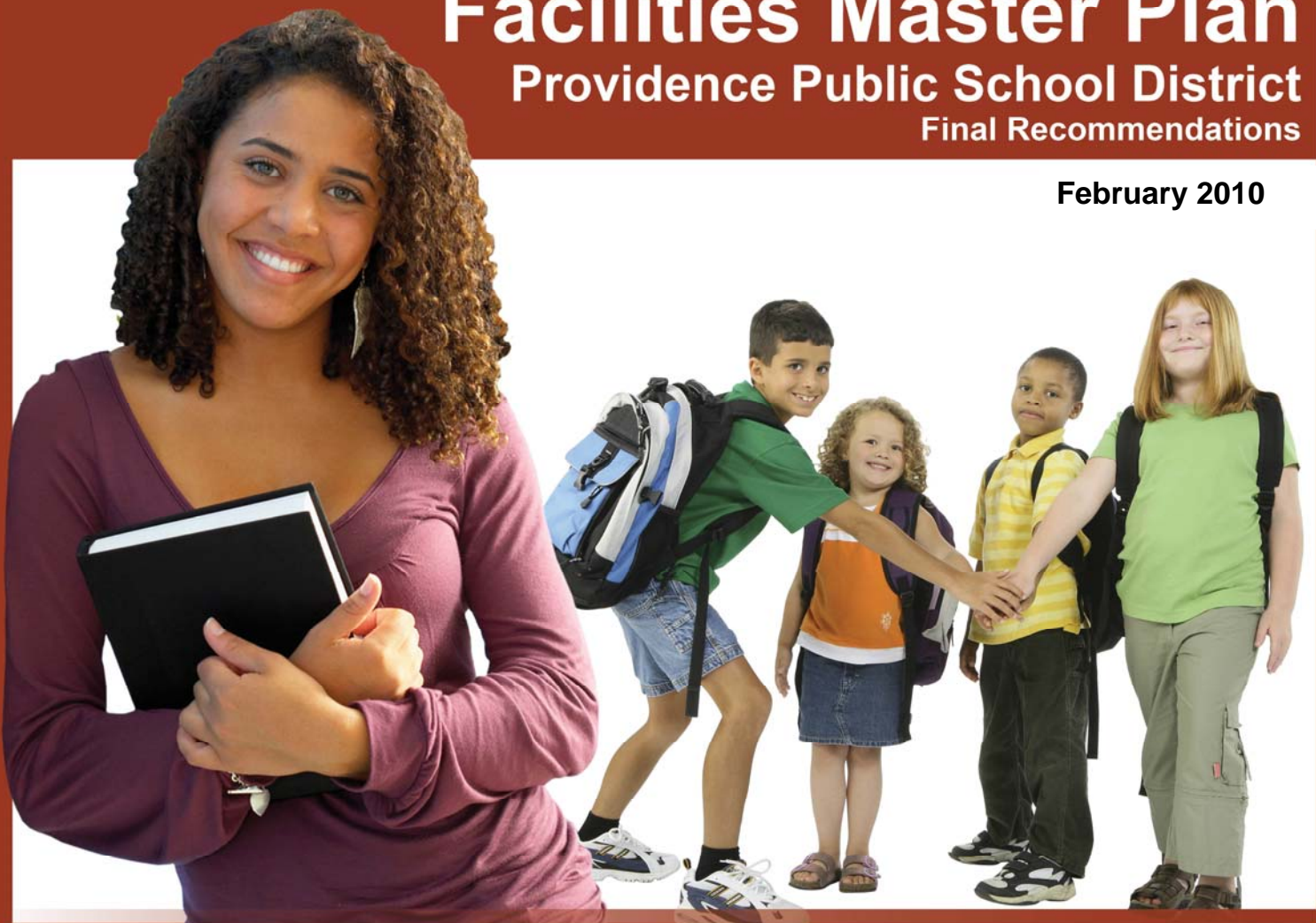


Providence Schools

Facilities Master Plan

Providence Public School District
Final Recommendations

February 2010





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Acknowledgement

The 2010 update to the Facilities Master Plan has been compiled after substantial input from school principals, teachers, students, parents, and citizens as well as the Superintendent's office and the Department of Public Property.

A special thanks is extended to those from City Year and Brown University who acted as facilitators and scribes during the community engagement process for the 2010 Update of the Facilities Master Plan.



Fortes/Lima ES Media Center



Executive Summary

The enrollment in the Providence Public School District (PPSD) has declined from a high of 27,900 in 2003 to 23,484 in 2009 or approximately 16% in six years. This has resulted in excess capacity in the system. The challenge of balancing the need for the community to be served by educational facilities in close proximity vs. the operational capacity of the system to provide appropriate programming in these facilities is what the update to the Facilities Master Plan seeks to address.

Currently PPCSD has 4.2 million square feet of building to operate and maintain at a cost of \$18.2 Million. Approximately \$177.5 million of capital funding was spent on PPCSD facilities, from 2006 – 2008. These dollars covered large modernizations, small capital projects and projects such as system wide security cameras, boiler controls and roofs. Over the past ten years, eleven facilities have been fully modernized. Continued routine and preventative maintenance is necessary for all buildings.

This update to the Facilities Master Plan proposes:

- Closing of seven educational facilities
- Conversion of two schools to a K-8 grade structure
- Modernization of 18 school facilities
- Reconfiguration / Renovation to 11 school facilities
- Routine/Preventative Maintenance to 11 school facilities

The proposed changes would result in:

- Reducing the inventory by 456,907 square feet for operations and maintenance
- Reducing the high school capacity by 590 seats
- Reducing the middle school capacity by approximately 1425 seats
- Reducing the elementary school capacity by 1206 seats



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Introduction

PURPOSE

Planning for the educational facility needs of the Providence Public School District (PPSD) is a process that periodically looks at a variety of factors including the alignment of facilities to programs being offered, physical condition of buildings, enrollment trends, proximity of schools to other schools, academic performance and schools as center of community. In 2006, PPCSD hired DeJong to produce a Facilities Master Plan. *Realizing the Dream* was published in December 2006. The purpose of this document is to update the Facilities Master Plan based on conditions that have changed since 2006. Fanning Howey was selected to work with StudioJAED and Gilbane to produce the PPCSD 2010 Facilities Master Plan.

PROCESS

In order to update the PPCSD Facilities Master Plan, a process was established with the Superintendent and his staff, to ensure transparency and public engagement. The following timeline was established:

May

- ☐ Reviewed 2006 Facility Master Plan
- ☐ Reviewed previous building assessments

June

- ☐ Conducted Principal interviews
- ☐ Conducted Walk-throughs of each facility
- ☐ Geocoded Students and preliminary demographic analysis
- ☐ Community Meetings Round One

July - August

- ☐ Reviewed NESDEC enrollment projections
- ☐ Calculated building capacities
- ☐ Reviewed field notes

September

- ☐ Briefing to School Board

October

- ☐ Conduct Community Meetings Round Two

November

- ☐ Internal Review

December

- ☐ Provide Preliminary Recommendations

January

- ☐ Round Three Community Meetings

February

- ☐ Deliver Final Report
- ☐ Present Final Recommendations to the Board

Investigate

Validate

Recommend



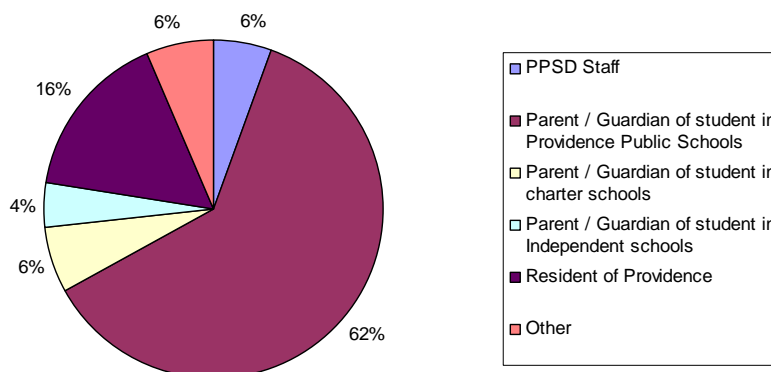
Outreach, Engagement and Dialogue

Reaching out to the community has been an important part of the Facilities Master Plan process. The first meetings occurred in June 2009, to announce the start of the process. Flyers have been posted to announce the community meetings, mass phone calls were made, and a link on the PPSD website was dedicated to the update process. In September, a presentation was made to the School Board to update them on the process. In January 2010, the Superintendent briefed the City Council in an informational session on the process, progress and preliminary recommendations.

Community Meetings

Community Meetings have occurred in each of the six Planning Areas. During the Round II series of meetings, there were two opportunities to participate at each Planning Area. One meeting was during the week in the evening and the second meeting was during the weekend in the morning or early afternoon. Over 100 parents, students and citizens participated in the Round II meetings alone. Translation services were available at each meeting in Spanish, Hmong, Lao, and Cambodian. Child care services and light refreshments were provided at each meeting as well. Students from Brown University and City Year employees were available to act as facilitators and scribes. TurningPoint, an electronic survey system was used to engage the community in a discussion of critical issues. Results were demonstrated in “real time” and lead to deeper discussion and gathering of additional data following the survey. The presentation and survey portions of the meetings were documented.

Chart 1: Stakeholders Represented at Round II Community Meetings





Providence Public Schools at a Glance

Enrollment

23,632 students

As of September 2009

Student Demographics

Chart 2: Ethnicity of Students

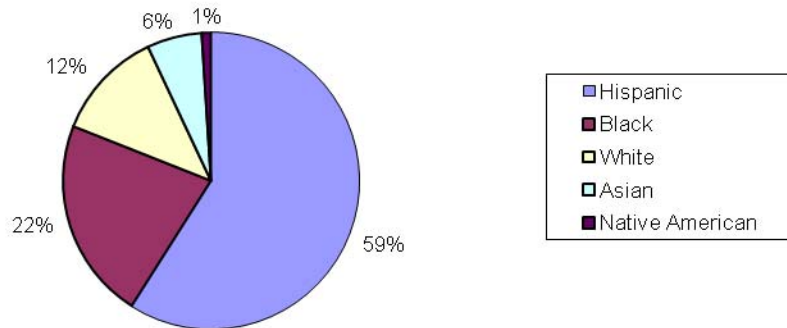


Table 1: Free and Reduced Lunch Percentages

GRADE LEVEL	FREE	REDUCED	PAID
Elementary	80%	8%	12%
Middle	80%	8%	11%
High	72%	10%	18%

NOTE: PPSD is currently sponsoring a Universal Free Lunch Program in all middle and high schools. All students qualify for this program, as long as they return a completed lunch application to their school.

Class Size

PPSD has a student to teacher ratio of 26:1 for general education in every school. Special education self-contained has a student to teacher ratio of 12:1 and special education 230-day has a 6:1 ratio.

Athletics

PPSD recognizes the health benefits of physical activity. Sports activities help students gain a sense of self-confidence, belonging and discipline.



There are:

- 1,750 athletes
- 71 athletic teams
- 252 students participate in the Alternative Athletics Program

Transportation

There are 147 busses for the PPSD schools and 6 busses for the Times2 Charter School. Of the 147 PPSD busses 27 are for tuition special education students and 42 are for parochial and private school students. Approximately 2,800 regular education high school students receive monthly RIPTA bus passes based on living more than three miles from the high school. Special accommodations are made for financial and/or medical hardships.

Table 2: Special Populations

Special Education (ages 3-21)	1,389	6%
Bilingual Students	1,393	6%
ESL Students	1,573	7%
Dual Language	236	1%
Total in program	4,591	

Active Schools

The Providence Public School District (PPSD) has 44 schools, 4 annexes, 1 center, 2 charter schools. Six schools are site-based managed (*).

25 Elementary Schools and 4 Annexes (ax):

PreK-Gr. 5: Bailey, Pleasant View, West Broadway

PreK-Gr. 6: Carnevale, *Gregorian, King

Gr. K-5: D'Abate, Feinstein at Broad Street, Feinstein at Sackett Street, Flynn, Fogarty, Lima (ax: PreK-1), Reservoir, Windmill, Woods

Gr. K-6: Kennedy, Kizirian, Lauro, Veazie, Webster, West, Young

Gr. 2-5: Laurel Hill (ax: K-1), Messer (ax:K-1)

Gr. 2-6: *Fortes (ax: PreK-1)

8 Middle Schools

Gr. 6-8: Bishop, Bridgham, DelSesto, Greene, Hopkins, Perry, Stuart, Williams

11 High Schools

Gr. 9-12: Alvarez, Central, Classical, *Cooley Health & Science High School, *E-Cubed Academy, *Feinstein, Hope Arts, Hope Information Technology, Providence Career & Tech Academy Mount Pleasant, *Providence Academy of International Studies (PAIS)

