5
F5	5' - 0"	5' - 0"	1' - 2"	6 - #5	6 - #5
F6	6' - 0"	6' - 0"	1' - 6"	7 - #5	7 - #5
F7	7' - 0"	7' - 0"	1' - 8"	8 - #6	8 - #6
F8	8' - 0"	8' - 0"	1' - 10"	9 - #6	9 - #6
F9	9' - 0"	9' - 0"	2' - 2"	10 - #6	10 - #6
F10	10' - 0"	10' - 0"	2' - 4"	11 - #7	11 - #7
F11	11' - 0"	11' - 0"	2' - 6"	12 - #7	12 - #7
F13	13' - 0"	13' - 0"	3' - 0"	14 - #8	14 - #8
F39	3' - 0"	9' - 0"	1' - 2"	4 - #5	10 - #5
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KEY PLAN - 1ST FLOOR

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ARCHITECT / ENGINEER SEAL

PROJECT
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WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
1ST FLOOR FRAMING PLAN - AREA C

SCHEMATIC DESIGN

2-7-2020

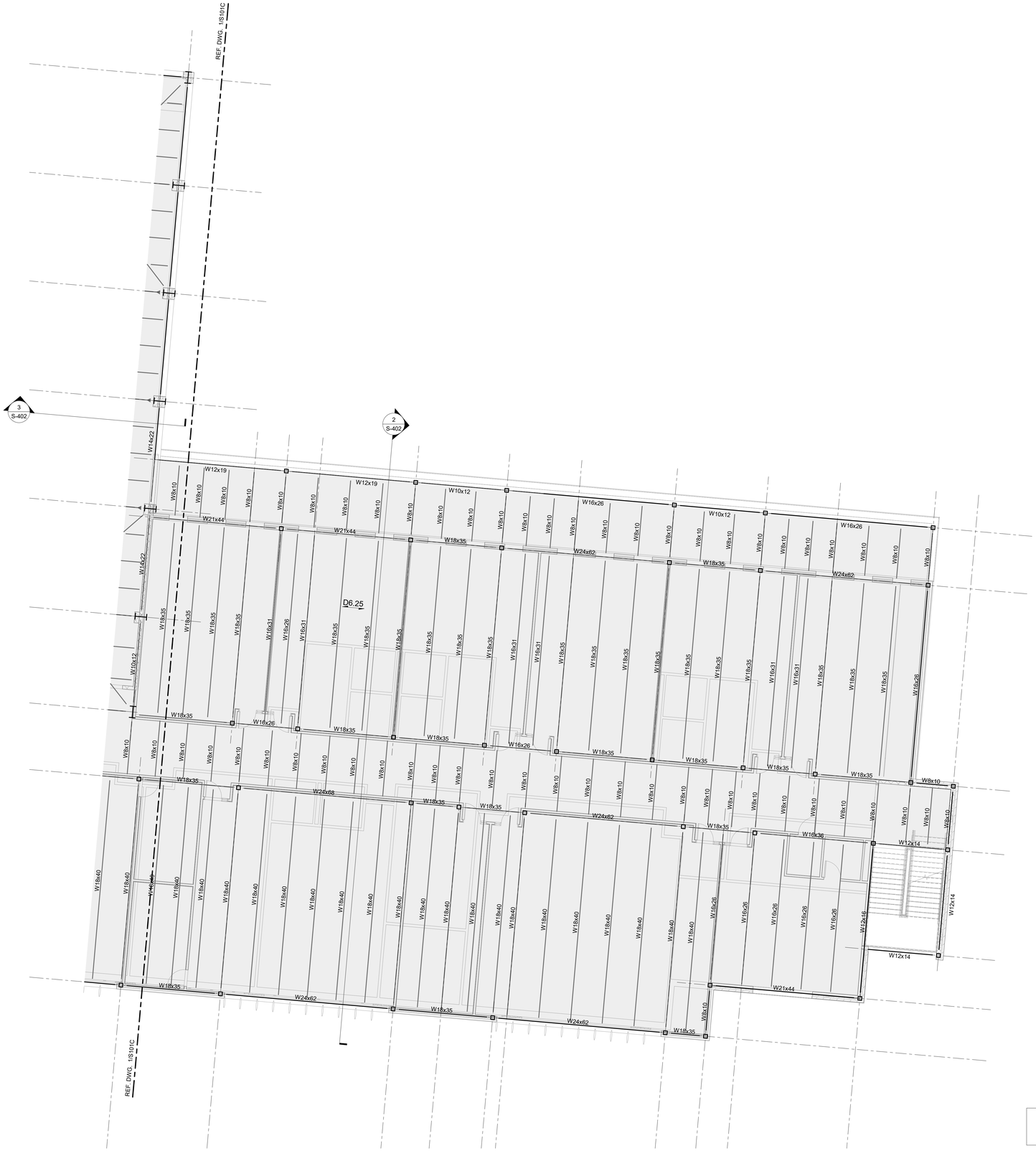
DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.
S101C

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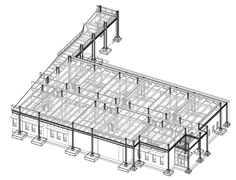
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10/7/2020 11:55:16 AM



1 1ST FLOOR FRAMING PLAN - AREA D

SCALE: 1/8" = 1'-0"

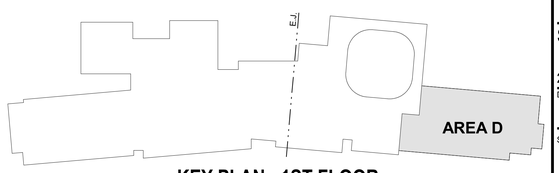


2 3D VIEW

N.T.S.

NOTES:

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4. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
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6. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.
7. - INDICATES SYMBOL FOR MOMENT CONNECTION, SEE TYPICAL DETAILS.
8. BF - INDICATES BRACED FRAME, SEE TYPICAL DETAILS.
   MF - INDICATES MOMENT FRAME, SEE TYPICAL DETAILS.
9. ALL FLOOR BEAMS SHALL HAVE 3/4"ø HEADED SHEAR STUDS @ 24" O.C. MAX.



KEY PLAN - 1ST FLOOR

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOL

WILLIAM S. ROGERS HIGH SCHOOL

15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

1ST FLOOR FRAMING PLAN - AREA D

SCHEMATIC DESIGN

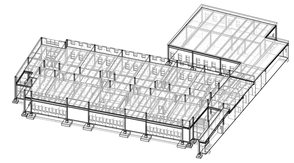
2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

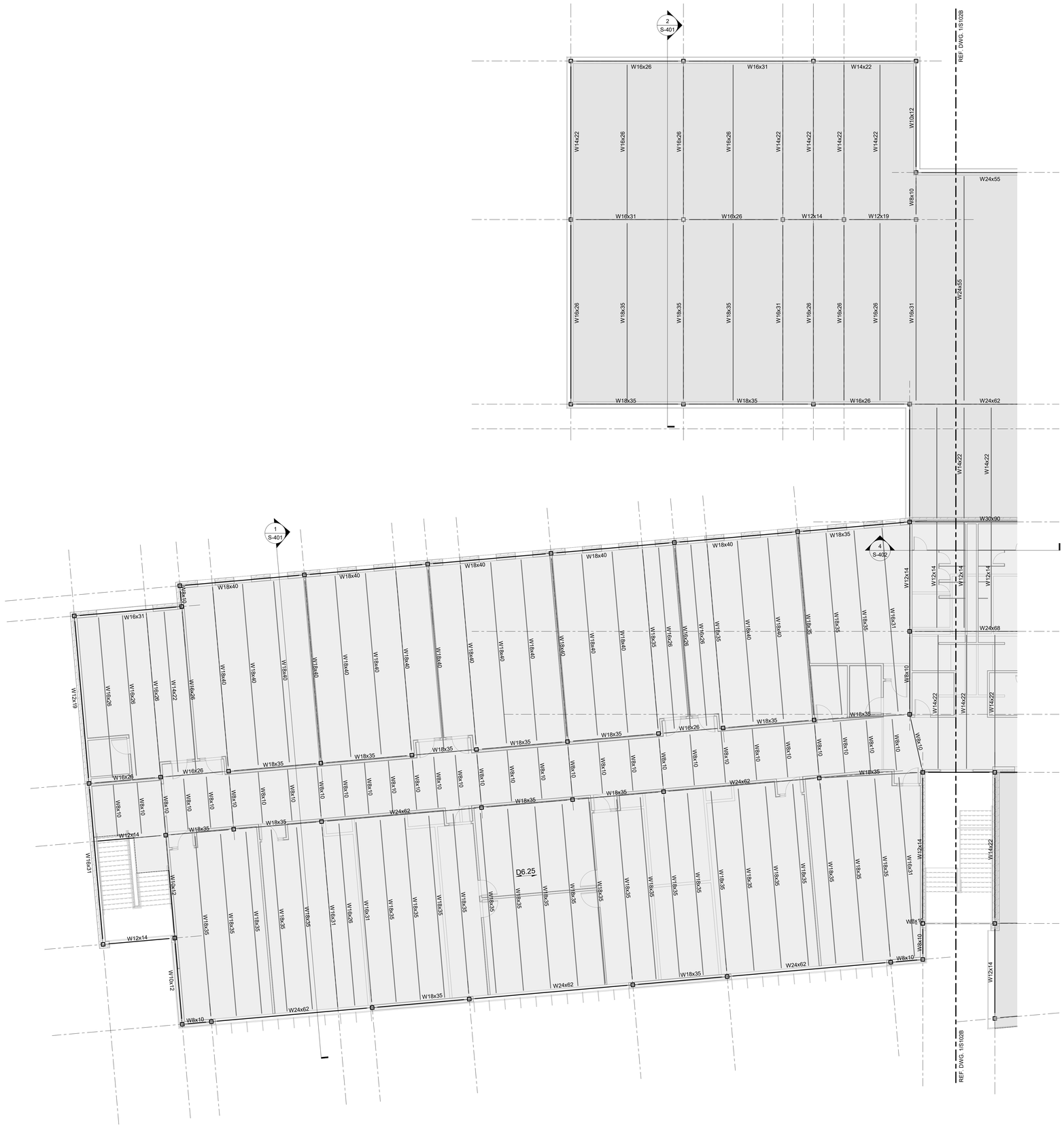
SHEET NO.

S101D

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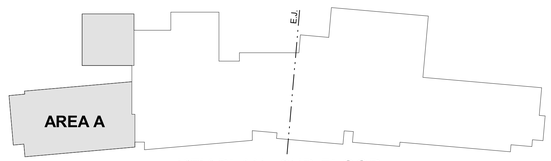
2 3D VIEW
N.T.S.



1 2ND FLOOR FRAMING PLAN - AREA A
SCALE: 1/8" = 1'-0"

NOTES:

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6. I or C - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.
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9. ALL FLOOR BEAMS SHALL HAVE 3/4"ø HEADED SHEAR STUDS @ 24" O.C. MAX.



KEY PLAN - 2ND FLOOR

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DATE OF SIGNATURE:
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ARCHITECT / ENGINEER SEAL

PROJECT
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WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
2ND FLOOR FRAMING PLAN - AREA A

SCHEMATIC DESIGN

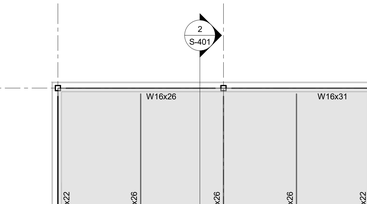
2-7-2020

DRAWN	CHKD	PROJECT NO.
RAB	MDO	18038

SHEET NO.
S102A

13/1/2020 11:35:59 AM

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION (SJ) MAKES NO WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, EXCEPT AS EXPRESSLY AUTHORIZED IN WRITING BY STUDIOJAED CORPORATION. RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL LOSS, DAMAGE, LIABILITY AND EXPENSE ARISING OUT OF ANY BREACH OF THIS AGREEMENT. - THE RECEIVER AGREES TO DELETE ELECTRONIC DATA AFTER ACCEPTANCE OF THE PLANS.



2 3D VIEW
N.T.S.

1 2ND FLOOR FRAMING PLAN - AREA B

SCALE: 1/8" = 1'-0"

NOTES:

1. COORDINATE ALL WORK (INCLUDING FLOOR ELEVATIONS, DIMENSIONS, FINISH DETAILS, PENETRATIONS, SEQUENCING, ETC.) WITH THE ARCHITECTURAL DRAWINGS.
2. ##'-##" - INDICATES FLOOR ELEVATION (TYP., U.N.O.).
3. D6.25 - INDICATES 3 1/4" L.W. CONCRETE ON 3"-18 GA. GALV. COMPOSITE METAL DECK. SEE TYPICAL DETAILS.
   R3 - INDICATES 3"-18 GA. (TYPE N) GALV. METAL ROOF DECK. SEE TYPICAL DETAILS.
4. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
5. C#, M# - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
6. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.
7. - INDICATES SYMBOL FOR MOMENT CONNECTION, SEE TYPICAL DETAILS.
8. BF - INDICATES BRACED FRAME. SEE TYPICAL DETAILS.
   MF - INDICATES MOMENT FRAME, SEE TYPICAL DETAILS.
9. ALL FLOOR BEAMS SHALL HAVE 3/4"ø HEADED SHEAR STUDS @ 24" O.C. MAX.



KEY PLAN - 2ND FLOOR

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
2ND FLOOR FRAMING PLAN - AREA B

SCHEMATIC DESIGN

2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.
S102B

1/31/2020 11:55:25 AM

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (THE DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION (THE FIRM) MAKES NO WARRANTY OR MAKE ANY REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER HEREBY WAIVES ALL CLAIMS AGAINST THE FIRM AND AGREES TO INDEMNIFY AND HOLD HARMLESS THE FIRM FROM ANY AND ALL LOSS AND EXPENSE INCURRED BY THE FIRM ARISING OUT OF ANY ALTERATION OR USE OF ELECTRONIC DATA.

2 3D VIEW
N.T.S.



NOTES:

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   MF - INDICATES MOMENT FRAME, SEE TYPICAL DETAILS.
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1 2ND FLOOR FRAMING PLAN - AREA C
SCALE: 1/8" = 1'-0"

KEY PLAN - 2ND FLOOR

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DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
2ND FLOOR FRAMING PLAN - AREA C

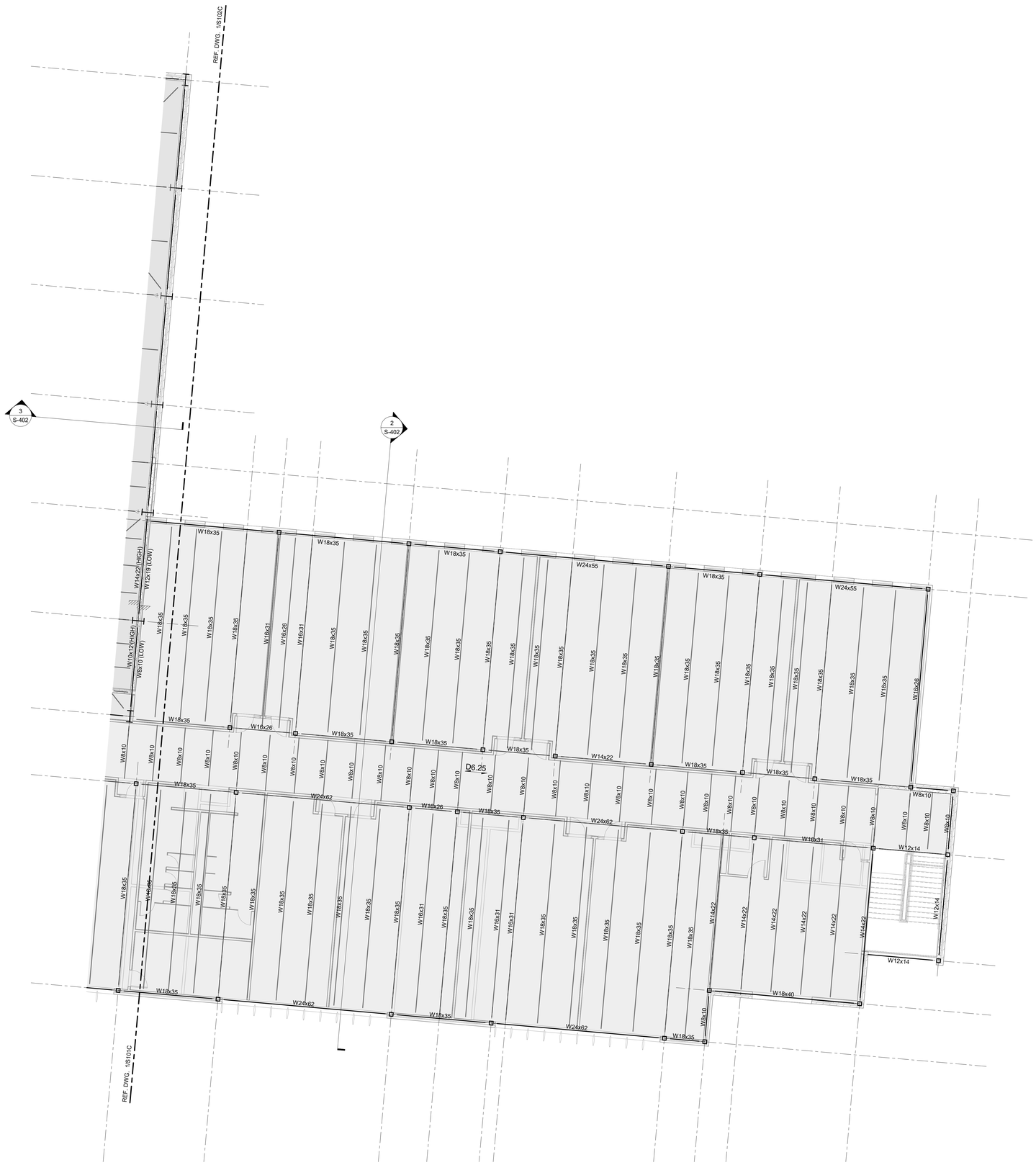
SCHEMATIC DESIGN
2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

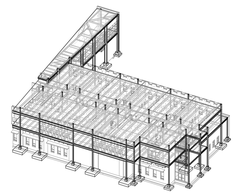
SHEET NO.
S102C

12/1/2020 11:55:35 AM

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TEXTUAL MATTER, ALTERED DURING TRANSIT AND, TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND THAT IT WILL NOT PERMIT ANY OTHER PERSON TO DO SO. THE RECEIVER AGREES TO ALLOW STUDIOJAED CORPORATION TO HAVE ACCESS TO ALL DATA AND ALL WORK DONE BY ITS EMPLOYEES AND AGENTS IN CONNECTION WITH ANY ACTION BY THE USE OF ELECTRONIC DATA.



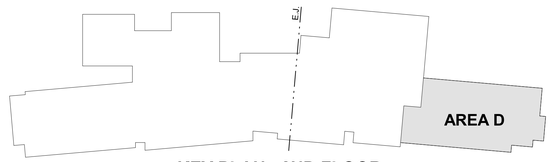
1 2ND FLOOR FRAMING PLAN - AREA D
SCALE: 1/8" = 1'-0"



2 3D VIEW
N.T.S.

NOTES:

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5. C#, M# - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
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8. BF - INDICATES BRACED FRAME, SEE TYPICAL DETAILS.
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9. ALL FLOOR BEAMS SHALL HAVE 3/4"ø HEADED SHEAR STUDS @ 24" O.C. MAX.



KEY PLAN - 2ND FLOOR

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

2ND FLOOR FRAMING PLAN - AREA D

SCHEMATIC DESIGN

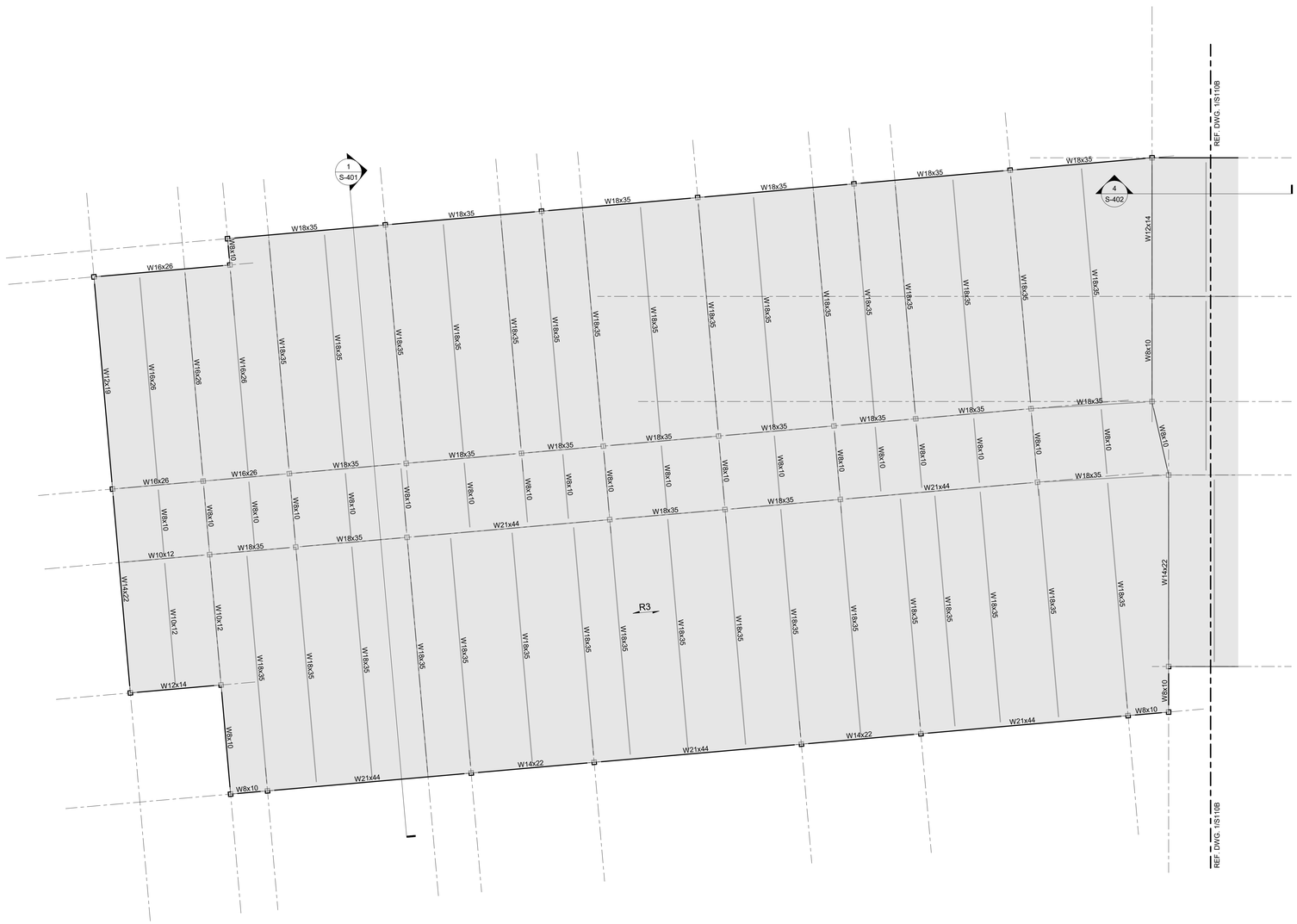
2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.

S102D

10/1/2020 11:55:40 AM

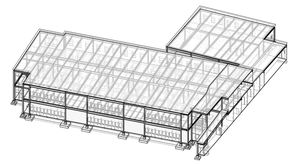


1 ROOF FRAMING PLAN - AREA A

SCALE: 1/8" = 1'-0"

NOTES:

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   MF - INDICATES MOMENT FRAME, SEE TYPICAL DETAILS.
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2 3D VIEW
N.T.S.



KEY PLAN - ROOF

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOL
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ROOF FRAMING PLAN - AREA A

SCHEMATIC DESIGN

2-7-2020

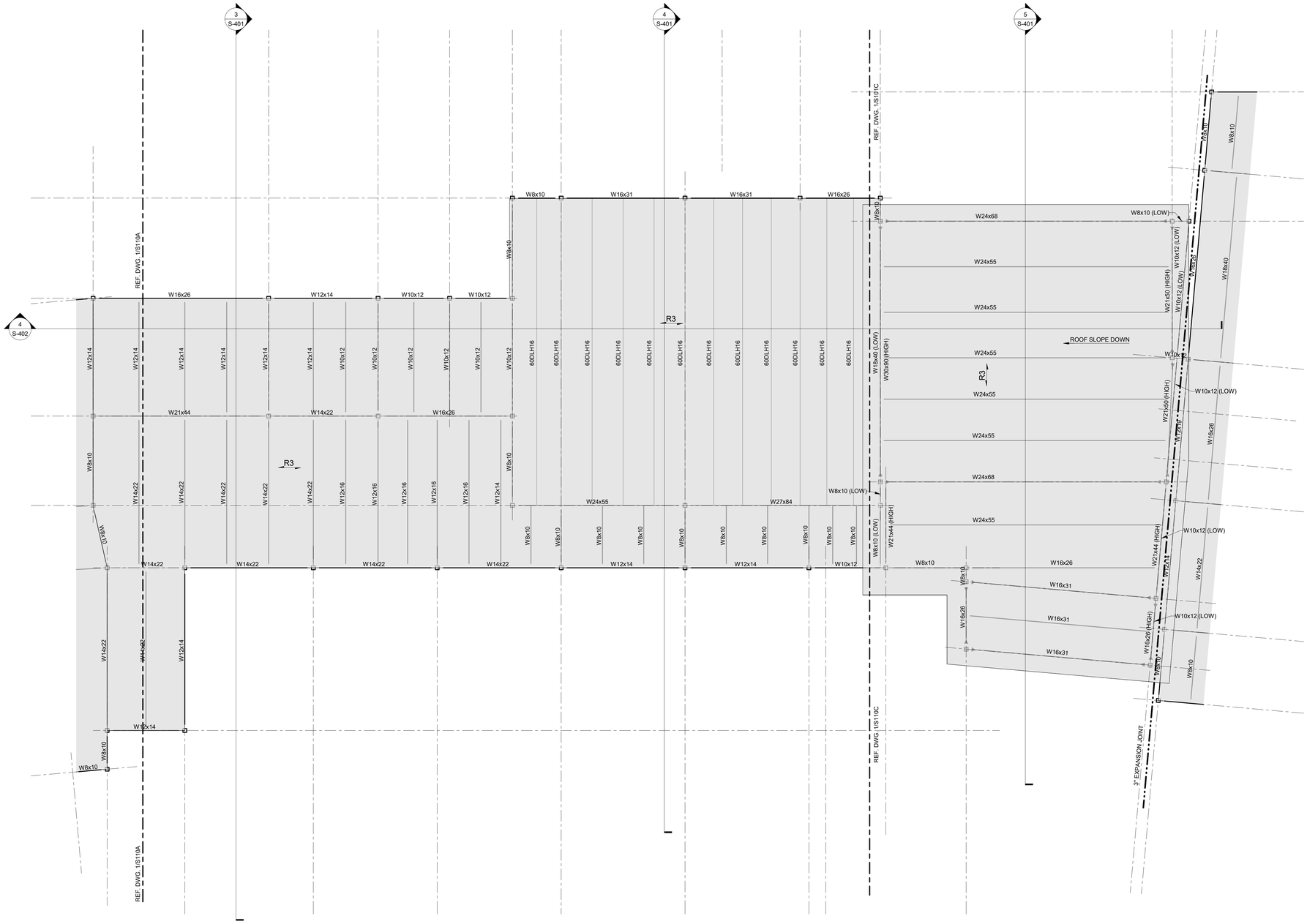
DRAWN	CHKD	PROJECT NO.
RAB	MDO	18038

SHEET NO.

S110A

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12/7/2020 11:35:44 AM

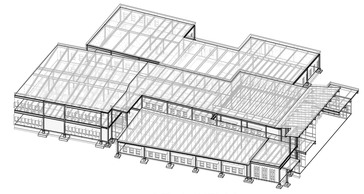


1 ROOF FRAMING PLAN - AREA B

SCALE: 1/8" = 1'-0"

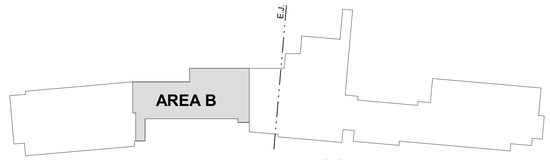
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2 3D VIEW

N.T.S.



KEY PLAN - ROOF

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PROJECT

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15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ROOF FRAMING PLAN - AREA B

SCHEMATIC DESIGN

2-7-2020

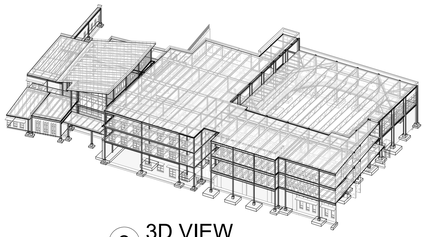
DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.

S110B

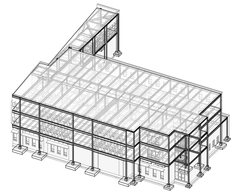
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1/31/2020 11:55:59 AM

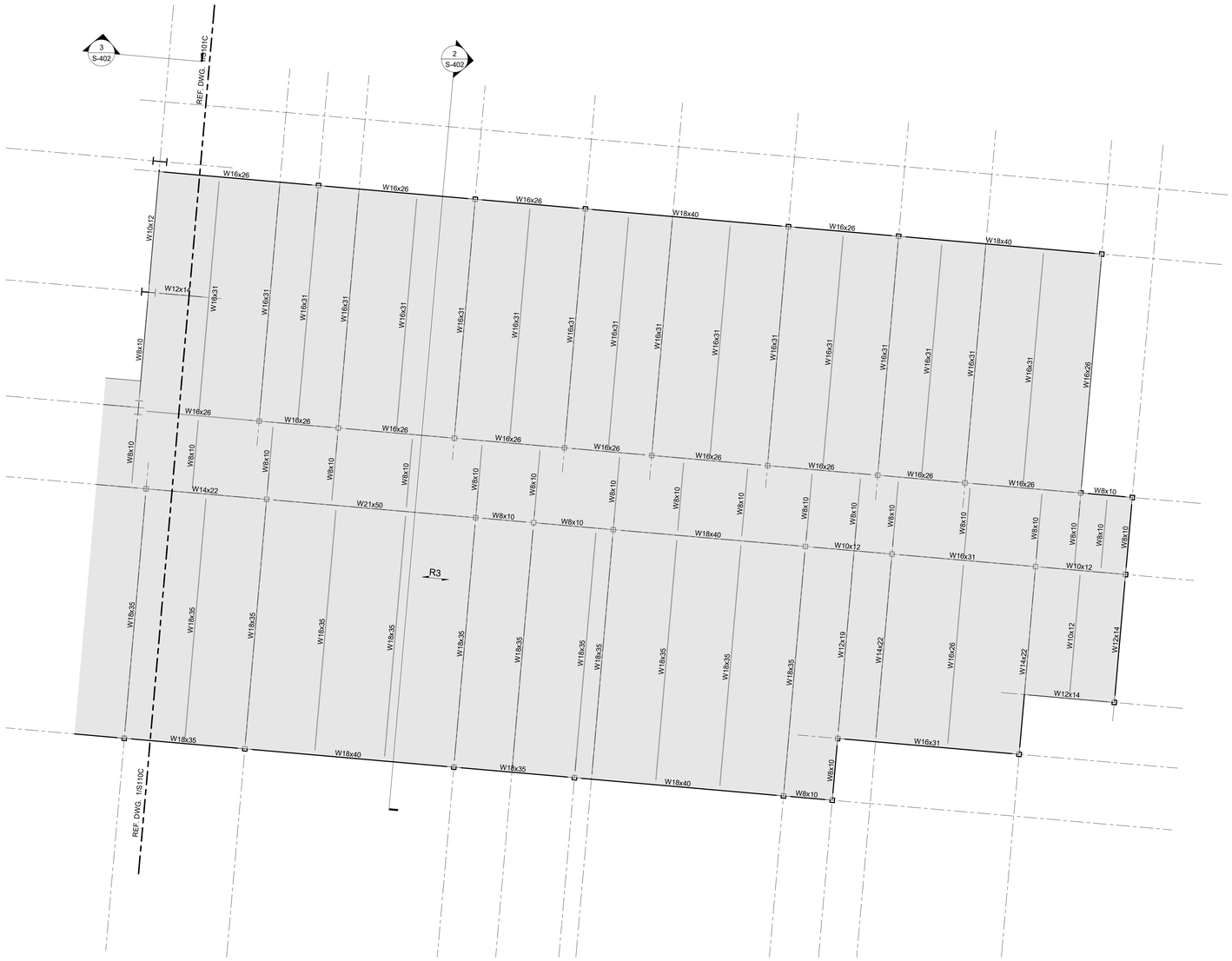


2 3D VIEW
N.T.S.


5 S-401
4 S-402
3 S-402
1 S-402
REF. DWG. 1/S110B
REF. DWG. 1/S110D
3" EXPANSION JOINT
ROOF SLOPE DOWN
R3
W24x68
W24x55
W8x10 (LOW)
W10x12 (LOW)
W21x50 (HIGH)
W18x40 (LOW)
W30x90 (HIGH)
W21x44 (HIGH)
W16x26 (HIGH)
W27x94
W21x44
W18x35
W12x14
W8x10
W10x12
W16x26
W16x31
W18x40
W16x31
W21x50
W14x22
W12x16
W12x19
W14x22
W18x40
W21x44
W12x16
W12x14
W10x12
W18x35
W24x76
W24x55
W12x16
W8x10
W14x22
W12x22
W10x12
W12x14
W18x40
W16x26
W8x10
W21x44
W10x12
W12x14
W18x40
W21x44
W10x12
W8x10
W10x12
W21x44
W18x35
W12x14
W10x12
W8x10
W21x44
W18x35
W12x14
W10x12
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W21x44
W18x35
W12x14
W10x12
W8x10



2 3D VIEW
N.T.S.

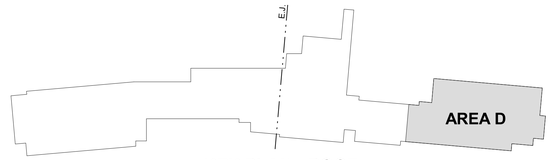


1 ROOF FRAMING PLAN - AREA D

SCALE: 1/8" = 1'-0"

NOTES:

1. COORDINATE ALL WORK (INCLUDING FLOOR ELEVATIONS, DIMENSIONS, FINISH DETAILS, PENETRATIONS, SEQUENCING, ETC.) WITH THE ARCHITECTURAL DRAWINGS.
2. ##'-##" - INDICATES FLOOR ELEVATION (TYP., U.N.O.).
3. D6.25 - INDICATES 3 1/4" L.W. CONCRETE ON 3"-18 GA. GALV. COMPOSITE METAL DECK. SEE TYPICAL DETAILS.
   R3 - INDICATES 3"-18 GA. (TYPE N) GALV. METAL ROOF DECK. SEE TYPICAL DETAILS.
4. (#) - INDICATES NUMBER OF ADDITIONAL #6 VERT. CMU REINFORCEMENT IN GROUT FILLED CORES (2 PER CORE). PROVIDE MATCHING MASONRY DOWELS IN FOUNDATION WALLS (TYP., U.N.O.).
5. C#, M# - INDICATES NEW WALL MARK. SEE WALL SCHEDULE.
6. I or □ - INDICATES NEW STEEL COLUMN LOCATION. SEE COLUMN SCHEDULE.
7. - INDICATES SYMBOL FOR MOMENT CONNECTION, SEE TYPICAL DETAILS.
8. BF - INDICATES BRACED FRAME, SEE TYPICAL DETAILS.
   MF - INDICATES MOMENT FRAME, SEE TYPICAL DETAILS.
9. ALL FLOOR BEAMS SHALL HAVE 3/4"ø HEADED SHEAR STUDS @ 24" O.C. MAX.



KEY PLAN - ROOF

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DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ROOF FRAMING PLAN - AREA D

SCHEMATIC DESIGN

2-7-2020

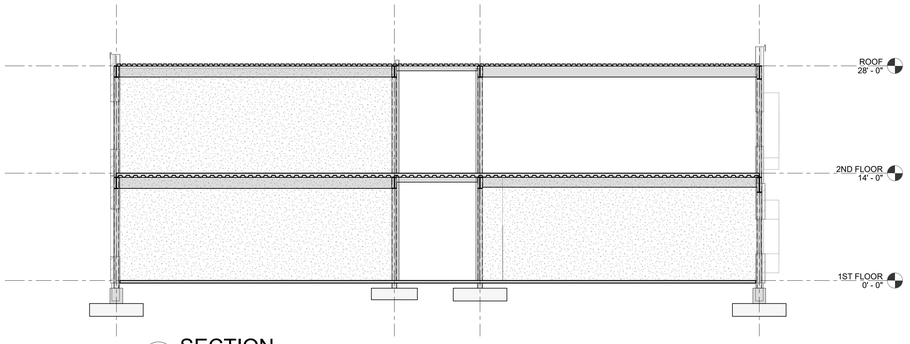
DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.

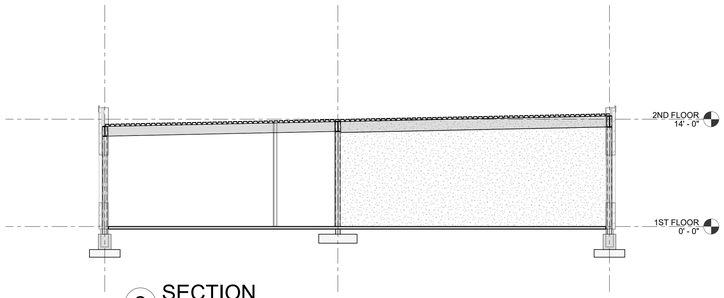
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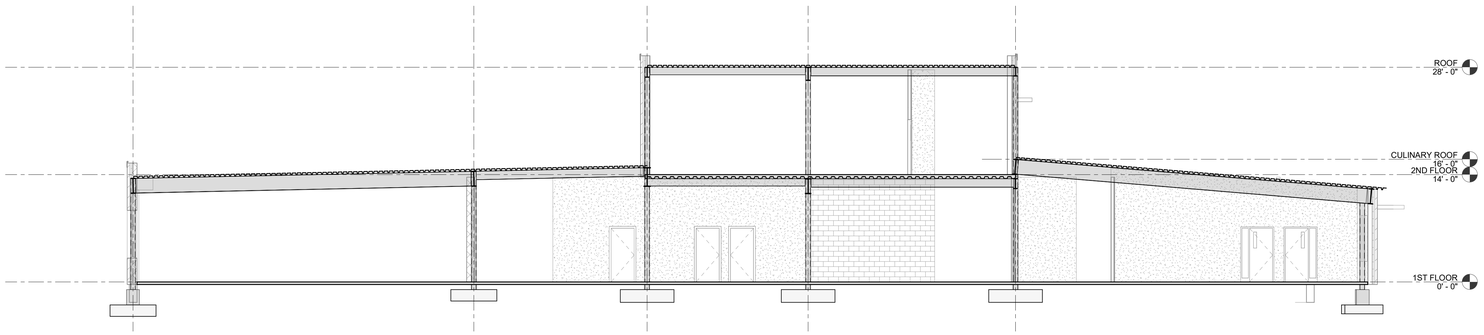
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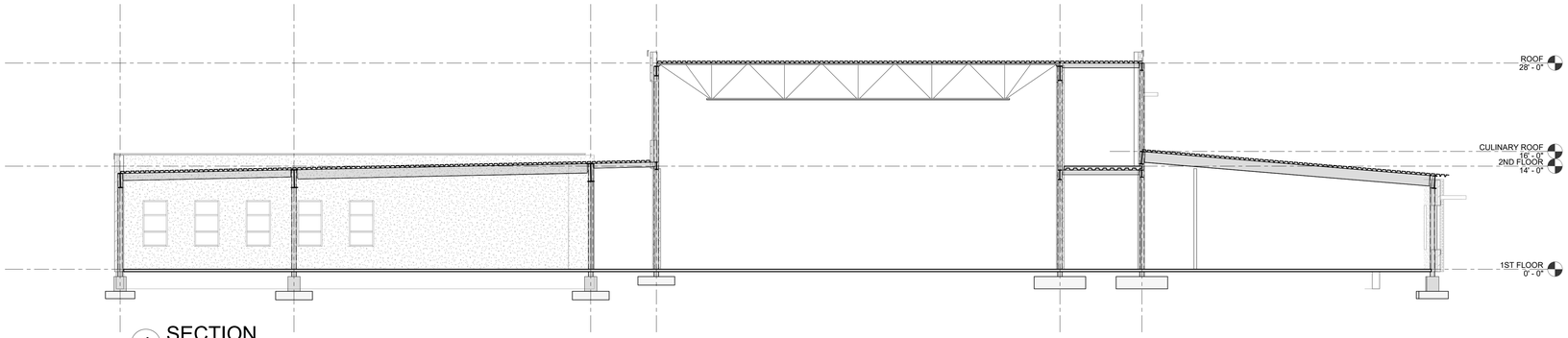
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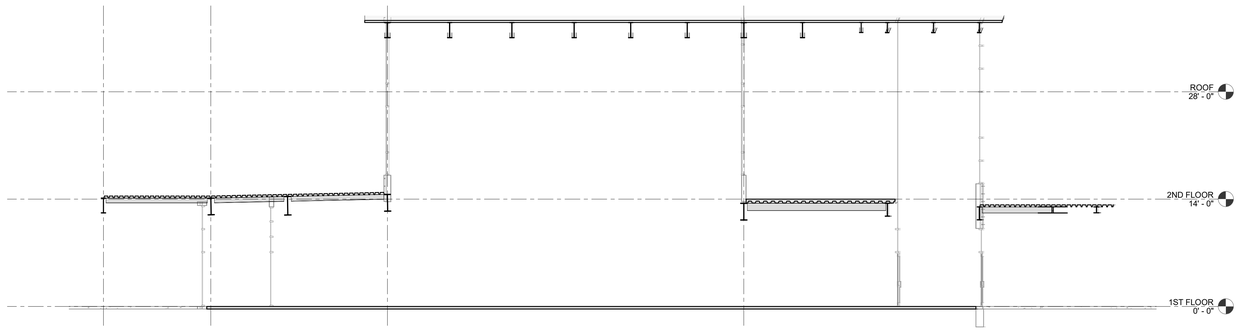
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3 SECTION
SCALE: 1/8" = 1'-0"



4 SECTION
SCALE: 1/8" = 1'-0"



5 SECTION
SCALE: 1/8" = 1'-0"

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1/31/2020 11:56:59 AM

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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

BUILDING SECTIONS

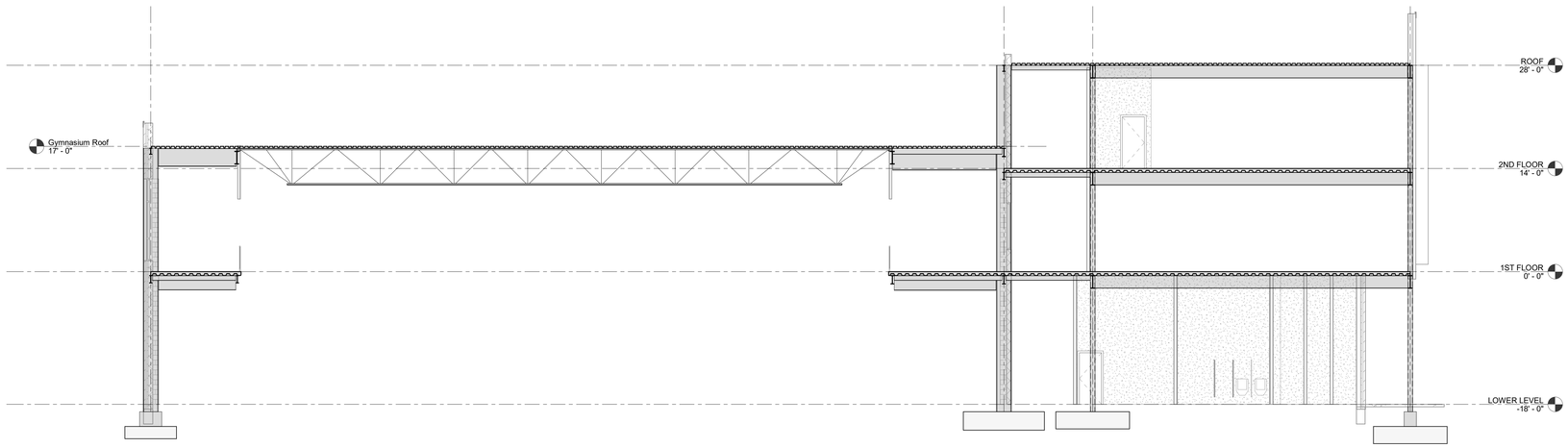
SCHEMATIC DESIGN

2-7-2020

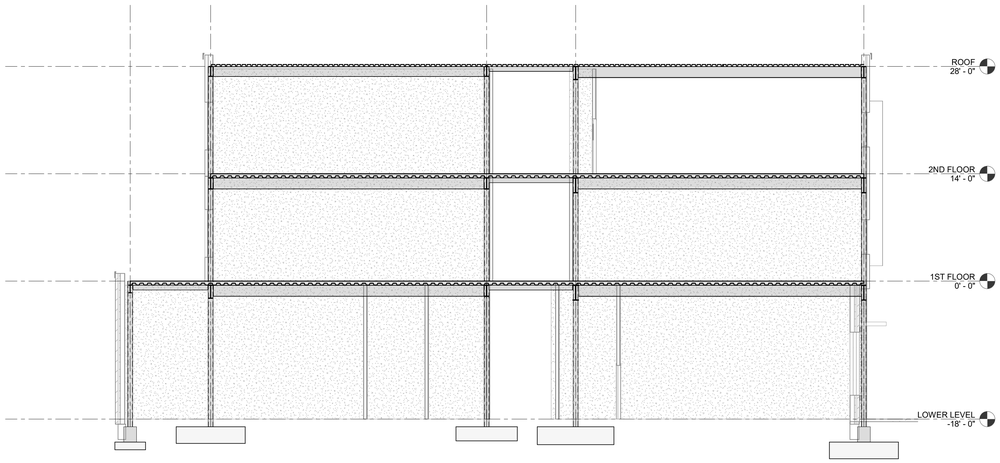
DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

SHEET NO.

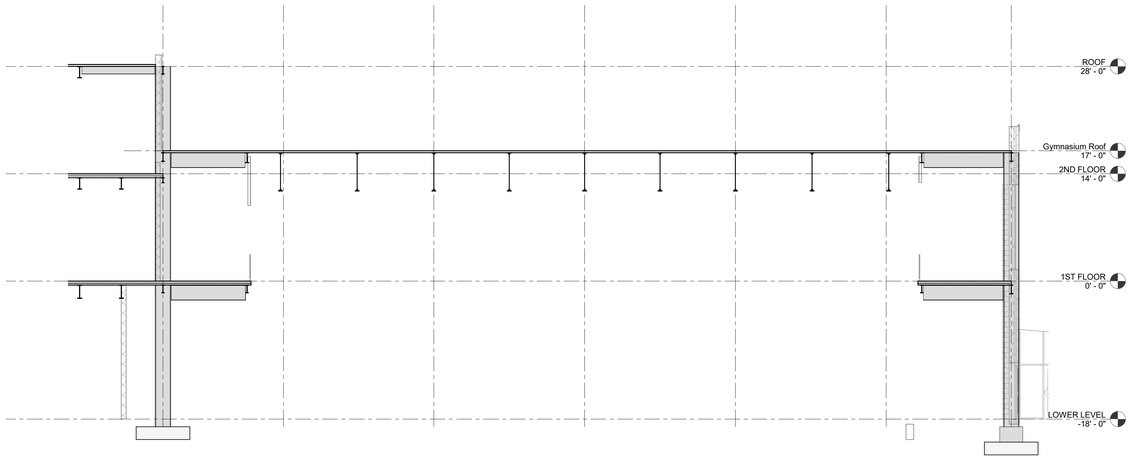
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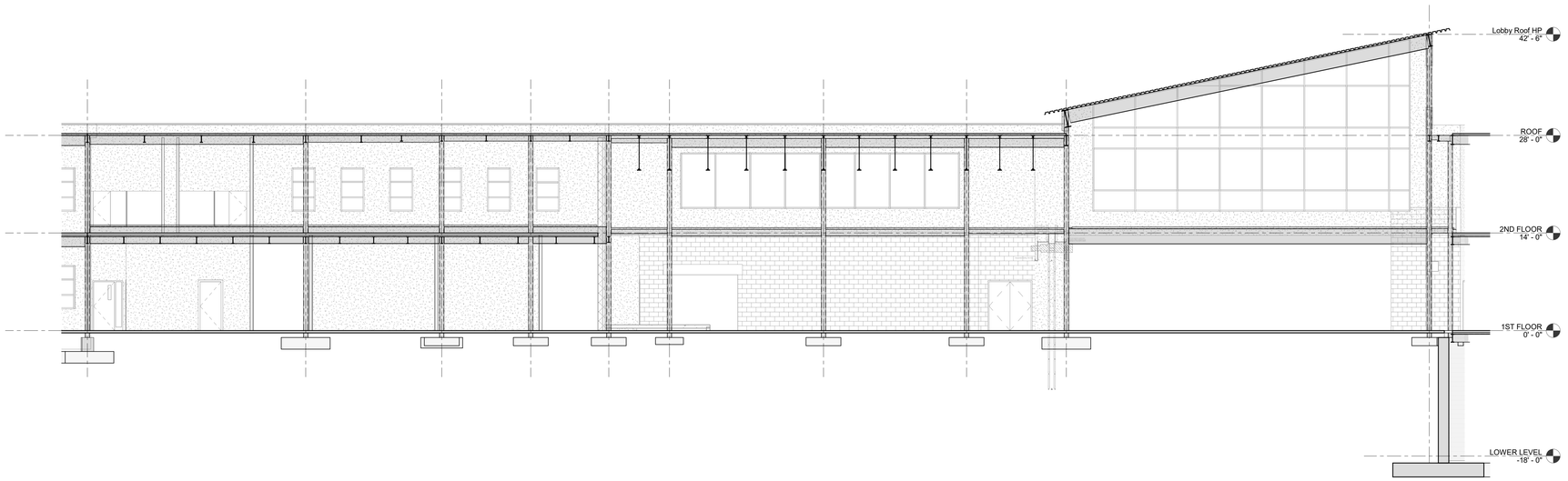
1 SECTION
SCALE: 1/8" = 1'-0"



2 SECTION
SCALE: 1/8" = 1'-0"



3 SECTION
SCALE: 1/8" = 1'-0"



4 SECTION
SCALE: 1/8" = 1'-0"

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SHEET TITLE
BUILDING SECTIONS

SCHEMATIC DESIGN
2-7-2020

DRAWN	CHK'D	PROJECT NO.
RAB	MDO	18038

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S-402

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ABBREVIATIONS

A/E	ARCHITECT/ENGINEER
AC	AIR CONDITION
ACC	ACCESSIBLE
ACST	ACOUSTIC
ADA	AMERICANS WITH DISABILITIES ACT
ADJ	ADJACENT
ADMIN	ADMINISTRATION
AFF	ABOVE FINISHED FLOOR
AHU	AIR HANDLING UNIT
ALT	ALTERNATE
ALUM	ALUMINUM
ANOD	ANODIZED
ANSI	AMERICAN NATIONAL STANDARDS INSTITUTE
APPROX	APPROXIMATE
ARCH	ARCHITECT
BD	BOARD
BEJ	BRICK EXPANSION JOINT
BFF	BELOW FINISH FLOOR
BLDG	BUILDING
BO	BOTTOM OF
BOT	BOTTOM
BU	BUILT-UP
CD	CONSTRUCTION DOCUMENTS
CF	CONTRACTOR FURNISHED
CFE	CONTRACTOR FURNISHED EQUIPEMENT
CFMF	COLD FORMED METAL FRAMING
CFOI	CONTRACTOR FURNISHED / OWNER INSTALLED
CIP	CAST-IN-PLACE
CJ	CONTROL JOINT
CL	CENTER LINE
CLO	CLOSET
CLR	CLEAR
CMU	CONCRETE MASONRY UNIT
CONC	CONCRETE
COORD	COORDINATE
CPT	CARPET
CT	CERAMIC TILE
CTR	CENTER
CU FT	CUBIC FEET
DEMO	DEMOLITION
DF	DRINKING FOUNTAIN
DIA	DIAMETER
DIM	DIMENSION
DR	DOOR
DWG	DRAWING
EA	EACH
EIFS	EXTERIOR INSULATION AND FINISH SYSTEM
EJ	EXPANSION JOINT
EPDM	ETHYLENE PROPYLENE DIENE MONOMER
EQ	EQUAL
EQUIP	EQUIPMENT
EXIST.	EXISTING
EXP	EXPANSION
EXT	EXTERIOR
F.G.	FIBERGLASS
FE	FIRE EXTINGUISHER
FEC	FIRE EXTINGUISHER CABINET
FF&E	FURNITURE, FIXTURE, AND EQUIPEMENT
FHC	FIRE HOSE CABINET
FIN	FINISH
FLR	FLOOR
FRG	FIBER REINFORCED GYPSUM
FRMG	FRAMING
FRP	FIBERGLASS REINFORCED PLASTIC
FT	FEET, FOOT
FURN	FURNISH
GALV	GALVANIZED
GC	GENERAL CONTRACTOR
GL	GLASS OR GLAZING
GWB	GYPSUM WALL BOARD
GYP	GYPSUM
HAZMAT	HAZARDOUS MATERIALS
HC	HANDICAP
HIGH	H
HM	HOLLOW METAL
HORIZ	HORIZONTAL
HT	HEIGHT
HW	HARDWARE
IBC	INTERNATIONAL BUILDING CODE
ID	INSIDE DIAMETER
INSUL	INSULATED
INV	INVERT
JAN	JANITOR
KD	KNOCKED DOWN
LAM	LAMINATE
LAV	LAVATORY
LB	POUND
LF	LINEAR FOOT, FEET
M.O.	MASONRY OPENING
MAX	MAXIMUM
MDF	MEDIUM DENSITY FIBERBOARD
MDO	MEDIUM DENSITY OVERLAY
MECH	MECHANICAL
MFR	MANUFACTURER
MISC	MISCELLANOUS
MTL	METAL
NFPA	NATIONAL FIRE PROTECTION ASSOCIATION
NIC	NOT IN CONTRACT
NOM	NOMINAL
NTS	NOT TO SCALE
OC	ON CENTER
OCC	OCCUPANTS
OD	OUTSIDE DIAMETER
OFOI	OWNER FURNISHED / OWNER INSTALLED
OH DR	OVERHEAD (COILING) DOOR
OPP	OPPOSITE
OPPH	OPPOSITE HAND
OPR	OPERABLE
PLAM	PLASTIC LAMINATE
PLAS	PLASTER
PLBG	PLUMBING
PLWD	PLYWOOD
PNL	PANEL
PR	PAIR
PREP	PREPERATION
PT	PAINT
QTY	QUANITY
R.O.	ROUGH OPENING
RCP	REFLECTED CEILING PLAN
RD	ROOF DRAIN
REC	RECESSED
REINF	REINFORCE
SECT	SECTION
SF	SQUARE FOOT, SQUARE FEET
SIM	SIMILAR
SK	SKETCH
SPEC	SPECIFICATIONS
SQ	SQUARE
SST	STAINLESS STEEL
STC	SOUND TRANSMITTION CLASS
STOR	STORAGE
STRUCT	STRUCTURAL
TEMP	TEMPORARY
TEMP	TEMPERED
THK	THICKNESS
TO	TOP OF
TRTD	TREATED
TYP	TYPICAL
UNFIN	UNFINISHED
UON	UNLESS OTHERWISE NOTED
V.I.F.	VERIFY IN FIELD
VCT	VINYL COMPOSITION TILE
VERT	VERTICAL
VTR	VENT THROUGH ROOF
W/	WITH
W/O	WITHOUT
WD	WOOD
WWR	WELDED WIRE REINFORCING

GENERAL SYMBOLS LEGEND

EXISTING WALL

PARTITION TYPE (X)
NEW WALL

EXISTING DOOR TO REMAIN

NEW DOOR (SEE DOOR SCHEDULE)
DOOR NUMBER (101)

ROOM NAME
181
100
ROOM TAG
AREA

CONSTRUCTION KEYED NOTE TAG (C1)

DEMOLITION KEYED NOTE TAG (D1)

CEILING FINISH TYPE (A2)

CEILING FINISH HEIGHT (10'-10")

ACCESSORY TAG (A)
CASEWORK TAG

MB
4
MODEL NUMBER
DIMENSIONS

LIMIT OF WORK LINE

WINDOW TAG (1)

DOOR TAG (101)

CARD READER (CR)

FIRE EXTINGUISHER RECESSED CABINET

WALL MOUNTED FIRE EXTINGUISHER

REMOVE ALL CONSTRUCTION SHOWN DASHED COMPLETE, UON

EXISTING WALL OR PARTITION TO REMAIN, TYP UON

REMOVE PORTION OF EXISTING WALL. SEE FLOOR PLAN FOR LOCATION AND DIMENSION. TYP UON

REMOVE EXISTING DOOR & FRAME COMPLETELY.

