FY 2013

Public Schoolhouse Assessment

Rhode Island Department of Elementary and Secondary Education

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Foreword

This report was prepared by the School Construction Program of the Rhode Island Department of Elementary and Secondary Education (RIDE). The data reported here primarily comes from the individual school districts and from internal databases. This information is used solely to document the capacity and conditions of Rhode Island's public school buildings and to illustrate opportunities for savings and efficiencies to both the districts and RIDE. Facility conditions and costs estimates are ever changing; this information is current as of June 2012.

State of Rhode Island and Providence Plantations

Lincoln D. Chafee, Governor

Rhode Island General Assembly

M. Teresa Paiva Weed, President of the Senate

Daniel DaPonte, Chairman of Senate Committee on Finance

Gordon D. Fox, Speaker of the House

Helio Melo, Chairman of House Committee on Finance

Rhode Island Board of Education

In 2013, The Board of Education replaced the Board of Regents of Elementary and Secondary Education. Members of the Board of Education are selected by the Governor and confirmed by the RI General Assembly.

Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist, Commissioner

Office of Statewide Efficiencies

Cynthia Brown, Director of Statewide Efficiencies

Executive Summary

This report evaluates the capacities and building conditions in Rhode Island schools to help the Board of Education determine the necessity of school construction and to foster statewide uniformity in school building quality. The report is based on data the Rhode Island Department of Education (RIDE) gathered for school year 2011–12.

Most children spend a significant part of their lives inside public school buildings, so the condition of those buildings is of great concern to the State of Rhode Island. Aside from the physical safety and well-being of school children and the adults who work in school buildings, it has long been accepted that the condition and design of school buildings has a direct impact on academic performance. As the state strives to prepare its public school students for success in college, careers and life, facilities must be part of the equation.

FINDINGS

Facility Conditions

This assessment focuses on school facilities in traditional school districts. Rhode Island's school districts have many older buildings that are costly to maintain and that suffer from deferred maintenance. A full 70 percent of the state's schools were built between 25 and 75 years ago, with the majority constructed between 1952 and 1977. The oldest school building in the state was built in 1861, while the newest was built in 2011-12.

The data showed a general correlation between building age and facility condition rating. On a building condition rating scale of 1 to 4, where 1 is good and 4 is poor, the statewide average—weighted by square footage—is 2.05. Typically, the older the building, the worse its condition, and the costlier it is to repair and maintain. The average age of Rhode Island's school buildings is 58 years: the average age of buildings rated 1 was 51 years, while the average age of buildings rated 4 was 70 years.

RIDE used these district reported ratings to estimate the total funding necessary to bring all public schools in the state into good condition. In the fifteen year period between 1998 and 2013, the State of Rhode Island paid $705,783,022 in housing aid reimbursement from the $2 billion worth of school construction projects approved by the Board of Regents. It should be noted that since the adoption of the School Construction Regulations, Necessity of School Construction approvals were reduced from a 10 year average of $182.7M to an average of $74.8M in the three years prior to the moratorium. By repurposing a small portion of the annual savings on approvals provided by the School Construction Program, the State could bring all public schools into good condition. Based on a ten year historical average of districts reimbursement rates, the State of Rhode Island would be responsible for approximately 44% of the cost.

Enrollment and Capacity

Based on district-reported data, excess capacity exists at every school level in Rhode Island: elementary, middle, and high. Middle schools have the largest excess capacity at 25.3 percent. High schools have an excess capacity of 23.0 percent, and elementary schools have an excess capacity of 12.3 percent. Because of decreasing enrollments, middle school excess capacity is set to increase over the next 10 years to 28.7 percent, creating significant opportunities for consolidation.

In 2011–12, districts reported a combined building capacity of 165,761 seats: 31,240 more than the state's current enrollment of 134,521. This suggests that the current stock of public education facilities can accommodate up to an 18.8 percent increase in enrollment across the state. But with enrollment projected to decline over the next five years in most Rhode Island districts, statewide excess capacity should continue to climb to 20.4 percent by 2016–17 and to 22.0 percent by 2021–22.

When viewed by population density, enrollment has fallen in many Rhode Island urban ring and suburban districts, likely due to a long-term drop in the number of school-age children and an increase in the popularity and availability of alternatives to district-run schools in these areas, such as charter schools, career/technical schools, and private schools. As a result, excess capacity has risen in these districts. Urban ring districts had the greatest excess capacity at 24.9 percent, followed by suburban districts at 21.8 percent. Urban districts fared better, with only 6.5 percent excess capacity.

RECOMMENDATIONS

Based on the findings, this report provides guidance and recommendations for districts seeking to maximize the utility of underutilized school buildings.

Closure and Consolidation

As buildings continue to age and enrollments continue to decline, the operations and maintenance costs of Rhode Island's public school facilities will rise. The increasing statewide excess capacity will result in districts spending more per student and more per square foot to operate their facilities because unused building space still has to be maintained. For these reasons, school districts should consider right-

sizing or consolidating schools to reflect these changed attendance ratios. By doing so, the districts will more accurately reflect school-going patterns and also avoid spending funds to repair upper-level schools that may not be required within the next decade.

With 18.8 percent of its seats sitting empty, Rhode Island's school districts should consider closing multiple school buildings. The factors prompting the closures—including a dwindling population of school-age children, mounting budget pressures, deteriorating facilities, and the growth of charter schools and other alternatives that have lessened the demand for traditional public-school education—do not show any signs of abating in the next decade. Rhode Island districts that have already made this difficult decision have projected sizable savings in administrative, operational, and maintenance costs. In some cases, school buildings could be sold or leased to a third party, which also provides a financial incentive to the district and the town or city.

Regional Opportunities

In addition, the data identified districts and geographical areas that may consider maximizing utilization through consolidation to gain efficiencies. For example, three counties—Kent, Washington and Newport—consistently have excess capacities of over 25 percent. The Aquidneck Island school districts in Newport County—Newport, Middletown and Portsmouth—are currently considering consolidation at the high school level. Consolidation can benefit Rhode Island's students by saving money that can be spent in the classroom, providing more electives and advanced courses, improving academic performance, and increasing opportunities for special education students.

Grade Reconfiguration

Districts should consider reconfiguring their schools to resolve capacity issues, especially given the large excess capacity in middle schools. Grade reconfiguration typically occurs when the middle school is under capacity and its feeder elementary schools are overcrowded: two conditions that currently exist in some Rhode Island school districts. After careful consideration and educational facility planning, districts may be able to take advantage of the excess capacity in the middle schools by expanding them to include 5th grade and creating the opportunity for the creation of a 5th and 6th grade elementary learning academy at the middle school.

Financial Opportunities

To ensure their dollars go further, districts should establish a capital reserve fund to finance their asset protection plans. Capital reserve-funded projects are usually approved more quickly than bonds, notes, and other forms of indebtedness issued in support of school housing projects, and districts will be reimbursed for these expenditures much more quickly—within one to 10 years—rather than over the 20-year period associated with most bonds, thereby allowing them to reinvest the money in further improvements. Using capital reserve funds would also benefit the state because it is obligated to repay only the principal, not the interest. Finally, with capital reserve funds, districts are better able to obtain housing aid bonuses for projects that involve conserving energy, improving access for the disabled, abating asbestos, renovating career/technical centers, renovating regional districts, and reducing the use of water and energy.

In addition, Rhode Island should consider establishing a state capital reserve fund. This funding mechanism would allow more districts to use capital reserves to finance school construction projects, which in turn would lower the state's share of housing aid by reducing the number of projects incurring interest. By minimizing financing costs, more of the State and local investment can be used for the sole purpose of facility upgrades.

Operations, Maintenance, Design, and Construction Opportunities

To avoid the outlay of capital investments and to achieve savings, districts should work to make their facilities more energy efficient; those that do can save hundreds of thousands of dollars each year. To measure progress and track savings, the state's LEAs should benchmark each facility's performance and conditions through use of an Operations Report Card. They should also look for opportunities to save energy, including conducting energy audits and making energy-focused improvements.

Introduction

Overview

Because school-age children spend more time in schools than any other building aside from their homes, the schools they attend should be safe, clean, and well-equipped. Building conditions are important not only to the safety and health of our students and staff, but also to the Board of Education's core mission: ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

Most school repair and renovation projects consist of improvements that help create better teaching and learning environments by addressing health, safety, and code work as well as making spatial modifications to address programmatic needs.

The average age of schools in Rhode Island is approximately 60 years, and many are in need of repair and renovation to provide healthy and safe learning environments. Because of the aging stock of Rhode Island's school facilities and the nationwide escalation in school capital improvements, RIDE has made identifying efficiencies a priority.

Purpose

Consistent with the RIDE Strategic Plan and guided by the School Construction Regulations, the Public Schoolhouse Assessment documents the capacity and condition of Rhode Island schools and to identify opportunities for savings and efficiencies for both the districts and the state. This report provides a statewide perspective that will assist the Board of Education in performing their the statutory functions of approving the necessity for school construction and ensuring statewide uniformity in school building quality.

This statewide assessment of school facilities provides a unique opportunity to study current and projected enrollments as they compare to reported capacity. The current use of facilities is presented against a regional overview of building age and conditions, as well as capital improvement expenditures.

Responding to the General Assembly and other state officials' concerns regarding school facility equity, adequacy of maintenance, and cost containment, RIDE revised the process used to approve school housing projects and developed regulations to govern school construction.

Currently the Necessity of School Construction application process is governed by the School Construction Regulations ("SCRs") adopted by the Board of Regents in 2007 and administered by the School Construction Program. Through a multi-stage review, the School Construction Program assists LEAs in identifying facility needs for approval by the Board of Regents. An excerpt of the SCRs is included in **Appendix A**. Since 2007, the School Construction Program has worked closely with local education agencies (LEAs) to find efficiencies in design, construction, and programming that have resulted in substantial savings. As a result of the fiscal prudence set in place by the SCRs, Necessity of School Construction approvals were reduced from a 10-year average of $182.7 million to an average of $74.8M in the three years prior to the moratorium.

Board of Education

The Board of Education is the chief policy-setting body overseeing education in Rhode Island, including elementary and secondary education. Through its designated powers and duties, the Board of Education helps shape the course of public education to ensure that all Rhode Island children receive the best possible education.

Rhode Island Department of Elementary and Secondary Education (RIDE)

RIDE, through the Commissioner of Elementary and Secondary Education, has the authority to implement and administer the regulations on behalf of the Board of Education. This includes making approval recommendations to the Board based on a multi-phase review, disbursing school housing aid for approved projects, and monitoring compliance with the conditions of project approval and requirements for asset protection and maintenance of facilities set forth in Rhode Island law.

Office of Statewide Efficiencies

The Office of Statewide Efficiencies, a branch of the Division of Fiscal Integrity and Efficiencies within RIDE, assists districts and charter schools with significant budget deficits and develops new, more streamlined procurement practices. Over the past four years, the office has worked on creating a Uniform Chart of Accounts (UCOA), which provides transparency, uniformity, accountability, and comparability regarding the finances of each district, charter, and state school. The Office of Statewide Efficiencies oversees the School Construction Program.

School Construction Program

The School Construction Program is part of RIDE's Office of Statewide Efficiencies. The School Construction Program oversees the school construction process to ensure that districts comply with provisions of the School Construction Regulations (SCRs). Furthermore, as of 2007, RIDE ensures that all projects comply with the requirements set forth in the most recent Northeast Collaborative for High Performance Schools Protocol (NECHPS) so that approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide an enhanced school facility. Through this process RIDE has helped find efficiencies in the design, construction, and operations of school facilities that have resulted in substantial savings due to educational facility planning efficiencies and construction cost avoidance, as well as energy and water cost savings.

Thanks to Governor Lincoln Chafee and Rhode Island's General Assembly, school construction in the State of Rhode Island is at the forefront of a nationwide trend to create cost effective, safe, healthy, and energy efficient 21st century schools. Keeping in mind the best interests of students and staff in Rhode Island's public schools, our State's elected officials have passed forward-thinking policies and regulations that have helped bring equity, adequacy, and efficiency to school construction.

Approach

This assessment covers 304 public schools located in the 36 school districts of Rhode Island. In the 2011–12 school year, the state had 276 school facilities operated by local school districts, 16 public charter schools, eight career and technical centers, and four state-operated schools: the Rhode Island School for the Deaf, the William M. Davies Jr. Career and Technical High School, the Metropolitan Regional Career and Technical Center, and the DCYF Alternative Education Program. RIDE analyzed local school district facilities by age, facility rating, enrollment, maintenance costs, and capital improvement expenditures.

RIDE collected data for this report from a variety of sources. The agency used internal data from In$ite (the financial analysis model for education), the Uniform Chart of Accounts (UCOA), the 2010 RIDE technology capacity survey, and information from the data warehouse, which is part of the Comprehensive Education Information System (CEIS). In addition, school districts in Rhode Island completed an asset protection summary of the schools located within its jurisdiction. In these summaries, the districts self-reported information about their facilities, including building square footage, age, capacity, and enrollment.

RIDE collected demographic information and enrollment projections from three sources: district asset protection plans, October 2011 enrollments listed on RIDE's website, and New England School Development Council (NESDEC) enrollments and projections. The analysis of demographic data was based primarily on NESDEC-reported enrollments for ease of comparison with projected enrollments, but also because NESDEC verified 2011–12 enrollments with each district.

This report is unique in that it analyzes educational facility conditions and capacity against current and projected enrollments for the 276 schools operated by local school districts across the state. But school buildings often also serve various community needs beyond a district's educational programming. Therefore, local educational agencies should consider the findings and recommendations within this report in the context of a broader master planning process.

Facility Conditions

RIDE examined high-level, district-reported data on the age, condition rating, and enrollment of Rhode Island school buildings. Before taking any action, RIDE recommends that LEAs conduct more detailed, building-specific evaluations to more accurately gauge facility conditions and programmatic utilization for use in educational facility planning. The data included herein provides a statewide perspective of school facilities that is intended to assist stakeholders at all levels in making informed decisions that center upon maintaining safe and healthy learning environments for all our State's students.

Building Age

The building age of Rhode Island schools spans a wide range from two to 151 years. The oldest school building in Rhode Island, the Alan Shawn Feinstein School in Central Falls, was built in 1861, while the newest buildings, Woonsocket Middle School (two buildings), and Cole Middle School in East Greenwich completed in 2010 and 2011 respectively. Fifty-one percent of buildings are between 50 and 100 years old; only 10 percent are under 25 years old. As Figure 1 shows, school buildings have a typical bell curve distribution, with 70 percent of schools built between 1928 and 1978.

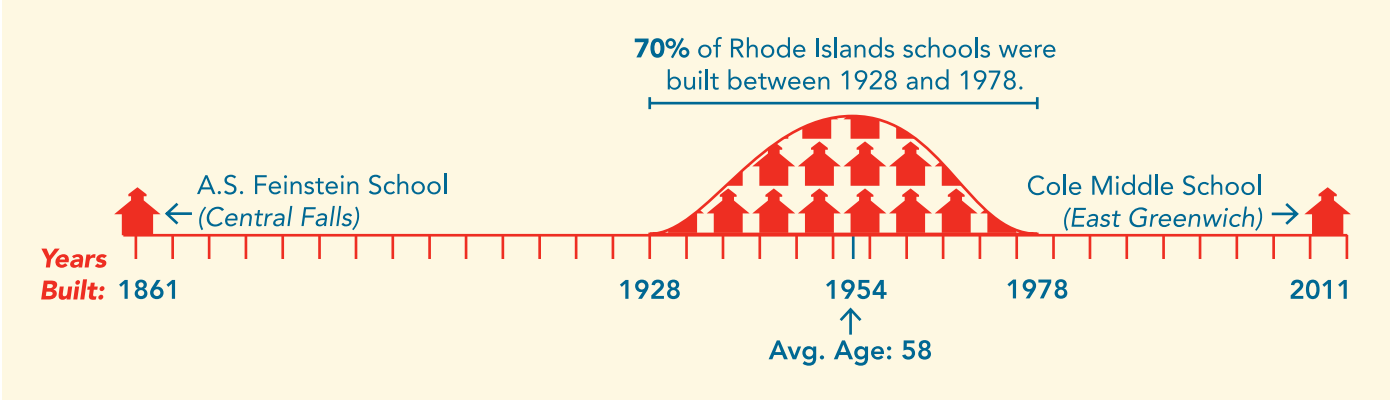
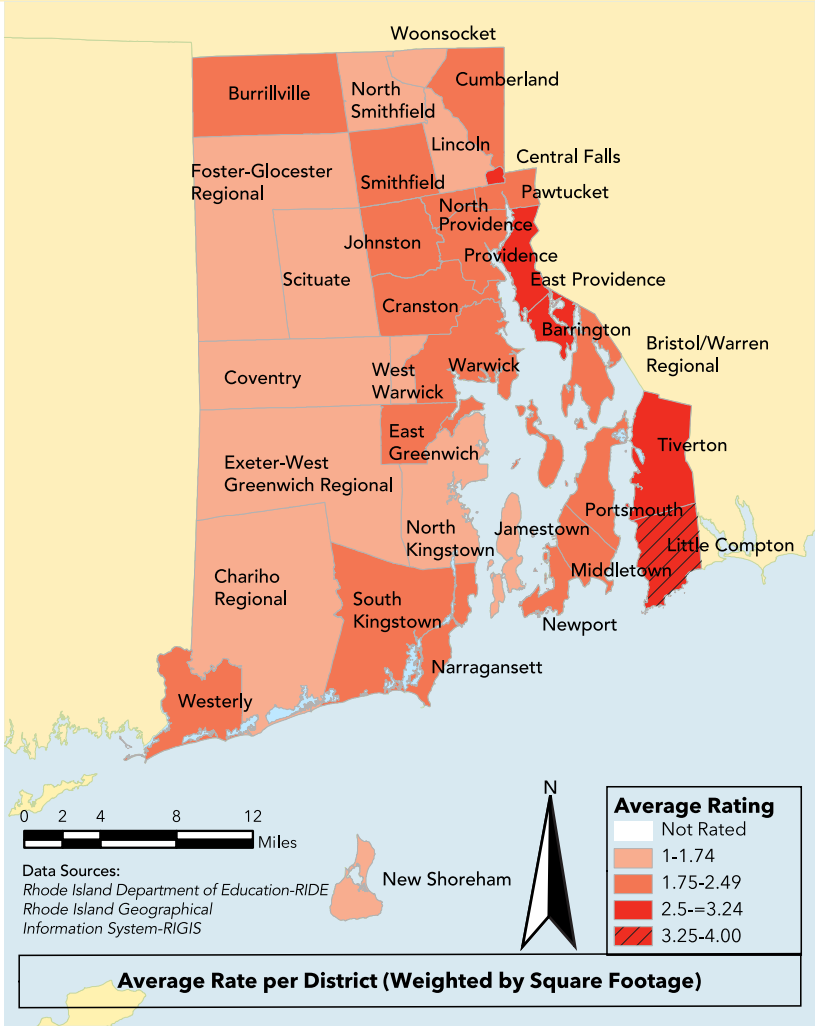


Figure 1. Distribution of Schools by Age

Rhode Island's district-managed school buildings were built from 1861 to 2011. These School buildings have a typical bell curve distribution. Of the 276 schools, 88 are between 50 and 74 years old.

Figure 2. Facility Condition Rating

School ratings are based on a scale of 1-4 and the average cost per square foot to make improvements.



Map 1. Average Rating per District

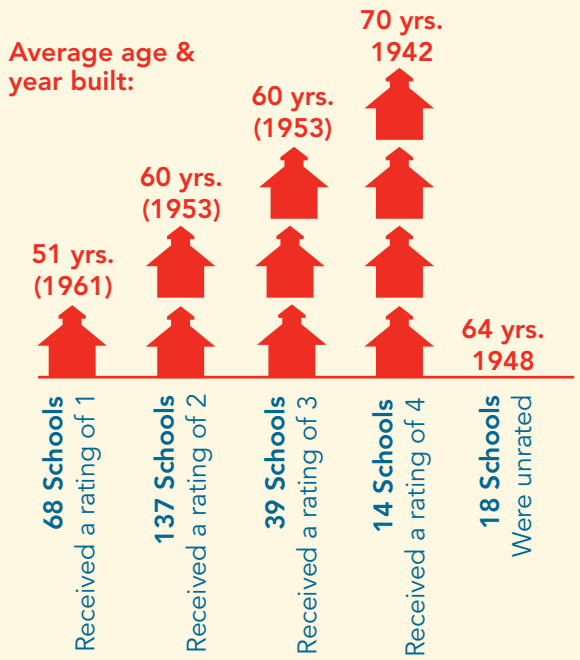


Figure 3. Building Condition Rating in Relation to Building Age and Year Built

The average age of Rhode Island's 276 schools is 58 years old *(ca. 1954)*.

Condition Rating

The facility condition rating is a self-reported number that each district assigns facilities based on their general condition. Districts rate their facilities on a scale from 1 (best) to 4 (worst) as part of asset protection plans. Buildings rated 1 are in good condition and only need to perform routine maintenance, while buildings rated 4 are in poor condition and need major renovations. The projected cost per square foot of maintaining school building space increases considerably along with the building rating. The four condition ratings and estimated capital costs per square foot are outlined in more detail in **Figure 2.**

The data showed a general correlation between building age and facility condition rating. Typically, the older the building, the worse its condition.