1 Center Servicing Students with Disabilities

Gr. 9-12: Harold A. Birch Vocational Program

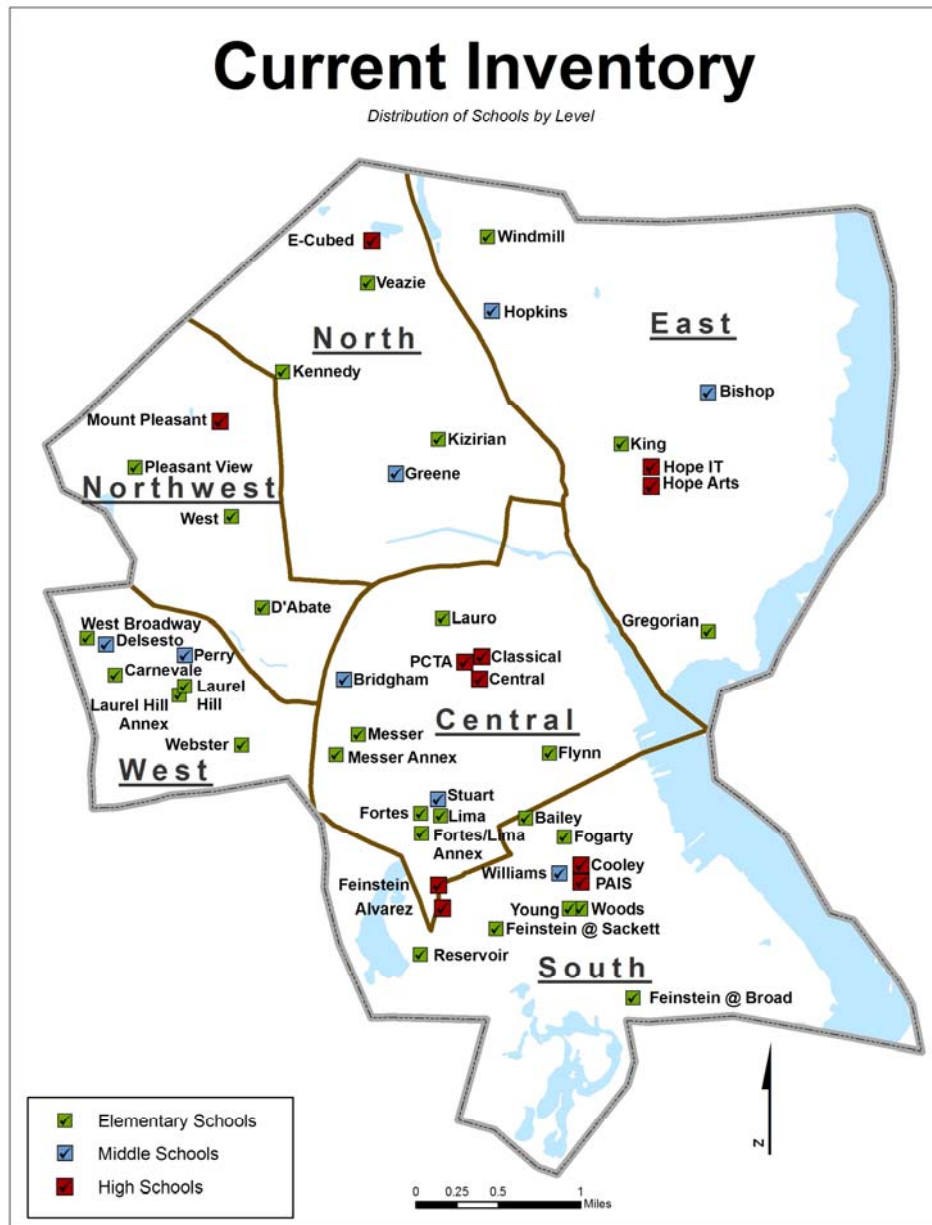


2 District Charter Schools

Gr. K-12: Times2 Academy

Gr. 9-12: Textron Chamber of Commerce

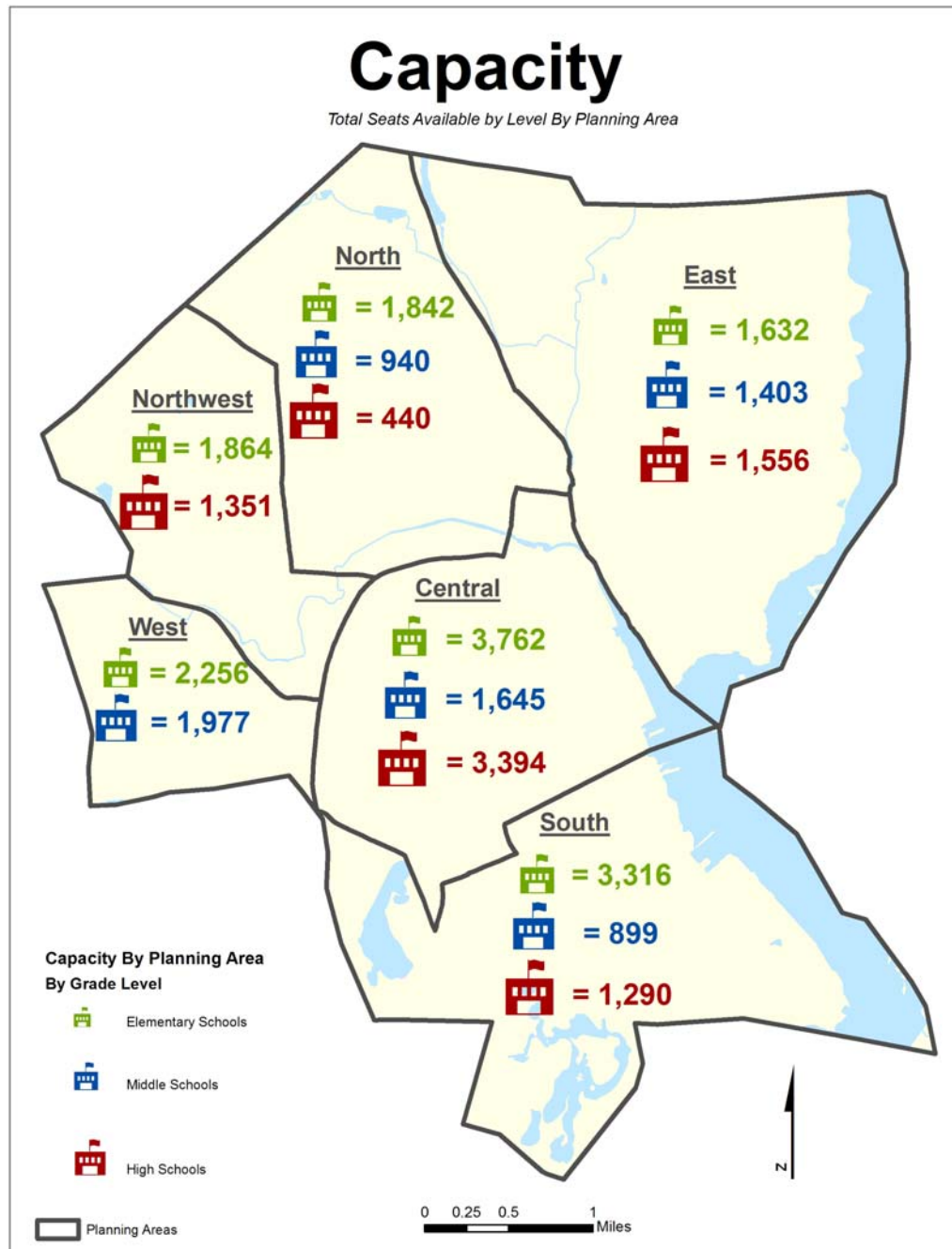
Map 1: Current Inventory of Active Schools





Every facility was assessed for its program capacity. Map 2 below shows the capacity available within each planning area by level of school. It should be noted that some of the capacity is in need of repair prior to occupancy.

Map 2: Capacity by Level of School and Planning Area





Demographics

Providence is at an interesting point demographically. The key factor is determining which data effect the direction that the Providence Public Schools should take in its long-range planning.

Overall, the city is growing. Within that broad statement is the fact that the number of pre-school and school-age children are increasing. That has obvious implications for facility planning. The percentage of persons of Hispanic or Latino origin is increasing. This indicates the potential need for increased emphasis on ESL classes. The population today is better educated than in the past. However, while it is currently estimated that 22% of the population does not have a high school diploma that is a significantly greater percentage than the U.S. population as a whole (15%). Offering after-hours adult education classes has facility planning and use implications.

In the following parts of this demographic section information about the overall Providence demographics followed by the changes in each of the six (6) planning areas is presented. This information helps explain the historic and projected changes in school enrollment which is presented in the final part of this section..

PROVIDENCE DEMOGRAPHICS

During the period 2000 to 2012, Providence is projected to experience an increase in total population of 10.7%. Not as large a percentage increase as the U.S. population is projected to experience the growth in population is significantly greater than the state of Rhode Island or the New England region.

Table 3. Actual, Estimated and Projected Population

Total Population				
	2000	2007	2012	Change 2000 to 2012
Providence	178,241	189,285	197,273	10.7%
Rhode Island	1,087,326	1,140,322	1,177,800	8.3%
New England	14,455,590	15,098,941	15,543,849	7.5%
United States	292,227,353	316,400,521	333,853,201	14.2%

Source: US Census Bureau and Applied Geographic Systems (AGS)

Since the last decennial Census in 2000, projected forward to 2012, the city is expected to experience a shift in its demographics. It is estimated that there are currently slightly fewer school age children and parents than in the year 2000 (Table ____). However, overall there is an increase in pre-school age children which translates to more school age children in 2012 and beyond. The number of “empty nesters” and “seniors” is projected to continue to increase.



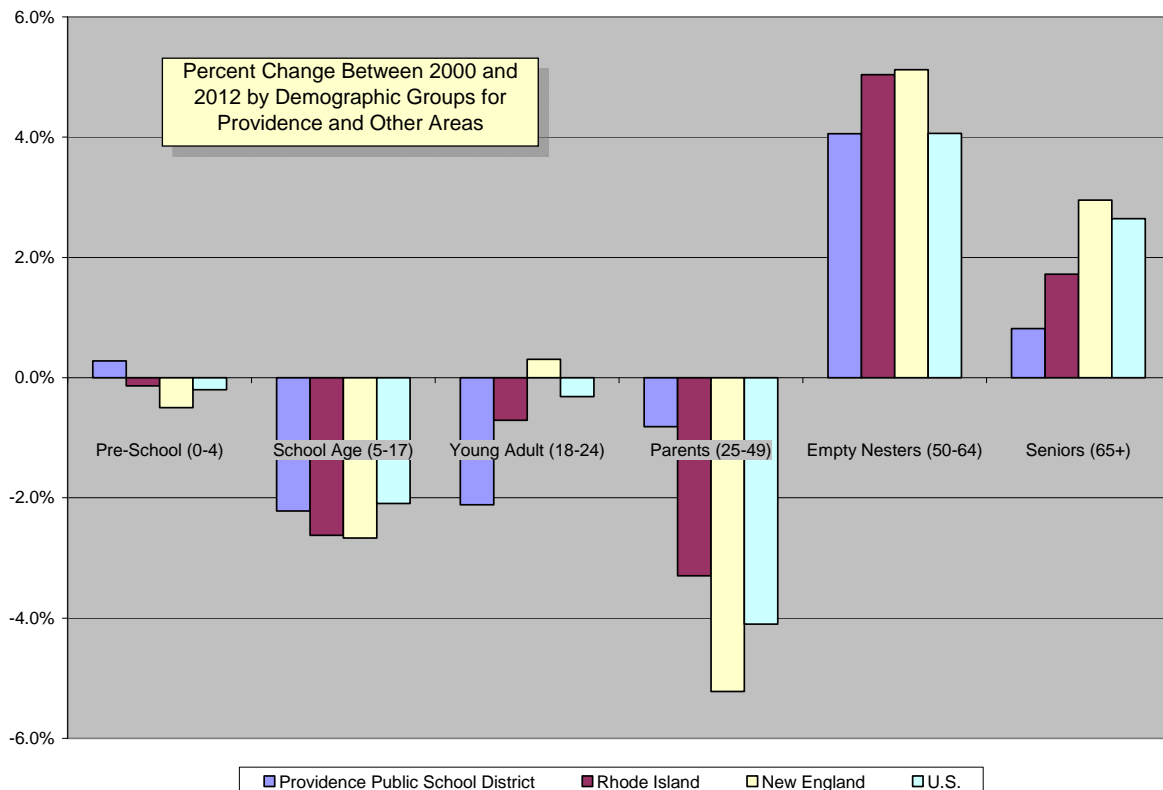
Table 4: Population by Cohort

Providence Public School District						
Demographic Cohorts	2000 Census	% of Total	2007 Estimate	% of Total	2012 Projection	% of Total
Pre-School (0-4)	12,607	7.1%	13,873	7.3%	14,500	7.4%
School Age (5-17)	36,527	20.5%	35,567	18.8%	36,048	18.3%
Young Adult (18-24)	28,949	16.2%	29,212	15.4%	27,867	14.1%
Parents (25-49)	59,074	33.1%	62,389	33.0%	63,771	32.3%
Empty Nesters (50-64)	18,306	10.3%	24,078	12.7%	28,268	14.3%
Seniors (65+)	22,778	12.8%	24,166	12.8%	26,819	13.6%
TOTAL POPULATION	178,241		189,285		197,273	

Source: US Census Bureau and Applied Geographic Systems (AGS)

This is interesting demographically since these changes are somewhat different than what is being experienced in the rest of Rhode Island, New England and the United States as a whole. Chart 3 illustrates the percent change by demographic groups for Providence as compared to the other entities. Providence is the only area to experience an increase in the pre-school cohort and a significantly smaller loss of parent age persons.

Chart 3: Demographic Change





Providence, like many areas, is experiencing a significant increase in persons of Hispanic or Latino origin. From 2000, when 52,146 or 30% of the population identified themselves as being of Hispanic or Latino origin that is projected to increase to 80,625 persons (42.6% of the population) in 2012.

Table 5: Ethnicity

Providence Public School District						
	2000 Census	% base	2007 Estimate	% base	2012 Projection	% base
Population by race	173,618		183,067		189,434	
One race	163,063	93.9%	170,469	93.1%	176,027	92.9%
White	94,666	54.5%	92,904	50.7%	95,381	50.4%
Black	25,243	14.5%	28,487	15.6%	28,439	15.0%
American Indian/Alaska Native	1,975	1.1%	2,372	1.3%	2,400	1.3%
Asian	10,432	6.0%	11,322	6.2%	11,321	6.0%
Hawaiian/Pacific Islander	270	0.2%	410	0.2%	458	0.2%
Some Other Race	30,477	17.6%	34,974	19.1%	38,028	20.1%
Two or More Races	10,555	6.1%	12,598	6.9%	13,407	7.1%
Hispanic or Latino origin	52,146	30.0%	69,973	38.2%	80,625	42.6%

Source: US Census Bureau and Applied Geographic Systems (AGS)

The educational attainment of the Providence population has increased significantly since 2000. The estimates for 2007 and the projection for 2012 for each educational attainment category are shown in the following table. Clearly there is a shift toward a better educated population which should result in an increase in the ability of Providence to compete for higher-paying jobs in the future. However, as previously noted the percentage of the population with less than a high school diploma is higher than the national average indicating the need to continue to plan for adult education classes.