EXISTING DOOR TO REMAIN, TYP UON

ELEVATION LEVEL MARKER

REVISION (1)

1
A101
SIM
WALL SECTION

1
A-101
EXTERIOR ELEVATION

1
Sim
1
A-101
1
1
INTERIOR ELEVATION

1
A101
SIM
PLAN DETAIL

GENERAL NOTES

1. ALL WORK SHALL COMPLY WITH APPLICABLE BUILDING CODES, ORDINANCES, AND REGULATORY AGENCIES.
2. CONTRACTOR SHALL FULLY ACQUAINT HIMSELF WITH THE CONDITIONS OF THE CONTRACT, LOCAL CONDITIONS RELATING TO LOCATION, ACCESSIBILITY, AND GENERAL CHARACTER OF THE CONSTRUCTION SITE, AS WELL AS, LOCAL LABOR CONDITIONS SO THAT HE UNDERSTANDS THE NATURE AND EXTENT, DIFFICULTIES, AND RESTRICTIONS RELATED TO THE EXECUTION OF WORK. NOTIFY THE ARCHITECT OF ALL DISCREPANCIES PRIOR TO COMMENCING WORK.
3. THE CONTRACTOR SHALL PROTECT EXISTING, IN-PLACE, AND NEW WORK. THE CONTRACTOR SHALL INVESTIGATE JOB SITE TO COMPARE CONTRACT DOCUMENTS, EXISTING CONDITIONS, AND VERIFY DIMENSIONS SHOWN ON THESE DRAWINGS. THE CONTRACTOR SHALL NOTIFY THE ARCHITECT/ENGINEER IN WRITING OF ANY DISCREPANCIES, OMISSIONS, CONFLICTS, AND/OR ANY RESTRICTIONS RELATED TO THE EXECUTION OF WORK, BEFORE COMMENCEMENT OF WORK.
4. COMMENCEMENT OF WORK SHALL CONSTITUTE ACCEPTANCE OF ALL NEW OR EXISTING CONDITIONS.
5. THE CONTRACTOR SHALL COMPLY AND COORDINATE ALL WORK WITH BUILDING OWNER REGARDING HEAT, WATER, ELECTRICITY, DELIVERIES, ACCESS, ELEVATOR AVAILABILITY, NOISE CONTROL, TRASH AND DEBRIS REMOVAL, HOISTING, AND ANY OTHER UTILITIES OR OWNER'S RULES AND REGULATIONS CONCERNING THE PROJECT SITE.
6. THE CONTRACTOR SHALL COORDINATE SCHEDULING, PROVISIONS FOR INSTALLATION, LOCATIONS, AND THE ACTUAL INSTALLATION OF ITEMS FURNISHED BY OWNER OR BY OTHERS.
7. THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS IN THE FIELD AND IS RESPONSIBLE FOR ALL PHASES, INCLUDING BIDDING, FABRICATION, COORDINATION, AND CONSTRUCTION.
8. THE DRAWINGS INDICATE THE GENERAL EXTENT OF WORK. THE DRAWINGS ARE NOT INTENDED TO INDICATE OR DESCRIBE ALL WORK REQUIRED FOR THE FULL PERFORMANCE AND COMPLETION OF THE REQUIREMENTS OF THE CONTRACT DOCUMENTS. REPETITIVE FEATURES NOT NOTED ON THE DRAWINGS SHALL BE COMPLETELY PROVIDED AS IF DRAWN IN FULL.
9. DO NOT SCALE DRAWINGS TO OBTAIN DIMENSIONS. DIMENSIONS GOVERN. LARGE SCALE DRAWINGS GOVERN OVER SMALL SCALE DETAILS.
10. CHANGES IN DRAWINGS OR ACTUAL WORK SHALL BE ISSUED BY THE ARCHITECT/ENGINEER.
11. PERFORM ALL WORK AND INSTALL MATERIALS IN STRICT ACCORDANCE TO APPLICABLE INDUSTRY AND MANUFACTURER'S PUBLISHED STANDARDS AND SPECIFICATIONS FOR QUALITY OF MATERIALS AND WORKMANSHIP, AS WELL AS REQUIREMENTS IN THESE DRAWINGS AND SPECIFICATION. ANY CONFLICTING REQUIREMENTS OF THE SOURCES LISTED ABOVE SHALL BE BROUGHT TO THE ARCHITECT/ENGINEER'S ATTENTION PRIOR TO PROCEEDING WITH THE WORK.
12. MANUFACTURERS ARE REFERENCED TO ESTABLISH STYLE, SIZE, COLOR, AND MATERIAL CHARACTERISTICS, AND ARE NOT INTENDED TO LIMIT SELECTIONS FROM OTHER MANUFACTURERS. WHEN AN ALTERNATE SELECTION IS SUBMITTED, SUBMITTALS SHALL HAVE INCLUDED THE MATERIAL LISTED FOR COMPARISON.
13. THE CONTRACTOR SHALL EXAMINE ALL SURFACES TO DETERMINE THAT THEY ARE SOUND, DRY, CLEAN AND READY TO RECEIVE FINISHES PRIOR TO INSTALLATION. START OF INSTALLATION SHALL IMPLY ACCEPTANCE OF SUBSTRATE AND SHALL NOT BE GROUNDS FOR CLAIMS AGAINST IMPROPER PERFORMANCE OF INSTALLED MATERIALS. ADVISE ARCHITECT OF ANY EXISTING CONSTRUCTION NOT LEVEL, SMOOTH, AND PLUMB WITHIN INDUSTRY STANDARDS PRIOR TO START OF CONSTRUCTION.
14. WORK DAMAGED DURING CONSTRUCTION OR NOT CONFORMING TO SPECIFIED STANDARDS, TOLERANCES, OR MANUFACTURER'S INSTRUCTIONS FOR INSTALLATION SHALL BE REPLACED, BY THE CONTRACTOR, AT NO ADDITIONAL CHARGE TO THE OWNER.
15. ANY AREA OUTSIDE THE LIMITS OF CONSTRUCTION DISTURBED BY OPERATIONS OF THE CONTRACTOR SHALL BE RESTORED AT THE CONTRACTOR'S EXPENSE.
16. EXIT DOORS, EGRESS DOORS, AND OTHER DOORS REQUIRED FOR MEANS OF EGRESS SHALL BE OPERABLE FROM THE INSIDE WITHOUT USE OF A KEY OR SPECIAL KNOWLEDGE OR EFFORT.
17. DIMENSIONS ARE FROM FACE OF MASONRY OR FACE OF METAL FRAMING, TYPICAL UNLESS NOTED OTHERWISE. MASONRY DIMENSIONS ARE NOMINAL.
18. BUILDING HEIGHTS AND ELEVATIONS ARE BASED UPON PROJECT FINISH ELEVATION OF 0' - 0" AT THE FIRST FLOOR.
19. UNLESS NOTED OTHERWISE, ALL ROUGH (RO) OPENINGS FOR DOORS IN STUD WALLS, NOT LOCATED BY DIMENSIONS ON PLANS OR IN DETAILS, SHALL BE 6" AWAY FROM FRAMING TO ADJACENT PERPENDICULAR WALL, FACE OF STUD.
20. ALL WOOD IN CONTACT WITH CONCRETE OR MASONRY SHALL BE PRESSURE TREATED (PT) WOOD. AT COPINGS AND ROOFING TERMINATIONS, ALL BLOCKING SHALL BE PRESSURE TREATED (PT).
21. ALL CONCEALED WOOD FRAMING, AND PLYWOOD SHEATHING SHALL BE FIRE RETARDANT TREATED (FRT). ALL WOOD BLOCKING IN FIRE RATED ASSEMBLIES TO BE FIRE RETARDANT.
22. NON FRT BLOCKING, NAILERS, AND FURRING MAY BE USED WHERE INSTALLED IN ACCORDANCE WITH INTERNATIONAL BUILDING CODE SECTION 718, INCLUDING DIMENSIONAL WOOD BLOCKING, FIRE BLOCKING, REQUIREMENTS, ETC. WOOD BLOCKING INSTALLED IN ACCORDANCE WITH INTERNATIONAL BUILDING CODE SECTION 603 FOR HANDRAILS, MILLWORK, CABINETS, WINDOWS, AND DOORS, IS NOT REQUIRED TO BE FRT.
23. PROVIDE EXPANSION JOINTS (EXP) AND CONTROL JOINTS (CJ) IN ALL WORK AS PER PRODUCT MANUFACTURER'S STANDARDS.
24. INTERIOR PARTITION MOVEMENT CONTROL: PROVIDE CONTROL JOINTS IN GYPSUM BOARD PARTITIONS AND GYPSUM BOARD CEILINGS SHALL BE SPACED AS FOLLOWS, AND AS PER MANUFACTURER'S STANDARDS:

    PARTITIONS: 30 FT. MAXIMUM IN EITHER DIRECTION
    INTERIOR CEILINGS: 30 FT. MAXIMUM IN EITHER DIRECTION
    EXTERIOR CEILINGS: 30 FT. MAXIMUM IN EITHER DIRECTION

25. PROVIDE ACCESS PANELS AS REQUIRED BY APPLICABLE CODES AS REQUIRED FOR MECHANICAL EQUIPMENT AND PLUMBING WORK. ALL ACCESS PANEL LOCATIONS SHALL BE REVIEWED WITH THE ARCHITECT OR ARCHITECT'S REPRESENTATIVE PRIOR TO PROCEEDING.
26. ALL INSULATION EXPOSED TO CEILING PLENUM IS TO BE FIRE AND DUST PROOF.
27. ALL NEW SUPPLY AIR AND RETURN GRILLES SHALL BE LOCATED IN THE CENTER LINE OF ACOUSTICAL TILES, UNLESS INDICATED OTHERWISE ON PLANS.
28. ALL DISSIMILAR MATERIALS SHALL BE ISOLATED FROM EACH OTHER TO AVOID GALVANIC CORROSION. WHERE TWO DISSIMILAR METALS MEET, PAINT FACE OF ONE WITH BITUMINOUS PAINT. PROVIDE SEALANT BETWEEN DISSIMILAR MATERIALS, SUCH AS GYPSUM BOARD AND MASONRY, MASONRY AND CONCRETE, COUNTERTOPS AND WALLS, ETC.
29. ALL EXTERIOR ENTRANCE DOORS AND FRAMES TO RECEIVE PERIMETER WEATHER STRIPPING AND THRESHOLDS AS PER SPECIFICATIONS.
30. PROVIDE SEALANT BETWEEN INTERIOR AND EXTERIOR WINDOW AND STOREFRONT FRAME PERIMETERS AND SURROUNDING CONSTRUCTION, UNLESS NOTED OTHERWISE.
31. CONTRACTOR IS RESPONSIBLE FOR KEEPING ALL WEEP JOINTS AROUND WINDOWS AND EXTRUDED ALUMINUM STOREFRONTS FREE OF SEALANT.
32. ALL PENETRATIONS THROUGH RATED WALLS ARE TO BE SEALED TO MAINTAIN INTEGRITY OF WALL CONSTRUCTION AND RATING (ASTM E814 SYSTEM BY 3M, HILTI, OR SIMILAR). PIPE DUCTS AND BUSS DUCTS THAT PENETRATE FLOOR SLABS OR WALL PARTITIONS SHALL BE INSTALLED IN A MANNER THAT WILL PRESERVE THE MOISTURE RESISTANCE, FIRE RATING, AIR AND/OR VAPOR BARRIER, AND THE STRUCTURAL INTEGRITY OF THE BUILDING.
33. ALL PENETRATIONS THROUGH GYPSUM BOARD AND MASONRY SURFACES, INCLUDING BUT NOT LIMITED TO WINDOWS, DOORS, LOUVERS, VENTS, EXHAUST FANS, PIPE PENETRATIONS, CONDUIT, DUCTWORK, GRILLES, REGISTERS, DEVICE BOXES, HANGER RODS, ETC. SHALL HAVE THEIR COMMON JOINTS WITH GYPSUM BOARD AND/OR MASONRY SEALED. ALL PENETRATIONS SHALL BE SEALED AROUND THE ENTIRE PERIMETER WITH SEALANT (BOTH ON EXTERIOR AND INTERIOR SIDES).
34. IN ALL INSTANCES WHERE WORK IS BEING CORRECTED OR REPAIRED, CONTRACTOR IS TO REPAINT ENTIRE WALL TO NEAREST CORNER OR BREAKLINE WHERE WALL CHANGES DIRECTION.
35. CONTRACTOR SHALL REMOVE ANY STRAY PAINT, DIRT, OR STAINS INCURRED DURING THE CONSTRUCTION PROCESS. CONTRACTOR SHALL BE RESPONSIBLE FOR REMOVING ALL TEMPORARY EQUIPMENT COVERINGS USED DURING CONSTRUCTION, AND SHALL ALSO BE RESPONSIBLE FOR REMOVING THEIR TRASH OFF OF THE JOB SITE DAILY.
36. CONTRACTOR TO VERIFY MOUNTING HEIGHTS OF ACCESSORIES, EQUIPMENT, DOOR HARDWARE, SWITCHES, AND OUTLETS ALONG WALLS, ETC. WHERE MOUNTING HEIGHTS ARE NOT INDICATED, MOUNT ITEMS IN ACCORDANCE WITH RECOGNIZED INDUSTRY STANDARDS, COORDINATE LOCATIONS WITH MANUFACTURER OR SUPPLIER, AND REFER MOUNTING HEIGHT QUESTIONS TO ARCHITECT FOR INTERPRETATION.
37. CONTRACTOR SHALL PROVIDE ALL MISCELLANEOUS FRAMING, SOLID BLOCKING, ETC. BEHIND ITEMS REQUIRING ANCHORING. PROVIDE FIRE TREATED WOOD BLOCKING OR METAL STRAPS BETWEEN FRAMING MEMBERS AS REQUIRED TO SUPPORT WEIGHT AND USE OF ITEMS TO BE SUPPORTED AS RECOMMENDED BY MANUFACTURER.
38. CONTRACTOR SHALL COMPLY WITH MANUFACTURER'S INSTRUCTIONS WHEN RELOCATING AND/OR INSTALLING ANY EQUIPMENT AND FURNISHINGS.
39. CONTRACTOR SHALL VERIFY FINAL EQUIPMENT LOCATIONS WITH OWNER PRIOR TO INSTALLATION.

BUILDING CODE ABSTACT

	IBC	NFPA	REMARKS
CLASSIFICATION OF OCCUPANCY			
PRIMARY OCCUPANCY	MODERATE HAZARD STORAGE , S-1	STORAGE	
SECONDARY OCCUPANCY	BUSINESS OCCUPANCY, B	BUSINESS	
BUILDING FIRE PROTECTION			
	NON-SPRINKLERED		
TYPE OF CONSTRUCTION			
	IIB	TYPE II 000	
BUILDING AREA			
ALLOWABLE AREA	30,625 SF		
GROSS AREA	5,068 SF		
ALLOWABLE BUILDING HEIGHT	55', 2 STORIES		
ACTUAL BUILDING HEIGHT	1 STORY		
NUMBER OF OCCUPANTS			
FIRST FLOOR	21 OCC		SEE OCCUPANCY CALCULATIONS
LEVEL EGRESS WIDTH FACTOR			
	0.2	0.2	
TOTAL INCHES REQUIRED			
FIRST FLOOR		4.2 IN	
TOTAL INCHES ACTUAL			
FIRST FLOOR		96 IN	
EGRESS REQUIREMENTS			
MAX TRAVEL DISTANCE	100 FT	200 FT.	
COMMON PATH OF TRAVEL	75 FT	50 FT.	
DEAD END CORRIDORS	35 FT	50 FT.	
AREA OF REFUGE	N/A	N/A	
EXITS THROUGH ADJOINING ROOMS			NOT PERMITTED THROUGH KITCHENS, STORAGE ROOMS, CLOSETS, OR SPACES NOT PERMITTED THROUGH KITCHENS, STORAGE ROOMS, CLOSETS, OR SPACES USED FOR SIMILAR PURPOSES
NUMBER OF EXITS REQUIRED	2		
FIRE PROTECTION SYSTEMS			
SPRINKLERS	NR	NR	
FIRE ALARM	REQUIRED	REQUIRED	
AUTO FIRE DETECTION	REQUIRED	REQUIRED	
SMOKE DETECTORS	REQUIRED	REQUIRED	
FIRE EXTINGUISHERS	REQUIRED	REQUIRED	
FIRE RESISTANCE RATING REQUIREMENTS			
PRIMARY STRUCTURE	0 HRS.		
BEARING WALLS - EXTERIOR	0 HRS.		
BEARING WALLS - INTERIOR	0 HRS.		
NON-BEARING WALLS - EXTERIOR <5' SEPERATION	2 HRS.		
NON-BEARING WALLS - EXTERIOR 5'-10' SEPARATION	1 HRS.		
NON-BEARING WALLS - EXTERIOR 10'-<30' SEPARATION	0 HRS.		
NON-BEARING WALLS - EXTERIOR >OR= 30' SEPARATION	0 HRS.		
NONBEARING WALLS - INTERIOR	0 HRS.	0 HRS.	
FLOOR CONSTRUCTION	0 HRS.		
ROOF CONSTRUCTION	0 HRS.		
FIRE WALL OR SEPARATION	N/A		
STAIR AND ELEVATOR SHAFTS	2 HRS.		
LABORATORIES OR VOCATIONAL SHOPS	N/A		
FURNACE OR BOILER ROOMS	1 HRS.		
CORRIDORS AS MEANS OF EGRESS			
BETWEEN OCCUPANCIES	O HRS.	2 HRS.	BETWEEN B & S-1

BUILDING CODE ANALYSIS

PROJECT: MOVE / RENOVATION OF GSS SURPLUS AND FLEET SERVICES

LOCATION : 5408 DUPONT PARKWAY, SMYRNA, DE 19977

APPLICABLE CODES:

- 2012 INTERNATIONAL BUILDING CODE (IBC)
- 2012 INTERNATIONAL EXISTING BUILDING CODE (IEBC)
- 2012 INTERNATIONAL PLUMBING CODE (IPC)
- 2012 INTERNATIONAL MECHANICAL CODE (IMC)
- 2015 STATE OF DELAWARE FIRE PREVENTION REGULATIONS
- 2015 NATIONAL FIRE PROTECTION ASSOCIATION (NFPA) 101 LIFE SAFETY CODE
- 2015 NATIONAL FIRE PROTECTION ASSOCIATION (NFPA) 1 FIRE CODE
- 2012 INTERNATIONAL ENERGY CONSERVATION CODE (IECC)
- STATE OF DELAWARE ARCHITECTURAL ACCESSIBILITY STANDARDS
- 2010 AMERICANS WITH DISABILITIES ACT (ADA) STANDARDS FOR ACCESSIBLE DESIGN
- ANSI ICC A117.1-2009

GENERAL CODE NOTES:

1. TRAVEL DISTANCE TO FIRE EXTINGUISHER (NFPA 10) MAXIMUM 75 FT. FOR ORDINARY COMBUSTIBLES. SEE CODE PLAN FOR LOCATIONS OF FIRE EXTINGUISHERS. CONTRACTOR TO CONFIRM QUANTITY AND PLACEMENT OF ALL FIRE EXTINGUISHERS WITH FIRE MARSHAL. COORDINATE FINAL LOCATIONS WITH ARCHITECT.
2. RENOVATIONS OF EXISTING BUILDING CONFORM TO PROVISIONS OF IEBC 2012 CHAPTER 98 ALTERATIONS - LEVEL 3.
3. PROVIDE SIGNAGE REGARDING ACCESSIBILITY IN ACCORDANCE WITH 2015 IBC SECTION 1111.

ABBREVIATIONS:

NA	NOT APPLICABLE
NR	NOT REQUIRED
NSF	NET SQUARE FEET
GSF	GROSS SQUARE FEET
FE	FIRE EXTINGUISHER
FEC	FIRE EXTINGUISHER CABINET
OCC	OCCUPANTS

ALLOWABLE AREA CALCULATION:

IBC TABLE 506.2: GSF FOR S-1 USE GROUP & CONST. TYPE II-B.

ALLOWABLE BUILDING AREA
A1 TABULAR AREA (TABLE 506.2) 17,500 SF (NON-SPRINKLERED)
17,500 + (17,500 x .75) = 30,625 SF

EGRESS CAPACITY

		IBC	NFPA
36" DOOR	= 34" CLEAR	170 OCC.	170 OCC.

PLUMBING FIXTURE CALCULATIONS

(21 OCCUPANTS)

	WATER CLOSET MALE	WATER CLOSET FEMALE	LAVATORIES	WATER FOUNTAINS	SERVICE SINK
BUSINESS	1	1	1	1	1
TOTAL	1	1	1	1	1
PROVIDED	1	1	1	1	1

OCCUPANCY CALCULATION

BUSINESS	(1 OCC / 100 NSF)	=	10
STORAGE / MECHANICAL	(1 OCC / 300 NSF)	=	6
WAREHOUSE	(1 OCC/ 500 NSF)	=	5
TOTAL OCCUPANTS		=	21

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NOTES, ABBREVIATIONS, AND SYMBOLS

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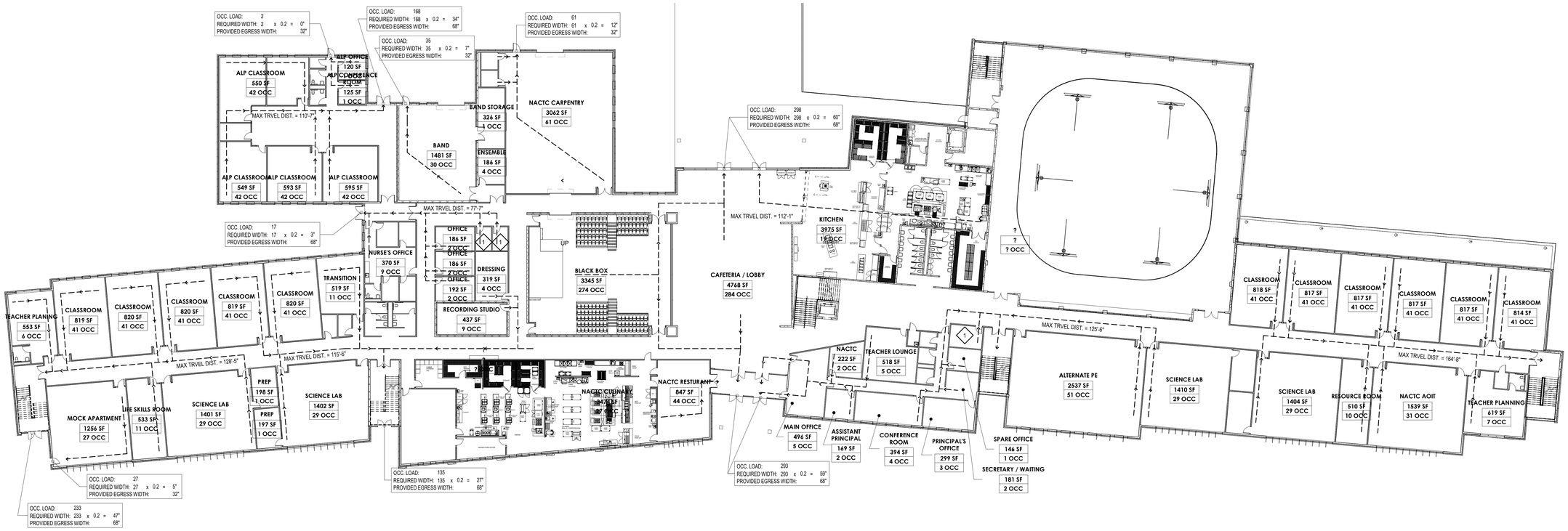
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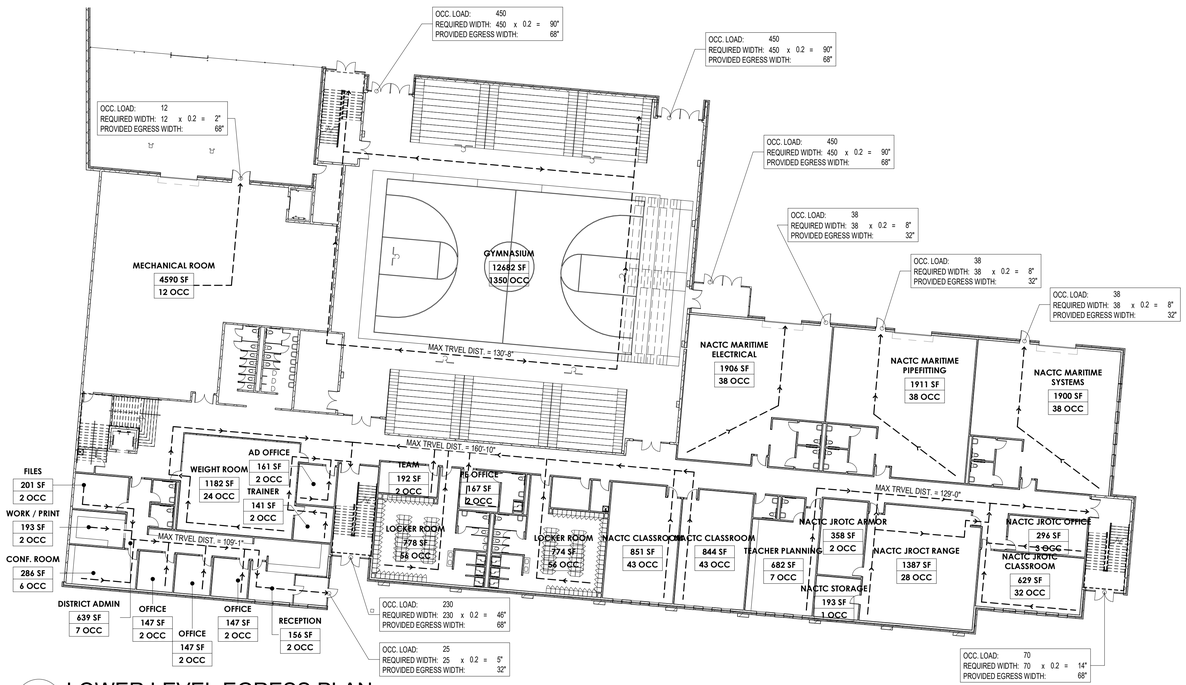
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2 G-103

1ST FLOOR EGRESS PLAN

1" = 20'-0"



1 G-103

LOWER LEVEL EGRESS PLAN

1" = 20'-0"

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EGRESS PLANS

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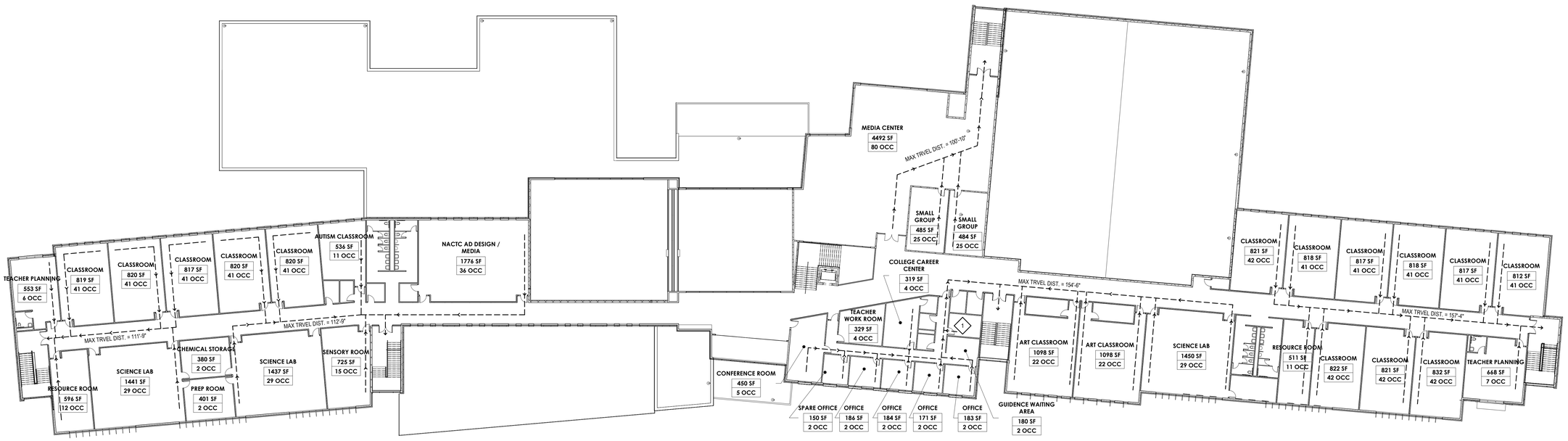
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1 G-104

2ND FLOOR EGRESS PLANS

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EGRESS PLANS

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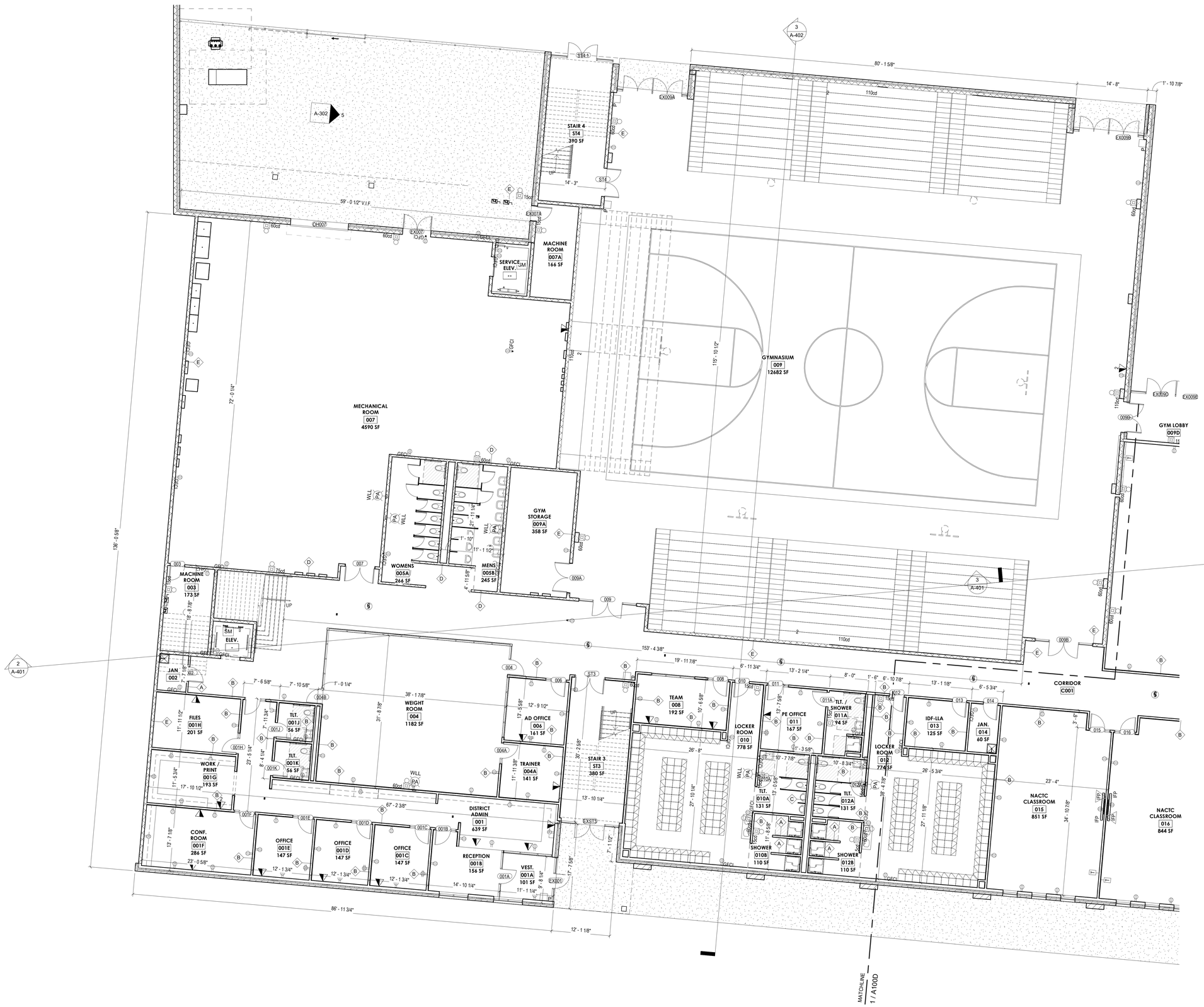
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1 A100C LOWER LEVEL - AREA C
1/8" = 1'-0"



KEY PLAN - LOWER LEVEL

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LOWER LEVEL PLAN - AREA C

SUBMISSION

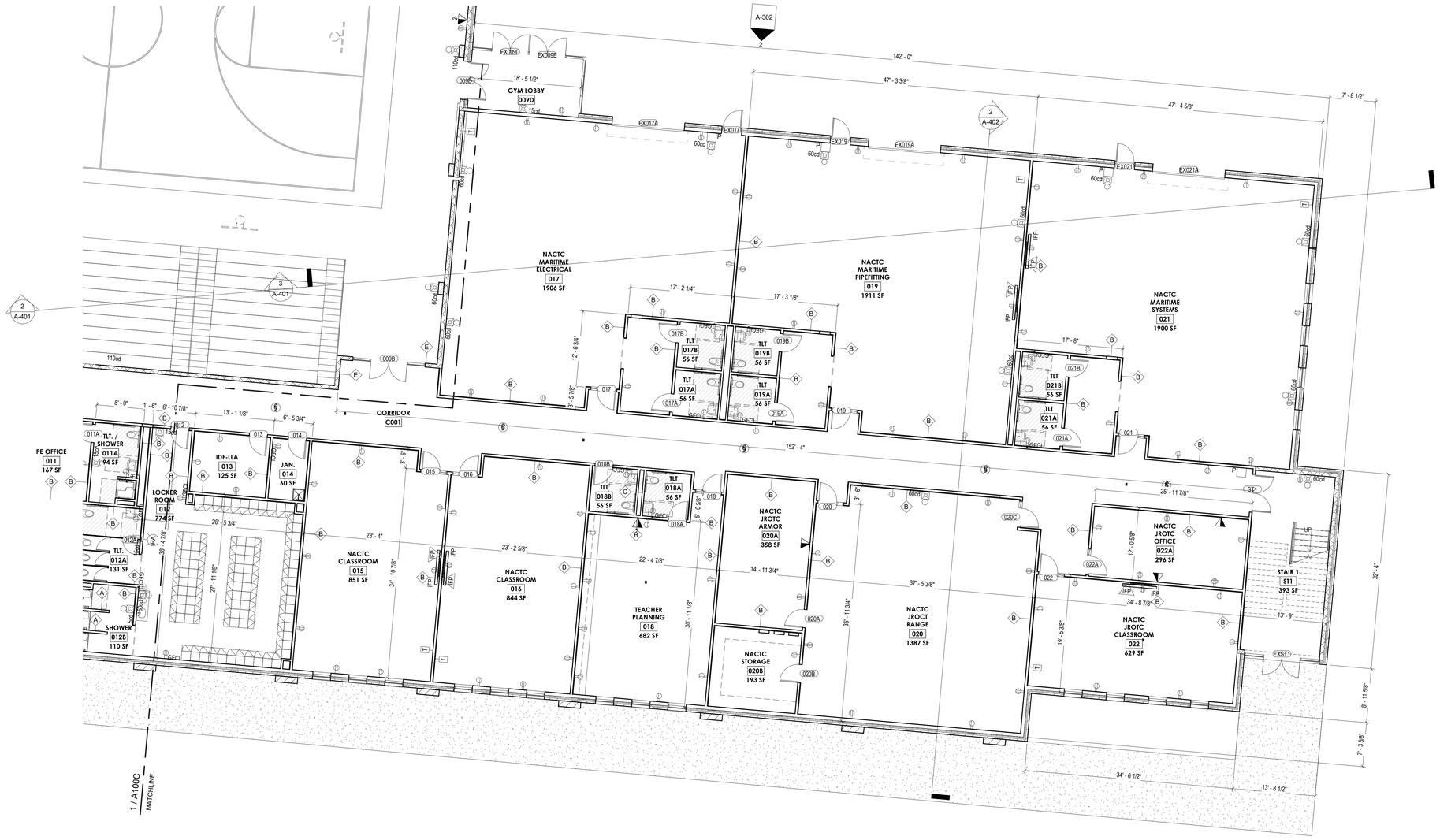
SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

SHEET NO.

A100C

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1 / A100D — LOWER LEVEL - AREA D
1/8" = 1'-0"



KEY PLAN - LOWER LEVEL

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
LOWER LEVEL PLAN - AREA D

SUBMISSION

SUBMISSION DATE

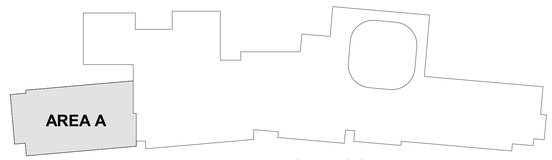
DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

SHEET NO.
A100D



1 / A101A **1st Floor Plan - AREA A**

1/8" = 1'-0"



KEY PLAN - 1ST FLOOR

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TODAY'S DAY IN ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THIS DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL CLAIMS ARISING FROM THE UNAUTHORIZED USE OF THE DATA OR PLANS. - THE RECEIVER AGREES TO NOTIFY STUDIOJAED CORPORATION OF ANY KNOWN ERRORS OR OMISSIONS IN THE DATA OR PLANS WITHIN 10 DAYS OF RECEIPT. - THE RECEIVER SHALL NOT MODIFY THE DATA OR PLANS AND AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY CLAIMS, LOSSES OR DAMAGES ARISING OUT OF OR RESULTING THEREFROM. - IN THE EVENT THAT ANY CHANGES OR MODIFICATIONS ARE MADE TO THE DATA OR PLANS BY THE RECEIVER OR PERSONS OTHER THAN STUDIOJAED CORPORATION, THE RECEIVER SHALL REMOVE STUDIOJAED CORPORATION'S NAME AND SEAL FROM THE PLANS AND ASSUME ALL RESPONSIBILITY FOR THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THIS DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL CLAIMS ARISING FROM THE UNAUTHORIZED USE OF THE DATA OR PLANS. - THE RECEIVER AGREES TO NOTIFY STUDIOJAED CORPORATION OF ANY KNOWN ERRORS OR OMISSIONS IN THE DATA OR PLANS WITHIN 10 DAYS OF RECEIPT. - IN THE EVENT THAT ANY CHANGES OR MODIFICATIONS ARE MADE TO THE DATA OR PLANS BY THE RECEIVER OR PERSONS OTHER THAN STUDIOJAED CORPORATION, THE RECEIVER SHALL REMOVE STUDIOJAED CORPORATION'S NAME AND SEAL FROM THE PLANS AND ASSUME ALL RESPONSIBILITY FOR THE ACCURACY OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER. - THE RECEIVER SHALL INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL CLAIMS, LOSSES OR DAMAGES ARISING OUT OF OR RESULTING THEREFROM.

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ARCHITECT / ENGINEER SEAL

PROJECT

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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

FIRST FLOOR PLAN - AREA A

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

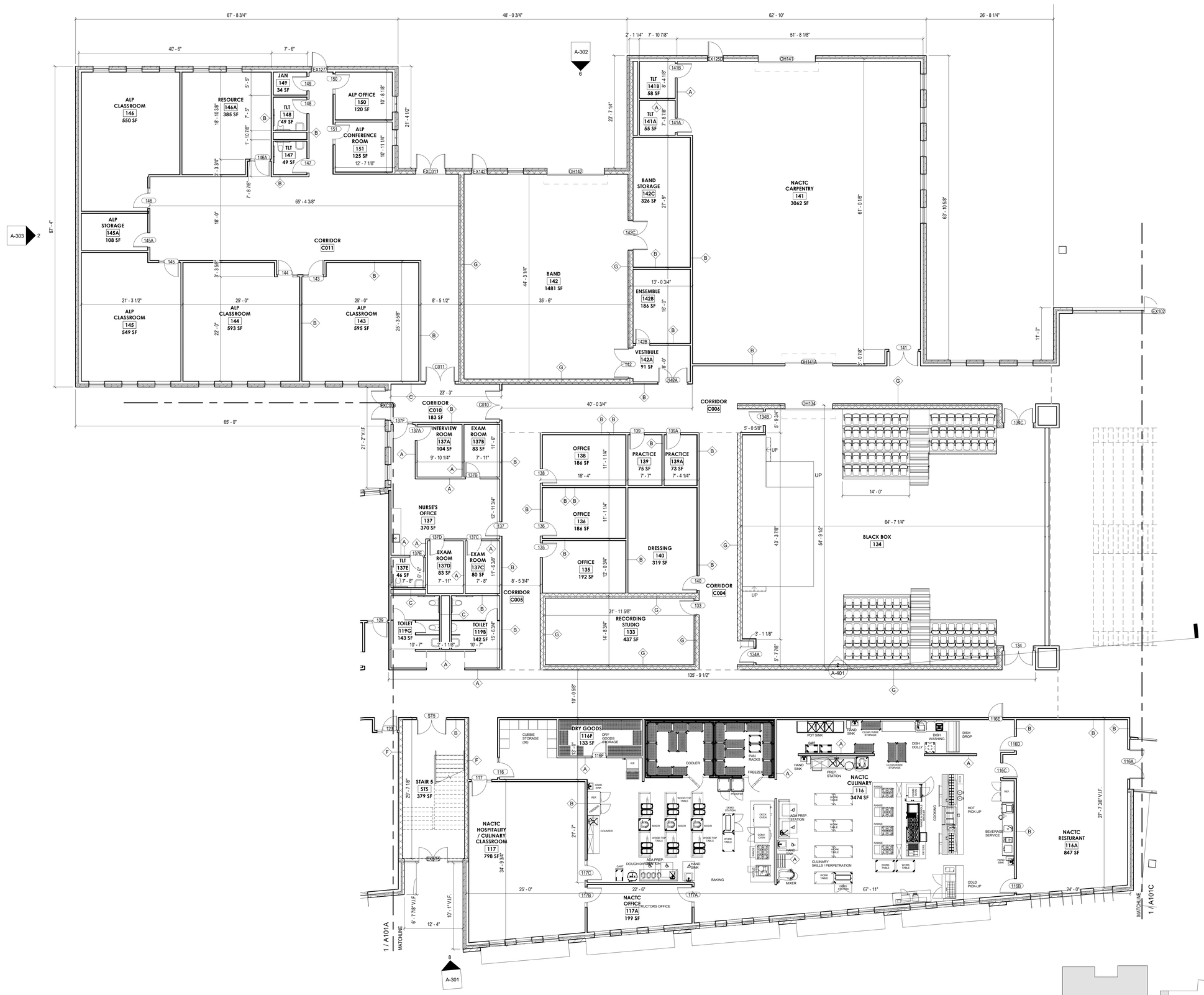
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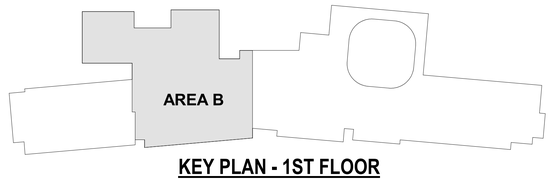
A101A

THE RECEIVER OF THESE PLANS IN MY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTAND AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED ("DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHICH WOULD INFRINGE ANY STUDIOJAED CORPORATION RIGHTS AND AGREES TO ALLOW STUDIOJAED CORPORATION REASONABLE ACCESS TO ITS RECORDS FOR THE PURPOSE OF CONFIRMING COMPLIANCE WITH THIS AGREEMENT. - THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS AGENTS, EMPLOYEES AND SUBCONSULTANTS AGAINST ALL DAMAGES, LIABILITIES OR COSTS, INCLUDING REASONABLE ATTORNEYS FEES AND DEFENSE COSTS, ARISING OUT OF OR IN CONNECTION WITH THE RECEIVER'S UNAUTHORIZED USE OF, OR RELIANCE UPON, THE DATA OR PLANS. - THE RECEIVER AGREES TO DELETE ALL ELECTRONIC DATA AND DESTROY ALL HARD COPIES OF THE DATA AND PLANS UPON COMPLETION OF THE PROJECT OR UPON EARLIER TERMINATION OF THE RECEIVER'S RIGHT TO USE THE DATA OR PLANS. - THE RECEIVER AGREES THAT ANY MODIFICATIONS TO THE DATA OR PLANS SHALL BE AT THE RECEIVER'S SOLE RISK AND THE RECEIVER SHALL INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY CLAIMS, DAMAGES, LIABILITIES OR COSTS ARISING OUT OF OR RESULTING FROM THE USE OF SUCH MODIFIED DATA OR PLANS.

12/7/2020 2:11:56 PM

1 / A101B — 1st Floor Plan - AREA B
1/8" = 1'-0"





KEY PLAN - 1ST FLOOR

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REVISIONS

Mark	Date	Description

SHEET TITLE
FIRST FLOOR PLAN - AREA B

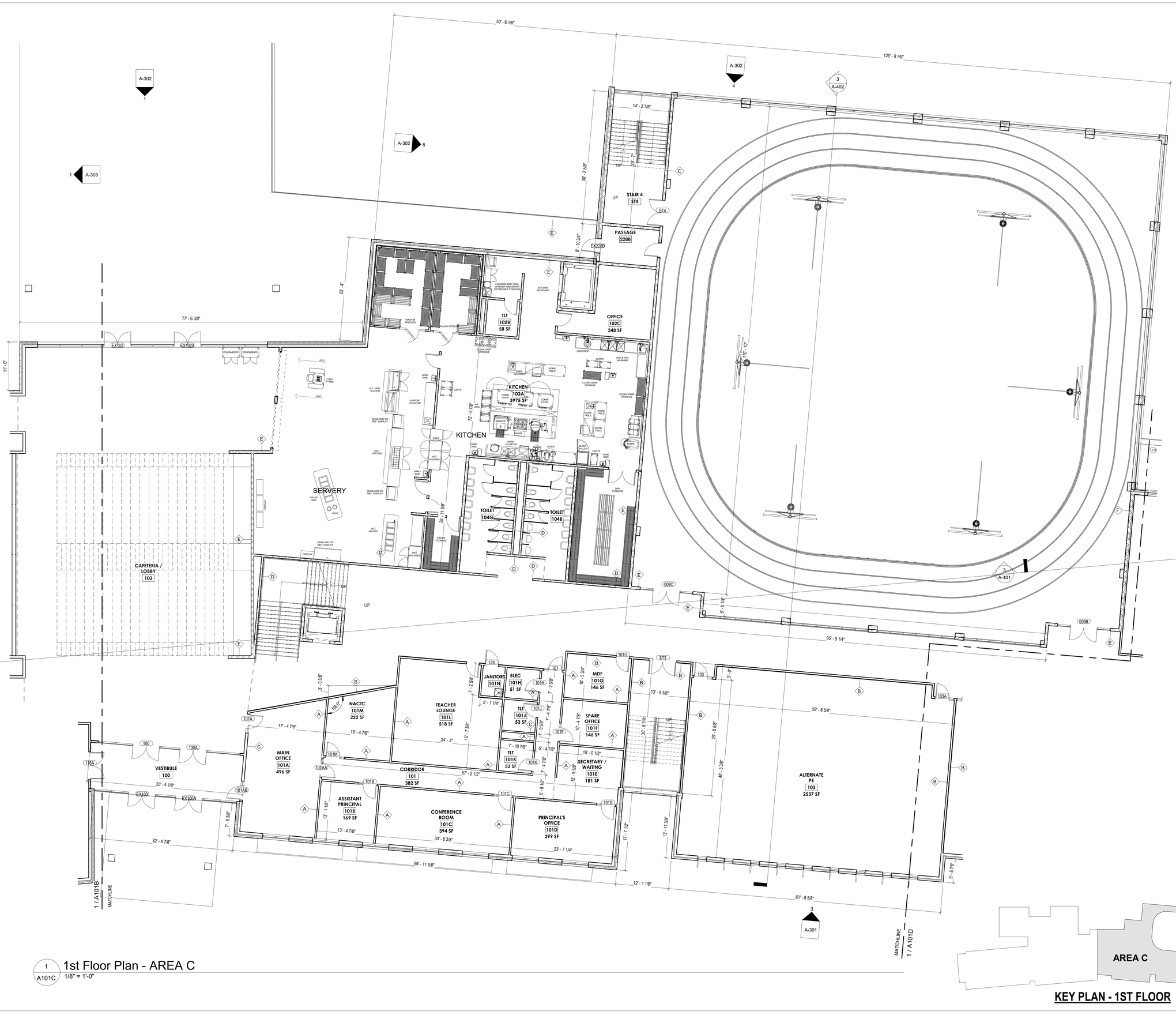
SUBMISSION

SUBMISSION DATE

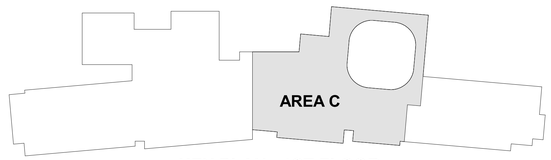
DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.
A101B

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1 A101C — 1st Floor Plan - AREA C
1/8" = 1'-0"



KEY PLAN - 1ST FLOOR

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DATE OF REGISTRATION EXPIRATION:

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REVISIONS

Mark	Date	Description

SHEET TITLE

FIRST FLOOR PLAN - AREA C

SUBMISSION

SUBMISSION DATE

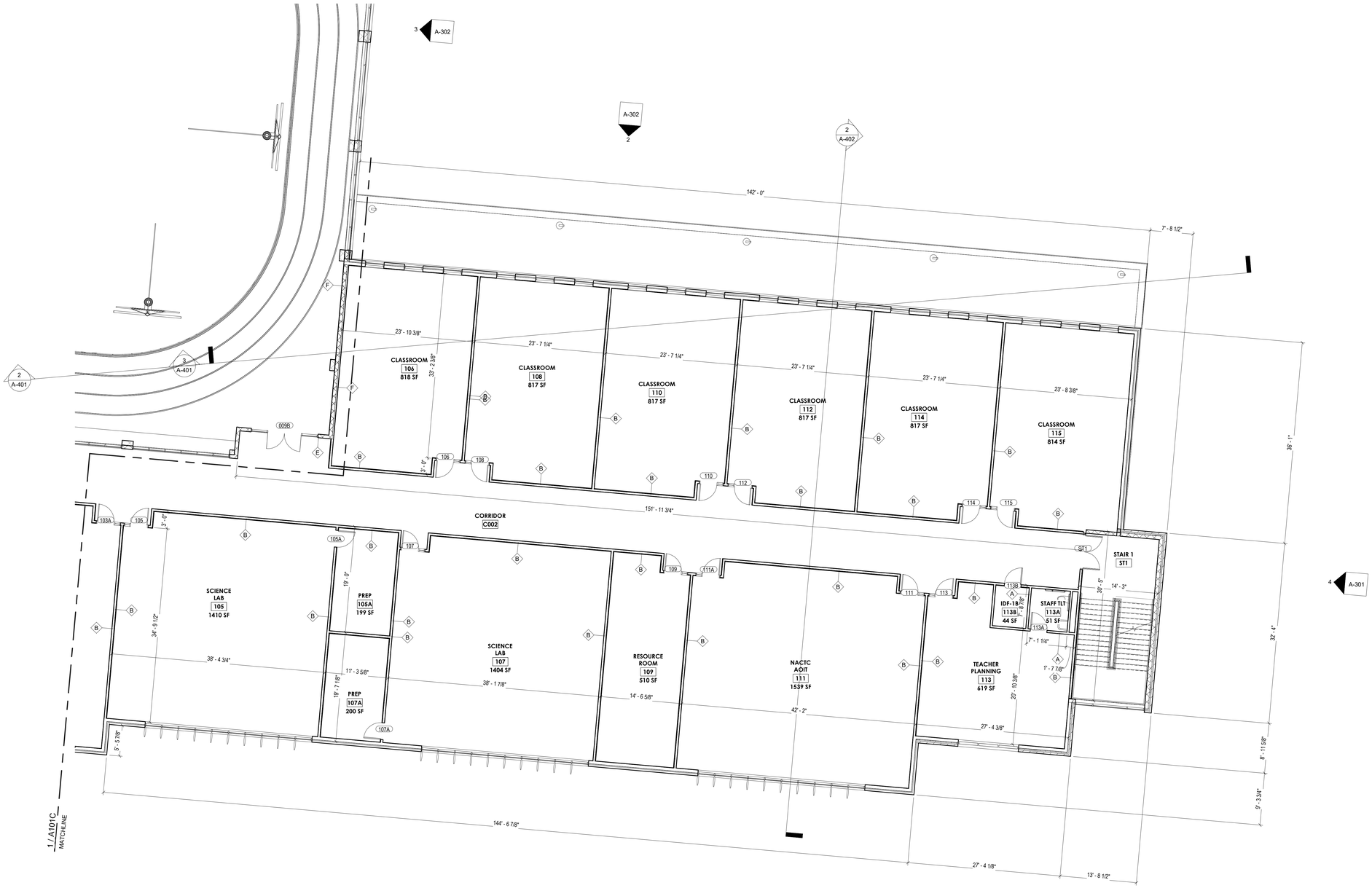
DRAWN	CHK'D	PROJECT NO.
ABD	PRC	18038

SHEET NO.

A101C

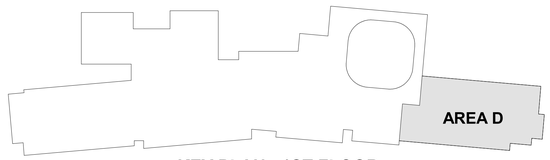
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1 A101D — 1st Floor Plan - AREA D

1/8" = 1'-0"



KEY PLAN - 1ST FLOOR

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15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

FIRST FLOOR PLAN - AREA D

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
ABD	PRC	18038

SHEET NO.

A101D



1 A102A 2ND FLOOR - AREA A

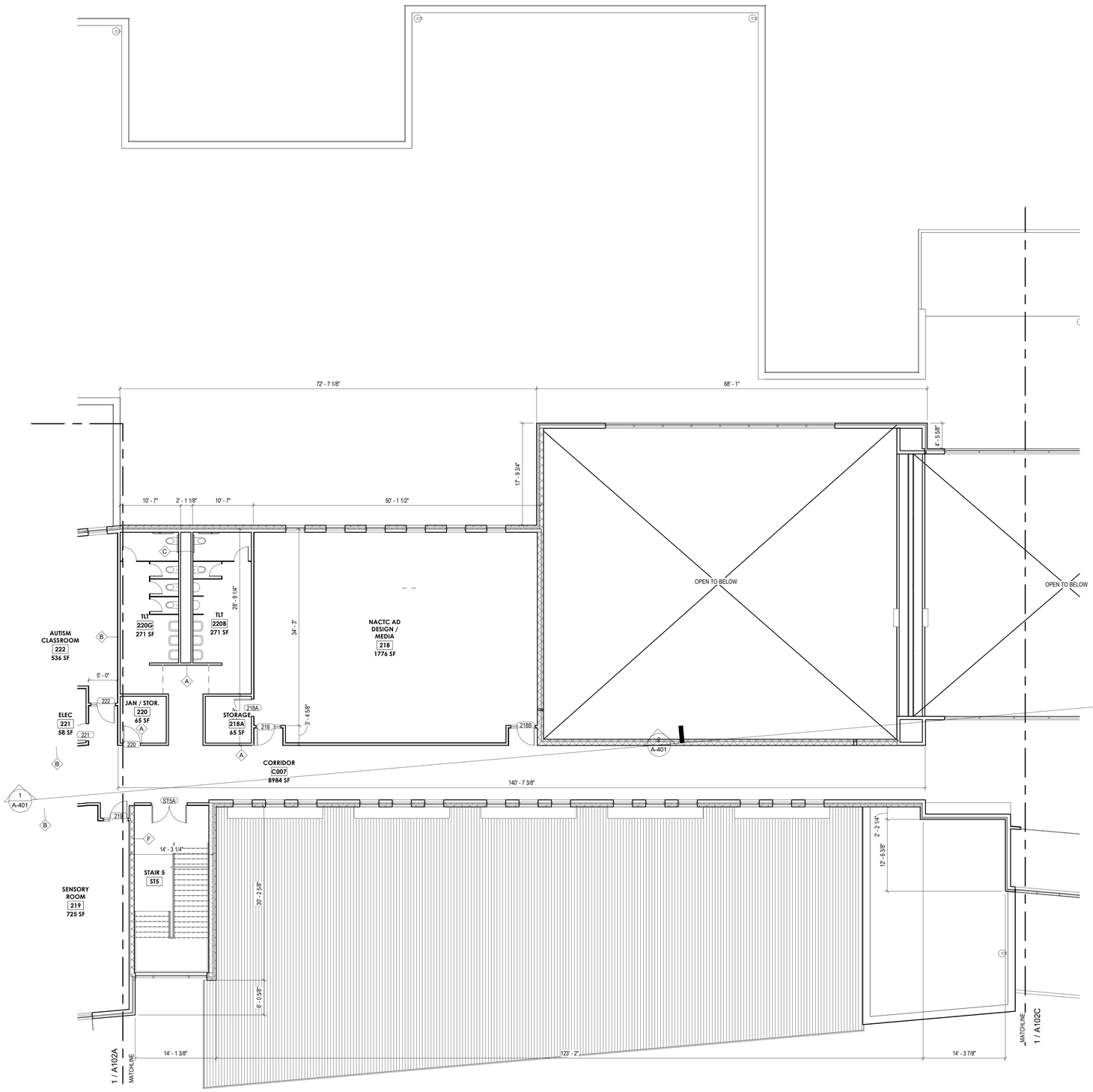
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KEY PLAN - 2ND FLOOR

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISSUE THEREOF, HEREBY AGREES AND ADDRESS AS FOLLOWS: - "THE ELECTRONIC DATA TRANSMITTED (DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA AS DELIVERED TO THE RECIPIENT'S SYSTEM. - THE RECEIVING PARTY AGREES TO REVIEW AND ACCEPT THE DATA IN THE MEDIA AND FORMAT DELIVERED AND TO NOTIFY STUDIOJAED CORPORATION WITHIN 5 DAYS OF RECEIPT OF ANY DEFICIENCIES. - THE RECEIVING PARTY AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS AGAINST CLAIMS AND LIABILITY ARISING FROM ANY ALTERATIONS MADE BY THE RECEIVING PARTY OR PERSONS UNDER THE RECEIVING PARTY'S CONTROL OR ACTING ON ITS BEHALF. - THE RECEIVING PARTY AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, EMPLOYEES AND AGENTS FROM ANY AND ALL CLAIMS, DAMAGES AND LIABILITY ARISING FROM ANY ALTERATIONS MADE BY THE RECEIVING PARTY OR PERSONS UNDER THE RECEIVING PARTY'S CONTROL OR ACTING ON ITS BEHALF. - THE RECEIVING PARTY AGREES TO WAIVE ANY CLAIM AGAINST STUDIOJAED CORPORATION AND ITS OFFICERS, EMPLOYEES AND AGENTS FOR ANY CLAIMS, DAMAGES OR LIABILITY IN CONNECTION WITH OR ARISING OUT OF ALTERATIONS MADE BY THE RECEIVING PARTY OR PERSONS UNDER THE RECEIVING PARTY'S CONTROL OR ACTING ON ITS BEHALF. - IN THE EVENT THAT THE RECEIVING PARTY USES THE DATA FOR ANY PURPOSE OTHER THAN THAT FOR WHICH IT WAS ORIGINALLY INTENDED, THE RECEIVING PARTY AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION FROM AND AGAINST ANY AND ALL LOSS, COST, CLAIM OR EXPENSE ARISING OUT OF OR RESULTING FROM SUCH UNINTENDED USE. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA AS DELIVERED TO THE RECIPIENT'S SYSTEM. - THE RECEIVING PARTY AGREES TO REVIEW AND ACCEPT THE DATA IN THE MEDIA AND FORMAT DELIVERED AND TO NOTIFY STUDIOJAED CORPORATION WITHIN 5 DAYS OF RECEIPT OF ANY DEFICIENCIES. - THE RECEIVING PARTY AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS AGAINST CLAIMS AND LIABILITY ARISING FROM ANY ALTERATIONS MADE BY THE RECEIVING PARTY OR PERSONS UNDER THE RECEIVING PARTY'S CONTROL OR ACTING ON ITS BEHALF. - IN THE EVENT THAT THE RECEIVING PARTY USES THE DATA FOR ANY PURPOSE OTHER THAN THAT FOR WHICH IT WAS ORIGINALLY INTENDED, THE RECEIVING PARTY AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION FROM AND AGAINST ANY AND ALL LOSS, COST, CLAIM OR EXPENSE ARISING OUT OF OR RESULTING FROM SUCH UNINTENDED USE. - IF ELECTRONIC DATA IS TO BE USED FOR ESTIMATING PURPOSES, IT IS THE RECEIVING PARTY'S RESPONSIBILITY TO SPECIFY THE REQUIRED DATA FORMAT PRIOR TO THE START OF THE BIDDING PROCESS. - THE RECEIVING PARTY AGREES THAT IN THE EVENT THAT ELECTRONIC DATA IS LOST OR CORRUPTED WHILE IN THE CUSTODY OF THE RECEIVING PARTY OR PERSONS UNDER THE RECEIVING PARTY'S CONTROL OR ACTING ON ITS BEHALF, STUDIOJAED CORPORATION'S SOLE LIABILITY SHALL BE LIMITED TO RESTORING THE DATA FROM THE ORIGINAL MEDIA PROVIDED TO THE RECEIVING PARTY BY STUDIOJAED CORPORATION. - THE ELECTRONIC DATA TRANSMITTED (DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISAY THEREBY UNDERSTANDS AND AGREES AS FOLLOWS: - "THE ELECTRONIC DATA TRANSMITTED (DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLANDE IN ANY MANNER WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION MAKES NO WARRANTIES REGARDING ALTERATIONS TO THE DATA MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER SHALL HOLD STUDIOJAED CORPORATION HARMLESS AGAINST ANY AND ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES OF ANY KIND ARISING OUT OF ANY ALTERATIONS TO THE DATA MADE BY THE RECEIVER OR ANY PERSON OR ENTITY THAT RECEIVES THE DATA FROM THE RECEIVER. - IN THE EVENT OF A CONFLICT BETWEEN HARD COPY PLANS AND ELECTRONIC DATA, THE HARD COPY PLANS SHALL GOVERN. - THE RECEIVER SHALL NOT CLAIM ANY INTEREST IN STUDIOJAED CORPORATION WORK AS A RESULT OF HAVING BEEN GIVEN ACCESS TO THE WORK PRODUCT OF STUDIOJAED CORPORATION AND THAT ANY SUCH WORK PRODUCT SHALL BE RETURNED OR DESTROYED UPON THE REQUEST OF STUDIOJAED CORPORATION. - IN THE EVENT THAT STUDIOJAED CORPORATION IS ASKED OR REQUIRED TO RELEASE ELECTRONIC DATA PURSUANT TO A SUBPOENA OR ANY OTHER LEGAL PROCESS, STUDIOJAED CORPORATION WILL NOTIFY THE RECEIVER SO THAT THE RECEIVER MAY TAKE ANY LEGAL ACTION IT DEEMS APPROPRIATE TO PROTECT ITS INTERESTS IN THE DATA. - BY ACCEPTING THE DATA, THE RECEIVER AGREES TO THE FOREGOING AND ACKNOWLEDGES AND AGREES THAT ANY USE OF THE DATA CONSTITUTES ACCEPTANCE OF THE FOREGOING. - IF THE RECEIVER DOES NOT AGREE WITH ANY OF THE FOREGOING, IMMEDIATELY RETURN ALL DATA AND REFRAIN FROM ANY FURTHER USE OF IT. - STATION 1 OF 4



1 / A102B — 2ND FLOOR - AREA B

1/8" = 1'-0"



KEY PLAN - 2ND FLOOR

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

SECOND FLOOR PLAN - AREA B

SUBMISSION

SUBMISSION DATE

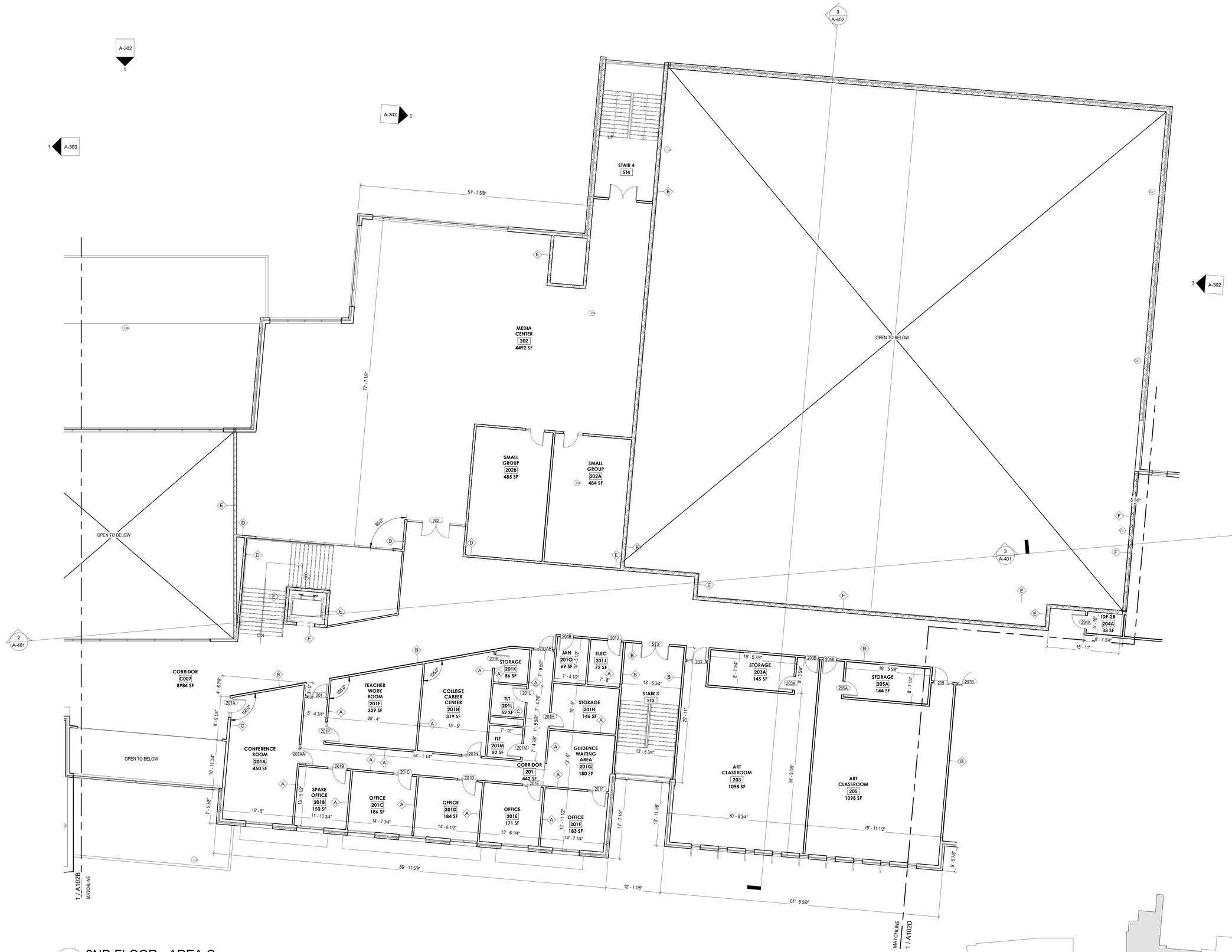
DRAWN	CHKD	PROJECT NO.
AD	PRC	18038

SHEET NO.