The average age of buildings rated 1 was 51 years. The average age of the buildings rises as the facility rating increases **(Figure 3).** Buildings that require the most repairs, rated 4, tend to be older than buildings rated 1. There are exceptions to this trend, including several over 100-year-old buildings that have been extensively renovated over the years and were rated 1.

This information is useful to ensure that LEAs are directing school construction funding to where it will have the most impact in improving the health and safety of students, teachers and staff.

Building Ratings and Projected Costs

As part of the SCRs, RIDE annually develops cost information to accompany the review and evaluation of proposed school construction projects. For the purposes of this report, RIDE established four cost ranges based on a blended regional average for elementary, middle, and high school renovation costs.

To assist in building an internal database of cost information, districts requesting reimbursement on any renovation project exceeding $500,000 must include an itemized invoice of the costs. Based on this reported information for 2007, 2008,

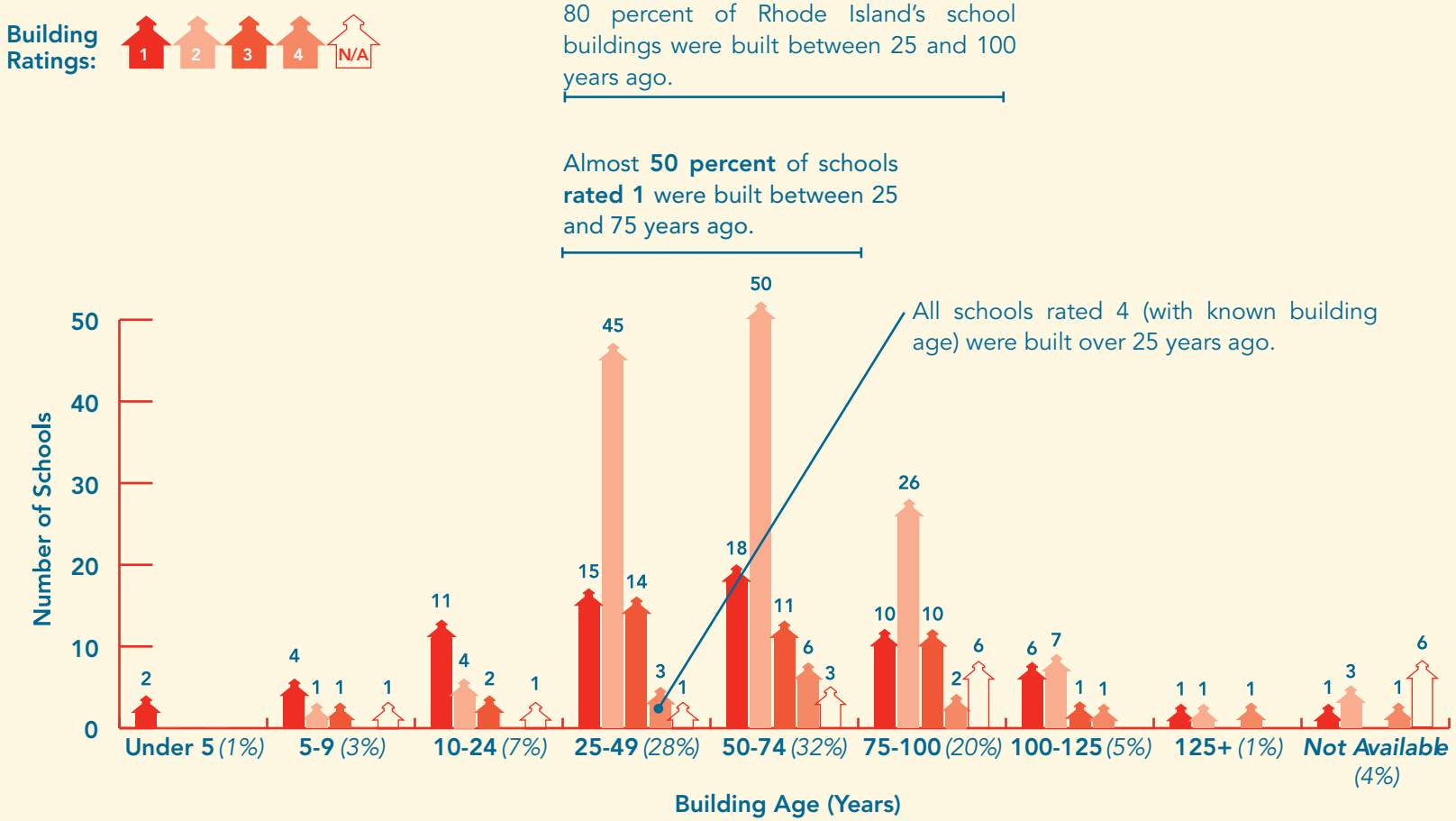


Figure 4. Building Age and Condition Rating

Of the 276 district-managed schools in Rhode Island, **68 were rated as 1, 137 were rated as 2, 38 were rated as 3, and 14 were rated as 4.** Eleven school ratings were unavailable.

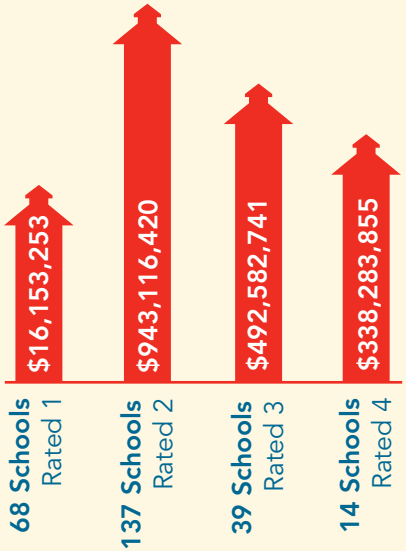


Figure 5. Estimated Costs to Bring Facilities to a 1 Rating

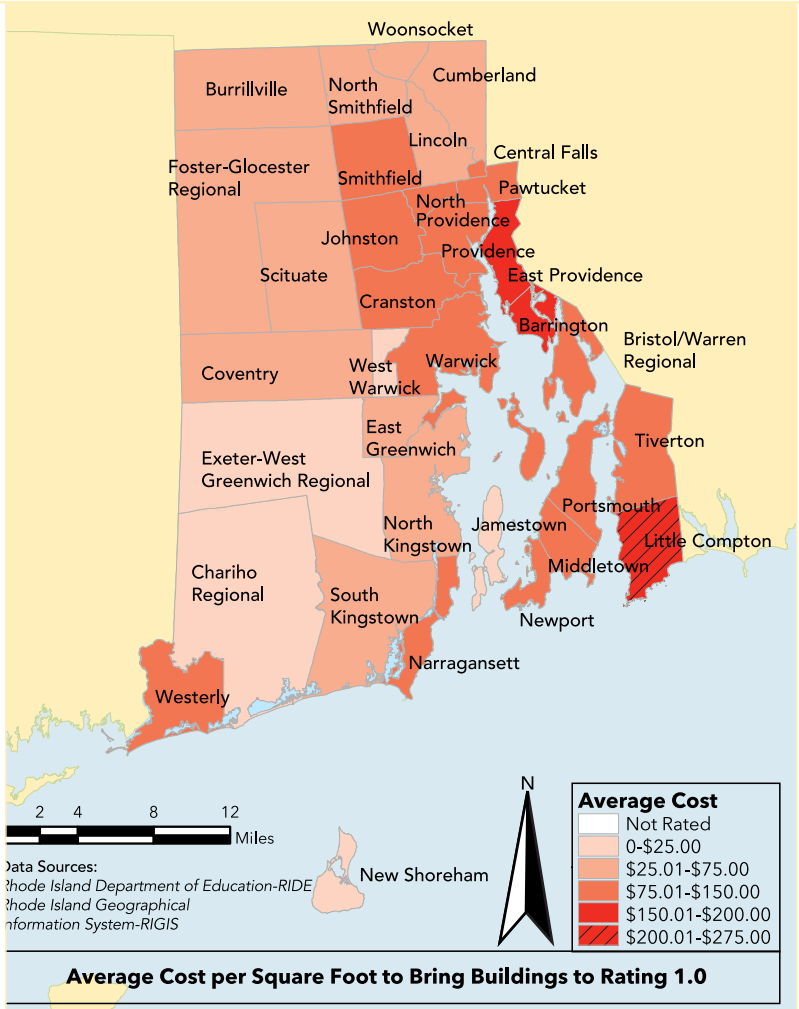
The total estimated cost to bring all 276 schools up to a 1 rating is based on square foot cost estimates, assigned condition ratings, and actual square footage.

and 2009, RIDE calculated an average for each individual cost and the dollar amount per square foot. In addition, RIDE collected cost information from a number of external sources. These sources include industry professionals such as estimators, architects, engineers, construction managers, and property managers.

The ratings and their associated costs are as follows:

- **A rating of 1** indicates that the building is in good condition and only requires the district to spend a minimal amount on annual asset protection. The average amount districts currently spend on maintenance per year is $3.30 per square foot. Therefore, when calculating how much should be spent on asset protection, RIDE used this figure.
- **A rating of 2** indicates that the building is generally in good condition, but minor renovations should be performed on systems to preserve the building. Using collected data and industry standards, RIDE estimates that it would cost districts $86 per square foot to make minor renovations.
- **A rating of 3** indicates the building is in fair to poor condition and is in need of moderate renovation, which amounts to $147 per square foot.
- **A rating of 4** indicates that the building is in poor condition and needs major renovation. In this case, districts would need to spend $273 per square foot to repair or renovate these buildings.

Based on these per square foot cost estimates, the assigned condition ratings, and the actual square footage for each school, the total amount of funding required to bring all school facilities to a 1 rating is shown in Figure 5 broken down by current building rating. These figures represent a snapshot of current facility needs, but not necessarily a budget with a timeline for specific projects. However, these figures are useful for planning purposes at the State level and it is worth noting that these figures can be reduced significantly if districts find efficiencies in facility utilization. For more information on asset protection plans and building ratings, see **Appendix C.** Sixty-eight schools in Rhode Island were rated and certified 1 by their school district administration. The total recommended annual asset protection amount for these schools is $16 million. Ideally, districts would strive to maintain buildings



Map 2.
Average Cost per Square Foot to Bring Buildings to Rating 1.0

in good condition (rating 1) because facilities are the least expensive to maintain in this condition: routine preventative maintenance can improve the useful life of a building and reduce long-term operating costs.

Just under half (49 percent) of schools in Rhode Island were given a facility rating of 2. These buildings are generally in good condition, but their systems need minor renovations to improve their rating and prevent further deterioration of their systems. The total amount recommended to improve these buildings is $943 million. While this is a significant figure, it is lower than the amount that would be required if repairs were not made and buildings were allowed to continue to deteriorate. Hypothetically, if all the repairs in buildings rated 2 were not adequately addressed and the building condition deteriorated to a 4 rating, it could cost over $3.2 billion to repair or replace those buildings. Additionally, this figure is high because the cost of minor renovations is much higher than routine preventive maintenance, and twice as many schools are rated 2 as are rated 1.

Thirty-nine schools were given a building rating of 3 and require moderate renovations. The total amount of recommended funding for these schools is $493 million.

Lastly, 14 school buildings were given a rating of 4. These schools need major renovations or need to be replaced. The condition of facilities given a rating of 4 is of particular concern because it may hinder the ability to deliver 21st century education. Given the high cost of improvements, districts with buildings rated 4 should consider renovations in the context of a districtwide facility master plan that examines enrollments and capacities at all schools. These schools have been in use for an average of 70 years and require major upgrades to improve to a rating of 1. The recommended funding to improve these schools is $338 million. To put this figure into perspective, the recommended amount of funding for the

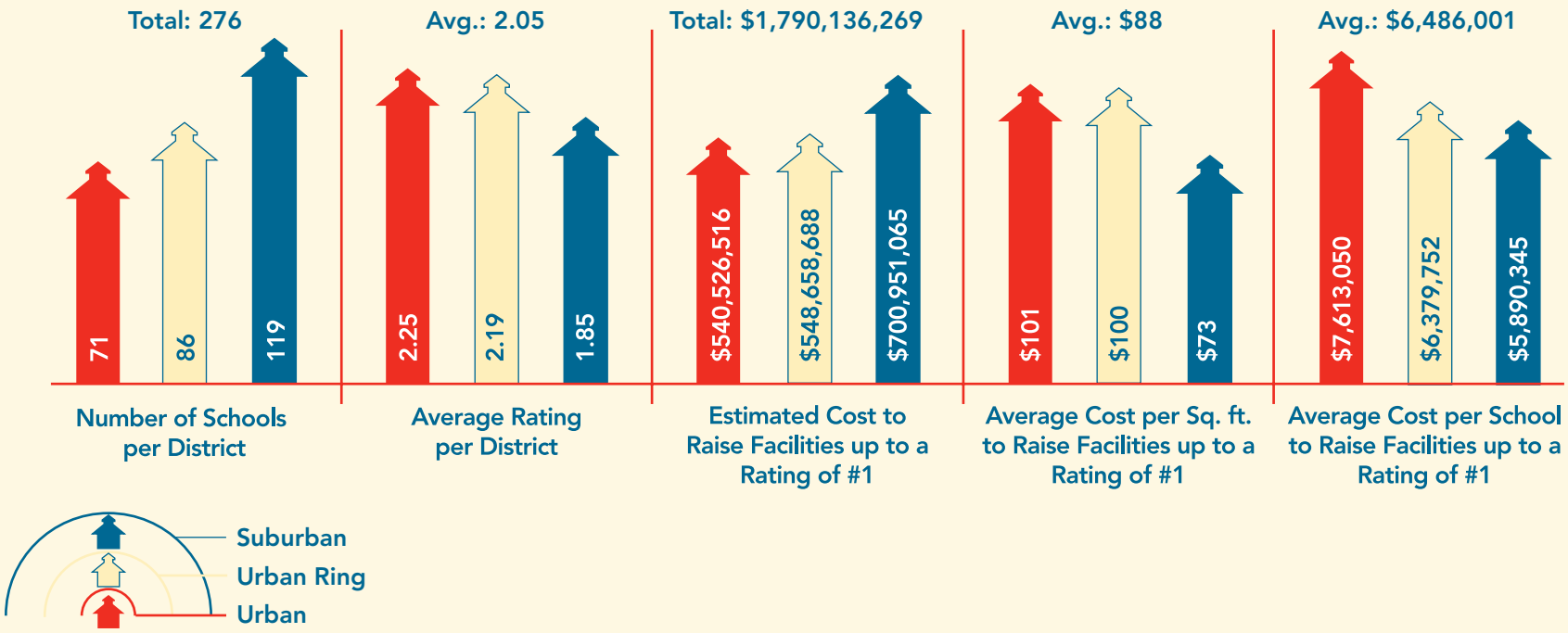
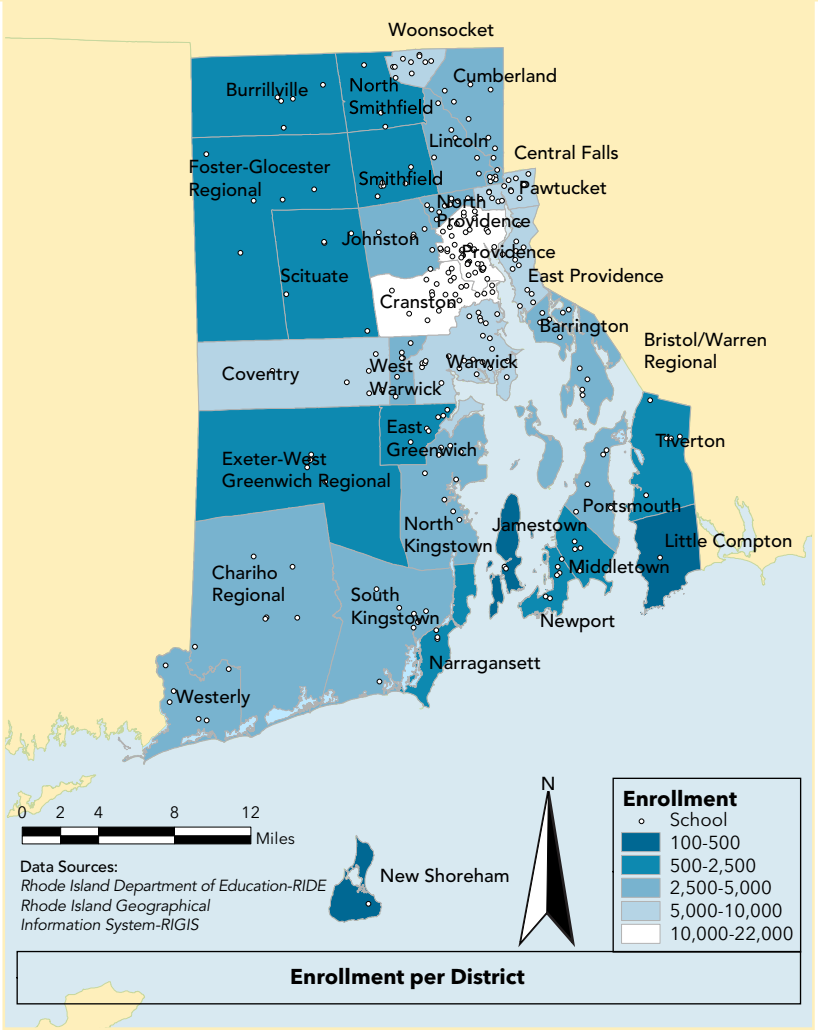


Figure 6. Building Conditions by Density



Map 3. Enrollment per District

5 percent of schools rated 4 represents 19 percent of the total estimated cost to bring all schools to a 1 rating.

When examined by density, as Figure 6 shows, the four urban districts have an average facility rating of 2.25 and total recommended funding of $541 million. On average, the urban ring schools have a self-reported rating of 2.19 and recommended funding of $549 million. Urban ring schools had a slightly lower rating than urban schools and, as a result, the average cost per school is $1.3 million lower. The suburban districts had an average facility rating of 1.85, which is lower than the average of the urban and urban ring schools. The total amount of recommended funding for all the suburban districts is $701 million.

Generally, as school buildings age and their condition worsens, more funding is required to repair and maintain them.

Enrollment and Capacity

In this report, excess capacity is simply defined as the difference between current or projected enrollment and the current reported capacity. When reported as a percentage, it is equal to the excess capacity divided by the current reported capacity. Current enrollment is based on RIDE data, and enrollment projections for 2016–17 and 2021–22 are based on New England School Development Council (NESDEC) data. To project enrollments NESDEC uses the industry standard cohort survival method, which is based on reasonable assumptions regarding births, migration rates, and retention rates. However, enrollment projections are susceptible to variance based on hidden factors and districts are encouraged to have updated enrollment projections developed annually or minimally as part of an educational facility planning. Districts should also work closely with local planning authorities to understand community development trends and other factors that may impact demographics. Detailed NESDEC data is provided in **Appendix F**.

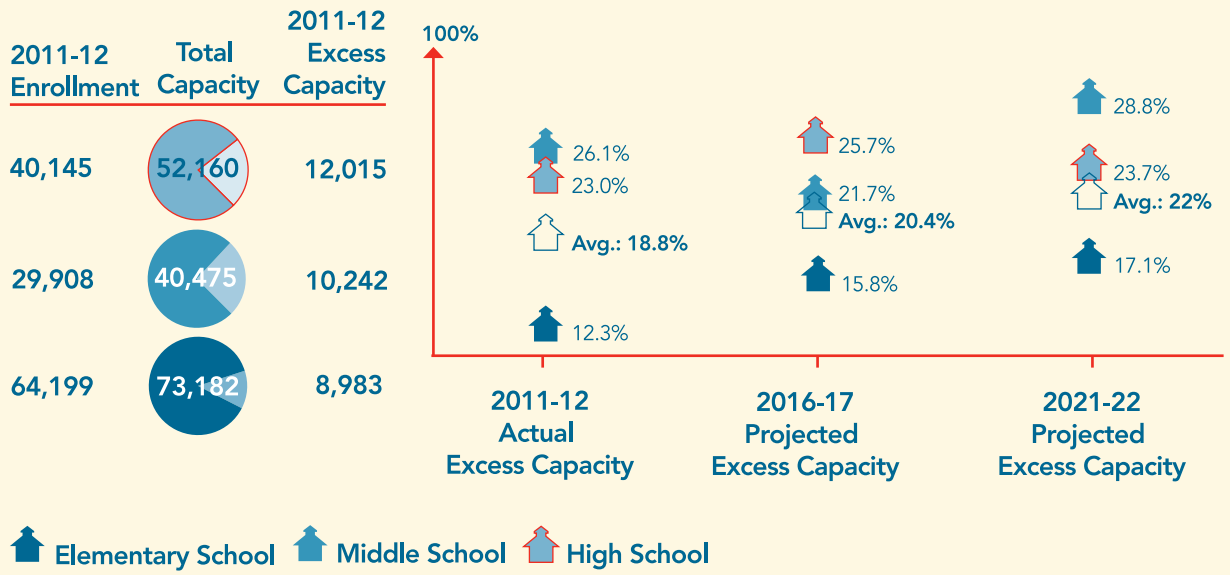


Figure 7. Actual and Projected Excess Capacity by Level

All school levels in Rhode Island currently have excess capacity, and that is projected to increase over the next 10 years.