Table 6: Educational Attainment

Providence Public School District						
Educational Attainment Trend	2000	%	2007	%	2012	%
Educational attainment	95,535		104,415		111,019	
Less than 9th grade	14,515	15%	11,066	11%	8,821	8%
9th to 12th grade, no diploma	18,154	19%	11,833	11%	8,399	8%
High school graduate	21,983	23%	28,927	28%	33,513	30%
Some college, no degree	13,044	14%	15,060	14%	16,007	14%
Associate degree	4,471	5%	6,781	6%	8,434	8%
Bachelor's degree	12,553	13%	17,257	17%	20,580	19%
Graduate or professional degree	10,815	11%	13,491	13%	15,265	14%

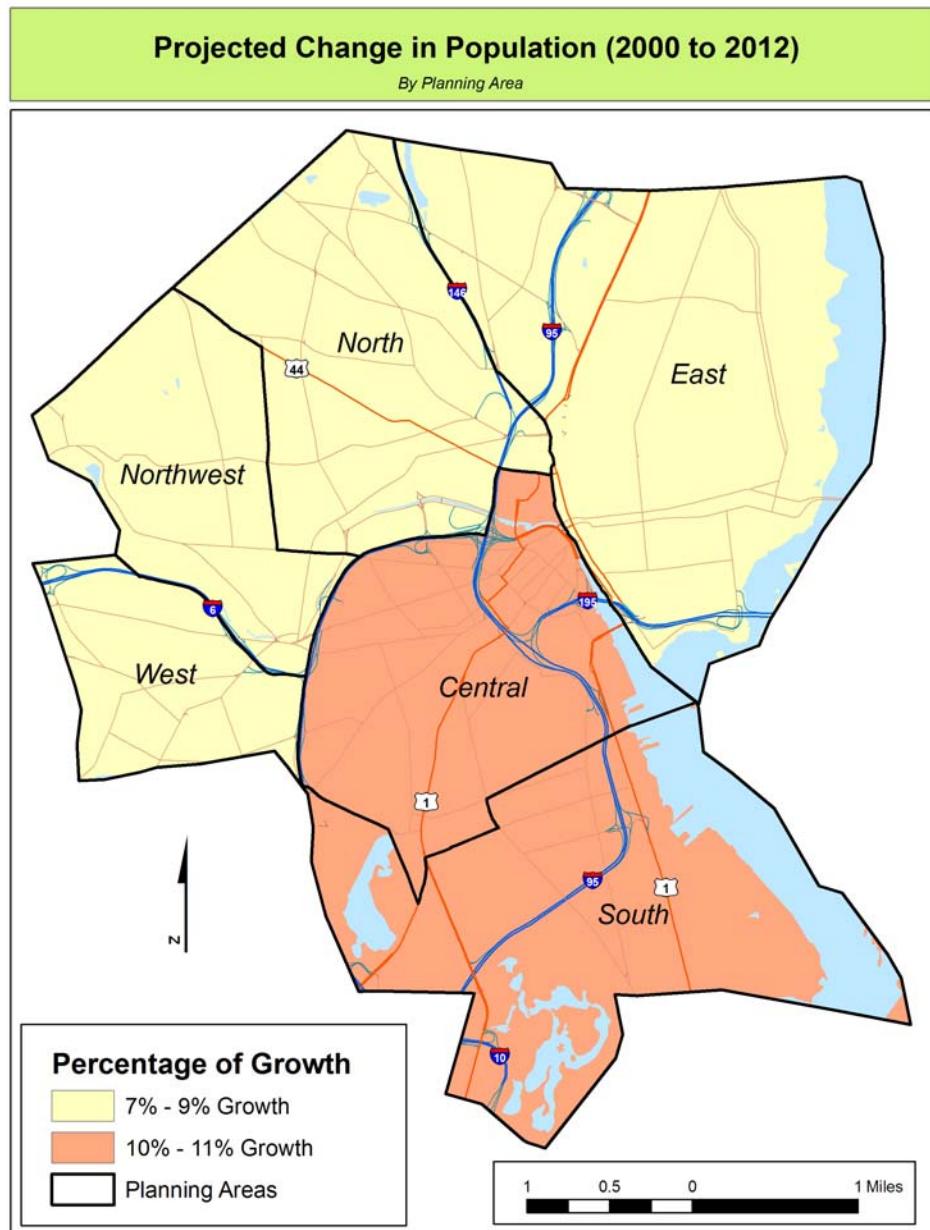
Source: US Census Bureau and Applied Geographic Systems (AGS)



PLANNING AREA DEMOGRAPHICS

During the period 2000 to 2012, two of the six planning areas are projected to experience total population growth greater than ten percent (10%).

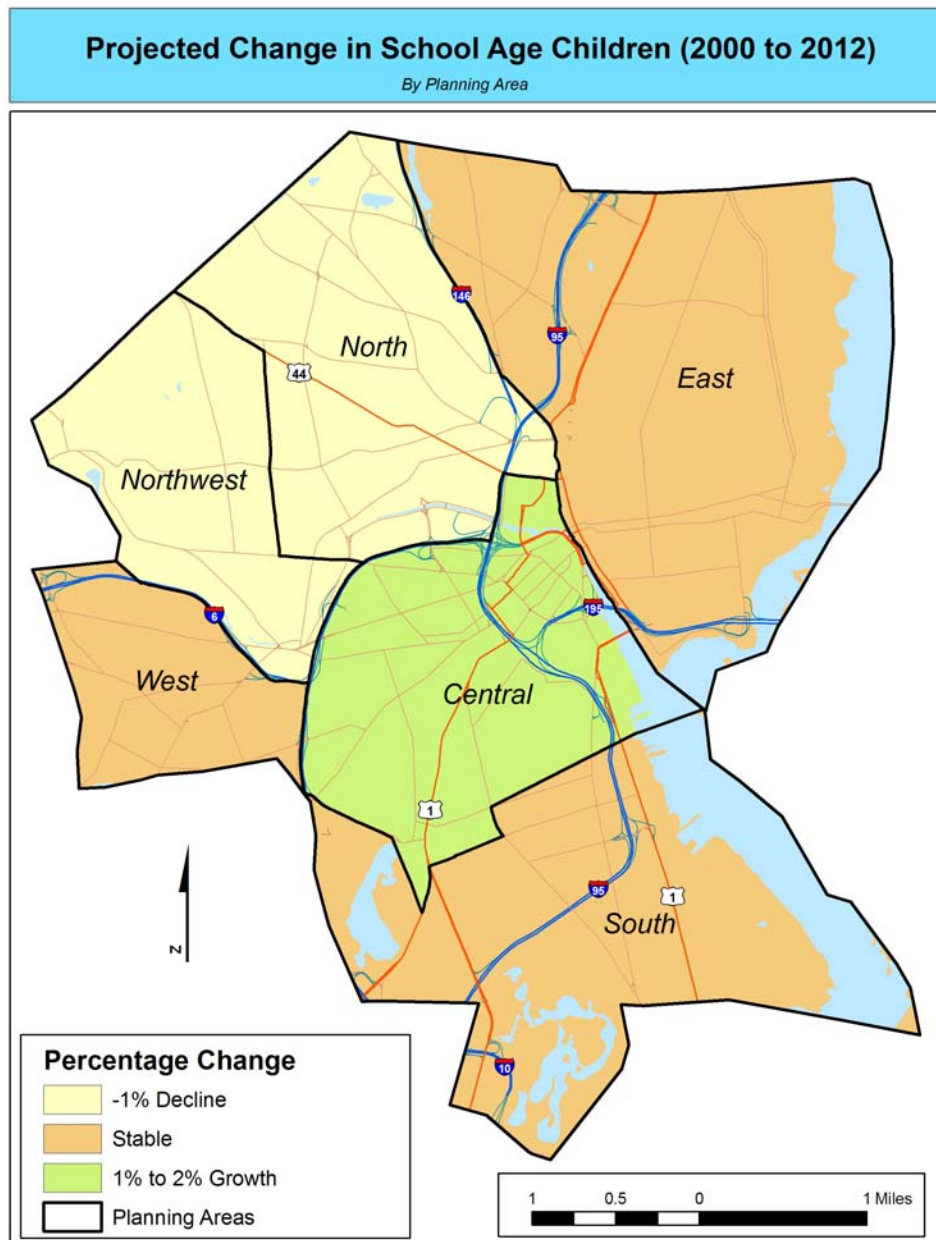
Map 3:





Drilling down into the data the Central planning area is projected to experience a 1-2% increase in the number of school age children during the period from 2000 to 2012. The East, West and South are projected to see little change while the North and Northwest planning areas will experience a very slight decline in the number of school age children.

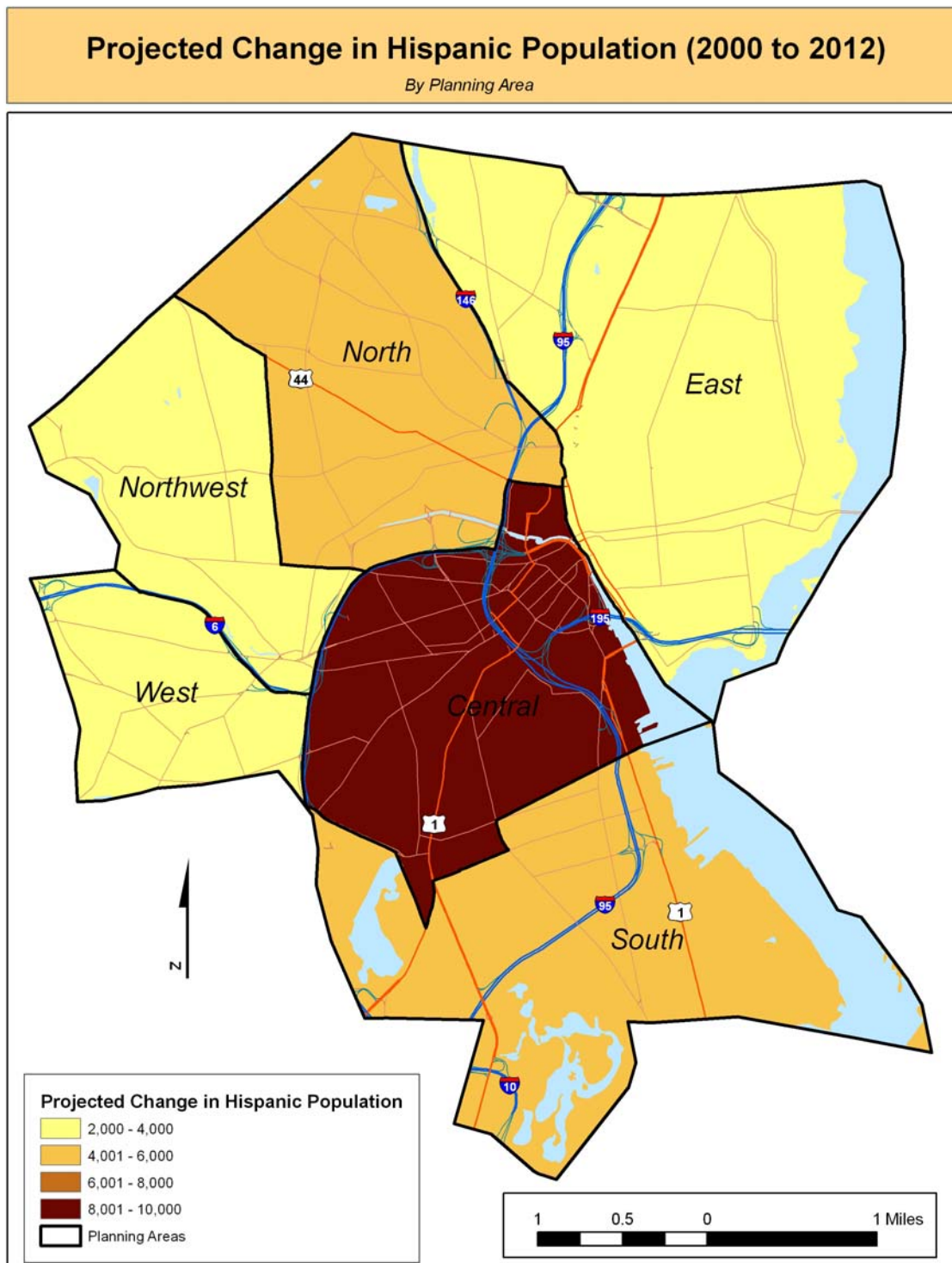
Map 4:





While all six planning areas are projected to see a large increase in persons of Hispanic or Latino origin the greatest increase in terms of the number of persons is expected in the Central area followed by the North and South areas.

Map 5:





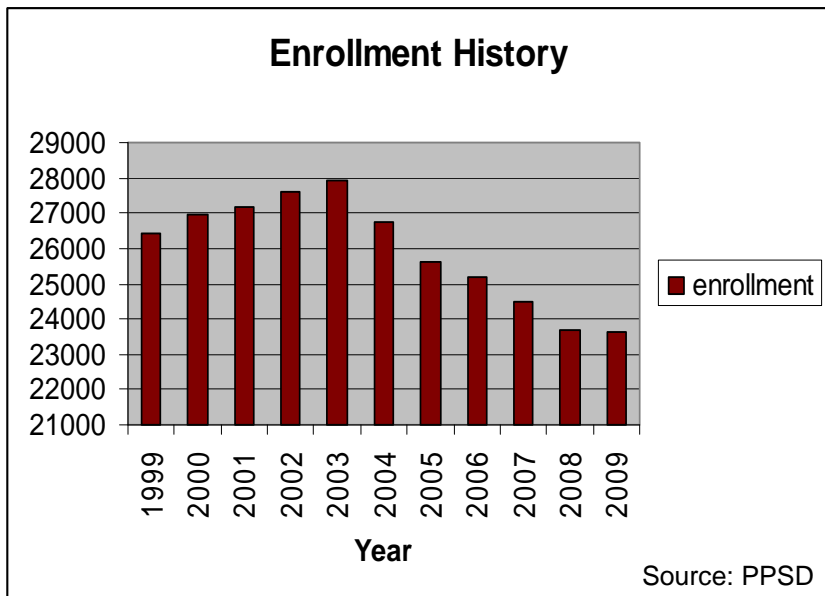
ENROLLMENT – ACTUAL AND PROJECTED

Enrollment peaked in 2003 at 27,900 students. Since then, the enrollment has declined to 23,632 which represents a decrease of 4,268 students or 15.3%. This is an average annual decline in enrollment over the past six years of over 700 students.

Chart 4:

Despite this significant loss in the number of students enrolled in the Providence Public Schools that trend is projected to moderate. In 2007, the New England School Development Council (NESDEC) calculated a projection series to 2017 showing a decline followed by a leveling of enrollment. The following table shows the projected enrollment numbers and the annual change.

In 2008 and 2009 the actual enrollment has been 23,710 and 23,632 respectively. This was slightly better than projected. As shown in the NESDEC projection (Table 7), the “bottom” relative to student enrollment is expected to be approximately 21,422 students in the 2016-17 school year followed by a modest increase.



Resident Live Births

The number of resident live births which correlates to the number of kindergarten students the system should expect five years later are shown in Table 4. For example, in 2002, the resident live births for Providence were 2,864 and in 2007 the PPSD kindergarten enrollment was 1,915 or approximately 67 %. In 2008, the resident live births declined to 2,795, assuming a similar capture rate of 67%, the kindergarten enrollment in 2013 should be approximately 1,873.

Table 7:

School Year	Projected Enrollment	Change
2007-08	24,233	
2008-09	23,617	-616
2009-10	23,187	-430
2010-11	22,655	-532
2011-12	22,147	-508
2012-13	21,833	-314
2013-14	21,614	-219
2014-15	21,513	-101
2015-16	21,478	-35
2016-17	21,422	-56
2017-18	21,619	197

Source: NESDEC

Table 8:

Year	Estimated Resident Live Births
2002	2,864
2003	2,905
2004	2,834
2005	2,895
2006	2,845
2007	2,862

Source: Office of Vital Records, Rhode Island Department of Health
(Note: Data has been apportioned)



While the student enrollment for the city as a whole has continued to decline, individual schools have had stable or increasing enrollment. Map 3, below, illustrates enrollments trends by school from September 2006 to September 2009.