A102B

12/1/2022 2:11:5 PM

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1 A102C 2ND FLOOR - AREA C
1/8" = 1'-0"



KEY PLAN - 2ND FLOOR

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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

SECOND FLOOR PLAN - AREA C

SUBMISSION

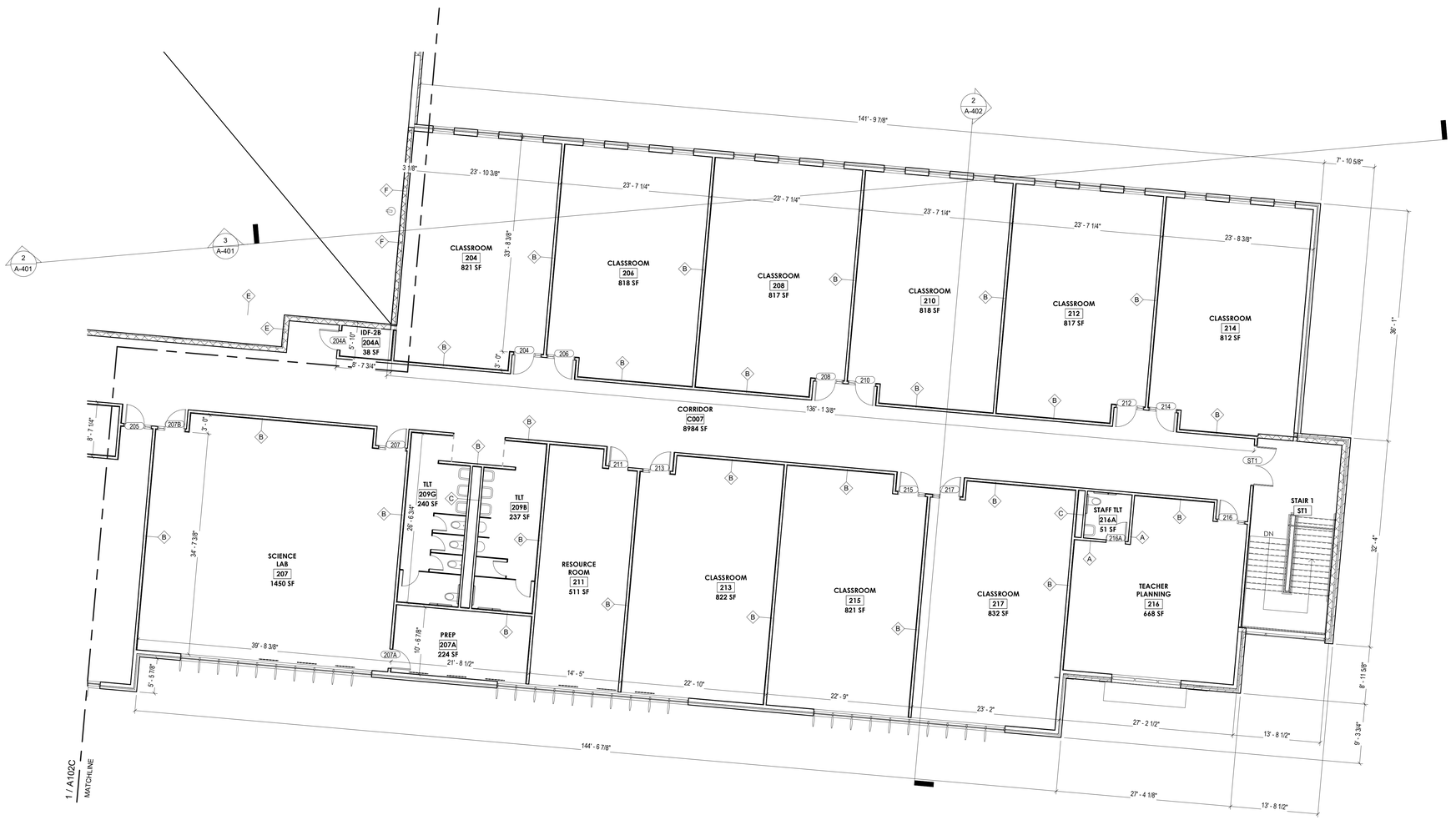
SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

SHEET NO.

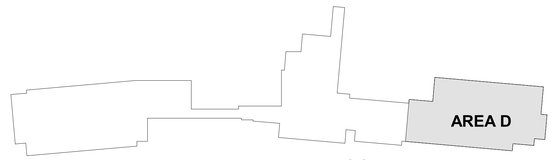
A102C

12/7/2022 2:11:18 PM



1 A102D — 2ND FLOOR - AREA D

1/8" = 1'-0"



KEY PLAN - 2ND FLOOR

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REVISIONS

Mark	Date	Description

SHEET TITLE

SECOND FLOOR PLAN - AREA D

SUBMISSION

SUBMISSION DATE

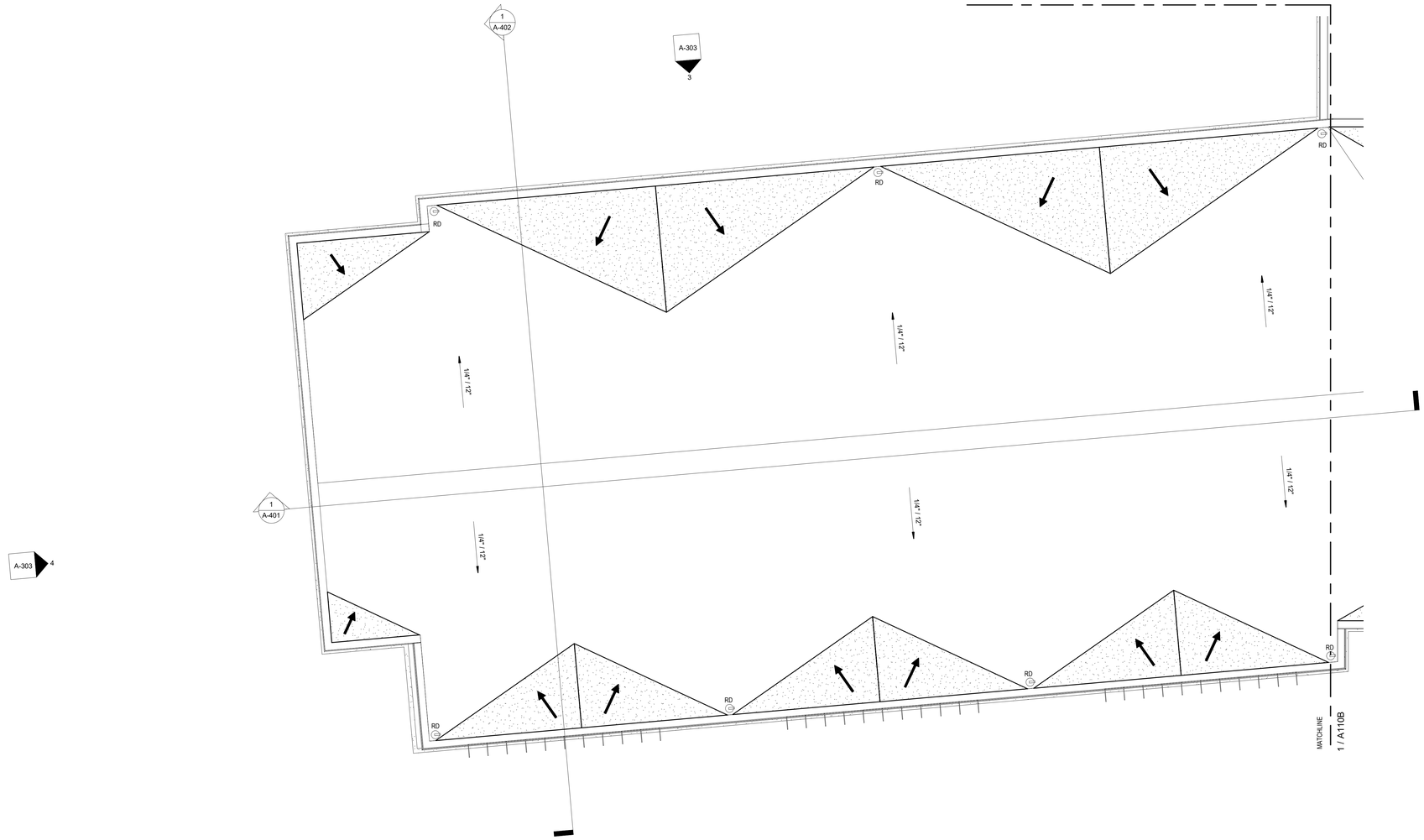
DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

SHEET NO.

A102D

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12/7/2020 2:11:19 PM



1 A110A ROOF - AREA A
1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED ("DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND THAT IT WILL NOT DISCLOSE OR OTHERWISE MAKE THE DATA OR PLANS AVAILABLE TO ANY OTHER PERSON OR ENTITY WITHOUT THE PRIOR WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER SHALL INDEMNIFY STUDIOJAED CORPORATION AND ITS OFFICERS AND EMPLOYEES FROM ANY AND ALL LOSS, DAMAGE, LIABILITY AND EXPENSE, INCLUDING ATTORNEYS' FEES, SUSTAINED BY STUDIOJAED CORPORATION ARISING OUT OF ANY MISUNDERSTANDING OR BREACH OF THESE AGREEMENTS. - THE RECEIVER SHALL NOT CLAIM ANY CAUSE OF ACTION AGAINST STUDIOJAED CORPORATION WITH RESPECT TO ANY UNDISCLOSED OR UNAUTHORIZED USE OF ELECTRONIC DATA.

12/12/2022 11:20 PM

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DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
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NEWPORT, RHODE ISLAND 02840

REVISIONS

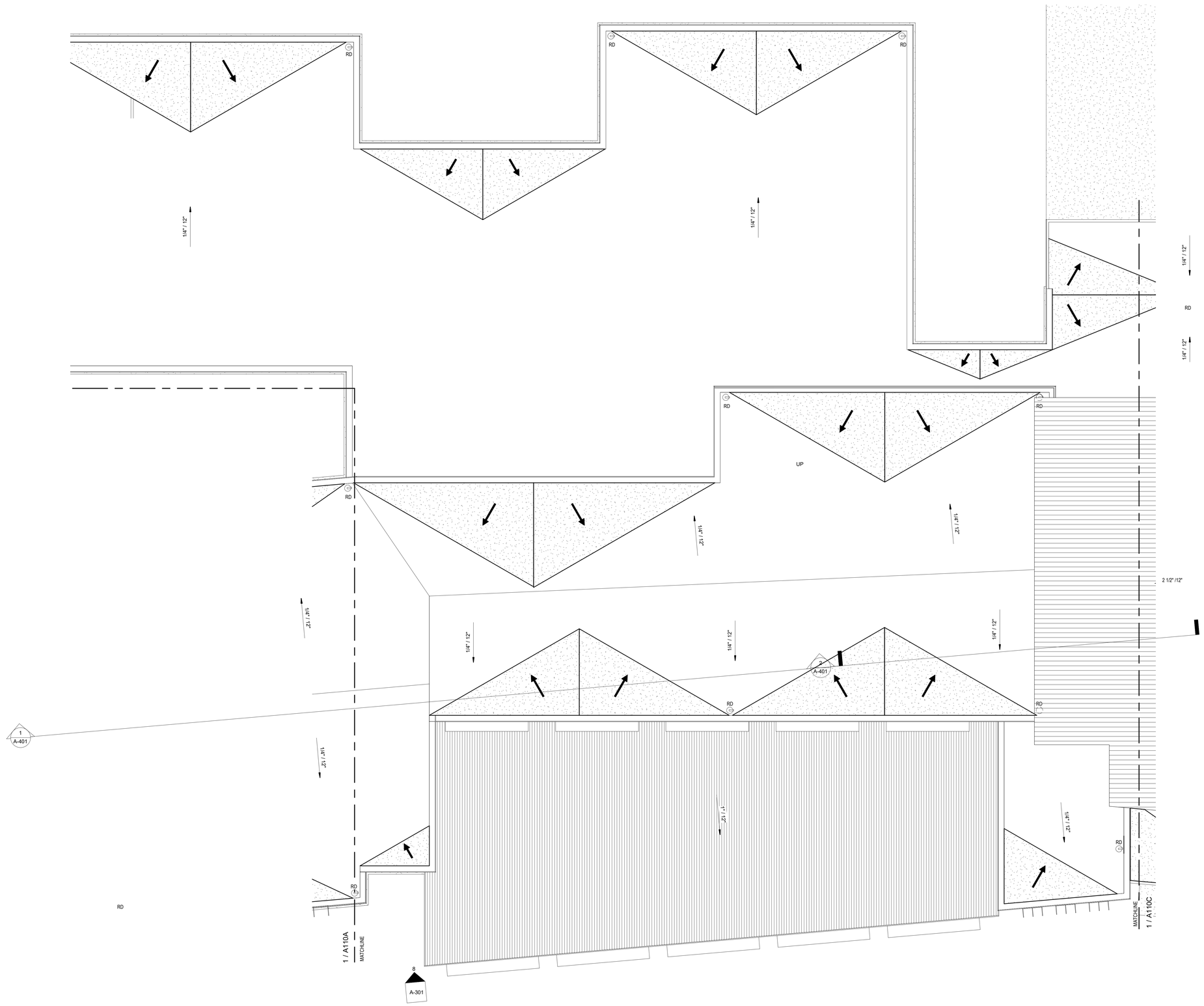
Mark	Date	Description

SHEET TITLE
ROOF PLAN - AREA A

SUBMISSION
SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

SHEET NO.
A110A



1 A110B — ROOF - AREA B
1/8" = 1'-0"

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12/1/2022 11:23 PM

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Mark	Date	Description

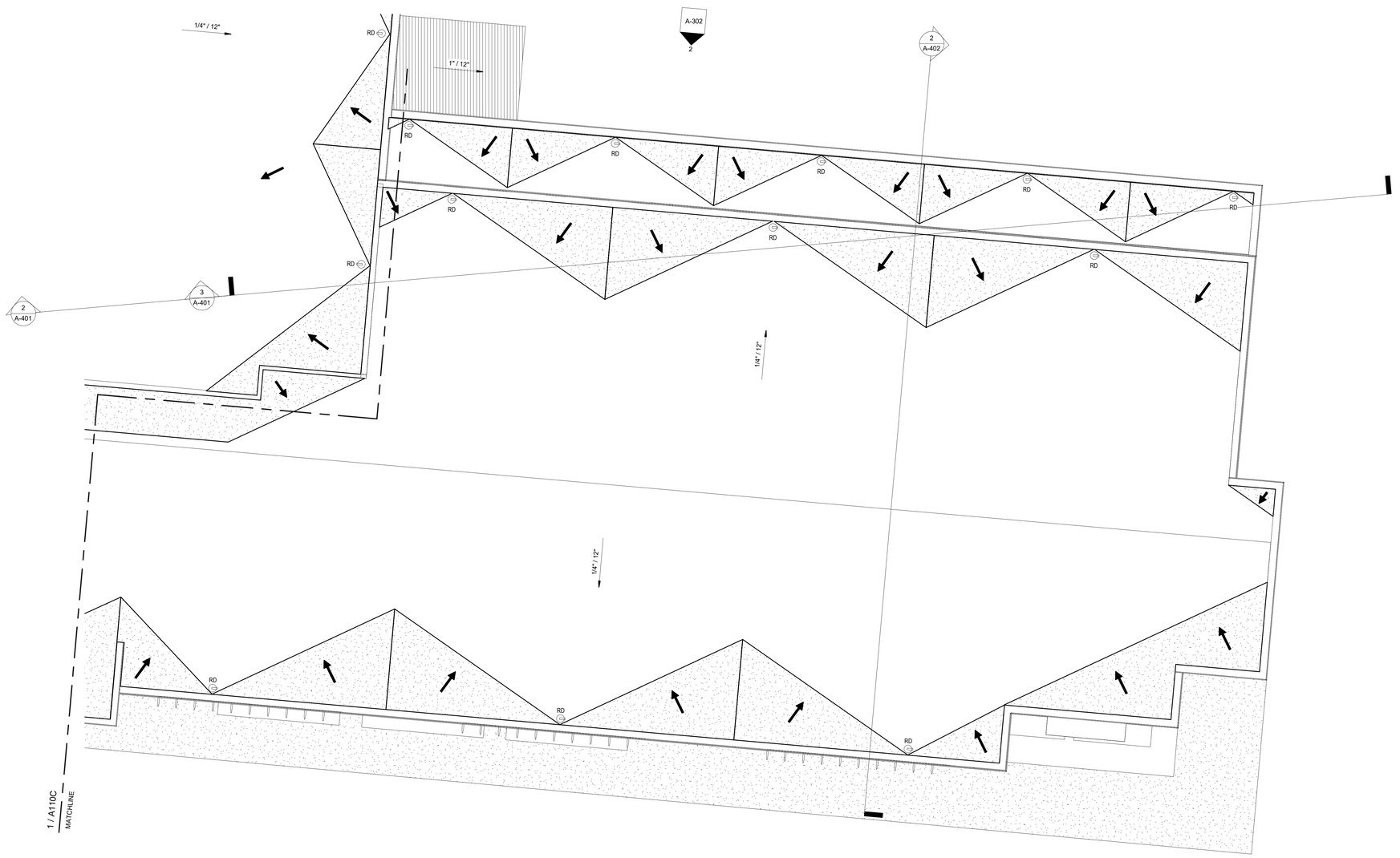
SHEET TITLE
ROOF PLAN - AREA B

SUBMISSION
SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
AD	PRC	18038

SHEET NO.
A110B


A-302
1
A-303
1
A-302
5
A-302
4
3
A-402
SCUPER
SCUPER
RD
1/4" / 12"
1/4" / 12"
1/4" / 12"



1 A110D ROOF - AREA D
1/8" = 1'-0"

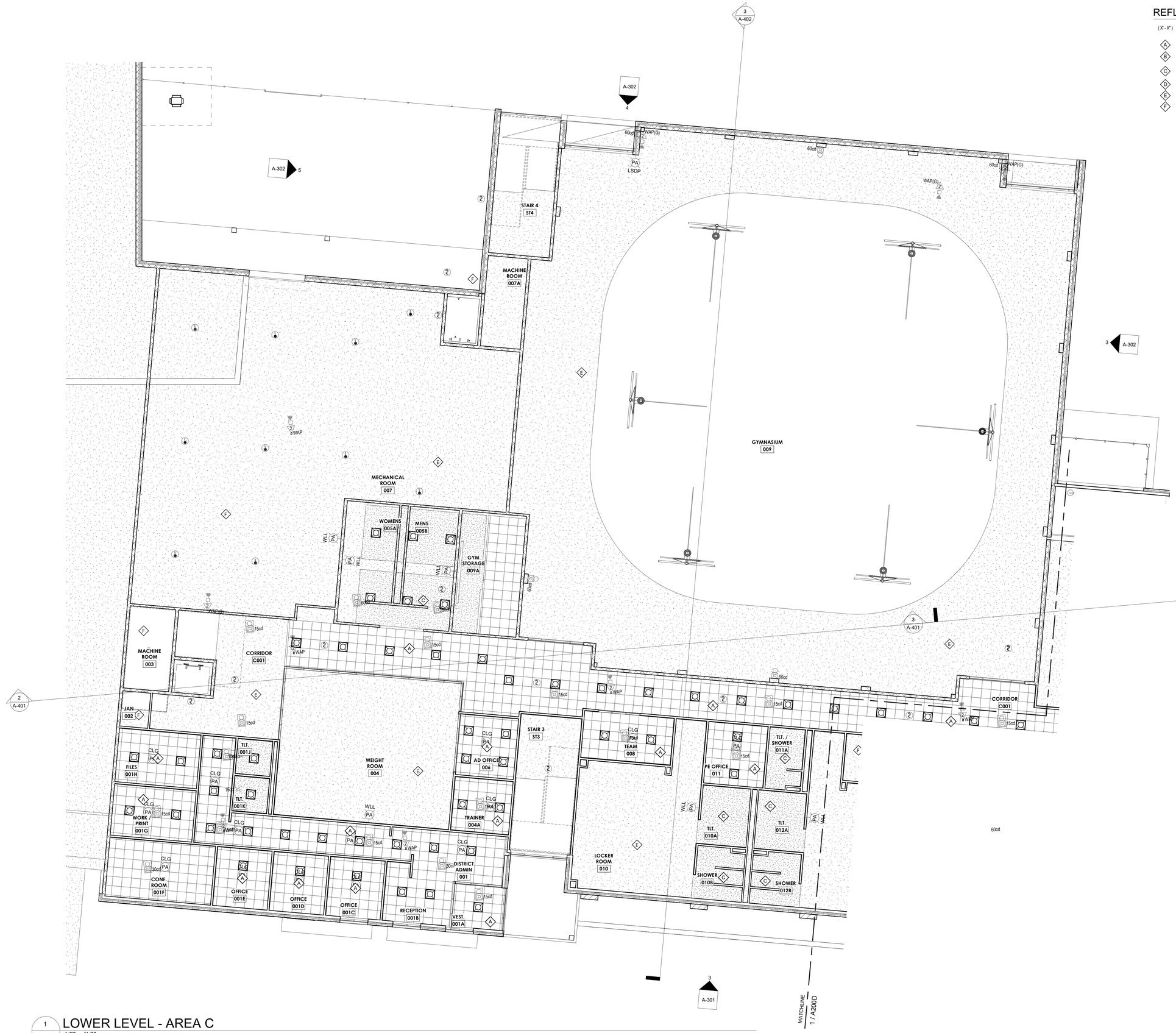
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THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - "THE ELECTRONIC DATA IS TRANSMITTED ("DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - "STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND THAT IT WILL NOT TRANSFER THE DATA TO ANY OTHER PARTY WITHOUT OBTAINING THE SAME AGREEMENT AND WARRANTY FROM SUCH PARTY. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL LOSS, DAMAGE, LIABILITY AND EXPENSE ARISING FROM OR IN CONNECTION WITH ANY UNAUTHORIZED TRANSFER OR USE OF THE DATA OR PLANS BY RECEIVER OR ANY THIRD PARTY TO WHOM RECEIVER TRANSFERS THE DATA OR PLANS.

12/1/2020 2:11:31 PM

REFLECTED CEILING TYPE LEGEND

(X' - X")	DESIGNATES BOTTOM OF CEILING AFF AT THAT POINT. TYPICAL CEILING HEIGHT IS (10' - 0") UNLESS NOTED OTHERWISE.
A	2'-0" x 2'-0" SUSPENDED ACOUSTICAL CEILING TILE AND GRID
B	2'-0" x 2'-0" SUSPENDED SCRUBBABLE ACOUSTICAL CEILING TILE AND GRID
C	PAINTED 5/8" TYPE "X" GYPSUM BOARD ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
D	PORTLAND CEMENT PLASTER ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
E	PAINTED EXPOSED EXPOSED STRUCTURE AND DECK
F	UNPAINTED EXPOSED STRUCTRURE AND DECK



1 A200C
LOWER LEVEL - AREA C
1/8" = 1'-0"

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ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description
E		

SHEET TITLE
REFLECTED CEILING PLAN - LOWER LEVEL - AREA C

SUBMISSION

SUBMISSION DATE

DRAWN	CHKD	PROJECT NO.
Designer	Checker	18038

SHEET NO.
A200C

REFLECTED CEILING TYPE LEGEND

(X' - X")	DESIGNATES BOTTOM OF CEILING AFF AT THAT POINT. TYPICAL CEILING HEIGHT IS (10' - 0") UNLESS NOTED OTHERWISE.
A	2'-0" x 2'-0" SUSPENDED ACOUSTICAL CEILING TILE AND GRID
B	2'-0" x 2'-0" SUSPENDED SCRUBBABLE ACOUSTICAL CEILING TILE AND GRID
C	PAINTED 5/8" TYPE "X" GYPSUM BOARD ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
D	PORTLAND CEMENT PLASTER ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
E	PAINTED EXPOSED EXPOSED STRUCTURE AND DECK
F	UNPAINTED EXPOSED STRUCTRURE AND DECK



1 A200D — LOWER LEVEL - AREA D
1/8" = 1'-0"

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REVISIONS

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SHEET TITLE

REFLECTED CEILING PLAN - LOWER PLAN - AREA D

SUBMISSION

SUBMISSION DATE

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Designer	Checker	18038

SHEET NO.

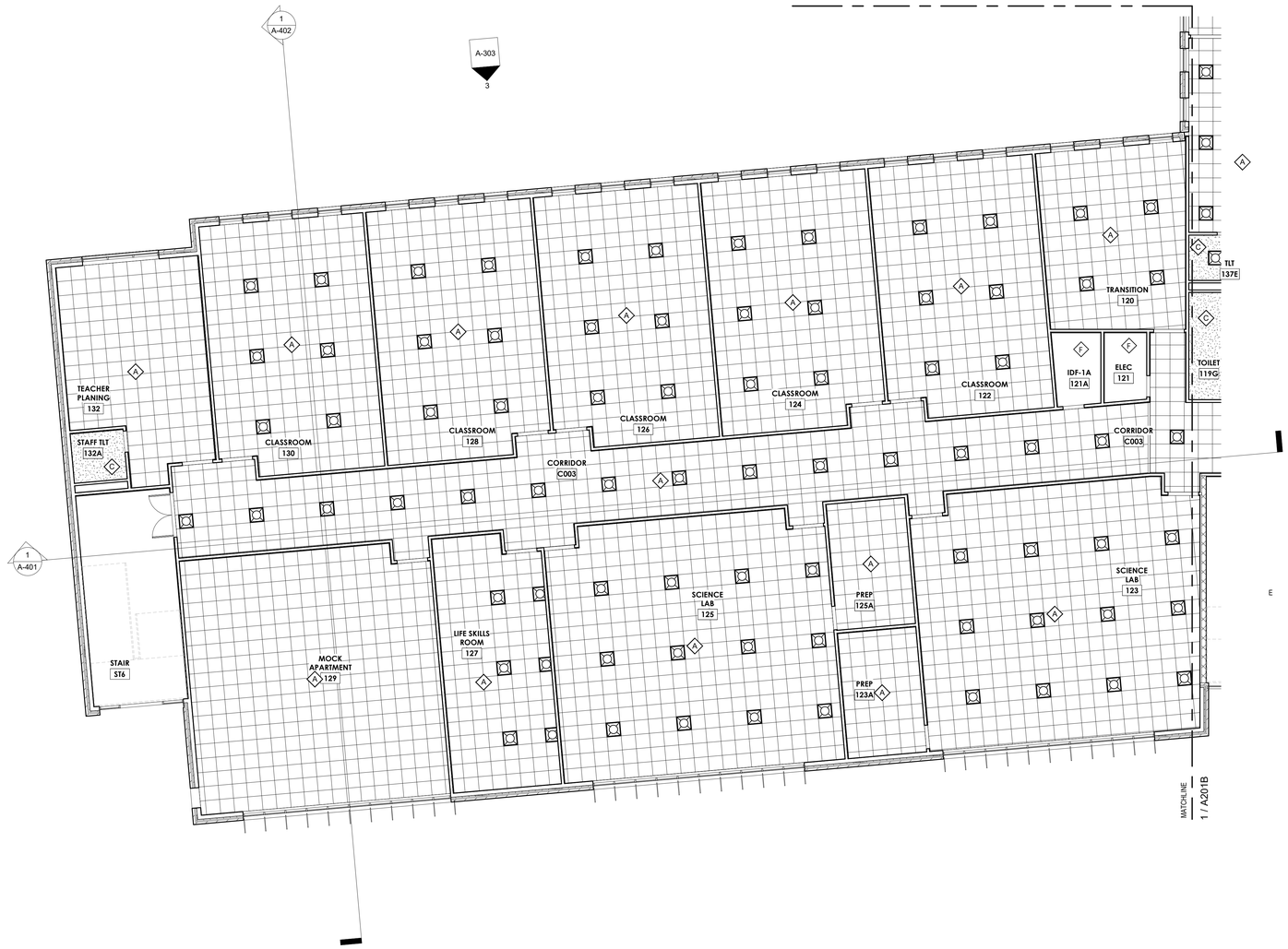
A200D

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: "THE ELECTRONIC DATA TRANSMITTED (THE DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. "STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. "THE RECEIVER WILL CONFIRM THE DATA WITH AVAILABLE HARD COPIES. "STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. "THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLANS IN ANY MANNER WHATSOEVER WITHOUT PRIOR WRITTEN AUTHORIZATION FROM STUDIOJAED CORPORATION. "THE RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ALL CLAIMS, DAMAGES AND LOSSES ARISING OUT OF OR RESULTING FROM THE USE OF THE DATA (EXPLANS). "IN THE EVENT OF DISCREPANCIES BETWEEN THE DATA (EXPLANS) AND HARD COPIES, THE LATTER SHALL GOVERN. "THE RECEIVER SHALL NOT CAUSE OR PERMIT THE ELECTRONIC DATA (EXPLANS) TO BE USED BY OR DISCLOSED TO ANY OTHER PERSON OR ENTITY WITHOUT THE PRIOR WRITTEN CONSENT OF STUDIOJAED CORPORATION. "THE RECEIVER SHALL INDEMNIFY STUDIOJAED CORPORATION AND ITS OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FOR ALL LOSSES AND EXPENSES INCURRED BY STUDIOJAED CORPORATION AS A RESULT OF ANY SUCH DISCLOSURE.

12/1/2022 2:13:31 PM

REFLECTED CEILING TYPE LEGEND

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F	UNPAINTED EXPOSED STRUCTRURE AND DECK



1 A201A **1ST FLOOR - AREA A**

1/8" = 1'-0"

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12/1/2020 2:11:34 PM

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REVISIONS

Mark	Date	Description

SHEET TITLE

RFLECTED CEILING PLAN - 1ST FLOOR - AREA A

SUBMISSION

SUBMISSION DATE

DRAWN	CHKD	PROJECT NO.
Designer	Checker	18038

SHEET NO.

A201A

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- (D) PORTLAND CEMENT PLASTER ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
- (E) PAINTED EXPOSED EXPOSED STRUCTURE AND DECK
- (F) UNPAINTED EXPOSED STRUCTRURE AND DECK



1 A201B — 1ST FLOOR - AREA B
1/8" = 1'-0"

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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
REFLECTED CEILING PLAN - 1ST FLOOR- AREA B

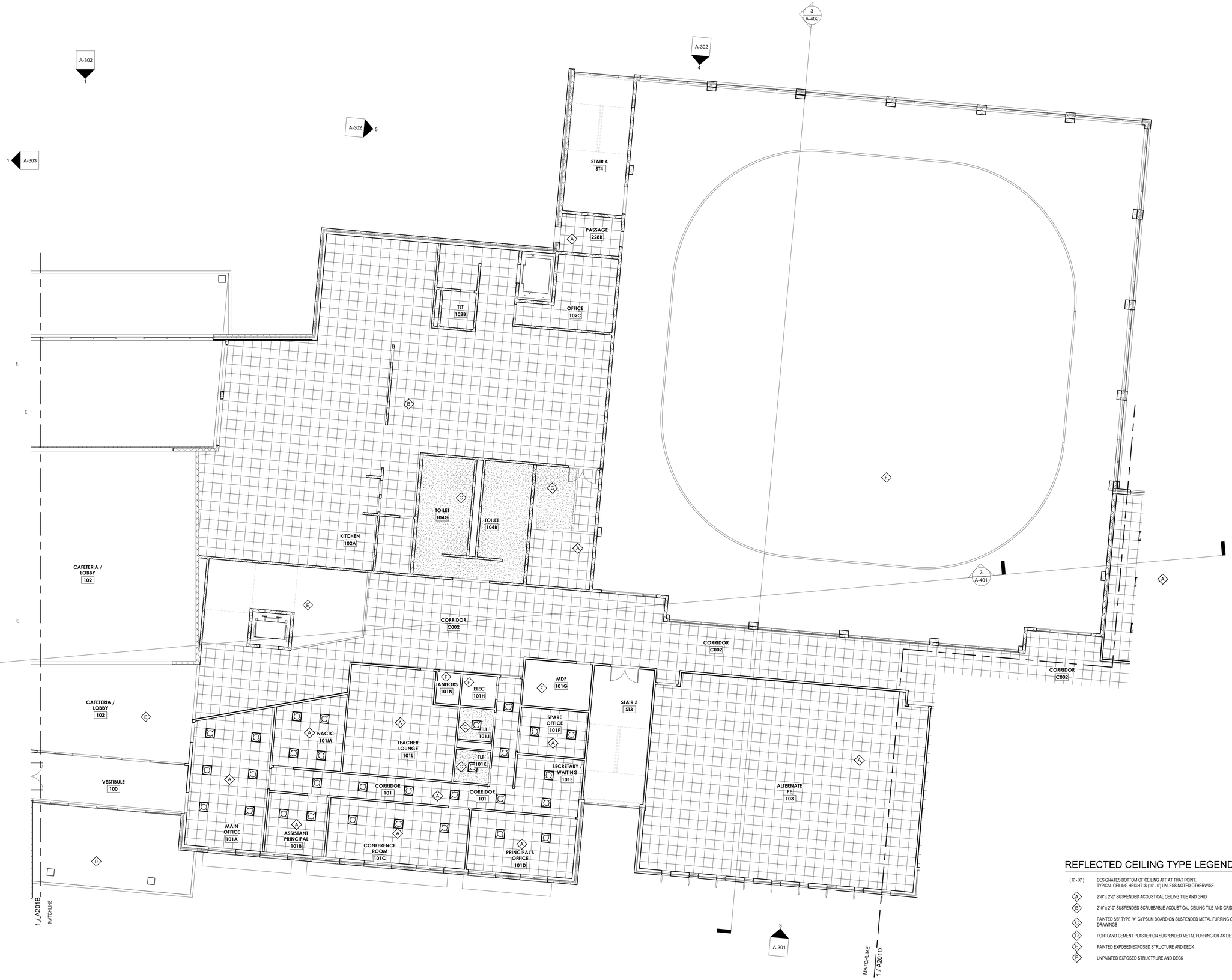
SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.
A201B

12/1/2020 2:11:37 PM



REFLECTED CEILING TYPE LEGEND

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A	2'-0" x 2'-0" SUSPENDED ACOUSTICAL CEILING TILE AND GRID
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E	PAINTED EXPOSED EXPOSED STRUCTURE AND DECK
F	UNPAINTED EXPOSED STRUCTRURE AND DECK

1 A201C 1ST FLOOR - AREA C
1/8" = 1'-0"

THE RECIPIENT OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED HEREWITH IS SUBJECT TO A LIMITED LICENSE AGREEMENT WITH STUDIOJAED CORPORATION AND IS PROTECTED BY COPYRIGHT AND OTHER INTELLECTUAL PROPERTY LAWS. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE DISK. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLAIN IN ANY DETAIL NECESSARY) AND HEREBY AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ALL CLAIMS ARISING FROM ANY UNAUTHORIZED USE OF THE DATA. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER ASSUMES THE ENTIRE RISK AS TO THE RESULTS AND PERFORMANCE OF THE DATA. IN NO EVENT SHALL STUDIOJAED CORPORATION BE LIABLE FOR DIRECT, INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR RESULTING FROM THE USE OF, OR INABILITY TO USE, THE DATA. - IN THE EVENT OF ANY CONFLICT BETWEEN THE HARD COPY AND ELECTRONIC VERSIONS OF THE PLANS, THE HARD COPY SHALL GOVERN.

12/7/2020 2:11:40 PM

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SHEET TITLE
REFLECTED CEILING PLAN - 1ST FLOOR - AREA C

SUBMISSION

SUBMISSION DATE

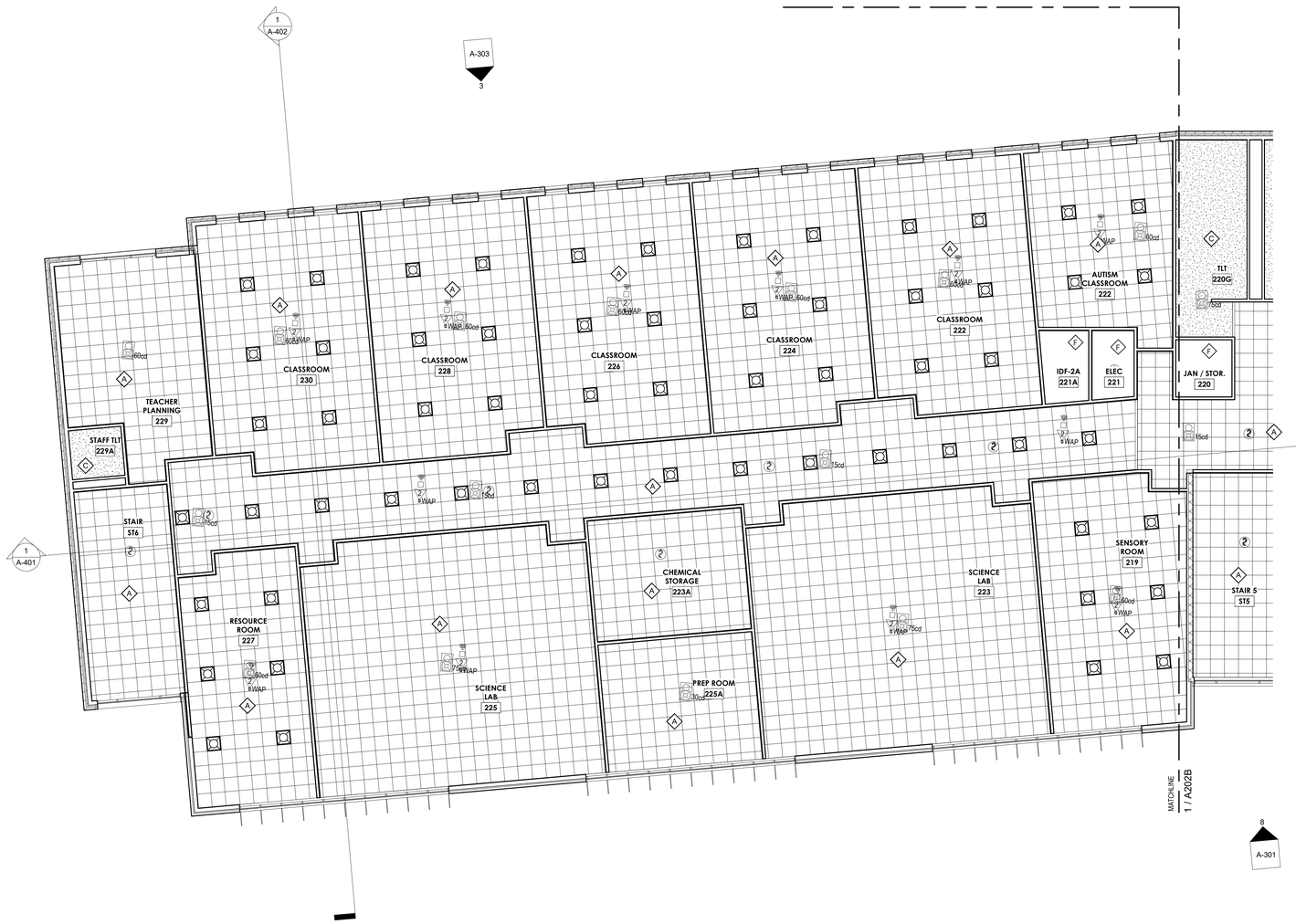
DRAWN	CHKD	PROJECT NO.
Designer	Checker	18038

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F	UNPAINTED EXPOSED STRUCTRURE AND DECK



1 / A202A **2ND FLOOR - AREA A**

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (THAT'S HAW IM ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, NOR WILL IT ALLOW TO BE REUSED BY ANY PERSON WHO HAS NOT ACCEPTED THESE TERMS AND AGREED TO BE BOUND BY THEM. - STUDIOJAED CORPORATION MAKES NO REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER SHALL ASSUME ALL RISKS AND LIABILITIES ARISING FROM ANY USE OF THE DATA. - STUDIOJAED CORPORATION SHALL NOT BE LIABLE FOR ANY DAMAGES ARISING FROM THE USE OF THE DATA. - IN THE EVENT OF A DISPUTE, STUDIOJAED CORPORATION SHALL BE ENTITLED TO RECOVER ITS REASONABLE ATTORNEY'S FEES AND COSTS OF DEFENSE, WITHOUT LIMITATION, THE USE OF LITIGATION OR ARBITRATION.

12/7/2020 2:11:43 PM

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REVISIONS

Mark	Date	Description

SHEET TITLE

REFLECTED CEILING PLAN - 2ND FLOOR - AREA A

SUBMISSION

SUBMISSION DATE

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Designer	Checker	18038

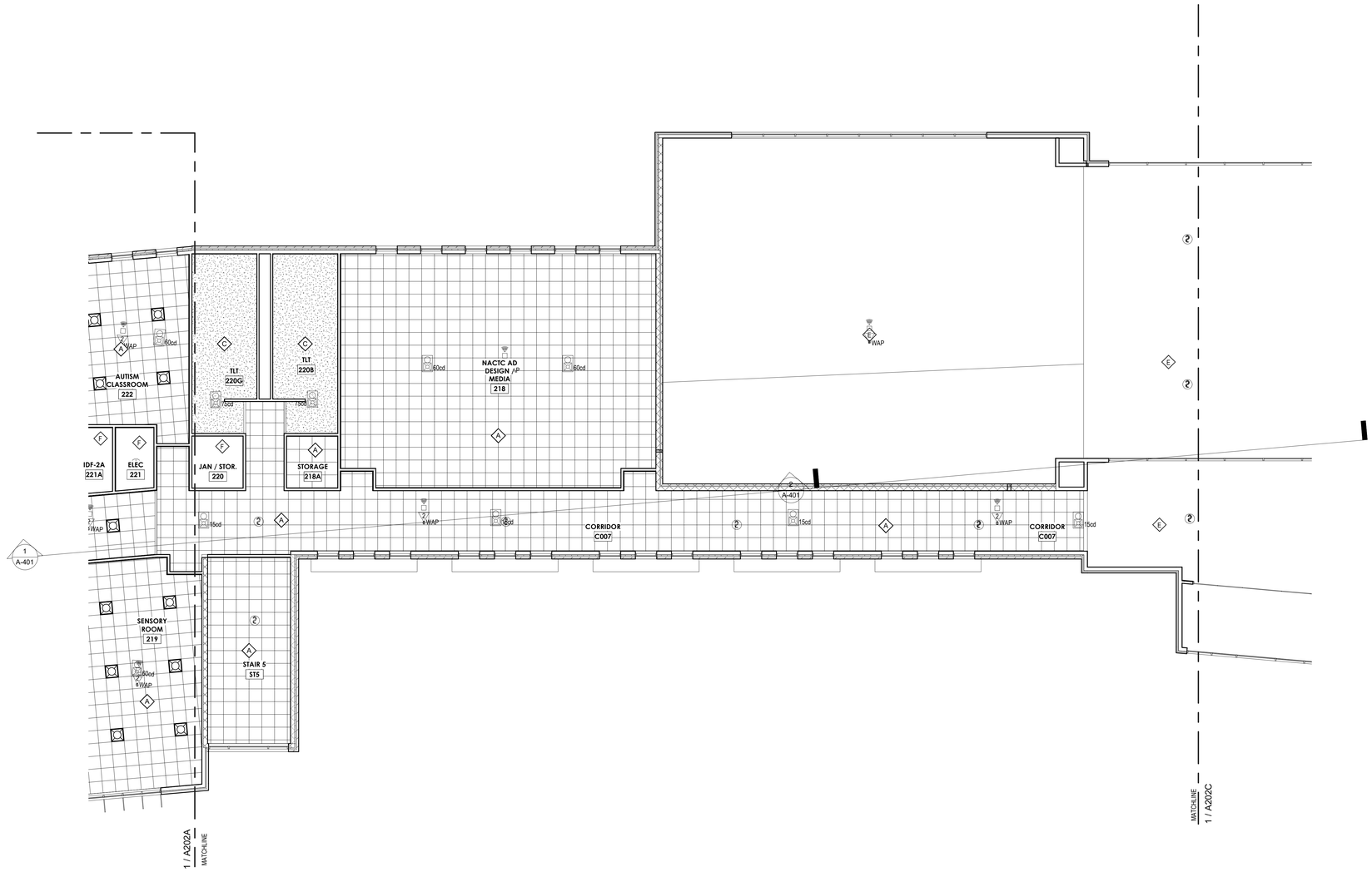
SHEET NO.

A202A

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1 A202B — 2ND FLOOR - AREA B
1/8" = 1'-0"

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REFLECTED CEILING PLAN - 2ND FLOOR - AREA B

SUBMISSION

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SHEET NO.

A202B

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDATA") MAY BE ALTERED DURING TRANSMIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION DISCLAIMS ANY WARRANTIES, EXPRESS OR IMPLIED, WITH RESPECT TO THE ACCURACY OF THE DATA, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. - STUDIOJAED CORPORATION SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, SPECIAL OR CONSEQUENTIAL DAMAGES RESULTING FROM THE RECEIVER'S USE OF, OR RELIANCE UPON, THE DATA OR PLANS.

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THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDAT) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLAIN IN ANY MANNER) AS IT RELATES TO THE PROJECT WITH WHICH THIS DATA IS CONCERNED WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO ALLOW STUDIOJAED CORPORATION TO FULLY DEFEND AND INDEMNIFY ITSELF AGAINST ANY AND ALL CLAIMS ARISING OUT OF ANY RESULTS FROM THE USE OF (EXPLAIN) DATA.

REFLECTED CEILING TYPE LEGEND

(X' - X")	DESIGNATES BOTTOM OF CEILING AFF AT THAT POINT. TYPICAL CEILING HEIGHT IS (10' - 0') UNLESS NOTED OTHERWISE.
A	2'-0" x 2'-0" SUSPENDED ACOUSTICAL CEILING TILE AND GRID
B	2'-0" x 2'-0" SUSPENDED SCRUBBABLE ACOUSTICAL CEILING TILE AND GRID
C	PAINTED 5/8" TYPE "X" GYPSUM BOARD ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
D	PORTLAND CEMENT PLASTER ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
E	PAINTED EXPOSED EXPOSED STRUCTURE AND DECK
F	UNPAINTED EXPOSED STRUCTRURE AND DECK



1 A202C — 2ND FLOOR - AREA C
1/8" = 1'-0"

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
REFLECTED CEILING PLAN - 2ND FLOOR - AREA C

SUBMISSION

SUBMISSION DATE

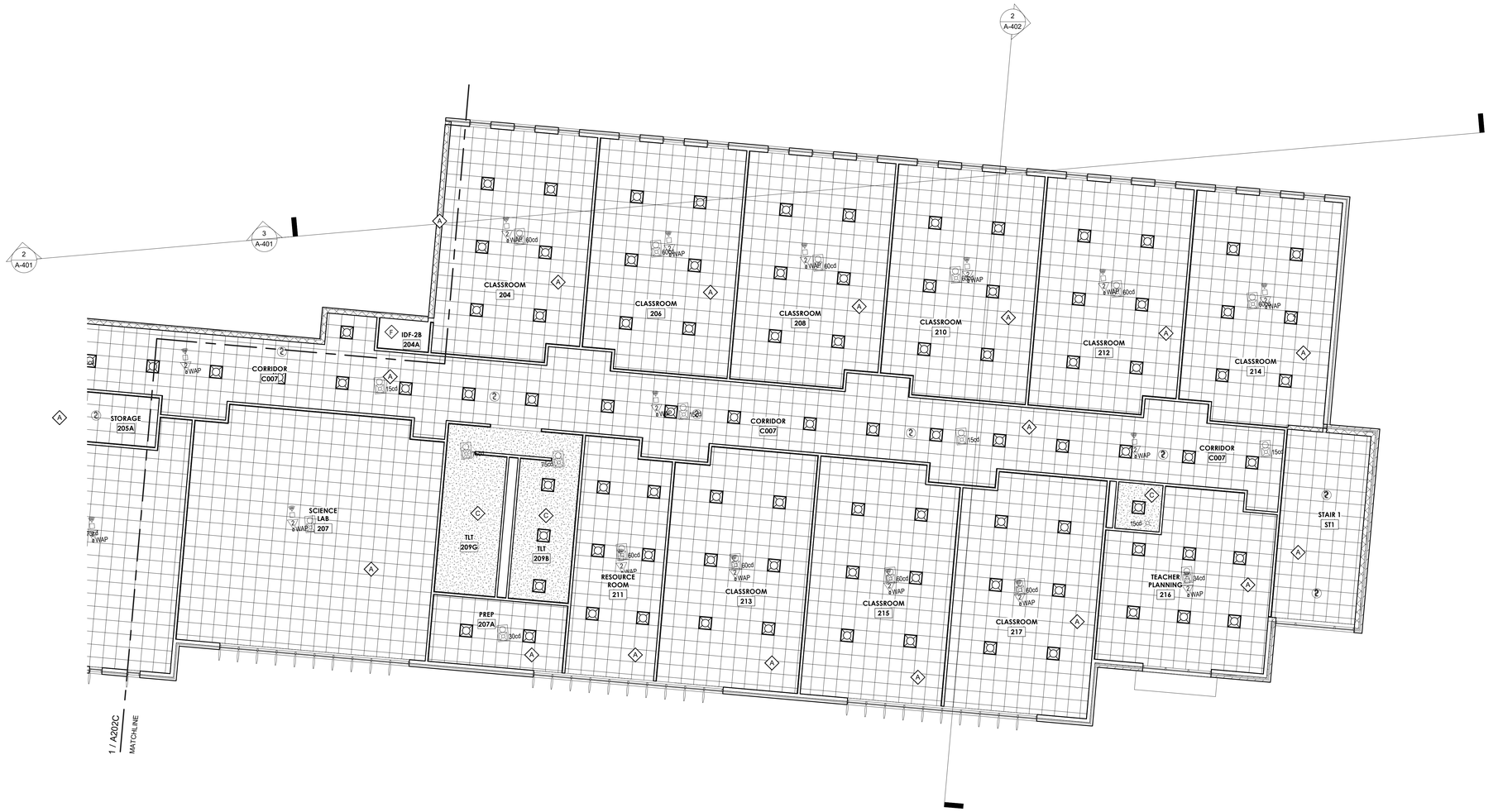
DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.
A202C

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REFLECTED CEILING TYPE LEGEND

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D	PORTLAND CEMENT PLASTER ON SUSPENDED METAL FURRING OR AS DETAILED ON DRAWINGS
E	PAINTED EXPOSED EXPOSED STRUCTURE AND DECK
F	UNPAINTED EXPOSED STRUCTRURE AND DECK



1 A202D — 2ND FLOOR - AREA D

1/8" = 1'-0"

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PROJECT

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WILLIAM S. ROGERS HIGH SCHOOL

15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

REFLECTED CEILING PLAN - 2ND FLOOR - AREA D

SUBMISSION

SUBMISSION DATE

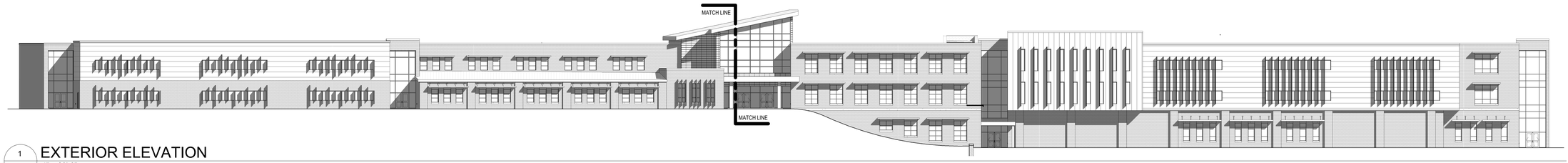
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Designer	Checker	18038

SHEET NO.

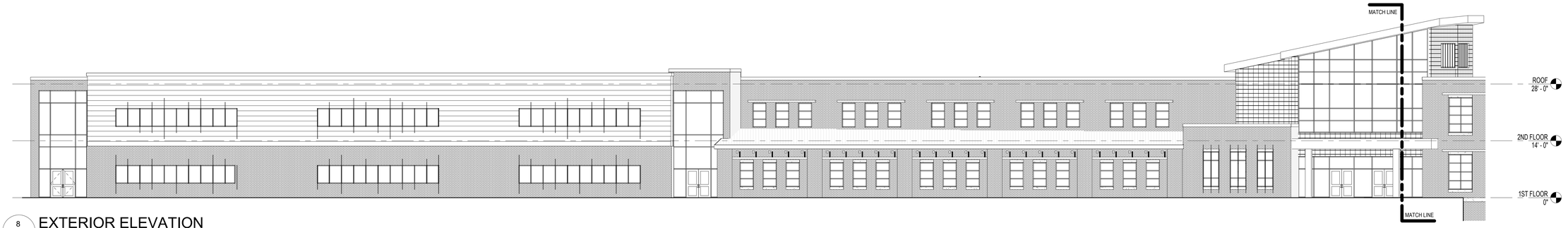
A202D

THE RECEIVER OF THESE PLANS BY HAND COPY OR ELECTRONIC TRANSMISSION BY USER THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: "THE ELECTRONIC DATA TRANSMITTED (THAT'S YOUR) IS ALTERED DURING TRANSFER AND TRANSLATION. • STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. • THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. • STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. • THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLANDED IN ANY MANNER WHATSOEVER) WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. IN THE EVENT OF UNAUTHORIZED REUSE OF ANY OF STUDIOJAED CORPORATION'S DRAWINGS, THE RECEIVER SHALL INDEMNIFY STUDIOJAED CORPORATION AGAINST ANY CLAIMS ARISING AS A RESULT THEREOF. • THE RECEIVER AGREES TO DELETE ELECTRONIC DATA AS REQUESTED BY STUDIOJAED CORPORATION AFTER ITS USAGE HAS BEEN COMPLETED. • STUDIOJAED CORPORATION DOES NOT WARRANT THAT ELECTRONIC DATA WILL BE ERROR FREE. • STUDIOJAED CORPORATION'S LIABILITY FOR ANY ERRORS OR OMISSIONS IN THE ELECTRONIC DATA IS LIMITED TO CORRECTING SUCH ERRORS OR OMISSIONS IN A REASONABLE AMOUNT OF TIME AFTER RECEIPT OF NOTICE FROM THE RECEIVER. • THE RECEIVER SHALL NOT USE ANY PART OF THE ELECTRONIC DATA FOR ANY PURPOSE OTHER THAN THOSE AGREED TO BY STUDIOJAED CORPORATION AND IN PARTICULAR SHALL NOT USE THE ELECTRONIC DATA FOR ANY PURPOSE FOR WHICH IT WAS NOT INTENDED. • THE RECEIVER HEREBY AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS AGAINST ALL CLAIMS, DAMAGES AND LOSSES ARISING OUT OF OR RESULTING FROM THE USE OF THE ELECTRONIC DATA.

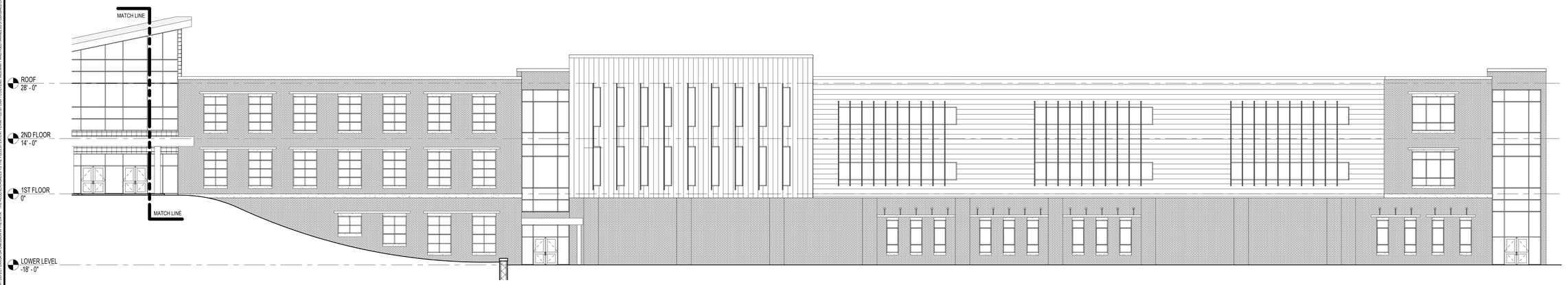
12/1/2020 2:11:47 PM



1 A-301 EXTERIOR ELEVATION
1" = 20'-0"



8 A-301 EXTERIOR ELEVATION
3/32" = 1'-0"



3 A-301 EXTERIOR ELEVATION
3/32" = 1'-0"



4 A-301 EXTERIOR ELEVATION
3/32" = 1'-0"

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12/1/2020 2:12:04 PM

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DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS

AT THE
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

MARK	DESCRIPTION	DATE

SHEET TITLE

ELEVATIONS

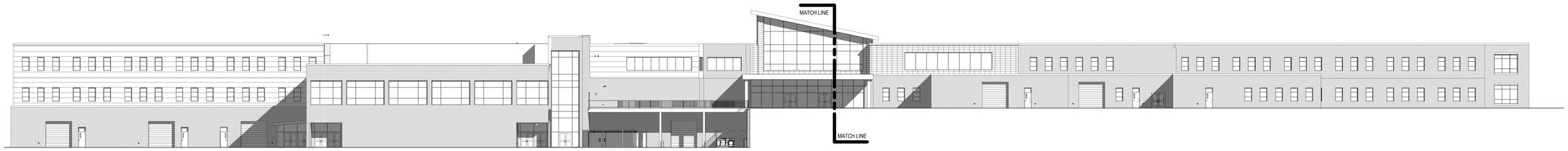
SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.

