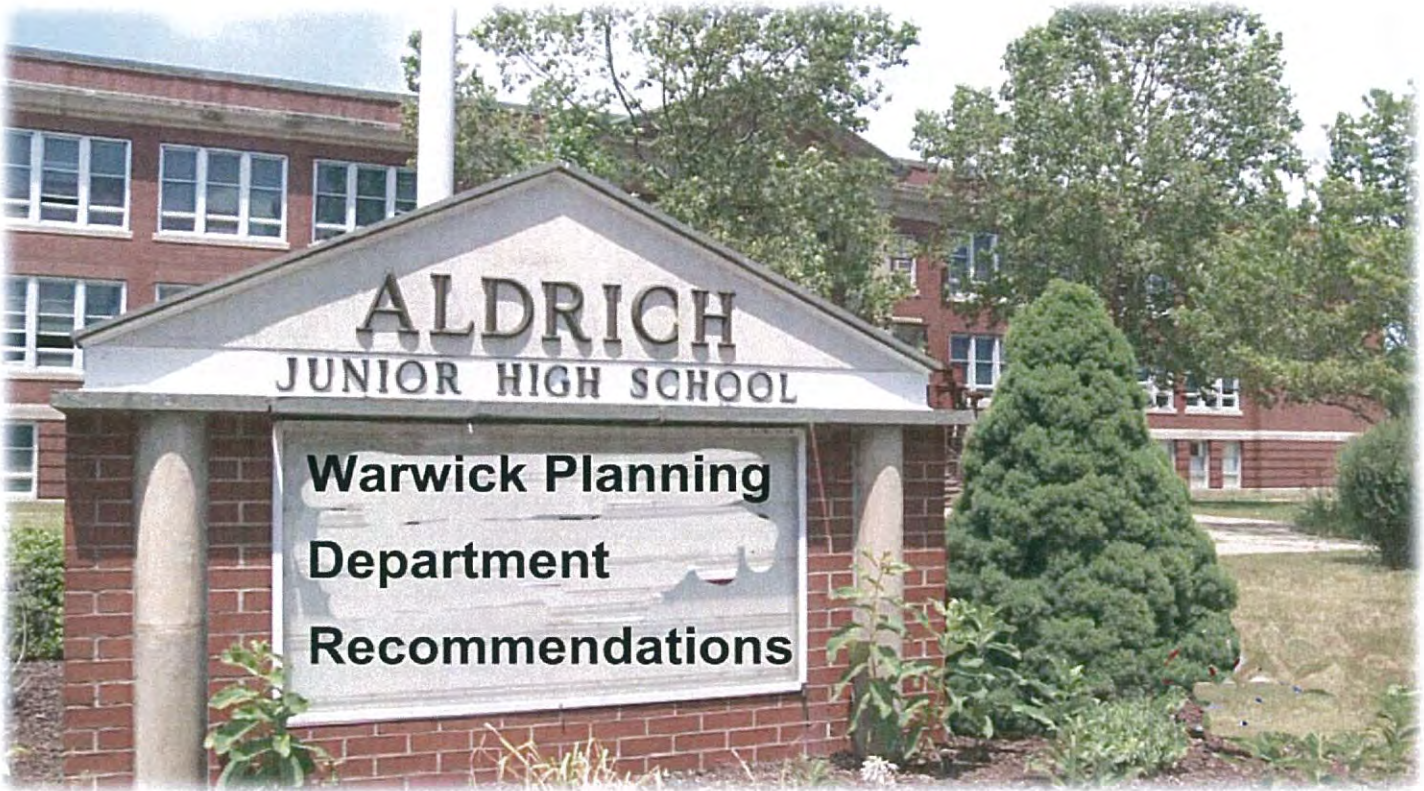


Warwick Planning Department Submission to the Warwick City Council



Bid Proposal – RFP 2017-278 Purchase Aldrich Junior High School Recommendations

October 4, 2017



CITY OF WARWICK
Planning Department
3275 Post Road, Annex; Warwick, RI 02886
Tel. (401) 738-2009

Memorandum

To: Council President Solomon and Honorable Members of the Warwick City Council

From: William J. DePasquale Jr., AICP, Planning Director

Date: October 4, 2017

RE: **Bid Recommendation – Sale of NELSON ALDRICH JUNIOR HIGH SCHOOL PROPERTY
789 Post Road, Assessor's Plat 288, Lot 59**

I. Overview

Nelson Aldrich Junior High School, a prolific *William R. Walker & Son* architectural work and *Works Progress Administration (WPA)* project, was constructed as a high school in 1935 and transitioned into a junior high school in 1955 when Veterans Memorial High School was opened. In September of 2015, The Warwick School Committee voted to close the school due to declining enrollment and, on October 11, 2016, subsequently declared the facility surplus property and returned the care, custody and control of the building and grounds to the City.

The property has remained vacant since its closure and is no longer a necessary facility for the Warwick School Department or any other municipal purpose. Subsequently, on March 16, 2017, the City Planning Department issued a Request for Proposals (“RFP”) for the “*Sale/Lease for Reuse of the Former Nelson Aldrich Junior High School Building and Grounds and/or Christopher Rhodes Elementary School.*”



Method Type: Aerial
Description: Aerial
Aerial J. H. Rhodes Elementary Property (former)
789 Post Road Warwick, RI
Warwick Map
145 130 800 Feet

Locus

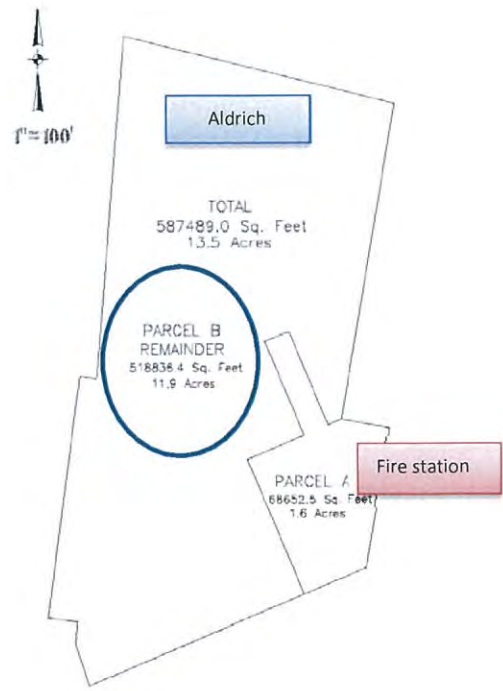
The subject property is located at 789 Post Road (Assessor's Plat 288, Lot 59), consists of +/- 11.9 acres and is bound largely by single-family residences to the immediate north and east, commercial properties to the south, and largely residential to the immediate west. Fire Station #2 directly abuts it to the east and the former Christopher Rhodes Elementary School to the north.