In 2011–12, districts reported a combined building capacity of 165,761 seats, 31,240 more than the state's current enrollment of 134,521. This suggests that the current stock of public education facilities can accommodate up to an 18.8 percent increase in enrollment across the state.

These enrollment projections are consistent with enrollment declines in the last decade, as well as the enrollment declines in non-public schools. Between the 2005-2006 and 2011-2012 school years, enrollments at non-public schools decreased from 27,809 to 20,211 (27% decrease). Similarly, public school enrollments declined from 153,417 in 2005-2006 to 142,854 in 2011-2012 (7% decline).

Enrollments are projected to decline over the course of the next five years in all but seven districts across the state, with double-digit declines expected in twelve districts. The projected statewide 2016–17 enrollment of 131,965 represents a 1.9 percent decrease from the 2011–12 school year.

As a result, the disparity between enrollment and capacity is projected to increase in Rhode Island. If no action is taken, statewide excess capacity will swell to 20.4 percent by 2016–17 and to 22 percent by 2021–22.

The information provided herein is a snapshot of enrollments and capacities for statewide planning purposes. This data offers a high level view that must be corroborated by LEAs as they undergo the necessary educational facility master-planning pursuant to RIDE's Basic Education Program. Through careful planning, LEAs can decide the most efficient use of capital investments to ensure that students are receiving appropriate education in safe and healthy 21st century learning environments.

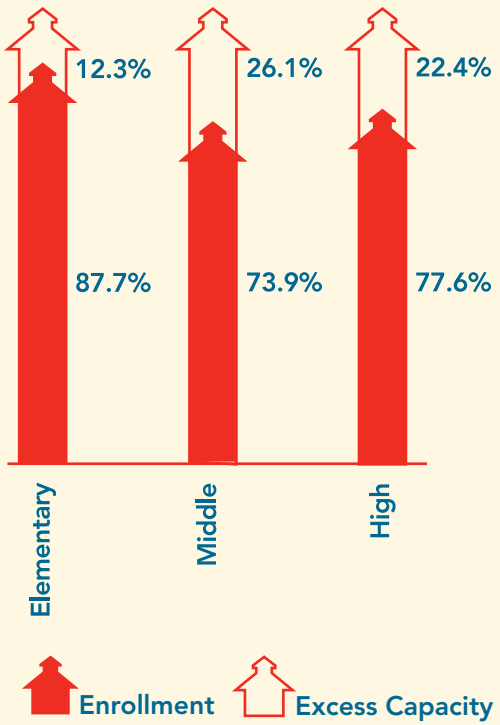


Figure 8.
Excess Capacity by Grade Level

Excess capacity exists at every level.

This report shines a light on excess capacity in the interest of helping districts find cost savings in facility operation and maintenance. In some cases, reducing the stock of buildings can result in the better allocation of funding. Funding that can be diverted from closed schools can have a larger impact in the repair and maintenance of a district's remaining schools, as well as improving educational offerings, such as Advanced Placement courses and virtual learning opportunities. See Table 4 in Appendix B for a listing of the 10 districts with the most projected excess capacity.

Excess Capacity by Grade Level

All school levels throughout Rhode Island have excess capacity. Districts may maintain excess capacity to accommodate anticipated or unanticipated enrollment fluctuations. However, excess capacity may point to underlying inefficiencies.

Elementary schools have the smallest amount of excess capacity. Currently, elementary schools have 73,182 available seats with an enrollment of 64,199 students, which results in an excess capacity of 12.3 percent. Excess capacity at the elementary level is projected to increase to 15.8 percent by 2016–17 and to 17.1 percent by 2021–22.

Rhode Island middle schools have the largest percentage of excess capacity. State middle schools reported a capacity of 40,475 students but a current enrollment of only 29,908 students, for an excess capacity of 26.1 percent. Middle school enrollments will likely remain level or increase slightly over the next five years, but by 2021–22, enrollments are projected to decrease further, creating an excess capacity of 28.8 percent. Given the amount of current excess capacity and projected enrollment decreases, the largest opportunity for consolidation exists in these facilities.

At the high school level, districts reported a capacity of 52,104 students. The current high school enrollment for 2011–12 is 40,424 students, resulting in an excess capacity of 22.4 percent. High school enrollments are expected to experience the most dramatic decrease of all age groups. High school enrollment is projected to continue to decrease through 2016–17, resulting in an excess capacity of 25.6 percent, and then is expected to increase slightly,

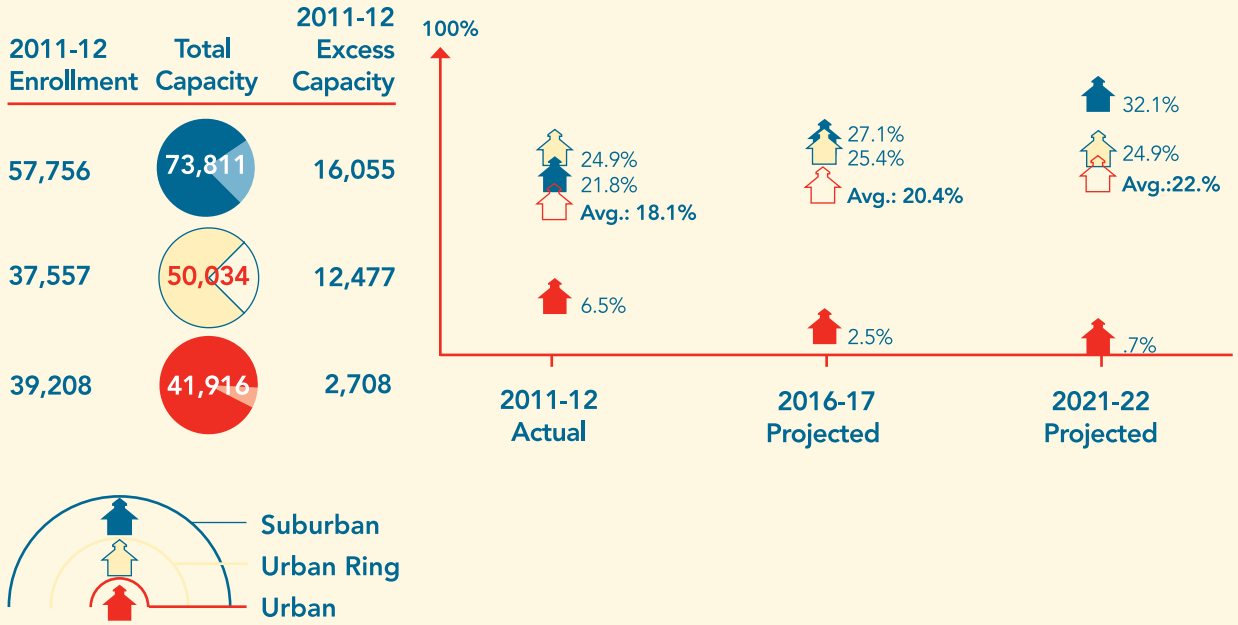


Figure 9.
Actual and Projected Excess Capacity by Density

While excess capacity is increasing in Suburban and Urban Ring districts, Urban districts are rapidly losing capacity.

dropping the excess capacity to approximately 23.6 percent by 2021–22.

Based on this data, Rhode Island school districts have a ratio of elementary schools to middle schools to high schools that reflects a historical pattern that is no longer valid. With the decrease in elementary school enrollment, the excess capacity in middle schools and high schools is likely to continue to expand. Therefore, school districts should consider right-sizing schools to reflect this changed ratio. By doing so, the school districts will more accurately reflect school-going patterns and also be able to avoid spending funds to repair upper-level schools that may not be required within the next 10 years.

Excess Capacity by District Density

In recent years, enrollment has fallen in many Rhode Island urban ring and suburban districts[2], likely due to a long-term decrease in the number of school-age children and an increase in the popularity and availability of alternatives to district-run schools. As a result, excess capacity has risen in these districts.

2 RIDE separates the districts into three groups—urban, urban ring, and suburban—to make useful comparisons. The urban districts are Woonsocket, Providence, Pawtucket, and Central Falls. The urban ring is composed of seven school districts: East Providence, North Providence, Warwick, West Warwick, Newport, Cranston, and Johnston. The remaining districts are classified as suburban.

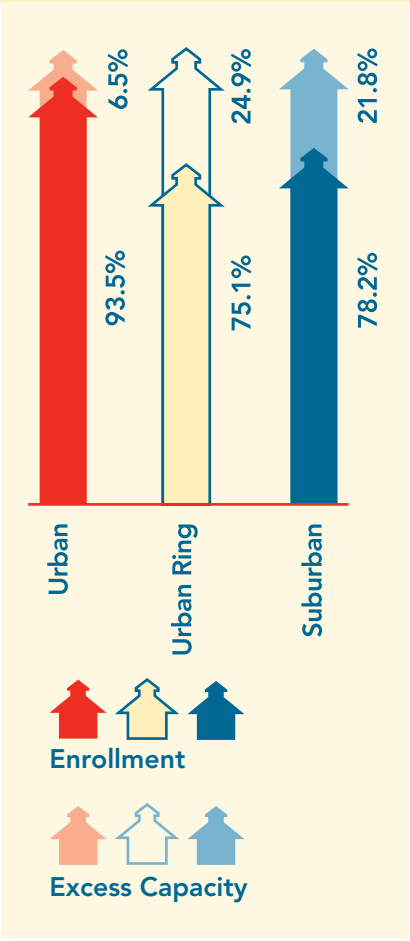


Figure 10. Statewide Enrollments and Capacity by Population Density, 2011–12

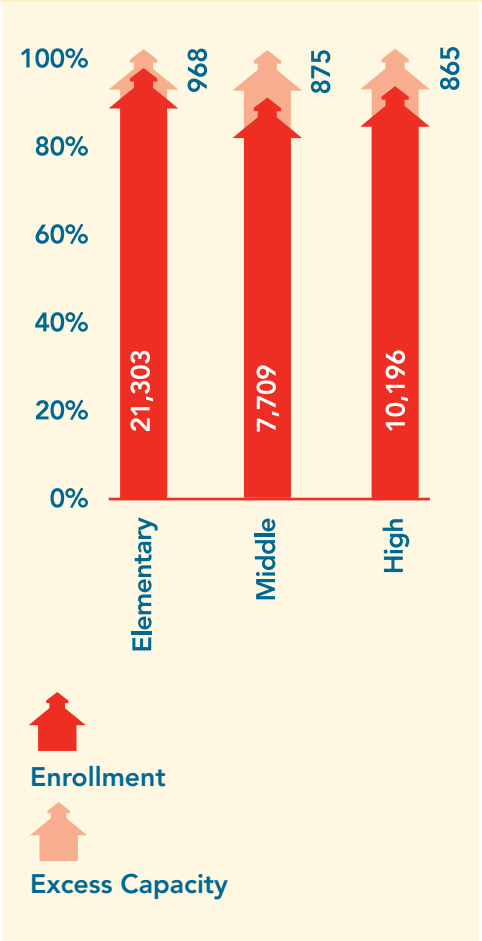


Figure 11.
Urban District Enrollments and Capacity, 2011–12

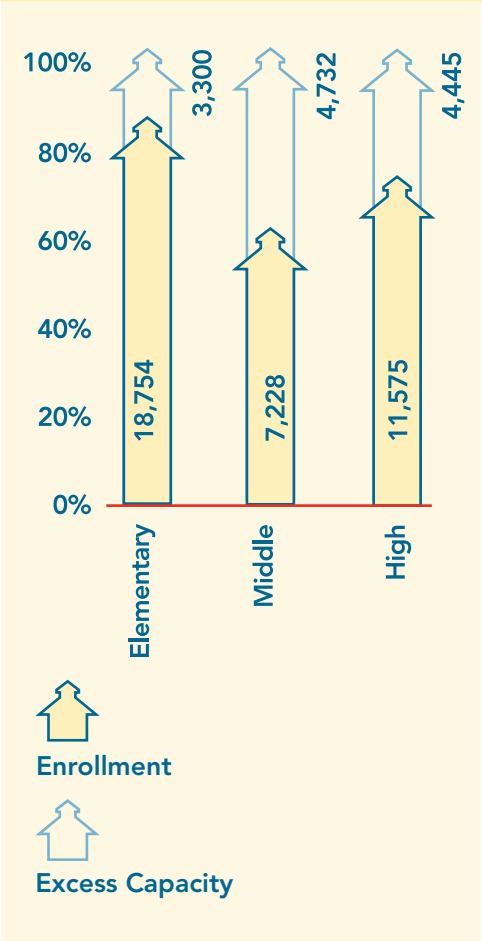


Figure 12.
Urban Ring District Enrollments and Capacity, 2011–12

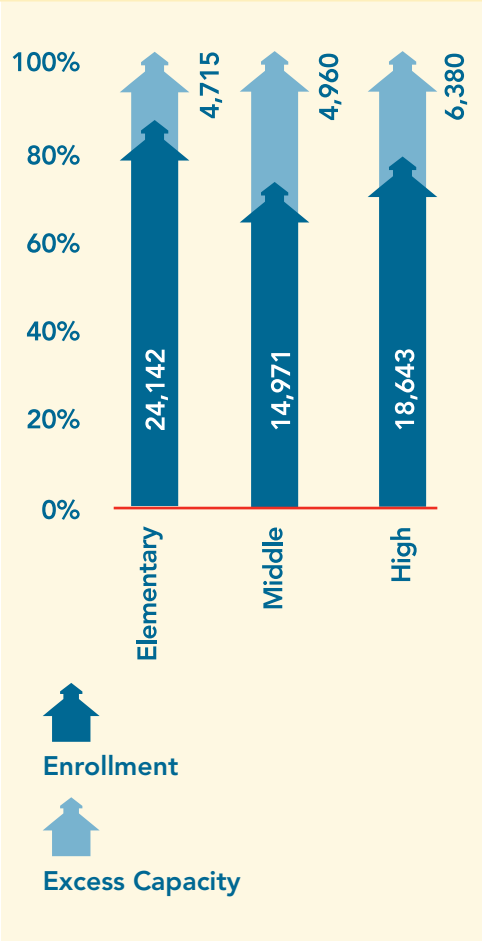


Figure 13.
Suburban District Enrollments and Capacity, 2011–12

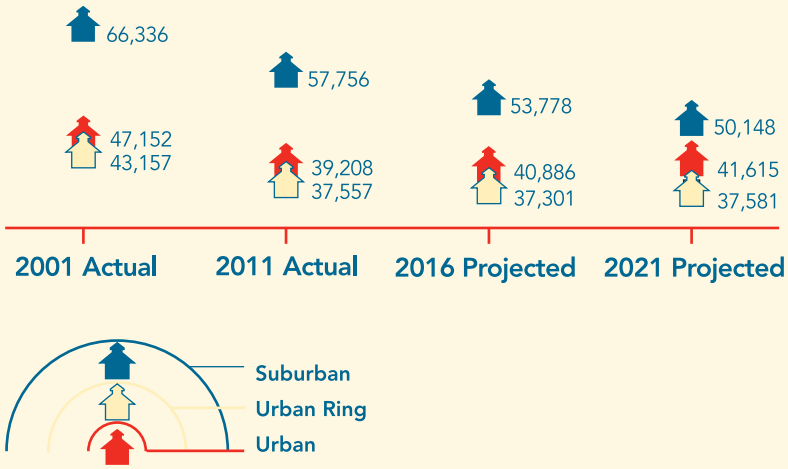


Figure 14. Enrollment Projections by Density

Enrollment in suburban districts is declining sharply while urban and urban ring districts are expected to increase enrollments.

As **Figure 10** shows, in 2011–12, urban ring districts had the largest excess capacity at 24.9 percent, followed by suburban districts at 21.8 percent. Urban districts had only 6.5 percent excess capacity.

As **Figure 11** shows, urban districts reported a combined capacity of 41,916 seats and a 2011–12 enrollment of 39,208 students, resulting in an excess capacity of 6.5 percent. Enrollment in urban districts is expected to increase to 40,886 students by 2016–17, resulting in an excess capacity of 2.5 percent. By 2021–22, urban district enrollment will increase to 41,615 students, resulting in excess capacity of 0.7 percent. Therefore, collectively and consistently, urban districts have the least excess capacity of these groupings.

As **Figure 12** shows, urban ring districts reported a combined capacity of 50,034 seats and a 2011–12 enrollment of 37,557 students, resulting in an excess capacity of 24.9 percent. Enrollment is projected to decrease to 37,301 students by 2016–17, increasing excess capacity to 25.4 percent. The 2021–22 enrollment projection remains level at approximately 37,581 students, resulting in 24.9 percent excess capacity.

Suburban districts are projected to experience the largest decrease in enrollment, 6.9 percent, between 2011–12 and 2016–17. Excess capacity in suburban districts, which is 21.8 percent in 2011–12, is expected to increase to 27.1 percent by 2016–17. The 2021–22 enrollment projection anticipates enrollments to continue declining to 50,148 students, which results in an excess capacity of 32.1 percent.

Figure 14 shows the projected enrollment for the school years 2016–17 and 2021–22 by density in each type of school district: suburban, urban, and urban ring.

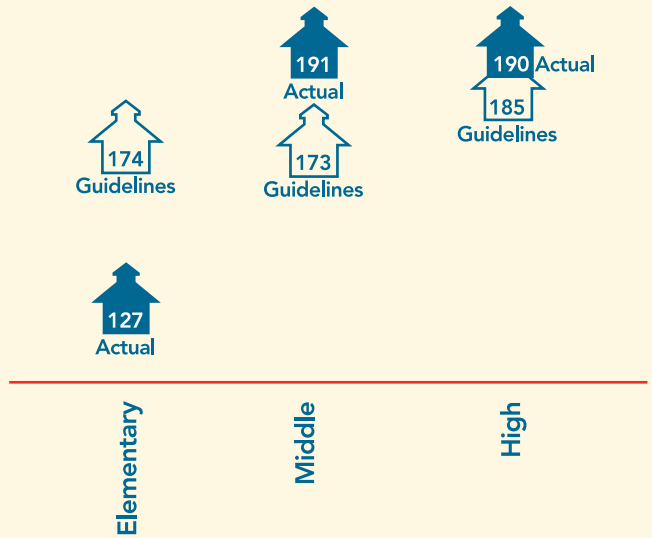


Figure 15.
Average GSF Per Pupil vs. Guideline GSF Per Pupil

Based on SCR guidelines, capacity in Elementary schools may be lower than reported by the districts.

Building Square Footages and Capacity

The SCRs provide guidance for space allowance in the form of gross square foot (GSF) per-pupil ranges. (See **Appendix B** for more details.) This guidance is based on square foot allocations for educational space in a contemporary educational program. The space allocations provide a range depending on enrollment and grade level, organized by elementary schools, middle schools, and high schools. The allocations also recognize efficiencies gained in larger schools: the GSF allowance per student decreases proportionally as the school's projected enrollment increases.

Figure 15 compares the district-provided enrollment and square footage to the amount of GSF indicated in the SCRs. Elementary schools in Rhode Island are averaging 127 GSF per student, which is almost 50 GSF less than the recommended amount. So, although Rhode Island's districts report an excess number of elementary school seats, as measured by the SCRs, there may actually be overcrowding at the elementary school level.

At the middle school level, it is the opposite of what is happening at the elementary school level. Actual GSF per pupil is 18 square feet higher than the recommended amount. This could indicate that there is actually more excess capacity at the middle school level than is reflected in the self-reported number of seats at that level.

At the high school level, the actual GSF is only five square feet higher than the recommended GSF of 185.

Recommendations

School Closings

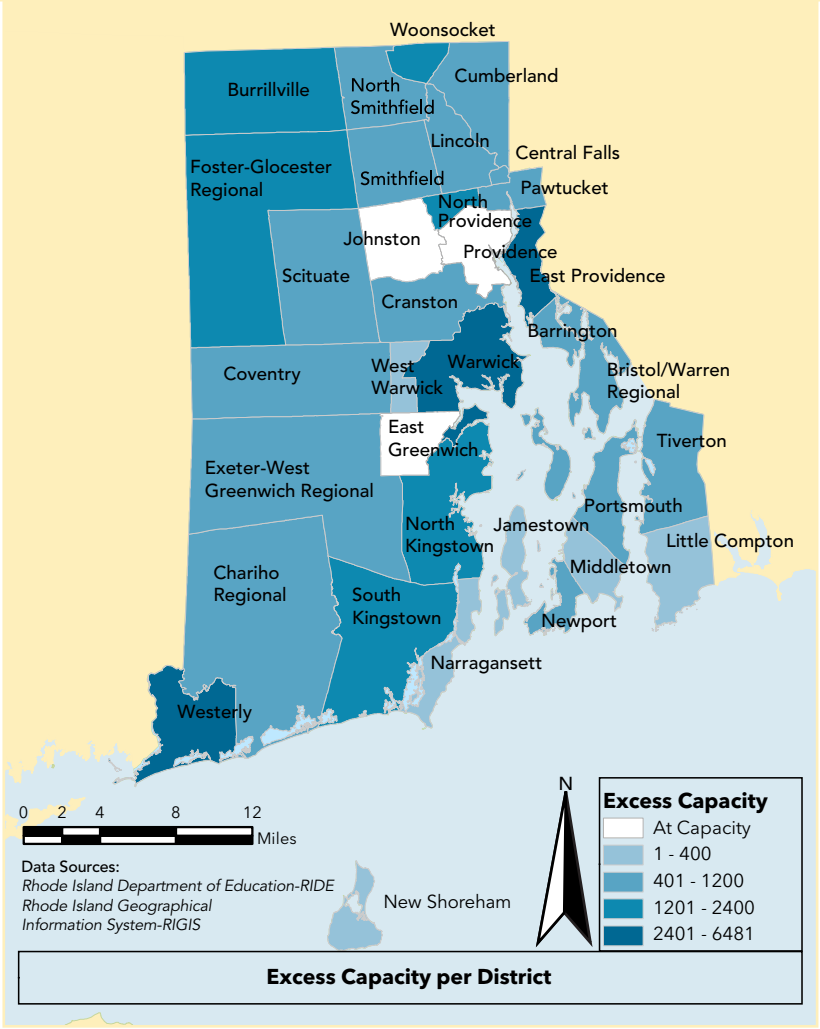
As districts strive to prepare public school students for success in college, careers and life, facilities must be part of the equation. In the context of the recent financial challenges, optimizing facilities utilization can provide short and long term savings opportunities while improving academic offerings. Districts should consider closing schools to reflect current and projected attendance patterns in Rhode Island schools. Rhode Island districts that have already done so have projected sizable savings in administrative, operational, and maintenance costs. In some cases, the school building could also be sold or leased to a third party, which provides a financial incentive to the district and the town or city. Any decisions regarding school facility closure or consolidation must be made in the context of district-wide educational facility master planning that centers upon creating efficient, safe, and healthy learning environments that are programmatically appropriate.