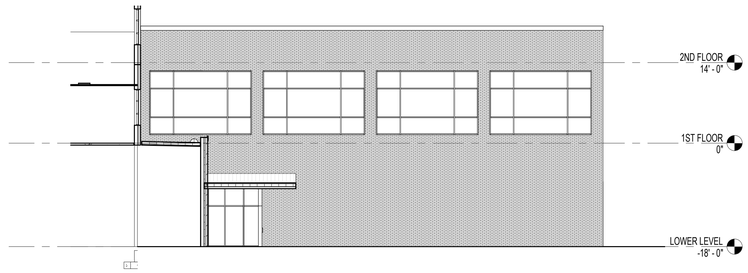
A-301



1 A-302 EXTERIOR ELEVATION
1" = 20'-0"



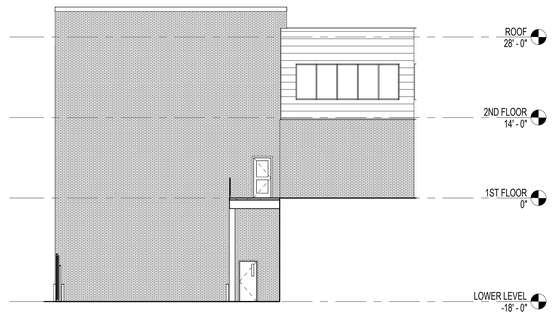
2 A-302 EXTERIOR ELEVATION
3/32" = 1'-0"



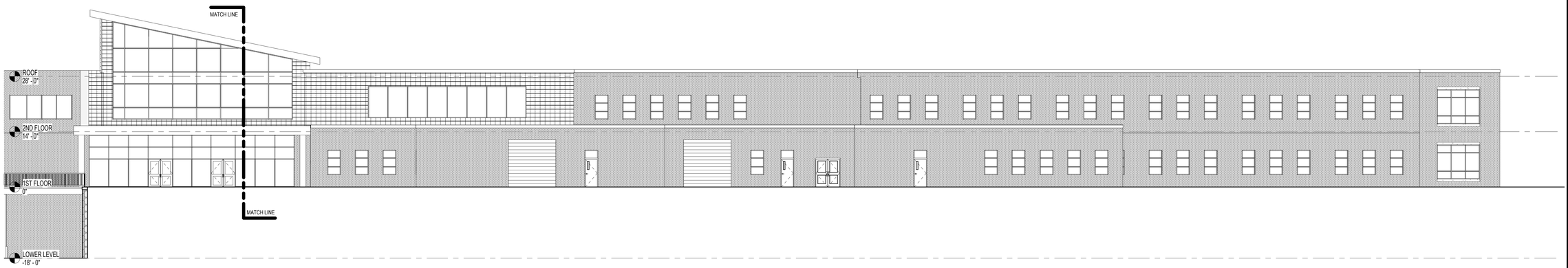
3 A-302 EXTERIOR ELEVATION
3/32" = 1'-0"



4 A-302 EXTERIOR ELEVATION
3/32" = 1'-0"

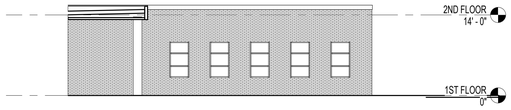


5 A-302 EXTERIOR ELEVATION
3/32" = 1'-0"

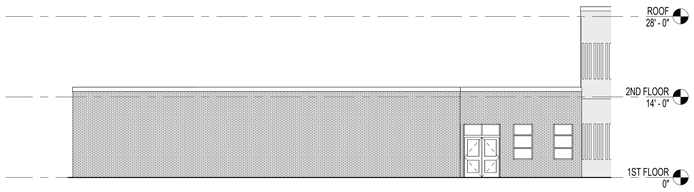


6 A-302 EXTERIOR ELEVATION
3/32" = 1'-0"

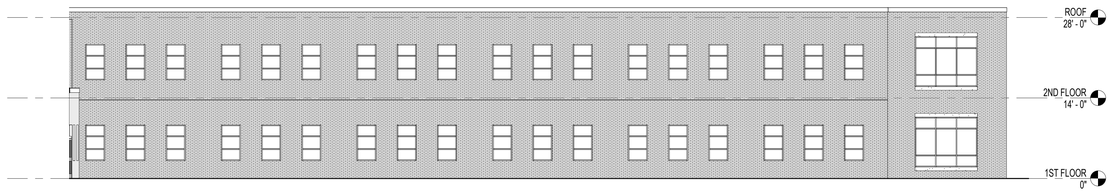
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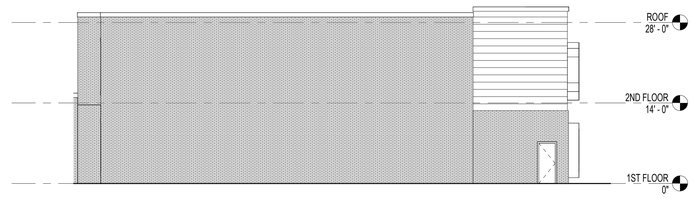
1 A-303 EXTERIOR ELEVATION
3/32" = 1'-0"



2 A-303 EXTERIOR ELEVATION
3/32" = 1'-0"



3 A-303 EXTERIOR ELEVATION
3/32" = 1'-0"



4 A-303 EXTERIOR ELEVATION
3/32" = 1'-0"

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12/1/2020 2:12:2 PM

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NEWPORT PUBLIC SCHOOLS

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15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

MARK	DESCRIPTION	DATE

SHEET TITLE

ELEVATIONS

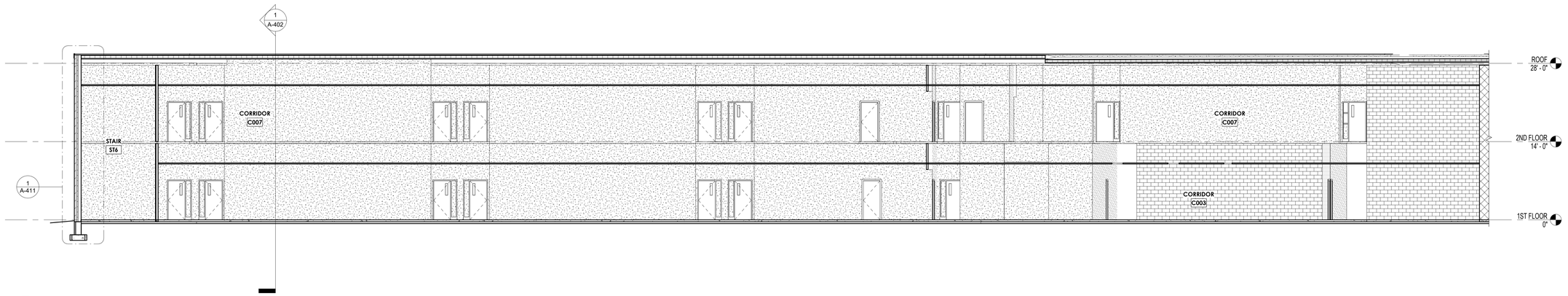
SUBMISSION

SUBMISSION DATE

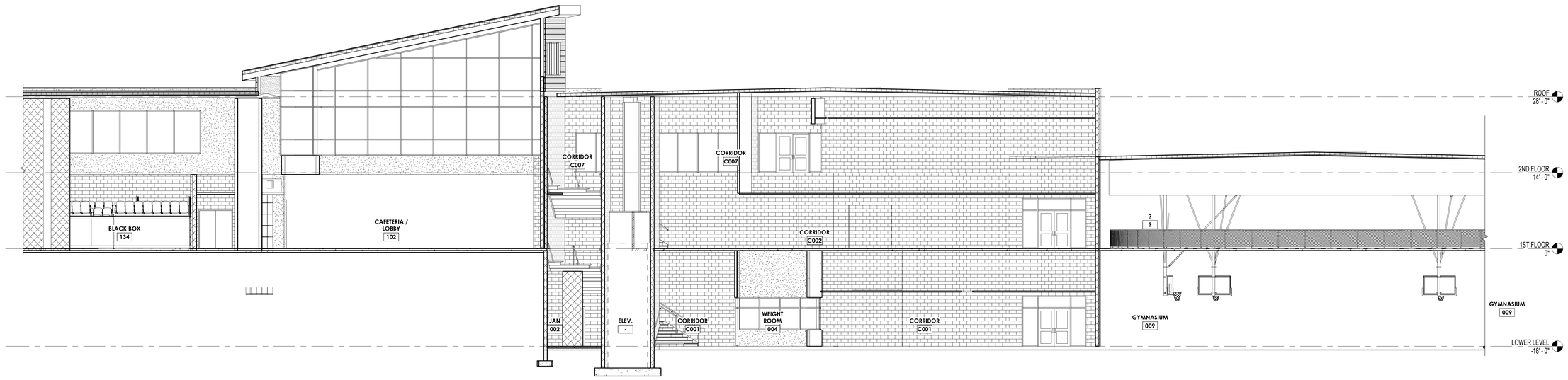
DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.

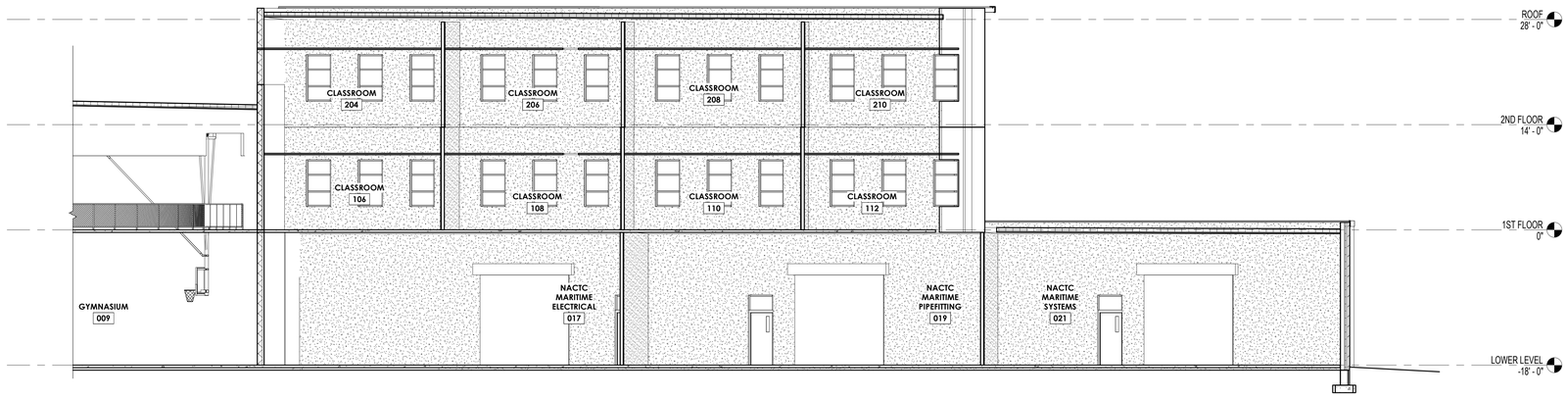
A-303



1 A-401 BUILDING SECTION
1/8" = 1'-0"



2 A-401 BUILDING SECTION
1/8" = 1'-0"



3 A-401 BUILDING SECTION
1/8" = 1'-0"

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PROJECT
NEWPORT PUBLIC SCHOOLS

AT THE
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

MARK	DESCRIPTION	DATE

SHEET TITLE

BUILDING SECTIONS

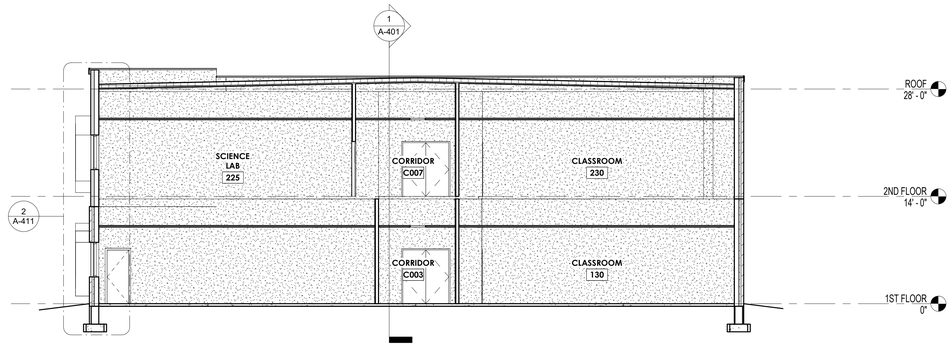
SUBMISSION

SUBMISSION DATE

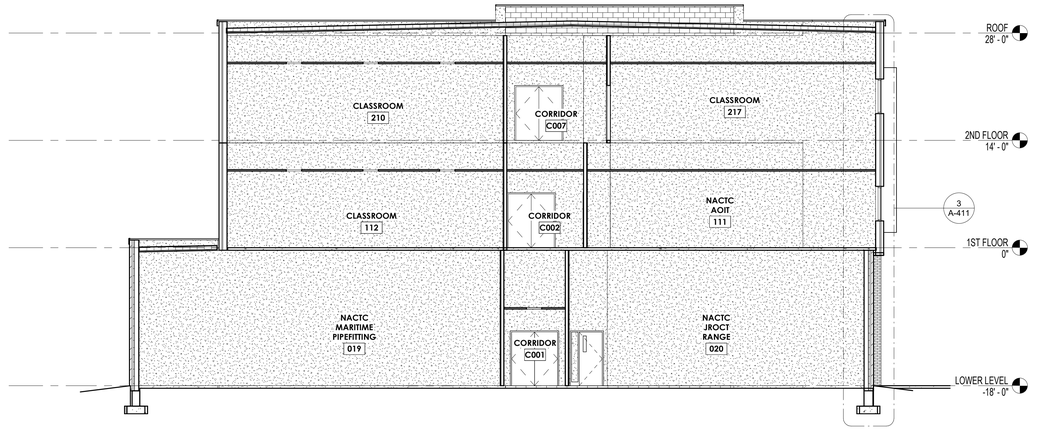
DRAWN	CHKD	PROJECT NO.
Designer	Checker	18038

SHEET NO.

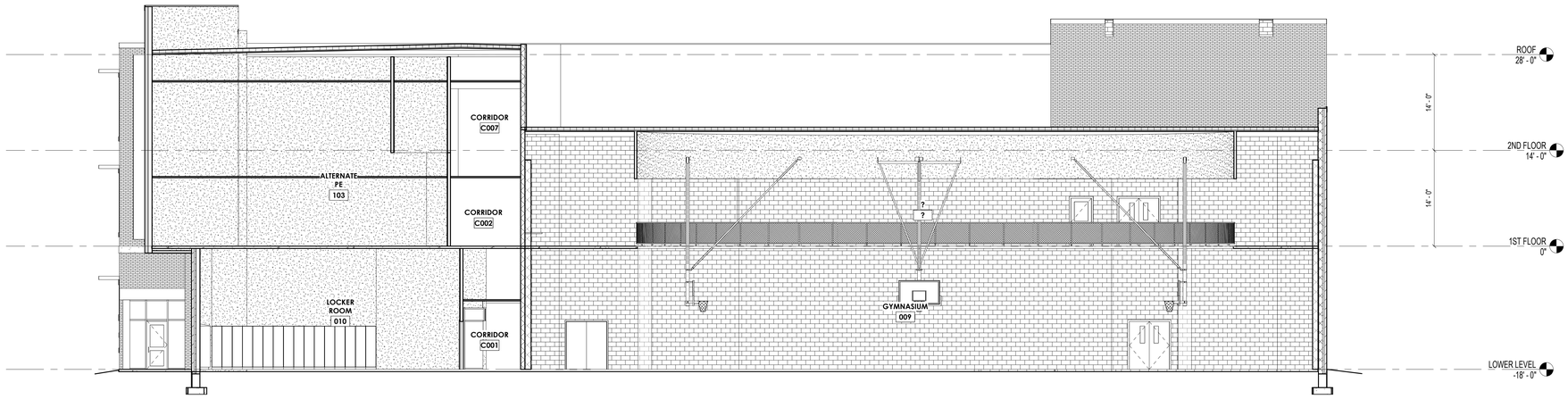
A-401



1 A-402 BUILDING SECTION
1/8" = 1'-0"



2 A-402 BUILDING SECTION
1/8" = 1'-0"



3 A-402 BUILDING SECTION
1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: THE ELECTRONIC DATA TRANSMITTED (THE "DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. "STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. "STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. " THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER NOT STRICTLY RELATED TO THE PROJECT FOR WHICH THEY WERE PROVIDED. " THE RECEIVER SHALL HAVE NO CLAIMS AGAINST STUDIOJAED CORPORATION WITH RESPECT TO ANY DEFECTS IN THE DATA. " THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION AND ITS EMPLOYEES AND CONSULTANTS HARMLESS FROM ANY AND ALL CLAIMS, DAMAGES, AND LOSSES ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

12/1/2022 2:5:34 PM

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CONSULTANT

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THE PROFESSIONAL SERVICES OF THE ARCHITECT ARE UNDERTAKEN FOR AND ARE PERFORMED IN THE INTEREST OF [NAME OF PERSON EMPLOYING ARCHITECT]. NO CONTRACTUAL OBLIGATION IS ASSUMED BY THE ARCHITECT FOR THE BENEFIT OF ANY OTHER PERSON INVOLVED IN THE PROJECT.

SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
AT THE
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

MARK	DESCRIPTION	DATE

SHEET TITLE

BUILDING SECTIONS

SUBMISSION

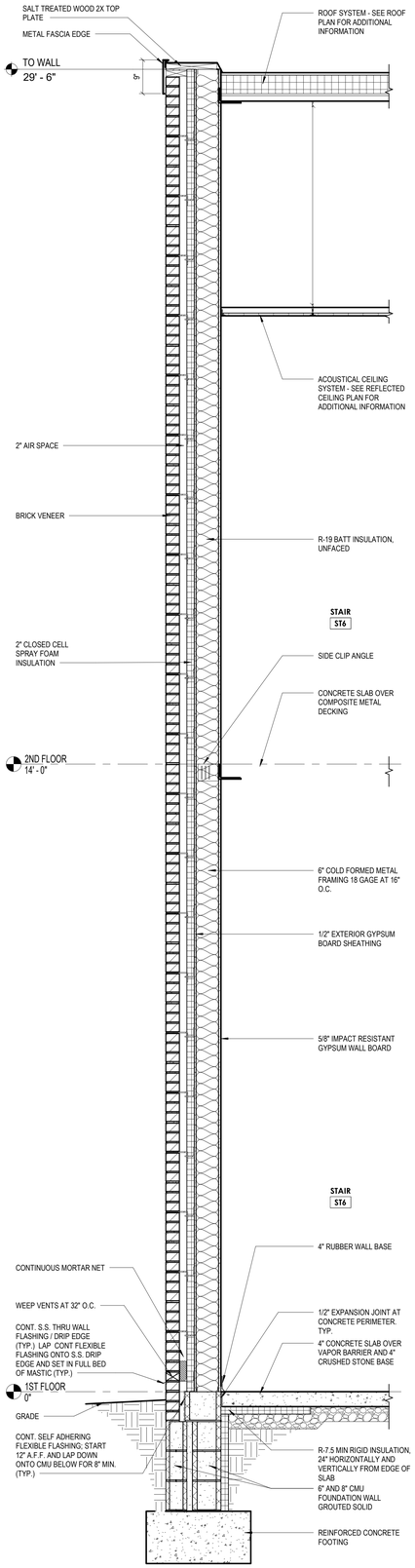
SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

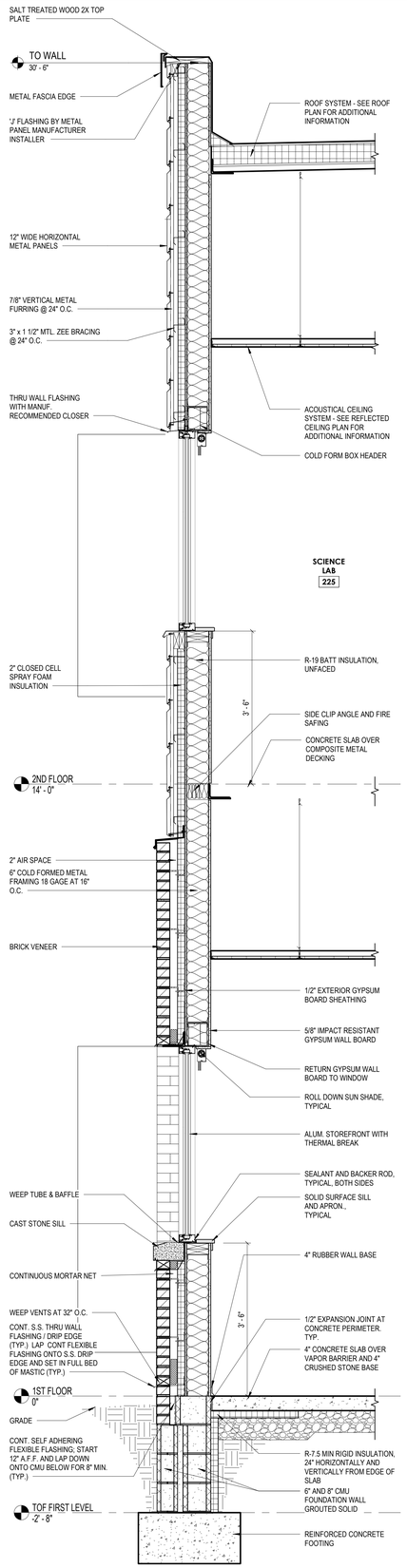
SHEET NO.

A-402

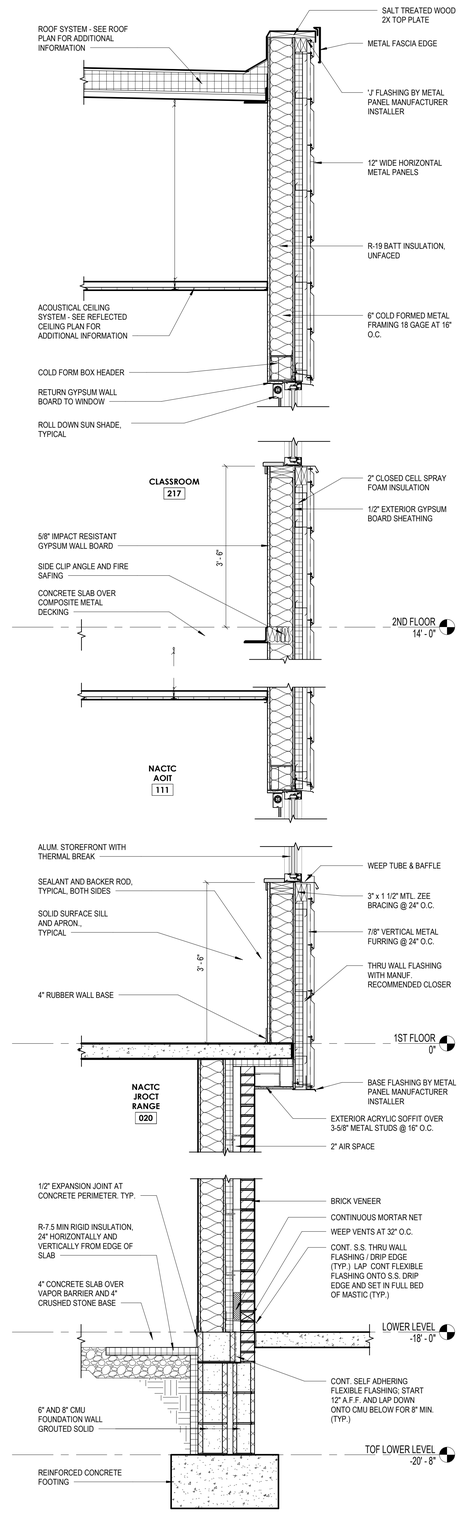
THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLAIN IN ANY MANNER) OR ALLOW OTHERS TO REPRODUCE OR OTHERWISE MAKE USE OF THE DATA WITHOUT THE WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO ALLOW STUDIOJAED CORPORATION TO VERIFY COMPLIANCE WITH THE FOREGOING AND AGREES AT ITS OWN EXPENSE TO DELETE ALL DATA FROM ANY COMPUTER SYSTEM OR STORAGE DEVICE OF A RECEIVING PARTY IF A RECEIVING PARTY IS NOT WILLING TO ALLOW STUDIOJAED CORPORATION TO VERIFY COMPLIANCE WITH THE FOREGOING AND AGREES AT ITS OWN EXPENSE TO DELETE ALL DATA FROM ANY COMPUTER SYSTEM OR STORAGE DEVICE OF A RECEIVING PARTY IF A RECEIVING PARTY IS NOT WILLING TO ALLOW STUDIOJAED CORPORATION TO VERIFY COMPLIANCE WITH THE FOREGOING. - THE RECEIVER SHALL MAKE NO CLAIM AGAINST STUDIOJAED CORPORATION WITH RESPECT TO CONTENTS, ERRORS OR OMISSIONS IN THE DATA AFTER ACCEPTANCE. - THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FROM AND AGAINST ALL LOSSES, CLAIMS, DAMAGES, LIABILITIES AND COSTS INCLUDING ATTORNEYS' FEES AND COURT OR ARBITRATION COSTS ARISING OUT OF OR RELATING TO THE USE OF ELECTRONIC DATA.



1 A-411 WALL SECTION
3/4" = 1'-0"



2 A-411 WALL SECTION
3/4" = 1'-0"



3 A-411 WALL SECTION
3/4" = 1'-0"

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

WALL SECTIONS

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

SHEET NO.

A-411

12/1/2020 2:12:36 PM

DOOR SCHEDULE

#	DOOR					FRAME		DETAILS		HW SET	RATING	REMARKS
	WIDTH	HEIGHT	THICKNESS	TYPE	MAT'L	TYPE	MAT'L	HEAD	JAMB			
LOWER LEVEL												
	6' - 0"	7' - 0"										
	6' - 0"	7' - 0"										
001A	3' - 0"	7' - 0"										
001B	3' - 0"	7' - 0"										
001B	3' - 0"	7' - 0"										
001C	3' - 0"	7' - 0"										
001D	3' - 0"	7' - 0"										
001E	3' - 0"	7' - 0"										
001F	3' - 0"	7' - 0"										
001H	3' - 0"	7' - 0"										
001J	3' - 0"	7' - 0"										
001K	3' - 0"	7' - 0"										
002	3' - 0"	7' - 0"										
003	3' - 0"	7' - 0"										
004	3' - 0"	7' - 0"										
004A	3' - 0"	7' - 0"										
004B	3' - 0"	7' - 0"										
006	3' - 0"	7' - 0"										
007	6' - 0"	7' - 0"										
008	3' - 0"	7' - 0"										
009	6' - 0"	7' - 0"										
009A	6' - 0"	7' - 0"										
009B	6' - 0"	7' - 0"										
009D	6' - 0"	7' - 0"										
010	3' - 0"	7' - 0"										
010A	2' - 6"	5' - 0"										
011	3' - 0"	7' - 0"										
011A	3' - 0"	7' - 0"										
012	3' - 0"	7' - 0"										
012A	2' - 6"	5' - 0"										
013	3' - 0"	7' - 0"										
014	3' - 0"	7' - 0"										
015	3' - 0"	7' - 0"										
016	3' - 0"	7' - 0"										
017	3' - 0"	7' - 0"										
017A	3' - 0"	7' - 0"										
017B	3' - 0"	7' - 0"										
018	3' - 0"	7' - 0"										
018A	3' - 0"	7' - 0"										
018B	3' - 0"	7' - 0"										
019	3' - 0"	7' - 0"										
019A	3' - 0"	7' - 0"										
019B	3' - 0"	7' - 0"										
020	3' - 0"	7' - 0"										
020A	3' - 0"	7' - 0"										
020B	3' - 0"	7' - 0"										
020C	3' - 0"	7' - 0"										
021	3' - 0"	7' - 0"										
021A	3' - 0"	7' - 0"										
021B	3' - 0"	7' - 0"										
022	3' - 0"	7' - 0"										
022A	3' - 0"	7' - 0"										
EX001	3' - 0"	7' - 2"										
EX007	5' - 10"	7' - 0"										
EX007A	3' - 0"	7' - 0"										
EX009A	6' - 0"	7' - 0"										
EX009B	6' - 0"	7' - 0"										
EX009D	6' - 0"	7' - 0"										
EX009E	6' - 0"	7' - 0"										
EX017	3' - 0"	7' - 0"										
EX017A	12' - 0"	12' - 0"										
EX019	3' - 0"	7' - 0"										
EX019A	12' - 0"	12' - 0"										
EX021	3' - 0"	7' - 0"										
EX021A	12' - 0"	12' - 0"										
EXST1	6' - 0"	7' - 0"										
EXST3	6' - 0"	7' - 0"				A						
OH007	12' - 0"	12' - 0"										
ST1	6' - 0"	7' - 0"		F, F								
ST3	6' - 0"	7' - 0"										
ST4	5' - 10"	7' - 0"										
ST4.1	6' - 0"	7' - 0"										
1ST FLOOR												
009B	6' - 0"	7' - 0"										
009C	6' - 0"	7' - 0"										
100	6' - 0"	7' - 0"										
100A	6' - 0"	7' - 0"										
101	3' - 0"	7' - 0"										
101A	3' - 0"	7' - 0"										
101AA	3' - 0"	7' - 0"										
101AB	3' - 0"	7' - 0"										
101B	3' - 0"	7' - 0"										
101C	3' - 0"	7' - 0"										
101D	3' - 0"	7' - 0"										
101F	3' - 0"	7' - 0"										
101G	3' - 0"	7' - 0"										
101H	3' - 0"	7' - 0"										
101J	3' - 0"	7' - 0"										
101K	3' - 0"	7' - 0"										
101M	3' - 0"	7' - 0"										
103	3' - 0"	7' - 0"										
103A	3' - 0"	7' - 0"										
105	3' - 0"	7' - 0"										
105A	3' - 0"	7' - 0"										
106	3' - 0"	7' - 0"										
107	3' - 0"	7' - 0"										
107A	3' - 0"	7' - 0"										
108	3' - 0"	7' - 0"										
109	3' - 0"	7' - 0"										
110	3' - 0"	7' - 0"										
111	3' - 0"	7' - 0"										
111A	3' - 0"	7' - 0"										
112	3' - 0"	7' - 0"										
113	3' - 0"	7' - 0"										
113A	3' - 0"	7' - 0"										
113B	3' - 0"	7' - 0"										
114	3' - 0"	7' - 0"										
115	3' - 0"	7' - 0"										
116	3' - 0"	7' - 0"										
116A	6' - 0"	7' - 0"		F, F								
116B	3' - 0"	7' - 0"										
116C	3' - 0"	7' - 0"										
116D	3' - 0"	7' - 0"										
116E	3' - 0"	7' - 0"										
116F	3' - 0"	7' - 0"										
117	3' - 0"	7' - 0"										
117A	3' - 0"	7' - 0"										
117B	3' - 0"	7' - 0"										
117C	3' - 0"	7' - 0"										
117D	6' - 0"	7' - 0"		F, F								
117E	3' - 0"	7' - 0"										
117F	3' - 0"	7' - 0"										
117G	3' - 0"	7' - 0"										
117H	3' - 0"	7' - 0"										
117I	10' - 0"	8' - 0"										
117J	10' - 0"	8' - 0"										
117K	2' - 10"	7' - 0"										
121	3' - 0"	7' - 0"										
121A	3' - 0"	7' - 0"										
122	3' - 0"	7' - 0"										
123	3' - 0"	7' - 0"										
123A	3' - 0"	7' - 2"										
123B	3' - 0"	7' - 0"										
124	3' - 0"	7' - 0"										
124	3' - 0"	7' - 0"										
125	3' - 0"	7' - 0"										
125A	3' - 0"	7' - 2"				A	HM	H-3	J-3			
125B	3' - 0"	7' - 0"										
126	3' - 0"	7' - 0"										
127	3' - 0"	7' - 0"										
128	3' - 0"	7' - 0"										
129	3' - 0"	7' - 0"										
129	3' - 0"	7' - 0"										
130	3' - 0"	7' - 0"										

DOOR SCHEDULE

#	DOOR					FRAME		DETAILS		HW SET	RATING	REMARKS
	WIDTH	HEIGHT	THICKNESS	TYPE	MAT'L	TYPE	MAT'L	HEAD	JAMB			
131	2' - 10"	7' - 0"										
132	3' - 0"	7' - 0"										
132A	3' - 0"	7' - 0"										
133	3' - 0"	7' - 0"										
134	6' - 0"	7' - 0"		F, F								
134A	3' - 0"	7' - 0"										
134B	3' - 0"	7' - 0"										
134C	6' - 0"	7' - 0"		F, F								
135	3' - 0"	7' - 0"										
136	3' - 0"	7' - 0"										
137	3' - 0"	7' - 0"										
137A	3' - 0"	7' - 0"										
137B	3' - 0"	7' - 0"										
137C	3' - 0"	7' - 0"										
137D	3' - 0"	7' - 0"										
137E	3' - 0"	7' - 0"										
137F	3' - 0"	7' - 0"										
138	3' - 0"	7' - 0"										
139	3' - 0"	7' - 0"										
139A	3' - 0"	7' - 0"										
140	3' - 0"	7' - 0"										
141	6' - 0"	7' - 0"		F, F								
141A	3' - 0"	7' - 0"										
141B	3' - 0"	7' - 0"										
142	6' - 0"	7' - 0"										
142A	6' - 0"	7' - 0"										
142B	3' - 0"	7' - 0"										
142C	6' - 0"	7' - 0"		F, F								
143	3' - 0"	7' - 0"										
144	3' - 0"	7' - 0"										
145	3' - 0"	7' - 0"										
145A	3' - 0"	7' - 0"										
146	3' - 0"	7' - 0"										
146A	3' - 0"	7' - 0"										
147	3' - 0"	7' - 0"										
148	3' - 0"	7' - 0"										
149	3' - 0"	7' - 0"										
150	3' - 0"	7' - 0"										
151	3' - 0"	7' - 0"										
C010	6' - 0"	7' - 0"		F, F								
C011	6' - 0"	7' - 0"		F, F								
EX100	6' - 0"	7' - 0"										
EX100A	6' - 0"	7' - 0"										
EX102	6' - 0"	7' - 0"										
EX102A	6' - 0"	7' - 0"										
EX125D	3' - 0"	7' - 0"										
EX127	3' - 0"	7' - 0"										
EX142	3' - 0"	7' - 0"										
EX228B	3' - 0"	7' - 0"										
EXC006	6' - 0"	7' - 0"										
EXC011	6' - 0"	7' - 0"										
EXST5	6' - 0"	7' - 0"										
EXST6	6' - 0"	7' - 0"										
OH134	10' - 0"	8' - 0"										
OH141	12' - 0"	12' - 0"										
OH141A	10' - 0"	8' - 0"										
OH142	12' - 0"	12' - 0"										
ST1	6' - 0"	7' - 0"		F, F								
ST3	6' - 0"	7' - 0"		F, F								
ST4	5' - 10"	7' - 0"										
ST5	6' - 0"	7' - 0"		F, F								
ST6	6' - 0"	7' - 0"		F, F								
ST6P	3' - 0"	7' - 0"										
ST6S	3' - 0"	7' - 0"										
ST6T	3' - 0"	7' - 0"										
2ND FLOOR												
201	3' - 0"	7' - 0"										
201A	3' - 0"	7' - 0"										
201AA	3' - 0"	7' - 0"										
201AB	3' - 0"	7' - 0"										
201B	3' - 0"	7' - 0"										
201C	3' - 0"	7' - 0"										
201D	3' - 0"	7' - 0"										
201E	3' - 0"	7' - 0"										
201F	3' - 0"	7' - 0"										
201H	3' - 0"	7' - 0"										
201J	3' - 0"	7' - 0"										
201K	3' - 0"	7' - 0"										
201L	3' - 0"	7' - 0"										
201M	3' - 0"	7' - 0"										
201N	3' - 0"	7' - 0"										
201P	3' - 0"	7' - 0"										
202	6' - 0"	7' - 2"										
203	3' - 0"	7' - 0"										
203A	3' - 0"	7' - 0"										
203B	3' - 0"	7' - 0"										
204	3' - 0"	7' - 0"										
204A	3' - 0"	7' - 0"										
204B	3' - 0"	7' - 0"										
205	3' - 0"	7' - 0"										
205A	3' - 0"	7' - 0"										
205B	3' - 0"	7' - 0"										
206	3' - 0"	7' - 0"										
207	3' - 0"	7' - 0"										
207A	3' - 0"	7' - 0"										
207B	3' - 0"	7' - 0"										
208	3' - 0"	7' - 0"										
210	3' - 0"	7' - 0"										
211	3' - 0"	7' - 0"										
212	3' - 0"	7' - 0"										
213	3' - 0"	7' - 0"										
214	3' - 0"	7' - 0"										
215	3' - 0"	7' - 0"										
216	3' - 0"	7' - 0"										
216A	3' - 0"	7' - 0"										
217	3' - 0"	7' - 0"										
218	3' - 0"	7' - 0"										
218A	3' - 0"	7' - 0"										
218B	3' - 0"	7' - 0"										
219	3' - 0"	7' - 0"										
220	3' - 0"	7' - 0"										
221	3' - 0"	7' - 0"										
221B	3' - 0"	7' - 0"										
222	3' - 0"	7' - 0"										
222	3' - 0"	7' - 0"										
223	3' - 0"	7' - 0"										
223A	3' - 0"	7' - 0"										
223B	3' - 0"	7' - 0"										
223C	3' - 0"	7' - 0"										
224	3' - 0"	7' - 0"										
225	3' - 0"	7' - 0"										
225A	3' - 0"	7' - 0"				A	HM	H-3	J-3			
225B	3' - 0"	7' - 0"				A	HM	H-3	J-3			
225C	3' - 0"	7' - 0"										
226	3' - 0"	7' - 0"										
227	3' - 0"	7' - 0"										
228	3' - 0"	7' - 0"										
229	3' - 0"	7' - 0"										
229A	3' - 0"	7' - 0"										
230	3' - 0"	7' - 0"										
235	2' - 6"	5' - 0"										
236	2' - 6"	5' - 0"										
237	2' - 2"	5' - 0"										
238	2' - 2"	5' - 0"										
239	2' - 2"	5' - 0"										
240	2' - 2"	5' - 0"										
ST1	6' - 0"	7' - 0"		F, F								
ST3	6' - 0"	7' - 0"		F, F								
ST5A	6' - 0"	7' - 0"		F, F								
ST6	6' - 0"	7' - 0"		F, F								
ST6O	6' - 0"	7' - 0"		F, F								
ST6Y	3' - 0"	7' - 0"										
ST6Z	3' - 0"	7' - 0"										

THE RECEIVER OF THESE PLANS BY HAND COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN THE PARAGRAPH ABOVE) TO THE EXTENT PROHIBITED BY LAW WITHOUT THE WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO INDEMNIFY STUDIOJAED CORPORATION AND ITS AGENTS AND EMPLOYEES FROM ANY CLAIM, DAMAGE, LIABILITY, AND EXPENSE (INCLUDING ATTORNEY'S FEES) ARISING OUT OF ANY RETENTION BY THE USE OF STUDIOJAED CORPORATION OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION MAKES NO WARRANTY AS TO THE ACCURACY OF THE DATA. - THE RECEIVER ACKNOWLEDGES AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED ("DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN THE PARAGRAPH ABOVE) TO THE EXTENT PROHIBITED BY LAW WITHOUT THE WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO INDEMNIFY STUDIOJAED CORPORATION AND ITS AGENTS AND EMPLOYEES FROM ANY CLAIM, DAMAGE, LIABILITY, AND EXPENSE (INCLUDING ATTORNEY'S FEES) ARISING OUT OF ANY RETENTION BY THE USE OF STUDIOJAED CORPORATION OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION MAKES NO WARRANTY AS TO THE ACCURACY OF THE DATA. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN THE PARAGRAPH ABOVE) TO THE EXTENT PROHIBITED BY LAW WITHOUT THE WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO INDEMNIFY STUDIOJAED CORPORATION AND ITS AGENTS AND EMPLOYEES FROM ANY CLAIM, DAMAGE, LIABILITY, AND EXPENSE (INCLUDING ATTORNEY'S FEES) ARISING OUT OF ANY RETENTION BY THE USE OF STUDIOJAED CORPORATION OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION MAKES NO WARRANTY AS TO THE ACCURACY OF THE DATA. - THE RECEIVER HEREBY WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (DEFINED IN THE PARAGRAPH ABOVE) TO THE EXTENT PROHIBITED BY LAW WITHOUT THE WRITTEN CONSENT OF STUDIOJAED CORPORATION.

12/1/2020 2:12:38 PM

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SIGNATURE:
DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL

15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

DOOR SCHEDULES

SUBMISSION

SUBMISSION DATE

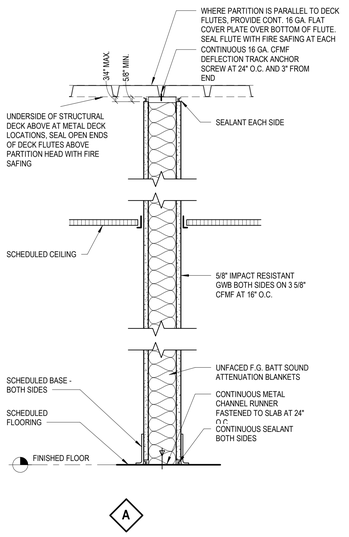
DRAWN	CHK'D	PROJECT NO.
Designer	Checker	18038

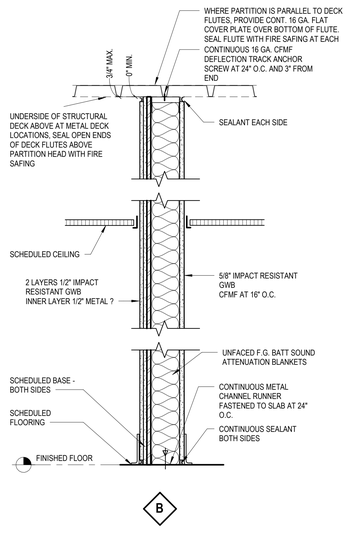
SHEET NO.

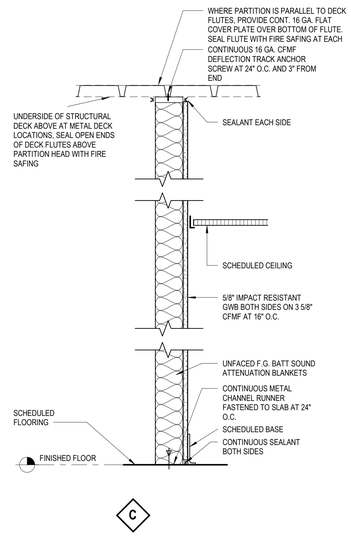
A-601

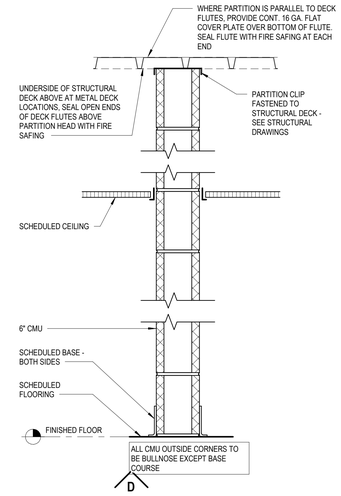
THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY HARD COPIES) IS - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, OR PERMIT ANY OTHER PERSON OR ENTITY TO DO SO, WITHOUT THE PRIOR WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER ASSUMES ALL LIABILITY AND RISK ARISING FROM ANY ALTERATIONS MADE TO THE DATA OR PLANS. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, EMPLOYEES, AND AGENTS FROM AND AGAINST ALL CLAIMS, DAMAGES, AND LIABILITIES RESULTING FROM ANY ALTERATIONS MADE TO THE DATA OR PLANS BY THE RECEIVER OR PERSONS UNDER THE RECEIVER'S DIRECTION OR CONTROL. - THE RECEIVER ACKNOWLEDGES AND AGREES THAT STUDIOJAED CORPORATION MAKES NO WARRANTY OR REPRESENTATION WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, OR PERMIT ANY OTHER PERSON OR ENTITY TO DO SO, WITHOUT THE PRIOR WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER ASSUMES ALL LIABILITY AND RISK ARISING FROM ANY ALTERATIONS MADE TO THE DATA OR PLANS BY THE RECEIVER OR PERSONS UNDER THE RECEIVER'S DIRECTION OR CONTROL. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, EMPLOYEES, AND AGENTS FROM AND AGAINST ALL CLAIMS, DAMAGES, AND LIABILITIES RESULTING FROM ANY ALTERATIONS MADE TO THE DATA OR PLANS BY THE RECEIVER OR PERSONS UNDER THE RECEIVER'S DIRECTION OR CONTROL.

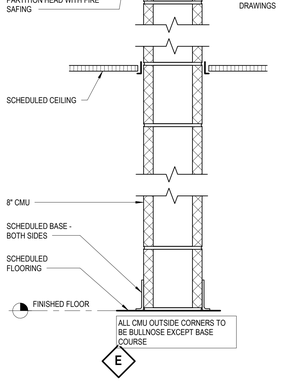
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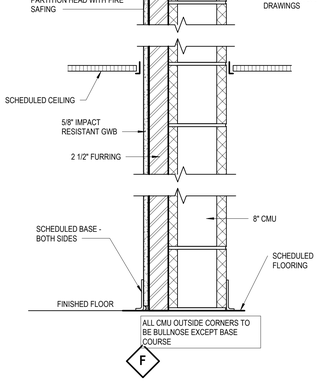


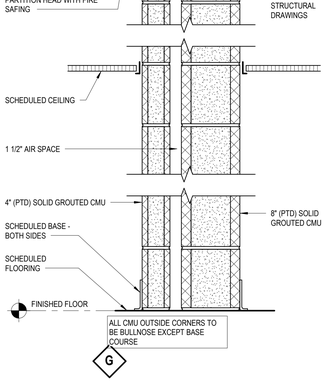












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DATE OF SIGNATURE:
DATE OF REGISTRATION EXPIRATION:

ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

AT THE
WILLIAM S. ROGERS HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

MARK	DESCRIPTION	DATE

SHEET TITLE

WALL PARTITIONS

SUBMISSION

SUBMISSION DATE

DRAWN	CHKD	PROJECT NO.
Designer	Checker	18038

SHEET NO.

A-603



1 E100C ELECTRICAL LOWER LEVEL LIGHTING PLAN - AREA C

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY ELECTRONIC DATA SUBSEQUENTLY GENERATED BY THE RECEIVER SHALL MAINTAIN ALL COPYRIGHT AND OTHER INTELLECTUAL PROPERTY RIGHTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER SHALL NOT ALTER OR REMOVE ANY COPYRIGHT OR OTHER NOTICE FROM ANY DATA TRANSMITTED TO IT AND SHALL INCLUDE SUCH NOTICES ON ANY COPIES MADE BY IT OR ON ITS BEHALF. - THE RECEIVER ACKNOWLEDGES AND AGREES THAT STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER HEREBY RELEASES AND HOLDS STUDIOJAED CORPORATION HARMLESS FROM AND AGAINST ALL LIABILITY ARISING FROM OR IN CONNECTION WITH THE USE OF ELECTRONIC DATA. - THE RECEIVER AGREES TO ASSIST STUDIOJAED CORPORATION IN DEFENDING AND PROTECTING ITS RIGHTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHICH INFRINGES STUDIOJAED CORPORATION'S COPYRIGHT AND OTHER INTELLECTUAL PROPERTY RIGHTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER'S WARRANTY AND INDEMNITY OBLIGATIONS SET FORTH HEREIN SHALL APPLY TO ANY AND ALL CLAIMS, DAMAGES, LOSSES, COSTS AND EXPENSES (INCLUDING REASONABLE ATTORNEY'S FEES) INCURRED BY STUDIOJAED CORPORATION ARISING OUT OF OR IN CONNECTION WITH THE USE OF ELECTRONIC DATA.

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL LOWER LEVEL LIGHTING PLAN - AREA C

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E100C



1 E100D ELECTRICAL LOWER LEVEL LIGHTING PLAN - AREA D

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY ELECTRONIC PRINTOUT THEREOF) IS TRANSMITTED TO THE RECEIVER ONLY FOR THE CONVENIENCE OF THE RECEIVER IN REVIEWING THE PLANS AND DOES NOT REPRESENT A FINAL OR COMPLETE VERSION OF THE PLANS. - THE RECEIVER ACKNOWLEDGES AND AGREES THAT STUDIOJAED CORPORATION SHALL NOT BE LIABLE FOR ANY CLAIMS ARISING FROM ANY ALTERATIONS MADE TO THE ELECTRONIC DATA TRANSMITTED. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY CLAIMS, LOSSES, COSTS OR DAMAGES OF ANY KIND OR NATURE WHATSOEVER ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY ELECTRONIC PRINTOUT THEREOF) IS TRANSMITTED TO THE RECEIVER ONLY FOR THE CONVENIENCE OF THE RECEIVER IN REVIEWING THE PLANS AND DOES NOT REPRESENT A FINAL OR COMPLETE VERSION OF THE PLANS. - THE RECEIVER ACKNOWLEDGES AND AGREES THAT STUDIOJAED CORPORATION SHALL NOT BE LIABLE FOR ANY CLAIMS ARISING FROM ANY ALTERATIONS MADE TO THE ELECTRONIC DATA TRANSMITTED. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY CLAIMS, LOSSES, COSTS OR DAMAGES OF ANY KIND OR NATURE WHATSOEVER ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL LOWER LEVEL LIGHTING PLAN - AREA D

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E100D

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS AT EXECUTED, THAT ANY ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. THE RECEIVER AGREES TO ALLOW STUDIOJAED CORPORATION TO INSPECT ITS SYSTEMS FOR COMPLIANCE WITH THE FOREGOING AT ANY REASONABLE TIME. - THE RECEIVER AGREES TO FULLY INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL LIABILITY ARISING FROM ANY BREACH OF THE FOREGOING RESTRICTIONS. -

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (THE DATA) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHICH INFRINGES THE STUDIOJAED CORPORATION'S RIGHTS AND AGREES TO ALLOW STUDIOJAED CORPORATION TO INSPECT ALL RELEVANT RECORDS AND PROCESSES TO VERIFY COMPLIANCE WITH THIS AGREEMENT. - THE RECEIVER SHALL MAKE NO CLAIM WHATSOEVER AGAINST STUDIOJAED CORPORATION WITH RESPECT TO CLAIMS THAT ERRORS OR OMISSIONS MAY HAVE OCCURRED IN THE DATA AS A RESULT OF ELECTRONIC TRANSMISSION OR TRANSLATION. - THE RECEIVER AGREES TO THE FULLEST EXTENT PERMITTED BY LAW TO INDEMNIFY AND HOLD STUDIOJAED CORPORATION AND ITS EMPLOYEES AND SUBCONSULTANTS HARMLESS FROM ANY AND ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES ARISING OUT OF OR RESULTING FROM THE USE OF ELECTRONIC DATA.



1 E101B ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA B

1/8" = 1'-0"

12/1/2020 2:23:21 PM

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA B

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E101B

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY ELECTRONIC DATA SUBSEQUENTLY GENERATED BY THE RECEIVER) IS FOR CONVENIENCE ONLY AND IS NOT A WARRANTY OF ANY KIND WHATSOEVER AS TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, AND WILL NOT PERMIT OTHERS TO REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS, WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, EMPLOYEES AND AGENTS FROM ANY AND ALL CLAIMS, DAMAGES, LIABILITIES AND EXPENSES (INCLUDING REASONABLE ATTORNEYS' FEES) OCCURRING AS A RESULT OF ANY REUSE OF OR MODIFICATION TO THE PLANS BY THE RECEIVER OR ANYONE ACTING ON THE RECEIVER'S BEHALF. - THE RECEIVER AGREES TO DELETE ALL ELECTRONIC DATA FROM ITS COMPUTER SYSTEMS IMMEDIATELY UPON REQUEST BY STUDIOJAED CORPORATION.



1 E101C ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA C

1/8" = 1'-0"

12/1/2020 2:23:27 PM

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA C

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E101C



1 E101D

ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA D

1/8" = 1'-0"

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 1ST FLOOR LIGHTING PLAN - AREA D

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E101D

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 2ND
FLOOR LIGHTING PLAN
AREA - B

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E102B

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REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 2ND
FLOOR LIGHTING PLAN
AREA - C

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E102C

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NEW HIGH SCHOOL
15 WICKHAM ROAD
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REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 2ND
FLOOR LIGHTING PLAN
AREA - D

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E102D

DRAFT page 526

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1 E200C ELECTRICAL LOWER LEVEL POWER PLAN - AREA C
1/8" = 1'-0"

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NEW HIGH SCHOOL
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REVISIONS

Mark	Date	Description

SHEET TITLE
ELECTRICAL LOWER LEVEL POWER PLAN - AREA C

SUBMISSION

SUBMISSION DATE

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JD	PP	18038

SHEET NO.
E200C



1 E200D

ELECTRICAL LOWER LEVEL POWER PLAN - AREA D

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - "THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY PRINTOUTS THEREOF) IS THE PROJECT COPYRIGHT OF STUDIOJAED CORPORATION WHICH RETAINS ALL RIGHTS, TITLE AND INTEREST THEREIN AND MAKES NO WARRANTIES OR REPRESENTATIONS OF ANY KIND WHATSOEVER AS TO THE ACCURACY OF THE DATA." - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL COPYRIGHT, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. IN THE EVENT OF UNAUTHORIZED REUSE OF THE DATA OR PLANS BY THE RECEIVER OR ANY PERSON OR ENTITY ACTING ON THE RECEIVER'S BEHALF, THE RECEIVER AGREES TO PAY ALL DAMAGES, LOSSES AND EXPENSES (INCLUDING ATTORNEY'S FEES AND COSTS) OF ANY KIND ARISING OUT OF OR RESULTING FROM THE USE OF SUCH DATA OR PLANS.

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REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL LOWER LEVEL POWER PLAN - AREA D

SUBMISSION

SUBMISSION DATE

DRAWN	CHKD	PROJECT NO.
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SHEET NO.

E200D



1 E201A ELECTRICAL 1ST FLOOR POWER PLAN - AREA A

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PROJECT

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NEW HIGH SCHOOL
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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 1ST FLOOR POWER PLAN - AREA A

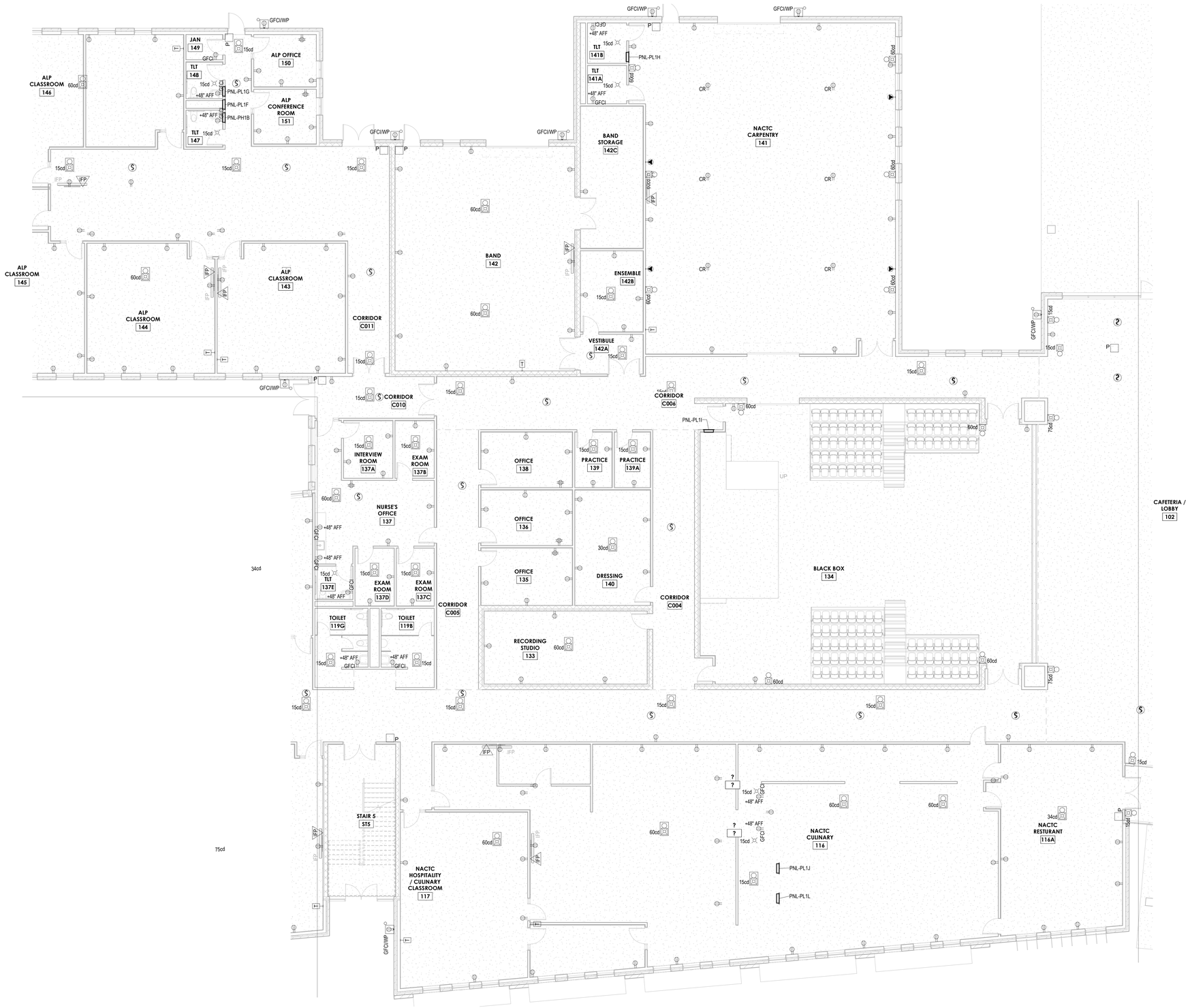
SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E201A



1 E201B ELECTRICAL 1ST FLOOR POWER PLAN - AREA B
1/8" = 1'-0"

THE RECIPIENT OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED IS FOR USE BY THE RECIPIENT ONLY AND IS NOT TO BE USED FOR ANY OTHER PURPOSE OR PROJECT. THE RECIPIENT SHALL NOT ALTER OR REMOVE ANY REFERENCE TO STUDIOJAED CORPORATION FROM ANY MEANS OF ELECTRONIC TRANSMITTAL. THE RECIPIENT SHALL NOT ALTER OR REMOVE ANY COPYRIGHT OR OTHER PROPRIETARY NOTICES FROM THE DATA. THE RECIPIENT SHALL NOT ALTER OR REMOVE ANY REFERENCE TO STUDIOJAED CORPORATION FROM ANY MEANS OF ELECTRONIC TRANSMITTAL. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE ACCURACY OF THE DATA. - THE RECIPIENT WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECIPIENT WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHICH WOULD INFRINGE ANY COPYRIGHT OR OTHER PROPRIETARY INTEREST OF STUDIOJAED CORPORATION. IN THE EVENT OF ANY UNAUTHORIZED USE OF THE DATA OR PLANS BY THE RECIPIENT, THE RECIPIENT SHALL INDEMNIFY STUDIOJAED CORPORATION FOR ANY AND ALL LOSS, DAMAGE, EXPENSE AND LIABILITY RESULTING DIRECTLY OR INDIRECTLY FROM SUCH UNAUTHORIZED USE.