Map 6: Enrollment Trends by School

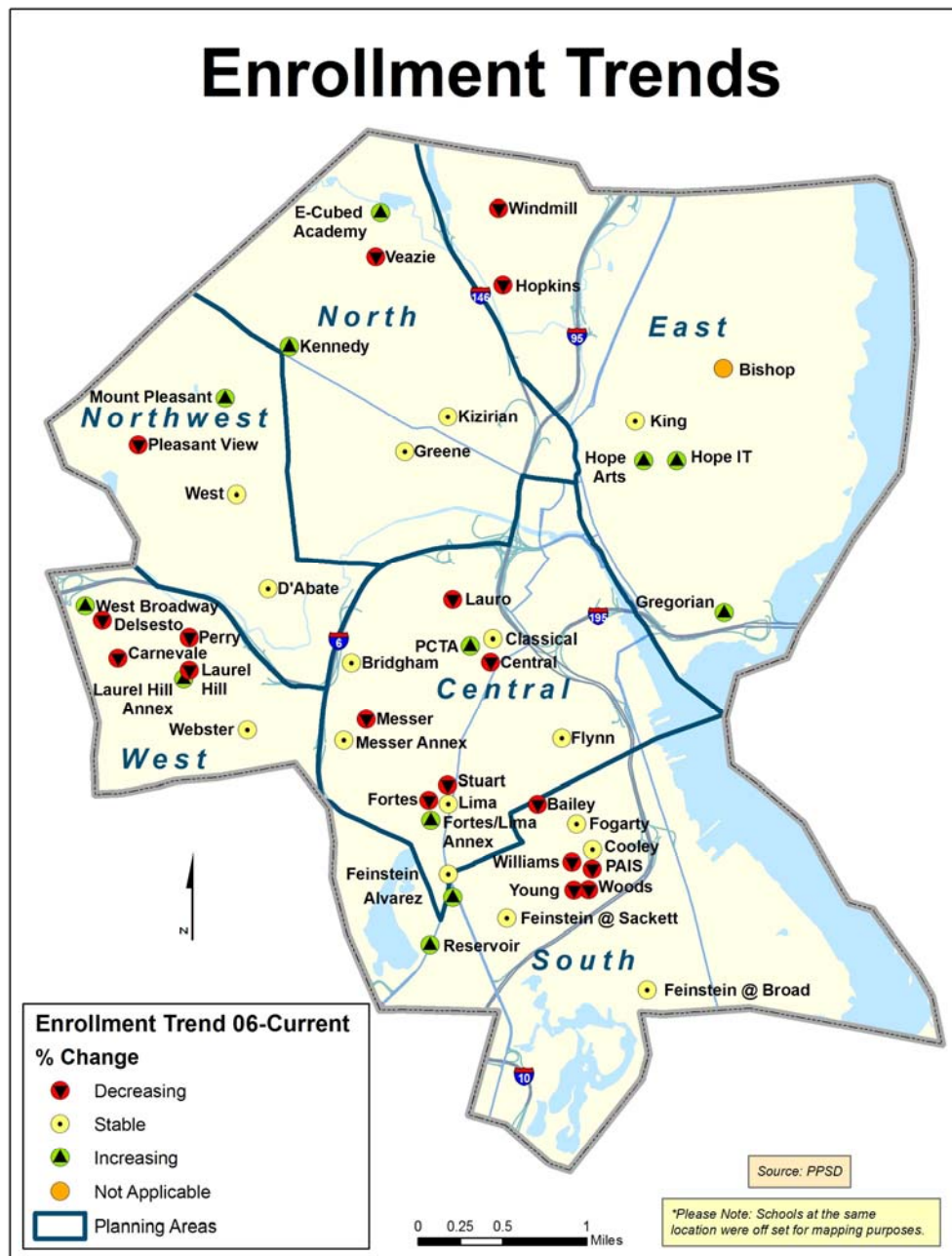




Table 9: Schools with Decreasing Enrollment ▼

	School	Total 2006-07	Total 2007-08	Total 2008-09	Total 2009-10	% Change from 2006-07 to 2009-10
▼	TIMES 2 MS	228	206	197	127	-44.30%
▼	HOPKINS MS	569	477	424	391	-31.28%
▼	DELSESTO MS	473	399	398	349	-26.22%
▼	YOUNG ES	329	339	310	260	-20.97%
▼	PERRY MS	730	698	604	609	-16.58%
▼	BAILEY ES	434	431	354	370	-14.75%
▼	WOODS ES	355	299	288	303	-14.65%
▼	MESSER ES	295	262	239	254	-13.90%
▼	STUART MS	826	782	672	713	-13.68%
▼	WILLIAMS MS	870	759	722	753	-13.45%
▼	FORTES ES	411	354	348	357	-13.14%
▼	CARNEVALE ES	563	554	562	495	-12.08%
▼	PROV ACAD INT STUDY HS	410	375	377	365	-10.98%
▼	VEAZIE ES	589	553	554	555	-5.77%
▼	LAUREL HILL ES	393	376	378	371	-5.60%
▼	CENTRAL HS	1250	1,090	1159	1182	-5.44%
▼	WINDMILL ES	384	398	376	364	-5.21%
▼	PLEASANT VIEW ES	474	456	439	450	-5.06%

Note: Schools listed had greater than 5% decline in enrollment from 2006 to 2009



Academic Performance

Currently, 21 schools within PPSP have met Adequate Yearly Progress (AYP). Each Planning Area has schools which have met AYP. The West Planning Area has the most schools, six (6) which have passed AYP. The Northwest Planning Area has the least with only 1 school having achieved AYP. Map 4 below shows the AYP status by School:

Map 7:

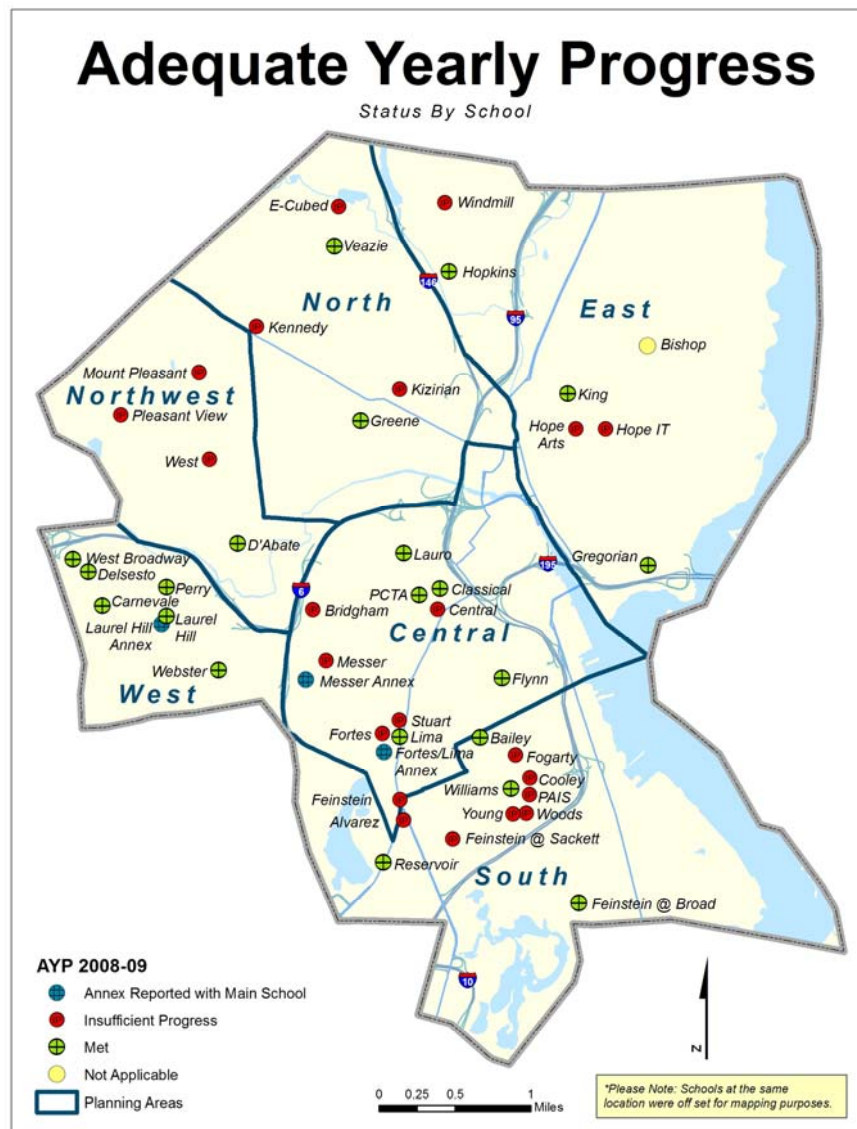


























Table 10: Chart of Schools that have not met AYP 

	School Short Name	AYP Phase Met (2009-10)	English Language Arts	ELA Participation	Math	Math Participation	Attendance
	Feinstein @ Sackett ES	IP	x		x		
	Fogarty ES	IP	x		x		
	Fortes ES	IP			x		
	Kennedy ES	IP			x		
	Kizirian ES	IP		x	x		
	Messer ES	IP			x		
	Pleasant View ES	IP		x		x	
	West ES	IP	x		x		
	Windmill ES	IP	x				
	Woods ES	IP			x		
	Young ES	IP			x		
	Bridgham MS	IP					x
	Stuart MS	IP					x
	Alvarez HS	IP			x		
	Central HS	IP		x	x	x	
	E-Cubed HS	IP			x		
	Feinstein HS	IP			x		
	Hope Arts HS	IP			x		
	Hope Tech HS	IP			x		
	Mt. Pleasant HS	IP			x	x	
	PAIS HS	IP		x	x	x	
	Cooley HS	IP			x		

Source: PPSD

Note: IP = Insufficient Progress – School did not meet school wide targets for current year



Facilities Alignment with the Educational Program

In June 2009, several teams of Architects, Engineers and Educational Facilities Planners walked through each of the PPSD school facilities. While one group was looking at the condition of the building, the other was looking at the spaces available within each school to see if they aligned with the program being offered at the school.

The following criteria were used to assess “Educational Adequacy” of each school facility:

1.1	Size of academic learning areas meets desirable standard specified in educational program
1.2	Classroom space permits flexibility in space arrangements
1.3	Location & relationship between spaces within buildings meets educational program requirements
1.4	Size of specialized learning areas meets educational program requirements
1.5	Library / resource / media center provides appropriate space
1.6	Space for teacher resource areas is convenient and appropriate
1.7	Gymnasium and/or recreational areas serve phys ed program
1.8	Cafeteria has sufficient space for seating, delivery, stor. & food prep.
1.9	Space for administrative offices and support staff workplaces are sufficient and adequately equipped
1.10	Storage for teacher and student materials is adequate
2.1	Surrounding environment does not disrupt learning
2.2	Entrances & exits and walkways are designed appropriately
2.3	Lighting is adequate for the space and educational program
2.4	Water stations and restroom facilities are conveniently located and accessible
2.5	Gathering spaces serve the educational program and enhance communication and community involvement

These criteria are similar to what the Council of Educational Facilities Planners, International (CEFPI) recommends when assessing educational adequacy.

Each criterion was scored from 1 to 5. The sum of the scores equals the Educational Adequacy (AE) score. The AE scores were then categorized as Good (60+), Fair (46-59) or Poor (0-45). Map 5, on the next page, illustrates the status by school. Details of these reports are provided



for each school in Appendix I of this report. A chart of the AE scores for all of the schools is provided in Appendix III.

Map 8:

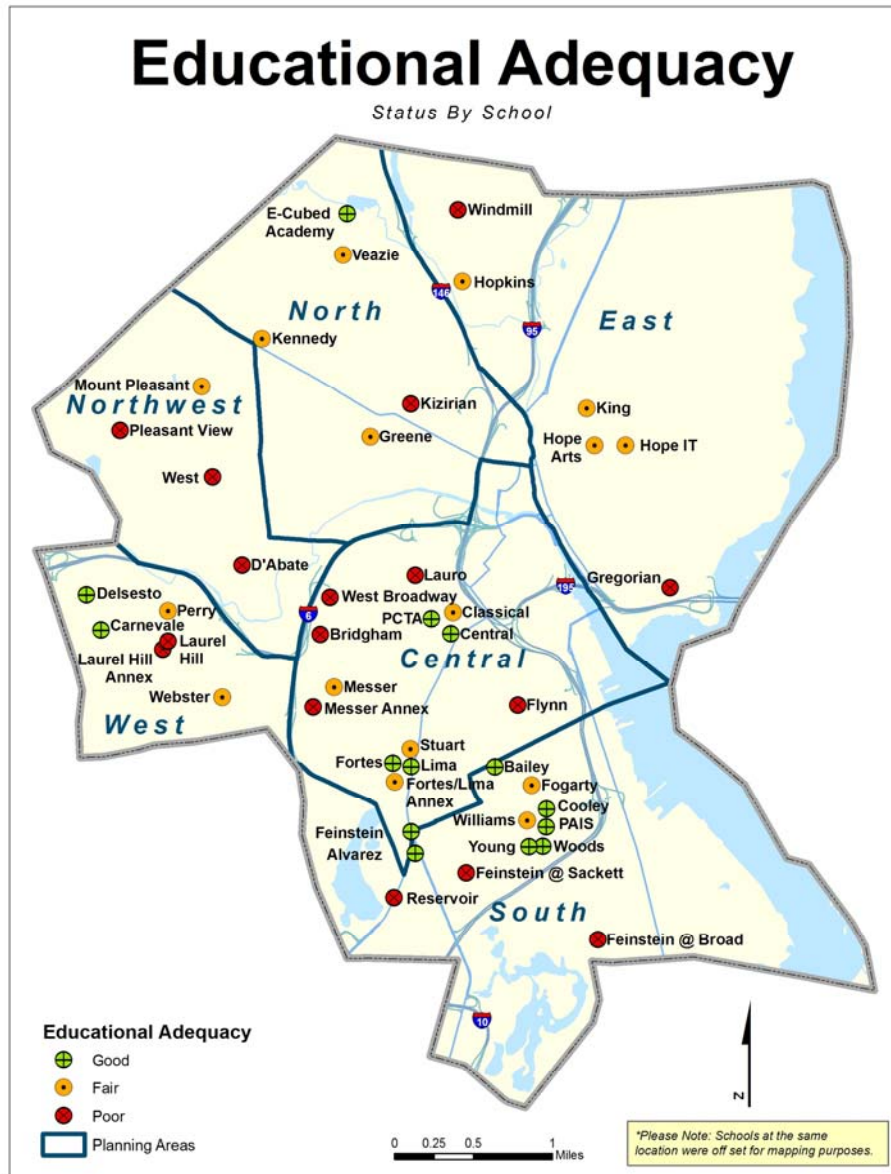




Table 11: Chart of Schools that have Educational Adequacy Scores within the Poor category ❌