Two factors are driving the necessity of school closures: declining enrollments and the fiscal downturn and its effects on local and state budgets. Intensifying the effects of declining enrollments is the issue of school choice. Probably the most visible and quantifiable example of the increased choices available to parents and students is the increasing number and capacity of charter schools and career/technical schools in Rhode Island. A conservative projection, based on current charter approvals and enrollment caps, shows this figure increasing to approximately 6,121 by 2016–17.

Districts must be mindful of this issue as they make plans based on enrollment projections. Any demographic studies and projections conducted on behalf of a district must account for all charter schools that receive students from the district in question.

Closing schools is perhaps one of the most difficult and charged issues for school districts and communities to tackle. Ideally, school closing decisions should be made as early as possible and with extensive analysis, planning, and community involvement. In the context of increasing school closures, the National Clearinghouse for Education Facilities published guidelines for school closure in September 2010. These guidelines may provide districts with a list of best practices as they embark on this difficult task.

RIDE recommends that districts review the data provided in this report, including the school level capacities and enrollments in the Appendix. Furthermore, all districts should endeavor to conduct



Map 3. Enrollment per District

long range facility master plans, as required by the Basic Education Program regulations (G-15-2.4), that use enrollment projections to right size facilities to adequately and efficiently meet the district's educational program. Throughout this process, it is important to be mindful of future needs for the facility, including the expansion to full day kindergarten and potential future enrollment increases. For this reason, it is important to implement a plan that takes into consideration these needs and provides the appropriate building maintenance to allow the buildings to be reused if necessary.

Regional Opportunities

As evidenced by the projected enrollment declines across the state, there are and will continue to be opportunities for efficiency gains in Rhode Island's school districts. Although many districts already voluntarily participate in statewide and/or regionalized purchasing programs, opportunities for further efficiencies through consolidating and/or restructuring districts also exist across many Rhode Island communities.

The data identified districts and geographical areas that may consider consolidating facilities to gain efficiencies. For example, when the districts' capacity data was compared with enrollment projections, three counties—Kent, Washington, and Newport—consistently had excess capacities over 20 percent. Currently, each of these counties operates a high school, but they are currently considering whether to consolidate the three facilities.

Because of historically declining enrollments, Newport County has been the subject of discussion regarding the possibility of school closures, school consolidation, and regionalization. In June 2009,

the Rhode Island Public Expenditure Council (RIPEC) published the Aquidneck Island Consolidation Feasibility Study, which warned of substantial projected deficits for the Middletown, Portsmouth, and Newport school districts. The report found that when combined with excess capacity in these districts, the current financial crisis gave districts both the incentive and the opportunity to examine closures and consolidation.

In May 2011, the New England School Development Council (NESDEC) published a report at the behest of Middletown, Newport, and Portsmouth to study alternative forms of regional district organization. Although consistent with the RIPEC report, the NESDEC report re-examined its assumptions and recommendations while providing insights on the educational advantages of regionalization and the high school consolidation. The NESDEC report lists the following educational advantages of consolidation:

1. Driving dollars into the classroom: fewer administrators means more money for teaching and school staff;
2. Encouraging stronger academic performance: many regionalized districts report better graduation rates and higher test scores;
3. Providing more electives and Advanced Placement (AP) courses, which help good students get into their first-choice colleges; and
4. Collaborating on special education, which can strengthen programs for all students with disabilities.

The NESDEC report further suggests involving Jamestown, Little Compton, and Tiverton in seeking county-wide efficiencies.

Rhode Island districts considering regionalization and/or any form of consolidation can benefit from the process currently underway in Newport County and other research and analysis specifically geared to Rhode Island communities. They can also observe the results from the regionalized school districts in Kent County and Washington County: Chariho and Exeter-West Greenwich, respectively.

Grade Reconfiguration

In addition to considering closures and consolidation, districts should evaluate the reconfiguration of their schools to resolve capacity issues, especially given the large excess capacity in middle schools. Grade reconfiguration typically occurs when a middle school is under capacity and its feeder elementary schools are overcrowded. Over the past 20 years, schools around the country have been transitioning away from grade 7–9 junior high schools into grade 6–8 or grade 5–8 middle schools. While it is not uncommon to see

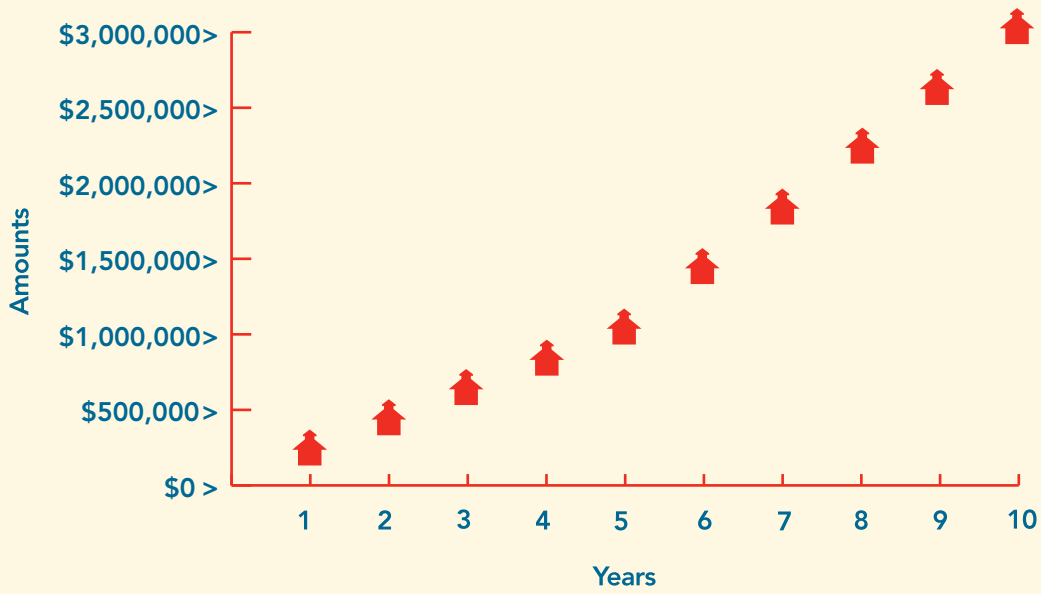


Figure 16. Capital Reserve Funded Projects Reimbursement Schedule

Under the Capital Reserve program, the longest a district has to wait for reimbursement is 10 years, compared to 20 years for a typical bond reimbursement schedule.

a grade 5–8 middle school (10 percent of all middle schools in 2000 were grade 5–8), it appears that districts are moving the fifth grade into buildings that previously had a grade 6–8 configuration.

In Rhode Island, a few LEAs have examined the possibility of grade reconfiguration to maximize facility utilization in light of demographic shifts that have created overcrowding in elementary schools and excess capacity in middle schools. In Middletown, for example, the 4th grade was transitioned into the middle school. In order to do this, the district developed a transition plan that ensured that 4th graders were safe and comfortable within a wing that only shared common spaces with 5th graders. Careful educational facility planning can create academic communities that are tailored to minimizing the disruption of educational offerings and ensuring safe and health learning environments for all students.

This problem of overcrowded elementary schools appears to exist in Rhode Island. RIDE's preliminary data shows that the average GSF per student in Rhode Island's elementary schools is 135, well below the recommended space allowance guidelines. At the same time, middle school enrollment data reveals current and projected excess capacity. Moreover, the average GSF per student in Rhode Island's middle schools is 195 GSF per student—well above the recommended allowance of 173 GSF per student. This average will continue to increase as enrollment continues to decline.

Grade reconfiguration may help districts maximize facility utilization, save money, and provide programmatic benefits, but districts must thoughtfully investigate any such decision to ensure student safety and academic success. With careful planning, stakeholder

Figure 17a. Capital Reserve Fund Supply: 60 Percent Share Ratio

The annual expenditures a district could make over 10 years with an initial $2 million reserve fund total $4.97 million.

participation, and as part of a district-wide facility master plan, districts can free up space to dedicate to art, music, special education, and small group spaces.

Financial Opportunities

RIDE recommends that all districts establish a capital reserve fund to finance asset protection plans. A capital reserve fund is an account exclusively used for capital improvements (i.e., building repairs). Of Rhode Island's 36 school districts, eight did not have an established capital reserve fund over the last five years and three other districts only had a reserve fund for one year. In addition, six other districts established capital reserve funds only one or two of the five year period between FY 09 and FY 13. Just over half of the districts had an established capital reserve fund for at least four of the last five years, with 15 districts having plans all five years.

The SCRs require LEAs to submit asset protection plans and to spend at least 50 percent of their asset protection budget. The benefits of this funding mechanism are twofold. First, capital reserve-funded projects can be approved more quickly than bonds, notes, and other forms of indebtedness issued in support of school housing projects, which require passage of an enabling act by the general assembly. Second, reimbursement is paid to a district much sooner than through a bond. Many bonds have repayment periods of 20 years, which result in districts having to wait the bond's entire life to obtain full reimbursement. Projects supported by capital reserve funds are reimbursed over a one- to 10-year period based on the cost of the project in accordance with the schedule listed in **Figure 16.**

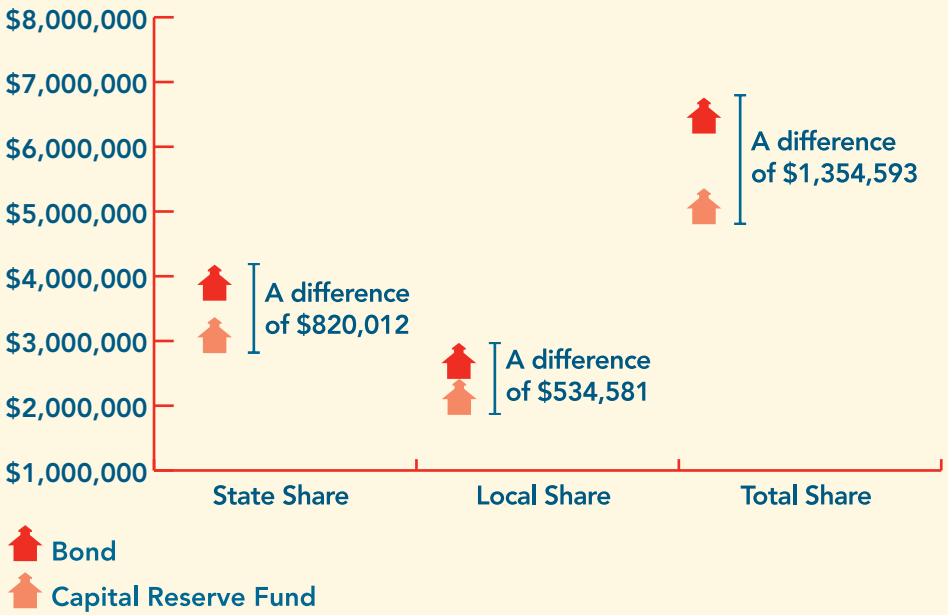


Figure 17b. Capital Reserve Fund Supply: 60 Percent Share Ratio

Using a 10-year GO bond to pay for $4.97 million of asset protection would cost the district and state an additional $1.35 million.

More importantly, from a financial perspective, both the district and the state benefit from a capital reserve fund. If a district with a 60 percent share ratio established a $2,000,000 capital reserve fund, it could fund up to $4,969,766 in repairs over a course of 10 years. The district could spend the entire $2,000,000 in year 1 on its schools and apply for reimbursement. It would then receive a payment of $1,200,000, depending on how the project was packaged. The district could spend $200,000 per project on 10 schools and receive its entire reimbursement the following year. That district could then reinvest the $1,200,000 reimbursement on district-wide improvements in year 2 and again apply for housing aid. In year 3, the district would again receive 60 percent of the amount from year 2. See **Figure 17a and 17b.**

Once this cycle reaches year 10, the district will have made $4,969,766 worth of improvements with its original capital reserve fund investment of $2,000,000. If this same district were to spend the same amount in repairs ($4,969,766) but opted for a general obligation bond, it would cost the district $2,534,581, or 26 percent more, because of accrued interest. The district would also have to repay the bond for a period of 10 to 20 years.

The savings are even more significant for the state. If a district funded its asset protection plan with capital reserve funds from the example above, it would cost the state $2,981,860. With capital reserve funds, there is no interest, and the state only repays the principal. Therefore, 100 percent of state dollars goes toward repaying a district for actual repairs and not toward interest to repay a lender. A 10-year general obligation bond of $4,969,767 would cost the state $3,801,872, an increase of 28 percent. In this example, using a general obligation bond to pay for asset protection would cost the district and state an additional $1,354,593.

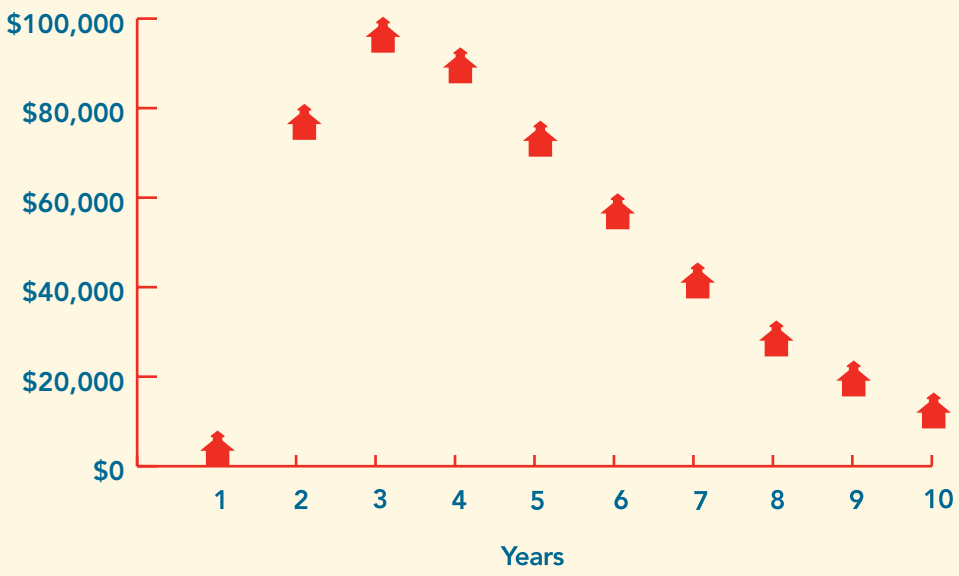


Figure 17c.
Housing Aid Bonuses: 60 percent Share Ratio on $2 million Reserve Fund

With a four percent bonus on the $2 million example, a district could increase its capital spending by $521,738 over 10 years.

By using capital reserve funds, districts also have more incentive to obtain housing aid bonuses. Currently, four types of bonuses are available as follows:

1. Energy conservation/handicapped access/asbestos abatement;
2. Career/technical center renovation;
3. Regional district renovation; and
4. Water and energy reduction.

More than one bonus can apply to a project. For the first bonus to apply, districts must be able to document that 75 percent of the cost of the project is for a combination of energy conservation, handicapped access, and/or asbestos abatement activities. The second bonus applies only upon transfer of state-owned, locally operated career and technical centers from state to local control and will apply only to repairs and renovations deemed necessary to bring the building to a state of good repair. The third bonus is available to regional school districts only and applies to all but new construction projects. Under the fourth bonus, the SCRs allow for additional reimbursement projects that demonstrate energy and water efficiency cost reduction beyond the minimum school construction threshold requirements, as defined in the NECHPS.

Districts would get more use out of their $2,000,000 investment if they qualified for any of these bonuses. Over the same 10-year period from the example above, the district would receive an additional $521,738 in reimbursement. The Bristol Warren Regional School District has continuously maintained a capital reserve fund and perhaps most importantly, reinvested State reimbursement back into school facilities. While the state spends more on housing aid in this scenario, the bonuses attained by the district are of value to the state, as shown in **Figure 17c.**

The benefits of using a capital reserve fund increase with the share ratio. Many districts do not have an established capital reserve fund, and creating such a fund would be a tremendous benefit to the districts, the state, and students.

In addition, Rhode Island should consider establishing a state capital reserve fund. Several states, including Massachusetts, fund a portion of school construction on a grant basis from a dedicated revenue stream. This funding mechanism would allow more districts to use capital reserves to finance school construction projects, which in turn would lower the state's share of housing aid by reducing the number of projects incurring interest.

Operations and Maintenance Opportunities

There are substantial opportunities for efficiencies in the maintenance and operations of school facilities in Rhode Island. Because operations and maintenance represents one of the greatest life cycle expenses of owning a facility, it is critical to assist LEAs in identifying problems and opportunities. In particular, properly executed operations and maintenance programs that target energy efficiency have been shown to bring significant savings without substantial capital investments. The design, construction, operation, and maintenance of our school facilities to conserve energy and water helps provide operational savings. The projects that have followed the NECHPS protocol are already reaping the benefits of compliance. The Nathan Bishop Middle School was designed to be 40 percent more energy efficient than the ASHRAE Standard 90.1-2001. This level of efficiency was designed to provide approximately 40 percent energy cost savings, which amounted to a $91,205 annual savings. Similarly, the Providence Career and Technical Academy was designed to achieve a 41.8 percent yearly energy savings, which will result in approximately $88,840 annual savings. Both these facilities achieved significant water savings as well: the PCTA reported a 30 percent reduction in water consumption, while Nathan Bishop boasted a 65 percent reduction that was assisted by on-site rainwater collection.

The SCRs and the NECHPS provide in-depth guidance for districts undertaking construction, renovations, and repairs. They also provide a limited amount of guidance for the operation and maintenance of school facilities. For example, SCR RIDE 1.11, Asset Protection and Maintenance of Facilities, requires districts to "develop, implement, and maintain a comprehensive asset protection plan for every school building." The plan must address preventative maintenance and any work required to ensure that facilities are code compliant, safe, sound, and energy efficient. Districts are required to submit this plan to RIDE annually and must spend at least 50 percent of their asset protection budget in each of the three years prior to a necessity of school construction application.

Whereas the SCRs' guidance regarding operations and maintenance is geared toward asset protection expenditures, the NECHPS protocol requires districts to adopt several policy measures relating to maintenance and operations. The eight prerequisites in NECHPS version 2 include implementing the Environmental Protection Agency's Tools for Schools or an equivalent indoor health and safety program, creating a master plan for equipment maintenance, adopting a policy requiring that all newly purchased equipment and appliances be Energy Star compliant, and adopting a no-idling policy. These are important first steps in ensuring that facilities that are built and/or renovated are operated in a manner consistent with the high-performance features installed. These prerequisites are triggered by the necessity of school

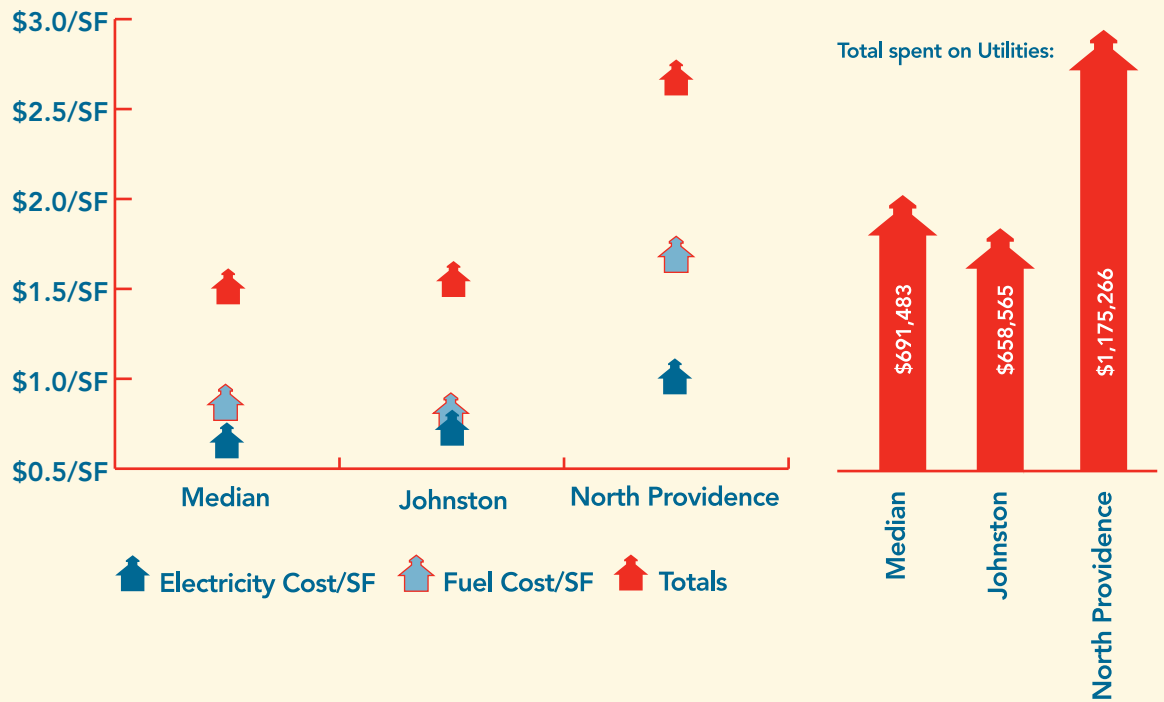


Figure 18. Energy, Fuel, and Total Costs: Johnston and North Providence vs. Median

FY2010 utility expenditures were obtained from the Uniform Chart of Accounts

construction process; therefore, any district that has not sought an approval since 2007 has probably not met these prerequisites.