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PROJECT
NEWPORT PUBLIC SCHOOLS
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NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
ELECTRICAL 1ST FLOOR POWER PLAN - AREA B

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.
E201B

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1 E201C ELECTRICAL 1ST FLOOR POWER PLAN - AREA C

1/8" = 1'-0"

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL 1ST FLOOR POWER PLAN - AREA C

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E201C



1 E201D

ELECTRICAL 1ST FLOOR POWER PLAN - AREA D

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (THAT MAY BE ALTERED DURING TRANSMIT AND TRANSLATION) - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THAT DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, NOR WILL IT PERMIT OTHERS TO DO SO, UNLESS EXPRESSLY AUTHORIZED IN WRITING BY STUDIOJAED CORPORATION. IN THE EVENT THAT THE RECEIVER OR ANY PERSON OR ENTITY ACTING ON BEHALF OF THE RECEIVER MAKES ANY MODIFICATION TO THE DATA OR PLANS WITHOUT THE PRIOR EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND USES THE DATA OR PLANS FOR THE COMPLETION OF ADDITIONAL PHASES OR ANY OTHER PROJECT, THE RECEIVER SHALL INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM AND AGAINST ALL LIABILITIES, DAMAGES, LOSSES AND EXPENSES INCLUDING ATTORNEYS' FEES AND COURT COSTS AT ANY TRIAL OR APPELLATE LEVEL ARISING OUT OF ANY SUCH MODIFICATION, USE OR PUBLICATION BY THE RECEIVER OR ANY PERSON OR ENTITY ACTING ON BEHALF OF THE RECEIVER. - THE RECEIVER AND ALL PERSONS OR ENTITIES ACTING ON BEHALF OF THE RECEIVER AGREE TO DEFEND, INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FROM AND AGAINST ANY AND ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES INCLUDING ATTORNEYS' FEES AND COURT COSTS AT ANY TRIAL OR APPELLATE LEVEL ARISING OUT OF OR RESULTING FROM THE RECEIVER'S MODIFICATION, PUBLICATION OR OTHER USE OF THE PLANS OR DATA. - THE RECEIVER'S WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, NOR WILL IT PERMIT OTHERS TO DO SO, UNLESS EXPRESSLY AUTHORIZED IN WRITING BY STUDIOJAED CORPORATION. IN THE EVENT THAT THE RECEIVER OR ANY PERSON OR ENTITY ACTING ON BEHALF OF THE RECEIVER MAKES ANY MODIFICATION TO THE DATA OR PLANS WITHOUT THE PRIOR EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND USES THE DATA OR PLANS FOR THE COMPLETION OF ADDITIONAL PHASES OR ANY OTHER PROJECT, THE RECEIVER SHALL INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FROM AND AGAINST ANY AND ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES INCLUDING ATTORNEYS' FEES AND COURT COSTS AT ANY TRIAL OR APPELLATE LEVEL ARISING OUT OF OR RESULTING FROM THE RECEIVER'S MODIFICATION, PUBLICATION OR OTHER USE OF THE PLANS OR DATA. - THE RECEIVER AND ALL PERSONS OR ENTITIES ACTING ON BEHALF OF THE RECEIVER AGREE TO DEFEND, INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FROM AND AGAINST ANY AND ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES INCLUDING ATTORNEYS' FEES AND COURT COSTS AT ANY TRIAL OR APPELLATE LEVEL ARISING OUT OF ANY SUCH MODIFICATION, USE OR PUBLICATION BY THE RECEIVER OR ANY PERSON OR ENTITY ACTING ON BEHALF OF THE RECEIVER.

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REVISIONS

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SHEET TITLE

ELECTRICAL 1ST FLOOR POWER PLAN - AREA D

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E201D



1 E202A

ELECTRICAL 2ND FLOOR POWER PLAN - AREA A

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDAT) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER NOT EXPRESSLY APPROVED IN WRITING BY STUDIOJAED CORPORATION. THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL CLAIMS, DAMAGES, AND LOSS ARISING OUT OF ANY UNAUTHORIZED USE OF THE DATA OR PLANS.

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REVISIONS

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SHEET TITLE

ELECTRICAL 2ND FLOOR POWER PLAN - AREA A

SUBMISSION

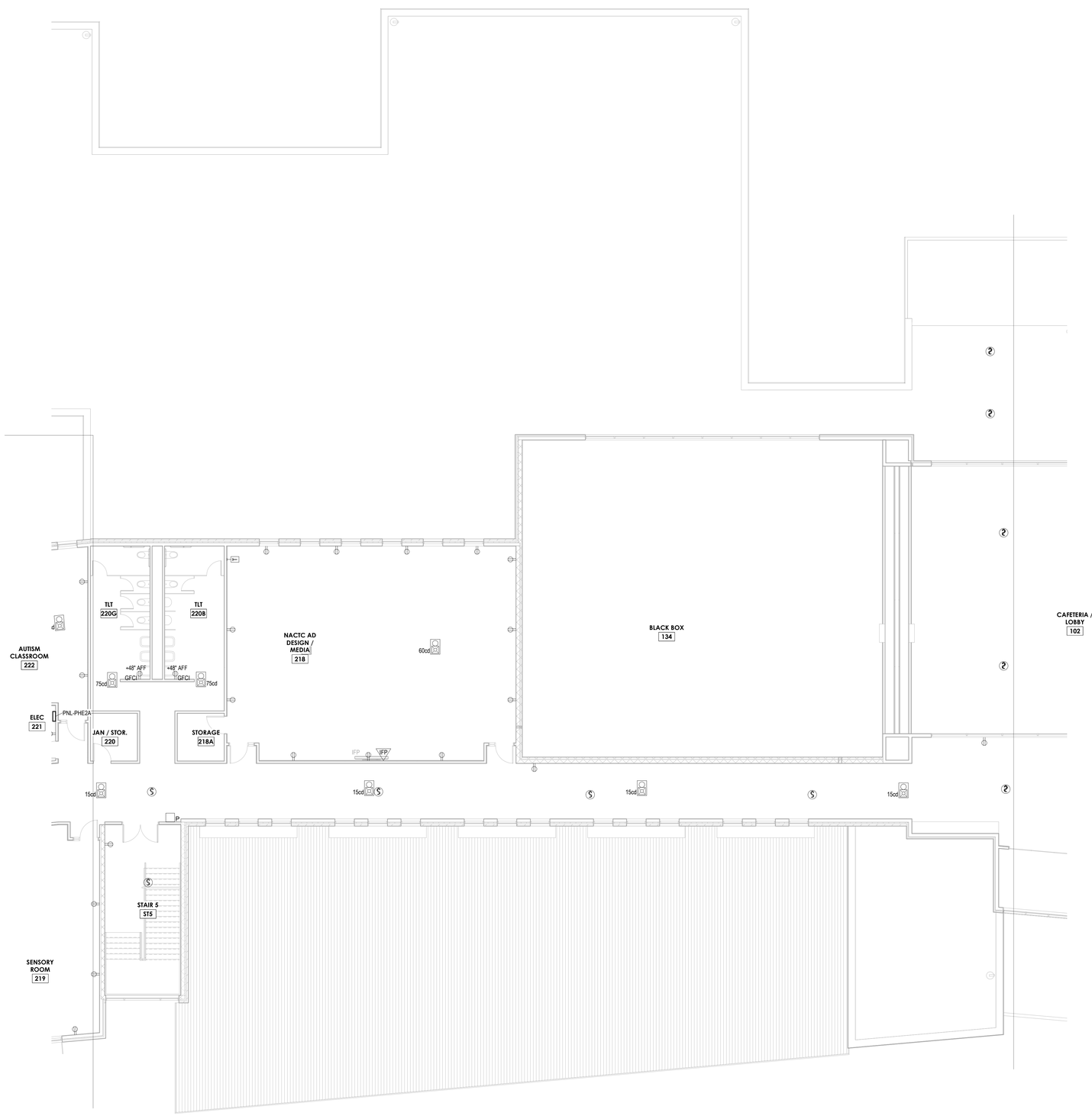
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E202A

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1 E202B

ELECTRICAL 2ND FLOOR POWER PLAN - AREA B

1/8" = 1'-0"

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REVISIONS

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SHEET TITLE

ELECTRICAL 2ND FLOOR POWER PLAN - AREA B

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

E202B



1 E202C ELECTRICAL 2ND FLOOR POWER PLAN - AREA C

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY RELATED COMPUTER PROGRAMS AND PRINTOUTS) IS INTENDED FOR USE ONLY BY THE RECEIVER AS AUTHORIZED BY STUDIOJAED CORPORATION. THE RECEIVER SHALL MAKE NO CLAIM AGAINST STUDIOJAED CORPORATION, ITS AGENTS OR EMPLOYEES FOR ANY DAMAGES ARISING OUT OF OR RESULTING FROM ANY REUSE OF THE DATA FOR EXTENSIONS OF THE PROJECT OR ON ANY OTHER PROJECT OR ACROSS UNINTENDED APPLICATIONS, OR THE RECEIVER'S RELIANCE ON THE DATA WITHOUT LIMITING THE FOREGOING, THE RECEIVER AGREES TO INDEMNIFY AND HOLD HARMLESS STUDIOJAED CORPORATION AND ITS AGENTS AND EMPLOYEES FROM ALL CLAIMS, DAMAGES, LOSSES AND EXPENSES, INCLUDING ATTORNEYS' FEES, ARISING OUT OF OR RESULTING THEREFROM. - THE RECEIVER ACCEPTS THE DATA AS-IS, AS-AVAILABLE AND WITH ALL FAULTS AND DEFECTS, AND WITHOUT WARRANTY OF ANY KIND, AND STUDIOJAED CORPORATION DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE DATA. THE RECEIVER ACCEPTS THE DATA WITH THE UNDERSTANDING THAT STUDIOJAED CORPORATION HAS NOT EXERCISED ANY CONTROL OVER THE CONSTRUCTION METHODS, TECHNIQUES, SEQUENCES OR PROCEDURES, OR THE SAFETY PRECAUTIONS AND PROGRAMS IN CONNECTION WITH THE USE OF THE DATA. THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY DAMAGES ARISING FROM THE USE OF THE DATA. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLAIN IN ANY

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1 E202D — ELECTRICAL 2ND FLOOR POWER PLAN - AREA D

1/8" = 1'-0"

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ELECTRICAL SYMBOL LEGEND

Power Devices

	GENERAL PURPOSE DUPLEX RECEPTACLE - 20AMP, 125VOLTS, NEMA5-20R.
	GENERAL PURPOSE QUADRUPLEX RECEPTACLE - 20AMP, 125VOLTS, NEMA5-20R.
GFCI OR GFCI	GENERAL PURPOSE GFCI RECEPTACLE (DUPLEX OR QUADRUPLEX) - 20AMP, 125VOLTS, NEMA5-20R.
WP	SURFACE MOUNTED GENERAL PURPOSE DUPLEX RECEPTACLE. WHERE OUTDOOR PROVIDE GFCI RECEPTACLE WITH CAST ALUMINUM BOX AND WHILE-IN-USE WEATHER PROOF (WP) COVER; T&B CAT# OXMVU OR APPROVED - 20AMP, 125VOLTS, NEMA5-20R.
CR	GENERAL PURPOSE DUPLEX RECEPTACLE - 20AMP, 125VOLTS, NEMA5-20R; GENERAL PURPOSE DUPLEX RECEPTACLE ON PIVOT BASE CORD REEL MOUNTED TO THE CEILING - 20AMP, 125VOLTS, NEMA5-20R.
J	JUNCTION BOX
SM	FRACTIONAL HORSEPOWER MOTOR STARTER WITH OVERLOAD IN NEMA 1 ENCLOSURE; SQ'D FG2P OR APPROVED EQUAL FOR INDOORS, FVI2P FOR OUTDOORS WITH NEMA 4 ENCLOSURE
	FUSED DISCONNECT SWITCH-HEAVY DUTY, 3POLE WITH FUSE CLIPS SUITABLE FOR CLASS "R" FUSES. NEMA1 UNLESS NOTED. WP-WEATHER PROOF-NEMA3R ENCLOSURE. (NOMENCLATURE: 30A/20A = SWITCH SIZE/FUSE SIZE). SQ D CLASS 3110 OR EQUAL
PNL-X	ELECTRICAL PANELBOARD - SEE PANEL SCHEDULES AND SINGLE-LINE DIAGRAM
SWBD-X	ELECTRICAL SWITCHBOARD - SEE SPECIFICATIONS AND SINGLE-LINE DIAGRAM
XFMR	ELECTRICAL TRANSFORMER - SEE SPECIFICATIONS AND SINGLE-LINE DIAGRAM
	COMBINATION MAGNETIC STARTER, FUSIBLE DISCONNECT SWITCH TYPE, 3POLE, FULL VOLTAGE NON-REVERSIBLE TYPE WITH: FUSED CONTROL TRANSFORMER, BI-METALLIC OVERLOAD RELAYS, ON/OFF PUSH BUTTONS OR HAND-OFF-AUTO SELECTOR SWITCH, (1)N.O./(1)N.C., AUXILIARY CONTACTS AND LED PILOT LIGHT, CLASS "R" FUSE CLIPS. NEMA1 ENCLOSURE UNLESS NOTED. SQ D CLASS 8538 OR EQUAL. NEMA 1 - SIZE 1.
M	UTILITY METER
HU	NIFP STATION (SEE NIFP STATION DETAIL). MOUNT @ 18" A.F.F. UNLESS OTHERWISE SHOWN OR STATED. PROVIDE ASSOCIATED CABLING, CONDUIT, DEVICES, ETC. REFER TO DETAIL ON SHEET E-501 FOR FURTHER DETAILS AND ALL REQUIRED ITEMS, ETC. TO BE PROVIDED.
HU	NIFP 4-GANG ELECTRICAL BOX - REFER TO DETAIL ON SHEET E-501 FOR FURTHER DETAILS AND ALL REQUIRED ITEMS, ETC. TO BE PROVIDED.

Lighting Controls

S	WALL SWITCH - 20A, 120/277V, SINGLE POLE, HEAVY DUTY, TOGGLE TYPE
S3	WALL SWITCH (3-WAY) - 20A, 120/277V, SINGLE POLE, HEAVY DUTY, TOGGLE TYPE
S4	WALL SWITCH (4-WAY) - 20A, 120/277V, SINGLE POLE, HEAVY DUTY, TOGGLE TYPE
SD	SLIDING DIMMER WITH ON/OFF SWITCH, RATED FOR 120/277V - 10/5 AMP, LEGRAND CD4FBL3P OR EQUAL. COLOR TO BE SELECTED BY ARCHITECT. PROVIDE LOW VOLTAGE WIRING BETWEEN SWITCH AND LIGHT FIXTURES.
S3D	SLIDING DIMMER WITH ON/OFF SWITCH (3-WAY), RATED FOR 120/277V - 10/5 AMP, LEGRAND CD4FBL3P OR EQUAL. COLOR TO BE SELECTED BY ARCHITECT. PROVIDE LOW VOLTAGE WIRING BETWEEN SWITCH AND LIGHT FIXTURES.

Fire Alarm Devices

FACP	FIRE ALARM CONTROL PANEL
FAA	FIRE ALARM ANNUNCIATOR PANEL
MM	MONITORING MODULE
SD OR SD	SMOKE DAMPER
P	MANUAL STATION - PULL STATION/FIRE ALARM BOX
30cd OR 30cd	NOTIFICATION DEVICE (AUDIO/VISUAL) (CEILING MOUNT OR WALL MOUNT) - HORN WITH STROBE AS SINGLE ASSEMBLY, REQUIRED CANDELA RATING "X" INDICATED "X cd".
30cd OR 30cd	NOTIFICATION DEVICE (VISUAL) (CEILING MOUNT OR WALL MOUNT) - STROBE ASSEMBLY. REQUIRED CANDELA RATING "X" INDICATED "x cd".
P	DETECTION DEVICE - SMOKE DETECTOR - PHOTOELECTRIC PRODUCTS OF COMBUSTION DETECTOR
DD OR DD	DETECTION DEVICE - SMOKE DETECTOR - DUCT DETECTOR (SUPPLIED BY MECHANICAL EQUIPMENT VENDOR)
	DETECTION DEVICE - HEAT DETECTOR - 130°F RATE OF RISE/FIXED TEMPERATURE - LISTED FOR 25'-30' SPACING

Access Control & Intrusion Detection Devices

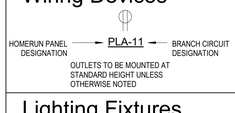
CR	CARD READER - SEE TYPICAL DOOR WIRING DIAGRAM ON SHEET E-500
ES	ELECTRIC STRIKE - SEE TYPICAL DOOR WIRING DIAGRAM ON SHEET E-500
CB	LOCAL DOOR CONTROL BOX - SEE TYPICAL DOOR WIRING DIAGRAM ON SHEET E-500
PS	POWER SUPPLY - SEE TYPICAL DOOR WIRING DIAGRAM ON SHEET E-500
IDS	INTRUSION DETECTION SENSOR

ELECTRICAL GENERAL NOTES

1. PROVIDE ALL LABOR, MATERIALS, TOOLS, EQUIPMENT, COORDINATION, ADDITIONAL DESIGN AND ALL INCIDENTALS NECESSARY TO PROVIDE A COMPLETE AND OPERABLE SYSTEM AS DETAILED ON PLANS TO THE SATISFACTION OF THE ENGINEER AND THE OWNER. COORDINATE ALL WORK WITH THE ENGINEER BEFORE THE START OF WORK.
2. PRIOR TO SUBMITTING BID, THE CONTRACTOR SHALL VISIT THE SITE AND BE THOROUGHLY FAMILIAR WITH THE EXISTING CONDITIONS AND PROPOSED CONSTRUCTION. CONTRACTOR SHALL INCLUDE IN THEIR BID ALL MATERIAL, LABOR, AND ALL INCIDENTALS FOR A COMPLETE INSTALLATION WHETHER SPECIFICALLY INDICATED OR NOT. ALL ERRORS, DISCREPANCIES AND MISSED ITEMS SHALL BE BROUGHT TO THE ATTENTION OF THE ENGINEER DURING THE BIDDING PROCESS BY THE CONTRACTOR. THESE ITEMS SHALL BE INCLUDED IN THE BID PRICE. NO EXTRA COST WILL BE ALLOWED FOR ANY DISCREPANCY WHICH COULD HAVE BEEN NOTICED AT THE SITE VISIT BY THE CONTRACTOR.
3. PERFORM WORK AS REQUIRED BY APPLICABLE CODES, REGULATIONS, AND LAWS OF LOCAL, STATE, AND FEDERAL GOVERNMENTS AND OTHER AUTHORITIES WITH LAWFUL JURISDICTION. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITION OF THE NATIONAL ELECTRIC CODE.
4. MATERIAL AND EQUIPMENT SHALL BE UL, NEMA, ANSI, IEEE, ADA & CMB APPROVED FOR INTENDED PURPOSE. MATERIAL AND INSTALLATION SHALL MEET REQUIREMENTS OF NATIONAL AND LOCAL ELECTRICAL CODE.
5. GIVE NOTICES, FILE PLANS, OBTAIN PERMITS, AND LICENSES, PAY FEES AND BACK CHARGES, AND OBTAIN NECESSARY APPROVALS FROM AUTHORITIES THAT HAVE JURISDICTION.
6. MAINTAIN RECORD DRAWINGS ON SITE. RECORD SET MUST BE COMPLETE AND CURRENT AND AVAILABLE FOR INSPECTION WHEN REQUISITIONS FOR PAYMENT ARE SUBMITTED.
7. GUARANTEE WORK IN WRITING PER SPECIFICATIONS, REPAIR OR REPLACE DEFECTIVE MATERIALS OR INSTALLATION AT NO COST TO OWNER DURING THE GUARANTEE PERIOD. CORRECT DAMAGE CAUSED IN MAKING NECESSARY REPAIRS AND REPLACEMENTS UNDER GUARANTEE AT NO COST TO OWNER. SUBMIT GUARANTEE TO OWNER BEFORE FINAL PAYMENT.
8. COORDINATE ALL ELECTRICAL ITEMS WITH EXISTING FIELD CONDITIONS. LOCATIONS SHOWN ARE APPROXIMATE AND MAY REQUIRE MINOR ADJUSTMENT IN THE FIELD TO SATISFY THE DESIGN INTENT.
9. DAMAGE TO EXISTING FACILITIES AND EQUIPMENT SHALL BE REPAIRED OR REPLACED IMMEDIATELY BY THE CONTRACTOR AT NO ADDITIONAL EXPENSE TO THE OWNER.
10. THE LOCATIONS ON THESE PLANS ARE APPROXIMATE AND REQUIRE COORDINATION WITH ALL OTHER TRADES AND VERIFICATION OF EXISTING CONDITIONS. ROUTING OF CONDUIT IS DIAGRAMMATIC IN NATURE AND NOT INTENDED TO SHOW ALL REQUIRED OFFSETS AND DETAILS. THE CONTRACTOR IS RESPONSIBLE FOR FIELD VERIFICATION OF ALL EXISTING ASSOCIATED EQUIPMENT AND CONDITIONS. COORDINATE THE LOCATION OF ALL EQUIPMENT WITH THE ENGINEER AND THE OWNER. CONTRACTOR IS RESPONSIBLE FOR OBTAINING ALL OTHER TRADE'S DRAWINGS AND SPECIFICATIONS AND COORDINATING WITH ALL OTHER TRADES DURING BIDDING AND CONSTRUCTION.
11. CONTRACTOR SHALL BE RESPONSIBLE FOR MAINTAINING CONTINUITY OF ALL POWER, CONTROL, FIRE ALARM, SECURITY SYSTEMS, AND COMMUNICATIONS FUNCTIONS TO ALL AREAS AFFECTED BY DEMOLITION AND/OR NEW CONSTRUCTION.
12. REPAIR AND PATCH ANY DISTURBED AREAS TO MATCH ADJACENT CONSTRUCTION.
13. DISCONNECT AND MAKE SAFE ANY EQUIPMENT TO BE REMOVED BY OTHERS. COORDINATE REMOVAL OF EQUIPMENT WITH OTHER TRADES PRIOR TO DEMOLITION.
14. IN ANY AREA REQUIRING THE PERFORMANCE OF ANY TRADE'S WORK, THIS CONTRACTOR SHALL CAREFULLY REMOVE AND STORE ANY OR ALL ELECTRICAL ITEMS IN PATH OF WORK, REINSTALLING, AND RECONNECTING SAME AS REQUIRED, IN ACCORDANCE WITH THE PLANS AND/OR AS DIRECTED AFTER COMPLETION OF OTHER TRADE'S WORK IN THAT AREA.
15. PRIOR TO THE START OF DEMOLITION, CONTRACTOR SHALL FIELD VERIFY ALL BRANCH CIRCUITS AND MAINTAIN THOSE CIRCUITS THAT EXTEND OUTSIDE THE SCOPE OF WORK.
16. AFTER RENOVATING EXISTING ELECTRICAL WORK, THE CONTRACTOR SHALL ENSURE THAT ALL REMAINING AND NEW EQUIPMENT WILL OPERATE PROPERLY, INCLUDING BUT NOT LIMITED TO BACKFEEDING OF EXISTING POWER AND LIGHTING CIRCUITS. REFER TO SINGLE LINE DIAGRAM.
17. ALL ELECTRICAL WORK INDICATED TO REMAIN SHALL BE SUITABLY PROTECTED TO PREVENT ANY DAMAGE.
18. WHERE ELECTRICAL SYSTEMS PASS THROUGH RENOVATED AREAS TO SERVE OTHER PORTIONS OF THE PREMISES, SYSTEMS SHALL BE SUITABLY PROTECTED TO PREVENT DAMAGE OR RELOCATED AND THE SYSTEMS RESTORED TO NORMAL OPERATION. ANY OUTAGES IN SYSTEMS SHALL BE COORDINATED WITH OWNER. RESTORE POWER TO EXISTING TO REMAIN EQUIPMENT IF INTERRUPTED BY DEMOLISHED CIRCUITS IN THE AREA.
19. CONTRACTOR SHALL SUBMIT FOR REVIEW, SHOP DRAWINGS FOR ALL EQUIPMENT AND MATERIALS USED ON THE PROJECT. SUBMITTALS SHALL BE REVIEWED BY THE ENGINEER BEFORE PURCHASE OF MATERIALS.
20. ALL WIRING SHALL BE COPPER, 600V, 75°/90° RATED WITH FLAME-RETARDENT, HEAT AND MOISTURE RESISTANT INSULATION.
21. PERMANENTLY LABEL ALL NEW ELECTRICAL EQUIPMENT, INCLUDING BUT NOT LIMITED TO, DEVICE DESIGNATION AND SUPPLY CIRCUIT DESIGNATION. UPDATE OR REPLACE PANEL DIRECTORIES TO INCLUDE NEW CIRCUIT INFORMATION RESULTING FROM THIS PROJECT.
22. PROVIDE TEMPORARY POWER AND LIGHTING FOR ALL TRADES AS REQUIRED TO COMPLETE THE PROJECT. ALL TEMPORARY AND INTERIM EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH ALL APPLICABLE CODES AND STANDARDS INCLUDING, BUT NOT LIMITED TO NFPA 110 AND NFPA 70.
23. REFER TO SPECIFICATIONS FOR ADDITIONAL INFORMATION THAT IS NOT SHOWN ON THE DRAWINGS.
24. OPENINGS IN EXISTING CONCRETE WALLS AND FLOORS REQUIRED FOR CONDUIT INSTALLATION SHALL BE CORE DRILLED. MAXIMUM CORE DRILL SIZE SHALL BE 5" IN DIAMETER. CORE DRILL LOCATIONS SHALL BE SPACED A MINIMUM OF 6" FROM EACH OTHER MEASURED FROM THE OUTSIDE EDGE OF THE CORE DRILL. ALL CORE DRILL OPENINGS SHALL BE PROPERLY SEALED ACCORDING TO THEIR LOCATION AND APPLICATION.
25. ALL OUTAGES SHALL BE KEPT TO A MINIMUM. ALL WORK THAT REQUIRES A SUSTAINED EQUIPMENT OUTAGE SHALL BE PERFORMED CONTINUOUSLY AROUND THE CLOCK UNTIL WORK IS COMPLETED UNLESS NOTED OTHERWISE. COORDINATE OUTAGES WITH OWNER REPRESENTATIVE.
26. PROVIDE FOR EACH BRANCH CIRCUIT AND FEEDER CIRCUIT A DEDICATED EQUIPMENT GROUND WIRE. FOR SINGLE PHASE BRANCH CIRCUITS OF 120 V/1PH OR 277V/1 PH, PROVIDE DEDICATED HOT, DEDICATED NEUTRAL AND DEDICATED EQUIPMENT GROUND WIRES. SHARING OF NEUTRAL OR EQUIPMENT GROUND WIRES IS NOT PERMITTED. WIRING TO ALL HVAC EQUIPMENT OR OTHER TRADE EQUIPMENT SHALL BE IN CONDUIT. ALL EQUIPMENT AND FEEDER WIRING IN MECHANICAL ROOM/ELECTRICAL ROOM SHALL BE IN RIGID CONDUIT. USE OF MC CABLE IS LIMITED TO BRANCH CIRCUIT WIRING ABOVE RECESSED CEILING OR CONCEALED IN WALL.
27. PROVIDE IDENTIFICATION LABELS FOR ALL BRANCH CIRCUITS AND FEEDERS CIRCUITS AT JUNCTION BOXES, PANELBOARDS, TROUGHS, AND SPLICE BOXES.
28. PROVIDE UNSPLICED FEEDERS FROM PANELBOARD OR SWITCHBOARD TO ALL EQUIPMENT, INCLUDING ALL 20 AMPERE, SINGLE POLE BRANCH CIRCUIT WIRING.
29. ALL WIRING DEVICES ARE TO BE RECESSED WHERE POSSIBLE. WHERE RECESSING IS NOT POSSIBLE, WIRING DEVICES ARE TO BE SURFACE MOUNTED WITH CIRCUIT WIRING ROUTED IN SURFACE MOUNTED CONDUIT PER SPECIFICATIONS.
30. ELECTRICAL CONTRACTOR SHALL PROVIDE AND INSTALL (2) #14-3/4" FROM EACH VENDOR SUPPLIED DUCT SMOKE DETECTOR TO FACP. INSTALLATION OF DETECTOR BY MECHANICAL CONTRACTOR. ELECTRICAL CONTRACTOR SHALL PROVIDE ALL NECESSARY ELECTRICAL TERMINATIONS. EACH BLOWER COIL (BC) AND EACH ENERGY RECOVERY VENTILATOR (ERV) WILL HAVE (1) SUPPLY DUCT SMOKE DETECTOR AND (1) RETURN DUCT SMOKE DETECTOR.
31. VFD CABLE SHALL BE OKONITE C-L-X TYPE MC-HL (XHHW2) OR APPROVED EQUAL. 3/C VFD CABLE SHALL BE RATED FOR 600 /1000 V MARINE CABLE AND UL LISTED AS TYPE MC-HL CABLE PER UL2225(E38916). VFD CABLES SHALL HAVE UNCOATED SOFT COPPER STRANDED CONDUCTORS RATED FOR 90 DEG CENTIGRADE WET OR DRY , CROSS LINK POLYETHELENE HIGH DIELECTRIC STRENGTH COLOR CODED INSULATION. AND THREE BARE SOFT STRANDED GROUND CONDUCTORS WITH NON-HYGROSCOPIC FILLER AND BINDER TAPE. SHEATH SHALL BE CLOSE FITTING, IMPERVIOUS, CONTINOUS WELDED CORRUGATED ALUMINUM C-L-X PER UL1569. SHEATH SHALL BE PROTECTED WITH LOW TEMPERATURE BLACK PVC JACKET. CONTRACTOR SHALL PROVIDE PROPER FITTINGS FOR INSTALLATION OF VFD CABLE.
32. ALL CONDUIT PENETRATIONS THROUGH WALLS OR CEILINGS TO BE PATCHED AND SEALED WITH FIRE RATED FOAM SEALANT.
33. PROVIDE INSULATING BUSHINGS ON CONDUIT THREADS OR CONNECTORS WHERE RACEWAYS WITH CONDUITS OR MC CABLES ENTER A BOX OR ENCLOSURE. THIS BUSHING SHALL BE INSTALLED ON ALL CABLES AND CONDUITS.
34. (N) DENOTES NEW EQUIPMENT OR WIRING.
    (E) DENOTES EXISTING EQUIPMENT OR WIRING TO REMAIN.
    (D) DENOTES EQUIPMENT OR WIRING TO BE DEMOLISHED.

GRAPHIC CONVENTIONS

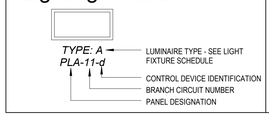
Wiring Devices



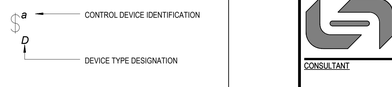
Disconnects



Lighting Fixtures



Lighting Switches



ELECTRICAL ABBREVIATIONS

(D) - DENOTES EQUIPMENT OR WIRING TO BE DEMOLISHED
(E) - DENOTES EXISTING EQUIPMENT OR WIRING TO REMAIN
(N) - DENOTES NEW EQUIPMENT OR WIRING

A - AMPS
AF - AMPERE FRAME
AFF - ABOVE FINISHED FLOOR
AFG - ABOVE FINISHED GRADE
AHU - AIR HANDLER UNIT
AT - AMPERE TRIP
ATS - AUTOMATIC TRANSFER SWITCH
AWG - AMERICAN WIRE GAUGE
BLDG - BUILDING
C - CONDUIT
CB - CIRCUIT BREAKER
CU - CONDENSING UNIT
DIST - DISTRIBUTION
EF - EXHAUST FAN
ENCL - ENCLOSURE
FA - FIRE ALARM
FLR - FLOOR
G - GROUND
GE - GENERAL ELECTRIC
KA - KILO AMPERE
KV - KILO VOLT
KVA - KILO VOLT AMPERE
LG - LG CORPORATION
LI - LONG TIME + INSTANTANEOUS
LSI - LONG TIME + SHORT TIME + INSTANTANEOUS
MAINT - MAINTENANCE
MCB - MAIN CIRCUIT BREAKER
MCC - MOTOR CONTROL CENTER
MDP - MAIN DISTRIBUTION PANEL
MLO - MAIN LUGS ONLY
MTS - MANUAL TRANSFER SWITCH
MVASC - MEGA VOLT AMPERE SHORT CIRCUIT
OC - ON CENTER
P - POLE
PH - PHASE
PNL - PANELBOARD
QO - QWIK OPEN PROTECTION
RD - ROOF DRAIN
RM - ROOM
SECT - SECTION
SF - SQUARE FOOT
SPD - SURGE PROTECTIVE DEVICE
SW - SWITCH
SWBD - SWITCHBOARD
UG - UNDERGROUND
V - VOLTS
W - WATTS OR WIRE
XFMR - TRANSFORMER
Z - IMPEDANCE

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL COVER SHEET

SUBMISSION

SUBMISSION DATE

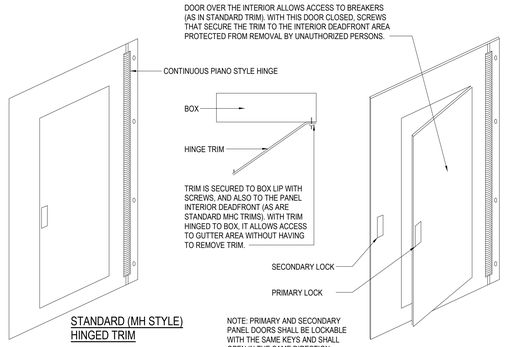
DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.

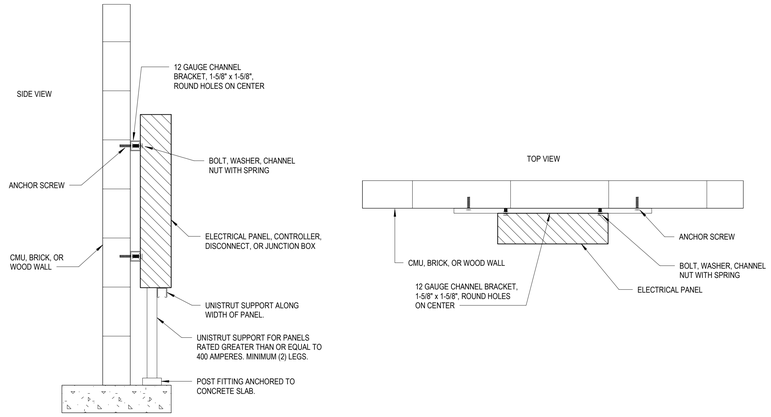
E-000

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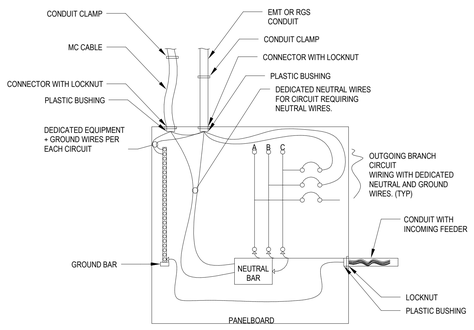
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1 E-500 CUSTOM FULLY HINGED DOOR AND TRIM DETAIL
NTS

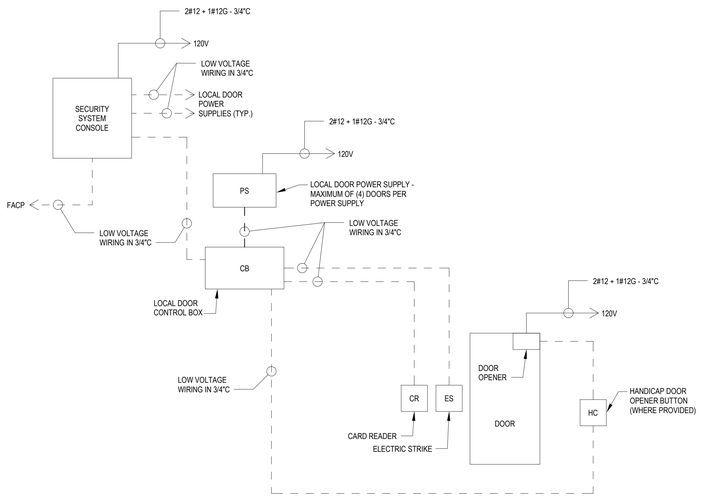


2 E-500 TYPICAL ELECTRICAL PANEL MOUNT DETAIL
NTS

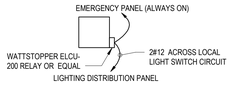


NOTES:
1. PROVIDE GROUND BAR WITH ADEQUATE TERMINALS FOR EQUIPMENT GROUND WIRES
2. DOUBLE LUGGING OF NEUTRAL OR EQUIPMENT GROUND WIRES IS NOT PERMITTED
3. NUMBER OF NEUTRAL AND EQUIPMENT GROUND WIRES VARY BY PANEL AND BRANCH CIRCUIT

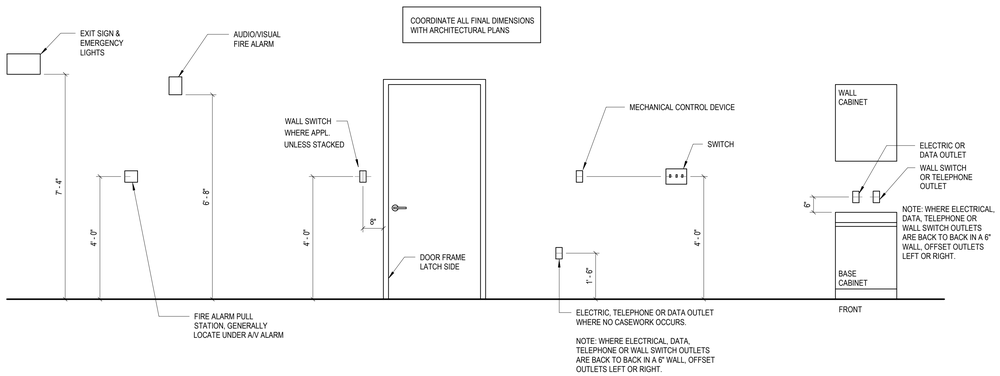
3 E-500 EQUIPMENT GROUND AND NEUTRAL WIRING IN PANELBOARD (TYP.)
NTS



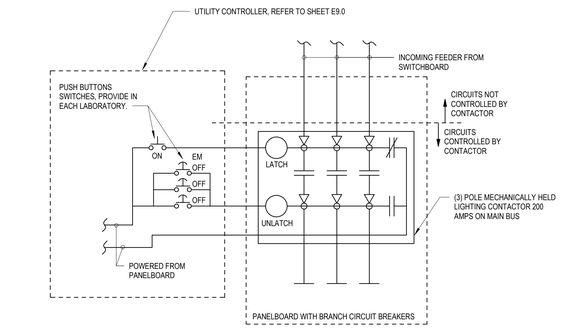
4 E-500 TYPICAL DOOR WIRING DIAGRAM
NTS



7 E-500 EMERGENCY LIGHTING RELAY DETAIL
NTS

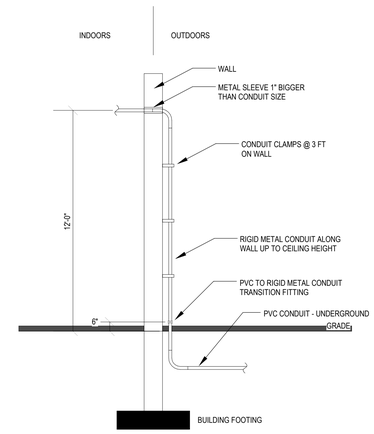


8 E-500 ELECTRICAL MOUNTING HEIGHTS
NTS



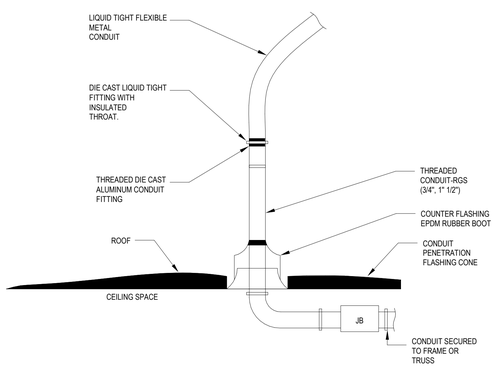
NOTE: TYPICAL FOR ALL SCIENCE LAB CLASSROOMS

9 E-500 EMERGENCY SHUT-OFF CONTROL WIRING DIAGRAM
NTS



NOTE: DETAIL FOR OUTDOOR FEEDERS AND BRANCH CIRCUITS EXCEPT SERVICE FEEDERS

6 E-500 TYPICAL OUTDOOR CONDUIT INSTALLATION DETAIL
12" = 1'-0"



10 E-500 CONDUIT ROOF PENETRATION
NTS

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ARCHITECT / ENGINEER SEAL

NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

PROJECT

REVISIONS

Mark	Date	Description

SHEET TITLE

ELECTRICAL DETAILS

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

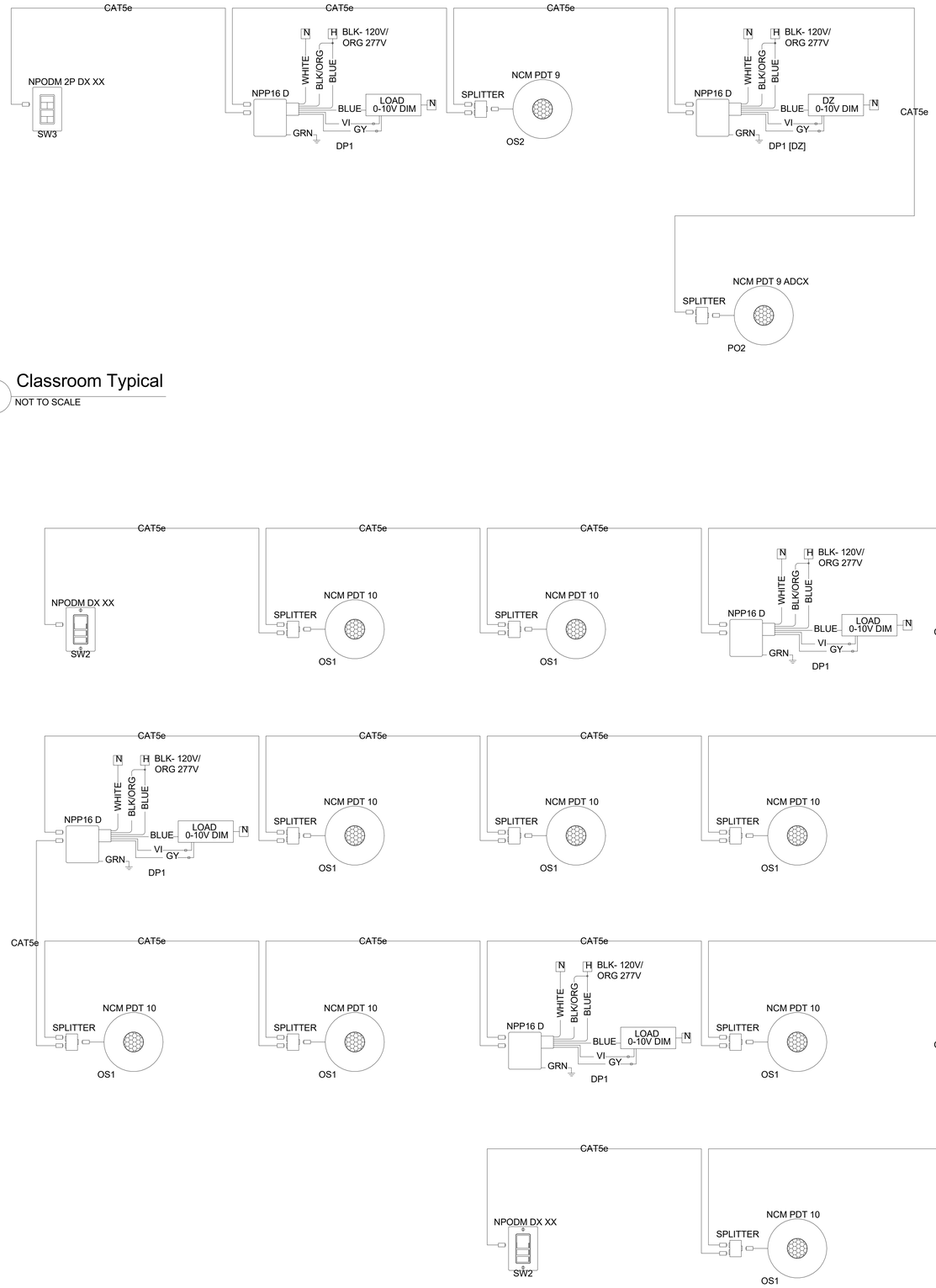
SHEET NO.

E-500

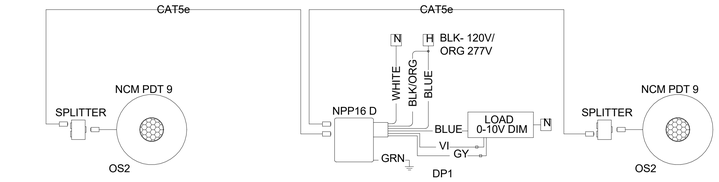
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1 Classroom Typical
NOT TO SCALE



2 Bathroom Typical
NOT TO SCALE

3 Corridor - Typical
NOT TO SCALE

1 LIGTHING CONTROLS RISER DIAGRAMS
E-502
NTS

William S. Rogers High School
Newport, RI

Drawing Type: Control Layout
Prepared For: Architectural Lighting Design

Date: 05/16/2018
Scale: NOT TO SCALE
Drawn By: RM
Project #:
DWG Ref: unknown
Sheet: LC1

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NEW HIGH SCHOOL
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NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
ELECTRICAL DETAILS

SUBMISSION
SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.
E-502

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Design and Assumption Notes

1. THIS DESIGN IS BASED ON E-SHEETS EXXX.DATED XX/XX/XXXX.
2. THE LIGHTING CONTROL DESIGN IS SUBJECT TO CHANGE BASED ON ADDITIONAL PROJECT SPECIFIC INFORMATION.
3. COMPLETE SET OF ELECTRICAL DOCUMENTS (DRAWINGS AND SPECIFICATIONS) NOT PROVIDED AT TIME OF LAYOUT/QUOTE REQUEST. VERIFY THIS LAYOUT/QUOTE MEETS PROJECT'S SPECIFIC REQUIREMENTS SUCH AS, BUT NOT LIMITED TO, STARTUP DAYS, SPARE PARTS, WARRANTY PERIOD, GRAPHIC PAGES, ETC. PRIOR TO PLACING BID WITH CONTRACTOR.
4. QUANTITY AND TYPE OF POWERPACKS ARE SUBJECT TO CHANGE DEPENDING ON CIRCUITRY OR DIMMING TYPE.
5. PLEASE VERIFY THAT THE SEQUENCE OF OPERATIONS HAS BEEN MET IN ALL SPACES PRIOR TO AN ORDER BEING PLACED.
6. ALL CONTROLS BASED ON TYPICAL PROVIDED ON DRAWING E____.
7. ISOLATED RELAYS (-R) HAS BEEN PROVIDED TO CONNECT SENSORS TO THE LIGHTING CONTROL PANEL.
8. ISOLATED RELAYS (-R) HAS BEEN PROVIDED AS A DRY CONTACT FOR COMMUNICATION WITH THE HVAC SYSTEM.
9. ALL SENSORS ARE ASSUMED TO BE DOWNSTREAM OF THE LIGHTING CONTROL PANEL.
10. ALL SENSORS ARE ASSUMED TO BE STANDALONE FROM THE LIGHTING CONTROL SYSTEM.
11. A NIO 1S HAS BEEN PROVIDED FOR COMMUNICATION WITH HVAC, FIRE ALARM, AND SECURITY SYSTEMS.
12. VERIFY NSHADE COMPATIBILITY WITH SHADE CONTROLLER MANUFACTURER. NSHADE DEVICES CAN ONLY COMMUNICATE TO SHADE MOTORS THROUGH MOMENTARY CONTACTS.
13. THIS DESIGN HAS BEEN REVIEWED AND RECOGNIZED BY THE FACTORY AS BEING AN OPERATIONAL SYSTEM. INTENDED FUNCTIONALITY NEEDS TO BE CLAIRIFIED BY THE ENGINEER ON RECORD BEFORE AN ORDER IS MADE.
14. WIRELESS DEVICES WERE NOT USED IN DESIGN.
15. A WIRELESS BACKBONE HAS BEEN PROVIDED. INDIVIDUAL DEVICES WILL NOT BE WIRELESS.
16. CONFIRM BALLAST/DRIVER TYPES MATCH CONTROLS SELECTED PRIOR TO AN ORDER BEING PLACED.
17. THIS QUOTE IS BASED ON A CROSS FROM A ____ SYSTEM. PLEASE VERIFY THAT THE INTENDED SEQUENCE OF OPERATIONS HAS BEEN MET PRIOR TO AN ORDER BEING PLACED.
18. ALL DIMMING IS ASSUMED TO BE 0-10V(10%) UTILIZING nPP16 D POWERPACKS. VERIFY POWERPACK COMPATIBILITY WITH FINAL/APPROVED LIGHTING FIXTURE PACKAGE PRIOR TO PLACING LIGHTING CONTROL ORDER.
19. EMERGENCY BY-PASS DEVICES PROVIDED. ALL EMERGENCY TRANSFER DEVICES ARE TO BE PROVIDED BY OTHERS.
20. ALL EMERGENCY FIXTURES ARE ASSUMED TO BE BATTERY BACK-UP.
21. FIXTURE TYPE(S) ___ IS/ARE ASSUMED TO BE NLIGHT ENABLED.
22. FIXTURE TYPE(S) ___ IS/ARE ASSUMED TO BE BATTERY BACKUP.
23. THIS QUOTE IS PROVIDING A STANDALONE NLIGHT SYSTEM. IF A NETWORKED SYSTEM IS REQUIRED, PLEASE REQUEST A REVISED QUOTE.
24. THIS QUOTE IS PROVIDING A NETWORKED NLIGHT SYSTEM. IF A STANDALONE SYSTEM IS REQUIRED, PLEASE REQUEST A REVISED QUOTE.
25. ASSUMED CIRCUITS ARE 120V/277V. IF 347V IS REQUIRED, PLEASE REQUEST A REVISED QUOTE.
26. ARP RELAY PANEL(S) MUST BE POWERED BY A 120V/277V CIRCUIT.
27. AN NPOD GFX HAS BEEN PROVIDED IN LIEU OF A _-BUTTON SWITCH. nLIGHT DOES NOT MANUFACTURE A (type of switch).
28. AN NCOMKIT HAS BEEN PROVIDED FOR ON-SITE COMMISSIONING.
29. GLOBAL CHANNELS ARE REQUIRED TO MEET THE INTENDED SEQUENCE OF OPERATIONS.
30. THIS QUOTE IS BASED ON A QUANTITY OF (#) XPOINT WIRELESS ENABLED FIXTURES.
31. THIS DESIGN ASSUMES ALL FIXTURES WILL BE ORDERED AS XPOINT WIRELESS ENABLED FIXTURES WITH THE RELAY ONLY. XPOINT WIRELESS ENABLED FIXTURES ARE NOT INCLUDED ON THIS QUOTE.
32. THIS DESIGN ASSUMES ALL FIXTURES WILL BE ORDERED AS XPOINT WIRELESS ENABLED FIXTURES WITH THE RELAY, OCCUPANCY SENSOR, AND DAYLIGHT SENSOR COMBO. XPOINT WIRELESS ENABLED FIXTURES ARE NOT INCLUDED ON THIS QUOTE.
33. A SEPARATE DAYLIGHT SENSOR IS PROVIDED TO BE INSTALLED IN THE SKY WELL TO ACT AS AN OPEN LOOP DAYLIGHT SENSOR.
34. ADDITIONAL XPOINT WIRELESS DEVICES ARE PROVIDED TO ACT AS REPEATERS IN AREAS WHERE DISTANCES BETWEEN DEVICES EXCEED THE MAXIMUM DISTANCE.
35. IT IS THE RESPONSIBILITY OF THE PROJECT'S PROFESSIONAL ENGINEER (ENGINEER OF RECORD) TO REVIEW AND CORRECT THE CONTROL DRAWINGS FOR COMPLIANCE WITH ALL STATE AND LOCAL CODE REGULATIONS.

General System Notes

ON DIGITAL SYSTEMS, ALL DEVICES TO BE CONNECTED IN A DAISY CHAIN PATTERN SO THAT THE FIRST AND LAST DEVICE IN THE CHAIN HAS AN OPEN PORT.

ON DIGITAL SYSTEMS, CONTRACTOR SHALL NOTE AND LABEL ADDRESS AND LOCATION OF EACH DEVICE ON THE SYSTEM ONE-LINE DIAGRAMS OR SYSTEM LAYOUT DRAWINGS AT TIME OF INSTALLATION.

ONE-LINE DIAGRAMS INDICATE THE REQUIRED GROUPING OF WIRES, NOT THE NUMBER OR SIZE OF CONDUITS.

WIRING SHALL CONFORM TO THE NATIONAL ELECTRICAL CODE (NEC) AND APPLICABLE LOCAL CODES, INCLUDING PROVISION OF EQUIPMENT GROUNDING AS REQUIRED BY THE NEC.

POWER CONDUCTORS SHALL BE SIZED PER THE NEC AMPACITY TABLES (ARTICLE 310), INCLUDING ADJUSTMENT FACTOR AND NEUTRAL CONDUCTOR REQUIREMENTS (FEED AND BRANCH NEUTRAL CONDUCTORS MUST BE COUNTED AS CURRENT CARRYING CONDUCTORS). RUN SEPARATE NEUTRAL CONDUCTORS FOR EACH DIMMED LOAD CIRCUIT.

FOR 0-10VDC DIMMING SYSTEMS, VIOLET AND GRAY CONDUCTORS ARE FOR 0-10VDC LOW VOLTAGE TERMINATIONS ONLY. NEVER TERMINATE LINE VOLTAGE (120/230/277VAC) TO VIOLET AND GRAY.

CONTRACTOR IS RESPONSIBLE FOR ALL CONTROL TERMINATIONS. NO SPLICES ARE PERMITTED IN CONTROL WIRING.

POWER AND CONTROL CONDUCTORS MUST NOT SHARE THE SAME RACEWAY OR CONDUIT.

LIGHTING CONTROL EQUIPMENT MUST BE INSTALLED, MAINTAINED, AND OPERATED IN AN "OFFICE CLEAN" DRY ENVIRONMENT, INDOOR DRY LOCATIONS ONLY, 10% - 90% RELATIVE HUMIDITY; AMBIENT TEMPERATURE 0ft- 40ft© (32ft- 104ft²) - 0ft- 35ft© (32ft- 95ft²) RECOMMENDED.

SENSORS IN ELECTRICAL/MECHANICAL LOCATIONS NEED TO BE VERIFIED WITH AUTHORITY HAVING JURISDICTION. REFER TO NEC 110.26.D.

RELAY AND DIMMER PANEL SCHEDULES SHOULD CONTAIN BREAKER PANEL INPUTS AS WELL AS ZONES/AREAS CONTROLLED.

VERIFY MAXIMUM CABLE LENGTHS BASED ON CONTROL SYSTEM. MANUFACTURER IS NOT RESPONSIBLE FOR SYSTEMS EXCEEDING CABLING PARAMETERS.

LOW VOLTAGE CABLE MUST BE INSTALLED AT LEAST 12 INCHES FROM ALL LINE VOLTAGE CONDUCTORS EXCEPT TO CROSS OR MAKE TERMINATIONS. CAT. 5 CABLE MUST BE KEPT AWAY FROM ALL EMF DEVICES SUCH AS BALLASTS OR TRANSFORMERS.

nLight System Notes

EVERY NLIGHT ENABLED DEVICE (INCLUDING NLIGHT EANABLED FIXTURES) IS FURNISHED WITH (1) PERMANENTLY ADHERED ID TAG AND (1) MATCHING, PARTIALLY ADHERED ID TAG TO BE PLACED ON THE RISER DIAGRAM SHEET, OR THE LIGHTING CONTROL LAYOUT SHEET, PROVIDED AS PART OF AN NLIGHT SUBMITTAL. THIS SHALL BE DONE DURING INSTALLATION AND PRIOR TO FACTORY STARTUP. FAILURE TO COMPLY MAY RESULT IN STARTUP DELAYS AND ADDITIONAL COSTS AT THE CONTRACTOR'S EXPENSE. DO NOT PLACE DEVICE ID STICKERS ON FLOOR PLAN UNLESS REQUIRED TO EXECUTE NFLOORPLAN SERVICES, REFERENCE NFLOORPLAN SERVICE NOTES ON THIS SHEET FOR SPECIFIC REQUIREMENTS.

ONE RELAY PACK OR NLIGHT ENABLED FIXTURE IS NEEDED PER CIRCUIT/ZONE TO BE CONTROLLED AND CAN RESIDE WITHIN SENSORS, WALLPODS, OR RELAY PACKS. POWER PACK PLACEMENT ON DRAWINGS IS FOR COUNTING ONLY; FINAL PLACEMENT IS UP TO DISCRETION OF CONTRACTOR/ENGINEER. PLEASE RECHECK COUNTS TO VERIFY THE NUMBER OF RELAYS NEEDED TO SWITCH ALL DESIRED LOADS.

BRIDGES, RELAYS, POWER PACKS, WALLPODS, AND SENSORS ON DRAWINGS WERE PLACED WITH INFORMATION PROVIDED AT TIME OF DESIGN. ADDITIONAL BRIDGES AND/OR SENSORS MAY BE REQUIRED DEPENDING ON BUILDING CHANGES, FINAL PARTITION HEIGHT/PLACEMENT, FURNITURE PLACEMENT, EQUIPMENT HEIGHT/PLACEMENT AND SHELVING HEIGHT/PLACEMENT.

THE LAYOUT OF THE NETWORK BACKBONE (BRIDGES AND GATEWAYS) HAS BEEN PLACED IN A SEPARATE TREE DIAGRAM AND NOT ON THE ACTUAL LAYOUT. FINAL PLACEMENT OF THE BRIDGE(S) AND GATEWAY(S) DEVICES SHALL BE AT THE CONTRACTOR/ENGINEER DISCRETION.

ALL DEVICES HAVE RJ-45 FEMALE PORTS. MAKING NETWORK CONTROL CABLES IS REQUIRED, T568B TERMINATIONS ARE RECOMMENDED. IT IS IMPERATIVE THAT ALL NETWORK CONTROL CABLES BE TESTED WITH A LAN CABLE TESTER TO VERIFY PROPER TERMINATIONS.

DAISY-CHAINED DEVICES SHOULD BE POWERED UP AND WORKING ON DEFAULT PROGRAMMING PRIOR TO CONNECTION TO BRIDGE OR GATEWAYS.

LOW VOLTAGE NETWORK CONTROL CABLE (CAT5/5E/6) RUNS FOR LOCAL ZONES, HOMERUNS AND BACKBONE SHOULD BE WHITE WITH CABLES LABELED.

CONTRACTOR TO VERIFY BLINK/DIAGNOSTIC CODES (VISIT HTTP://NLIGHTCONTROLS.COM/WP-CONTENT/UPLOADS/NLIGHT_POCKET_GUIDE.PDF) WHEN CONNECTING GATEWAYS/BRIDGES TO ZONES.

MAXIMUM CABLE LENGTH FROM START DEVICE TO END DEVICE IS 1500' INCLUDING HOMERUN TO BRIDGE DEVICE, IF PRESENT. MANUFACTURER IS NOT RESPONSIBLE FOR SYSTEMS EXCEEDING CABLING PARAMETERS.

SSl Notes

ONE POWER PACK IS NEEDED PER CIRCUIT/ZONE TO BE CONTROLLED BY A MAXIMUM OF 14 LOW VOLTAGE SENSORS. POWER PACK PLACEMENT ON DRAWINGS IS FOR COUNTING ONLY. FINAL PLACEMENT OF POWER PACK IS UP TO CONTRACTOR/ENGINEER. PLEASE RECHECK COUNTS TO VERIFY THE NUMBER OF POWER PACKS NEEDED TO MAKE A COMPLETE SYSTEM. THE MAXIMUM NUMBER OF POWER PACKS THAT CAN BE CONTROLLED BY A GROUP OF SENSORS IS 5. IF YOU HAVE MORE THEN 5 CIRCUITS CONTROLLING A SPACE YOU WILL EITHER HAVE TO BREAK UP THE SPACE INTO ZONES OR USE ONE POWER PACK PER LIGHTING CONTACTOR TO PULL IN THE CIRCUITS.

SENSOR PLACEMENT AND TYPES WERE PLACED WITH CURRENT PROJECT INFORMATION. ADDITIONAL SENSORS AND TYPES OF SENSORS MAY BE REQUIRED TO PROVIDE COMPLETE COVERAGE DEPENDING ON DRAWING CHANGES, EMS/BMS, FINAL PARTITION HEIGHT/PLACEMENT, FURNITURE PLACEMENT, EQUIPMENT HEIGHT/PLACEMENT AND SHELVING HEIGHT/PLACEMENT.

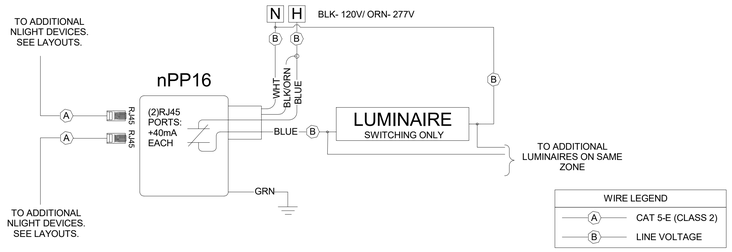
FOR MAXIMUM DISTANCE USING CEILING MOUNTED 360ø SENSORS ROTATE THE SENSOR CLOCKWISE SO THAT THE SCREW AXIS IS POSITIONED 7.5ø OFF THE ENTRANCE AXIS. WHEN WALKING ACROSS A SENSOR'S BEAM, DETECTION WILL OCCUR AT APPROXIMATELY LONGEST DISTANCE. (REFER TO SPECIFICATION SHEET FOR PICTORIAL OF ALIGNMENT)

SENSOR MASKING KITS MAY BE REQUIRED TO LIMIT COVERAGE DEPENDING ON YOUR REQUIREMENTS.