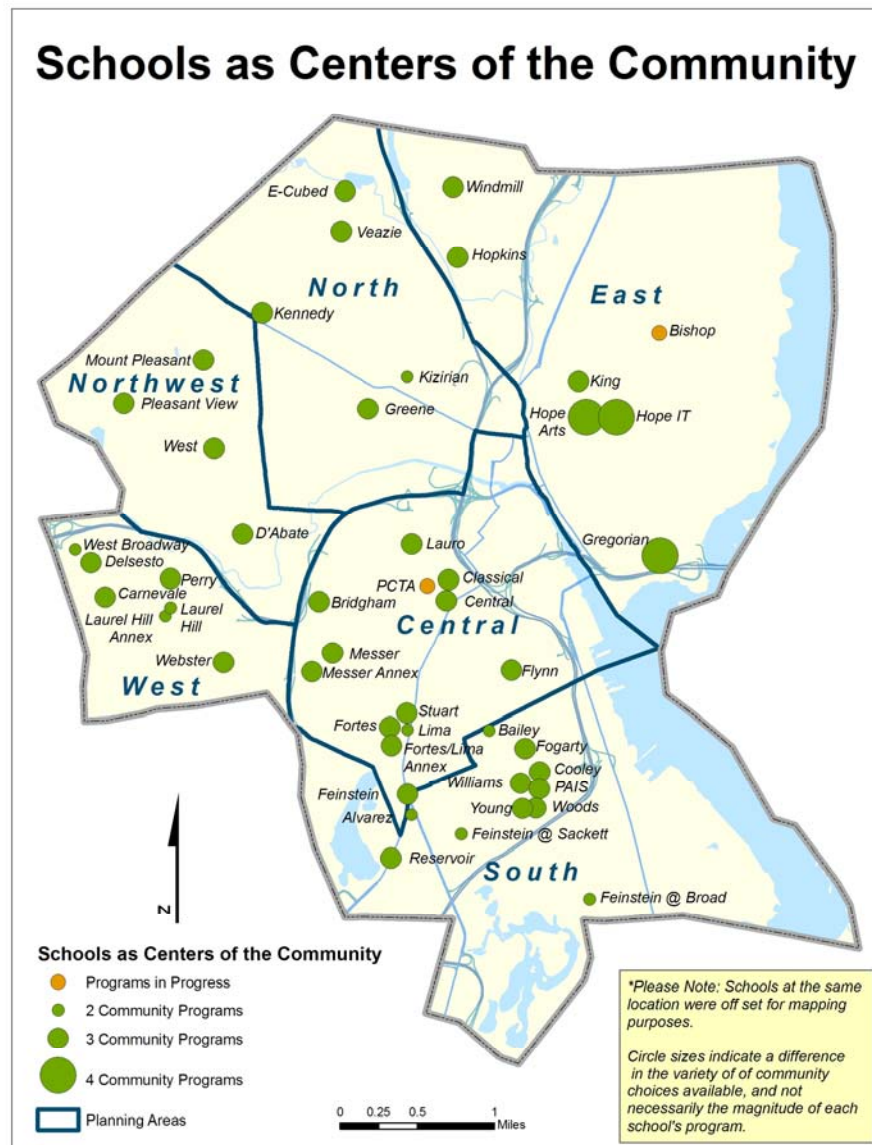
	School Short Name	Educational Adequacy
❌	Reservoir ES	27
❌	West Broadway @ Bainbridge	32
❌	Feinstein @ Sackett ES	34
❌	Pleasant View ES	37
❌	Bridgham MS	38
❌	Gregorian ES	40
❌	Kizirian ES	40
❌	West ES	40
❌	Messer Annex	41
❌	Windmill ES	42
❌	Feinstein @ Broad ES	43
❌	Flynn ES	43
❌	Laurel Hill ES	43
❌	Lauro ES	44
❌	Laurel Hill Annex	45
❌	D'Abate ES	47



Schools as Center of Community

School buildings have long been noted as landmarks in their communities. Historic school buildings were often built with substantial architectural integrity and may be seen from a distance because of their height, providing points of reference. Schools also serve as locations for community meetings, Boys and Girls club activities, Department of Recreation activities, sport leagues, adult education and other uses after normal school hours. When recommending a closure or consolidation of a school program, it is known that more than the school community will be affected.

Map 9: After Hours School Facility Use





Facilities Condition

During the 2006 Facilities Master Plan process, each building was evaluated. Since then many buildings have had improvements. During this process, the evaluation team updated the information for each building based on the improvements that had occurred since they last evaluated the buildings, and new cost factors were developed. Appendix II contains a table with the individual facilities scores. These scores are referred to as the Facilities Condition Index or FCI.

If the FCI score fell between .0 and .33 it was rated as “good”, a score of between .34 and .6 received a rating of fair, and .61 or higher received a rating of “poor”

Map 10:

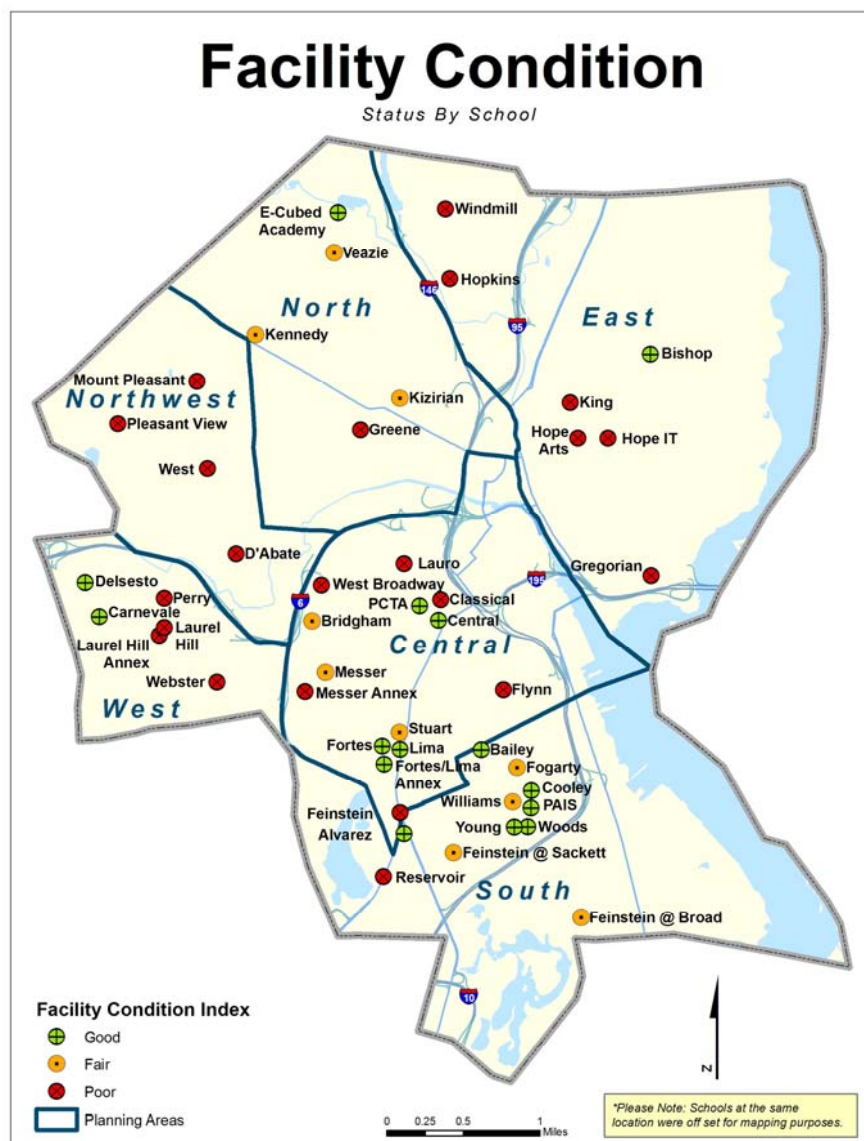




Table 12: Schools with FCI rating within the Poor category



	School	FCI
⊗	Messer Annex	1.04
⊗	Laurel Hill ES	0.88
⊗	Laurel Hill Annex	0.85
⊗	West Broadway @ Bainbridge	0.85
⊗	Mount Pleasant HS	0.81
⊗	Reservoir ES	0.78
⊗	Perry MS	0.72
⊗	Hope HS	0.71
⊗	Pleasant View ES	0.71
⊗	Flynn ES	0.7
⊗	West ES	0.7
⊗	Feinstein HS	0.68
⊗	Lauro ES	0.66
⊗	King ES	0.65
⊗	Gregorian ES	0.64
⊗	Webster ES	0.64
⊗	Windmill ES	0.64
⊗	Classical HS	0.63
⊗	Greene MS	0.62
⊗	Hopkins MS	0.61
⊗	D'Abate ES	0.59



Operational Efficiency

School facilities require both routine and preventative maintenance. Periodically they may also need to be reconfigured or require additions based on the educational programs being offered. Capital expenditures on PPST facilities for 2006-2008 are displayed in Table 8 below:

Table 13: Expenditures 2006-2008

Location	2006	2007	2008	Investment 2006-2008
Carnevale ES	\$28,568.03			\$28,568.03
Feinstein HS	\$58,780.82			\$58,780.82
District Wide Boiler Controls	\$62,811.05			\$62,811.05
Conley Stadium	\$42,054.56	\$92,608.66		\$134,663.22
Windmill ES	\$96,288.97	\$68,313.00		\$164,601.97
Classical HS	\$91,179.54	\$76,009.00		\$167,188.54
Webster ES	\$170,963.82			\$170,963.82
District Wide Security Cameras	\$192,578.41			\$192,578.41
Administration Building	\$2,793.51	\$225,000.00		\$227,793.51
Perry MS	\$127,380.83	\$148,616.00		\$275,996.83
Veasie ES	\$157,922.18	\$135,163.00		\$293,085.18
Kennedy ES	\$303,210.62			\$303,210.62
West ES	\$310,248.31			\$310,248.31
Bridgham MS	\$322,075.95			\$322,075.95
West Broadway ES	\$325,303.20			\$325,303.20
District Wide Roof Repairs	\$222,331.13	\$17,422.79	\$108,751.00	\$348,504.92
King ES	\$26,390.86	\$352,348.41		\$378,739.27
Flynn ES	\$213,194.27	\$182,039.00		\$395,233.27
DelSesto MS	\$364,600.42	\$33,981.63		\$398,582.05
Reservoir Ave ES	\$135,129.70	\$271,326.00		\$406,455.70
Stuart MS	\$169,590.26	\$171,157.63	\$83,303.00	\$424,050.89
Laurel Hill ES	\$499,708.00			\$499,708.00
Lauro ES	\$173,331.49	\$479,916.00		\$653,247.49
D'Abate ES	\$322,158.24	\$449,430.00		\$771,588.24
Mt. Pleasant HS	\$523,445.07	\$426,012.49	\$35,197.53	\$984,655.09
Pleasant View ES	\$92,800.63	\$929,262.91		\$1,022,063.54
Hope HS	\$1,860,121.72	\$25,917.65		\$1,886,039.37
Gregorian ES	\$1,997,703.82	\$341,707.43		\$2,339,411.25
Nathan Bishop MS	\$35,000,000.00			\$35,000,000.00
Central HS			\$38,000,000.00	\$38,000,000.00
PCTA/Hanley/FH	\$22,268,584.57	\$68,731,415.43		\$91,000,000.00
	\$66,161,249.98	\$73,157,647.03	\$38,227,251.53	\$177,546,148.54

Source: Gilbane Inc.



Geographic Context

In a school district with shrinking enrollment it is unlikely that any new sites will be developed for schools. Instead, existing school sites should be used as efficiently as possible, and when multiple schools are in close proximity it may be necessary to close or consolidate programs. Conversely, when a school facility is located in an area bound by geographic barriers such as highways, or rivers, it may be necessary to not only keep it open but revitalize it. There are schools in the district which are the only schools of that level within a mile. It is recommended that these facilities remain open in order to ensure the community bound by that geography is appropriately served. Map 8 shows the distribution of schools with no other schools of the same level within a mile.

Map 11:

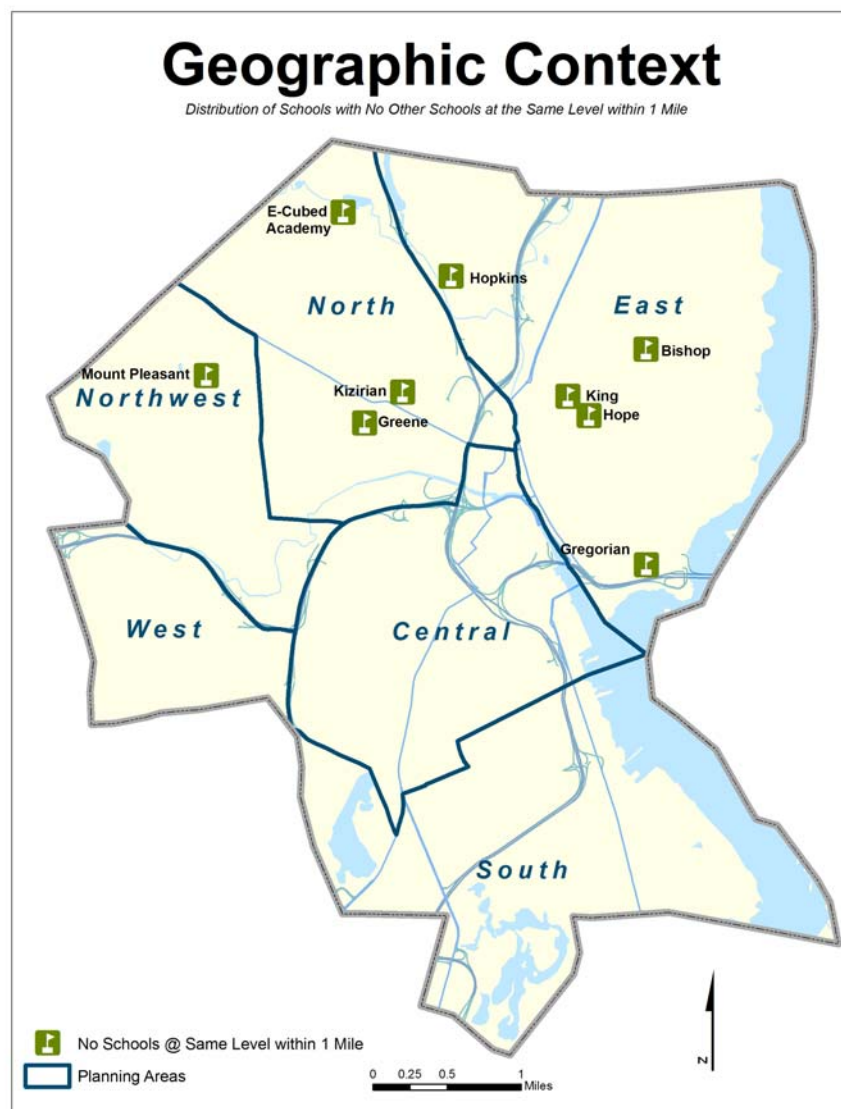




Table 14: Table of Schools within 1 mile of 1 or more schools at same level

School	Number of Schools within a mile
Feinstein @ Sackett	8
Bailey	7
Fogarty	7
Fortes	7
Lima	7
Woods	7
Young	7
D'Abate	6
Flynn	6
Messer	5
Reservoir	5
Carnevale	4
Laurel Hill	4
Laurel Hill Annex	4
Webster	4
Alvarez	3
Cooley	3
Feinstein @ Broad	3
Feinstein HS	3
Messer Annex	3
PAIS	3
West Broadway @ Bainbridge Street	3
West Broadway @ DelSesto	3
West ES	3
Bridgham	2
Central HS	2
Classical	2
Kennedy	2
PCTA/Hanley	2
Perry	2
Stuart	2
Veazie	2
9th Grade Academy	1
Delsesto	1
Fortes Annex	1
Lauro	1
Lima Annex	1
Pleasant View	1
Williams	1
Windmill	1



Community Engagement

ROUND II

The greater Providence community participated in the Round II community meetings. Twelve meetings were held including two in each Planning Area during October 2009. While approximately 61% of the participants represented parents of current PPSD students, 11% were parents of charter or independent school students, over 22% were either residents of Providence or classified themselves as other, and the remaining 6% were staff of PPSD. The top six schools with the most community participation included: Kennedy ES at 12%, West ES at 9%, Central HS, at 7%, Gregorian ES at 6%, Veazie ES at 4% and Cooley at 4%.