Beyond the SCR and NECHPS, RIDE's Basic Education Program (BEP) also sets standards for Rhode Island's school facilities. BEP Sections G-14-4, Safe and Healthy Physical Environment, and G-15-2.4, Facilities Oversight, require that districts maintain safe, healthy, and sanitary physical environments that promote student learning and development. Consistent with the SCR, the BEP also requires LEAs to prepare Educational Facilities Master Plans consistent with the needs in each LEA's facilities and aligned with the LEA's capital improvement plan.

Despite the importance of maintenance and operations of school facilities in providing high-performance learning environments that are safe, healthy, and sanitary, there is currently limited guidance and oversight of these important issues. In April 2010, the Northeast Energy Efficiency Partnerships (NEEP) published the NECHPS Operations and Maintenance Guide to address this issue. NEEP worked with regional stakeholders, including RIDE's School Construction Program, to create a companion piece to this NECHPS protocol that provides facilities managers and business officials with valuable advice on how to create healthy learning environments and save money and energy in existing buildings. Consistent with this effort, the national Collaborative for High Performance Schools (CHPS) organization launched the CHPS Operations Report Card to benchmark the current performance of existing schools. The CHPS report

Figure 19. The Paul Crowley East Bay MET Center *(Newport, RI)*

The Paul Crowley East Bay MET Center in Newport, Rhode Island, is one of a network of small, public high schools that focus on an individualized learning approach. Currently housed in the Florence Gray Community Center, the MET is planning to build the first net zero State facility and perhaps the first net zero high school facility in the region.

The project, currently in the contruction stage, will maximize renewable energy sources available on site and minimize energy consumption with an air-tight, well-insulated exterior envelope. The building is expected to take advantage of the site's access to solar, wind, and geothermal energies. RIDE's School Construction Program is employing a design-build approach with an anticipated completion in 2013.

Image: Studio AMD

card assesses energy efficiency, thermal comfort, visual comfort, indoor air quality, and acoustics and provides a numeric score in each category with suggested improvements. RIDE recommends that every LEA use an Operations Report Card to benchmark the performance and conditions of every public school facility in Rhode Island. For more information on operations and maintenance efforts, see Appendix G.

Design and Construction Opportunities

Districts should do more to design energy efficiency into their capital planning. There are substantial opportunities for cost savings as a result of incorporating energy-efficient design and equipment into new construction and major renovations. Utility expenditures can vary from district to district due to the age of the buildings, the type of heat used, and the age and type of windows. However, all districts should strive to find ways to conserve energy. Districts that operate efficiently can save hundreds of thousands of dollars per year. For example, although Johnston and North Providence have similar enrollments and building inventory (age and size), North Providence annually spends $516,701 more on utilities than Johnston. (See **Figure 18.**) To determine areas of excess energy use in their facilities, districts should conduct energy audits that will identify potential efficiencies and energy savings. That way, the districts can prioritize buildings for energy-saving projects and determine the proper options to correct these inefficiencies.

Closing Statement

The intent of this report is to advance the use of effective planning, management, and maintenance by the State and its school districts to create and maintain 21st Century learning environments for public school students. Simply put, school facilities matter. Other than their home, our children spend more time in schools than any other building, and research has consistently shown that healthy and safe school facilities play a significant key role in student achievement. For those reasons, every student and teacher deserves to learn in a safe and healthy building, as well as a stimulating and uplifting learning environment.

This report provides a State level view of the conditions and capacities in the Rhode Island's public school facilities. This information will assist RIDE and the Board of Education as they conduct their regulatory duties of determining the necessity of school construction, approving projects for housing aid reimbursement, and ensuring high standards in the quality of school construction statewide. Through its designated powers and duties, the Board of Education helps shape the course of public education to ensure that all Rhode Island children receive the best possible education. as they conduct their regulatory duties of determining the necessity of school construction, approving projects for housing aid reimbursement, and ensuring high standards in the quality of school construction statewide. The information should also assist school district officials as they seek the most efficient and effective methods for upgrading and maintaining their school buildings. And for the first time in Rhode Island, this assessment also provides valuable information to a wide array of stakeholders, including parents, community members, elected leaders, and government officials.

Appendices

Appendix A
Regulations

The work of the School Construction Program is governed by the School Construction Regulations ("SCRs"), developed by RIDE and adopted by the Board of Regents in May 2007. The regulations are intended to govern the process by which the Board of Regents performs its statutory functions of determining the necessity of school construction, establishing standards for design and construction of school buildings, approving projects for school housing aid reimbursement, and ensuring that districts have adequate asset protection plans in place to maintain their school facilities. Proper exercise of this authority will ensure that approval for school construction will reflect a statewide perspective, establish statewide uniformity in the quality of school building, and meet the needs of the district.

The complete text of the SCRs is available at:
http://www.ride.ri.gov/Finance/Funding/construction/default.aspx.

Statutory Requirements

§ 16-7-35 Foundation Program for School Housing

(1) Guarantee adequate school housing for all public school children in the state, and (2) Prevent the cost of school housing from interfering with the effective operation of the schools.

§ 16-7-44 School Housing Project Costs

School housing project costs, the date of completion of school housing projects, and the applicable amount of school housing project cost commitments shall be in accordance with the regulations of the commissioner of elementary and secondary education and the provisions of §§ 16-7-35 – 16-7-47; provided, however, that school housing project costs shall include the purchase of sites, buildings, and equipment, the construction of buildings, and additions or renovations of existing buildings and/or facilities. School housing project costs shall include the cost of interest payment on any bond issued after July 1, 1988, provided that such bond is approved by the voters on or before June 30, 2003 or issued by a municipal public building authority or by the appropriate approving authority on or before June 30, 2003. Except as provided in subsection 16-7-41(d), those projects approved after June 30, 2003, interest payments may only be included in project costs provided that the bonds for these projects are issued through the Rhode Island Health, Education and Building Corporation. School housing project costs

shall exclude: (1) any bond issuance costs incurred by the municipality or regional school district; (2) demolition costs for buildings, facilities, or sites deemed surplus by the school committee; and (3) restrictions pursuant to § 16-7-44.1 below. A building, facility, or site is declared surplus by a school committee when the committee no longer has such building, facility, or site under its direct care and control and transfers control to the municipality, § 16-2-15. The board of regents for elementary and secondary education will promulgate rules and regulations for the administration of this section. These rules and regulations may provide for the use of lease revenue bonds, capital leases, or capital reserve funding, to finance school housing provided that the term of any bond, or capital lease shall not be longer than the useful life of the project and these instruments are subject to the public review and voter approval otherwise required by law for the issuance of bonds or capital leases. Cities or towns issuing bonds, or leases issued by municipal public buildings authority for the benefit of a local community pursuant to chapter 50 of title 45 shall not require voter approval. Effective January 1, 2008, and except for interim finance mechanisms, refunding bonds, and bonds issued by the Rhode Island Health and Educational Building Corporation to finance school housing projects for towns, cities, or regional school districts borrowing for which has previously been authorized by an enabling act of the general assembly, all bonds, notes and other forms of indebtedness issued in support of school housing projects shall require passage of an enabling act by the general assembly.

Regulatory Context

In 2007, the Board of Regents adopted the SCRs, which guides the RIDE review of district necessity of school construction applications. Our review process seeks efficiencies while determining necessity, establishing design standards, ensuring state reimbursement through the housing aid program, and ensuring that students have equitable, safe, and healthy learning environments.

The following excerpts of the SCR provide a broad overview of the requirements and priorities set for in this document.

RIDE's School Construction Regulation

1.03-1 General Requirements

In order to ensure effective planningt, management, and financial sustainability of an approved project, the following general requirements and standards shall be met in the application for project approval:

1. Districts must ensure 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 The approval of a project by the Regents and/or the payment of

reimbursements by the Regents shall not render the Regents responsible or liable for the project, or any aspect thereof, except to ensure that the project is in compliance with these regulations. Districts have sole and exclusive responsibility for all aspects of a proposed and/or approved project, from its inception, including engaging all necessary and appropriate personnel for design, construction, and oversight, including a Commissioning Agent.

2. Approved projects must have a useful life of fifty years for new construction or an addition to an existing school building.

3. Districts are required to have current capital improvement plans on file at RIDE. Only projects included in the capital improvement plan will be eligible for approval.

4. A project that results from lack of maintenance or negligence by the district will not be approved.

5. A district is not eligible to be reimbursed for temporary housing costs incurred because adequate project planning was not performed or local approvals were not obtained in a timely manner.

6. Projects shall be designed to minimize vandalism, and materials and finishes shall be selected to minimize vandalism.

7. Projects shall provide for equality of educational opportunity without discrimination on account of sex, race, color, religion, sexual orientation, national origin, or handicap, and all approved projects shall meet the requirements of the Rhode Island Building Code as it pertains to accessibility and Rhode Island General Laws pertaining to discrimination. All projects shall comply with all applicable provisions of federal, state, and local laws relative to the accessibility of programs and facilities to persons with disabilities.

8. Districts shall demonstrate that projects have undergone review in accordance with applicable state law and regulations and, to the extent applicable to the project, by the Rhode Island's State Building Commissioner, Department of Administration, Department of Health, Historical Preservation and Heritage Commission, Commission for Human Rights, Department of Environmental Management, Governor's Commission on Disabilities, Architectural Access Board, and any other department or agency of the state required by law to review such projects.

9. Projects shall have undergone review in accordance with applicable local or district charters, by-laws, ordinances, or regulations, including local conservation, fire prevention, water, sewer, or building code requirements.

10. Districts shall demonstrate that they have identified educational collaborative programs in the school district not currently housed in public school facilities, and have reviewed any such programs to determine if students in such programs can be served more efficiently and effectively if the project is approved, assuming the project is for school use only.

11. Districts must submit an analysis of the impact on the operating budget of implementing the project in such detail and in the format required by the Regents. The analysis shall include 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.

12. Districts must provide an analysis of the potential economic and non-economic impact of leveraging cross-district school capacity and demonstrate that the applicant has considered existing district boundaries, facilities, and populations and the operating cost impact in determining the need and siting of proposed projects.

13. Districts shall ensure that all contracts and subcontracts are complied with and are in conformity with all applicable provisions of federal, state, and local laws and regulations.

14. Districts shall submit an analysis of life cycle costs of all projects including initial capital costs, maintenance costs, and utility costs and demonstrate how such costs will be reduced over the life of the building and its systems. Districts shall consider life cycle costs estimates of all feasible energy systems and technologies, including renewable systems, to identify the system with the lowest life cycle cost estimate.

1.03-3 Priorities

In the event the General Assembly or State Budget Office imposes funding limits, the Regents will consider applications for school construction and renovation projects in accordance with the priorities listed below and in the order of the priorities listed below:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists;

2. Elimination of existing severe overcrowding;

3. Prevention of loss of accreditation;

4. Elimination or prevention of severe overcrowding as documented by current enrollment or by enrollment projections;
5. Creation or alteration of school facilities to provide mandatory instructional programs;
6. Replacement, renovation, or modernization of any school facility to increase energy conservation and decrease energy related costs in the facility;
7. Space requirements due to short-term enrollment growth for which no reasonable alternative to school construction exists;
8. Replacement of or addition to obsolete buildings in order to provide a full range of programs consistent with approved state and local requirements; and
9. Creation or alteration of school facilities to provide supportive services and ensure equitable statewide access to adequate school facilities.

Appendix B

Building Square Footages and Capacity

Currently, elementary schools in Rhode Island have an average square foot per buildings of 44,984 an average enrollment of 349 students, and an average of 127 GSF per student.

PROJECTED ENROLLMENT	GSF PER STUDENT	PROJECTED ENROLLMENT	GSF PER STUDENT
Less than 300	180	450-459	163
300-309	180	460-469	161
310-319	179	470-479	160
320-329	178	480-489	159
330-339	177	490-499	158
340-349	175	500-509	157
350-359	174	510-519	156
360-369	173	520-529	154
370-379	172	530-539	153
380-389	171	540-549	152
390-399	170	550-559	151
400-409	168	560-569	150
410-419	167	570-579	149
420-429	166	580-589	147
430-439	165	590-599	146
440-449	164	600 and greater	145

Table 1. GSF Per Student Elementary School Guidelines

The average size of middle schools in the state is 115,283 square feet, and the median enrollment is 598 students.

PROJECTED ENROLLMENT	GSF PER STUDENT	PROJECTED ENROLLMENT	GSF PER STUDENT
Less than 400	190	580-589	175
400-409	190	590-599	174
410-419	189	600-609	173
420-429	188	610-619	172
430-439	187	620-629	171
440-449	187	630-639	170
450-459	186	640-649	169
460-469	185	650-659	169
470-479	184	660-669	168
480-489	183	670-679	167
490-499	182	680-689	166
500-509	181	690-699	165
510-519	181	700-709	164
520-529	180	710-719	163
530-539	179	720-729	163
540-549	178	730-739	162
550-559	177	740-749	161
560-569	176	750 and greater	160

Table 2. GSF Per Student Middle School Guidelines

PROJECTED ENROLLMENT	GSF PER STUDENT	PROJECTED ENROLLMENT	GSF PER STUDENT
Less than 600	205	800-809	195
600-609	205	810-819	195
610-619	205	820-829	194
620-629	204	830-839	194
630-639	204	840-849	193
640-649	203	850-859	193
650-659	203	860-869	192
660-669	202	870-879	192
670-679	202	880-889	191
680-689	201	890-899	191
690-699	201	900-909	190
700-709	200	910-919	190
710-719	200	920-929	189
720-729	199	930-939	189
730-739	199	940-949	188
740-749	198	950-959	188
750-759	198	960-969	187
760-769	197	970-979	187
770-779	197	980-989	186
780-789	196	990-999	186
790-799	196	1000 and greater	185

High schools in Rhode Island do not vary in size as much as elementary and middle schools. In Rhode Island, the average high school enrollment is 962 students, with 191 GSF per student. On average, high schools in Rhode Island are currently at the maximum level of allowable GSF per student per the guidelines.

The largest high school in Rhode Island, East Providence High School, has over 340,000 square feet and enrolls almost 1,700 students, while the smallest high school by size has 61,000 square feet (Cooley High School in Providence) and the smallest non-specialized high school by population has just 480 students (Scituate High School). The smallest GSF per student is 76 (Cooley) and the largest are 408 (Hope Arts School) and 317 (Burrillville).

Table 3. GSF Per Student High School Guidelines

DISTRICT	2015-16 PROJECTED EXCESS CAPACITY (%)	SQFT PER STUDENT
Foster-Glocester	52%	332
New Shoreham	51%	348
Foster	48%	211
Westerly	48%	178
Warwick	45%	188
Burrillville	38%	221
Newport	37%	211
Jamestown	36%	241
Smithfield	38%	186

Table 4. Ten Districts with the Most Excess Capacity – 2015-16 Projection

Appendix C

School Data

The following table contains a summary of the building level data for each of Rhode Island's 276 school facilities operated by local school districts. The data was drawn from asset protection plans submitted annually and electronically certified by authorized school district representatives. In their asset protection plan, LEAs self-report information about facilities under their care and control, including building square footage, age, capacity, and enrollments. LEAs were subsequently offered multiple opportunities to review and verify the data to ensure it accurately reflects current conditions. This data provides a high level, statewide perspective of Rhode Island school buildings to assist stakeholders as they seek to make cost effective decisions that result in safe, healthy, and educationally adequate learning environments for Rhode Island public school students. However, this report does not provide the in depth analysis of facility conditions and programmatic utilization necessary to make district and building level decisions. Prior to making facility decisions, LEAs must undertake long term educational facility master plans to more accurately assess building conditions, capacity, and educational program adequacy that is aligned to projected enrollments and prioritized based on fiscal constraints.

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The following table contains a summary of the collected building level data on each of Rhode Island's 276 school facilities operated by local school districts.

LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
	BARRINGTON TOTALS		**484,650**	**3,439**	**141**	**4,010**	**2.97**	**$103,857,600**
E	Hampden Meadows School	1956	49,350	536	92	560	3	$9,560,000
E	Nayatt School	1954	34,000	367	93	475	3	$7,246,600
E	Primrose Hill School	1954	36,000	358	101	475	3	$6,862,000
E	Sowams Elementary School	1963	29,300	275	107	350	4	$6,482,900
M	Barrington Middle School	1967	147,000	777	189	950	4	$30,006,100
H	Barrington High School	1951	189,000	1,126	168	1,200	2	$43,700,000
	BRISTOL WARREN TOTALS		**536,577**	**3,469**	**155**	**4,098**	**2.00**	**$146,470,700**
E	Colt Andrews School	1906	71,023	409	174	432	2	$20,516,800
E	Guiteras School	1927	38,673	285	136	288	2	$8,656,300
E	Hugh Cole School	1968	84,536	650	130	780	2	$19,228,000
E	Rockwell School	1951	25,609	295	87	312	2	$5,265,100
M	Kickemuit Middle School	1957	144,839	769	188	879	2	$38,735,400
H	Mt. Hope High School	1966	171,897	1,061	162	1,407	2	$54,069,100
	BURRILLVILLE TOTALS		**521,678**	**2,442**	**214**	**3,784**	**1.85**	**$46,096,000**
E	Austin T. Levy School	1958	42,600	339	126	368	2	$3,787,700
E	Steere Farm Elementary School		47,078	469	100	489	2	$9,880,800
E	William L. Callahan School	1936	76,000	362	210	416	1	$4,695,700

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
M	Burrillville Middle School	1989	126,000	546	231	1,134	2	$13,271,500
H	Burrillville High School	1966	230,000	726	317	1,377	2	$14,460,300
	CENTRAL FALLS TOTALS (2011 data)		**407,681**	**3,151**	**129**	**3,607**	**2.53**	**$42,333,400**
E	Alan Shawn Feinstein School	1861	23,202	155	150	260	2	$2,449,200
E	Capt. G. Harold Hunt School	1974	22,400	190	118	208	3	$1,915,800
E	Cowden Street School		26,950	282	96	180	4	$1,044,800
E	Ella Risk School	1905	51,243	457	112	554	1	$5,076,400
E	Margaret I. Robertson School	1927	28,335	215	132	294	2	$3,520,300
E	Veterans Memorial Elementary	1990	53,310	493	108	584	3	$7,352,400
M	Dr. Earl F. Calcutt Middle School	1976	89,600	511	175	834	1	$11,131,500
H	Central Falls Senior High School	1927	112,641	848	133	693	4	$9,843,000
	CHARIHO TOTALS		**443,831**	**3,486**	**127**	**3,988**	**1.25**	**$46,392,400**
E	Ashaway Elementary School	1968	30,775	220	140	258	2	$2,860,000
E	Charlestown Elementary School	1976	54,235	324	167	443	1	$3,858,300
E	Hope Valley Elementary School	1935	28,735	244	118	303	2	$3,597,800
E	Richmond Elementary School	1935	52,800	452	117	532	2	$5,109,800

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	The R.Y.S.E. School		-	44		-	-	-
M	Chariho Regional Middle School	1990	131,635	1,016	130	1,200	1	$11,794,900
H	Chariho Regional High School	1959	145,651	1,186	123	1,252	1	$19,171,600
	COVENTRY TOTALS		**680,000**	**5,098**	**133**	**5,913**	**1.66**	**$82,262,400**
E	Blackrock School	1970	40,130	439	91	472	2	$6,032,300
E	Hopkins Hill School	1960	35,970	393	92	406	2	$5,786,800
E	Tiogue School	1970	38,920	371	105	472	2	$6,895,600
E	Washington Oak School	1966	68,000	631	108	714	1	$8,325,600
E	Western Coventry School	1948	40,150	374	107	445	2	$7,304,500
M	Alan Shawn Feinstein Middle School Of Coventry	1958	160,230	1,166	137	1,372	1	$8,223,300
H	Coventry High School	1975	296,600	1,724	172	2,032	2	$39,694,300
	CRANSTON TOTALS		**1,585,421**	**10,405**	**152**	**10,975**	**2.02**	**$337,706,500**
E	Arlington School	1957	18,498	298	62	278	2	$3,766,100
E	Chester W. Barrows School	1924	27,064	238	114	283	1	$5,656,400
E	Daniel D. Waterman School	1926	24,125	269	90	253	2	$5,042,100
E	Eden Park School	1951	34,289	345	99	321	1	$7,166,400
E	Edgewood Highland School	1970	44,239	283	156	324	2	$9,109,400
E	Edward S. Rhodes School	1930	35,051	282	124	307	2	$7,325,700
E	Garden City School	1953	33,186	321	103	310	2	$6,935,900