MAXIMUM CABLE LENGTH FROM START DEVICE TO END DEVICE IS 1800'. MANUFACTURER IS NOT RESPONSIBLE FOR SYSTEMS EXCEEDING CABLING PARAMETERS.

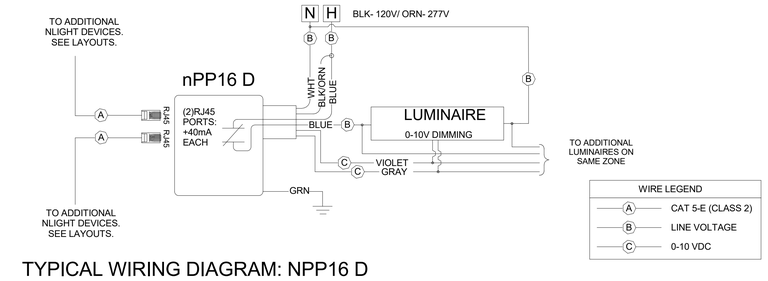
LIGHTING CONTROL DESCRIPTION:

- THE CIRCULATION, CORRIDORS AND STAIRWAYS. WILL BE ALWAYS ON, BUT MOTION SENSORED. WHEN UNOCCUPIED, THEY WILL REDUCE TO 25% LIGHT OUTPUT AND HAVE A TIME CLOCK OVER RIDE TO CONTROL OPERATING TIMES.
  - FIRST FLOOR: THE OCC SENSOR FOR THE N/S ENTRIES WILL TRIGGER THE ENTIRE FIRST FLOOR CORRIDOR. THE OCC SENSOR ON THE EAST AND WEST CORRIDORS TRIGGER ONLY THE RESPECTIVE CORRIDORS. THE DAVINCI ROOM HAS SEPARATE CONTROLS.
  - SECOND FLOOR: THE OCC SENSOR FOR THE EAST & N/S CORRIDOR WILL TRIGGER THOSE CORRIDORS. THE OCC SENSOR ON THE WEST CORRIDORS TRIGGER ONLY THE WEST CORRIDORS. THE DAVINCI ROOM HAS SEPARATE CONTROLS.
- DAVINCI ROOM HAS SEPARATE CONTROL FROM THE CORRIDOR. THERE IS AN OCC SENSOR ON THE 1ST FLOOR TO CONTROL THE LIGHTS IN THE AREA ON THE 1ST FLOOR AND THE LIGHTS IN THE 2 STORY SPACE OVER THE ROOM. THE PHOTOCELL IS MOUNTED ON THE SECOND FLOOR TO CONTROL THE LIGHTS IN THE 2 STORY SPACE. THERE IS ALSO A WALL MOUNTED SWITCH WITH DIMMING CAPABILITY THAT CONTROLS ALL THE LIGHTS ON BOTH FLOORS
- MECHANICAL/ ELECTRICAL ROOMS WILL BE OCC SENSOR CONTROLLED.
- ROOMS WITH WINDOWS WILL BE PHOTOCELL AND OCC SENSOR CONTROLLED WITH DIMMING CAPABILITIES.
- RESTROOMS WILL BE OCC SENSORED.
- SUPPORT SPACES WILL BE WALL MOUNTED OCC SENSORS.
- ENRICHMENT ROOMS WILL BE WALL MOUNTED OCC SENSORS WITH DIMMING.
- MAIN OFFICES WILL BE WALL MOUNTED OCC SENSORS WITH DIMMING.
- STORAGE AND SMALL OFFICES WILL BE WALL MOUNTED OCC SENSORS.



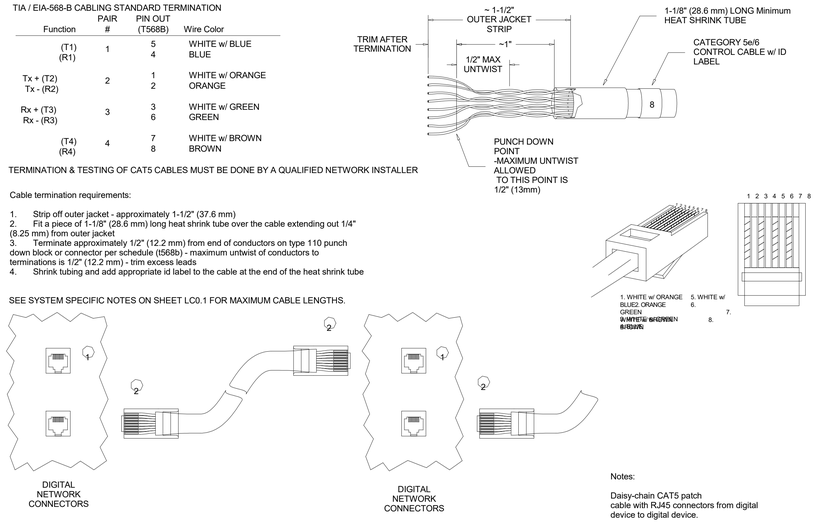
TYPICAL WIRING DIAGRAM: NPP16

N.T.S.



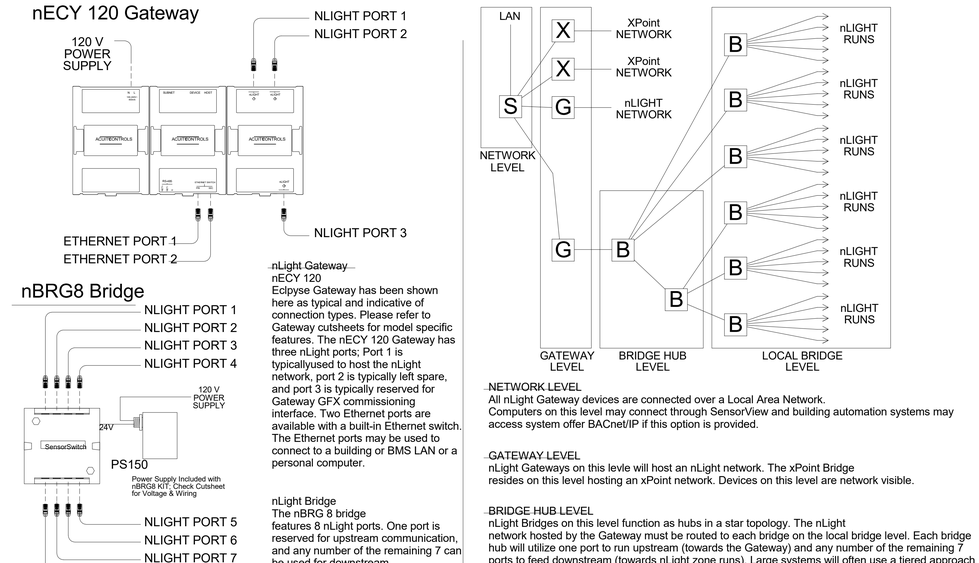
TYPICAL WIRING DIAGRAM: NPP16 D

N.T.S.



CAT5E/6 CABLE TERMINATION

N.T.S.



NLIGHT NETWORK RISER

N.T.S.

1 E-503 LIGTHING CONTROLS WIRING DIAGRAMS
NTS

William S. Rogers High School
Newport, RI

Drawing Type: Control Layout
Prepared For: Architectural Lighting Design

Date:	05/10/2018
Scale:	NOT TO SCALE
Drawn By:	RM
Project #:	
DWG Ref:	unknown
Sheet:	LC1

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NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
ELECTRICAL DETAILS

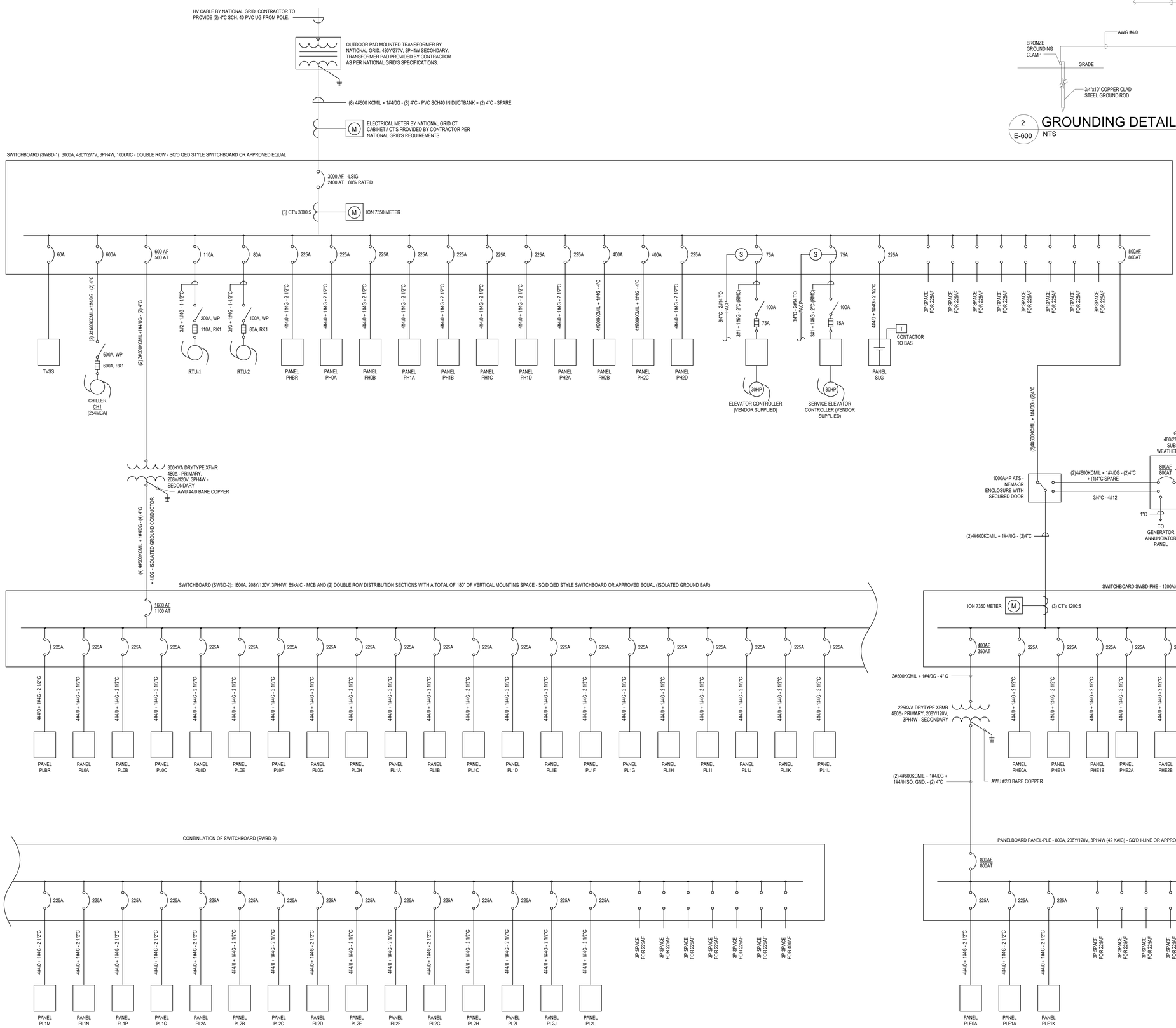
SUBMISSION
SUBMISSION DATE

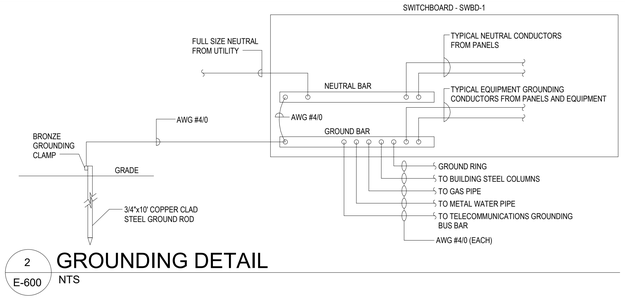
DRAWN	CHK'D	PROJECT NO.
JD	PP	18038

SHEET NO.
E-503

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12/7/2020 2:23:46 PM





2 E-600 GROUNDING DETAIL
NTS

1 E-600 ELECTRICAL SINGLE LINE DIAGRAM
12" = 1'-0"

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NEW HIGH SCHOOL
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REVISIONS

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SHEET TITLE

ELECTRICAL SINGLE LINE DIAGRAM

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SUBMISSION DATE

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JD	PP	18038

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E-600

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ZONE IDF-LLA

1 T100C TELECOMMUNICATIONS LOWER LEVEL PLAN - AREA C

1/8" = 1'-0"

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12/12/2023 2:23:48 PM

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REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS LOWER LEVEL PLAN - AREA C

SUBMISSION

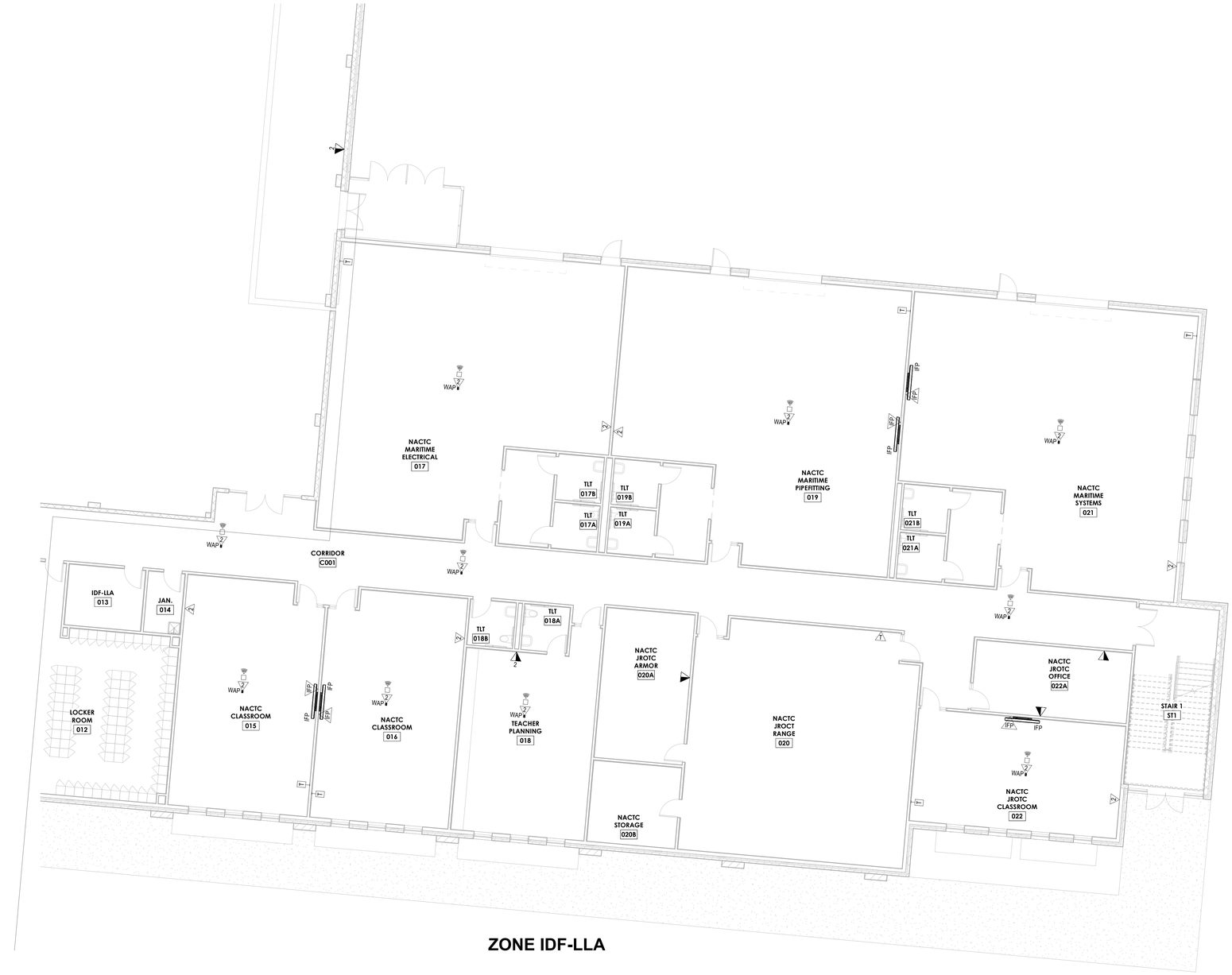
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JD	DTS	18038

SHEET NO.

T100C

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ZONE IDF-LLA

1 / T100D TELECOMMUNICATIONS LOWER LEVEL PLAN - AREA D

1/8" = 1'-0"

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REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS LOWER LEVEL PLAN - AREA D

SUBMISSION

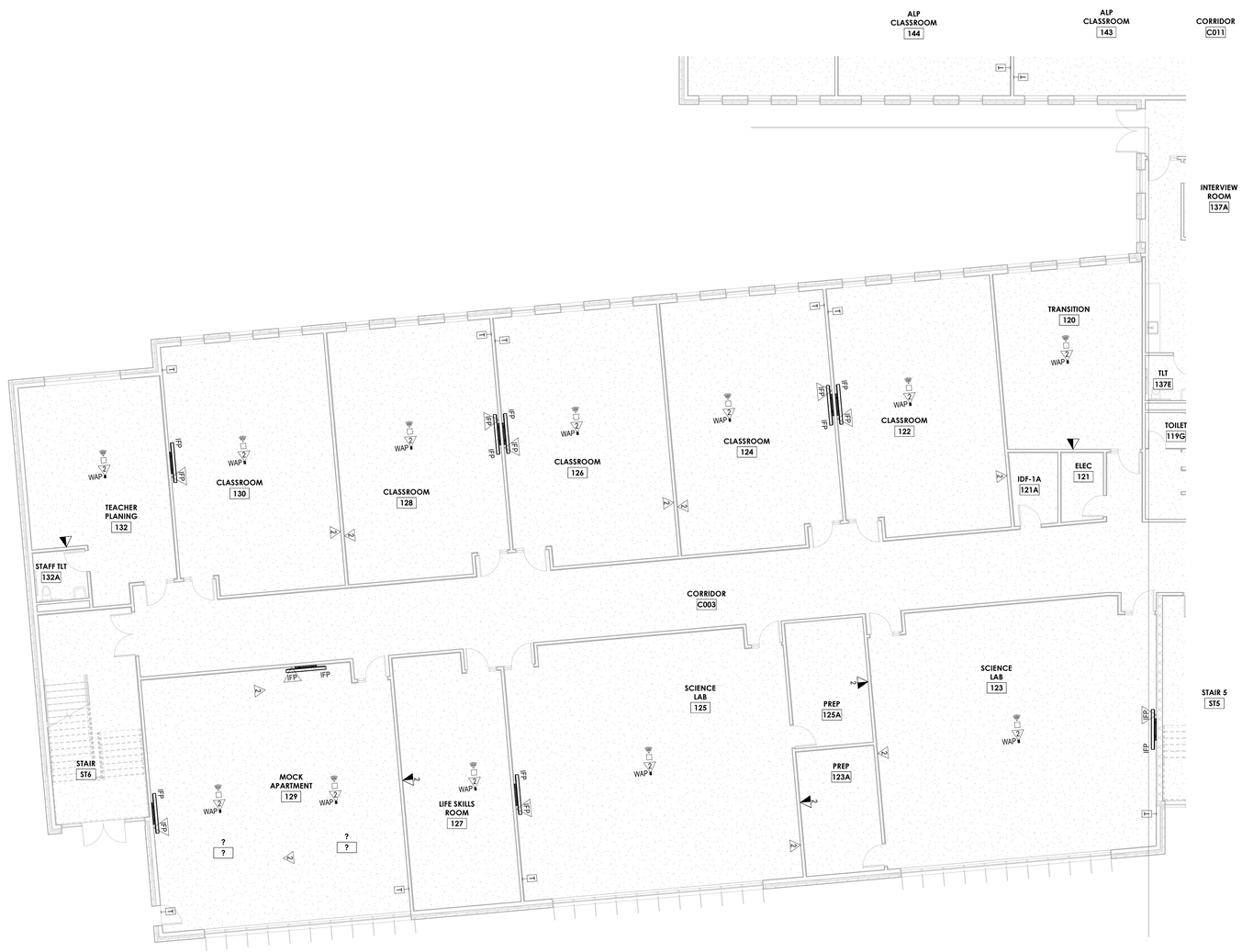
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DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T100D

12/1/2020 2:33:5 PM



1 / T101A TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA A

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISE THEREOF UNDERSTANDS AND AGREES AS IT FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED ("DATA") MAY BE STORED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, NOR WILL IT PERMIT ANY OTHER PERSON OR ENTITY TO DO SO, EXCEPT AS EXPRESSLY AUTHORIZED IN WRITING BY STUDIOJAED. - THE RECEIVER SHALL MAKE NO CLAIM WHATSOEVER AND WILL HAVE NO CAUSE OF ACTION AGAINST STUDIOJAED CORPORATION WITH RESPECT TO ANY ERRORS OR OMISSIONS IN THE DATA OR PLANS. - THE RECEIVER AGREES TO FULLY INDEMNIFY STUDIOJAED CORPORATION FOR ANY AND ALL LOSS, DAMAGE, EXPENSE AND LIABILITY RESULTING FROM ANY BREACH BY THE RECEIVER OF ANY PROVISION OF THIS AGREEMENT. IN THE EVENT OF ANY AMBIGUITY IN THE WORDING OF THIS AGREEMENT, THE WORDING SHALL BE CONSTRUED AS A WHOLE ACCORDING TO ITS FAIR MEANING AND NOT STRICTLY FOR OR AGAINST THE RECEIVER. - THE RECEIVER AGREES TO RETURN OR DESTROY ALL COPIES OF THE DATA OR PLANS IN ITS POSSESSION UPON THE COMPLETION OF THE USE OF IT (THOSE) DATA.

12/1/2020 2:33:5 PM

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL

NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA A

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T101A



1 T101B TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA B

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TOGETHER WITH ANY PRINTOUT THEREOF) IS INTENDED FOR USE ONLY BY THE INTENDED RECIPIENT. STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER, AND NOTHING IN THE RECEIPT OR FURTHER USE OF THE DATA OR PLANS SHALL BE CONSTRUED AS GRANTING THE RECEIVER ANY RIGHT TO REPRODUCE OR USE IT. STUDIOJAED CORPORATION DISCLAIMS ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER AGREES TO ALLOW STUDIOJAED CORPORATION TO REVIEW AND AUDIT ALL DATA MAINTAINED BY THE RECEIVER RELATING TO THE PLANS AND TO ALLOW STUDIOJAED CORPORATION TO VERIFY COMPLIANCE WITH THE TERMS OF THIS AGREEMENT. IN THE EVENT STUDIOJAED CORPORATION DISCOVERS THAT THE RECEIVER HAS MADE UNAUTHORIZED USE OF THE DATA, THE RECEIVER SHALL REIMBURSE STUDIOJAED CORPORATION FOR ITS REASONABLE ATTORNEY'S FEES INCURRED IN CONNECTION WITH ANY ENFORCEMENT ACTION.

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PROJECT

NEWPORT PUBLIC SCHOOLS

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NEW HIGH SCHOOL
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REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA B

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T101B

12/1/2020 2:23:54 PM



1 T101C TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA C
1/8" = 1'-0"

THE RECEIPT OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND THAT IT WILL ASSUME ALL LIABILITY ARISING FROM ITS UNAUTHORIZED USE. - THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY CLAIM OR LIABILITY ARISING FROM ANY CHANGES MADE TO THE DATA BY ANYONE OTHER THAN STUDIOJAED CORPORATION OR PERSONS UNDER THEIR DIRECT SUPERVISION. - STUDIOJAED CORPORATION SHALL NOT BE RESPONSIBLE FOR ANY LOSS OR DAMAGE ARISING FROM THE USE OF, OR ANY RELIANCE UPON, THE DATA BY ANY UNAUTHORIZED RECIPIENT. - IN THE EVENT OF ANY DISCREPANCY BETWEEN THE ELECTRONIC DATA AND THE HARD COPY LISTING OR ILLUSTRATION, THE HARD COPY SHALL GOVERN. - THE RECEIVER SHALL HAVE NO CLAIM IN ANY WAY RELATING TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHATSOEVER WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION AND THAT IT WILL ASSUME ALL LIABILITY ARISING FROM ITS UNAUTHORIZED USE. - THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY CLAIM OR LIABILITY ARISING FROM ANY CHANGES MADE TO THE DATA BY ANYONE OTHER THAN STUDIOJAED CORPORATION OR PERSONS UNDER THEIR DIRECT SUPERVISION. - IN THE EVENT OF ANY DISCREPANCY BETWEEN THE ELECTRONIC DATA AND THE HARD COPY LISTING OR ILLUSTRATION, THE HARD COPY SHALL GOVERN. - THE RECEIVER SHALL HAVE NO CLAIM IN ANY WAY RELATING TO THE ACCURACY OF THE DATA.

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA C

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T101C



1 T101D — TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA D

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDAT) MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLAIN IN ANY MANNER) TO STUDIOJAED CORPORATION FOR WHICH AWARD ALL CLAIMS AWARDED, EARNED & INCURRED BY/WITH/AGAINST STUDIOJAED CORPORATION WITH RESPECT TO DAMAGES ARISING OUT OF ANY RESTRICTION ON THE USE OF, OR ACTIONS TAKEN BY THE RECEIVER IN RELIANCE ON THE DATA. - THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM AND AGAINST ANY AND ALL LOSS, DAMAGE, EXPENSE & LIABILITY RESULTING FROM ANY MODIFICATION OR USE OF ELECTRONIC DATA.

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PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 1ST FLOOR PLAN - AREA D

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T101D

1/21/2020 2:24:40 PM



1 T102A TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA A

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISAY THEREBY ACKNOWLEDGES AND AGREES AS FOLLOWS: - "THE ELECTRONIC DATA TRANSMITTED IS DATA MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISAY THEREBY ACKNOWLEDGES AND AGREES AS FOLLOWS: - "THE ELECTRONIC DATA TRANSMITTED IS DATA MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. - THE RECEIVER HEREBY ACKNOWLEDGES THAT THE PROJECT FOR WHICH THESE PLANS HAVE BEEN PREPARED IS NOT COMPLETED AND THAT THE PLANS ARE SUBJECT TO REVISIONS AND MODIFICATIONS. - THE RECEIVER SHALL NOT CHANGE OR MODIFY ALL OR ANY PART OF THE PLANS WITHOUT THE EXPRESS WRITTEN CONSENT OF STUDIOJAED CORPORATION. - THE RECEIVER SHALL INDEMNIFY AND HOLD STUDIOJAED CORPORATION HARMLESS FROM ANY AND ALL CLAIMS ARISING FROM THE MODIFICATION OR UNAUTHORIZED USE OF THE PLANS BY THE RECEIVER OR ANYONE ELSE WHO OBTAINS THE PLANS FROM OR THROUGH THE RECEIVER. - THE RECEIVER AGREES TO REMOVE ALL REFERENCES TO STUDIOJAED CORPORATION FROM ANY COPY OF THE PLANS BEFORE ANY SUCH COPY IS USED OR DISTRIBUTED BY THE RECEIVER FOR ANY PURPOSE. - THE RECEIVER AGREES THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLANATION IN ANY

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PROJECT

NEWPORT PUBLIC SCHOOLS

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NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA A

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T102A



1 T102B TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA B

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY ISE THEREOF UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED ("DATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANTY OR MAKE ANY REPRESENTATIONS WITH RESPECT TO THE ACCURACY OF THE DATA. THE RECEIVER WILL COMPARE THE DATA WITH AVAILABLE HARD COPIES. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER HAS NOT RELIED ON STUDIOJAED CORPORATION FOR ANY WARRANT IS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA (EXPLAIN IN ANY MANNER WHATSOEVER, RELATED TO THE PROJECT OTHERWISE AUTHORIZED IN WRITING BY STUDIOJAED CORPORATION. THE RECEIVER SHALL INDEMNIFY STUDIOJAED CORPORATION AND ITS AGENTS AND EMPLOYEES FROM ANY AND ALL CLAIMS ARISING FROM THE MODIFICATION, UNAUTHORIZED USE, OR REUSE OF THE DATA BY THE RECEIVER OR PERSONS WHO GAIN ACCESS TO THE DATA FROM OR THROUGH THE RECEIVER.

12/12/2022 2:45:02 PM

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA B

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T102B



1 T102C — TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA C

1/8" = 1'-0"

THE RECEIVER OF THESE PLANS BY HARD COPY OR ELECTRONIC TRANSMISSION BY USE THEREOF, UNDERSTANDS AND AGREES AS FOLLOWS: - THE ELECTRONIC DATA TRANSMITTED (TDATA") MAY BE ALTERED DURING TRANSIT AND TRANSLATION. - STUDIOJAED CORPORATION RETAINS ALL OWNERSHIP, COPYRIGHT, AND OTHER INTELLECTUAL PROPERTY INTERESTS IN THE DATA AND INFORMATION ON THE PLANS. - THE RECEIVER WARRANTS THAT IT WILL NOT REPRODUCE OR OTHERWISE MAKE USE OF THE DATA OR PLANS IN ANY MANNER WHICH COULD REASONABLY BE EXPECTED TO ADVERSELY AFFECT THE VALUE OF THE DATA OR PLANS OR THE GOODWILL ASSOCIATED THEREWITH. - THE RECEIVER AGREES TO ALLOW STUDIOJAED CORPORATION TO AUDIT THE RECEIVER'S RECORDS AT REASONABLE TIMES TO VERIFY COMPLIANCE WITH THESE AGREEMENTS. - THE RECEIVER SHALL MAKE NO CHANGES TO THE DATA OR PLANS WITHOUT PRIOR WRITTEN CONSENT OF STUDIOJAED CORPORATION AND SHALL INDEMNIFY STUDIOJAED CORPORATION WITH RESPECT TO ANY CLAIMS ARISING FROM OR RELATED TO ANY UNAUTHORIZED CHANGES MADE BY THE RECEIVER. - IF THE RECEIVER SHALL HAVE ACQUIRED FROM STUDIOJAED CORPORATION PLANS AND/OR ELECTRONIC DATA FILES AND SHALL THEREAFTER DISCOVER ANY DEFECT IN THE DATA OR PLANS DUPLICATED BY THE RECEIVER, STUDIOJAED CORPORATION SHALL NOT BE RESPONSIBLE FOR ANY LOSS OR COSTS INCURRED BY THE RECEIVER ARISING FROM OR RELATED TO SUCH DEFECT, UNLESS THE RECEIVER SHALL HAVE NOTIFIED STUDIOJAED CORPORATION PROMPTLY AFTER DISCOVERY OF SUCH DEFECT AND GIVEN STUDIOJAED CORPORATION A REASONABLE OPPORTUNITY TO AMEND OR CORRECT SUCH DEFECT. - IN NO EVENT SHALL STUDIOJAED CORPORATION BE LIABLE FOR ANY INCIDENTAL OR CONSEQUENTIAL DAMAGES. - STUDIOJAED CORPORATION MAKES NO WARRANTIES, EXPRESS OR IMPLIED, IN FACT OR BY OPERATION OF LAW, OR OTHERWISE, RELATIVE TO THE DATA OR PLANS. - THE RECEIVER AGREES TO HOLD STUDIOJAED CORPORATION HARMLESS FROM AND TO INDEMNIFY STUDIOJAED CORPORATION AGAINST ANY DAMAGE, LIABILITY OR COST, INCLUDING REASONABLE ATTORNEYS' FEES AND COURT COSTS, ARISING OUT OF OR RESULTING FROM THE USE OF THE DATA OR PLANS IN ANY MANNER PROHIBITED BY THESE AGREEMENTS. - IF ANY PROVISION OF THIS AGREEMENT SHALL BE HELD TO BE INVALID OR UNENFORCEABLE, THE VALIDITY OF THE REMAINING PROVISIONS SHALL NOT BE AFFECTED THEREBY.

12/1/2020 2:24:03 PM

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

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NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS 2ND FLOOR PLAN - AREA C

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.

T102C


CLASSROOM 204
CLASSROOM 206
CLASSROOM 208
CLASSROOM 210
CLASSROOM 212
CLASSROOM 214
CORRIDOR C007
SCIENCE LAB 207
TLT 209G
TLT 209B
PREP 207A
RESOURCE ROOM 211
CLASSROOM 213
CLASSROOM 215
CLASSROOM 217
STAFF TLT 216A
TEACHER PLANNING 216
STAIR 1 ST1
WAP
IFP
IFP
IF

TELECOMMUNICATIONS SYMBOL LEGEND

PA CLG	PUBLIC ADDRESS SPEAKER: BOGEN M/N CSD2X2VRU OR APPROVED EQUAL. 2 x 2 LAY-IN PAGING SPEAKER, CEILING MOUNTED. ALL OF THESE TYPE SPEAKERS IN A GIVEN ZONE SHALL BE GANGED TOGETHER WITHIN THE ZONE THEY ARE LOCATED AND CONNECTED TO THE MDF/IDF WITHIN THE ZONE THEY ARE LOCATED.
PA WLL	PUBLIC ADDRESS SPEAKER: BOGEN M/N MB8TSLVR OR APPROVED EQUAL. WALL MOUNTED PAGING SPEAKER. MOUNT @ 8' A.F.F. OR JUST BELOW CEILING WHICH IS LOWER UNLESS OTHERWISE NOTED. PROVIDE RECESSED SINGLE GANG ELECTRICAL BOX IN THE WALL ON WHICH TO MOUNT THE SPEAKER AND WITHIN WHICH TO CONNECT TO THE SPEAKER. ALL OF THESE TYPE SPEAKERS IN A GIVEN ZONE SHALL BE GANGED TOGETHER WITHIN THE ZONE THEY ARE LOCATED AND CONNECTED TO THE MDF/IDF WITHIN THE ZONE THEY ARE LOCATED.
PA LDSP	PUBLIC ADDRESS SPEAKER: BOGEN M/N SPT15A OR APPROVED EQUAL. WALL MOUNTED PAGING SPEAKER HORN, MOUNT @ 10' A.F.F. UNLESS OTHERWISE NOTED. PROVIDE MFGR PROVIDED SAFETY CAGE PROTECTIVE COVER. PROVIDE RECESSED DOUBLE GANG ELECTRICAL BOX IN THE WALL ON WHICH TO MOUNT THE SPEAKER. PROVIDE STAINLESS STEEL PLATE ON WHICH TO MOUNT THE SPEAKER. PROVIDE A BUSHED HOLE IN PLATE THROUGH WHICH TO ROUTE SPEAKER CABLE TO SPEAKER. FOR EXTERIOR LOCATIONS ENSURE ALL CONNECTIONS ARE WEATHER TIGHT.
X	TYPE C -DATA ONLY INFORMATION OUTLET w/RJ45 CAT6 JACKS, PROVIDE 4-PAIR, CAT6 CABLE BETWEEN EACH JACK AND MDF/IDF WITH ADEQUATE SLACK FOR FINAL TERMINATION TO DATA NETWORK PATCH PANEL. NUMBER INSCRIBED JACK SHOWS NUMBER OF JACKS/DROPS AT THAT OUTLET LOCATION. MOUNT @ 20" A.F.F. UNLESS STATED OR SHOWN OTHERWISE.
X wap	TYPE C2 DATA INFORMATION OUTLET w/ TWO DATA CONNECTIONS FOR WIRELESS ACCESS POINT CONNECTION. MOUNT ABOVE CEILING UNLESS OTHERWISE SHOWN OR STATED. C2(WAP)
WAP	OWNER SUPPLIED, CONTRACTOR INSTALLED WIRELESS ACCESS POINT (WAP), MOUNT BELOW AND ATTACHED TO CEILING UTILIZING MFGR PROVIDED CEILING MOUNTING KIT IN LOCATION SHOWN UNLESS OTHERWISE SHOWN OR SPECIFIED (REFER TO TYPICAL CEILING MOUNTED WIRELESS ACCESS POINT MOUNTING DETAIL ON SHEET T-500). IN CASES WHERE INDICATED TO BE WALL MOUNTED, MOUNT AT 10 FEET A.F.F. UNLESS OTHERWISE SHOWN OR STATED (REFER TO TYPICAL WALL MOUNTED WIRELESS ACCESS POINT MOUNTING ELEVATION ON SHEET T-500). PROVIDE MFGR SUPPLIED OR RECOMMENDED SAFETY CAGE FOR WAP'S INSTALLED IN GYM AND CAFETERIA.
	WALL MOUNTED TELEPHONE INFORMATION OUTLET w/ (1) RJ45 CAT6 JACK FOR VOICE. PROVIDE (1) WHITE CAT6 CABLE BETWEEN EACH JACK AND MDF / IDF w/ ADEQUATE SLACK FOR FINAL TERMINATION TO PA / VOICE CAT6 PATCH PANEL(S). USE HUBBELL STAINLESS STEEL, SINGLE GANG WALL MOUNT PHONE PLATE, M/N P630SR1GJC6 OR APPROVED EQUAL. MOUNT AT 48" A.F.F. UNLESS OTHERWISE SHOWN OR STATED.
	TYPE "B" INFORMATION OUTLET w/(1) RJ45 CAT6 JACK FOR VOICE. PROVIDE (1) WHITE CAT6 CABLE BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO VOICE CAT6 PATCH PANEL w/(1) RJ45 CAT6 JACKS FOR DATA. PROVIDE (1) YELLOW CAT6 CABLES BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO DATA NETWORK PATCH PANEL. MOUNT @ 20" A.F.F. UNLESS OTHERWISE SHOWN OR NOTED.
2	TYPE "B2" INFORMATION OUTLET w/(1) RJ45 CAT6 JACK FOR VOICE. PROVIDE (1) WHITE CAT6 CABLE BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO VOICE CAT6 PATCH PANEL w/(2) RJ45 CAT6 JACKS FOR DATA. PROVIDE (2) YELLOW CAT6 CABLES BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO DATA NETWORK PATCH PANEL. MOUNT @ 20" A.F.F. UNLESS OTHERWISE SHOWN OR NOTED.
3	TYPE "B3" INFORMATION OUTLET w/(1) RJ45 CAT6 JACK FOR VOICE. PROVIDE (1) WHITE CAT6 CABLE BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO VOICE CAT6 PATCH PANEL w/(3) RJ45 CAT6 JACKS FOR DATA. PROVIDE (3) YELLOW CAT6 CABLES BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO DATA NETWORK PATCH PANEL. MOUNT @ 20" A.F.F. UNLESS OTHERWISE SHOWN OR NOTED.
23	TYPE "B23" INFORMATION OUTLET w/(2) RJ45 CAT6 JACK FOR VOICE. PROVIDE (2) WHITE CAT6 CABLE BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO VOICE CAT6 PATCH PANEL w/(3) RJ45 CAT6 JACKS FOR DATA. PROVIDE (3) YELLOW CAT6 CABLES BETWEEN EACH JACK AND MDF/IDF w/ADEQUATE SLACK FOR FINAL TERMINATION TO DATA NETWORK PATCH PANEL. MOUNT @ 20" A.F.F. UNLESS OTHERWISE SHOWN OR NOTED.
X VS	TYPE CX DATA INFORMATION OUTLET WITH (X) DATA CONNECTION(S) FOR VS CAMERA(S). MOUNT CONCEALED, ABOVE CEILING WHERE SHOWN. PROVIDE X QUANTITY CAT6 APPROPRIATELY SIZED PATCH CABLE(S) TO CONNECT OUTLET TO CAMERA(S). FOR EXTERIOR MOUNT CAMERAS, MOUNT THE TYPE CX DATA INFORMATION OUTLET INSIDE THE BUILDING, AND INSTALL THE PATCH CORD(S) FROM INSIDE THROUGH THE WALL TO THE CAMERA(S). ENSURE ALL PENETRATIONS ARE MADE WEATHER TIGHT IN ACCORDANCE WITH CAMERA MANUFACTURER RECOMMENDATIONS AND INSTRUCTIONS. IN CASES WHERE PATCH CABLING IS EXPOSED TO THE EXTERIOR, PROVIDE CAT6 PATCH CABLES THAT ARE RATED FOR EXTERIOR APPLICATIONS.
1	SURVEILLANCE CAMERA (TYPE-1) INTERIOR MOUNT – PROVIDE AXIS M3027-PVE OR APPROVED EQUAL DOME, POWER OVER ETHERNET CAMERA. PROVIDE CAT6 PATCH CABLE APPROPRIATELY SIZED TO CONNECT TO NEARBY PROVIDED VS DATA PORT. PATCH CABLE SHALL HAVE 24" MINIMUM SLACK ONCE CONNECTED. MOUNT CAMERA IN CEILING LOCATION INDICATED SUCH THAT IT IS VIEWING THE DIRECTION INDICATED. MAKE FINAL MINOR LOCATION ADJUSTMENTS AS WELL AS AIMING ADJUSTMENTS IN ACCORDANCE WITH OWNER DIRECTION AT NO ADDITIONAL COST TO THE OWNER. VS CAMERAS, CAMERA SYSTEMS, ETC. SHALL BE INTEGRATED INTO NEW CAMERA SYSTEM AS SHOWN AND/OR SPECIFIED.
EXT	SURVEILLANCE CAMERA (TYPE-EXT) EXTERIOR MOUNT – PROVIDE AXIS P3367-VE OR APPROVED EQUAL DOME, POWER OVER ETHERNET CAMERA. PROVIDE CAT6 PATCH CABLE APPROPRIATELY SIZED TO CONNECT TO NEARBY PROVIDED VS DATA PORT. PATCH CABLE SHALL HAVE 24" MINIMUM SLACK ONCE CONNECTED. MOUNT CAMERA IN CEILING LOCATION INDICATED SUCH THAT IT IS VIEWING THE DIRECTION INDICATED. MAKE FINAL MINOR LOCATION ADJUSTMENTS AS WELL AS AIMING ADJUSTMENTS IN ACCORDANCE WITH OWNER DIRECTION AT NO ADDITIONAL COST TO THE OWNER. VS CAMERAS, CAMERA SYSTEMS, ETC. SHALL BE INTEGRATED INTO NEW CAMERA SYSTEM AS SHOWN AND/OR SPECIFIED.
IFP	PROVIDE WALL MOUNTED INTERACTIVE FLAT PANEL (IFP) SMARTBOARD 6075: M/N SPNL 6075 OR APPROVED EQUAL. ELECTRICAL CONTRACTOR TO PROVIDE "IFP 5-GANG ELECTRICAL BOX" MOUNTED BEHIND IFP WALL MOUNT TO POWER IFP AND ASSOCIATED IFP EQUIPMENT. REFER TO TYPICAL IFP ELEVATION ON SHEET T-501.
IFP	IFP 5-GANG ELECTRICAL BOX - REFER TO DETAIL ON SHEET T-501 FOR FURTHER DETAILS AND ALL REQUIRED ITEMS, ETC. TO BE PROVIDED.
T	PRIMARY TEACHER'S STATION (SEE TEACHER'S STATION DETAIL). MOUNT @ 18" A.F.F. UNLESS OTHERWISE SHOWN OR STATED. PROVIDE ASSOCIATED CABLING, CONDUIT, DEVICES, ETC. REFER TO DETAIL ON SHEET T-501 FOR FURTHER DETAILS AND ALL REQUIRED ITEMS, ETC. TO BE PROVIDED.
HU	NIFP 4-GANG ELECTRICAL BOX - REFER TO DETAIL ON SHEET T-501 FOR FURTHER DETAILS AND ALL REQUIRED ITEMS, ETC. TO BE PROVIDED.
HU	NIFP STATION (SEE NIFP STATION DETAIL). MOUNT @ 18" A.F.F. UNLESS OTHERWISE SHOWN OR STATED. PROVIDE ASSOCIATED CABLING, CONDUIT, DEVICES, ETC. REFER TO DETAIL ON SHEET T-501 FOR FURTHER DETAILS AND ALL REQUIRED ITEMS, ETC. TO BE PROVIDED.

TELECOMMUNICATION GENERAL NOTES

1. ALL LOW VOLTAGE CABLING MUST BE INSTALLED ACCORDING TO BICSI GUIDELINES.
2. ALL CABLING SHALL CONFORM TO THE LATEST EDITION OF THE EIA/TIA STANDARDS.
3. ALL CABLING SHALL BE APPROPRIATELY LABELED.
4. CONTRACTOR SHALL NOT INSTALL ANY EQUIPMENT PRIOR TO ITS APPROVAL BY THE ARCHITECT AND ENGINEER. CONTRACTOR WILL BE LIABLE FOR ITS REMOVAL IN ANY SUCH CASE.
5. PROVIDE A COMPLETE GROUNDING SYSTEM FOR ALL LOW VOLTAGE SYSTEMS AS SHOWN AND OR SPECIFIED.
6. CONTRACTOR TO PROVIDE PATHWAYS FOR LOW VOLTAGE SYSTEMS. PATHWAYS SHALL CONSIST OF IN-WALL CONDUIT, SURFACE MOUNTED SPLIT CHANNEL METALLIC RACEWAY, RIGID METAL, BACK BOXES, SLEEVES, CHASES, CABLE TRAY AND J-HOOKS. ANY PENETRATION OF A FIRE-RATED BARRIER MUST BE FIRE-STOPPED IN ACCORDANCE WITH LOCAL AND STATE LAWS AND THE AUTHORITIES HAVING JURISDICTION.
7. PRIOR TO BEGINNING ANY WORK, SECURE NECESSARY PERMITS OR CLEARANCES FROM THE AUTHORITIES HAVING JURISDICTION. PROVIDE ALL LABOR AND MATERIALS FOR A COMPLETE INSTALLATION. WORK SHALL BE EXECUTED BY EXPERIENCED TRADESMEN WHO ARE LICENSED IN THE JURISDICTION WHERE THE PROJECT IS LOCATED.
8. CONDUITS SHALL BE RUN BEHIND FINISHED SURFACES UNLESS OTHERWISE NOTED.
9. THE TELECOMMUNICATION PLANS ARE DIAGRAMMATIC ONLY. COORDINATE TECHNOLOGY EQUIPMENT LOCATION AND INSTALLATION WITH EQUIPMENT BEING SERVED.
10. CONTRACTOR SHALL INFORM THE OWNER'S REPRESENTATIVE PRIOR TO BEGINNING CONSTRUCTION AND PRIOR TO COMPLETION OF CONSTRUCTION TO ALLOW SUFFICIENT TIME FOR COORDINATION OF EXISTING BUILDING ACTIVITIES WITH THE CONSTRUCTION WORK.
11. THE CONTRACTOR SHALL INCLUDE IN THE WORK, WITHOUT EXTRA COST, ANY LABOR, MATERIALS, SERVICES, APPARATUS, DRAWINGS (IN ADDITION TO CONTRACT DRAWINGS AND DOCUMENTS), IN ORDER TO COMPLY WITH ALL APPLICABLE LAWS, INDICATED AND/OR SPECIFIED.
12. THE EXACT NUMBER OF WIRES, CABLES, FIBER RUNS, ETC. MAY NOT BE INDICATED FOR ALL SYSTEMS. PROVIDE ALL WIRES, FIBER RUNS, CABLES, ETC. NECESSARY FOR THE PROPER FUNCTION OF THE SYSTEM WHETHER INDICATED ON PLAN OR NOT.
13. REFER TO ARCHITECTURAL DRAWINGS FOR THE FINISH, EXACT LOCATION, ELEVATION, MOUNTING HEIGHTS AND DETAILS OF ALL LIGHT FIXTURES AND DEVICES WITHIN THE CEILING GRID FOR COORDINATION WITH TECHNOLOGY EQUIPMENT. REPORT ANY DISCREPANCIES TO THE ARCHITECT IMMEDIATELY.
14. WHEREVER CONDUITS PENETRATE WALLS OR FLOORS, SPACE REMAINING IN SUCH PENETRATIONS SHALL BE FILLED. FILLING MATERIAL SHALL BE FIRE RESISTIVE WITH RATING EQUAL TO THE RATING OF THE FLOOR OR WALL ITSELF.
15. PROVIDE AND LEAVE ACCESSIBLE PULL STRINGS IN ALL CONDUITS, RACEWAYS, SLEEVES AND CHASES TO LOW VOLTAGE WIRING TO BE INSTALLED.
16. OUTLET BOXES INSTALLED ON OPPOSITE SIDES OF THE SAME PARTITION SHALL BE STAGGERED. DO NOT MOUNT OUTLET BOXES BACK TO BACK.
17. CONTRACTOR SHALL PROVIDE SHOP DRAWINGS, CUT SHEETS, CALCULATIONS AND EQUIPMENT LITERATURE FOR ALL EQUIPMENT BEING PROVIDED AS PART OF THIS SCOPE OF WORK. THE EXACT DEVICE OR PIECE OF EQUIPMENT TO BE INSTALLED MUST BE CLEARLY CALLED OUT FOR THE DESIGN TEAM TO REVIEW.
18. CONTRACTOR SHALL PROVIDE COMPLETE AS-BUILT DRAWINGS FOR REVIEW AND APPROVAL BY THE DESIGN TEAM PRIOR TO JOB COMPLETION.
19. CONTRACTOR SHALL PROVIDE A COMPLETE PUNCH LIST OF ALL INSTALLED SYSTEMS TO THE ARCHITECT/ENGINEER WHEN THE INSTALLED WORK IS READY TO BE EXAMINED BY THE DESIGN TEAM. INCOMPLETE SYSTEMS SHALL NOT BE REVIEWED UNTIL IT IS DETERMINED THAT THE SYSTEMS ARE APPROXIMATELY COMPLETE.
20. ALL HORIZONTAL VOICE AND DATA TELECOMMUNICATIONS CABLING SHALL BE PLENUM RATED CAT6, 4 PAIR, UNSHIELDED TWISTED PAIR CABLE, AS SPECIFIED OR APPROVED EQUAL ROUTED BETWEEN MDF/IDF ROOM AND EACH VOICE AND/OR DATA JACK. THE USE OF J-HOOKS IS PERMITTED IN AREAS WITH A SUSPENDED CEILING WHERE ADEQUATE CLEARANCE CAN BE OBTAINED. ALL WIRING IN SPACES WITHOUT CEILINGS OR AREAS WITH INADEQUATE SPACE ABOVE THE CEILING SHALL BE RUN IN EMT. PROVIDE TERMINATIONS AT BOTH PATCH PANEL AND OUTLET. CONTRACTOR SHALL TONE/TEST/TERMINATE ALL CONNECTIONS.
21. WIRELESS ACCESS POINTS AND THEIR ASSOCIATED INFORMATION OUTLETS SHALL BE INSTALLED AND LOCATED SUCH THAT THEY DO NOT IMPEDE THE FUNCTION OF ANY OTHER CEILING OR WALL MOUNTED DEVICES. OTHER CEILING OR WALL MOUNTED DEVICES INCLUDE, BUT NOT LIMITED TO, DIFFUSERS, RETURNS, SMOKE DETECTORS, HEAT DETECTORS, SPRINKLER HEADS, LIGHTS ETC. DO NOT INSTALL WIRELESS ACCESS POINTS IN LOCATIONS WHERE THEY IMPEDE AIR FLOW OUT OF DIFFUSERS OR INTO RETURNS.
22. CABLING MAY BE RUN OUT OF CONDUIT ONLY IN FRAME WALLS, MDF, IDF'S, AND CONCEALED ABOVE CEILINGS EXCEPT WHERE PENETRATING WALLS OR FLOORS.
23. ALL EXPOSED CABLING SHALL BE RUN IN EMT UNLESS OTHERWISE NOTED.
24. ALL CONDUIT (EMT, RIGID, ETC.) SHALL BE PROPERLY SIZED FOR THE CABLE(S) IT IS TO CONTAIN.
25. ALL CABLING RUN UNDERGROUND AND/OR UNDER SLAB SHALL BE RUN IN RIGID CONDUIT.
26. CONNECT ALL PUBLIC ADDRESS SPEAKERS TO THE APPLICABLE CONNECTIONS AS SHOWN AND SPECIFIED FOR A COMPLETE AND FULLY OPERATIONAL PA SYSTEM.
27. INFORMATION OUTLETS (ASIDE FROM WALL MOUNTED TELEPHONE OUTLETS) SHALL NOT BE INSTALLED WITHIN 4 FEET OF A DOORWAY.
28. ALL HORIZONTAL CABLING SHALL BE INDEPENDENTLY SUPPORTED FROM ROOF STRUCTURAL OR FLOOR ABOVE STRUCTURAL MEMBERS ABOVE AS APPLICABLE. HORIZONTAL CABLING SHALL NOT BE SUPPORTED BY LAY-IN, ETC. CEILINGS.
29. ALL CABLING SHALL BE RUN CONCEALED WITHIN WALLS AND ABOVE CEILINGS WHERE APPLICABLE.
30. ALL IT OUTLETS SHALL BE RECESSED UNLESS OTHERWISE SHOWN OR STATED.
31. ALL CABLING SHALL BE PLENUM RATED.
32. CONTRACTOR SHALL LABEL ALL VOICE, DATA, COAX, PA, ETC. OUTLETS AND ASSOCIATED PATCH PANELS PER OWNER DIRECTION AT NO ADDITIONAL COST TO THE OWNER.
33. EXPECTED TYPES AND QUANTITIES OF PATCH PANELS FOR CONNECTIVITY ARE SHOWN ON SHEET IT-14.5. CONTRACTOR SHALL PROVIDE ADDITIONAL PATCH PANELS AS APPLICABLE TO ENSURE FULL CONNECTIVITY OF ALL DEVICES, OUTLETS, ETC. SHOWN AT NO ADDITIONAL COST TO OWNER.
34. VS - VIDEO SURVEILLANCE
35. CONTRACTOR TO PROVIDE ALL NECESSARY WIRING, CIRCUITING, AND TERMINATIONS FOR THE COMPLETE OPERATION OF THE CAMERA, ACCESS CONTROL, AND INTRUSION DETECTION SYSTEMS INCLUDING, BUT NOT LIMITED TO, CONNECTIONS, DEVICES, EQUIPMENT, CONDUITS, PATHWAYS, WIRING, AND ACCESSORIES.

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ARCHITECT / ENGINEER SEAL

PROJECT

NEWPORT PUBLIC SCHOOLS

WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE

TELECOMMUNICATIONS COVER SHEET

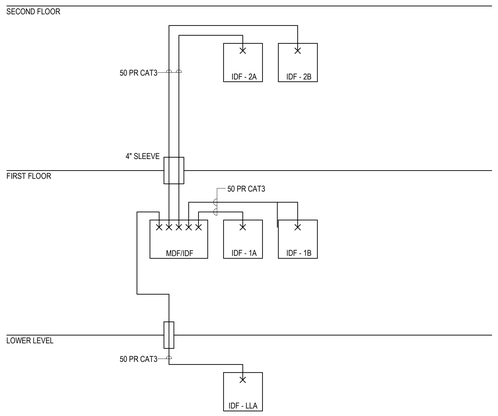
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SUBMISSION DATE

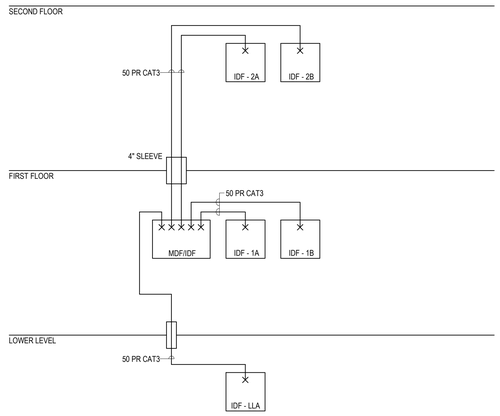
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JD	DTS	18038

SHEET NO.