Fire Station #2 and was subdivided out of this property and will be located on to its own 1.6 +/- acre lot with the FAA wind shear tower. (See figure to the right)

Existing vehicular access is on the western side of the property, via Relph Street. The property includes athletic fields, and a three-story, 122,011 sf building, including an addition constructed in the 1990s. The subject property is zoned Residential A-7.

RFP – The Construct

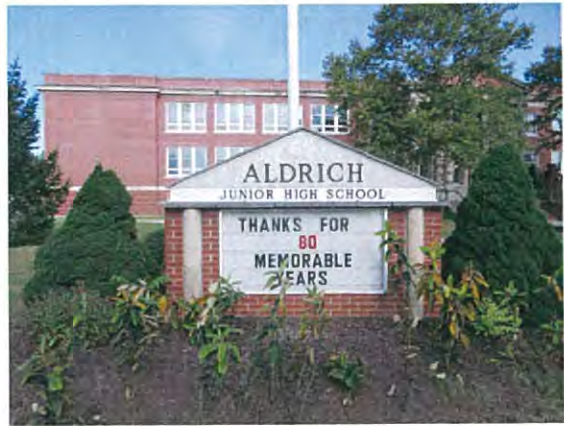
The Planning Department performed an area analysis before developing the RFP and found the subject site to be zoned residential and surrounded on three sides by a well-established, single family neighborhood with frontage along heavily travelled Post Road. It was apparent that the property's location along the Post Road corridor would be attractive to a typical retail development that mirrors the retail plaza located across the street. To this end, the RFP was assembled to guard against incompatibility considering the surrounding residential land uses. This was achieved by excluding bids for big box and/or warehouse-style stores.



AREA WORKSHEET



In keeping with the City of Warwick's Comprehensive Plan, the RFP viewed land use, zoning, and social, historic, cultural and architectural assets of the Nelson Aldrich Junior High School and its traditional educational land use. The RFP then was fashioned with specific goals meant to guide a proposed redevelopment plan for the property. They are as follows:



- *Preserve the existing building, (if possible), retaining the existing architectural character of the exterior of the building, with any new additions complementary to the prior architecture;*
- *Minimize impacts of any redevelopment on the surrounding neighborhood;*
- *Increase economic development opportunities;*
- *Create new tax revenue from a formerly non-tax revenue use status;*
- *Ensure proposed uses are compatible with the surrounding area, following guidelines of reuse in the Comprehensive Plan;*
- *Preserve the residential character of the immediate area;*

Uses that would be considered would include, but not be limited to:

- Incubator
- Market-rate, loft-style residential units
- Assisted living facility
- Multi-family units
- General office uses
- Services uses
- Limited indoor/outdoor recreational facility
- Restaurants (with or without liquor license)
- Limited Retail
- Recreation center
- Charter schools, day care facility, etc.
- Limited light industry, specifically, assembling and packaging of articles
- Or, a mixed-use development, with the above elements

Uses that would ***not be considered*** include, but are not necessarily limited to:

- Rooming houses
- Hotels/Motels
- Trailer park
- Agricultural use
- "Big box" commercial

Bid - International Charter School.

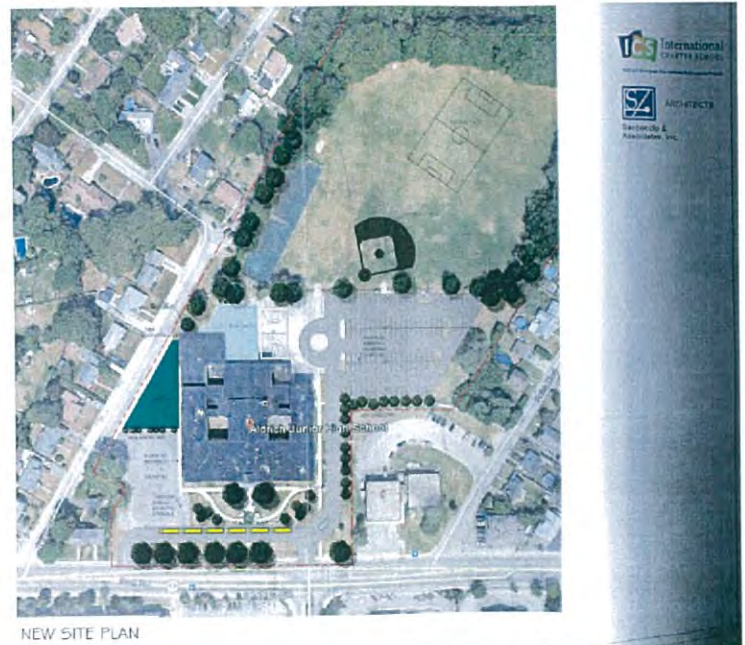
Presented with this evaluation, the Planning Department in March of 2017 issued an RFP soliciting bids for the sale reuse and/or revitalization of the Nelson Aldrich Junior High School building and grounds. While many toured the building, the City received one bid response, from the *International Charter School*.

The proposal included rehabilitation of the existing school building and grounds for use as a charter school. The charter school initially would have 425 students serving K-5 with plans to grow to 800 students serving K-8 in 8 years. The bid submission includes a “vision and strategy for site development” statement as well as financial documents demonstrating their ability to carry out the proposed improvements.

In the detailed plan of improvements the site plan depicts establishing a new access/egress point to the school and new parking area behind the fire station using the existing traffic signal on Post Road.

Additionally from this access point there would be a new bus drop off roadway in front of the school. These access improvements are designed to reduce vehicular traffic on the nearby residential streets. The site improvement plan also includes a buildout of a ballfield, soccer field, basketball court, play area and garden situated in a manner so as to minimize adverse impacts on the neighboring community while still affording pedestrian access to recreational facilities from the surrounding neighborhood.

The Bid included a building and site improvement plan that seeks to preserve the historic character of this iconic building with planned improvements for new windows, new flooring and ceilings, and new painting, as well as locker rooms, bathrooms, kitchen equipment, and mechanical, electrical, and plumbing upgrades.



The construction costs are approximately \$6.9 million. The planned renovation timeline is estimated at 2017-2019 with occupancy in the summer of 2019. The International Charter School submitted a bid for

fee simple purchase of the building and property for \$1.9 million as well as annual payments of \$70,000 to the City as a Payment in Lieu of Taxes (PILOT).