Note: 14% responded “not applicable” and 5% indicated affiliation with more than one school.

Stakeholder Participation at Community meetings:
Chart 5:

Parents, teachers, staff and students as well as residents participated in the community meetings. Some of the residents had young children who may attend PPSD schools in the future.

Approximately 18% of those who participated had no children. The pie chart below illustrates the age group of the oldest child associated with the participant. The category with the highest percentage (47%) is 4-11 year olds or elementary aged students.

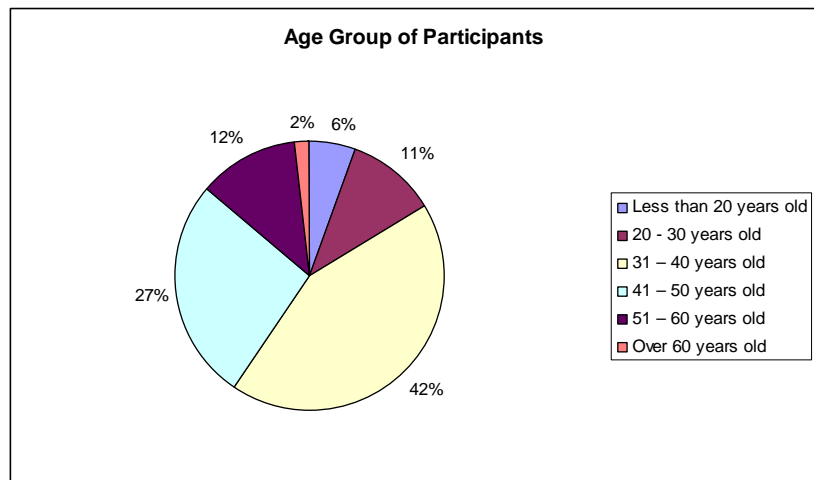
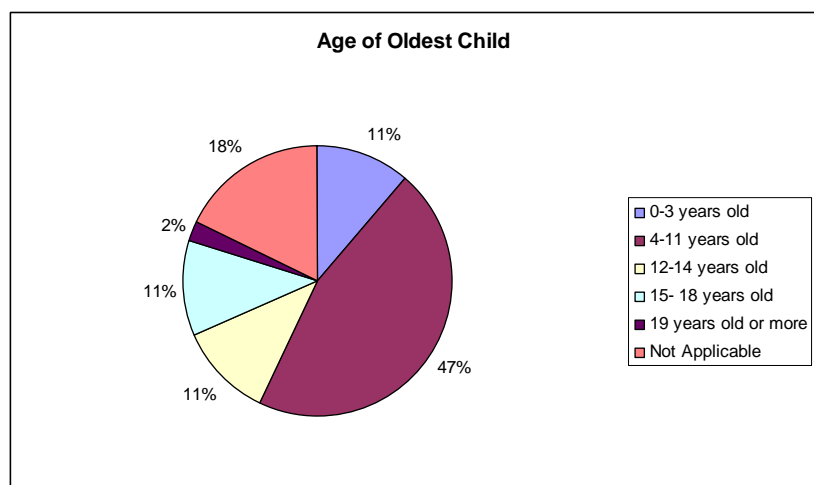


Chart 6:

When surveyed regarding the needs of the participants' schools, the top three responses were: science labs (20%), playground/field improvements (18.4%), Parking (15.6%), Music Room (10%). Note: 13.2% chose “Other”.

The top three physical attributes that make the participants' schools special included: Classrooms (30.09%), Library (19.91%), Playground /fields (13.72%).



Note: Where playgrounds or fields have been recently upgraded the community appears to have noticed and placed a value on them, likewise where they are not in good condition, the community affected has noticed and wants improvement.



ROUND III

During the period from January 28th through February 6th a series of six (6) community engagement meetings were held throughout the city. These represented the third of three rounds of community engagement meetings. The first round focused on informing the residents of Providence about the process being followed to update the Facilities Master Plan. The second was to gather feedback from citizens about key issues to be considered. The final round was to collect feedback on the preliminary recommendations embodied in the draft Facilities Master Plan.

Each of the six meetings followed the same format. The facilitator began with an overview of the process; discussed the key factors used in the analysis of all facilities; and, presented the preliminary recommendations.

One of the key elements of the presentation was that each facility was evaluated using these factors:

- Enrollment
- Capacity
- Geographic Location
- Past Expenditures on the facility
- Educational Performance as expressed as Adequate Yearly Progress (AYP)
- Educational Adequacy
- Facility Condition Index

The presentation concluded by showing that the preliminary draft update to the Facilities Master Plan proposed:

- Closing of seven educational facilities
- Conversion of three schools to a K-8 grade structure
- Modernization of 18 school facilities
- Reconfiguration / Renovation to 11 school facilities
- Routine/Preventative Maintenance to 11 school facilities

The proposed changes would result in:

- Reducing the inventory by 456,907 square feet for operations and maintenance
- Reducing the high school capacity by 590 seats
- Reducing the middle school capacity by approximately 1425 seats
- Reducing the elementary school capacity by 1206 seats
- An annual savings of \$2.3 million in avoiding operating costs associated with the excess educational space.

Following the presentation the facilitator asked those in attendance to first ask questions and, once the audience questions were asked, to make statements. This "open mike" format worked well and while questions were asked and answered there were a welcomed number of comments received.

Closures - Clearly, the recommendation to close some facilities drew the most public input. Whenever a school is targeted for closure those persons most affected often attend meetings to express their concerns as they should. Therefore, it was not surprising that the vast majority of those present at the six community meetings were parents, students and staff directly associated with the seven schools recommended for closure. In addition, there were some other residents in attendance who did not have a direct tie to a particular building via either a student or employment but who were interested in the effect a closure could have on the neighborhood.

Some key questions and statements about the proposed closings were as follows:



Question/Statement - With a total PPSD operating budget of over \$18.5 million, a savings of \$2.3 million by closing seven schools is insignificant.

Response – While on a percentage basis the suggested savings is not especially large. However, in terms of actual dollars a savings of \$2.3 million each year to be reallocated to other needs is significant. Keeping excess educational spaces heated, lit and maintained is a cost that should be avoided at all times but especially in today's economic climate of extremely tight budgets and limited resources.

Question/Statement – Why was the number of twenty-six (26) students per classroom arbitrarily chosen to calculate the student capacity of each school?

Response – That number was not arbitrarily chosen. The Rhode Island Department of Education requires that capacity be calculated on the basis of twenty-six (26) students per classroom for regular education students and twelve (12) students per classroom for special education classes. This ensures that the capacity of every school is calculated the same way.

Question/Statement – Why are the closing schools being “punished”?

Response – The schools targeted for closing are not being “punished”. It is a matter of the district having too much capacity with declining student enrollment. Every school was evaluated according to the criteria listed in the plan; enrollment, capacity, geographic location, past expenditures, AYP status, educational adequacy and the physical condition of the facility. Those schools with the weakest scores using those criteria were then candidates for closure.

Grade Configuration - The second greatest number of comment received pertained to the recommendation to change the grade configuration at three schools to a Kindergarten through 8th grade model. The majority of the comments questioned putting lower elementary students in a school with middle school aged students. However, some respondents did support the K-8 model citing the fact that relationships established between students and teachers were maintained for a longer period of time.

Some key questions and statements about the K-8 model were as follows:

Question/Statement – How will student safety be addressed in terms of separating younger and older children in K-8 schools?

Response - The K-8 model does not inherently have more safety problems associated with it. It is widely used in public schools throughout the country and is the “model of choice” for many parochial schools. The key is to provide separation within the physical layout of the school so the older and younger students do not occupy the same space at the same time.

Question/Statement – Why K-8 schools when there is no clear data that the model works?



Response – That is not true. Studies show that there is a loss of students whenever children transition from one school to another such as from elementary to middle and then from middle to high school. The familiarity, the sense of community is enhanced in a K-8 school and reduces the transitions a student experiences. K-8 models have been shown to enhance student retention.

Question/Statement – When Nathan Bishop was being planned the benefits and detriments of both the K-8 and 6-8 configurations were considered. Ultimately, the decision was made to go with the 6-8 model since the greater number of students at each grade level increases the course offerings that are possible.

Response - The plan to have three schools convert to the K-8 model will give parents a greater choice for their children during the difficult middle school years. For some parents the continuity of teachers knowing their children from kindergarten through eighth grade is a positive benefit. For other parents, increased course offerings or the ability to participate in expanded after school programs that are possible at 6-8 middle schools is important. The end result of implementing this plan will be increased options for parents.

Gregorian - The third largest group of comments centered on the suggestion that Gregorian be expanded and converted to a K-8 building. Apart from comments about the aforementioned student safety associated with combining broader age groups, there were concerns raised about the ability of the site to support a larger building; the impact of being close to a major highway; and, air quality factors during construction if students were to be present during renovations. The response was that site can support a larger building but that the designers will have to be creative in the use of space both within the building and on the site. Certainly, health concerns and the external environmental impacts would be considered. The success of the program at Gregorian was a primary factor in the recommendation to expand the school as well as the grade levels.

Please note that after the community meetings this recommendation changed slightly. Gregorian is still recommended for modernization, but not a grade reconfiguration change at this time. This allows Gregorian to act as a feeder to Nathan Bishop Middle School.

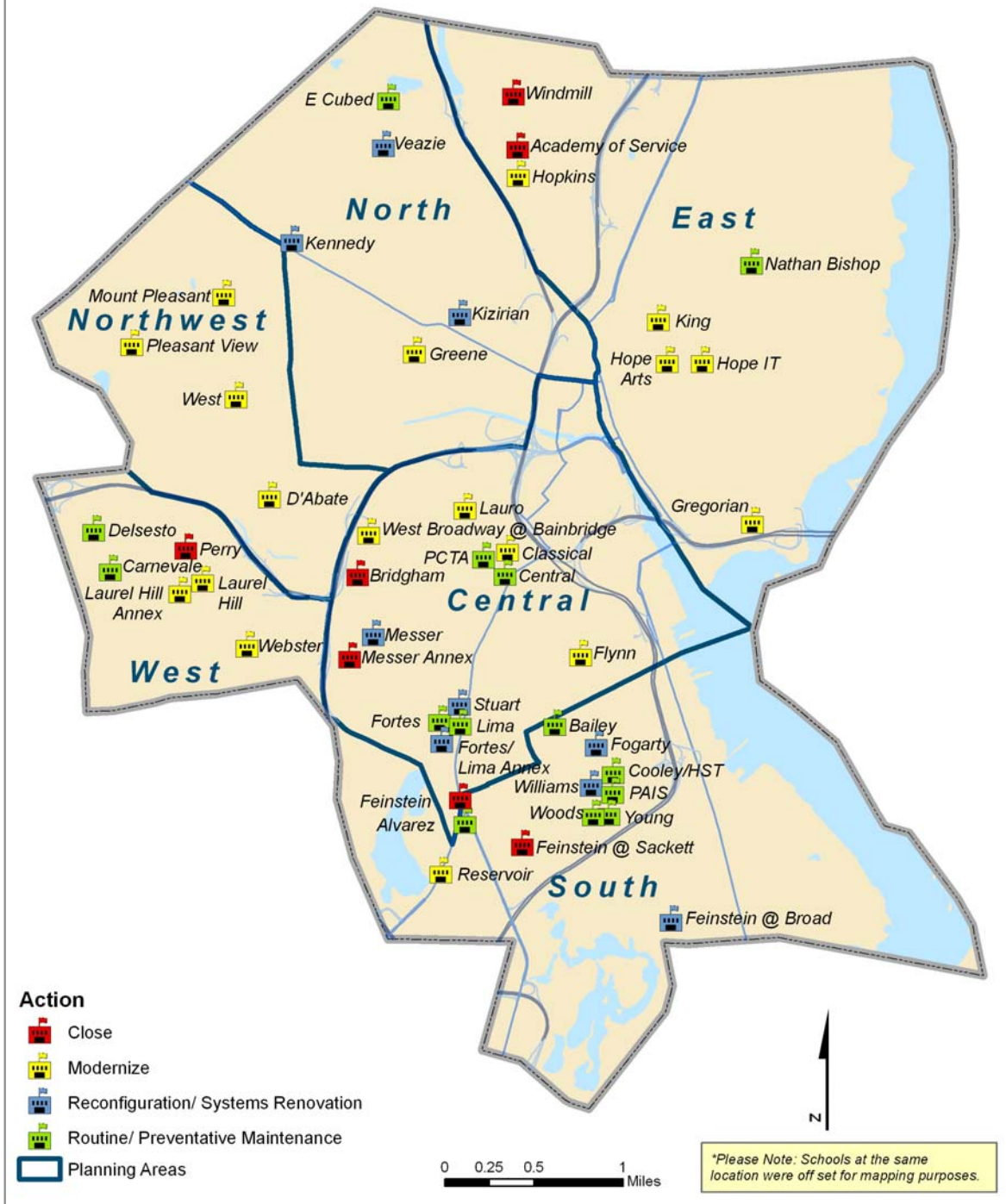
It should be noted that many of the comments and questions received at the meetings pertained to issues that were beyond the scope of the update to the Facilities Master Plan. In particular, many of those comments regarded staffing issues. Those issues could not be addressed at the community meetings since they will have to be addressed by the administration and faculty and staff once a final plan is formally adopted by the City.

Also, there were a considerable number of comments relative to the participants desire to return to neighborhood schools. As with staffing issues a move to neighborhood schools away from open enrollment would require a change in policy which was beyond the scope of the Facilities Master Plan update.