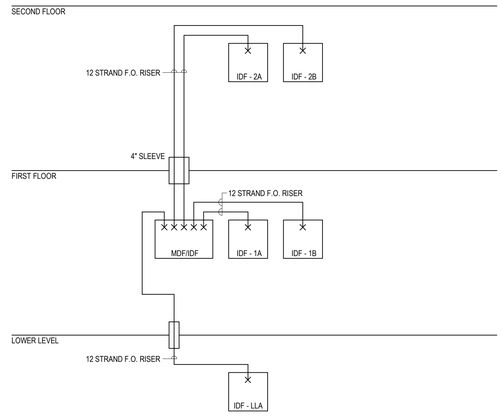
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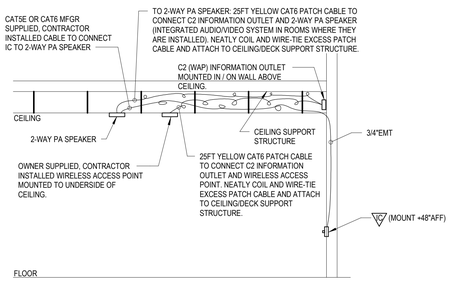
1 T-500 **RISER DIAGRAM - PA CABLING**
NTS



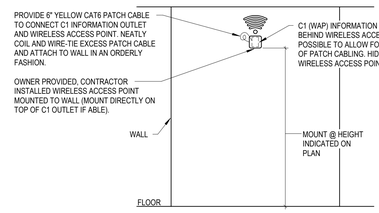
2 T-500 **RISER DIAGRAM - VOICE CABLING**
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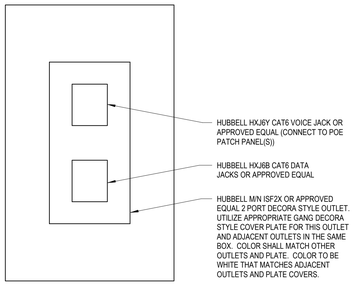
3 T-500 **RISER DIAGRAM - FIBER OPTIC CABLING**
NTS



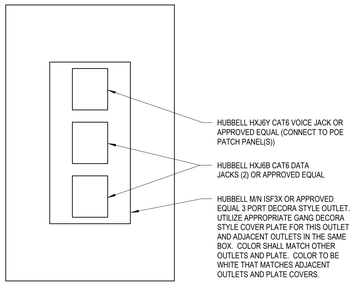
4 T-500 **TYPICAL CEILING MOUNTED WIRELESS ACCESS POINT MOUNTED DETAIL**
NTS



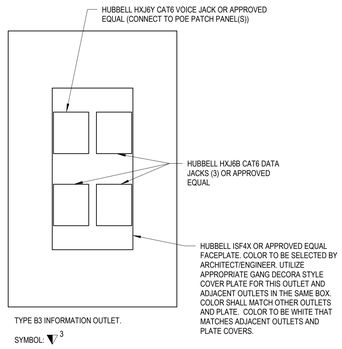
5 T-500 **TYPICAL WALL MOUNTED WIRELESS ACCESS POINT MOUNTING ELEVATION**
NTS



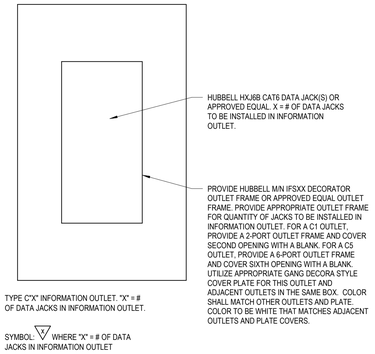
6 T-500 **TYPE "B" INFORMATION OUTLET**
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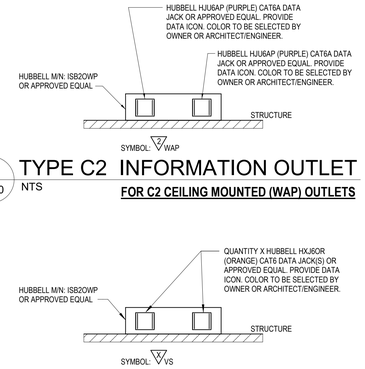
7 T-500 **TYPE "B2" INFORMATION OUTLET**
NTS



8 T-500 **TYPE "B3" INFORMATION OUTLET**
NTS



9 T-500 **TYPE "C" "X" INFORMATION OUTLET**
NTS



10 T-500 **TYPE C2 INFORMATION OUTLET**
NTS
FOR C2 CEILING MOUNTED (WAP) OUTLETS

11 T-500 **TYPE CX INFORMATION OUTLET**
NTS
FOR CX (VS) OUTLETS

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ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
15 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

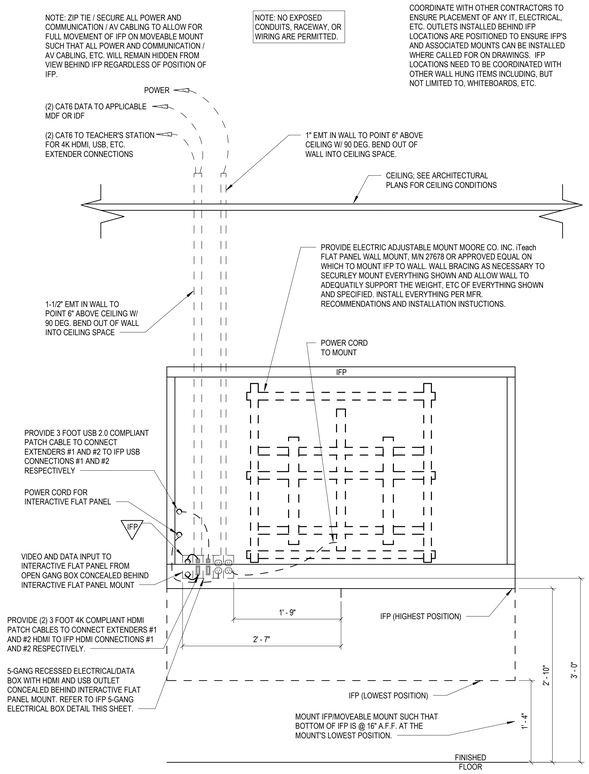
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TELECOMMUNICATIONS DETAILS

SUBMISSION
SUBMISSION DATE

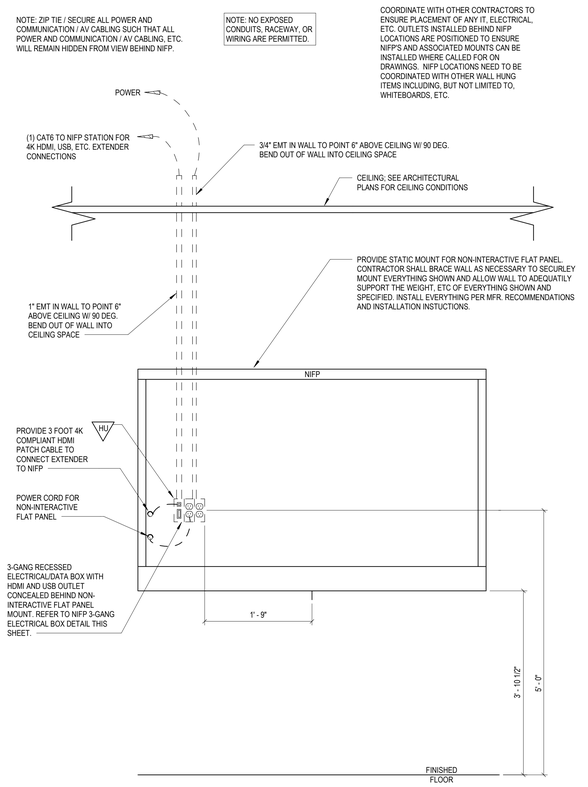
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JD	DTS	18038

SHEET NO.
T-500

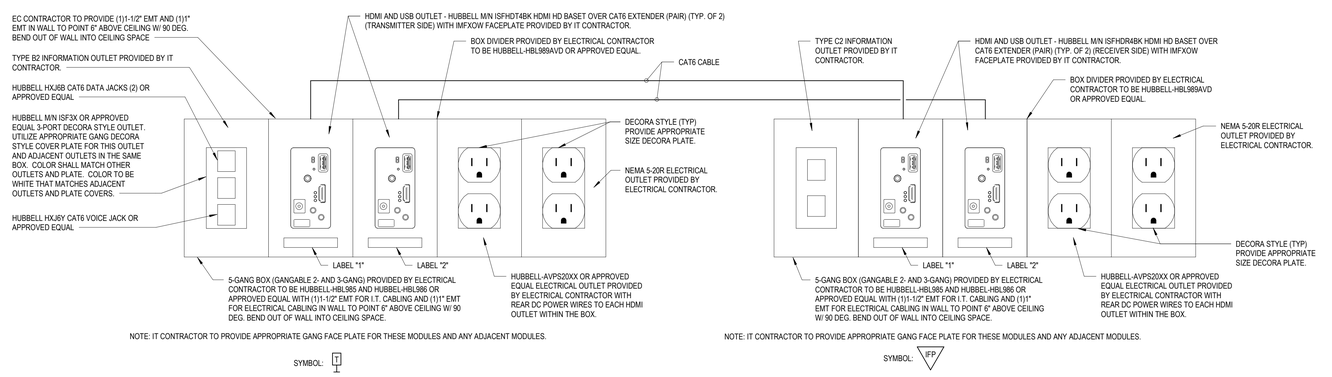
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1 T-501 **TYPICAL IFP ELEVATION**
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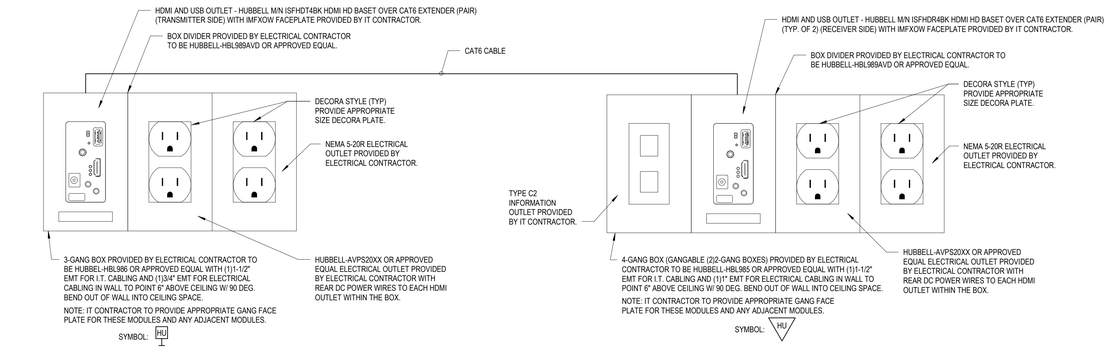


5 T-501 **NON-INTERACTIVE FLAT PANEL ELEVATION**
NTS



3 T-501 **TEACHER'S STATION DETAIL**
NTS

4 T-501 **IFP 5-GANG ELECTRICAL BOX DETAIL**
NTS



6 T-501 **NIFP STATION DETAIL**
NTS

7 T-501 **NIFP 4-GANG ELECTRICAL BOX DETAIL**
NTS

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CONSULTANT

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ARCHITECT / ENGINEER SEAL

PROJECT
NEWPORT PUBLIC SCHOOLS
WILLIAM S. ROGERS HIGH SCHOOL
NEW HIGH SCHOOL
35 WICKHAM ROAD
NEWPORT, RHODE ISLAND 02840

REVISIONS

Mark	Date	Description

SHEET TITLE
TELECOMMUNICATIONS DETAILS

SUBMISSION

SUBMISSION DATE

DRAWN	CHK'D	PROJECT NO.
JD	DTS	18038

SHEET NO.
T-501

DESIGN AND CONSTRUCTION COST PROJECTION

Design and Construction Cost Projection - Cost projections must consider the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing operation and maintenance costs. Districts must demonstrate the incorporation of life cycle cost analysis in the selection of mechanical systems, equipment, and materials.
The projection shall include a detailed breakdown of the costs associated with this project. This cost analysis should include not only the estimated costs of construction escalated for inflation at the anticipated bid date but also the project management and design fees. Refer to Section 1.07-1. Project management, design fees and other soft costs as a percentage of total construction costs shall not exceed 20% of the general construction costs, as determined by the SBA.

Design and Construction Cost Projection

The projections provided herein include a detailed summary of project costs for each school under consideration as well as a review by the OPM and a projected cash flow analysis for Bonded Work.

Clairborne Pell Elementary School	
8 Classroom Addition and Site Work approx. 15,000 sq.ft.	$9,500,000 (Bonded Work)
CIP Various Projects	$68,100 (Non-Bonded Work)
William S. Rogers High School	
New 755 Student CTE High School approx. 169,875 sq.ft.	$105,000,000 (Bonded Work)
CIP Various Projects (To be superseded by a successful Bond passage)	$20,531,804 (Non-Bonded Work)
Newport Area Career and Technical Center	
CIP Various Projects (To be superseded by a successful Bond passage)	$2,092,869 (Non-Bonded Work)
Thompson Middle School	
CIP Various Projects	$717,560 (Non-Bonded Work)
Total Approval Request	$137,910,333 (Bonded and Non-Bonded Work)

Cost Projection Exhibits:
1. Pell ES Addition Detailed Cost Estimate Budget (Bonded Work)
2. Rogers HS New Building Cost Estimate Budget (Bonded Work)
3. OPM Review and Validation Statement (Bonded Work)
4. Capital Plan Various Project Cost Validation Statement (Non-Bonded Work)
5. Projected Cash Flow (Bonded Work)

Claiborne Pell Elementary School-Basis of Budget

This budget is provided to establish the probable project cost for the Claiborne Pell Elementary School 8 classroom addition, relocation of hard surface playground and expansion of the off-street parking area. It is based on the schematic design documents prepared by Studio JAED Architects & Engineers and the current market value for similar construction escalated escalated to the proposed construction start date. The general project parameters are outlined below.

Project Information

1. Project Size		
a. Site Limits of Disturbance	1	ACRES
b. Gross Area of Addition	15,000	SQFT
2. Schedule		
a. Construction Start	2nd	Qtr. 2021
b. Construction Duration	9	Months
3. Design		
a. Design Fees Including:	7.01	% of Construction Cost
Civil Design		
Structural Design		
Architectural Design		
MEP Design		
Civil Survey		
Geotechnical Testing		
Acoustical Consultant		
Lighting Consultant		
4. Construction GC Items Included in Budget		
a. On-Site General Conditions	$10,972	/Month
b. CM General Conditions	6.00	% of Trade Cost
c. CM Bond	0.60	% of Trade Cost
d. CM CDI	1.20	% of Trade Cost
e. GLI	0.80	% of Trade Cost
5. Independent Services		
a. OPM Allowance	2.47	% of Project Cost
b. Commissioning Agent Allowance	0.62	% of Project Cost
6. Schematic Design Contingencies & Escalation		
a. Owners Contingency	3.30	% of Project Cost
b. Escalation	1.65	% of Project Cost

Claiborne Pell Elementary School-Basis of Budget

7. Basis of Trade Cost Budget
   A. Substructure
      1. Standard Foundations
      2. CIP Concrete Foundation Walls
      3. 5" Slab on Grade
   B. Shell
      1. Structural Steel Frame w/ Slab on Metal Deck Elevated Slab & Metal Deck Roof
      2. Brick Veneer w/ CMU & CFMF Back-Up
      3. Hollow Metal Doors
      4. Fixed Glass Storefront Glazing System
      5. Single Ply Membrane Roof Covering w/ Aluminum Trim
   C. Interiors
      1. CMCF Non-Bearing Walls w/STC-60 Rating
      2. Masonry Shaftwalls
      3. Solid Core Wood Doors
      4. White Boards
      5. Phenolic Resin Toilet Partitions
      6. ADA Compliant Plaque Signage
      7. Standard Toilet Accessories
      8. Painted Wall Finish
      9. LVT Floor Finish
      10. Epoxy Toilet Room Floor Finish
      11. Acoustical Tile Ceilings
   D. Services
      1. Standard Plumbing & Fixtures
      2. Heating, Ventilation & Dehumidification Only (no cooling)
      3. Wet Pipe Fire Sprinkler System
      4. Electrical Distribution from Existing Switchgear
      5. Telecommunications & Audio-Visual Extended for Existing Systems
   E. Equipment & Furnishings
      1. Window Shades
      2. Loose Furniture for Classrooms, Small Group Spaces, Break Out Spaces & Teacher Planning
      3. Exterior Basketball Backstops
   F. Special Construction & Demolition
      1. Selective Demolition for Addition Connection

Claiborne Pell Elementary School-Basis of Budget

G. Building Site Work

1. Temporary Sediment & Erosion Control
2. Site Grading for Addition
3. Site Grading & Paving for Relocated Hard Surface Play Area

Totus Pre-Construction Services
37219 Sandpiper Road
Millsboro, Delaware 19966

DRAFT page 559

Claiborne Pell Elementary School-Project Budget

Uniformat Item & Description	Value	Cost/Unit BLDG SQFT	Percent of Const. Cost
I. Trade Cost			
A Substructure			
A10 Foundations	$492,418	$32.83 /SQFT	6.40%
B Shell			
B10 Superstructure	$873,145	$58.21 /SQFT	11.35%
B20 Enclosure	$1,311,234	$87.42 /SQFT	17.04%
B30 Roof	$341,250	$22.75 /SQFT	4.43%
C Interiors			
C10 Interior Construction	$508,405	$33.89 /SQFT	6.61%
C20 Stairs	$24,200	$1.61 /SQFT	0.31%
C30 Interior Finishes	$321,578	$21.44 /SQFT	4.18%
D Services			
D20 Plumbing	$267,850	$17.86 /SQFT	3.48%
D30 HVAC	$668,350	$44.56 /SQFT	8.69%
D40 Fire Protection	$96,000	$6.40 /SQFT	1.25%
D50 Electrical	$488,275	$32.55 /SQFT	6.35%
E Equipment & Furnishings			
E10 Equipment	$119,000	$7.93 /SQFT	1.55%
E20 Furnishings	$1,530	$0.10 /SQFT	0.02%
F Special Constriction & Demolition			
F10 Building Demolition	$4,320	$0.29 /SQFT	0.06%
G Building Site Work			
G10 Site Preparation	$671,136	$44.74 /SQFT	8.72%
G20 Site Improvements	$268,088	$17.87 /SQFT	3.48%
G30 Site Mechanical Utilities	$530,000	$35.33 /SQFT	6.89%
H General Requirements			
H10 Field General Requirements	$98,750	$6.58 /SQFT	1.28%
Trade Cost Total	**$7,085,529**	**$472.37 /SQFT**	**92.08%**
CM General Conditions (6% of Trade Cost)	$425,132	$28.34 /SQFT	5.52%
CM Bond (.6% of Trade Cost)	$42,513	$2.83 /SQFT	0.55%
CDI (1.2% of Trade Cost)	$85,026	$5.67 /SQFT	1.10%
GLI (.8% of Trade Cost)	$56,684	$3.78 /SQFT	0.74%
Construction Cost Total	**$7,694,885**	**$512.99 /SQFT**	**100.00%**

Item & Description	Value	Cost/Unit BLDG SQFT	Percent of Project Cost
II. Soft Cost			
1. Architectural & Engineering Fees (see detail)	$648,091	$43.21 /SQFT	6.95%
2. CM, OPM & Commissioning Fees (see detail)	$519,405	$34.63 /SQFT	5.57%
3. Owner's Contingency & Escalation (see detail)	$461,693	$30.78 /SQFT	4.95%
Soft Cost - Subtotal	**$1,629,189**	**$108.61 /SQFT**	**17.47%**
Total Project Cost	**$9,324,073**	**$621.60 /SQFT**	**100.00%**

Item & Description	Value	Cost/Unit BLDG SQFT
III. Furniture, Fixtures, Equipment & Technology		
1. Loose Furniture, Fixtures & Equipment (see detail)	$74,800	$4.99 /SQFT
2. Technology (see detail)	$120,000	$8.00 /SQFT
Loose Furniture, Fixtures, Equipment & Technology - Subtotal	**$194,800**	**$12.99 /SQFT**
Total Project Cost + Furniture, Fixtures, Equipment & Technology	**$9,518,873**	**$634.59 /SQFT**

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
A SUBSTRUCTURE			
A10 Foundations			
A1010 Standard Foundations			
Strip Footings	541 LNFT	$130.00 /LNFT	$70,330
Spread Footings	16 EACH	$1,210.00 /EACH	$19,360
Underpinning	5 CUYD	$2,500.00 /CUYD	$12,500
Foundation Walls	352 LNFT	$700.00 /LNFT	$246,400
Slabs on Grade (incl vapor barrier)	7500 SQFT	$15.00 /SQFT	$112,500
Perimeter Insulation	3520 SQFT	$4.50 /SQFT	$15,840
Foundation Wall Dampproofing	2816 SQFT	$5.50 /SQFT	$15,488
A 1010 Standard Foundations Total			$492,418
A10 Foundations Total			**$492,418**
A SUBSTRUCTURE TOTAL			**$492,418**
B SHELL			
B10 Superstructure			
B1010 Floor Construction			
Steel Frame, Beams, Joists & Deck	7500 SQFT	$45.00 /SQFT	$337,500
Misc. Metals for Floor Construction	7500 SQFT	$0.25 /SQFT	$1,875
Misc. Metals Angle Edging	1350 LBS	$2.50 /LBS	$3,375
Slab on Metal Deck	7500 SQFT	$14.00 /SQFT	$105,000
Metal Handrails with Guardrails	42 LNFT	$300.00 /LNFT	$12,600
Metal Wall Rails	38 LNFT	$90.00 /LNFT	$3,420
Wood Framing for Floor Construction	7500 SQFT	$0.25 /SQFT	$1,875
B1015 Perimeter Firestopping			
Spray Fireproofing	1 LPSM	$47,500.00 /LPSM	$47,500
Fireproofing @ Slab Edge	1 LPSM	$5,000.00 /LPSM	$5,000
B1020 Roof Construction			
Steel Joists, Beams & Deck on Columns	7500 SQFT	$42.00 /SQFT	$315,000
Misc. Metals for Roof Top Equipment	1 LPSM	$40,000.00 /LPSM	$40,000
B1020 Roof Construction Total			$873,145
B10 Superstructure Total			**$873,145**
B20 Enclosure			
B2010 Exterior Walls			
4" Exterior Brick Veneer	11968 SQFT	$55.00 /SQFT	$658,240
Misc. Metals for Masonry	10560 SQFT	$0.60 /SQFT	$6,336
Exterior Precast Allowance (incl. window sills)	160 LNFT	$105.00 /LNFT	$16,800
In Wall Blocking for Windows, Etc.	456 LNFT	$15.71 /LNFT	$7,164
Exterior Wall Back-Up System (cfmf, sheath, insul)	8380 SQFT	$38.75 /SQFT	$324,725
Exterior Wall Back-Up System (8'CMU & Insulation	2180 SQFT	$50.50 /SQFT	$110,090
Exterior Wall Flashing	10560 SFWA	$1.15 /SFWA	$12,144
Exterior Joint Sealants	10560 SFWA	$0.75 /SFWA	$7,920
Misc. Exterior Wood Blocking	1500 LNFT	$9.75 /LNFT	$14,625
Misc. Exterior Plywood Sheathing Allowance	700 SQFT	$5.50 /SQFT	$3,850
Misc. Exterior Painting Allowance	1 LPSM	$4,500.00 /LPSM	$4,500
B2010 Exterior Walls Total			$1,166,394
B2020 Exterior Glazing Systems			
Exterior Storefronts	1032 SQFT	$125.00 /SQFT	$129,000
Exterior Glazing Systems Sealant Allowance	912 LNFT	$7.50 /LPSM	$6,840
B2020 Exterior Windows Total			$135,840
B2030 Exterior Doors			

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
Exterior HM Doors	2 EACH	$4,500.00 /EACH	$9,000
B2030 Exterior Doors Total			$9,000
B20 Enclosure Total			**$1,311,234**
B30 Roofing			
B3010 Roof Coverings			
Single Ply Membrane Roofing System	7500 SQFT	$30.00 /SQFT	$225,000
B3010 Roof Coverings Total			$225,000
B3011 Roof Fascia			
Aluminum Roof Fascia & Thru-Wall Flashing	595 SQFT	$50.00 /SQFT	$29,750
Roof Top Equipment Flashing Allowance	1 LPSM	$3,500.00 /LPSM	$3,500
B3011 Roof Fascia Total			$33,250
B3012 Roof Accessories			
Roof Walk Pads	200 SQFT	$2.50 /SQFT	$500
Roof Edge & Misc. Wood Blocking	2500 BDFT	$15.00 /BDFT	$37,500
Roof Equipment Screen	360 SQFT	$125.00 /SQFT	$45,000
B3012 Roof Accessories Total			$83,000
B30 Roofing Total			**$341,250**
B SHELL TOTAL			**$2,525,629**
C INTERIORS			
C10 Interior Construction			
C1010 Partitions			
4" MS, GWB 2 Sides, STC-60	8904 SQFT	$20.00 /SQFT	$178,080
8" CMU Shaftwall	1078 SQFT	$40.00 /SQFT	$43,120
Interior Wood Blocking for Walls Allowance	1350 BDFT	$15.00 /BDFT	$20,250
Interior Caulking	15000 SQFT	$0.75 /SQFT	$11,250
C1010 Partitions Total			$252,700
C1020 Interior Doors			
Solid Wood Door w/ HM Frame	24 EACH	$1,850.00 EACH	$44,400
Solid Wood Door w/ HM Frame (rated)	4 EACH	$2,200.00 EACH	$8,800
C1020 Interior Doors Total			$53,200
C1030 Glazed Openings			
Interior Glazing in HM Frame	170 SQFT	$95.00 /SQFT	$16,150
C1030 Glazed Openings Total			$16,150
C1040 Ornamental & Other Metals			
Interior Lintel Allowance	1 LPSM	$850.00 /LPSM	$850
Interior Handrails (wall rails)	240 LNFT	$90.00 /LNFT	$21,600
Interior Handrails (free standing incl. guardrails)	240 LNFT	$285.00 /LNFT	$68,400
Other Int. Misc. Metals Allowance	15000 SQFT	$1.25 /SQFT	$18,750
C1040 Ornamental & Other Metals Total			$109,600
C1050 Specialties			
Toilet Partitions (standard)	1 EACH	$1,560.00 /EACH	$1,560
Toilet Partitions (ADA)	2 EACH	$1,950.00 /EACH	$3,900
Urinal Screens	1 EACH	$555.00 /SQFT	$555
Lockers	48 EACH	$280.00 /EACH	$13,440
FE Cabinet Allowance	2 EACH	$400.00 /EACH	$800
Toilet Accessory Allowance	1 LPSM	$7,500.00 /LPSM	$7,500

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
Interior Signage Allowance	15000 SQFT	$0.35 /SQFT	$5,250
Markerboards & Tackboards	1250 SQFT	$35.00 /SQFT	$43,750
C1050 Specialties Total			$76,755
C10 Interior Construction Total			**$508,405**
C20 Stairs			
C2010 Stair Construction			
Metal Stair Pans with Concrete Fill	22 RISR	$1,100.00 /RISR	$24,200
D2010 Stair Construction Total			$24,200
C20 Stairs Total			**$24,200**
C30 Interior Finishes			
C3010 Wall Finishes			
Ceramic Tile Wall Finish	1000 SQFT	$30.00 /SQFT	$30,000
Paint Doors & Frames	30 EACH	$125.00 /EACH	$3,750
Wall Painting	15420 SQFT	$1.25 /SQFT	$19,275
Paint HM Borrowed Light Frames Allowance	1 LPSM	$2,400.00 /LPSM	$2,400
Touch-Up Painting Allowance	1 LPSM	$2,000.00 /LPSM	$2,000
C3010 Wall Finishes Total			$57,425
C3020 Floor Finishes			
Rubber Tread & Riser Stair Finish	435 SQFT	$5.00 /SQFT	$2,175
Epoxy Floor Finish	640 SQFT	$23.00 /SQFT	$14,720
LVT Floor Finish	11018 SQFT	$8.85 /SQFT	$97,509
Carpet Tile Flooring	1074 SQFT	$5.00 /SQFT	$5,370
Rubber Base	2194 LNFT	$3.50 /LNFT	$7,679
Floor Prep	1 LPSM	$4,800.00 /LPSM	$4,800
Floor Patching	1 LPSM	$1,500.00 /LPSM	$1,500
C3020 Floor Finishes Total			$133,753
C3030 Ceiling Finishes			
Acoustical Ceiling	15000 SQFT	$5.60 /SQFT	$84,000
C3030 Ceiling Finishes Total			$84,000
C3050 Cabinetry & Millwork			
Wood Blocking for Millwork	15000 SQFT	$0.25 /SQFT	$3,750
Misc. Plywood Sheathing Allowance	1 LPSM	$650.00 /LPSM	$650
P-Lam Countertop	560 SQFT	$75.00 /SQFT	$42,000
C3050 Cabinetry & Millwork Total			$46,400
C30 Interior Finishes Total			**$321,578**
C INTERIORS TOTAL			**$854,183**
D SERVICES			
D20 Plumbing			
D2013 Plumbing Fixtures			
Water Closets	6 EACH	$1,500.00 /EACH	$9,000
Urinals	2 EACH	$1,475.00 /EACH	$2,950
Wall Hung Lavatories	8 EACH	$1,175.00 /EACH	$9,400
Floor Drains	4 EACH	$500.00 /EACH	$2,000
Roof Drains	4 EACH	$500.00	$2,000
D2013 Plumbing Fixtures Total			$25,350

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D2014 Domestic Water Misc. Equipment			
Domestic Water Piping	15000 SQFT	$1.90 /SQFT	$28,500
D2014 Domestic Water Misc. Equipment Total			$28,500
D2023 Domestic Water Distribution			
Domestic Water Piping	15000 SQFT	$4.30 /SQFT	$64,500
D2023 Domestic Water Distribution Total			$64,500
D2033 Sanitary Drain Waste & Vent			
UG Sanitary Piping	15000 SQFT	$2.50 /SQFT	$37,500
AG Sanitary Piping	15000 SQFT	$5.10 /SQFT	$76,500
D2033 Sanitary Drain Waste & Vent Total			$114,000
D2043 Rain Water Drainage			
D2040 100 Rain Water Drainage Allowance	15000 SQFT	$1.50 /SQFT	$22,500
D2043 Rain Water Drainage Total			$22,500
D2093 Other Plumbing Systems			
Misc. Plumbing Item Allowance	1 LPSM	$13,000.00 /LPSM	$13,000
D2093 Other Plumbing Systems Total			$13,000
D20 Plumbing Total			**$267,850**
D30 HVAC			
D1000 Common Work Results for HVAC			
Air Balancing	15000 SQFT	$0.80 /SQFT	$12,000
D1000 Common Work Results for HVAC Total			$12,000
D2309 Instrumentation & Controls for HVAC			
DDC Control System	15000 SQFT	$6.50 /SQFT	$97,500
D2309 Instrumentation & Controls for HVAC Total			$97,500
D3023 Heating & Cooling Equipment			
VRF Condensing Unit	2 EACH	$75,000.00 /EACH	$150,000
VRF Horizontal Fan Coil Units	22 EACH	$2,800.00 /EACH	$61,600
D3023 Heating & Cooling Equipment Total			$211,600
D3043 Distribution Systems			
Refrigerant Piping	15000 SQFT	$3.00 /SQFT	$45,000
Condensate Piping	15000 SQFT	$0.65 /SQFT	$9,750
Air Ducts & Casings	15000 SQFT	$17.00 /SQFT	$255,000
D3043 Distribution Systems Total			$309,750
D3090 Other HVAC Systems			
Misc. HVAC Other Systems Allowance	15000 SQFT	$2.50 /SQFT	$37,500
D3090 Other HVAC Systems Total			$37,500
D30 HVAC Total			**$668,350**
D40 Fire Protection			
D4010 Sprinkler System			
Fire System Main Piping	15000 SQFT	$1.15 /SQFT	$17,250
Wet Pipe Sprinkler System	15000 SQFT	$5.25 /SQFT	$78,750
D4010 Sprinkler System Total			$96,000
D40 Fire Protection Total			**$96,000**

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D50 Electrical			
D5010 Electrical Service & Distribution			
Breaker in Existing Switchboard	2 EACH	$3,800.00	$7,600
225A Feeder	400 LNFT	$125.00	$50,000
225A Panelboard	2 EACH	$14,500.00	$29,000
100A Disconnect	2 EACH	$1,750.00	$3,500
30A Disconnect	22 EACH	$800.00	$17,600
Duplex Receptacles	140 EACH	$200.00	$28,000
GFCI Receptacles	5 EACH	$225.00	$1,125
100A Condensing Unit Feeder	200 LNFT	$60.00	$12,000
30A Heat Pump Feeder	1100 LNFT	$30.00	$33,000
Lighting & Receptacle Branch Wiring	3000 LNFT	$10.00	$30,000
D5010 Electrical Service & Distribution Total			$211,825
D5020 Lighting & Branch Wiring			
LED Recessed Ceiling Lights	200 EACH	$590.00	$118,000
Combination Emergency/Exit Lights	8 EACH	$700.00	$5,600
Exterior Wall Packs	3 EACH	$1,450.00	$4,350
Misc. Lighting Control Allowance	15000 SQFT	$1.00 /SQFT	$15,000
D5020 Lighting & Branch Wiring Total			$142,950
D5030 Communications & Security			
Fire Alarm System	15000 SQFT	$4.00 /SQFT	$60,000
PA System	15000 SQFT	$0.75 /SQFT	$11,250
Clock System	15000 SQFT	$0.30 /SQFT	$4,500
Security & Access Controls	15000 SQFT	$2.85 /SQFT	$42,750
D5030 Communications & Security Total			$118,500
D5090 Other Electrical Systems			
Misc. Electrical Incl. Temporary	1 LPSM	$15,000.00 /LPSM	$15,000
D5090 Other Electrical Systems Total			$15,000
D50 Electrical Total			**$488,275**
D SERVICES TOTAL			**$1,520,475**
E EQUIPMENT & FURNISHINGS			
E10 Equipment			
E1020 Manufactured Casework			
Classroom Shelving	220 LNFT	$425.00 /LNFT	$93,500
Teachers Planning Casework	60 LNFT	$425.00 /LNFT	$25,500
E1020 Manufactured Casework Total			$119,000
E10 Equipment Total			**$119,000**
E20 Furnishings			
E2010 Fixed Furnishings			
Window Treatments	170 SQFT	$9.00 /SQFT	$1,530
E2010 Fixed Furnishings Total			$1,530
E20 Furnishings Total			**$1,530**
E EQUIPMENT & FURNISHINGS TOTAL			**$120,530**
F SPECIAL CONSTRUCTION & DEMOLITION			
F10 Building Demolition			
F2010 Bulk Building Demolition			

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
Cut Out Demolition Door Opening	1 EACH	$4,320.00 /EACH	$4,320
F1010 Bulk Building Demolition Total			$4,320
F10 Building Demolition Total			**$4,320**
F SPECIAL CONSTRUCTION & DEMOLITION TOTAL			**$4,320**
G BUILDING SITE WORK			
G10 Site Preparation			
G1000 Site Temporary Controls			
Temporary Storm Water Management	1 LPSM	$47,000.00 /LPSM	$47,000
Temporary Fencing Allowance	920 LNFT	$13.00 /LNFT	$11,960
Parking & Access Roads	1 LPSM	$15,000.00 /LPSM	$15,000
Dewatering for Site Work	1 LPSM	$8,000.00 /LPSM	$8,000
Snow Removal	1 LPSM	$8,000.00 /LPSM	$8,000
Street Cleaning	1 LPSM	$10,000.00 /LPSM	$10,000
Street Repair	1 LPSM	$8,000.00 /LPSM	$8,000
Survey & Layout for Site Work	1 LPSM	$10,000.00 /LPSM	$10,000
G1000 Site Temporary Controls Total			$117,960
G1010 Site Clearing			
Strip Topsoil	1275 CUYD	$15.00 /CUYD	$19,125
G2040 Site Development Total			$19,125
G1020 Site Demolition & Relocation			
Demolish Misc. Items Not Shown	1 LPSM	$7,900.00 /LPSM	$7,900
Demolish Site Fencing	380 LNFT	$15.00 /LNFT	$5,700
Saw Cut Bituminous Paving	229 LNFT	$15.00 /LNFT	$3,435
Saw Cut PCC Concrete Paving	10 LNFT	$20.00 /LNFT	$200
Bituminous Paving Demolition	1489 SQYD	$5.00 /SQYD	$7,445
Concrete Pedestrian Paving Demolition	100 SQFT	$5.00 /SQFT	$500
Curb Demolition	68 LNFT	$7.00 /LNFT	$476
Disposal of Debris	50 TONS	$25.00 /TON	$1,250
G1020 Site Demolition & Relocation Total			$26,906
G1030 Site Earthwork			
Site Grading	8802 SQYD	$45.00 /SQYD	$396,090
Imported Structural Fill	2011 CUYD	$45.00 /CUYD	$90,495
Respread Topsoil	574 CUYD	$17.50 /CUYD	$10,045
Spoils Removal	701 CUYD	$15.00 /CUYD	$10,515
G1030 Site Earthwork Total			$507,145
G10 Site Preparation Total			**$671,136**
G20 Site Improvements			
G1010 Building Drainage Course			
Slab on Grade Drainage Course	140 CUYD	$45.00 /CUYD	$6,300
G1010 Building Drainage Course Total			$6,300
G2020 Parking Lots			
Bituminous Parking Lot Paving (incl. agg. base)	3913 SQYD	$35.00 /SQYD	$136,955
PCC Concrete Curb	1121 LNFT	$28.00 /LNFT	$31,388
Pavement Marking Allowance	1 LPSM	$12,000.00 /LPSM	$12,000
G2020 Parking Lots Total			$180,343
G2040 Site Development			
6' Chain Link Fencing (exterior bleachers)	355 LNFT	$55.00 /LNFT	$19,525

Claiborne Pell Elementary School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
6' Chain Link Double Swing Fence Gate	1 EACH	$2,000.00 /EACH	$2,000
Bollards Allowance	4 EACH	$1,100.00 /EACH	$4,400
Exterior Signage Allowance	1 LPSM	$1,500.00 /LPSM	$1,500
Basketball Backboards	2 EACH	$5,000.00 /EACH	$10,000
G2040 Site Development Total			$37,425
G2050 Landscaping			
Lawns & Ground Cover	4755 SQYD	$4.00 /SQYD	$19,020
Planting Allowance (lawn area)	1 LPSM	$25,000.00 /LPSM	$25,000
G2050 Landscaping Total			$44,020
G20 Site Improvements Total			**$268,088**
G30 Site Mechanical Utilities			
G3020 Sanitary Sewer			
Sanitary Sewer Tie In Allowance	1 LPSM	$30,000.00 /LPSM	$30,000
G3020 Sanitary Sewer Total			$30,000
G3030 Storm Water Management			
Stormwater Management Allowance	1 LPSM	$500,000.00 /LNFT	$500,000
G3030 Storm Water Management Total			$500,000
G30 Site Mechanical Utilities Total			**$530,000**
G BUILDING SITE WORK TOTAL			**$1,469,224**
H GENERAL REQUIREMENTS			
H10 Field General Requirements			
H1010 Field Requirements			
Temporary Toilets	9 MNTHS	$300.00 /MNTH	$2,700
Safety Equipment	1 LPSM	$10,000.00 /LPSM	$10,000
Misc. Small Tools & Equipment	1 LPSM	$5,000.00 /LPSM	$5,000
H1010 Field Requirements Total			$17,700
H1020 Field Office Requirements			
Shop Drawings & Prints	1 LPSM	$15,000.00 /LPSM	$15,000
Project Sign	1 LPSM	$650.00 /LPSM	$650
Temporary Office	9 MNTHS	$400.00 /MNTH	$3,600
Office Set Up	1 LPSM	$2,500.00 /LPSM	$2,500
Office Utilities	9 MNTHS	$650.00 /MNTH	$5,850
Office Cleaning	9 MNTHS	$500.00 /MNTH	$4,500
Office Furniture	1 LPSM	$1,800.00 /MNTH	$1,800
Office Equipment & Supplies	9 MNTHS	$850.00 /MNTH	$7,650
H1020 Field Office Requirements Total			$41,550
H1030 Building Requirements			
Progress Cleaning	8 MNTH	$4,000.00 /MNTH	$32,000
Final Cleaning	15000 SQFT	$0.50 /SQFT	$7,500
H1030 Building Requirements Total	.		$39,500
H10 Field General Requirements Total			**$98,750**
H GENERAL REQUIREMENTS TOTAL			**$98,750**
Claiborne Pell Elementary School - Total			**$7,085,529**

Claiborne Pell Elementary School FF&E-Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
E EQUIPMENT & FURNISHINGS			
E20 Furnishings			
E2020 Furniture			
Tablet Arm Desk	230 EACH	$150.00 /EACH	$34,500
Tables	18 EACH	$200.00 /EACH	$3,600
Chairs	108 EACH	$150.00 /EACH	$16,200
Instructor Desk	10 EACH	$650.00 /EACH	$6,500
Instructor Chair	10 EACH	$250.00 /EACH	$2,500
Wardrobe	10 EACH	$650.00 /EACH	$6,500
File Cabinet	10 EACH	$500.00 /EACH	$5,000
E2010 Fixed Furnishings Total			$74,800
E20 Furnishings Total			**$74,800**
E EQUIPMENT & FURNISHINGS TOTAL			**$74,800**
Pell Elementary School FF&E-Detail Total			**$74,800**

Claiborne Pell Elementary School Technology-Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D SERVICES			
D50 Electrical			
D5030 Communications & Security			
Tele-Data & Audio-Visual System Allowance	15000 SQFT	$8.00 /SQFT	$120,000
D5030 Communications & Security Total			$120,000
D50 Electrical Total			**$120,000**
D SERVICES TOTAL			**$120,000**
Pell Elementary School Technology-Detail Total			**$120,000**

Claiborne Pell Elementary School - Architectural & Engineering Fee Breakdown

Discipline	Fee	% of Project
Civil Design	$61,559	0.66%
Structural Design	$61,559	0.66%
Architectural Design	$320,107	3.43%
MEP Design	$172,365	1.85%
Civil Survey	$10,000	0.11%
Geotechnical Testing	$7,500	0.08%
Acoustical Consultant	$7,500	0.08%
Lighting Consultant	$7,500	0.08%
Total	**$648,091**	**6.95%**

Claiborne Pell Elementary School - Construction Project Management & Commissioning Fee Breakdown

Description	Fee	% of Project
CM Fee	$230,847	2.48%
Owner's Rep Service	$230,847	2.48%
Commissioning	$57,712	0.62%
Total	**$519,405**	**5.57%**

Claiborne Pell Elementary School - Design & Construction Contingency & Escalation

Description	Fee	% of Project
Owner's Contingency	$307,795	3.30%
Escalation (based on construction contract award 1 year)	$153,898	1.65%
Total	**$461,693**	**4.95%**

Rogers High School - Basis of Budget

This budget is provided to establish the probable project cost for the Rogers High School replacement including associated site work and demolition of the existing high school. It is based on the schematic design documents prepared by Studio JAED Architects & Engineers and the current market value for similar construction escalated to the proposed construction start date. The general project parameters are outlined below.

Project Information

1. Project Size		
a. Site Limits of Disturbance	20.10	ACRES
b. Gross Area of Existing Construction to be Demolished	205,000	SQFT
c. Gross Area of New Building Construction	169,875	SQFT
2. Schedule		
a. Construction Start	2nd	Qtr. 2021
b. Construction Duration	36	Months
3. Design		
a. Design Fees Including:	6.78%	% of Project Cost
1. Civil Design		
2. Structural Design		
3. Architectural Design		
4. MEP Design		
5. Civil Survey		
6. Geotechnical Testing		
7. Acoustical Consultant		
8. Lighting Consultant		
4. Construction GC Items Included in Budget		
a. On-Site General Conditions	$71,500	/Month
b. CM General Conditions	6.00	% of Trade Cost
c. CM Bond	0.60	% of Trade Cost
d. CM CDI	1.20	% of Trade Cost
e. GLI	0.80	% of Trade Cost
5. Independent Services		
a. OPM Allowance	2.48	% of Project Cost
b. Commissioning Agent Allowance	0.62	% of Project Cost
6. Schematic Design Owner's Contingency & Escalation		
a. Owners Contingency	3.31	% of Project Cost
b. Escalation	1.65	% of Project Cost

Rogers High School - Basis of Budget

7. Basis of Trade Cost Budget
   A. Substructure
      1. Standard Foundations
      2. CIP & CMU Foundation Walls
      3. 5" Slab on Grade
      4. Foundation Waterproofing & Dampproofing
   B. Shell
      1. Structural Steel Frame w/ Slab on Metal Deck Elevated Slab & Metal Deck Roof
      2. Structural Steel Frame & Metal Deck Canopies
      3. Brick Veneer & Hardie Board Veneer w/ CMU & CFMF Back-Up
      4. Concrete Filled Steel Stair Pans
      5. Spray-On Fireproofing
      6. Hollow Metal & Storefront Doors
      7. Rolling Steel Overhead Doors
         Fixed Glass Storefront, Punched Opening Aluminum Windows &
      8. Curtainwall Glazing Systems
         Single Ply Membrane Roof Covering w/ Aluminum Trim & Standing Seam
      9. Metal Roof
   C. Interiors
      1. Painted Masonry & Drywall Partition Walls
      2. Solid Core Wood Doors, Skyfold Doors & Interior Overhead Doors
         Interior Aluminum Storefront & Hollow Metal Borrowed Light Glazing
      3. Systems
      4. Metal Handrails & Guardrails
      5. Wood Display Cases
      6. White Boards
      7. Phenolic Resin Toilet Partitions
      8. Woven Wire Partitions
      9. Steel Lockers
      10. Toilet Accessories
      11. ADA Compliant Interior Signage
      12. ADA Compliant Plaque Signage
      13. Standard Toilet Accessories
         LVT, Ceramic Tile, Epoxy, Rubber Sports, Wood Strip Stage, Wood Strip
      14. Sports & Sealed Concrete
      15. Acoustical Tile Ceilings
      16. Cabinetry & Millwork
   D. Services
      1. Hydraulic Passenger & Freight Elevators
      2. Standard Plumbing & Fixtures
      3. Lab Plumbing
      4. Food Service Plumbing
      5. Rain Water Drainage
      6. Condensing Boiler Heat Generation
      7. Chiiler & DX Cooling Generating Systems
      8. Ducted Supply & Return Distribution System with VAV Boxes
      9. Wet & Dry Pipe Sprinkler System

Rogers High School - Basis of Budget

10. Electrical Service
11. Power Distribution
12. Lighting, Receptacles & Branch Wiring
13. Communication & Security Including Fire Alarm, Clock, PA, Security & Access Systems
14. Tele-Data Data System
15. Audio-Visual System

E. Equipment & Furnishings

1. Auditorium & Bleacher Systems
2. Residential Appliances
3. Athletic Equipment
4. Science Lab Equipment
5. CTE Equipment
6. Manufactured Casework
7. Food Service & Culinary Arts Equipment
8. Window Treatments

F. Special Construction & Demolition

1. Bulk Abatement of the Existing School Building
2. Bulk Demolition of the Existing School Building

G. Building Site Work

1. Temporary Controls
2. Clearing & Grubbing
3. Site Demolition
4. Earthwork Including Rock Demolition
5. Roadway Paving
6. Parking Lot Paving
7. Pedestrian Paving
8. Fences
9. Site Furnishings
10. Bleachers & Grandstands
11. All Weather Track
12. Synthetic Turf Football Field Including Irrigation
13. Tennis Court Refurbishment
14. Exterior Signage
15. Site Mechanical Utilities
16. Site Electrical Utilities
17. Site Lighting

H. General Requirements for Construction

1. Field Requirements
2. Field Office Requirements
3. Building Requirements

Rogers High School-Project Budget

Uniformat Item & Description		Value	Cost/Unit BLDG SQFT	Percent of Const. Cost
I. Trade Cost				
A Substructure				
A10	Foundations	$1,509,855	$9.24 /SQFT	1.79%
B Shell				
B10	Superstructure	$6,648,432	$38.43 /SQFT	7.87%
B20	Enclosure	$7,876,329	$45.53 /SQFT	9.32%
B30	Roof	$2,485,433	$14.37 /SQFT	2.94%
C Interiors				
C10	Interior Construction	$6,645,364	$38.41 /SQFT	7.86%
C20	Stairs	$367,800	$2.13 /SQFT	0.44%
C30	Interior Finishes	$4,866,643	$28.13 /SQFT	5.76%
D Services				
D10	Conveying Systems	$267,200	$1.54 /SQFT	0.32%
D20	Plumbing	$2,770,246	$16.01 /SQFT	3.28%
D30	HVAC	$7,075,294	$40.90 /SQFT	8.37%
D40	Fire Protection	$964,290	$5.57 /SQFT	1.14%
D50	Electrical	$7,477,938	$43.23 /SQFT	8.85%
E Equipment & Furnishings			$0.00	
E10	Equipment	$3,511,340	$20.30 /SQFT	4.15%
E20	Furnishings	$20,583	$0.12 /SQFT	0.02%
F Special Constriction & Demolition			$0.00	
F10	Building Demolition	$1,783,125	$10.31 /SQFT	2.11%
F20	Hazardous Material Abatement	$3,673,250	$21.23 /SQFT	4.35%
G Building Site Work			$0.00	
G10	Site Preparation	$8,906,316	$51.48 /SQFT	10.54%
G20	Site Improvements	$6,029,138	$34.85 /SQFT	7.13%
G30	Site Mechanical Utilities	$1,293,311	$7.48 /SQFT	1.53%
G40	Site Electrical Utilities	$1,042,350	$6.03 /SQFT	1.23%
H General Requirements			$0.00	
H10	Field General Requirements	$2,614,770	$15.11 /SQFT	3.09%
Trade Cost Total		**$77,829,005**	**$450.39 /SQFT**	**92.08%**
	CM General Conditions (6% of Trade Cost)	$4,669,740	$26.99 /SQFT	5.52%
	CM Bond (.6% of Trade Cost)	$466,974	$2.70 /SQFT	0.55%
	CDI (1.2% of Trade Cost)	$933,948	$5.40 /SQFT	1.10%
	GLI (.8% of Trade Cost)	$622,632	$3.60 /SQFT	0.74%
Construction Cost Total		**$84,522,299**	**$489.08 /SQFT**	**100.00%**

Item & Description		Value	Cost/Unit BLDG SQFT	Percent of Project Cost
II. Soft Cost				
1.	Architectural & Engineering Fees (see detail)	$6,926,784	$40.04 /SQFT	6.78%
2.	CM, OPM & Commissioning Fees (see detail)	$5,705,255	$32.98 /SQFT	5.58%
3.	Owner's Contingency & Escalation (see detail)	$5,071,338	$29.31 /SQFT	4.96%
Soft Cost - Subtotal		**$17,703,377**	**$102.33 /SQFT**	**17.32%**
Total Project Cost		**$102,225,676**	**$591.41 /SQFT**	**100.00%**

Item & Description		Value	Cost/Unit BLDG SQFT	Cost per Student
III. Furniture, Fixtures, Equipment & Technology				
1.	Loose Furniture, Fixtures & Equipment (see detail)	$2,265,000	$13.09 /SQFT	$3,000.00
2.	Technology (see detail)	$1,189,125	$6.87 /SQFT	$1,575.00
Loose Furniture, Fixtures, Equipment & Technology - Subtotal		**$3,454,125**	**$19.97 /SQFT**	**$4,575.00**
Total Project Cost + Furniture, Fixtures, Equipment & Technology		**$105,679,801**	**$611.38 /SQFT**	**$139,973.25**

TOTUS pre construction services, llc.

Totus Pre-Construction Services
37219 Sandpiper Road
Millsboro, Delaware 19966

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
A SUBSTRUCTURE			
A10 Foundations			
A1010 Standard Foundations			
Foundations	76040 SQFT	$9.82 /SQFT	$746,713
Foundation Walls	76040 SQFT	$1.37 /SQFT	$104,175
Full Height Masonry Walls	2448 SQFT	$50.00 /SQFT	$122,400
Slabs on Grade	76040 SQFT	$6.90 /SQFT	$524,676
Waterproofing & Dampproofing	169875 SQFT	$0.07 /SQFT	$11,891
A 1010 Standard Foundations Total			$1,509,855
A10 Foundations Total			**$1,509,855**
A SUBSTRUCTURE TOTAL			**$1,509,855**
B SHELL			
B10 Superstructure			
B1010 Floor Construction			
Steel Joists, Beams, Columns & Slab on Metal Deck	87389 SQFT	$36.25 /SQFT	$3,167,851
Steel Joists, Beams, Columns & Deck (elevated walk)	520 SQFT	$58.00 /SQFT	$30,160
Steel Joists, Beams, Columns & Deck Upper Track	4436 SQFT	$58.00 /SQFT	$257,288
Misc. Metals for Floor Construction	87389 SQFT	$0.25 /SQFT	$21,847
Misc. Metals Angle Edging	12 TONS	$4,000.00 /TONS	$48,000
Wood Framing for Floor Construction	87389 SQFT	$0.15 /SQFT	$13,108
B1015 Perimeter Firestopping			
Spray Fireproofing	1 LPSM	$359,500.00 /LPSM	$359,500
Fireproofing @ Slab Edge	1 LPSM	$53,960.00 /LPSM	$53,960
B1020 Roof Construction			
Steel Joists, Beams & Deck on Columns	87389 SQFT	$30.25 /SQFT	$2,643,517
Canopy Framing	1064 SQFT	$50.00 /SQFT	$53,200
B1020 Roof Construction Total			$6,648,432
B10 Superstructure Total			**$6,648,432**
B20 Enclosure			
B2010 Exterior Walls			
4" Exterior Brick Veneer	42089 SQFT	$49.09 /SQFT	$2,066,149
Misc. Metals for Masonry	46814 SQFT	$0.56 /SQFT	$26,216
Fiber Cement Panels	31017 SQFT	$41.00 /SQFT	$1,271,697
Wood Blocking & Sheathing for Fiber Cement Pnls.	1 LPSM	$14,300.00 /LPSM	$14,300
Fiber Cement Louver Allowance	110 SQFT	$75.00 /SQFT	$8,250
Exterior Precast Allowance (incl. window sills)	1 LPSM	$56,000.00 /LPSM	$56,000
Exterior Ceilings & Trim	300 SQFT	$40.00 /SQFT	$12,000
In Wall Blocking for Windows, Etc.	7700 LNFT	$15.71	$120,967
Exterior Wall Back-Up System (cfmf, sheath, insul)	66401 SQFT	$31.00 /SQFT	$2,058,431
Exterior Wall Back-Up (masonry & insulation)	6705 SQFT	$35.00 /SQFT	$234,675
Exterior Wall Flashing	73106 SFWA	$1.15 /SFWA	$84,072
Exterior Joint Sealants	73106 SFWA	$0.75 /SFWA	$54,830
Misc. Exterior Wood Blocking	14200 LNFT	$9.75 /LNFT	$138,450
Misc. Exterior Plywood Sheathing Allowance	9350 SQFT	$5.50 /SQFT	$51,425
Exterior Exp. Jt. Allowance	1 LPSM	$9,500.00 /LPSM	$9,500
Misc. Exterior Painting Allowance	1 LPSM	$40,500.00 /LPSM	$40,500
B2010 Exterior Walls Total			$6,247,461

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
B2020 Exterior Glazing Systems			
Exterior Storefronts	2391 SQFT	$102.00 /SQFT	$243,882
Exterior Curtainwall	4834 SQFT	$124.00 /SQFT	$599,416
Exterior Punched Opening Operable Windows	2839 SQFT	$95.00 /SQFT	$269,705
Sunshades	1340 SQFT	$122.00 /SQFT	$163,480
Exterior Glazing Systems Sealant Allowance	1 LPSM	$68,500.00 /LPSM	$68,500
B2020 Exterior Windows Total			$1,344,983
B2030 Exterior Doors			
Exterior Storefront Doors	40 EACH	$4,000.00 /EACH	$160,000
Exterior HM Doors	15 EACH	$1,875.00 /EACH	$28,125
Exterior Overhead Doors	1008 SQFT	$95.00 /SQFT	$95,760
B2030 Exterior Doors Total			$283,885
B20 Enclosure Total			**$7,876,329**
B30 Roofing			
B3010 Roof Coverings			
Single Ply Membrane Roofing	78663 SQFT	$23.00 /SQFT	$1,809,249
Standing Seam Metal Roof	8887 SQFT	$52.00 /SQFT	$462,124
B3010 Roof Coverings Total			$2,271,373
B3011 Roof Fascia			
Aluminum Roof Fascia & Thru-Wall Flashing	3999 SQFT	$40.00 /SQFT	$159,960
B3011 Roof Fascia Total			$159,960
B3012 Roof Accessories			
Aluminum Gutters	255 LNFT	$45.00 /LNFT	$11,475
Aluminum Downspouts	200 LNFT	$45.00 /LNFT	$9,000
Roof Hatch	2 EACH	$2,000.00 /EACH	$4,000
Automatic Fire/Smoke Vent	200 SQFT	$120.00 /SQFT	$24,000
Roof Walk Pads	1500 SQFT	$2.00 /SQFT	$3,000
Wall Mount Ladders	15 LNFT	$175.00 /LNFT	$2,625
B3012 Roof Accessories Total			$54,100
B30 Roofing Total			**$2,485,433**
B SHELL TOTAL			**$17,010,194**
C INTERIORS			
C10 Interior Construction			
C1010 Partitions			
6" MS, GWB 2 Sides, Insulation	2933 SQFT	$17.00 /SQFT	$49,861
4" MS, GWB 2 Sides, Insulation	19110 SQFT	$14.00 /SQFT	$267,540
4" MS, GWB 2 Sides, STC-60	95725 SQFT	$20.00 /SQFT	$1,914,500
8" CMU	24012 SQFT	$30.00 /SQFT	$720,360
6"CMU	19804 SQFT	$27.50 /SQFT	$544,610
Temporary Enclosures (windows, doors, etc.)	1 LPSM	$55,000.00 /LPSM	$55,000
Interior Wood Blocking for Walls Allowance	15500 BDFT	$15.00 /BDFT	$232,500
Interior Caulking	169875 SQFT	$0.75 /SQFT	$127,406
C1010 Partitions Total			$3,911,777

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
C1020 Interior Doors			
Solid Wood Door w/ HM Frame	176 EACH	$1,400.00 EACH	$246,400
Solid Wood Door w/ HM Frame (rated)	74 EACH	$1,600.00 EACH	$118,400
Skyfold Doors	966 SQFT	$135.00 /SQFT	$130,410
Interior Overhead Doors	200 SQFT	$83.50 /SQFT	$16,700
C1020 Interior Doors Total			$511,910
C1030 Glazed Openings			
Interior Storefront Doors	10 EACH	$3,500.00 /EACH	$35,000
Interior Glazing in HM Frame	714 SQFT	$85.00 /SQFT	$60,690
Interior Storefront Glazing	4853 SQFT	$95.00 /SQFT	$461,035
Display Case Allowance	120 LNFT	$200.00 /LNFT	$24,000
Sound Attenuation Glazing	180 SQFT	$250.00 /SQFT	$45,000
Wood Door Glazing Allowance	1 LPSM	$5,800.00 /LPSM	$5,800
Bullet Proof Glazing Allowance	1 LPSM	$20,000.00 /LPSM	$20,000
C1030 Glazed Openings Total			$651,525
C1040 Ornamental & Other Metals			
Elevator Misc. Metals	2 EACH	$9,500.00 /EACH	$19,000
Interior Lintel Allowance	1 LPSM	$9,600.00 /LPSM	$9,600
Interior Handrails (wall rails)	240 LNFT	$90.00 /LNFT	$21,600
Interior Handrails (free standing incl. guardrails)	240 LNFT	$285.00 /LNFT	$68,400
Interior Handrails (Upper Track)	331 LNFT	$285.00 /LNFT	$94,335
Interior Ornamental Handrails (wall rails)	62 LNFT	$210.00 /LNFT	$13,020
Interior Ornamental Handrails (incl. guardrails))	72 LNFT	$675.00 /LNFT	$48,600
Other Int. Misc. Metals Allowance	169875 SQFT	$1.25 /SQFT	$212,344
C1040 Ornamental & Other Metals Total			$486,899
C1050 Specialties			
Toilet Partitions (standard)	27 EACH	$1,560.00 /EACH	$42,120
Toilet Partitions (ADA)	12 EACH	$1,950.00 /EACH	$23,400
Woven Wire Partitions	4 EACH	$5,000.00 /EACH	$20,000
Urinal Screens	8 EACH	$555.00 /SQFT	$4,440
Lockers (staff)	25 EACH	$280.00 /EACH	$7,000
Lockers (CTE)	120 EACH	$400.00 /EACH	$48,000
Lockers (gym)	156 EACH	$280.00 /EACH	$43,680
FE Cabinet Allowance	12 EACH	$400.00 /EACH	$4,800
Toilet Accessory Allowance	1 LPSM	$110,000.00 /LPSM	$110,000
Interior Signage Allowance	169875 SQFT	$1.50 /SQFT	$254,813
Markerboards & Tackboards	15000 SQFT	$35.00 /SQFT	$525,000
C1050 Specialties Total			$1,083,253
C10 Interior Construction Total			**$6,645,364**
C20 Stairs			
C2010 Stair Construction			
Metal Stair Pans with Concrete Fill	234 RISR	$900.00 /RISR	$210,600
Monumental Stair	1 LPSM	$150,000.00 /LPSM	$150,000
Stage Stair	6 RISR	$1,200.00 /RISR	$7,200
D2010 Stair Construction Total			$367,800
C20 Stairs Total			**$367,800**

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
C30 Interior Finishes			
C3010 Wall Finishes			
Porcelain Tile Wall Finish	5800 SQFT	$31.50 /SQFT	$182,700
Ceramic Tile Wall Finish	9230 SQFT	$35.00 /SQFT	$323,050
Paint Doors & Frames	250 EACH	$125.00 /EACH	$31,250
Wall Painting	214875 SQFT	$1.00 /SQFT	$214,875
Epoxy Wall Painting	29300 SQFT	$2.85 /SQFT	$83,505
Paint HM Borrowed Light Frames Allowance	1 LPSM	$25,000.00 /LPSM	$25,000
Touch-Up Painting Allowance	1 LPSM	$26,500.00 /LPSM	$26,500
Acoustical Wall Panels	4410 SQFT	$45.00 /SQFT	$198,450
C3010 Wall Finishes Total			$1,085,330
C3020 Floor Finishes			
Rubber Tread & Riser Stair Finish	3006 SQFT	$5.00 /SQFT	$15,030
Ceramic Tile Floor Finish	4554 SQFT	$35.00 /SQFT	$159,390
Sealed Concrete Floor Finish	16308 SQFT	$3.00 /SQFT	$48,924
Epoxy Floor Finish	6426 SQFT	$23.00 /SQFT	$147,798
LVT Floor Finish	87825 SQFT	$8.50 /SQFT	$746,513
Carpet Tile Flooring	19386 SQFT	$5.00 /SQFT	$96,930
Stage Strip Flooring	431 SQFT	$22.00 /SQFT	$9,482
Fluid Applied Athletic Flooring	7182 SQFT	$20.00 /SQFT	$143,640
Wood Strip Athletic Flooring	12500 SQFT	$22.00 /SQFT	$275,000
Rubber Base	20461 LNFT	$4.00 /LNFT	$81,844
Floor Prep	1 LPSM	$54,000.00 /LPSM	$54,000
Entrance Mats	630 SQFT	$60.00 /SQFT	$37,800
Floor Patching	1 LPSM	$17,500.00 /LPSM	$17,500
C3020 Floor Finishes Total			$1,833,851
C3030 Ceiling Finishes			
Painted GWB Ceiling	8859 SQFT	$15.75 /SQFT	$139,529
Painted Exposed Ceiling	38727 SQFT	$3.00 /SQFT	$116,181
Acoustical Ceiling	109095 SQFT	$5.50 /SQFT	$600,023
FDA Acoustical Ceiling	3613 SQFT	$8.50 /SQFT	$30,711
C3030 Ceiling Finishes Total			$886,443
C3050 Cabinetry & Millwork			
Wood Blocking for Millwork	169875 SQFT	$0.25 /SQFT	$42,469
Misc. Plywood Sheathing Allowance	1 LPSM	$7,100.00 /LPSM	$7,100
Admin. Casework Allowance	1 LPSM	$20,000.00 /LPSM	$20,000
Media Center Checkout Desk Allowance	1 LPSM	$20,000.00 /LPSM	$20,000
Broadcast Studio Desk Allowance	1 LPSM	$20,000.00 /LPSM	$20,000
Storage Shelving	150 LNFT	$75.00 /LNFT	$11,250
Mailbox Slots	60 EACH	$295.00 /EACH	$17,700
Misc. Millwork & Trim	1 LPSM	$285,000.00 /LPSM	$285,000
P-Lam Countertop	2500 SQFT	$75.00 /SQFT	$187,500
Epoxy Countertop	5000 SQFT	$90.00 /SQFT	$450,000
C3050 Cabinetry & Millwork Total			$1,061,019
C30 Interior Finishes Total			**$4,866,643**
C INTERIORS TOTAL			**$11,879,806**