International Charter School Proposal -

\$1.9 million - Fee simple purchase - - Former Nelson Aldrich Junior High School B. \$70,000 annually - Payment in Lieu of Taxes (pilot)

***Other: Upgrades – Building, access, preservation, ballfields, and playground – \$ 6.9 million
Community access opportunities***

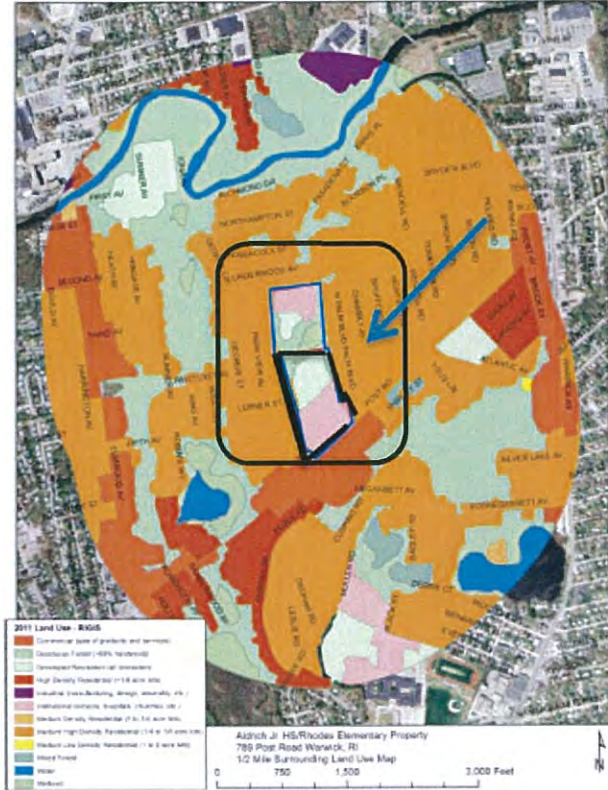
II. Recommendations

Land Use Compatibility

Selecting the appropriate land use for this parcel is especially critical considering the property is zoned Residential A-7 and is surrounded on three sides by an established dense residential community (also zoned A-7), which is shaded in gold on the map to the right.

From a land use perspective, the Planning Department could not be more supportive of continuing the legacy of an educational use that has taken place on this property since Nelson Aldrich High School was constructed in 1935.

Accordingly, we support continuing the educational land use on this property as we assert the proposed use would be in keeping with the surrounding neighborhood as this school use has been in harmony with the surrounding community for the last 80 years.



Neighborhood

The submitted bid proposal includes several enhancements designed to buffer the school from area neighbors but, more substantively, remove a majority of the vehicular traffic associated with the school use from the neighboring residential Streets, *Relph Street* and *Palm Boulevard*.



The *International Charter School* bid includes a plan of development that establishes a new drive entry to the rear parking lot as well as the construction of a new bus drop off area in front of the school aligned with the existing traffic signal located on Post Road.

The Planning Department is highly supportive of the proposed plan of development that serves to contain the majority of vehicular movements on site to and from Post Road, vastly reducing vehicular movements on the residential streets of Relph Street and Palm Blvd.



Alternate Land Uses

The City's RFP did allow bidders to explore residential options such as market-rate, loft-style residential units, assisted living facilities, multi-family units. While developers knew of the bid proposal this type of multifamily development would involve maximizing buildout on the site. The density allowed by the existing A-7 zoning district would permit some 100 units to be located on this site. As you can see in the aerial to the right, about half the site is currently open area dedicated to recreation uses. Developing multifamily units on the site would most likely involve renovation of the school building as well as construction of a new building(s) placed at the rear of the property. A tangible example of a similar school reuse is depicted below. The *Lockwood condominium complex* seen below included the construction of additional multifamily buildings, a likely scenario if the Aldrich site was utilized for multifamily.



The Lockwood condominium complex contains 8 acres and the old Lockwood School Building. In 1983 city sold the site and building for \$505,000. Adjusted for inflation the City's sale price in 1983 for this property equates to 1,241,133.84 in 2017 dollars.



Lockwood Condos RT 117

The Lockwood condominium complex contains 119 units with a total assessed value of \$11,705,800 a value but that is after; *purchase from the city, renovating the school building, construction of new structure, City council approval for multifamily, engineering, permitting, parking and storm water.*

However, unlike the Lockwood site that was bounded on three sides by City roadways, the instant site projects deep into an established single family neighborhood with one maybe two story homes rendering large three story multifamily buildings out of character with the surrounding area.



As seen in the aerial below, the surrounding neighborhood is established single-family residential. A high-density multifamily use in this location would exhibit a distinctly different character to the surrounding area than the school use. However the property does front Post Road across from a large retail plaza and, as such, the City's RFP did consider some limited non-residential uses such as: general office uses, services uses, limited indoor/outdoor recreational facility, restaurants, limited retail, recreation centers, limited light industry or mixed-use developments.



Nonresidential uses on this site would carry an even higher cost to the immediate neighborhood in terms of traffic and increase the “creep” of non-residential uses into the heart of an established residential neighborhood. In addition, most of the alternate non-residential uses would involve razing

this iconic school. In the end, while the entire aforementioned alternative uses may yield a higher overall price for the site, the residential multifamily use would significantly intensify traffic and its density would change the character of this single-family neighborhood while non-residential uses would include a footprint that extends a commercial pocket deep into an established residential neighborhood.



School use

Potential commercial use

To this end, the Planning Department is highly supportive of this proposal, which retains an educational use on the property. This support extends to addressing the City's long-range goals. To safeguard against a "property flip" and provide versatility in meeting the future needs of the community, we support adding a provision in the agreement that provides the City of Warwick the right of first refusal (RFR,) which would allow the City the right to be the first allowed to purchase the property in the future if it's offered for sale.

Preservation - prolific architectural works of William R. Walker & Son

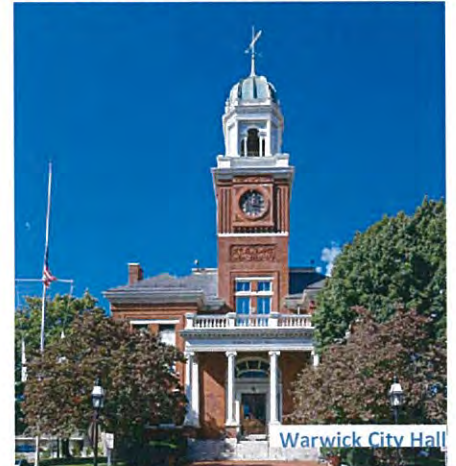
The iconic school building was designed by the famed Architectural firm of William R. Walker & Son, the same firm that designed Warwick City Hall and the Kentish Artillery Armory, both on the National Register of Historic Places. This Department is firm in its belief that a community is measured not only by its financial stability but also by its sense of place and social values.



Concepts such as home and community imply an enduring and deeply emotional relationship to a place and we often form similar bonds with specific sites. We believe the prolific architectural work of William R. Walker & Son in the Nelson Aldrich Junior High School is that particular place that has come to symbolize something important about our identity as a City. As a Public Works Administration (PWA) project, Nelson Aldrich High School was a product of the Great Depression and its storied architecture stands as a testament to education, endurance and perseverance. This building shares a legacy with William R. Walker & Son architects, who also designed, in 1893, our very own City Hall, which endured its own tumultuous times when the Town of West Warwick was separated from Warwick in 1913.