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	George J. Peters School	1957	35,328	348	102	307	1	$7,278,600
E	Gladstone Street School	1952	95,875	548	175	520	2	$19,644,600
E	Glen Hills School	1964	36,090	361	100	334	1	$7,474,200
E	Hope Highlands Elementary School	1991	68,700	409	168	417	1	$14,684,600
E	Oak Lawn School	1950	30,102	290	104	297	1	$6,291,300
E	Orchard Farms Elementary School	2002	67,600	379	178	364	1	$14,449,500
E	Stadium School	1955	35,756	355	101	303	1	$7,102,100
E	Stone Hill School	1962	36,920	319	116	251	1	$7,644,400
E	William R. Dutemple School	1931	34,215	315	109	324	2	$7,150,900
E	Woodridge School	1953	22,487	335	67	285	1	$4,699,800
M	Hugh B. Bain Middle School	1929	132,813	385	345	726	3	$28,767,300
M	Park View Middle School	1954	168,216	443	380	841	3	$36,435,600
M	Western Hills Middle School	1970	129,245	667	194	841	3	$27,626,900
H	Cranston High School East	1926	238,143	1,630	146	1,595	2	$56,106,500
H	Cranston High School West	1958	237,479	1,585	150	1,494	2	$47,348,200
	CUMBERLAND TOTALS		**710,944**	**4,585**	**155**	**5,140**	**1.81**	**$138,906,700**
E	Ashton School	1959	37,957	336	113	368	2	$5,759,800
E	B.F. Norton Elementary School		55,752	286	195	552	1	$8,813,500

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Community School	1924	82,056	621	132	-	2	$13,241,000
E	Garvin Memorial School	1930	33,122	334	99	437	1	$7,341,400
E	John J. McLaughlin Cumberland Hill School	1955	48,763	490	100	483	1	$7,907,600
M	Joseph L. McCourt Middle School	1969	71,079	479	148	750	2	$12,530,400
M	North Cumberland Middle School	1971	63,215	578	109	750	2	$15,135,100
H	Cumberland High School	1961	319,000	1,461	218	1,800	2	$68,177,900
	EAST GREENWICH TOTALS		**420,643**	**2,376**	**177**	**2,303**	**1.84**	**$51,363,000**
E	Frenchtown School	1927	43,071	369	117	243	2	$3,926,000
E	George Hanaford School	1958	31,011	178	174	172	2	$4,113,000
E	James H. Eldredge El. School	1927	36,000	181	199	200	2	$3,236,000
E	Meadowbrook Farms School	1969	41,561	309	135	231	3	$5,883,000
M	Archie R. Cole Middle School	1955	110,000	572	192	650	1	$13,971,000
H	East Greenwich High School	1965	159,000	767	207	807	2	$20,234,000
	EAST PROVIDENCE TOTALS		**973,604**	**5,420**	**180**	**8,130**	**3.06**	**$91,635,600**
E	Agnes B. Hennessey School	1957	34,845	304	115	520	2	$2,746,300
E	Alice M. Waddington School	1954	59,953	455	132	780	2	$4,970,900
E	Emma G. Whiteknact School	1958	38,071	297	128	364	3	$2,979,800
E	James R. D. Oldham School	1952	33,730	177	191	416	4	$3,318,800

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Kent Heights School	1926	32,262	291	111	468	2	$3,667,400
E	Meadowcrest Early Childhood Family Center	1964	20,657	56	369	100	2	$3,853,300
E	Myron J. Francis Elementary School	1989	50,440	423	119	624	3	$5,242,500
E	Orlo Avenue School	1971	32,515	295	110	390	3	$2,606,600
E	Silver Spring School	1969	33,691	255	132	468	2	$2,321,500
M	Edward R. Martin Middle School	1977	166,671	598	279	1,200	3	$18,047,500
M	Riverside Middle School	1966	130,682	593	220	800	2	$15,210,700
H	East Providence High School	1952	340,087	1,676	203	2,000	4	$26,670,300
	EXETER-WEST GREENWICH TOTALS		**285,120**	**1,179**	**242**	**2,260**	**1.00**	**$73,787,980**
E	Metcalf School	1967	75,420	540	140	760	1	$10,233,480
E	Mildred E. Lineham School	1951	17,600	35	503	120	1	$29,870,900
E	Wawaloam School	1952	28,100	309	91	380	1	$3,812,700
M	Exeter-West Greenwich Regional Junior High	1990	57,400	290	198	350	1	$10,454,815
H	Exeter-West Greenwich Regional High School	1990	106,600	580	184	650	1	$19,416,085
	FOSTER TOTALS		**49,712**	**283**	**176**	**450**	**2.00**	**$7,577,600**

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Captain Isaac Paine Elementary School	1953	49,712	283	176	450	2	$7,577,600
	FOSTER-GLOCESTER TOTALS		**358,515**	**1,233**	**291**	**2,256**	**1.63**	**$58,234,700**
M	Ponaganset Middle School	1966	131,975	482	274	1,156	1	$29,467,200
H	Ponaganset High School	1960	226,540	751	302	1,100	2	$28,767,500
	GLOCESTER TOTALS		**102,000**	**579**	**176**	**677**	**1.00**	**$13,768,900**
E	Fogarty Memorial School	1976	48,000	340	141	319	1	$5,535,100
E	West Glocester Elementary	1991	54,000	239	226	358	1	$8,233,800
	JAMESTOWN TOTALS		**108,247**	**488**	**222**	**700**	**1.00**	**$20,811,300**
E	Jamestown School-Lawn	1955	54,593	196	279	300	1	$9,601,700
M	Jamestown School-Melrose	1986	53,654	292	184	400	1	$11,209,600
	JOHNSTON TOTALS		**413,648**	**3,062**	**147**	**2,854**	**-**	**$34,199,400**
E	Brown Avenue School	1934	20,114	233	86	225	0	$1,552,600
E	Early Childhood Center		-	206	-	-	0	-
E	Graniteville School		-	39	-	-	0	-
E	Sarah Dyer Barnes School	1953	27,652	260	106	233	0	$1,774,100
E	Thornton School	1921	27,652	354	78	330	0	$2,358,800
E	Winsor Hill School	1921	24,192	356	68	336	0	$2,606,600
M	Nicholas A. Ferri Middle School	1960	131,520	723	182	805	0	$10,446,200

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
H	Johnston Senior High School	1967	182,518	891	205	925	0	$15,461,100
	LINCOLN TOTALS		**518,645**	**3,270**	**159**	**3,700**	**1.74**	**$72,868,000**
E	Lincoln Central Elementary School	1964	34,378	374	92	370	2	$5,009,900
E	Lonsdale Elementary School	1958	27,253	344	79	330	2	$3,116,100
E	Northern Lincoln Elementary School	1971	74,312	426	174	475	2	$9,957,400
E	Saylesville Elementary School	1971	36,106	328	110	325	2	$5,211,400
M	Lincoln Middle School	2006	135,833	750	181	1,000	1	$25,533,000
H	Lincoln Senior High School	1964	210,763	1,048	201	1,200	2	$24,040,200
	LITTLE COMPTON TOTALS		**61,000**	**293**	**208**	**350**	**4.00**	**$7,497,145**
E	Wilbur and McMahon Schools	1929	61,000	293	208	350	4	$7,497,145
	MIDDLETOWN TOTALS		**354,162**	**2,367**	**150**	**2,685**	**2.00**	**$37,835,568**
E	Aquidneck School	1954	43,591	384	114	415	2	$3,749,520
E	Forest Avenue School		40,571	360	113	350	2	$4,819,440
M	Joseph H. Gaudet Learning Academy		-	199		-	2	-
M	Joseph H. Gaudet School	1968	140,000	709	197	1,000	2	$14,906,922
H	Middletown High School	1961	130,000	715	182	920	2	$14,359,686
	NARRAGANSETT TOTALS		**293,462**	**1,434**	**205**	**1,720**	**2.00**	**$65,810,100**

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Narragansett Elementary School	1959	88,309	523	169	550	2	$18,435,600
M	Narragansett Pier School	1990	86,652	416	208	520	2	$18,933,500
H	Narragansett High School	1975	118,501	495	239	650	2	$28,441,000
	NEW SHOREHAM TOTALS		**34,500**	**114**	**303**	**200**	**1.00**	**$5,079,040**
E	Block Island School	1933	34,500	114	303	200	1	$5,079,040
	NEWPORT TOTALS		**403,781**	**2,062**	**196**	**3,032**	**2.38**	**$49,361,200**
E	Coggeshall School	1897	33,093	171	194	242	4	$2,796,400
E	Cranston - Calvert School	1876	44,545	253	176	374	4	$2,536,800
E	Dr. M. H. Sullivan School	1955	38,750	222	175	416	4	$2,915,200
E	William J. Underwood School	1962	15,393	247	62	240	4	$2,154,300
M	Frank E. Thompson Middle School	1903	112,000	577	194	760	1	$23,344,700
H	Rogers High School	1957	160,000	592	270	1,000	2	$15,613,800
	NORTH KINGSTOWN TOTALS		**633,586**	**4,339**	**146**	**5,698**	**1.70**	**$97,757,725**
E	Fishing Cove Elementary School	1957	46,160	297	155	335	2	$5,631,952
E	Forest Park Elementary School	1962	31,812	273	117	275	1	$4,301,373
E	Hamilton Elementary School	1971	49,274	454	109	450	2	$5,667,903
E	Stony Lane Elementary School	1962	49,319	439	112	450	2	$6,088,024

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Suzanne M. Henseler Quidnessett Elementary School	1971	43,544	342	127	383	2	$6,363,066
M	Davisville Middle School	1967	96,748	537	180	680	3	$13,873,645
M	Wickford Middle School	1932	63,129	402	157	465	2	$7,204,844
H	North Kingstown Senior High School	1960	253,600	1,595	159	2,660	1	$48,626,918
	NORTH PROVIDENCE TOTALS		**443,014**	**3,274**	**135**	**4,847**	**2.00**	**$81,372,000**
E	Centredale School	1962	25,333	245	103	375	2	$4,251,600
E	Dr. Joseph A Whelan Elementary School	1959	22,886	209	110	350	2	$3,399,600
E	Greystone School	1966	31,455	276	114	375	2	$5,081,700
E	James L. McGuire School	1900	25,008	257	97	250	2	$4,311,200
E	Marieville Elementary School	1900	28,210	253	112	300	2	$4,460,700
E	Stephen Olney School	1952	28,831	296	97	350	2	$4,677,200
M	Birchwood Middle School	1966	28,718	390	74	574	2	$10,366,500
M	Dr. Edward A. Ricci Middle School	1966	43,186	340	127	658	2	$7,632,000
H	North Providence High School	1935	209,387	1,008	208	1,615	2	$37,191,500
	NORTH SMITHFIELD TOTALS		**359,196**	**1,714**	**210**	**2,175**	**1.28**	**$128,523,400**

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Dr. Harry L. Halliwell Memorial School	1957	33,346	359	93	330	4	$6,506,400
E	North Smithfield Elementary School	1989	75,000	426	176	605	1	$14,824,800
M	North Smithfield Middle School	1926	105,850	397	267	550	1	$75,121,000
H	North Smithfield High School	1967	145,000	532	273	690	1	$32,071,200
	PAWTUCKET TOTALS		**1,081,829**	**8,685**	**125**	**9,686**	**2.27**	**$48,978,800**
E	Agnes E. Little School	1967	40,296	448	90	499	3	$4,357,200
E	Curvin-McCabe School	1977	47,618	487	98	510	1	$5,613,400
E	Elizabeth Baldwin School	1963	58,376	759	77	755	2	$5,619,500
E	Fallon Memorial School	1949	61,244	608	101	699	2	$3,680,100
E	Flora S. Curtis Memorial School	1956	40,557	338	120	364	2	$3,655,500
E	Francis J. Varieur School	1971	48,920	393	124	360	1	$6,047,200
E	Henry J. Winters School	1961	35,276	426	83	482	3	$2,714,500
E	M. Virginia Cunningham School	1965	41,744	552	76	597	3	-
E	Nathanael Greene School	1918	65,217	554	118	571	3	$4,418,500
E	Potter-Burns School	1919	56,280	564	100	556	3	$5,400,100
M	Goff Junior High School	1931	98,750	483	204	665	2	$7,333,500

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
M	Joseph Jenks Junior High School	1977	113,000	314	360	620	2	$9,957,900
M	Samuel Slater Junior High School	1915	109,270	516	212	693	2	$11,723,700
H	Jacqueline M. Walsh School for the Performing and Visual Arts		-	137	-	-	-	-
H	Charles Shea Senior High School	1940	118,281	948	125	1,016	2	$12,274,100
H	William E Tolman Senior High School	1927	147,000	1,158	127	1,299	3	$14,160,300
	PORTSMOUTH TOTALS		**446,300**	**2,687**	**166**	**3,163**	**2.21**	**$44,827,300**
E	Howard Hathaway School	1954	50,200	363	138	463	3	$4,466,600
E	Melville Elementary School	1965	44,800	334	134	394	3	$4,006,700
M	Portsmouth Middle School	1970	157,800	980	161	1,056	2	$15,947,800
H	Portsmouth High School	1958	193,500	1,010	192	1,250	2	$20,406,200
	PROVIDENCE TOTALS		**3,474,536**	**21,385**	**162**	**20,948**	**2.37**	**$544,656,900**
E	Alan Shawn Feinstein Elementary at Broad Street	1895	67,956	430	158	449	2	$8,435,600
E	Alfred Lima Sr. Elementary Annex	1908	35,316	261	135	446	1	$7,565,600
E	Alfred Lima Sr. Elementary School	1908	103,168	606	170	330	1	$12,888,400

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Anthony Carnevale Elementary School	1999	68,248	626	109	591	1	$47,214,800
E	Asa Messer Elementary School	1891	46,318	599	77	341	2	$4,340,300
E	Carl G. Lauro Elementary School	1924	127,752	885	144	1,050	3	$13,429,200
E	Charles N. Fortes Elementary School	1908	56,415	387	146	355	1	$12,888,400
E	Dr. Martin Luther King Jr. Elementary School	1967	74,661	592	126	567	3	$13,640,800
E	Frank D. Spaziano Elementary School		75,530	422	179	413	0	$5,860,700
E	Frank D. Spaziano Elementary School Annex		56,213	220	256	197	0	$5,860,700
E	George J. West Elementary School	1916	109,316	750	146	728	3	$13,660,600
E	Harry Kizirian Elementary School	1959	75,424	607	124	519	2	$11,257,600
E	Lillian Feinstein Elementary	1916	73,192	442	166	389	0	$7,397,700
E	Mary E. Fogarty Elementary School	1922	51,676	456	113	509	2	$5,535,000
E	Pleasant View School	1962	73,698	429	172	509	3	$10,417,800
E	Reservoir Avenue School	1971	25,080	306	82	149	4	$2,872,200

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Robert F. Kennedy Elementary School	1926	51,516	529	97	497	2	$4,279,300
E	Robert L Bailey IV Elementary School	1921	66,306	486	136	521	0	$11,983,500
E	Sgt. Cornel Young& Charlotte Woods Elementary School	2000	47,610	634	75	305	0	$14,755,100
E	Vartan Gregorian Elementary School	2004	62,845	401	157	497	3	$5,673,000
E	Veazie Street School	1954	104,279	642	162	656	2	$11,692,300
E	Webster Avenue School	1909	49,899	372	134	365	3	$4,716,900
E	William D'Abate Elementary School	1904	46,318	402	115	365	2	$5,960,500
M	Esek Hopkins Middle School	1917	87,333	488	179	504	3	$9,644,700
M	Gilbert Stuart Middle School	1931	157,598	746	211	862	2	$18,466,300
M	Governor Christopher DelSesto Middle School	1999	123,198	922	134	392	1	$47,214,800
M	Nathan Bishop Middle School	1929	140,000	692	202	790	0	$19,458,600
M	Nathanael Greene Middle School	1931	162,160	938	173	923	3	$13,297,800
M	Roger Williams Middle School	1932	160,668	772	208	801	2	$16,348,000
H	Central High School	1968	215,291	1,107	194	1,379	1	$47,417,400
H	Classical High School	1968	216,823	1,105	196	1,035	3	$18,628,700

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
H	Dr. Jorge Alvarez High School	2006	74,000	545	136	550	1	$13,640,800
H	E-Cubed Academy	2004	-	358		376	0	-
H	Hope Arts School	1938	229,086	562	408	877	3	$32,284,600
H	Mount Pleasant High School	1938	298,220	978	305	1,315	4	$41,643,600
H	William B. Cooley	2003	61,423	688	89	396	1	$24,285,600
	SCITUATE TOTALS		**302,339**	**1,548**	**195**	**2,055**	**1.63**	**$15,247,000**
E	Clayville Elementary School	1933	33,103	161	206	245	1	$2,307,250
E	Hope Elementary School	1929	46,735	252	185	365	2	$1,947,350
E	North Scituate Elementary School	1969	40,535	249	163	370	1	$2,918,600
M	Scituate Middle School	1962	37,210	406	92	475	1	$3,229,520
H	Scituate High School	1956	144,756	480	302	600	2	$4,844,280
	SMITHFIELD TOTALS		**405,518**	**2,400**	**169**	**3,518**	**2.00**	**$42,868,000**
E	Anna M. McCabe School	1957	37,828	299	127	380	2	$3,549,100
E	Old County Road School	1955	38,784	252	154	290	2	$3,944,500
E	Raymond C. LaPerche School	1967	40,450	231	175	290	2	$4,561,900
E	William Winsor School	1933	32,108	255	126	290	2	$3,015,200
M	Vincent J. Gallagher Middle School	1976	89,788	582	154	868	2	$9,651,300
H	Smithfield Senior High School	1964	166,560	781	213	1,400	2	$18,146,000

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
	SOUTH KINGSTOWN TOTALS		**618,971**	**3,457**	**179**	**4,878**	**1.83**	**$90,243,700**
E	Hazard School	1911	26,503	99	268	112	1	$3,767,600
E	Matunuck School	1975	43,532	254	171	400	2	$6,193,800
E	Peace Dale Elementary School	1923	81,298	389	209	560	2	$14,471,500
E	Wakefield Elementary School	1964	34,004	267	127	326	2	$4,278,400
E	West Kingston Elementary School	1975	43,522	277	157	376	2	$6,091,600
M	Broad Rock Middle School	2001	77,781	520	150	672	1	$15,436,500
M	Curtis Corner Middle School	1990	96,697	594	163	729	2	$12,346,100
H	South Kingstown High School	1965	215,634	1,057	204	1,703	2	$27,658,200
	TIVERTON TOTALS		**375,000**	**1,865**	**201**	**2,640**	**2.50**	**$72,560,000**
E	Fort Barton School	1936	30,000	198	152	330	1	$10,000,000
E	Pocasset School	1952	30,000	240	125	330	1	$10,000,000
E	Walter E. Ranger School	1935	33,000	258	128	330	1	$10,700,000
M	Tiverton Middle School	1976	142,000	604	235	825	3	$18,360,000
H	Tiverton High School	1966	140,000	565	248	825	3	$23,500,000
	WARWICK TOTALS		**1,697,033**	**9,890**	**172**	**16,371**	**2.15**	**$149,762,966**
E	Cedar Hill School	1958	41,936	436	96	525	2	$2,656,900
E	Cottrell F. Hoxsie School	1977	37,257	325	115	375	2	$4,367,100

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
E	Drum Rock Early Childhood Center	1971	27,058	133	203	350	2	$3,384,071
E	E. G. Robertson School	1947	38,674	294	132	300	0	$3,058,500
E	Francis School	1951	37,837	273	139	325	2	$2,865,200
E	Greenwood School	1927	34,080	302	113	325	2	$1,949,200
E	Harold F. Scott School	1965	32,601	297	110	375	2	$3,378,200
E	Holliman School	1953	43,218	362	119	400	2	$2,973,900
E	John Wickes School	1953	43,522	379	115	400	2	$2,841,000
E	Lippitt School	1950	45,562	251	182	400	2	$4,218,300
E	Norwood School	1968	34,492	268	129	325	2	$2,665,000
E	Oakland Beach Elementary School	1911	66,230	358	185	525	2	$3,926,400
E	Park School	1958	36,385	255	143	325	2	$2,511,800
E	Randall Holden School	1949	35,827	256	140	325	2	$2,047,700
E	Sherman School	1953	42,280	390	108	425	2	$4,003,100
E	Warwick Neck School	1958	33,696	330	102	350	2	$2,899,100
E	Wyman School	1939	38,771	308	126	375	2	$2,399,800
M	Aldrich Junior High School	1934	122,711	511	240	1,105	3	$8,007,500
M	Gorton Junior High School	1940	126,377	451	280	1,167	3	$7,702,500
M	Winman Junior High School	1971	144,267	540	267	1,433	2	$18,043,500
H	Pilgrim High School	1963	219,111	1,149	191	2,228	2	$16,671,100