Map 12:

Final Recommendations



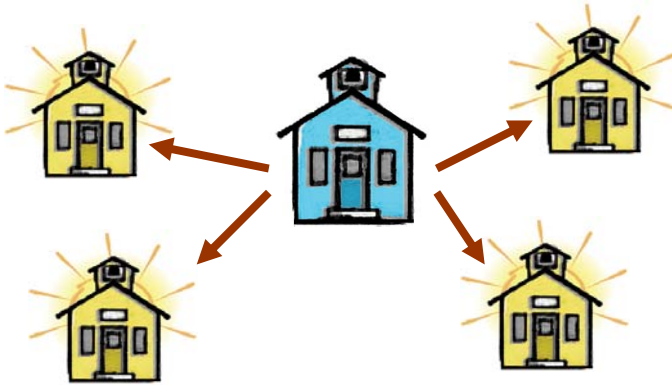


Final Recommendations

Facilities Recommended for Closure:

Elementary Schools

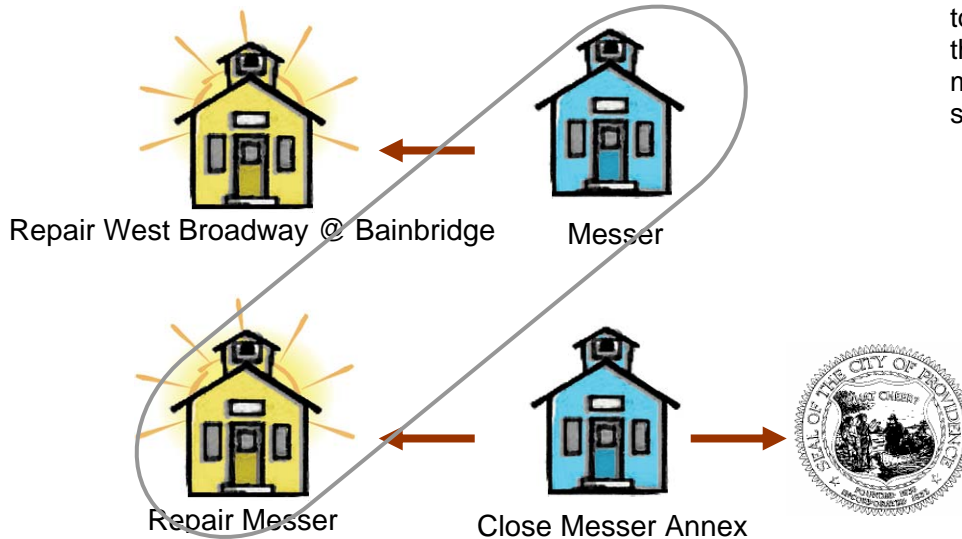
Feinstein @ Sackett ES



Excess elementary capacity exists at other elementary schools within the District.

- Summer 2011: Close Feinstein @ Sackett ES
- Fall 2011: Students attend other schools in close proximity

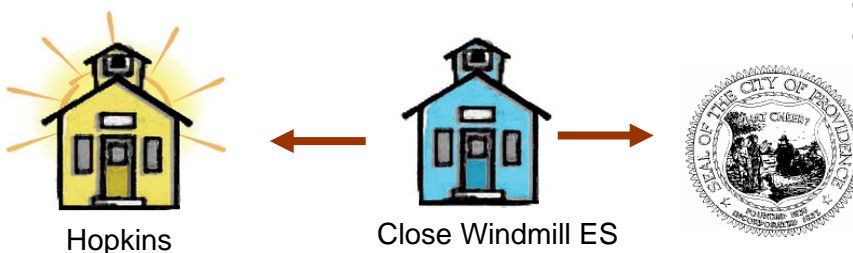
Messer Annex



The cost to repair this facility exceeds the cost to replace the facility. It is recommended that the West Broadway at Bainbridge facility be modernized and paired with the Messer school.

- Summer 2010: Begin to repair West Broadway @ Bainbridge
- Fall 2011: Move Messer Elementary Students into West Broadway @ Bainbridge
- Summer 2011: Repair Messer ES building
- Fall 2012: Move Messer Annex students to Messer building
- Summer 2012: Close Messer Annex

Windmill ES



Excess elementary capacity exists at other elementary schools within the District. Note: capacity will also be available at Hopkins K-8.

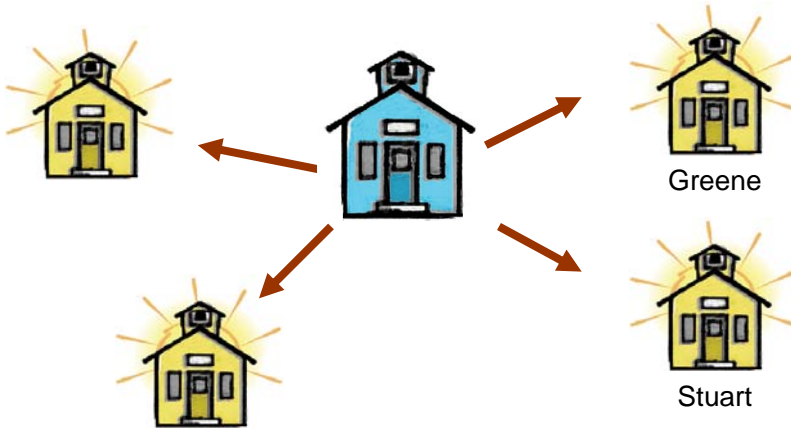
- Summer 2011: Close Windmill Elementary
- Fall 2011: Hopkins opens as K-8
- Fall 2011: Students attend other schools in close proximity



Final Recommendations

Middle Schools

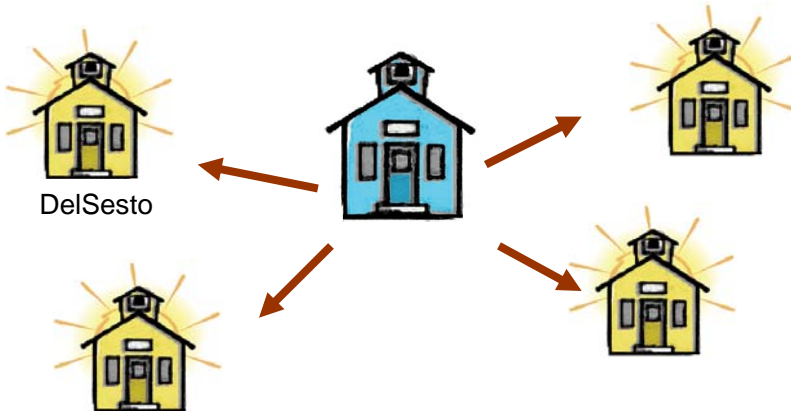
Bridgham MS



Excess middle school capacity exists at Greene, and Stuart as well as other schools within the District. Reserve / Land Bank for potential future school replacement site.

- Summer 2011: Close Bridgham MS
- Fall 2011: Students attend other schools in close proximity

Perry MS



Excess middle school capacity exists within the District.

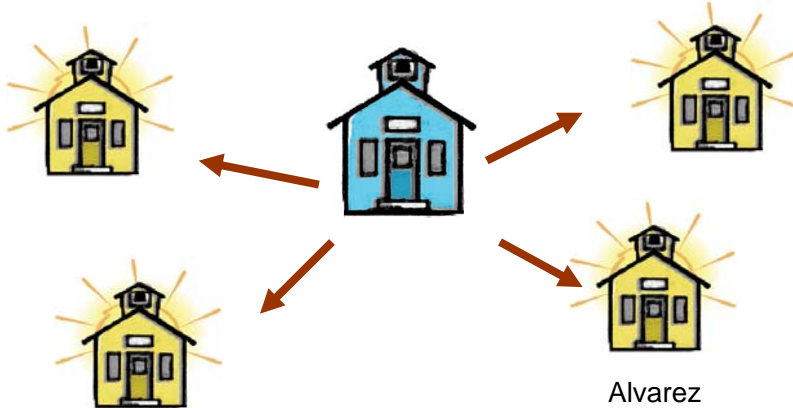
- Summer 2011: Close Perry MS
- Fall 2011: Students attend other schools in close proximity



Final Recommendations

High Schools

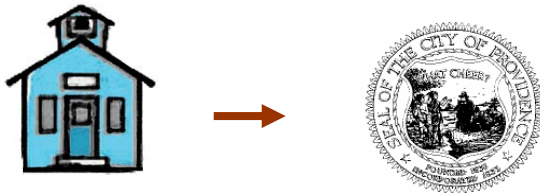
Feinstein HS



Current facility does not meet New England Association of Schools and Colleges (NEASC) accreditation standards without significant renovation. Excess high school capacity exists at Alvarez as well as other high schools within the District.

- Summer 2010: Close Feinstein HS
- Fall 2010: Students attend other schools in close proximity

Ninth Grade Academy



Program is no longer active. Building should be returned to City Inventory.

- Summer 2010: Transfer to City Inventory



Facilities Recommended for Modernization

Priorities by Level

High Schools	Middle Schools	Elementary Schools
1. Classical HS	1. Greene MS	1. West Broadway @ Bainbridge building
2. Mount Pleasant HS	2. Hopkins MS	2. Gregorian ES
3. Hope HS		3. Reservoir ES



Facilities Recommended for Renovation

Priorities by Level

Middle Schools	Elementary Schools
1. Williams MS	1. Feinstein @ Broad ES
2. Stuart MS	2. Kizirian ES
	3. Fogarty ES

Note: No High Schools are affected in this category

Additional Recommendations

Horizontal Facility Improvement Programs:

Educational facilities have unique needs for physical improvements. The ages and sizes of the occupants as well as special needs they may have drive some needed improvements. The curriculum being delivered drives other needed changes to the physical structure. Improvements in technology require periodic updates to infrastructure. These improvements can be accomplished without undertaking an entire modernization of the building, and provide results that are more quickly realized by the school.

Other improvements which can be completed without an entire facility renovation or modernization include Warm, Safe and Dry projects and outdoor projects including playgrounds, fields, and other grounds related improvements. The former includes projects that affect the building envelop, thermal comfort, and safety. The latter includes projects that can be the most visible to the community since they focus on the grounds surrounding the physical structure of the school.

It is recommended that PPSD undergo five horizontal facility improvement programs.



■ **Developmentally Appropriate Renovations:**

- toilet facilities within the classroom for Kindergarten and 1st grade, or in close proximity, classrooms located on an exit level
- Special education facility improvements
- Physical Education
- K-8 improvement for Lauro and Hopkins



■ **Science Initiative:**

- Exploratory Labs
- Science labs appropriate for the new curriculum

■ **Technology upgrades**

- Interactive academic technology
- Wireless
- Classroom sound amplification
- Classroom video projectors/ digital media presenters
- eRate (2009-2010 and 2010-2011 projects listed in Appendix V:



■ **Warm, Safe and Dry**

- Roofs
- Windows
- HVAC
- Fire code
- Security

■ **Playgrounds / Fields**

- playgrounds
- fields
- outdoor classrooms
- butterfly gardens
- edible gardens





Summary Table Sorted by Implementation Strategy

Table 15:

School Name	Level	Conclusion	2008-09 Enrollment	Capacity	Geographic Context	AYP Phase Met (2009-10)	Educational Adequacy	Facility Condition Index	Expenditure	Implementation
9th Grade Academy	HS	Program Closed	0	170	1	IP	44		\$0.00	Close Building
Bridgham	MS	Land Bank	614	724	2	IP	38	0.52	\$322,075.95	Close Building
Feinstein	HS	Poor Building	356	420	3	IP	61	0.68	\$58,780.82	Close Building
Feinstein @ Sackett	ES	Addition/reconfiguration	452	570	8	IP	34	0.52	\$0.00	Close Building
Messer Annex	ES	Return to City Inventory	153	156	3		41	1.04	\$0.00	Close Building
Perry	MS	Need to reduce Middle Capacity	604	869	2	MET	47	0.72	\$275,996.83	Close Building
Windmill	ES	Geographic Context	376	480	1	IP	42	0.64	\$164,601.97	Close Building
Classical	HS	Successful Program in Poor Building	1003	1149	2	MET	57	0.63	\$167,188.54	Modernize
D'Abate	ES	Successful Program in Poor Building	412	428	6	MET	47	0.59	\$771,588.28	Modernize
Flynn	ES	Successful Program in Poor Building	501	598	6	MET	43	0.7	\$395,233.27	Modernize
Greene	MS	Successful Program in Poor Building	840	940	0	MET	46	0.62	\$0.00	Modernize
Gregorian	ES	Successful Program in Poor Building	369	452	0	MET	40	0.64	\$2,339,411.25	Modernize
Hope Arts	HS	Poor Building, Geographic Context	340	1386	0	IP	53	0.71	\$1,886,039.37	Modernize
Hope IT	HS	Poor Building, Geographic Context	416	1386*	0	IP	53	0.71*		Modernize
Hopkins	MS	Successful Program in Poor Building	424	587	0	MET	48	0.61	\$0.00	Modernize
King	ES	Successful Program in Poor Building	498	700	0	MET	48	0.65	\$378,739.27	Modernize
Laurel Hill	ES	Successful Program in Poor Building	378	468	4	MET	43	0.85	\$499,708.00	Modernize
Laurel Hill Annex	ES	Successful Program in Poor Building	210	260	4		45	0.88	\$0.00	Modernize
Lauro	ES	Successful Program in Poor Building	796	894	1	MET	44	0.66	\$653,247.49	Modernize
Mount Pleasant	HS	Poor Building, Geographic Context	1157	1351	0	IP	53	0.81	\$984,655.09	Modernize
Pleasant View	ES	Poor Building	439	566	1	IP	37	0.71	\$1,022,063.54	Modernize
Reservoir	ES	Successful Program in Poor Building	236	312	5	MET	27	0.78	\$406,455.70	Modernize
Webster	ES	Successful Program in Poor Building	310	388	4	MET	47	0.64	\$170,963.82	Modernize
West Broadway @ Bainbridge Street	ES	Open as part of Messer Campus	0	570	3		32	0.85	\$325,303.20	Modernize
West ES	ES	Poor Building	665	870	3	IP	40	0.7	\$310,248.31	Modernize
Hope Leadership	HS	Program Closed	403	1386*	0	IP		*		Program Closed
West Broadway @ DelSesto	ES	Move program to Lauro as K-8	415	400	3	MET	68	0.05	\$0.00	Relocate West Broadway to Lauro
Feinstein @ Broad	ES	Successful Program, Poor EA	355	466	3	MET	43	0.5	\$0.00	Renovate/Reconfigure
Fogarty	ES	Fair EA, Fair FCI	434	518	7	IP	48	0.6	\$0.00	Renovate/Reconfigure
Fortes Annex	ES	Fair EA,	157	194	1		57	0.02	\$0.00	Renovate/Reconfigure
Kennedy	ES	Fair EA, Fair FCI	521	532	2	IP	50	0.6	\$303,210.62	Renovate/Reconfigure
Kizirian	ES	Poor EA, Fair FCI	544	636	0	IP	40	0.6	\$0.00	Renovate/Reconfigure
Lima Annex	ES	Fair EA	187	220	1		57	0.02	\$0.00	Renovate/Reconfigure
Messer	ES	Fair EA, Fair FCI	239	324	5	IP	48	0.59	\$0.00	Renovate/Reconfigure
Stuart	MS	Fair EA, Fair FCI	672	921	2	IP	52	0.59	\$424,050.89	Renovate/Reconfigure
Veazie	ES	Successful Program, Fair EA, FCI	554	674	2	MET	52	0.44	\$293,085.18	Renovate/Reconfigure
Williams	MS	Successful Program, Fair EA, FCI	722	899	1	MET	47	0.59	\$0.00	Renovate/Reconfigure
Alvarez	HS	Recently Modernized	492	641	3	IP	62	0.08	\$0.00	Routine / Preventative Maintenance
Bailey	ES	Recently Modernized	354	440	7	MET	65	0.005	\$0.00	Routine / Preventative Maintenance
Bishop	MS	Recently Modernized	0	816	0	NA	75	0	\$35,000,000.00	Routine / Preventative Maintenance
Carnevale	ES	Recently Modernized	562	740	4	MET	72	0.02	\$28,568.03	Routine / Preventative Maintenance
Central HS	HS	Recently Modernized	1159	1445	2	IP	69	0.05	\$38,000,000.00	Routine / Preventative Maintenance
Cooley	HS	Recently Modernized	355	440	3	IP	63	0.07	\$0.00	Routine / Preventative Maintenance
DelSesto	MS	Recently Modernized	398	1108	1	MET	68	0.05	\$398,582.05	Routine / Preventative Maintenance
E-Cubed	HS	Recently Modernized	307	440	0	IP	62	0.04	\$0.00	Routine / Preventative Maintenance
Fortes	ES	Recently Modernized	348	494	7	IP	69	0.21	\$0.00	Routine / Preventative Maintenance
Lima	ES	Recently Modernized	248	312	7	MET	71	0.19	\$0.00	Routine / Preventative Maintenance
PAIS	HS	Recently Modernized	377	430	3	IP	63	0.07	\$0.00	Routine / Preventative Maintenance
PCTA/Hanley	HS	Recently Modernized	245	800	2	MET	74	0	\$91,000,000.00	Routine / Preventative Maintenance
Woods	ES	Recently Modernized	288	802	7	IP	62	0.27	\$0.00	Routine / Preventative Maintenance
Young	ES	Recently Modernized	310	802*	7	IP	62	0.27	\$0.00	Routine / Preventative Maintenance