The *International Charter School* bid includes a building and site improvement plan that seeks to preserve the historic character of this emblematic building with planned improvements for new windows, new flooring and ceilings, new painting, and locker rooms, bathrooms, kitchen equipment, and mechanical, electrical, and plumbing upgrades. The hard construction costs are approximately \$6.9 million. The planned renovation timeline is estimated at 2017-2019 with occupancy in the summer of 2019.

Other - Walker William R. Walker & Son Designs



The Comprehensive Plan demonstrates that there is a keen public interest in preserving the City's sense of place. This property, in its use and architecture, provides this symbolic attachment to place, contributing a sense of meaning and identity to this community which may not be readily monetized but is irreplaceable in defining who we are and what we value as a community. It is for these reasons the RFP favored bids that sought to accomplish preservation of the school building's architecture. Preserving the historic and cultural significance of the Nelson Aldrich Junior High School property not only acts to save this classic building but also serves to protect the body of architectural works of William R. Walker & Son for the larger community, actions that are in keeping with the City of Warwick's Comprehensive Plan.



The Planning Department strongly supports the proposal's rigorous funding commitment and attention to preserving this magnificent legacy building for future generations to come.

Charter schools

There are many hotly debated issues centered on Charter schools and while the concepts of Charter schools are worthy of dialogue, this Planning examination concentrated on how this school is financed and what, if any, implications there may be for our school district. Although this could be an area of significant deliberation, in our review of the bid and after listening to the testimony of the Bidder at a community meeting held on September 14, 2017 at the Norwood Boys and Girls Club, the Bidder *International Charter School* clearly indicated they wanted to be a contributive part of our community and clearly relayed to the audience that they had no interest in being a financial burden on our district. Past and present enrollment demonstrates a very low population of Warwick school-age students that attend ICS and the Bidder made it clear that capping Warwick student population was an aspect of the sale that they would be open to discussing with the City Council in order to minimize financial impact on the school district. However, in order to support opportunity for Warwick students we believe a weighted admission lottery in conjunction with the cap may provide a balanced but equitable opportunity for children and their families who reside within the host community to attend ICS.

We recommend favorable action for establishing a cap on the number of Warwick students that ICS may accept so as to minimize financial impact on the School district in conjunction with a weighted admission lottery that provides a balanced but equitable opportunity for children and their families who reside within the host community to attend ICS. The Warwick Student Cap would establish a maximum number of students enrolled in the International Charter School by lottery each year from the City of Warwick, Rhode Island, which amount shall not exceed five (5) students per year, and ICS would further seek consent and approval to establish a weighting in the lottery process for enrollment in the International Charter School, which would favor the selection of Warwick, Rhode Island students.

The Cost Proposal

The City received one bid response to this RFP from the *International Charter School*. The proposal includes the improvements cited above as well as the rehabilitation of the existing school building and grounds for use as a Charter school.

The International Charter School submitted a bid for fee simple purchase of the building and property for \$1.9 million as well as annual payments of \$70,000 to the City as a Payment in Lieu of Taxes (PILOT). The assessed value generated from \$70,000 in PILOT taxes at the commercial tax rate of \$30.36 is \$2,305,665.

The City conducted its own appraisal of the Former Aldrich School and grounds prepared by *Peter M. Scotti & Associates*. The report dated September 25, 2017 as attached states:

“based on the current zoning in our opinion as improved the property’s highest and best use would be continued as a schools use.”

The value placed on the property by the City’s appraisal is **\$2,535,000**.

Considering the highest and best use as zoned is as a school a future use as an educational facility would remain tax exempt and, as such, the PILOT payments offered within this bid should be considered when assessing the sale proceeds offered to the City.

PILOT

With the assistance of the City Assessor, we analyzed the proposed \$70,000 annual PILOT payment to the City, specifically attempting to determine how this proposed payment compares to other tax-paying entities within the City. It was determined the assessed value generated from \$70,000 in taxes at the commercial tax rate of \$30.36 is **\$2,305,665**. The following are examples of properties within the City that maintain a similar tax assessment. The uses vary from residential multifamily to office commercial and recreational but in all cases they are notable businesses in very desirable locations with substantial structures. They include:

- ***The Providence Mutual Fire Insurance Building – East Ave.***
- ***Haxtons Liquors – Bald Hill Road***
- ***Picrne office building – Lambert Lind Highway***
- ***Chelo’s – Masthead Drive***
- ***Quinn Funeral Home - Warwick Ave.***
- ***Rite Aid – Warwick Ave.***
- ***Greenwood Apartments – Post Road***
- ***Others – see below***

The fee simple offer of \$1.9 million as well as the Payment in Lieu of Taxes at \$70,000 annually would meet the \$2,535,000 appraisal value collectively in 9 (nine) years and the offer will exceed the current appraisal over the term of the PILOT agreement when factoring an accelerator to the PILOT and the cost to cure the building. To this end, our review concludes that the proposed offer is well within appraised value of the property while the PILOT contributions are consistent with valuations of other like uses within the City. Moreover, the cost to the City to carry, upkeep and maintain the building and property would further erode the City's yield over time.

To this end, we support the fee simple offer of \$1.9 million dollar offer to the City as well as an annual sum of SEVENTY THOUSAND AND 00/100 DOLLARS (\$70,000) as payment in lieu of tax payment along with a ONE AND ONE-HALF PERCENT (1.50%) percent yearly escalator of such payment, not compounded paid in four (4), five (5) year periods of time (20 years) the said escalator thereafter apply at a rate of ONE PERCENT (1%) for each and every five (5) year period of time thereafter for the duration of the PILOT agreement.

To protect against the future sale to another nonprofit use we suggest a provision that states that if the property is sold or leased, terms of the PILOT would be transferred to the new owner and/or tenant.

Other

There exists a monument on the property as well as telecommunications equipment on the roof of the building that supports the City police and sewer authority.

The sale should be contingent on the communication fixtures and equipment existing on the property current used by the Warwick Police Department and the Warwick Sewer Authority to remain place and operation for a period of up to five (5) years after the delivery of the Deed to Buyer. The City should be responsible for the cost and expense to operate and maintain these fixtures. In addition, BUYER shall allow for the City to have unlimited access to the fixtures.



Buyer should be responsible for relocating the monument and flagpole on the property to a location that is suitable to both parties.