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LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
H	Toll Gate High School	1971	204,621	1,014	202	1,867	2	$25,591,395
H	Warwick Veterans Memorial HS	1955	210,520	1,008	209	2,146	2	$21,601,700
	WEST WARWICK TOTALS		**447,229**	**3,444**	**130**	**3,825**	**1.00**	**$70,838,900**
E	Greenbush Elementary School	1989	57,000	487	117	550	1	$11,634,900
E	John F. Horgan Elementary School	1930	59,811	495	121	575	1	$9,394,200
E	Maisie E. Quinn Elementary School	1958	-	41		-	1	
E	Wakefield Hills Elementary School	2003	67,718	389	174	500	1	$11,028,700
M	John F. Deering Middle School	1971	138,600	1,010	137	1,050	1	$21,409,200
H	West Warwick Senior High School	1964	124,100	1,022	121	1,150	1	$17,371,900
	WESTERLY TOTALS		**508,007**	**3,036**	**167**	**5,450**	**2.00**	**$59,683,600**
E	Bradford Elementary School	1924	29,711	190	156	500	2	$2,636,800
E	Dunn's Corners School	1967	44,018	312	141	750	2	$3,492,100
E	Springbrook Elementary School	1989	40,304	300	134	700	2	$5,228,800
E	State Street School	1953	17,737	343	52	500	2	$4,666,900
M	Westerly Middle School	2004	149,779	908	165	1,500	2	$22,952,000

LEVEL	SCHOOL NAME 2012	YEAR BUILT	BUILDING SQ FT	ENROLLMENT	SQ FT PER STUDENT	CAPACITY (PROVIDED)	RATING	BLDG VALUE
H	Westerly High School	1937	226,458	983	230	1,500	2	$20,707,000
	WOONSOCKET TOTALS (2011 DATA)		**822,227**	**5,987**	**137**	**7,675**	**1.67**	**$148,163,105**
E	Bernon Heights School	1960	44,643	438	102	625	3	$6,922,295
E	Citizens Memorial School	1958	45,860	244	188	625	2	$5,125,932
E	Fifth Avenue School	1918	16,356	227	72	225	3	$2,676,074
E	Globe Park School	1960	46,042	460	100	650	2	$6,501,260
E	Governor Aram J. Pothier School	1936	60,673	455	133	550	1	$9,162,650
E	Harris School	1876	49,790	425	117	575	1	$8,452,431
E	Kevin K. Coleman Elementary School	1963	33,090	258	128	325	3	$4,870,555
E	Leo A. Savoie School	1966	40,912	391	105	475	2	$5,388,431
M	Woonsocket Middle School - Hamlet	2010	128,000	685	187	750	1	$34,000,000
M	Woonsocket Middle School - Nova	2010	128,000	642	199	750	1	$34,000,000
H	Woonsocket High School	1971	228,861	1,762	130	2,125	2	$31,063,477

Table 5. School Data

Appendix D
Housing Aid Overview

Housing Aid Overview

School districts that complete school construction, repairs and renovation projects are eligible to receive state housing aid reimbursement. Housing aid is governed by Rhode Island General Law (RIGL) Title 16, Chapter 7, Sections 35 to 47. Only projects and related costs approved by the Board of Regents (Board of Education) are eligible for housing aid in accordance to a share ratio that is defined in RIGL § 16-7-39.

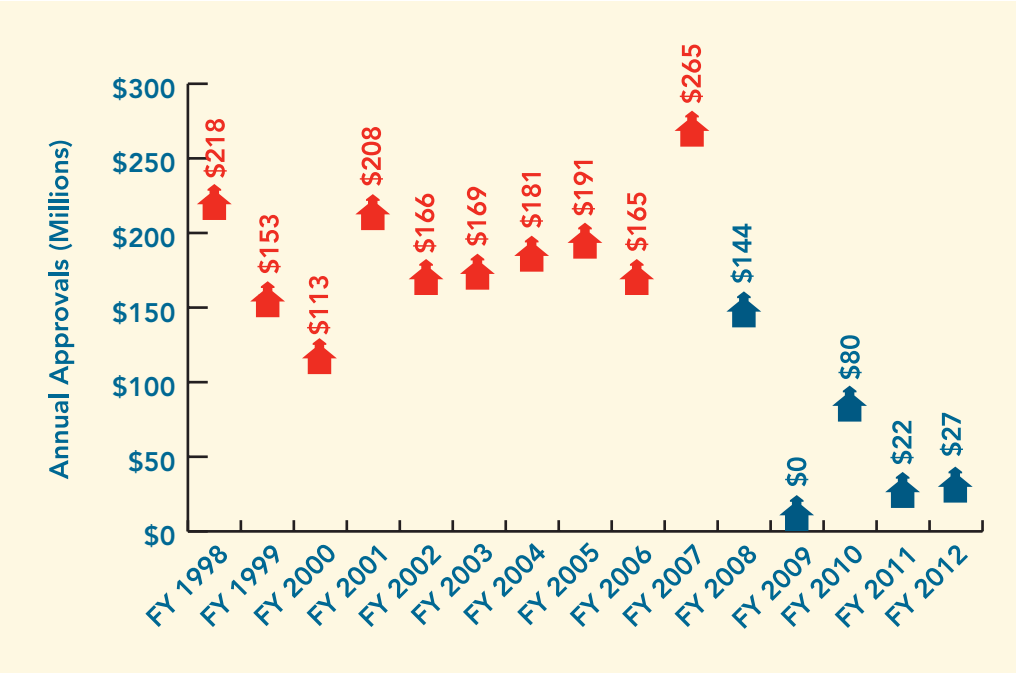

Table 6. Necessity of School Construction: Yearly Approvals

Since their adoption in 2007, the School Construction Regulations (SCR) have established standards that ensure statewide uniformity and equity in the quality of school construction. The School Construction Program has worked diligently over the course of the last five years to ensure that the equity and uniformity described in the regulations extend to each project's finances. The School Construction staff works with districts to ensure responsible, efficient, and forward-looking use of state and local resources. As a result of the fiscal prudence set in place by

the Board of Regents' School Construction Regulations, Necessity of School Construction approvals were reduced from a 10-year average of $182.7 million to an average of $54.7 million in the last five years.

In order to fund these approvals, districts use one of five funding sources: general obligation bonds, lease revenue bonds, capital lease purchases, capital reserve funds or debt issued by Rhode Island Health and Educational Building Corporation (RIHEBC). Projects cannot be paid out of operating funds; there must be a properly constituted capital reserve fund at the district and/or municipal level.

As mentioned above, the School Construction Regulations have substantially cut the average annual approval amounts and as a result, housing aid reimbursements are projected to begin a moderate decrease in FY 2014 (see Figure 21). Without the adoption of regulations, this number is projected to have been over $83 million annually by FY 2018. The reduction in the annual approvals does not immediately reduce the State's share of housing aid for three reasons. First, districts are not reimbursed until a project is complete. Second, projects take several years to complete. And third, many districts use 20-year general obligation bonds to fund their projects.

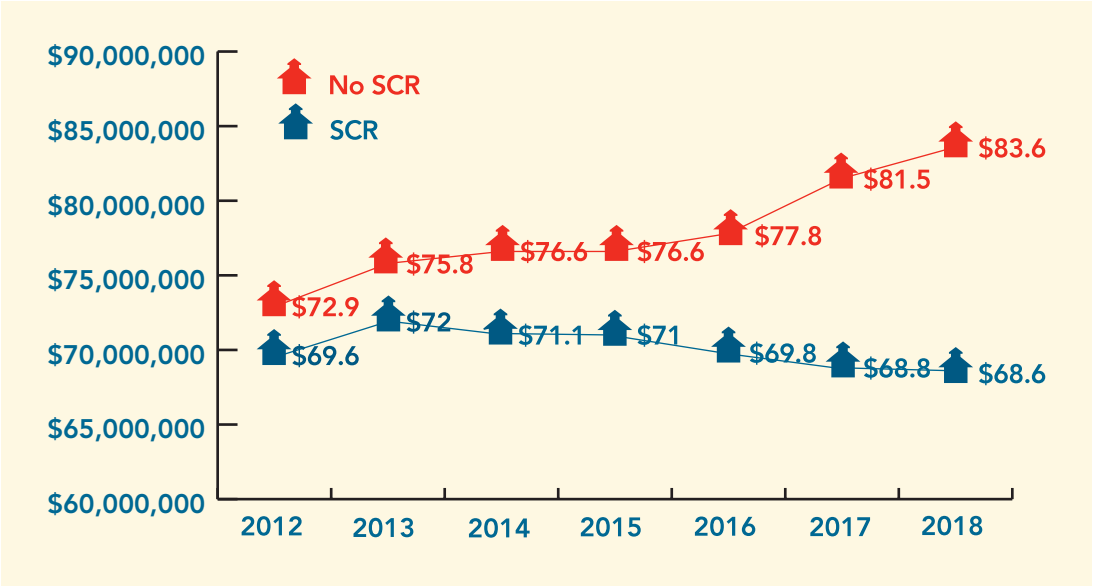

Table 7. Necessity of School Construction: Yearly Approvals

In addition, for the first time, housing aid reimbursement is expected to decline in FY 2014 and continue declining for at least five years as pre-SCR approved projects are phased out and a larger percentage of housing aid goes towards projects approved under the more fiscally responsible SCR guidance. This projected decline is despite the increases to the minimum housing aid reimbursement rate, which was originally 30 percent but was increased by the General Assembly to 35 percent in FY 2012 and 40 percent in FY 2013. The 2012 General Assembly has since amended this language so that the 40 percent reimbursement rate would only apply to projects that received Board of Regents (Board of Education) approval by June 30, 2012, whereas districts approved after July 1, 2012 will receive a minimum reimbursement of 35 percent.

During the 2011 legislative session, the Rhode Island General Assembly passed a budget that included a

three-year moratorium on school construction approvals except for projects necessitated by immediate health and safety reasons. The moratorium will dramatically decrease the already reduced necessity of school construction approvals. During FY 2012, the Board of Regents approved $26.9 million in immediate health and safety projects at seven districts (Bristol-Warren, Chariho, Cuffee School, Little Compton, Middletown, North Kingstown, and Portsmouth). These projects included high priority repairs to fire alarm and fire suppression systems, mechanical work to ensure heat and code-required ventilation, accessibility improvements, envelope repairs to prevent moisture infiltration, and other health and safety hazards. The legislative act that created the moratorium also provided an expiration date of June 30, 2014.

Because of the inherent delay between project approval and housing aid reimbursement, the moratorium will have no immediate impact on housing aid. Furthermore, the current approval average is below the recommended level of funding that was generated as a result of this statewide facilities assessment. The discrepancy between the current approval average and the recommended level of funding highlights the gap in expenditures on repairs and improvements that will not be addressed during the moratorium and can only be deferred. Most likely, the moratorium will create a backlog as districts defer facility improvement needs and, in some cases, building conditions will deteriorate as a result. Furthermore, districts will be eager to make improvements that are not eligible during the moratorium, such as projects that address the alignment of facilities and educational program. This was recently evidenced in Massachusetts where over 400 projects were submitted once that state's ban was lifted, but only 100 projects could move forward. As of fiscal year 2011, the wait list of projects totaled approximately $448 million.

In addition, there are other impacts from project delays, such as the increased costs to both the State and districts. During the economic downturn the region has experienced minimal construction inflation over the last two years, which creates an opportune climate for projects. Going forward, delays may increase the cost of the projects that are approved if construction costs begin to rise again. Furthermore, the deferment of capital improvements increases costs substantially because it often results in system failures and compounded repairs. For example, if uncorrected, roof ponding can damage an ever expanding section of the roof while also leading to roof leaks and damage to roof insulation, roof structure, and acoustical ceiling tiles, not to mention the increased potential for mold. In order to prevent cost escalations due to inflation and deferred capital improvements, RIDE recommends lifting the moratorium on school construction during the FY13 legislative session.

Because the moratorium on school construction does not provide short term savings and only provides long term savings at the expense of building conditions, the State must explore other options to balance the facility needs with cost containment measures. As detailed in this Appendix, the SCR created a framework for responsible and efficient funding for facility improvements that have had a substantial impact on the State share of housing aid. RIDE will continue to work with districts, as required by the SCR, to find efficiencies during and after the moratorium. However, there are still further opportunities for savings at the State and district level that are detailed elsewhere in this report, including the reduction of the minimum housing aid reimbursement share ratio, improved facility efficiencies, district use of capital reserves, and the creation of a State capital reserve fund.

Appendix E

Asset Protection

Each school district is required to develop, implement, and maintain a comprehensive asset protection plan for every school building, not just buildings for which school housing aid is sought or received. The plan must include a full analysis of the building's current condition, the need for repairs, if any, the costs associated with the repairs, and the nature and cost of annual maintenance for each building. The asset protection plan must be submitted to RIDE annually and will be reviewed by a certified licensed professional to determine that the plan is adequate. Thirty-two districts provided maintenance data, and twenty-six districts provided capital improvement data. The plans must address regularly scheduled preventive maintenance to prevent premature failure and to maximize the useful life of a facility. The total assessed value of all the school buildings in Rhode Island is over $3 billion, which makes it critical that districts protect these assets.

TOTALS:	
Square Footage	21,362,696
Enrollment	134,521
Capacity	165,761
Utilization	81.2%
Assessed Building Value	$3,192,168,729

Table 8. Statewide Facility Overview

The 2011–12 data in the asset protection plans provide a snapshot of the 32 districts that provided data on maintenance. The average maintenance expense among this cohort is $3.56 per square foot and the median is $4.16 per square foot.

The average capital improvement per square foot for each district also provides insight into expenditures on facilities, but this data set has a far higher distribution, which at the moment makes it less reliable as a comparative measure. Regardless, the average CIP expenditure across the 26 districts that reported is $7.86 per square foot and the median is $1.03 per square foot. The fact that the median is significantly lower points to the fact that many districts are below the average in this range and it is the outliers on the high end of the range, such as East Greenwich with $34 million in CIP expenditures, that shift the average.

DISTRICT	BUILDING SF	AVERAGE CONDITION RATING	ESTIMATED COST TO BRING BUILDING TO 1	AVERAGE COST PER SF TO BRING BUILDING TO 1
TOTAL	**21,362,606**	**2.05**	**$1,790,136,269**	**$88**
Urban	**5,786,273**	**2.25**	**$540,526,516**	**$101**
Central Falls	407,681	2.53	$54,134,677	$133
Pawtucket	1,081,829	2.27	$108,588,194	$100
Providence	3,474,536	2.37	$331,659,184	$110
Woonsocket	822,227	1.67	$46,144,461	$56
Urban Ring	**5,963,730**	**2.19**	**$548,658,688**	**$100**
Cranston	1,585,421	2.02	$129,981,333	$82
East Providence	973,604	3.06	$171,183,240	$176
Johnston	413,648	-	$-	$-
Newport	403,781	2.38	$50,105,813	$124
North Providence	443,014	2.00	$38,099,204	$86
Warwick	1,697,033	2.15	$157,813,242	$95
West Warwick	447,229	1.00	$1,475,856	$3
Suburban	**9,612,603**	**1.85**	**$700,951,065**	**$73**
Barrington	484,650	2.97	$81,928,350	$169
Bristol-Warren	536,577	2.00	$46,145,622	$86
Burrillville	521,678	1.85	$38,579,108	$74
Chariho	443,831	1.25	$10,752,679	$24
Coventry	680,000	1.66	$39,605,379	$58

DISTRICT	BUILDING SF	AVERAGE CONDITION RATING	ESTIMATED COST TO BRING BUILDING TO 1	AVERAGE COST PER SF TO BRING BUILDING TO 1
Cumberland	710,944	1.81	$49,758,604	$70
East Greenwich	420,643	1.84	$29,613,519	$70
Exeter-West Greenwich	285,120	1.00	$940,896	$3
Foster	49,712	2.00	$4,275,232	$86
Foster-Glocester	358,515	1.63	$19,917,958	$56
Glocester	102,000	1.00	$336,600	$3
Jamestown	108,247	1.00	$357,215	$3
Lincoln	518,645	1.74	$33,370,081	$64
Little Compton	61,000	4.00	$16,653,000	$273
Middletown	354,162	2.00	$30,457,932	$86
Narragansett	293,462	2.00	$25,237,732	$86
New Shoreham	34,500	1.00	$113,850	$3
North Kingstown	633,586	1.70	$36,786,452	$58
North Smithfield	359,196	1.28	$10,178,763	$28
Portsmouth	446,300	2.21	$44,176,800	$99
Scituate	302,339	1.63	$16,834,024	$56
Smithfield	405,518	2.00	$34,874,548	$86
South Kingstown	618,971	1.83	$44,607,219	$72
Tiverton	375,000	2.50	$41,760,900	$111
Westerly	508,007	2.00	$43,688,602	$86

Table 9. Building Rating and Estimated and Average Costs to Bring Building to Rating of 1

Appendix F
Enrollment

The 2011-12 enrollment figures used in this analysis were reported by districts in their Asset Protection Plans. RIDE turned to NESDEC to help project statewide enrollment in the upcoming years. About half of Rhode Island school districts are NESDEC affiliates. Because long-term projections are based on students not yet born, NESDEC adds a 1 percent margin of error for each year. Thus, the projection for 2021–22 has a 9 percent margin of error.

Enrollment Projections

Rhode Island's overall student population is projected to decline as student composition shifts over the next decade. Urban districts will see increases in enrollment, while urban ring districts will remain stable and suburban districts will continue to see decreased enrollment.

	2011-12 ENROLLMENT	PROJECTED ENROLLMENT 2016-17	CHANGE 2011-12 TO 2016-17	% CHANGE 2011-12 TO 2016-17	PROJECTED ENROLLMENT 2021-22	CHANGE 2011-12 TO 2021-22	% CHANGE 2011-12 TO 2021-22
Urban	39,208	40,886	1,678	4.3%	41,615	2,407	6.1%
Urban Ring	37,557	37,301	-256	-0.7%	37,581	24	0.1%
Suburban	57,756	53,778	-3,978	-6.9%	50,148	-7,608	-13.2%
TOTAL	**134,521**	**131,965**	**-2,556**	**-1.9%**	**129,344**	**-5,177**	**-3.8%**

Table 10. Enrollment Projections, Rhode Island Urban School Districts, 2016–17 and 2021–22

New England School Development Council (NESDEC) projects that Rhode Island public schools enrollments will decline steadily throughout the decade, reaching 129,344 students by the 2021–22 school year. With this caveat in mind, this projection represents a decrease of 5,177 students, or a 3.8 percent decline from the 2011–12 school year.

The 2011-12 enrollment figures used in this analysis were reported by districts in their Asset Protection Plans. RIDE turned to NESDEC to help project statewide enrollment in the upcoming years. About half of Rhode Island school districts are NESDEC affiliates. Because long-term projections are based on students not yet born, NESDEC adds a 1 percent margin of error for each year. Thus, the projection for 2021–22 has a 9 percent margin of error.

Urban districts currently comprise 29.1 percent of students, which will gradually increase to 32.2 percent by 2021-22. Urban ring districts currently comprise 27.9 percent of and will increase slightly to 29.1 percent of student enrollment. Finally, suburban districts, which now comprise 42.9 percent of total enrollment, will decrease to 38.8 percent by 2021-22. By school year 2021–22, 32 of Rhode Island's 26 districts will see declines in their student populations, with 20 of those districts showing double-digit declines. On average, districts are estimated to realize enrollment decreases of 9.7 percent between 2011–12 and 2021–22.

Urban district enrollment is projected to increase between 2011-12 and 2021-22. Of the urban districts, Central Falls is the only district expected to lose students (Table 12) during the next five to ten years, with a projected decline of 36.5 percent by 2021-22. The decreases in Central Falls enrollment will be offset by enrollment increases in Pawtucket (5.2%), Providence (13.0%), and Woonsocket (5.6%) by 2021-22.

	2011–12	2016–17			2021–22		
URBAN	Enrollment	Projected Enrollment	Change from 2011–12	% Change from 2011–12	Projected Enrollment	Change from 2011–12	% Change from 2011–12
Central Falls	3,151	2,075	-1,076	-34.1%	2,002	-1,149	-36.5%
Pawtucket	8,685	8,979	294	3.4%	9,135	450	5.2%
Providence	21,385	23,759	2,374	11.1%	24,158	2,773	13.0%
Woonsocket	5,987	6,073	86	1.4%	6,320	333	5.6%
TOTAL	**39,208**	**40,886**	**1,678**	**4.3%**	**41,615**	**2,407**	**6.1%**

Table 12. Enrollment Projections, Rhode Island Urban School Districts, 2016–17 and 2021–22.

Urban ring districts will remain relatively stable, with a loss of 256 students (0.7 percent) by 2016–17 and a slight gain of 24 students (0.1 percent) by 2021-22. Warwick School District leads the enrollment decline with a loss of 878 students by 2015-16 and a total of 1,185 students by 2021-22. Newport Public Schools will also see a significant decline of 8.5 percent or 176 students by 2021-22. These losses in student population are offset by gains in almost all other urban ring districts.