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D SERVICES			
D10 Conveying Systems			
D1010 Elevators & Lifts			
3-Stop Hydraulic Passenger Elevator	1 EACH	$115,200.00 /EACH	$115,200
3-Stop Hydraulic Freight Elevator	1 EACH	$152,000.00 /EACH	$152,000
D1010 Elevators & Lifts Total			$267,200
D10 Conveying Systems Total			**$267,200**
D20 Plumbing			
D2013 Plumbing Fixtures			
Water Closets	67 EACH	$1,500.00 /EACH	$100,500
Urinals	12 EACH	$1,475.00 /EACH	$17,700
Wall Hung Lavatories	71 EACH	$1,175.00 /EACH	$83,425
Bradleys	4 EACH	$15,000.00 /EACH	$60,000
Shower Diverter & Drain	4 EACH	$1,400.00 /EACH	$5,600
ADA Shower Diverter & Drain	4 EACH	$1,800.00 /EACH	$7,200
Floor Drains	61 EACH	$500.00 /EACH	$30,500
Roof Drains	25 EACH	$500.00	$12,500
Residential Sinks	8 EACH	$1,275.00 /EACH	$10,200
Lab Sink Faucet & Drain	64 EACH	$800.00 /EACH	$51,200
Gas Cocks	64 EACH	$225.00 /EACH	$14,400
Mop Sink	4 EACH	$1,200.00 /EACH	$4,800
Dual Hgt. Electric Water Cooler	6 EACH	$3,250.00 /EACH	$19,500
Eye Wash Shower	8 EACH	$1,400.00 /EACH	$11,200
Wall Hydrant	10 EACH	$550.00 /EACH	$5,500
Washer Connection	2 EACH	$250.00 /EACH	$500
D2013 Plumbing Fixtures Total			$434,725
D2014 Domestic Water Misc. Equipment			
Domestic Water Piping	169875 SQFT	$1.50 /SQFT	$254,813
D2014 Domestic Water Misc. Equipment Total			$254,813
D2023 Domestic Water Distribution			
Domestic Water Piping	169875 SQFT	$3.45 /SQFT	$586,069
D2023 Domestic Water Distribution Total			$586,069
D2033 Sanitary Drain Waste & Vent			
UG Sanitary Piping	169875 SQFT	$2.00 /SQFT	$339,750
AG Sanitary Piping	169875 SQFT	$2.55 /SQFT	$433,181
Acid Waste Sanitary Piping	169875 SQFT	$0.50 /SQFT	$84,938
D2033 Sanitary Drain Waste & Vent Total			$857,869
D2043 Rain Water Drainage			
D2040 100 Rain Water Drainage Allowance	169875 SQFT	$1.10 /SQFT	$186,863
D2043 Rain Water Drainage Total			$186,863
D2093 Other Plumbing Systems			
Natural Gas	169875 SQFT	$1.40 /SQFT	$237,825
Compressed Air	169875 SQFT	$0.13 /SQFT	$22,084
Kitchen Equipment Connections	1 LPSM	$35,000.00 /LPSM	$35,000
Misc. Plumbing Item Allowance	1 LPSM	$155,000.00 /LPSM	$155,000
D2093 Other Plumbing Systems Total			$449,909
D20 Plumbing Total			**$2,770,246**

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D30 HVAC			
D1000 Common Work Results for HVAC			
Air & Water Balancing	169875 SQFT	$0.90 /SQFT	$152,888
D1000 Common Work Results for HVAC Total			$152,888
D2309 Instrumentation & Controls for HVAC			
DDC Control System	169875 SQFT	$7.25 /SQFT	$1,231,594
D2309 Instrumentation & Controls for HVAC Total			$1,231,594
D3023 Heating & Cooling Equipment			
HVAC Major Equipment	169875 SQFT	$9.00 /SQFT	$1,528,875
D3023 Heating & Cooling Equipment Total			$1,528,875
D3043 Distribution Systems			
Chilled Water Piping	169875 SQFT	$2.25 /SQFT	$382,219
Hot Water Piping	169875 SQFT	$4.25 /SQFT	$721,969
Refrigerant Piping	169875 SQFT	$0.40 /SQFT	$67,950
Condensate Piping	169875 SQFT	$0.10 /SQFT	$16,988
Air Ducts & Casings	169875 SQFT	$13.50 /SQFT	$2,293,313
D3043 Distribution Systems Total			$3,482,438
D3090 Other HVAC Systems			
Misc. HVAC Other Systems Allowance	169875 SQFT	$4.00 /SQFT	$679,500
D3090 Other HVAC Systems Total			$679,500
D30 HVAC Total			**$7,075,294**
D40 Fire Protection			
D4010 Sprinkler System			
Fire System Main Piping	169875 SQFT	$0.91 /SQFT	$154,586
Fire Pump	1 LPSM	$42,000.00 /LPSM	$42,000
Wet Pipe Sprinkler System	169875 SQFT	$4.45 /SQFT	$755,944
Dry Pipe Sprinkler System	1120 SQFT	$10.50 /SQFT	$11,760
D4010 Sprinkler System Total			$964,290
D40 Fire Protection Total			**$964,290**
D50 Electrical			
D5010 Electrical Service & Distribution			
High Voltage Service & Distribution	1 LPSM	$85,000.00 /LPSM	$85,000
Low Voltage Main Power & Distribution	169875 SQFT	$7.70 /SQFT	$1,308,038
Low Voltage Devise Power & Distribution	169875 SQFT	$16.50 /SQFT	$2,802,938
Low Voltage Emergency Power & Distribution	169875 SQFT	$0.85 /SQFT	$144,394
D5010 Electrical Service & Distribution Total			$4,340,369
D5020 Lighting & Branch Wiring			
Lighting g Fixtures & Branch Wiring	169875 SQFT	$7.35 /SQFT	$1,248,581
Theater Stage Lighting Allowance	1 LPSM	$150,000.00 /LPSM	$150,000
Misc. Lighting Control Allowance	169875 SQFT	$1.65 /SQFT	$280,294
D5020 Lighting & Branch Wiring Total			$1,678,875
D5030 Communications & Security			
Fire Alarm System	169875 SQFT	$2.55 /SQFT	$433,181
PA System	169875 SQFT	$0.75 /SQFT	$127,406
Clock System	169875 SQFT	$0.30 /SQFT	$50,963
Security & Access Controls	169875 SQFT	$2.85 /SQFT	$484,144
D5030 Communications & Security Total			$1,095,694

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D5090 Other Electrical Systems			
Grounding, Bonding & Lightning Protection	1 LPSM	$36,000.00 /LPSM	$36,000
Misc. Electrical Incl. Temporary	1 LPSM	$327,000.00 /LPSM	$327,000
D5090 Other Electrical Systems Total			$363,000
D50 Electrical Total			**$7,477,938**
D SERVICES TOTAL			**$18,287,768**
E EQUIPMENT & FURNISHINGS			
E10 Equipment			
E1020 Institutional Equipment			
Theater/Auditorium Telescoping Seating	425 EACH	$650.00 /EACH	$276,250
Theater/Auditorium Sound System Allowance	1 LPSM	$150,000.00 /LPSM	$150,000
Projection Screens (motorized)	2 EACH	$4,320.00 /EACH	$8,640
Residential Appliance (refrigerator)	3 EACH	$1,100.00 /EACH	$3,300
Residential Appliance (dishwasher)	1 EACH	$850.00 /EACH	$850
Residential Appliance (stove/oven)	1 EACH	$1,500.00 /EACH	$1,500
Residential Appliance (clothes washer)	2 EACH	$1,100.00 /EACH	$2,200
Residential Appliance (clothes dryer)	2 EACH	$1,100.00 /EACH	$2,200
Telescoping Bleachers	900 SEATS	$195.00 /SEAT	$175,500
Basketball Backstops	6 EACH	$12,500.00 /EACH	$75,000
Volleyball Equipment	1 LPSM	$3,500.00 /LPSM	$3,500
Gym Divider Curtain	3300 SQFT	$22.00 /SQFT	$72,600
Wall Padding	1300 SQFT	$6.00 /SQFT	$7,800
Mat Mover	2 EACH	$7,500.00 /EACH	$15,000
Scoreboard	2 EACH	$10,500.00 /EACH	$21,000
Workout Room Equipment Allowance	1 LPSM	$55,000.00 /LPSM	$55,000
Shooting Range Equipment Allowance	1 LPSM	$70,000.00 /LPSM	$70,000
Misc. Other Athletic Equipment Allowance	1 LPSM	$80,000.00 /LPSM	$80,000
Science Lab Misc. Equipment	1 LPSM	$15,500.00 /LPSM	$15,500
Carpentry Class Equipment Allowance	1 LPSM	$53,500.00 /LPSM	$53,500
Maritime Carpentry Class Equipment Allowance	1 LPSM	$53,500.00 /LPSM	$53,500
Maritime Plumbing Class Equipment Allowance	1 LPSM	$53,500.00 /LPSM	$53,500
Maritime Electrical Class Equipment Allowance	1 LPSM	$53,500.00 /LPSM	$53,500
E1020 Institutional Equipment Total			$1,249,840
E1020 Manufactured Casework			
Media Center Casework Allowance	1 LPSM	$75,000.00 /LPSM	$75,000
Art Casework Allowance	1 LPSM	$35,000.00 /LPSM	$35,000
Band Casework Allowance	1 LPSM	$45,000.00 /LPSM	$45,000
Breakroom Casework Allowance	1 LPSM	$6,000.00 /LPSM	$6,000
CTE Construction Casework Allowance	1 LPSM	$80,000.00 /LPSM	$80,000
General Office Casework Allowance	1 LPSM	$8,000.00 /LPSM	$8,000
Science Lab Casework	8 EACH	$65,000.00 /EACH	$520,000
Prep Room Casework	5 EACH	$15,000.00 /EACH	$75,000
Classroom Shelving	1100 LNFT	$425.00 /LNFT	$467,500
E1020 Manufactured Casework Total			$1,311,500
E1090 Food Service Equipment			
Food Service Equipment	1 LPSM	$650,000.00 /LPSM	$650,000
Culinary Food Service Equipment	1 LPSM	$300,000.00 /LPSM	$300,000
E1090 Food Service Equipment Total			$950,000
E10 Equipment Total			**$3,511,340**

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
E20 Furnishings			
E2010 Fixed Furnishings			
Window Treatments	2839 SQFT	$7.25 /SQFT	$20,583
E2010 Fixed Furnishings Total			$20,583
E20 Furnishings Total			**$20,583**
E EQUIPMENT & FURNISHINGS TOTAL			**$3,531,923**
F SPECIAL CONSTRUCTION & DEMOLITION			
F10 Building Demolition			
F1010 Bulk Building Demolition			
Demolish Existing School Incl. Foundations	237750 SQFT	$7.50 /SQFT	$1,783,125
F1010 Bulk Building Demolition Total			$1,783,125
F10 Building Demolition Total			**$1,783,125**
F20 Hazardous Material Abatement			
F2020 Hazardous Components Abatement			
Abatement Design	1 LPSM	$107,000.00 /LPSM	$107,000
Abatement for Demolition	237750 SQFT	$15.00 /SQFT	$3,566,250
F2020 Hazardous Components Abatement Total			$3,673,250
F20 Hazardous Material Abatement Total			**$3,673,250**
F SPECIAL CONSTRUCTION & DEMOLITION TOTAL			**$5,456,375**
G BUILDING SITE WORK			
G10 Site Preparation			
G1000 Site Temporary Controls			
Temporary Storm Water Management	1 LPSM	$475,000.00 /LPSM	$475,000
Temporary Fencing Allowance	1 LPSM	$100,000.00 /LPSM	$100,000
Parking & Access Roads	1 LPSM	$100,000.00 /LPSM	$100,000
Pedestrian Access	1 LPSM	$25,000.00 /LPSM	$25,000
Traffic Control	1 LPSM	$10,000.00 /LPSM	$10,000
Temporary Utilities	1 LPSM	$30,000.00 /LPSM	$30,000
Dewatering for Site Work	1 LPSM	$75,000.00 /LPSM	$75,000
Snow Removal	1 LPSM	$25,000.00 /LPSM	$25,000
Street Cleaning	1 LPSM	$50,000.00 /LPSM	$50,000
Street Repair	1 LPSM	$30,000.00 /LPSM	$30,000
Survey & Layout for Site Work	1 LPSM	$50,000.00 /LPSM	$50,000
G1000 Site Temporary Controls Total			$970,000
G1010 Site Clearing			
Clearing & Grubbing	3.2 ACRE	$129,500.00 /ACRE	$414,400
Strip Topsoil	23400 CUYD	$7.65 /CUYD	$179,010
G2040 Site Development Total			$593,410
G1020 Site Demolition & Relocation			
Demolish Misc. Items Not Shown	1 LPSM	$25,000.00 /LPSM	$25,000
Demolish Site Fencing	2840 LNFT	$15.00 /LNFT	$42,600
Demolish Domestic Water Pipe	785 LNFT	$25.00 /LNFT	$19,625
Demolish Sanitary & Storm Sewer Pipe	4500 LNFT	$32.00 /LNFT	$144,000
Sanitary & Storm Sewer Structures	41 EACH	$975.00 /EACH	$39,975
Demolish Gas Pipe	960 LNFT	$25.00 /LNFT	$24,000
Demolish Parking Lot Lighting Allowance	25 EACH	$1,500.00 /EACH	$37,500
Demolish Electric Service	990 LNFT	$45.00 /LNFT	$44,550

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
Demolish Transformers	2 EACH	$2,500.00 /EACH	$5,000
Utility Cut & Cap Allowance	1 LPSM	$15,000.00 /LPSM	$15,000
Saw Cut Bituminous Paving	200 LNFT	$7.50 /LNFT	$1,500
Bituminous Paving Demolition	17335 SQYD	$3.00 /SQYD	$52,005
Concrete Pedestrian Paving Demolition	34816 SQFT	$1.60 /SQFT	$55,706
Disposal of Debris	5883 TONS	$17.50 /TON	$102,953
G1020 Site Demolition & Relocation Total			$609,413
G1030 Site Earthwork			
Site Grading	112723 SQYD	$45.00 /SQYD	$5,072,535
Mechanical Rock Removal for Trenching	1500 CUYD	$200.00 /CUYD	$300,000
Mechanical Bulk Rock Removal	1500 CUYD	$75.00 /CUYD	$112,500
Bulk Rock Removal by Blasting	6500 CUYD	$50.00 /CUYD	$325,000
Imported Structural Fill	15200 CUYD	$36.00 /CUYD	$547,200
Respread Topsoil	10103 CUYD	$17.50 /CUYD	$176,803
Spoils Removal	13297 CUYD	$15.00 /CUYD	$199,455
G1030 Site Earthwork Total			$6,733,493
G10 Site Preparation Total			**$8,906,316**
G20 Site Improvements			
G1010 Building Drainage Course			
Slab on Grade Drainage Course	1409 CUYD	$35.50 /CUYD	$50,020
G2010 Roadways Total			$50,020
G2010 Roadways			
Bituminous Roadway Paving (incl. agg. base)	14911 SQYD	$37.50 /SQYD	$559,163
Pavement Marking Allowance	1 LPSM	$15,000.00 /LPSM	$15,000
G2010 Roadways Total			$574,163
G2020 Parking Lots			
Bituminous Parking Lot Paving (incl. agg. base)	8858 SQYD	$32.00 /SQYD	$283,456
Pavement Marking Allowance	1 LPSM	$12,000.00 /LPSM	$12,000
G2020 Parking Lots Total			$295,456
G2030 Pedestrian Paving			
PCC Concrete Sidewalk	39923 SQFT	$12.50 /SQFT	$499,038
PCC Concrete Curb	8270 LNFT	$25.00 /LNFT	$206,750
G2030 Pedestrian Paving Total			$705,788
G2040 Site Development			
6' Chain Link Fencing (exterior bleachers)	720 LNFT	$50.00 /LNFT	$36,000
6' Chain Link Double Swing Fence Gate	4 EACH	$1,550.00 /EACH	$6,200
4' Chain Link Fencing (running track)	1700 LNFT	$45.00 /LNFT	$76,500
Ornamental Fencing (mechanical & dumpster)	425 LNFT	$100.00 /LNFT	$42,500
Ornamental Fencing Double Swing Fence Gates	2 EACH	$2,500.00 /EACH	$5,000
Bollards Allowance	40 EACH	$950.00 /EACH	$38,000
Flagpoles	3 EACH	$5,500.00 /EACH	$16,500
Benches	6 EACH	$2,200.00 /EACH	$13,200
Trash Receptacles	15 EACH	$1,200.00 /EACH	$18,000
Bike Racks	3 EACH	$1,200.00 /EACH	$3,600
Bleachers & Grandstands	900 SEATS	$400.00 /SEAT	$360,000
Press Box	1 LPSM	$75,000.00 /LPSM	$75,000
All Weather Track	1 LPSM	$650,000.00 /LPSM	$650,000
Synthetic Turf Field (incl. irrigation)	1 LPSM	$1,510,000.00 /LPSM	$1,510,000

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
Refurbish Tennis Courts	6 EACH	$65,000.00 /LPSM	$390,000
Scoreboard	1 EACH	$50,000.00 /EACH	$50,000
Exterior Signage Allowance	1 LPSM	$250,000.00 /LPSM	$250,000
G2040 Site Development Total			$3,540,500
G2050 Landscaping			
Lawns & Ground Cover	55106 SQYD	$2.00 /SQYD	$110,212
Planting Allowance (lawn area)	11.4 ACRE	$20,000.00 /ACRE	$228,000
G2050 Landscaping Total			$338,212
G2060 Retaining Walls			
Corbelled Landscape Wall	10500 SQFT	$50.00 /SQFT	$525,000
G2050 Landscaping Total			$525,000
G20 Site Improvements Total			**$6,029,138**
G30 Site Mechanical Utilities			
G3010 Water			
Domestic Water & Fire Service Pipe, Valves & Fittings	3035 LNFT	$110.00 /LNFT	$333,850
Tie-In to Municipal Water	1 LPSM	$15,000.00 /LPSM	$15,000
Fire Hydrants	6 EACH	$5,000.00 /EACH	$30,000
Water Metering Enclosure	1 LPSM	$30,000.00 /LPSM	$30,000
G3010 Water Total			$408,850
G3020 Sanitary Sewer			
Sanitary Sewer Service Pipe & Fittings	565 LNFT	$45.00 /LNFT	$25,425
Tie In to Existing Sanitary on Site	1 LPSM	$3,500.00 /LPSM	$3,500
Sanitary Sewer Structures	4 EACH	$5,000.00 /EACH	$20,000
Grease Trap	1 LPSM	$15,000.00 /LPSM	$15,000
G3020 Sanitary Sewer Total			$63,925
G3030 Storm Water Management			
Stormwater Pipe & Fittings	4300 LNFT	$75.00 /LNFT	$322,500
Stormwater Manholes & Catchbasins	29 EACH	$5,000.00 /EACH	$145,000
Inlet & Outlet Structures	6 EACH	$8,500.00 /EACH	$51,000
Stormwater Infiltration System	12000 SQFT	$20.00 /SQFT	$240,000
G3030 Storm Water Management Total			$758,500
G3060 Fuel Distribution			
Natural Gas Service Pipe, Valves & Fittings	1032 LNFT	$48.00 /LPSM	$49,536
Tie In to NG Gas Service	1 LPSM	$12,500.00 /LPSM	$12,500
G3060 Fuel Distribution Total			$62,036
G30 Site Mechanical Utilities Total			**$1,293,311**
G40 Site Electrical Utilities			
G4010 Electrical Distribution			
Temporary Feeder to Existing Building	1200 LNFT	$120.00 /LNFT	$144,000
Permanent Feeder	330 LNFT	$120.00 /LNFT	$39,600
Primary Transformer & Vault Allowance	1 LPSM	$45,000.00 /LPSM	$45,000
Tele-Data & CATV Building Service	1 LPSM	$25,000.00	$25,000
G4010 Electrical Distribution Total			$253,600

Rogers High School -Trade Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
G4020 Site Lighting			
On-Site Power Distribution Allowance	1 LPSM	$95,000.00 /LPSM	$95,000
General Site Wall Mount Lighting	25 EACH	$1,250.00 /EACH	$31,250
General Site Pole Mount Lighting	25 EACH	$4,500.00 /EACH	$112,500
Sports Field Lighting	1 LPSM	$550,000.00 /LPSM	$550,000
G4020 Site Lighting Total			$788,750
G40 Site Electrical Utilities Total			**$1,042,350**
G BUILDING SITE WORK TOTAL			**$17,271,114**
H GENERAL REQUIREMENTS			
H10 Field General Requirements			
H1010 Field Requirements			
Field Requirements	36 MNTH	$28,000.00 /LPSM	$1,008,000
H1010 Field Requirements Total			$1,008,000
H1020 Field Office Requirements			
Field Office Support	36 MNTH	$21,000.00 /MNTH	$756,000
H1020 Field Office Requirements Total			$756,000
H1030 Building Requirements			
Progress Cleaning	36 MNTH	$22,500.00 /MNTH	$810,000
Final Cleaning	169875 SQFT	$0.24 /SQFT	$40,770
H1030 Building Requirements Total			$850,770
H10 Field General Requirements Total			**$2,614,770**
H GENERAL REQUIREMENTS TOTAL			**$2,614,770**
New High School - Total			**$77,829,005**

Rogers High School FF&E-Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
E EQUIPMENT & FURNISHINGS			
E20 Furnishings			
E2020 Furniture			
FF&E Allowance	755 EACH	$3,000.00 /EACH	$2,265,000
E2010 Fixed Furnishings Total			$2,265,000
E20 Furnishings Total			**$2,265,000**
E EQUIPMENT & FURNISHINGS TOTAL			**$2,265,000**
Rogers High School FF&E-Detail Total			**$2,265,000**

Rogers High School Technology-Detail

Description	Takeoff Quantity	Total Cost/Unit	Total Amount
D SERVICES			
D50 Electrical			
D5030 Communications & Security			
Tele-Data System	169875 SQFT	$4.00 /SQFT	$679,500
Audio Visual	169875 SQFT	$3.00 /SQFT	$509,625
D5030 Communications & Security Total			$1,189,125
D50 Electrical Total			**$1,189,125**
D SERVICES TOTAL			**$1,189,125**
Rogers High School Technology-Detail Total			**$1,189,125**

Rogers High School - Architectural & Engineering Fee Breakdown

Discipline	Fee	% of Project
Civil Design	$1,352,357	1.32%
Structural Design	$676,178	0.66%
Architectural Design	$3,178,038	3.11%
MEP Design	$1,555,210	1.52%
Civil Survey	$50,000	0.05%
Geotechnical Testing	$15,000	0.01%
Acoustical Consultant	$50,000	0.05%
Lighting Consultant	$50,000	0.05%
Total	**$6,926,784**	**6.78%**

Rogers High School - Construction Project Management & Commissioning Fee Breakdown

Description	Fee	% of Project
CM Fee	$2,535,669	2.48%
Owner's Rep Service	$2,535,669	2.48%
Commissioning	$633,917	0.62%
Total	**$5,705,255**	**5.6%**

Rogers High School - Design & Construction Contingency & Escalation

Description	Fee	% of Project
Owner's Contingency	$3,380,892	3.31%
Escalation (based on construction contract award 1 year)	$1,690,446	1.65%
Total	**$5,071,338**	**4.96%**

FINANCING PLAN

Financing Plan - Districts must consider the impact on the operating budget of implementing the project in such detail and format as required by the CESE, including but not limited to, an estimate of the costs of additional maintenance required of the district, the costs of additional instructional or support staff, additional utility costs, the costs of additional transportation, if any, and the estimated revenue, if any, from the sale or lease of any school facility decommissioned as a result of implementing the project. Consider how financing this project will impact the district, including, the district's current level of indebtedness, and estimate potential increases in the local tax rate as a result of this project. Indicate how this project will be financed. If the project is to be supported by financing other than a general obligation bond, please indicate the alternative financial mechanism selected and a brief explanation as to why it is sound and cost efficient both in terms of the project itself and overall municipal fiscal policy and practice.

Financing Plan

The impact upon the Newport Public Schools budget are projected as outlined below:

- Maintenance Costs Savings – The current deferred maintenance costs for Rogers High School is approximately $55 to $70 million dollars. The facility has the highest FCI within the State. Building replacement will save the School Department maintenance costs, at least for the foreseeable future with respect to Rogers High School. Pell Elementary is in very good condition and the new additions will require the same level of preventive maintenance as prescribed by the required maintenance funding. With the passage of Article 9 in the State Budget, beginning in FY 2019, Newport's annual facility maintenance expenditures must meet one of three requirements: a) A minimum of 3% of the operating budget. b) A minimum of 3% of the replacement value. c) A minimum of $3, subject to inflation, per square foot of building space.
- Instructional/Support Staff Costs – It is anticipated that no additional instructional or support staff will be needed. Growth in enrollment would be accompanied by increased instructional and support staff as necessary with or without the additional space covered by this Plan. Thus, no extraordinary staff increases would be necessary as a result of this Plan.
- Utility Costs Reduction – Utility costs are expected to be reduced as a result of this plan. New facilities will contain energy efficient HVAC and electrical systems and materials throughout with an improved high performance building envelope. The utility costs of the addition at Pell Elementary will likely be offset by the savings in lease payments to an out of district facility.
- Transportation Costs Savings – Transportation costs are expected to be reduced with the addition to Pell Elementary School.

Discussions have been held with the Town Manager and the City Council of the City of Newport regarding their bonding capacity and ability to finance this plan. Based on initial project cost estimates, Newport will have to fund a plan totaling approximately $114,500,000. Under Rhode Island current laws and regulations, the City will be required to bond the projected amount. Through bond counsel analysis, the City has bonding capacity to bring a $114,500,000 bond referendum to the voters in November 2020. Under the current State reimbursement formula, Newport is eligible to receive state aid in the form of reimbursement for a minimum of thirty five (35%) of the costs associated with designing, constructing, and furnishing approved school building projects. Potential additional reimbursement incentives will be pursued. The limit of attainable incentives is approximately 17.5% additional reimbursement. Incentive determination is calculated upon project completion. Additionally, the City of Newport will review and consider the most cost effective way to utilize the “Pay-Go” competent of school building construction funding.

Included are exhibits of their financing plan based upon the sale of bonds should a Referendum to be held in November 2020 be successful as well as an operating budget analysis.

Financing Plan Exhibits:

1. City of Newport Financing Plan
2. Operating Budget Analysis

Stage II Financial Information
February 3, 2020
Prepared by L. Sitrin

	Estimated Cost	(30 year amortization) Projected Interest Per Financial Advisor	Total Projected Cost	Possible Premium
PROJECT 1				
New Rogers High School	105,000,000	80,321,122	185,321,122	10,266,779
Addition to Pell Elementary	9,500,000	7,264,297	16,764,297	929,781
Total	114,500,000	87,585,419	202,085,419	11,196,560
Pay-go Amount per RIDE Calculator	8,535,975			
Amount to Borrow through Bonds (doesn't include possible premium)	105,964,025			

Note that the pay-go portion from the state reduces the annual housing aid for bond payments down to 30.42% assuming state housing aid reimbursement amount of 35%.

The debt service cost, net of 30.42% housing aid, would increase total City debt service by $4.4 million each year.

The tax rate would have to increase by 5.45% to pay for the debt service.

A tax rate above 4% requires 6 of 7 councilmembers to approve and a tax cap override approval by the Auditor General and RI Department of Revenue.

The tax rate increase would be 4.52% assuming state housing aid reimbursement of 45%.

PROJECTS 2 AND BEYOND

The Newport Public Schools 5-year CIP is attached. The Plan was originally prepared by Rowse Architects and submitted to RIDE. The plan has been revised to indicate projects that have been completed or are currently in process. The plan has also been revised to push capital projects at Rogers High School to out years, for the most part, until it is known whether voters will approve the bond referendum for the new high school. All projects currently listed on the 5-year CIP are anticipated to be funded from the City of Newport's capital project fund. The City's most recent 5-year plan* includes annual funding for school capital projects. The applicable page from the City's 5-year capital plan is attached.

*The City's 5-year capital plan is not an approved funding document; it is a plan. Funding of the plan is determined each year as part of the City's budget process. The School capital project account currently has $347,042 available for FY20 projects. Any unspent funds roll forward to the next year.

Pay-As-You-Go Calculator

For Bond Funded Projects

	Approval Amount	+	Interest (if applicable)	x	Base Share	x	PayGo Percent	=	PayGo Amount
Enter Information: in yellow cells	$114,500,000		$48,090,000		35%		15%		$8,535,975

For Capital Reserve Funded Projects

	Approval Amount	+	Interest (if applicable)	x	Base Share	x	PayGo Percent	=	PayGo Amount
Enter Information: in yellow cells	$0		N/A		0%		15%		$0

Total PayGo Amount: $8,535,975

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City of Newport, Rhode Island

Preliminary Projections for $105,000,000 High School Bond

January 31, 2020

$105 Million General Obligation Bond Issue

Transaction Summary	GO Bonds (AA+ Rated) Level Debt Service
Final Maturity	30-Years from Date of Issuance
Par Amount	$ 105,000,000
Premium	10,266,779
Project Fund	114,741,779
Delivery Date Expenses[1]	525,000
True Interest Cost[2]	3.393%
Total Principal	$ 105,000,000
Total Interest	80,321,122
Total Debt Service	$ **185,321,122**
Maximum Annual Net Debt Service	$ 6,180,000
Average Annual Debt Service	6,177,371

Preliminary Debt Service	
Year 01	$ 6,175,972
Year 02	6,176,450
Year 03	6,178,200
Year 04	6,175,450
Year 05	6,178,200
Year 06	6,175,950
Year 07	6,178,700
Year 08	6,175,950
Year 09	6,177,700
Year 10	6,178,450
Year 11	6,177,950
Year 12	6,175,950
Year 13	6,177,200
Year 14	6,176,200
Year 15	6,179,400
Year 16	6,177,400
Year 17	6,175,200
Year 18	6,177,600
Year 19	6,179,200
Year 20	6,179,800
Year 21	6,179,200
Year 22	6,177,200
Year 23	6,178,600
Year 24	6,178,000
Year 25	6,175,200
Year 26	6,180,000
Year 27	6,176,800
Year 28	6,175,600
Year 29	6,176,000
Year 30	6,177,600
Total Debt Service	$ **185,321,122**

Assumptions:

1. Delivery date expenses projected at 0.5% of par.
2. Market rates as of 1/30/2020 plus 100bp to yields. Rates are preliminary and subject to change.

****PROJECTIONS, SUBJECT TO CHANGE. FOR DISCUSSION PURPOSES ONLY****

Hilltop Securities Inc. is providing the information contained in this document for discussion purposes as financial advisor to the City. Future interest rates are dependent upon many factors such as, but not limited to, interest rate trends, tax rates, supply, changes in laws, rules and regulations, as well as changes in credit quality and rating agency considerations. The effect of such changes in such assumptions may be material and could affect the projected results. These results should be viewed with these potential changes in mind as well as the understanding that there may be interruptions in the market or no market may exist at all.

$9.5 Million General Obligation Bond Issue

Transaction Summary	GO Bonds (AA+ Rated) Level Debt Service
Final Maturity	30-Years from Date of Issuance
Par Amount	$ 9,500,000
Premium	929,781
Project Fund	10,334,781
Delivery Date Expenses[1]	95,000
True Interest Cost[2]	3.392%
Total Principal	$ 9,500,000
Total Interest	7,264,297
Total Debt Service	$ **16,764,297**
Maximum Annual Net Debt Service	$ 561,300
Average Annual Debt Service	558,810

Preliminary Debt Service	
Year 01	$ 556,397
Year 02	559,300
Year 03	561,300
Year 04	557,800
Year 05	559,050
Year 06	559,800
Year 07	560,050
Year 08	559,800
Year 09	559,050
Year 10	557,800
Year 11	561,050
Year 12	558,550
Year 13	560,550
Year 14	556,800
Year 15	560,400
Year 16	558,400
Year 17	561,000
Year 18	558,000
Year 19	559,600
Year 20	560,600
Year 21	556,000
Year 22	556,000
Year 23	560,400
Year 24	559,000
Year 25	557,000
Year 26	559,400
Year 27	561,000
Year 28	556,800
Year 29	557,000
Year 30	556,400
Total Debt Service	$ **16,764,297**

Assumptions:

1. Delivery date expenses projected at 1% of par.
2. Market rates as of 1/30/2019 plus 100bp to yields. Rates are preliminary and subject to change.

****PROJECTIONS, SUBJECT TO CHANGE. FOR DISCUSSION PURPOSES ONLY****

Hilltop Securities Inc. is providing the information contained in this document for discussion purposes as financial advisor to the City. Future interest rates are dependent upon many factors such as, but not limited to, interest rate trends, tax rates, supply, changes in laws, rules and regulations, as well as changes in credit quality and rating agency considerations. The effect of such changes in such assumptions may be material and could affect the projected results. These results should be viewed with these potential changes in mind as well as the understanding that there may be interruptions in the market or no market may exist at all.

City of Newport, Rhode Island
General Long Term Debt to Maturity

June 30,	Total Outstanding General Obligation Bonds	Total Annual Debt Service (net of school reimbursement)	High School and Pell Addition Add 105,000,000 Schools 30 Years	Less School Housing Aid 30.42%	Total Annual Debt Service	Difference in Annual Debt Service Due to New Bond
2020	32,375,000	3,626,908			3,626,908	
2021		3,554,852	6,175,972	(1,878,731)	7,852,093	4,297,241
2022		3,597,369	6,176,450	(1,878,876)	7,894,943	4,297,574
2023		2,540,610	6,178,200	(1,879,408)	6,839,402	4,298,792
2024		2,490,980	6,175,450	(1,878,572)	6,787,858	4,296,878
2025		2,450,399	6,178,200	(1,879,408)	6,749,191	4,298,792
2026		1,318,080	6,175,950	(1,878,724)	5,615,306	4,297,226
2027		1,052,716	6,178,700	(1,879,561)	5,351,855	4,299,139
2028		1,020,572	6,175,950	(1,878,724)	5,317,798	4,297,226
2029		980,392	6,177,700	(1,879,256)	5,278,836	4,298,444
2030		940,212	6,178,450	(1,879,484)	5,239,178	4,298,966
2031		900,032	6,177,950	(1,879,332)	5,198,650	4,298,618
2032		867,888	6,175,950	(1,878,724)	5,165,114	4,297,226
2033		835,744	6,177,200	(1,879,104)	5,133,840	4,298,096
2034			6,176,200	(1,878,800)	4,297,400	4,297,400
2035			6,179,400	(1,879,773)	4,299,627	4,299,627
2036			6,177,400	(1,879,165)	4,298,235	4,298,235
2037			6,175,200	(1,878,496)	4,296,704	4,296,704
2038			6,177,600	(1,879,226)	4,298,374	4,298,374
2039			6,179,200	(1,879,713)	4,299,487	4,299,487
2040			6,179,800	(1,879,895)	4,299,905	4,299,905
2041			6,179,200	(1,879,713)	4,299,487	4,299,487
2042			6,177,200	(1,879,104)	4,298,096	4,298,096
2043			6,178,600	(1,879,530)	4,299,070	4,299,070
2044			6,178,000	(1,879,348)	4,298,652	4,298,652
2045			6,175,200	(1,878,496)	4,296,704	4,296,704
2046			6,180,000	(1,879,956)	4,300,044	4,300,044
2047			6,176,800	(1,878,983)	4,297,817	4,297,817
2048			6,175,600	(1,878,618)	4,296,982	4,296,982
2049			6,176,000	(1,878,739)	4,297,261	4,297,261
2050			6,177,600	(1,879,226)	4,298,374	4,298,374
2051						
2052						
2053						
		26,176,754	185,321,122	(56,374,685)	155,123,191	128,946,437

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Newport Public Schools
Operating Budget Analysis Utility Costs

School	ACCOUNT	2016	2017	2018	2019
Pell	GAS	$44,248.37	$53,822.07	$52,379.54	$34,597.65
TMS	GAS	$53,302.87	$57,917.95	$60,639.82	$46,769.01
RHS	GAS	$148,722.00	$165,779.31	$194,424.76	$135,760.35
NACTC	GAS	$24,363.12	$13,948.95	$32,116.66	$22,015.63

School	ACCOUNT	2016	2017	2018	2019
Pell	ELECTRIC	$112,205.51	$146,083.92	$174,542.41	$152,148.54
TMS	ELECTRIC	$109,799.87	$99,785.51	$122,643.28	$127,299.38
RHS	ELECTRIC	$77,406.95	$89,188.16	$107,305.39	$124,169.23
NACTC	ELECTRIC	$29,975.92	$33,020.51	$44,122.86	$38,915.17

School	ACCOUNT	2016	2017	2018	2019
Pell	WATER/SEWER	$31,407.01	$36,222.35	$26,578.06	$43,600.02
TMS	WATER/SEWER	$16,016.46	$22,448.91	$20,907.28	$20,438.51
RHS	WATER/SEWER	$43,990.55	$52,371.09	$50,392.98	$59,121.86
NACTC	WATER/SEWER		$12,121.56	$9,499.81	$14,263.18

SITE PURCHASE PLAN

Site Purchase Plan (if necessary) - Districts must detail information about the location, cost, and acquisition plan for any new site. The site must meet all site standards included in these regulations. The district has sole responsibility for identifying and acquiring control of the site.

Site Purchase Plan

Several sites were investigated for locating the new William S. Rogers High School as well as alternatives to locate the Early Learning Center. After an exhaustive search that included the parcels and buildings identified below, it was determined that the existing site of Rogers High School is the best location for new construction. An addition to Pell was determined to be the best solution to address the facility needs for early learning. Therefore, no site purchase is included in this application.

- Community College of Rhode Island – Parcel for new High School
- US Naval Hospital, Newport RI - Parcel for new High School
- Newport Grand Casino – Parcel for new High School
- Newport Daily News – Building for Early Learning Center
- Cluny School - Building for Early Learning Center
- Coggeshall School - Parcel for Early Learning Center
- New William S. Rogers High School - Parcel for Early Learning Center
- Maher Center – Building and parcel for Early Learning Center



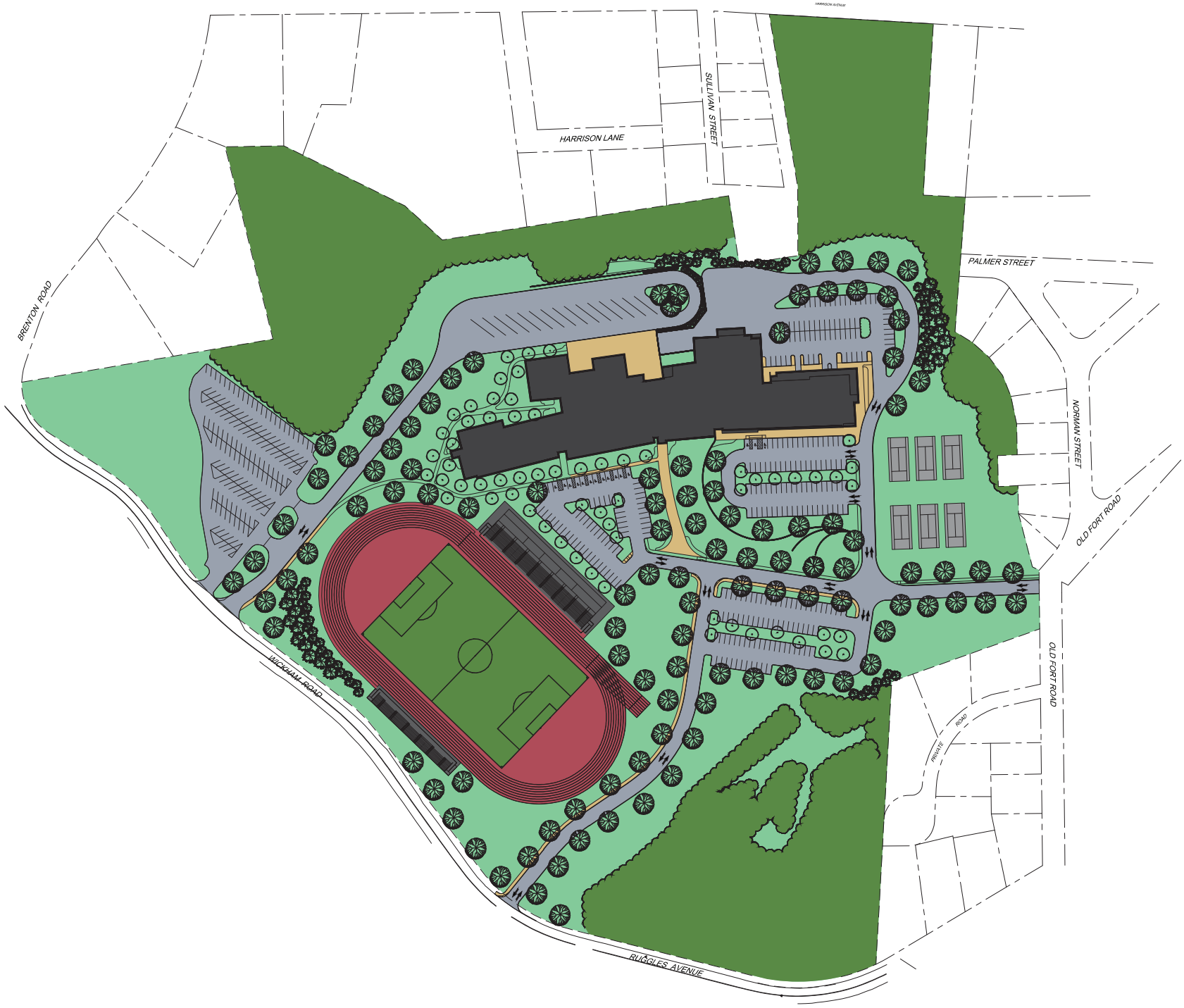

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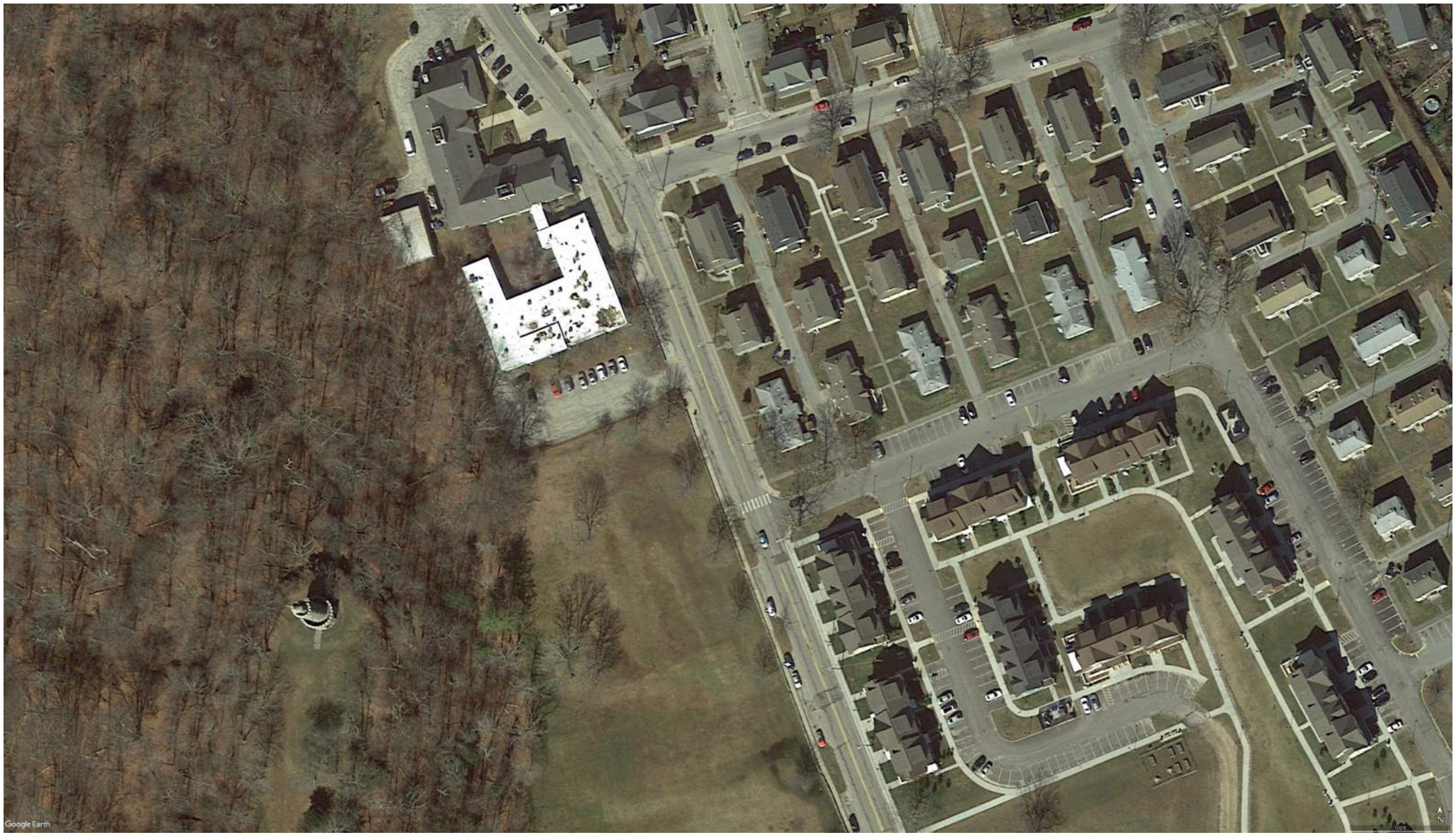

Google Earth


Google Earth



New Rogers Site Plan
-Parcel for Early Learning Center

STUDIO JAED


Google Earth

LOCAL SUPPORT

Local Support - Districts must submit documentation of community support for the project, including City/Town Council and School Committee approvals. Please include a timeline for when the project will be submitted to voters for approval, if applicable.

Local Support

The Newport School Building Committee recommended for Approval the submission of the RIDE Stage II Application on 02/03/20. The Newport School Committee approved the RIDE Stage II submission at their Regular Meeting of 02/11/20. Newport City Council approved the RIDE Stage II submission at their Regular Meeting on 02/12/20.

At present, the expectation is that voter approval will be sought by Referendum in the November 2020 General Election.

Local Support Exhibits:

1. School Building Committee Recommendation Meeting Minutes 02/03/2020
2. Newport School Committee Meeting Minutes 02/11/2020
3. Newport City Council Meeting Minutes 02/12/2020

PROJECT TIMELINE & PROJECT SCHEDULE

Project Timeline - Submit detailed project schedule through completion including post occupancy energy commissioning and including SBA plan review submittals at 100% SD, 100% DD and 60% CD.
Project Schedule - Consider studying alignment of projects and schedule with Housing Aid incentives.

Project Timeline

The Project Timeline captures the following key pieces of information:

- Design & Documentation (Schematic Design, Design Development, & Construction Documentation)
- RIDE Regulatory Approvals (Other local & state regulatory approvals are included within the timeline)
- Pre-Construction Services (Bidding, Contract, Award, Mobilization)
- Construction (Long duration projects will be phased occupied construction)
- Commissioning & Closeout

The following items have been considered in the development of the Project Timeline:

- Summer, Winter, & Spring Breaks (Maximizing opportunities for abatement & demolition)
- Strategic alignment of construction activities with school operations (Limiting disruption)
- Housing Aid reimbursement deadlines (Leverage funding cycles)
- Bonus Incentives criteria (Maximize reimbursement for temporary bonus)
- Available funding cycles (Bond sales & closing)

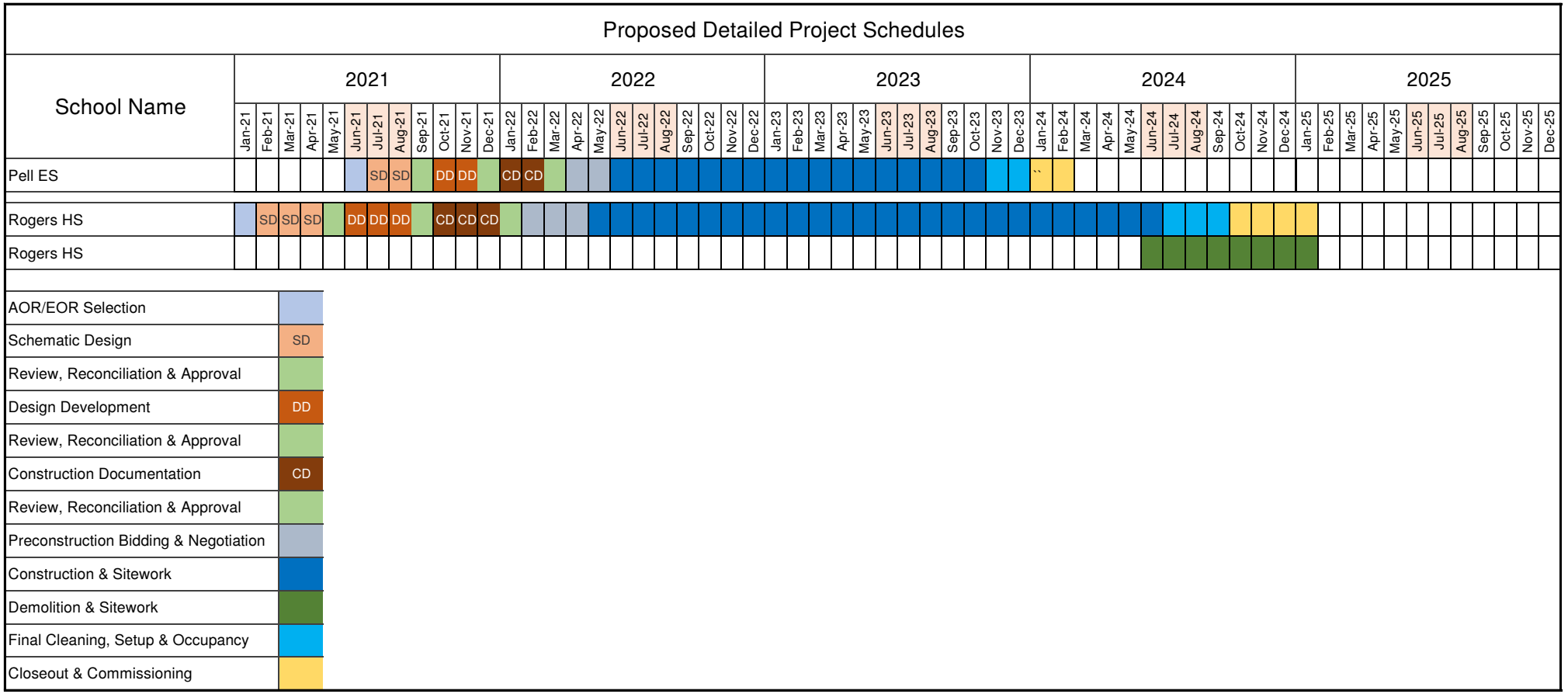
Project Schedule

The proposed schedule is dynamic and is based upon maximizing Housing Aid Incentives. It is premised on best available information at the time of the RIDE Stage 2 submission. It may be adjusted from time to time to reflect evolving circumstances including, but not limited to; funding availability, emerging facility conditions, school department programmatic needs, construction market conditions impacting labor availability and / or labor and material costs, or other unforeseeable events.

Project Timeline Exhibit:

1. Project Timeline
2. Project Schedule Alignment with Housing Aid Incentives

Proposed Detailed Project Schedules



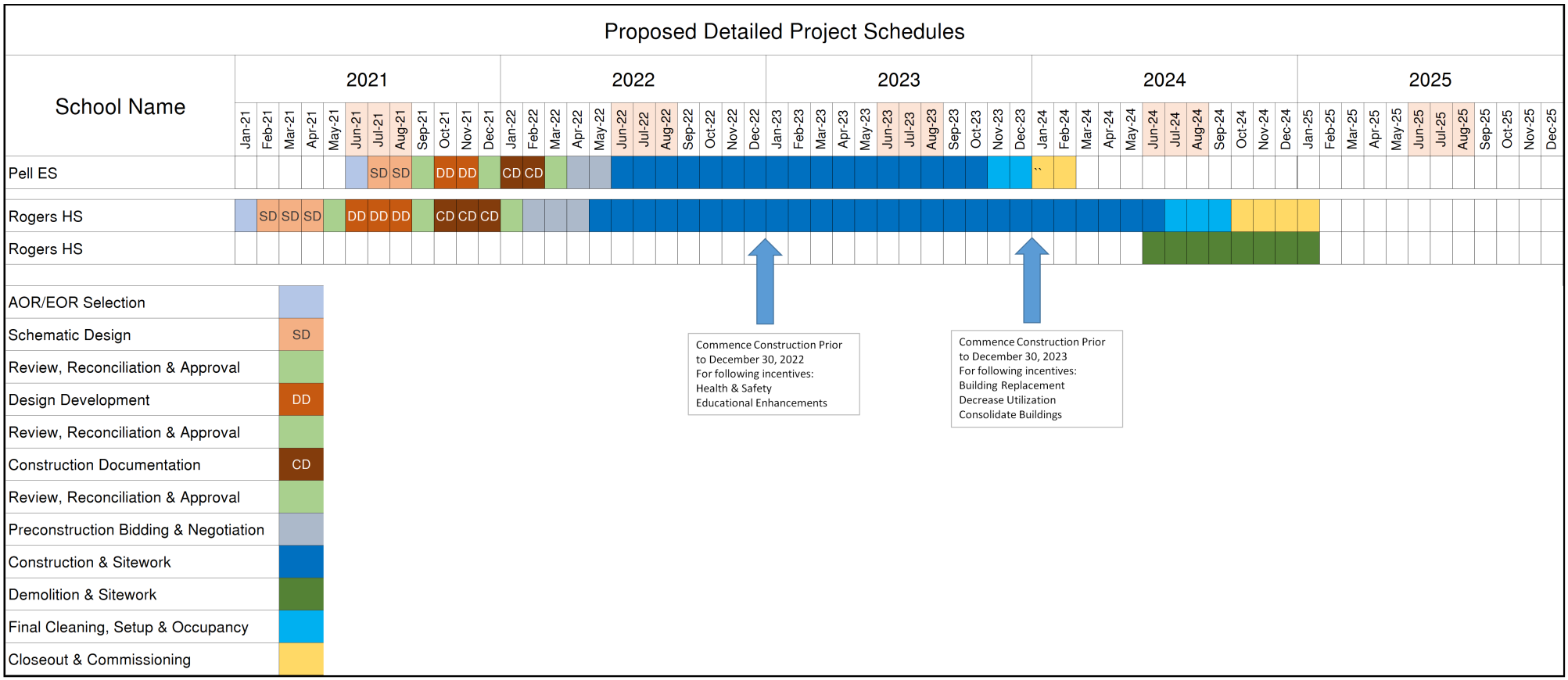
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Newport Public Schools
RIDE Stage 2 Submission
February 14, 2020
Incentive Analysis

School Name	Temporary Commence Construction Before Dec. 30, 2022 Complete Construction By Dec.30, 2027				Temporary Commence Construction Before Dec. 30, 2022 Complete Construction By Dec. 30, 2027				Temporary Commence Construction Before Dec. 30, 2023 Complete Construction By Dec. 30, 2028			Temporary Commence Construction Before Dec. 30, 2023 Complete Construction By Dec. 30, 2028			Temporary Commence Construction Before Dec. 30, 2023 Complete Construction By Dec. 30, 2028			Total	
	Health & Safety Deficiencies @ 25%		% of Project Cost	Qualify 5%	Educational Enhancements @ 25%		% of Project Cost	Qualify 5%	Replacement of a Facility with FCI Above 65 @25%	% of Project Cost	Qualify 5%	Decrease Utilization from 120% to (85% - 105%) @25%	% of Project Cost	Qualify 5%	Building Consolidation @25%	% of Project Cost	Qualify 5%	Cost	Qualify Total
Pell ES				NO	$4,651,200	**	49%	YES			NO	$9,500,000	100%	YES			NO	$9,500,000	10%
Rogers HS	$51,435,651	*	49%	YES	$105,000,000	***	100%	YES	$105,000,000	100%	YES			NO	$58,522,500	***	56%	YES	$105,000,000	20%

Notes
* Amount determined by Jacobs FCA Values
** Amount determined by calculating the project cost/sq.ft. by the sq.ft. of the 8 classrooms
*** Amount determined by calculating the project cost/sq.ft. by the number of CTE students multiplied by RIDE sq.ft. assignment of 225 sq.ft./student

Proposed Detailed Project Schedules



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COMMISSIONING AGENT / OWNER'S PROJECT MANAGER

Commissioning Agent Services/Owners Project Manager/Clerk of the Works.
Provided in the Letter of Intent, included herein.

Commissioning Agent

As defined in RIDE's Necessity of School Construction guidelines for Stage II, Newport Public Schools will procure the services of an independent commissioning agent prior to Stage III. The commissioning agent will provide the following services:

- Local reporting required to implement state enforcement of the regulations for the project during the design, construction, and operational acceptance process to ensure compliance with the regulations during integrated design.
- Verify all design standards have been met through meetings with the design team and plan reviews.
- Monitor compliance with regulations through development of construction documents and through the construction process to ensure that all building systems, mechanical, and lighting equipment, and all specification are in compliance with regulations, included in and consistent with plans, construction documents, and cost estimates.
- Work closely with the selected Owners Project Manager (OPM).
- Bring the owner's needs and project requirements to the forefront at each phase of the project to ensure that the finished project will meet expectations
- Improve the building's overall performance by optimizing energy-efficient design features and directly addressing issues like equipment performance testing and system integration
- Verify that building staff members are well-trained and possess the documentation they need to operate and maintain the building's systems and equipment after turnover

Owner's Project Manager

As defined in RIDE's Necessity of School Construction guidelines for Stage II, Newport Public Schools will procure the services of an Owners Project Manager agent prior to Stage III. Currently, Downs Construction Company, is providing OPM services for the RIDE Stage II application.

The Owner's Project Manager will provide the following services:

The "Owner's Program Manager" is defined in statute (RIGL 37-2-7 (32)) as: *"an entity engaged to provide project management services on behalf of a state agency for the construction and supervision of the construction of a building project. The owner's program manager acts as the owner's agent in all aspects of the construction project, including, but not limited to, architectural programming, planning, design, construction, and the selection and procurement of an appropriate construction delivery method. The owner's program manager shall have at least seven (7) years' experience in the construction and supervision of construction of buildings of similar size and complexity. The owner's program manager shall not have been employed during the preceding year by the design firm, the construction firm, and/or the subcontractors associated with the project. "*

The Owner's Program Manager will

- Provide project management services
- Monitor procurement procedures, design, construction and other related activities
- Facilitate, coordinate and manage the Project schedule
- Monitor the quality of services and workmanship
- Recommend courses when contractual requirements are not being fulfilled.

Per the School Construction Regulations, the OPM will assist the LEA in ensuring "*that construction will be completed in a timely, cost-effective manner and that buildings will be occupied within the timelines established during the approval process*."

Services shall continue through substantial use and occupancy by the Owner, and Project closeout. As part of Basic Services, the OPM shall ensure projects are in compliance with the School Construction Regulations and the LEA's Memorandum of Agreement. The OPM will provide information as requested during final auditing as conducted by the School Building Authority at the Rhode Island Department of Education.

The State of Rhode Island has created a Commissioning Services and Owners Project Manager master price agreement to expedite the procurement process however districts are not obligated to use it.

Commissioning Agent / Owners Project Manager Exhibits:

1. Documentation from RIDE Letter of Intent Submission dated June 14, 2019

One Newport

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

June 14, 2019

Joseph da Silva, Ph.D., NCARB, REFP
School Construction Coordinator
School Building Authority
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Dr. da Silva:

Newport Public Schools located in the City of Newport, Rhode Island intends to seek a Necessity of School Construction Application approval in accordance with the RIDE School Construction Regulations.

The LEA agrees to fund the professionals necessary to complete the requirements in the Stage I and Stage II application including Architectural Feasibility Study, Schematic Design Documents and a Facility Master Plan. The LEA acknowledges that it received the Educational Facility Planner template provided by RIDE SBA and will use this template to procure necessary services.

The LEA agrees to procure the services of an independent engineering Commissioning Agent Services for projects, pursuant to the School Construction Regulations. All building inspections will be completed by August 1st, pursuant to Rhode Island General Law 16-21-3. The LEA has submitted its Asset Protection Plan on ERIDE and authorizes RIDE SBA to include this submission to satisfy the Asset Protection requirement in Stage I application.

Superintendent Colleen Jermain will be the point of contact for the application process and can be reached via email at colleenjermain@npsri.net or by phone 401-847-2100 Ext. 5376.

Sincerely,

Colleen Burns Jermain, Ed.D.
Superintendent of Schools

Raymond E. Gomes, Chair
Newport School Committee

Jamie Bova, Mayor
City of Newport

Providing Students Opportunities and Access to the World Through Quality Education

THE CITY OF NEWPORT

R E S O L U T I O N

OF THE

C O U N C I L

No. _____

RESOLVED: the City Council hereby approves submission of the RIDE Stage 1I 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