Summary – Planning Recommendations

Recommendation	<i>Favorable Action</i>	Stipulation
Land use Compatibility	We support continuing the educational land use on this property as we assert the proposed use would be in keeping with the surrounding neighborhood as this school use has been in harmony with the surrounding community for the last 80 years.	<i>Required buildout of new driveway at traffic signal on Post Road to and from the new rear parking lot and bus drop off semicircle.</i>
Alternate Land Uses	The Planning Department is highly supportive of the proposal that retains an educational use on this property, a position that extends to long-range planning for the future needs of the City as well as safeguard against a “property flip”. Consequently, we support adding a provision in the agreement that provides the City of Warwick the right of first refusal (RFR), which would allow the City the right to be the first allowed to purchase the property in the future if it’s offered for sale.	<i>City of Warwick should retain the right of first refusal (RFR).</i>
Preservation	The Planning Department strongly supports the proposal’s rigorous funding commitment and attention to preserving this magnificent legacy building for future generations to come.	<i>Require preservation of the façade of the building as detailed in the RFP.</i>
Charter School use	We recommend favorable action for establishing a “cap” of number of Warwick students that ICS may take a year to minimize financial impact on the School district. In respect to supporting opportunity for Warwick students we suggest a weighted admission lottery.	<i>Establish a “cap” on the number of Warwick students that ICS may accept so as to minimize financial impact on the School district in conjunction with a weighted admission lottery that provides a balanced but equitable opportunity for children and their families who reside within the host community to attend ICS. The Warwick Student Cap would establish a maximum number of students enrolled in the International Charter School by lottery each year from the City of Warwick, Rhode Island, which amount shall not exceed five (5) students per year, and ICS would further seek consent and approval to establish a weighting in the lottery process for enrollment in the International Charter School, which would favor the selection of Warwick, Rhode Island students.</i>
The Cost Proposal	We recommend favorable action of the offer as presented with consideration for including an escalator clause within the PILOT agreement that adjusts with the City’s tax levy as well as a transfer clause should the property be sold to another nontaxable entity in the future.	<p><i>To this end, we support the fee simple offer of \$1.9 million dollar offer to the City as well as an annual sum of SEVENTY THOUSAND AND 00/100 DOLLARS (\$70,000) as payment in lieu of tax payment along with a ONE AND ONE-HALF PERCENT (1.50%) percent yearly escalator of such payment, not compounded paid in four (4), five (5) year periods of time (20 years) the said escalator thereafter apply at a rate of ONE PERCENT (1%) for each and every five (5) year period of time thereafter for the duration of the PILOT agreement.</i></p> <p><i>To protect against the future sale to another nonprofit use we suggest a provision that states that if the property is sold or leased, terms of the PILOT would be transferred to the new owner and/or tenant.</i></p>
Other	There exists a monument on the property as well as City telecommunications equipment on the roof of the building that supports the City police and sewer authority.	<i>Include a provision that allows communication fixtures and equipment existing on the property used by the Warwick Police Department and the Warwick Sewer Authority to remain place and operation for a period of up to five (5) years after the delivery of the Deed to Buyer. Buyer shall be responsible for relocating the monument and flagpole on the property to a location that is suitable to both parties.</i>

Notes

Restricted Appraisal Report

**Former Aldrich School
789 Post Road
Warwick, RI 02888**

**Report Date
September 25, 2017**

**Effective Date
August 30, 2017**

Prepared For

**City of Warwick
Planning Department
3275 Post Road
Warwick, Rhode Island 02886**

Prepared By

**Peter M. Scotti & Associates
246 Hope Street
Providence, Rhode Island 02906
Email: jberman@scottire.net**

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September 25, 2017

246 Hope Street

Providence, RI 02906

Tel 401.421.8888

Fax 401.331.3018

South County

Tel 401.782.8803

Ms. Susan Baker
City of Warwick
3275 Post Road
Warwick, RI 02886

**RE: Restricted Appraisal Report
789 Post Road
Warwick, Rhode Island 02888**

Dear Ms. Baker

At your request, we have inspected the above referenced property in order to develop an opinion of the Market Value of the Fee Simple Interest in the subject property on an “as is” basis. The client and intended user for the assignment is The City of Warwick Planning Department. The intended use of the report is for municipal planning purposes. The purpose of the appraisal is to estimate the current market value of the Fee Simple Interest in the subject property as of the effective date of the appraisal is August 30, 2017.

The appraisal was developed in accordance with the Uniform Standards of Professional Appraisal Practice (USPAP) the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute and Bank Rhode Island. The Ethics Rule of USPAP requires us to disclose any prior services we have performed regarding the subject property within a three-year period immediately preceding the acceptance of this assignment, either as an appraiser or in any other capacity. We represent that neither Jason S. Berman nor Peter M. Scotti, MAI has performed any prior services regarding the subject property within a three-year period preceding acceptance of the assignment that requires disclosure under this rule.

The subject of this appraisal report consists of a three story, school property formerly known as the Aldrich Junior High School. The improvements were built in 1934. Zoning for the parcel is A-7, Residential District. The site contains 10.38 acres or 452,152 SF square feet in total. The property is further identified as Plat 288, Lot 59 on the Tax Assessor's Plat Maps of the City of Providence, State of Rhode Island.

Based on the current zoning in our opinion as improved the properties highest and best use would be a continued school use. Another possible use of the property would be a conversion to residential condos with the possibility of additional improvements to the northern portion of the lot, this would however require city council approval for a zone change with a PDR overlay.

Pursuant to your terms of engagement, this report is a Restricted Appraisal which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(b) of the Uniform Standards of Professional Appraisal Practice for Restricted Appraisal Reports. As such it presents no discussions of the data, reasoning, and analyses that were used in the appraisal process to develop the appraiser's opinion of value. Supporting documentation concerning the data, reasoning, and analyses is retained in the appraiser's file. Our attached Certification, Contingent Assumptions and Limiting Conditions and any Special Limiting Conditions are integral to this report.

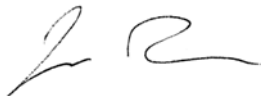
Based upon the analyses and conclusions derived herein and subject to the limiting conditions and assumptions expressed, it is our opinion the estimated Market Value of the Fee Simple Interest of the subject property on an "as is" basis, as of the effective date of the appraisal, August 30, 2017, is:

Two Million Five Hundred Thirty Five Thousand (\$2,535,000) Dollars

Hypothetical Condition

The report is based on the hypothetical assumption the 1.6 acre portion of the lot containing the fire station has been subdivided from the subject as of the effective date of this report. We also assume the property does not have any asbestos remediation needed or other environmental issues that might affect value.

Respectfully submitted,



Jason S. Berman
 Certified General Real Estate Appraiser
 RI License #CGA.0060023



Peter M. Scotti, MAI
 President/Review Appraiser
 RI License #CGA.0A00110

Certification

1. Peter M. Scotti, MAI inspected the subject property on August 30, 2017.
2. We have no present or contemplated future interest in the subject property.
3. We have no personal interest or bias with respect to the subject of this report or the parties involved.
4. Our fee is not contingent upon reporting a predetermined value or upon the amount of the value estimated.
5. This report sets forth all of the special and limiting conditions affecting its analyses, opinions and conclusions.
6. No one other than the undersigned performed the analyses, conclusions and opinions set forth herein.
7. This Appraisal assignment was not based on a requested minimum valuation, a specific valuation, or the approval of a loan.
8. To the best of our knowledge, statements of fact contained herein are true and correct.
9. As of the date of this report Peter M. Scotti, MAI, have completed the requirements of the Continuing Education Program of the Appraisal Institute.
10. This Appraisal Report has been prepared in compliance with the Appraisal Institute's Standards of Professional Practice and the Uniform Standards of Professional Appraisal Practice of the Appraisal Foundation. It is subject to review by members and designates of the Appraisal Institute.
11. Peter M. Scotti, MAI has not performed any prior services regarding the subject property within a three-year period preceding acceptance of the assignment that requires disclosure under this rule.