	2011–12	2016–17			2021–22		
URBAN RING	Enrollment	Projected Enrollment	Change from 2011–12	% Change from 2011–12	Projected Enrollment	Change from 2011–12	% Change from 2011–12
Cranston	10,405	10,712	307	3.0%	10,728	323	3.1%
East Providence	5,420	5,784	364	6.7%	6,060	640	11.8%
Johnston	3,062	3,053	-9	-0.3%	3,116	54	1.8%
Newport	2,062	1,917	-145	-7.0%	1,886	-176	-8.5%
North Providence	3,274	3,469	195	6.0%	3,739	465	14.2%
Warwick	9,890	9,012	-878	-8.9%	8,705	-1,185	-12.0%
West Warwick	3,444	3,354	-90	-2.6%	3,347	-97	-2.8%
TOTAL	**37,557**	**37,301**	**-256**	**-0.7%**	**37,581**	**24**	**0.1%**

Table 13. Enrollment Projections, Rhode Island Urban Ring School Districts, 2016–17 and 2021–22

Suburban districts are expected to have the largest declines in enrollment over the course of the next five years, with all but two districts projecting declining enrollment. On average, suburban districts will see 13.2 percent fewer students enrolled in their schools over the next 10 years. Student enrollment in suburban districts will decrease from 57,756 students to 53,778 students by 1016-17 and 50,148 by 2021-22. Nineteen districts are expected to have double-digit declines, with Scituate (37.3 percent), Portsmouth (30.6 percent), and Jamestown (30.3percent) having the largest declines by 2021-22. Seven districts are each expected to lose at least 500 students by 2021-22. East Greenwich, Bristol Warren and Foster-Glocester are the only districts expected to add to their enrollments. Coventry is forecasted to have the largest absolute decline of students (1,018), while Scituate will have the largest percentage decline (37.3 percent) by 2021-22.

	2011–12	2016–17			2021–22		
SUBURBAN	Enrollment	Projected Enrollment	Change from 2011–12	% Change from 2011–12	Projected Enrollment	Change from 2011–12	% Change from 2011–12
Barrington	3,439	3,129	-310	-9.0%	2,729	-710	-20.6%
Bristol Warren	3,469	3,518	49	1.4%	3,519	50	1.4%
Burrillville	2,442	2,362	-80	-3.3%	2,174	-268	-11.0%
Chariho	3,486	3,100	-386	-11.1%	2,800	-686	-19.7%
Coventry	5,098	4,501	-597	-11.7%	4,080	-1,018	-20.0%
Cumberland	4,585	4,232	-353	-7.7%	3,979	-606	-13.2%
East Greenwich	2,376	2,375	-1	0.0%	2,406	30	1.3%
Exeter-West Greenwich	1,754	1,602	-152	-8.7%	1,509	-245	-14.0%
Foster	283	236	-47	-16.6%	226	-57	-20.1%
Foster-Glocester	1,233	1,785	552	44.8%	1,621	388	31.5%
Glocester	579	470	-109	-18.8%	462	-117	-20.2%

Jamestown	488	450	-38	-7.8%	340	-148	-30.3%
Lincoln	3,270	3,050	-220	-6.7%	3,030	-240	-7.3%
Little Compton	293	238	-55	-18.8%	216	-77	-26.3%
Middletown	2,367	2,286	-81	-3.4%	2,197	-170	-7.2%
Narragansett	1,434	1,346	-88	-6.1%	1,299	-135	-9.4%
New Shoreham	114	99	-15	-13.2%	99	-15	-13.2%
North Kingstown	4,339	4,015	-324	-7.5%	3,773	-566	-13.0%
North Smithfield	1,714	1,561	-153	-8.9%	1,462	-252	-14.7%
Portsmouth	2,687	2,238	-449	-16.7%	1,865	-822	-30.6%
Scituate	1,548	1,224	-324	-20.9%	971	-577	-37.3%
Smithfield	2,400	2,181	-219	-9.1%	2,004	-396	-16.5%
South Kingstown	3,457	3,189	-268	-7.8%	2,990	-467	-13.5%
Tiverton	1,865	1,740	-125	-6.7%	1,620	-245	-13.1%
Westerly	3,036	2,851	-185	-6.1%	2,777	-259	-8.5%
TOTAL	**57,756**	**53,778**	**-3,978**	**-6.9%**	**50,148**	**-7,608**	**-13.2%**

Table 14. Enrollment Projections, Rhode Island Suburban School Districts, 2016–17 and 2021–22

Appendix G

Charter Public Schools

In 1995, the Rhode Island General Assembly approved the Charter Public School Act of Rhode Island (R.I. Gen. L. 16-77-1), which allowed the creation of charter public schools in the state. Charter public schools are public schools authorized by Rhode Island to operate independently from many state and local district rules and regulations. As a result of this flexibility, charter public schools are allowed to pursue innovative educational strategies designed to meet specific student achievement goals and objectives stated in their charter. Charter public schools vary in their curricula, structure, and assessment measures, but they do share some commonality. All charter public schools in Rhode Island must be tuition free, be nonsectarian, be nondiscriminatory, and have open admissions. In Rhode Island, all charter public schools must reflect the demographics of their home districts.

In 2010, the Rhode Island General Assembly passed legislation that increased the cap on charter public schools to 35. As of February 2011, Rhode Island had 16 charter public schools in operation with one preliminarily approved and two under review. The deadline for applications to open charter public schools in the 2012–13 school year was March 1, 2011. The 16 charter public schools in operation during the 2011–12 school year have an enrollment of 4,662 students.

Since 2000–01, the number of charter public schools has increased from two to 16, and enrollment has increased from 573 to 4,662 students. Based on current charter approvals and their enrollment caps, charter public school enrollment is projected to continue increasing by approximately 40 percent between 2011–12 and 2015–16. This estimate does not account for any future charter approvals in order to provide a conservative take on charter public school growth. At this rate of growth, enrollment in charter public schools could reach 7,000 students by 2016–17 and exceed 10,000 students by 2021–22. This projection is also consistent with the projection based on the current average student enrollment for charters (approximately 300 in 2010–11) multiplied by the charter public school cap of 35. Assuming that the current legislative cap on charter public school is not changed and that the average size of charter public schools does not increase dramatically, the resulting 10,500 projected enrollment provides a consistent working figure that is useful when considering statewide and regional enrollment projections. Charter public school enrollment currently accounts for 3.3 percent of total statewide enrollment and according to the conservative projection above enrollments should increase to five percent of statewide enrollment by 2016–17 and approximately nine percent by 2021–22. This percentage is even higher when compared to the urban and urban ring district enrollments from which charter public schools draw and presumably will continue to draw most of their students.

Although it is difficult to project whether charter public school enrollments will continue to increase at the same pace, the uncertainty around charter school enrollments presents a planning challenge at both the state and LEA level. Nevertheless, as more students attend charter schools in the Rhode Island, charter school facilities must receive further attention and support to ensure all students are in safe, healthy, and equitable 21st century learning environments. Like traditional school districts, charter schools go through the Necessity of School Construction application process to determine housing aid eligibility. As the number of charter schools in the State has increased, so too has there been an increase in the challenges of ensuring the adequacy of the educational facilities. In particular, charter schools have challenges purchasing and preparing new facilities for school use. Because of the limited supply of existing school facilities, charter schools often consider commercial and industrial sites as they seek an appropriate location for a new or expanded charter. These sites require comprehensive renovations to create adequate learning environments. Given the declining enrollments and the opportunities for school closure outlined in this report, charter public schools are encouraged to work with school districts to identify opportunities to use closed and/or decommissioned school buildings. The efficiency and convenience of using facilities that are designed to accommodate school age children will result in cost savings for the charter, the district, and the State. In this regards, it should be noted that RIDE recently provided a legal opinion that allowed a district to continue to receive housing aid reimbursement while a local charter public school rented the facility as long as the school remained in the care and control of the district. This legal opinion may create opportunities for charter co-location in district facilities. RIDE encourages LEA's to collaborate on co-location, particularly in districts that are experiencing declining enrollments and are considering school closure or consolidation.

Charter public schools face several challenges related to facility acquisition, improvements, and financing. Although charter public schools have many of the same facility needs as traditional school districts, they do not receive fiscal support for facility improvements from the sending municipalities. In addition, charter public schools receive 30% State reimbursement on school construction expenditures that are approved by the Board of Regents. By comparison, traditional school districts receive a minimum of 35% State reimbursement and this percentage is adjusted upwards based on district wealth. As a result, urban districts with high poverty levels can receive 90% reimbursement on facility improvements. In past sessions the General Assembly has considered legislation to bring equity across the system by allowing charter public schools to receive a blended housing aid reimbursement rate based on the charter public schools' students' sending districts. RIDE will continue to support this initiative in the next legislative session and encourages all stakeholders to examine the complex questions surrounding charter public schools.

One of the most salient issues in charter public school facility ownership is the State's investment –through housing aid reimbursement - in facilities that may not be owned by traditional public entities such as the State or municipalities. RIDE is cognizant of its role in diligently ensuring the prudent use of public funds and recommends aligning charter public school approvals with reimbursement schedules (which are often tied to financing mechanisms) to ensure that, at a minimum, charter public schools are authorized to operate while they are receiving State support for school facility improvements. In examining this issue, all stakeholders must also be cognizant that parents

sending their children to charter public schools have the same expectations than any other parent of a public school student – safe and healthy 21st century learning environments.

RIDE's necessity of school construction application process requires districts to consider five-year enrollment projections when conducting educational facility planning. This allows districts to plan with a forward-looking view that balances their most pressing current needs with an assessment of future trends. Until recently, the enrollment projections submitted by districts did not reflect charter public school migrations and thus present challenges related to planning that district conduct based on enrollment projections. Because most of the existing charter public schools are located in urban and urban core areas and pull their students from these districts, these districts are the most likely to be affected. For example, RIMA Blackstone Valley Prep High School is located two miles from Central Falls High School. Within the next 10 years, Blackstone Valley Prep High School is projected to have 400 students **(Table 15),** many of whom would have attended Central Falls High School. Charter public school migration will play a large part in the 21 percent enrollment reduction that Central Falls will see over the next decade.

For these reasons, charter public school enrollments must be monitored in the coming years. The State, traditional districts and charter public schools must collaborate to find efficiencies in facility planning and provide all students with 21st century schools.

CHARTER SCHOOL	2009-10*	2010-11*	2011-12*	2012-13	2013-14	2014-15	2015-16
Beacon Charter School	225	224	226	225	225	225	225
Blackstone Academy	167	164	166	165	165	165	165
Compass School	153	153	162	180	180	220	220
Paul Cuffee	483	559	630	702	774	774	774
RIMA Blackstone Valley Prep-Elem	76	155	239	304	380	380	380
RIMA Blackstone Valley Prep-Elem (site 2)	0	0	80	152	228	304	380
RIMA Blackstone Valley Prep-MS	0	101	203	300	400	400	400
RIMA Blackstone Valley Prep-MS (site 2)	0	0	0	200	300	400	400
RIMA Blackstone Valley Prep-HS	0	0	0	0	0	100	200
Greene School	0	81	121	160	194	210	210

Highlander	282	282	296	324	324	324	324
International Charter School	303	312	326	324	324	324	324
Kingston Hill Academy	178	179	179	180	180	180	180
Learning Community	404	471	534	558	558	558	558
NE Laborers	254	259	217	245	245	245	245
RI Nurses Institute	0	0	133	204	272	272	272
Segue Institute	60	140	201	240	240	240	240
Academy for Career Exploration	219	215	225	222	225	225	225
Times2 Academy	648	642	656	647	647	647	647
Trinity Academy for Performing Arts	0	34	68	102	136	170	204
TOTAL CHARTER SCHOOL ENROLLMENT	**3452**	**3971**	**4662**	**5434**	**5997**	**6363**	**6573**

*October Enrollment

Table 15. Charter School Enrollment Projections

Appendix H

Career and Technical Centers

Rhode Island has 10 regional career and technical centers. Of these centers, Coventry and Providence have career and technical centers that are locally owned and operated by their school districts. Davies and the Metropolitan career and technical centers are state owned and state operated. The remaining career and technical centers—Chariho, Woonsocket, Warwick, Cranston, East Providence, and Newport—are state-owned facilities that are locally operated.

There is currently $2.8 million in the Rhode Island Department of Education's Capital Budget request for FY 2013 supplemental repairs to the state's locally operated career and technical schools. Planned renovations include roof replacements for Newport, Warwick, and Woonsocket (approximately $2.1 million), fire safety upgrades in East Providence and Cranston, and major HVAC improvements to the Cranston facility.

In proceeding with these repairs and renovations, which are supplemental to those completed under the $15.0 million bond previously authorized, it is the intent of the Governor and RIDE to vigorously pursue the transfer of all remaining career and technical schools from state to local ownership. Funding for the continued renovation of these facilities would thereafter be provided by both local resources and the standard School Housing Aid program. It is costly, time consuming, and inefficient for the state to maintain these career and technical centers.

RIDE's goal is the eventual transfer of ownership of all the remaining career and technical center facilities to the local districts in which they are located. This process was recently completed in Providence, Chariho, East Providence, and Newport. Cranston has reached a preliminary transfer agreement with Cranston and preliminary discussions have been held with Warwick and Woonsocket. It is in the best interest of all parties to have the career and technical centers operated and owned by the districts. District ownership would streamline repairs and give districts more flexibility in programming, consolidation and building use. In an effort to enable this process, RIDE is offering the districts grants to cover all priority one repairs necessary to get the buildings up to code and transfer the buildings to the districts at no charge. Furthermore, districts that own their career and technical centers are eligible for an additional four percent reimbursement from the state on work they perform on their facilities.

Career and technical schools are regionalized, and students from surrounding school districts can attend. **Table 16** illustrates the regions that each career and technical center serves.

APPENDIX H

During the 2010–11 school year, 4,610 students attended the career and technical centers in Rhode Island. Each career and technical center offers different programs and different program types. (Table 17). For example, Coventry does not offer any agriculture programs, but it does offer child studies. Chariho does not offer finance or child studies, but it does offer three types of construction/architectural programs: carpentry, electrical technology and renewable energy resources, and heating, ventilation, and air conditioning (HVAC).

CAREER AND TECHNICAL CENTERS ENROLLMENT BY PROGRAM

Program	Chariho	Coventry	Cranston	Davies	E. P.	Newport	PCTA	MET	Warwick	Woon.
Agriculture	36		47		20					
Automotive	33	48		120	51	31	54		39	79
Business	23			37						
Child Studies		32	95							148
Const./Archit.	98	38	66	29	30	25	68		90	76
Communications	30	49	56	158	25	72	24		42	114
Cosmetology	40	49		46		68	62			
Culinary	35	61	93	63	35	36	100		37	75
Finance			39							
Health	35	73	93	147	21				43	81
Hosp/Tourism	24								17	35
IT	32	53	103	43	47	35			27	63
Manufacturing		4								

Pre-Eng.			45	123	31					
IVS (Individual Vocational Studies)								629		
TOTALS	386	407	637	766	260	267	308	629	295	671

Table 16. Career and Technical Center Enrollments by Program (2010-2011)

CAREER AND TECHNICAL CENTERS PROGRAMS

Program	Chariho	Coventry	Cranston	Davies	E. P.	Newport	PCTA	MET	Warwick	Woon.
Agriculture	1		1		1					
Automotive	1	1		1	2	1	1		1	1
Business	1			1						
Child Studies		1	1							1
Const./Archit.	3	1	2	1	1	1	2		3	1
Communications	1	1	1	2	1	1	1		2	2
Cosmetology	1	1		1		1	1			
Culinary	1	1	1	1	1	1	1		1	2
Finance			1							
Health	1	1	1	2	1				1	2
Hosp/Tourism	1								1	1
IT	1	1	2	1	1	1			1	1

Manufacturing		1								
Pre-Eng.			1	2	1					
IVS (Individual Vocational Studies)								1		
TOTALS	12	9	11	12	9	6	6	1	10	11

Table 17. Career and Technical Center Program Offerings by District (2010-2011)

The six state-owned career and technical centers have combined facilities space of 247,906 square feet and enrolled 2,516 students during the 2010–11 school year (Table 18). Because of the programmatic requirements, vocational centers are allowed to have more space per student than traditional high schools. The SCRs state that vocational centers shall not exceed 225 GSF per pupil, which is up to 40 square feet per student more than a traditional high school.

During the 2010–11 school year, career and technical center students had less GSF available to them than their traditional high school counterparts. Career and technical centers averaged 99 GSF per student, 86 GSF lower than the average high school in Rhode Island. Cranston and Woonsocket had the least GSF per student of the centers, with 59 and 67 GSF per student, respectively. With an actual enrollment of 2,516 and a SCR capacity of 1,102, these two centers are 1,414 students over capacity according to the upper limit of 225 GSF indicated in the SCR.

In March 2012, the Board of Regents for Elementary and Secondary Education approved new career technical education regulations for the first time since 1990. The new regulations ensure students have access to any approved career preparation program in the State, and they encourage the alignment of programming with critical and emerging industries. The impact of the new regulations on career and technical facilities, as well as traditional high schools, is an area that requires further study to evaluate the impact and opportunities of the proposed changes.

CTC	SQUARE FEET	2010–11 REPORTED ENROLLMENT	ACTUAL GSF PER STUDENT	CAPACITY PER SCR	DIFFERENCE
Chariho *(Transferring ownership)*	41,321	386	107	184	-202
Cranston *(Transferring ownership)*	37,770	637	59	168	-469
East Providence *(Transferring ownership)*	43,600	260	168	194	-66
Newport *(Transferring ownership)*	36,265	267	136	161	-106
Warwick	43,950	295	149	195	-100
Woonsocket	45,000	671	67	200	-471
TOTALS	247,906	2,516	99	1,102	-1,414

Table 18. Career and Technical Centers Capacity Analysis (2010-2011)

Appendix I
Accomplishments

The adoption of the School Construction Regulations ushered in an era of rigorous review, fiscal prudence and high quality school construction. In the context of the current fiscal crisis, perhaps the most important accomplishment of the School Construction Program is the substantial cost savings it has achieved. Since 2007, RIDE staff has worked closely with districts to find efficiencies in design, construction, and programming that have resulted in savings of up to approximately $90 million at the Providence Career and Technical Academy, Nathan Bishop Middle School, East Greenwich School District, Newport Public Schools, Little Compton Public Schools, North Kingstown School Department, Middletown Public Schools, East Providence School District, and the Compass School. Through the Necessity of School Construction process, the School Construction staff helps districts undertake district-wide facility planning that examines enrollment projections and capacities against the districts' educational program to ensure that all students are in safe, healthy and high performing facilities.

These cost savings have not come at the expense of the learning environments in Rhode Island's schools. In fact, the SCR's high-performance verification process requires thorough review of facility planning, design and costs to ensure that facilities are cost efficient and provide 21st century learning environments. All new construction and renovations are required to comply with the Northeast Collaborative for High Performance Schools (NECHPS) protocol, which seeks to provide high-performance school facilities that provide high quality learning environments, conserve national resources, consume less energy, are easier to maintain, and provide an enhanced community resource.

Nathan Bishop Middle School in Providence

Nathan Bishop Middle School, pictured left, is one of the early successes of the Board of Regents' adoption of the SCRs. It is the first NECHPS-verified historic renovation and included innovative day-lighting strategies, high efficiency HVAC systems, and water saving systems. In addition, several other districts—including Exeter-West

Greenwich, and East Greenwich—have undertaken major renovations in compliance with the NECHPS protocol. The resulting school facilities provide safe and healthy learning environments for the next generation of public school students. In 2010, as a result of pioneering adoption of the SCRs and the NECHPS protocol, the Board of Regents was awarded a national recognition by the national CHPS.

The SCRs extend beyond the construction of school facilities into the upkeep and maintenance. LEAs are required to maintain and update asset protection plans to address regularly scheduled preventative maintenance to avoid premature failure and to maximize the useful life of facilities. Because RIDE has supervisory oversight of asset protection, the School Construction Program has also worked to ensure that LEAs adopt and implement policies to maintain healthy and safe learning environments. One of the most important policies in identifying and preventing indoor environmental quality problems in schools is the adoption of an indoor environmental management plan, such as the Environmental Protection Agency's Tools for Schools program. Other than their homes, children spend more time in schools than any other building, and children are also more susceptible than adults to adverse health effects of exposure to environmental pollutants[2]. RIDE's School Construction Program has worked diligently to ensure that any LEA that has received approval since 2007 has implemented an indoor environmental management plan and has organized a green team: a group of stakeholders including students, teachers, nurses, facility managers, and administrators.

To support districts in this endeavor, RIDE has provided extensive outreach to all LEAs, including informational sessions on the NECHPS protocol and the Tools for Schools IAQ management plan. Perhaps one of the most successful outreach events organized by the School Construction Program was the School as a Tool Forum held at the Providence Career and Technical Academy (NECHPS verified) in October 20, 2010. This forum was attended by superintendents, school business managers, principals, teachers, facility managers, students, educational planners, nurses, and community members. At this event, participants learned from experts and educators on how to take an integrated approach to sustainable school improvements, education, and maintenance.

2 Faustman E. M., Silbernagel, S. M., Fenske, R.A., Burbacher, T. M., & Ponce, R. A. (2000). Mechanisms underlying children's susceptibility to environmental toxicants. Environmental Health Perspectives, 108(Suppl. 1):13-21.

Appendix J
Acknowledgment

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