Summary Table Sorted Alphabetically

Table 16

School Name	Level	Conclusion	2008-09 Enrollment	Capacity	Geographic Context	AYP Phase Met (2009-10)	Educational Adequacy	Facility Condition Index	Expenditure	Implementation
9th Grade Academy	HS	Program Closed	0	170	1	IP	44		\$0.00	Close Building
Alvarez	HS	Recently Modernized	492	641	3	IP	62	0.08	\$0.00	Routine / Preventative Maintenance
Bailey	ES	Recently Modernized	354	440	7	MET	65	0.005	\$0.00	Routine / Preventative Maintenance
Bishop	MS	Recently Modernized	0	816	0	NA	75	0	\$35,000,000.00	Routine / Preventative Maintenance
Bridgham	MS	Land Bank	614	724	2	IP	38	0.52	\$322,075.95	Close Building
Carnevale	ES	Recently Modernized	562	740	4	MET	72	0.02	\$28,568.03	Routine / Preventative Maintenance
Central HS	HS	Recently Modernized	1159	1445	2	IP	69	0.05	\$38,000,000.00	Routine / Preventative Maintenance
Classical	HS	Successful Program in Poor Building	1003	1149	2	MET	57	0.63	\$167,188.54	Modernize
Cooley	HS	Recently Modernized	355	440	3	IP	63	0.07	\$0.00	Routine / Preventative Maintenance
D'Abate	ES	Successful Program in Poor Building	412	428	6	MET	47	0.59	\$771,588.28	Modernize
Delsetto	MS	Recently Modernized	398	1108	1	MET	68	0.05	\$398,582.05	Routine / Preventative Maintenance
E-Cubed	HS	Recently Modernized	307	440	0	IP	62	0.04	\$0.00	Routine / Preventative Maintenance
Feinstein	HS	Poor Building	356	420	3	IP	61	0.68	\$58,780.82	Close Building
Feinstein @ Broad	ES	Successful Program, Poor EA	355	466	3	MET	43	0.5	\$0.00	Renovate/Reconfigure
Feinstein @ Sackett	ES	Addition/reconfiguration	452	570	8	IP	34	0.52	\$0.00	Close Building
Flynn	ES	Successful Program in Poor Building	501	598	6	MET	43	0.7	\$395,233.27	Modernize
Fogarty	ES	Fair EA, Fair FCI	434	518	7	IP	48	0.6	\$0.00	Renovate/Reconfigure
Fortes	ES	Recently Modernized	348	494	7	IP	69	0.21	\$0.00	Routine / Preventative Maintenance
Fortes Annex	ES	Fair EA	157	194	1		57	0.02	\$0.00	Renovate/Reconfigure
Greene	MS	Successful Program in Poor Building	840	940	0	MET	46	0.62	\$0.00	Modernize
Gregorian	ES	Successful Program in Poor Building	369	452	0	MET	40	0.64	\$2,339,411.25	Modernize
Hope Arts	HS	Poor Building, Geographic Context	340	1386	0	IP	53	0.71	\$1,886,039.37	Modernize
Hope IT	HS	Poor Building, Geographic Context	416	1386*	0	IP	53	0.71*		Modernize
Hope Leadership	HS	Program Closed	403	1386*	0	IP				Program Closed
Hopkins	MS	Successful Program in Poor Building	424	587	0	MET	48	0.61	\$0.00	Modernize
Kennedy	ES	Fair EA, Fair FCI	521	532	2	IP	50	0.6	\$303,210.62	Renovate/Reconfigure
King	ES	Successful Program in Poor Building	498	700	0	MET	48	0.65	\$378,739.27	Modernize
Kizirian	ES	Poor EA, Fair FCI	544	636	0	IP	40	0.6	\$0.00	Renovate/Reconfigure
Laurel Hill	ES	Successful Program in Poor Building	378	468	4	MET	43	0.85	\$499,708.00	Modernize
Laurel Hill Annex	ES	Successful Program in Poor Building	210	260	4		45	0.88	\$0.00	Modernize
Lauro	ES	Successful Program in Poor Building	796	894	1	MET	44	0.66	\$653,247.49	Modernize
Lima	ES	Recently Modernized	248	312	7	MET	71	0.19	\$0.00	Routine / Preventative Maintenance
Lima Annex	ES	Fair EA	187	220	1		57	0.02	\$0.00	Renovate/Reconfigure
Messer	ES	Fair EA, Fair FCI	239	324	5	IP	48	0.59	\$0.00	Renovate/Reconfigure
Messer Annex	ES	Return to City Inventory	153	156	3		41	1.04	\$0.00	Close Building
Mount Pleasant	HS	Poor Building, Geographic Context	1157	1351	0	IP	53	0.81	\$984,655.09	Modernize
PAIS	HS	Recently Modernized	377	430	3	IP	63	0.07	\$0.00	Routine / Preventative Maintenance
PCTA/Hanley	HS	Recently Modernized	245	800	2	MET	74	0	\$91,000,000.00	Routine / Preventative Maintenance
Perry	MS	Need to reduce Middle Capacity	604	869	2	MET	47	0.72	\$275,996.83	Close Building
Pleasant View	ES	Poor Building	439	566	1	IP	37	0.71	\$1,022,063.54	Modernize
Reservoir	ES	Successful Program in Poor Building	236	312	5	MET	27	0.78	\$406,455.70	Modernize
Stuart	MS	Fair EA, Fair FCI	672	921	2	IP	52	0.59	\$424,050.89	Renovate/Reconfigure
Veazie	ES	Successful Program, Fair EA, FCI	554	674	2	MET	52	0.44	\$293,085.18	Renovate/Reconfigure
Webster	ES	Successful Program in Poor Building	310	388	4	MET	47	0.64	\$170,963.82	Modernize
West Broadway @ Bainbridge Street	ES	Open as part of Messer Campus	0	570	3		32	0.85	\$325,303.20	Modernize
West Broadway @ DelSesto	ES	Move program to Lauro as K-8	415	400	3	MET	68	0.05	\$0.00	Relocate West Broadway to Lauro
West ES	ES	Poor Building	665	870	3	IP	40	0.7	\$310,248.31	Modernize
Williams	MS	Successful Program, Fair EA, FCI	722	899	1	MET	47	0.59	\$0.00	Renovate/Reconfigure
Windmill	ES	Geographic Context	376	480	1	IP	42	0.64	\$164,601.97	Close Building
Woods	ES	Recently Modernized	288	802	7	IP	62	0.27	\$0.00	Routine / Preventative Maintenance
Young	ES	Recently Modernized	310	802*	7	IP	62	0.27	\$0.00	Routine / Preventative Maintenance

- * Expenditure at Hope building applied to all programs within the building
- * Capacity at Hope covers all programs and is only counted once
- * Capacity at Woods covers both Woods and Young and is only counted once



Definitions

Closure: A process that results in the decommissioning of a facility. Students and staff no longer occupy the building after a closure. The building is secured and routine surveillance is conducted to protect the assets.

Decommission: After a building is closed appropriate measures are taken to secure the building and grounds. Facility Resources are reassigned (i.e. desks, books, equipment). The facility is secured and expenditures are minimized.

K - 8 Conversion: A program that is expanded to include the grades from Kindergarten or Pre Kindergarten to Eighth Grade. The facilities implications can include the addition of science labs at the middle school level or toilets in classrooms at the kindergarten or prekindergarten level.

Land Bank: To keep in the inventory for future use.

Modernization: To replace systems, finishes, furniture and equipment, as well as updating for ADA and other code, bringing the building up to modern standards.

Reconfiguration / Systems Renovation: To change the floor plan to better accommodate the educational program and/or make changes to major system components such as roofs, windows, or HVAC. This is considered a level below Modernization.

Routine / Preventative Maintenance: To replace filters and parts as appropriate; adjust equipment, clean, etc.



Appendix I

School Profiles

Appendix II

Facilities Condition Index Chart

Appendix III

Educational Adequacy Chart

Appendix IV

Capacity Worksheets

Appendix V

ERate projects for 2009-2010 and ERate projects for 2010-2011



Appendix V: eRate

Internal Connections (Eligible Technology Network Infrastructure Projects).

Erate Year 12 (2009-2010) internal connections, non-reoccurring services including the installation of Data Cabling, Wireless Access Points, VOIP Telephone system and Network Equipment including replacement of Network Switches at the following locations:

<ul style="list-style-type: none"> ■ Providence CTE High School (Eligible) @86% ○ Ineligible Server Component (In-eligible) <ul style="list-style-type: none"> IP Phones and Redundant Supervisor Cisco Operations Manager Cisco Unified Provision Manager Cisco Emergency Responder ○ Other Eligible Components: <ul style="list-style-type: none"> SmartUPS 10000 Voicemail Equipment Total Eligible 	<p>\$410,960.18</p> <p>\$36,751.00</p> <p>\$19,845.11</p> <p>\$20,994.04</p> <p>\$16,192.03</p> <p>\$7,592.91</p> <p>\$13,415.21</p> <p>\$431,968.30</p>
<ul style="list-style-type: none"> ■ Nathan Bishop Memorial Middle School (Eligible) @86% ○ Ineligible Server Component (In-eligible) ○ Ineligible VOIP Components (IP Phones) ○ Other Eligible Components: <ul style="list-style-type: none"> Switches for CCTV Total Eligible Components 	<p>\$163,689.14</p> <p>\$424.68</p> <p>\$24,628.81</p> <p>\$9,506.96</p> <p>\$173,196.10</p>
<ul style="list-style-type: none"> ■ Springfield Middle School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$132,715.75</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ William D'Abate Elementary School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$76,255.82</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ Windmill Elementary School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$74,381.81</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ Webster Ave. Elementary School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$70,180.19</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ Robert Bailey IV Elementary School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$84,693.78</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ Lillian Feinstein Elementary School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$85,234.02</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ O.H. Perry Middle School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$148,770.38</p> <p>\$424.68</p>
<ul style="list-style-type: none"> ■ Alan Shawn Feinstein Elementary School (Eligible) @90% ○ Ineligible Server Component (In-eligible) 	<p>\$88,670.09</p> <p>\$424.68</p>



■ Feinstein High School (Eligible) @90%	\$85,844.04
○ Ineligible Server Component (In-eligible)	\$424.68
■ Roberti Administration Building (Eligible) @90%	\$112,799.79
○ Ineligible Server Component (In-eligible)	\$491.91

Total Project Cost Eligible-Ineligible \$1,836,629.14
Total Eligible Award for Application \$1,713,480.45
(Excluding CTE HS for Comparison \$1,281,512.15)
Eligible Local Share \$ 171,348.05
Total In-Eligible Share \$124,066.29
PPSD Local Share not to exceed \$295,414.34

Internal Connections (Eligible Technology Network Infrastructure Projects).

Erate Year 13 (2010-2011) internal connections, non-reoccurring services including the installation of Data Cabling, Wireless Access Points, and Gigabit Network Equipment including replacement of Network Switches at the following locations:

■ Mt Pleasant High School (Eligible) @90%	\$232,168.96
○ Ineligible Server Component (In-eligible)	\$4,624.86

B. Jae Clanton Building Complex:

■ Charlotte Woods Elementary (Eligible) @90%	\$62,629.42
○ Ineligible Server Component (In-eligible)	\$431.01
■ Registration Center (Eligible) @90%	\$16,552.77
○ Ineligible Server Component (In-eligible)	\$431.01
■ Sgt. Cornel Young Jr, Elementary School (Eligible) @90%	\$56,493.27
○ Ineligible Server Component (In-eligible)	\$431.01
■ Classical High School (Eligible) @ 80%	\$236,684.40
○ Ineligible Server Component (In-eligible)	\$4,624.86
■ M.L. King Elementary School (Eligible) @80%	\$104, 5467.01
○ Ineligible Server Component (In-eligible)	\$431.01
■ R.F. Kennedy Elementary School (Eligible) @80%	\$97,201.14
○ Ineligible Server Component (In-eligible)	\$431.01
■ Vartan Gregorian Elementary School (Eligible)	\$107,592.41
○ Ineligible Server Component (In-eligible)	\$431.01

Total Project Cost Eligible-Ineligible \$925,725.16
(All projects contingent upon Funding from SLD)
Total Eligible Award for Application \$913,889.38
Eligible Local Share @ 90% \$36,784.44
Eligible Local Share @ 80% \$109,208.99
Total In-Eligible Share \$11,835.78
PPSD Local Share not to exceed \$157,829.21