Respectfully submitted,



Jason S. Berman
Certified General Real Estate Appraiser
RI License #CGA.0060023



Peter M. Scotti, MAI
President/Review Appraiser
RI License #CGA.0A00110

Summary of Salient Facts & Conclusions

Property Address:	789 Post Road Warwick, Kent County State of Rhode Island 02888
Property Type	School
Property Tax Identification Number(s)	Plat 288, Lot 59
Owner of Record	ALDRICH JR HIGH
Date of the Report	September 25, 2017
Effective Date of the Appraisal	August 30, 2017
Land Area	10.38 acres or 452,152 SF
Building Description	3 Story Masonry Construction, Circa 1934
Gross Building SF	121,667 SF
Net Rentable Area	115,264 SF
Zoning Designation	A-7, Residential District
Highest and Best Use As Improved	Residential Use
Property Rights Appraised	Fee Simple Interest
<hr/>	
Market Value Indications	
Sales Comparison Approach	\$2,535,000
Income Approach	Not Applicable
Cost Approach	Not Applicable
Market Value "As Is"	\$2,535,000
<hr/>	

Advisory

The client may wish to retain professional counsel regarding fields outside the scope of this appraisal and the expertise of the appraiser. Such issues include environmental sciences, flood hazard, wetlands, geology, hydrology, engineering, survey and legal matters (particularly ADA, zoning, building and fire code, title and restrictions).

Appendix

The reader is urged to study the Appendix. It contains information integral to this report including legal description, Contingent Assumptions and Limiting Conditions, Competency Rule, definitions of Appraised Interest and Market Value, appraisers' qualifications, et cetera.

Effective Date of Appraisal

The effective date of the appraisal is August 30, 2017. The date of the report is September 25, 2017. The property was inspected on August 30, 2017.

Identification of the Real Estate

The subject property is located at 789 Post Road, Warwick, Rhode Island. The subject property is further identified as Plat 288, Lot 59 on the Warwick Tax Assessor's Maps. This valuation concerns only the real property identified above. No personal property is considered in this appraisal.

The assessor's field cards identify both the fire station and school as 771 Post Road on the same field card. The mailing address of the Aldrich School is 789 Post Road, Warwick, RI. As previously mentioned we are appraising only the Aldrich School and assume the fire station and allocated land of approximately 1.6 acres has been subdivided from the existing lot.

Interest Appraised

This report values the Fee Simple Interest (as defined in the Appendix).

Intended Use and User of the Appraisal

The client and intended user for the assignment is City of Warwick Planning Department. The intended use of the report is for municipal planning purposes.

Previous Appraisal/Services

We represent that Peter M. Scotti, MAI has not performed any prior services regarding the subject property within a three-year period preceding acceptance of the assignment that requires disclosure under this rule.

Purpose of the Appraisal

The purpose of the appraisal is to develop an opinion of the Market Value of the Fee Simple Interest in the subject property on an "as is" basis, as of the effective date of the appraisal, August 30, 2017. The appraisal is valid only as of the stated effective date.

Scope of Appraisal

We use only the Sales Comparison Approach in developing an opinion of value for the subject. This approach is applicable to the subject because there is an active market for similar properties, and sufficient sales data is available for analysis.

The Cost and Income Approaches are not applicable.

The need to utilize additional approaches in this assignment is reduced by the following:

- We have a high degree of confidence in the value indication by the Sales Comparison Approach due to the quantity and quality of data available for this assignment.
- The subject does not appear to be unusually complex.

The Scope of this appraisal includes:

- An inspection of the property was conducted on August 30, 2017;
- Research and collection of property and market data from local government records and other sources deemed reliable;
- Highest and Best Use Analysis;
- Research and collection of data to satisfactorily apply the Sales Comparison Approach to value;
- Value conclusion and preparation of this report;
- Analysis of assessment and taxes;
- Zoning analysis.

The Scope of this appraisal does not include:

- Review, analysis and investigation of environmental conditions of any kind.
- Application of the Cost and Income Approaches to value.

Exposure Time

Exposure Time as defined by USPAP: The estimated length of time that the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal. The value estimate contained in this report is presumed upon a 12-24 month exposure time.

Marketing Period

Marketing Time as defined by USPAP: An estimate of the amount of time it might take to sell a real or personal property interest at the concluded market value level during the period immediately after the effective date of an appraisal. A 12-24 month marketing period is estimated for the subject property.

Ownership and Sale History

The owner of record is recorded Aldrich JR High. To the best of our knowledge, no other sale or transfer of ownership has occurred within the past three years, and as of the effective date of this appraisal, neither property is not subject to an agreement of sale or option to buy, nor is it listed for sale.

Competency Rule

Peter M. Scotti, MAI and Jason S. Berman are certified Rhode Island appraisers whose experience, education and knowledge qualify them to competently complete this assignment.

Assessment and Taxes

Real estate assessments are administered by the City of Warwick Tax Assessor’s office. The real estate taxes for an individual property may be determined by dividing the assessed value for a property by 1,000, then multiplying the result by the tax rate. Real estate taxes and assessments for the current tax year are shown in the following table.

Tax ID	Land	Building	Total	Taxes
Plat 288, Lot 59	\$2,876,100	\$8,795,800	\$11,671,900	\$354,359
Total	\$2,876,100	\$8,795,800	\$11,671,900	\$354,359

The current tax rate for commercial property in the City of Warwick is \$30.36 for every \$1,000 of assessed value. Overall, the indicated assessed value appears to be high based on our market value conclusion.

It should be noted that the assessed value includes land and building which are not included in this report as we assume 1.6 acres containing a fire station has been subdivided as of the effective date of the report.

Zoning/Land Use

A review of the official zoning map indicates that the property is located within a zone designated as A-7 Residential District. Uses that are allowed in this district by right include the following.

- Residential – one detached dwelling
- Religious Place of Worship
- Family Day Care
- School

Special uses are limited and include: cemetery, indoor sports, library, police/fire station, and other various uses.

Applicable dimensional requirements within the A-7 district are as follow:

Minimum Lot Area:	7,000 SF
Minimum Lot Width:	70 ft.
Minimum Lot Depth:	25 ft.
Front Yard:	25 ft.
Side Yard:	8 ft.
Rear Yard:	20 ft.
Maximum Height of Structure:	35'
Maximum Building Coverage:	N/A

Zoning is a legal matter beyond the scope of this appraisal and report. The client is advised to obtain qualified zoning counsel if required. This opinion is being offered only for informational purposes and should not be relied upon for any legal matters.

Environmental

An environmental assessment report was not provided for review, and during our inspection, we did not observe any obvious signs of contamination on or near the subject. However, environmental issues are beyond our scope of expertise. Based on conversation with the property contact there is believed to be some asbestos contamination. Because we are unaware of the cost of the remediation for the purposes of this report we assume there are no conditions present which would result in a necessary remediation of the property. This valuation and report does not consider the impact, if any which may result from an adverse environment report of the property.

Most Likely Buyer

The most likely buyer of the subject property would be an owner user or developer.

Neighborhood Analysis

Location

The property is located on at the corner of Post Road and Palm Boulevard. The immediate area is a combination of residential and small commercial uses.

Access and Transportation

Primary access to the market area is provided by interstate 95, a major highway that crosses through Providence in a north/south direction. Overall, vehicular access to the subject neighborhood is considered to be good.

Public transportation is provided by RIPTA (Rhode Island Public Transportation Authority) and provides access throughout Kent County. The local market perceives public transportation as good compared to other market areas in the region.

T. F. Green Airport is located about 3 miles south of the subject; travel time is about 10 minutes, depending on traffic conditions. The Providence Central Business District, the economic and cultural center of the region, is approximately 7 miles north of the subject.

Demographics

A demographic profile of the surrounding area, including population, households, and income data, is presented in the following table.

Radius	1 Mile	3 Mile	5 Mile
Population			
2022 Projection	10,160	92,942	264,084
2017 Estimate	10,210	92,362	262,677
2010 Census	10,516	91,764	263,042
Growth 2017 - 2022	-0.49%	0.63%	0.54%
Growth 2010 - 2017	-2.91%	0.65%	-0.14%
Households			
2022 Projection	4,156	36,246	102,274
2017 Estimate	4,177	36,019	101,704
2010 Census	4,303	35,774	101,639
Growth 2017 - 2022	-0.50%	0.63%	0.56%
Growth 2010 - 2017	-2.93%	0.68%	0.06%
Owner Occupied	3,059 73.23%	25,074 69.61%	59,953 58.95%
Renter Occupied	1,118 26.77%	10,945 30.39%	41,750 41.05%
2017 Avg Household Income	\$73,081	\$74,902	\$70,237
2017 Med Household Income	\$61,078	\$60,573	\$54,362

Source CoStar

The current population within a three-mile radius of the subject is 92,362. Population in the area has decreased by 2.93% over the past seven years, population is projected to decrease 0.50% over the next five years. Median household income is \$60,573.

Neighborhood Analysis (cont.)

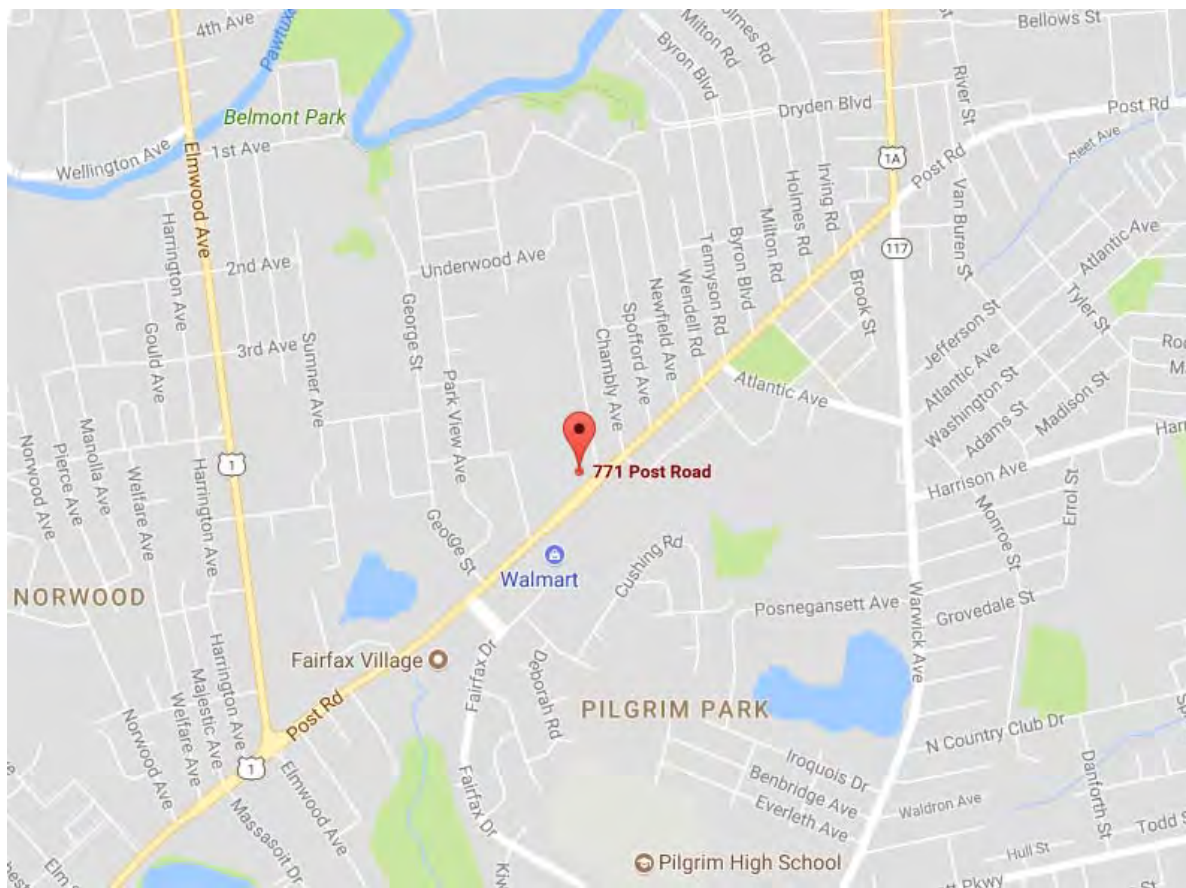
Land Use

The area is suburban in character and approximately 90% developed. Land uses immediately surrounding the subject are a mix of commercial and residential uses, with typical ages of building improvements ranging from 25 to 70 years. Immediately surrounding the subject is single family residential to the east and west, Rhodes Elementary School to the north, and retail to the south.

Outlook and Conclusions

The area is in the stability stage of its life cycle. There has been limited new commercial development in the subject neighborhood within the past five years and overall market conditions remain flat in this area.

Neighborhood Map



Site Description

789 Post Road, Warwick, Rhode Island

For the convenience of the reader, the description of the subject site is presented below. Items considered pertinent in conveying a thorough description of the site are as follows:

Component	Land Description
Tax ID	Map 288, Lot 59
Land Area	452,153 SF or 10.38 acres total;
Frontage	370± feet of frontage on Post Road
Access	Curb cut on Palm Blvd and Relph St
Shape	Irregular.
Topography	Level, level and at street grade.
Drainage	For the purpose of this analysis it is assumed drainage is adequate.
Wetlands	None
Soils/Subsoils	Soil reports were not reviewed by the appraisers. In our judgment, the subject is not located in an earthquake zone that would adversely affect the utility or marketability of the site.
Flood Zone	According to the Flood Insurance Rate Map (FIRM) Community Panel #44003C0018H, dated October 3, 2015, the subject property is located within a Zone "X". Zone "X" is outside of the FEMA Special Flood Hazard Area.
Utilities	Electricity, gas, telephone, water and sewer.
Parking	N/A
Average Daily Traffic Count	24,000± cars per day.
Easements, Restrictions & Encumbrances	<p>Although a title report was not provided for review, we are not aware of any easements, encumbrances, or restrictions that would adversely affect the use of the site. A title search is recommended to determine whether any adverse conditions exist. We assume that there are no easements, encumbrances, or restrictions that would restrict the property from being developed to its highest and best use.</p> <p>We were not provided a survey; however, an inspection of the site revealed no apparent encroachments. It is assumed that the property is free and clear of encroachments. None are therefore assumed to exist. Contrary facts may affect value.</p>

Site Description

Subject – Tax Assessor’s Map



Improvements Description

The relevant building data is summarized as follows:

Component	Building Description
Property ID:	789 Post Road Warwick, Rhode Island
Property Type:	Municipal Building
Sub-Type:	School
Gross Building Area:	121,667± square feet.
Net Rentable Area:	115,264± square feet.
Square Footage Source:	Tax Assessor's Records
Stories	Three
Building Shape	Irregular
Year Built	1934
Occupancy	Vacant
Roof Cover:	Rubber membrane
Construction Class	Class C, Average
Foundation	Poured Concrete
Basement	Finished
Structural Frame	Masonry
Exterior Walls:	Brick
Floors Finish:	Linoleum
Interior Wall Finishes:	Painted Drywall
Ceiling Finish:	Suspended tile ceiling tiles
Interior Lighting:	Fluorescent lighting.
Heat/Air Conditioning	Gas heat
Actual Age	45 years
Est. Effective Age	25 year
Economic Life	50 years
Remaining Economic Life	25 years
Condition	Average/Fair
Quality of Construction	Average
Functional Utility	We did not observe any significant items of functional obsolescence.
Deferred Maintenance	We did not observe any signs of deferred maintenance.
Land to Bldg. Ratio	3.92:1
ADA Compliance	The client should retain a qualified professional in order to make a determination as to whether or not the subject property is ADA compliant upon completion.



Neighborhood



Neighborhood



Exterior



Exterior



Interior



Interior



Interior



Interior

Highest and Best Use

789 Post Road, Warwick Rhode Island

Real Estate is valued in terms of its highest and best use. The highest and best use of the land (or site) if vacant and available for use may be different from the highest and best use of the improved property. This will be true when the improvement is not an appropriate use and yet makes a contribution to total property value in excess of the value of the site.

DEFINITION: Highest and Best Use (Highest and Most Profitable Use; Optimum Use) is that reasonable and probable use which will support the highest present value as of the date of the appraisal. Alternatively, it is the most profitable likely use to which a property can be put. It may be measured in terms of the present worth of the highest net return that the property can be expected to produce over a stipulated long run period of time.

In estimating Highest and Best Use, the appraiser goes through essentially four stages of analysis, which are described as follows:

1. possible use or those uses which are physically possible for the site in question;
2. permissible uses or uses which are legally permissible and physically possible for the site in question;
3. feasible use or possible and permissible uses which will produce a net return to the owner of the site;
4. highest and best use, or, among the feasible uses, that use which will produce the highest net return or the highest present worth to an owner.

Highest and Best Use As Though Vacant

Legally Permissible

The site is zoned A-7 Residential District. Permitted uses include single family residential, school, religious worship facility, and day care facility. There are no other legal or regulatory restrictions that would limit the potential uses of the property. The only permitted uses under zoning that are consistent with prevailing land use patterns in the area are residential uses.

Physically Possible

The physical characteristics of the site should reasonably accommodate any use that is not restricted by its size.

Financially Feasible

Based on our analysis of the market, there has not been any significant new construction projects in the subject market area. Given the recent rise in residential property values, in our opinion the only use that would be financially feasible at this time would be residential use.

Maximally Productive

The last test of highest and best use of the site as if vacant is that the use be maximally productive, yielding the highest return to the land. In the case of the subject as if vacant, the analysis has indicated residential housing would be the most productive at this time.

Conclusion - As Vacant

Residential subdivision is the highest and best use as vacant.

Highest and Best Use -As Improved

The subject site's zoning allows for a limited number of land uses. The site has been improved with a school property which is a legally permitted use. The existing improvements are currently vacant, however the owner is currently in talks with a charter school to rent or purchase the property. Therefore, a continuation of this use is concluded to be financially feasible.

Based on our analysis, there does not appear to be any alternative use that could reasonably be expected to provide a higher present value than the current use, and the value of the existing improved property exceeds the value of the site as if vacant. For these reasons, continued school use was concluded to be maximally productive and the highest and best use of the property as improved.

Valuation Analysis

There are three basic approaches that may be used by appraisers to estimate value. The three approaches include the Sales Comparison Approach, the Cost Approach and the Income Approach. All three rely heavily on market data and as such the greater and more reliable the data, the greater the support for the value estimate.

The Sales Comparison Approach is based on the principal of substitution whereby an informed purchaser will pay no more for a property than it would cost to acquire a property which offers similar utility. The approach essentially involves the comparison of several similar properties that have recently sold, to the subject property.

The Income Approach evaluates the potential income/benefits that a property could generate and converts these earnings into a present value indication. There are two methods which can be used to convert income streams into value: income capitalization and the discounted cash flow method. The discounted cash flow technique is the analysis of cash flow projections, period by period over a presumed term of ownership, to compute the present value for a given rate of return. The direct capitalization method is considered to be more appropriate for single-tenant properties or those that do not have complicated lease arrangements. Direct capitalization converts an estimate of a single year's potential, average or several years' income expectations by dividing or multiplying by an appropriate income rate. This approach is widely applied when appraising income-producing properties.

The underlying principal of the Cost Approach is also substitution since the same purchaser will be willing to pay no more for a property than that which it cost to develop a similar property, offering like utility. Valuation via the Cost Approach involves estimating the reproduction, or replacement cost of the improvement, making appropriate deductions for accrued depreciation (from all sources) and adding to this estimate the value of the site.

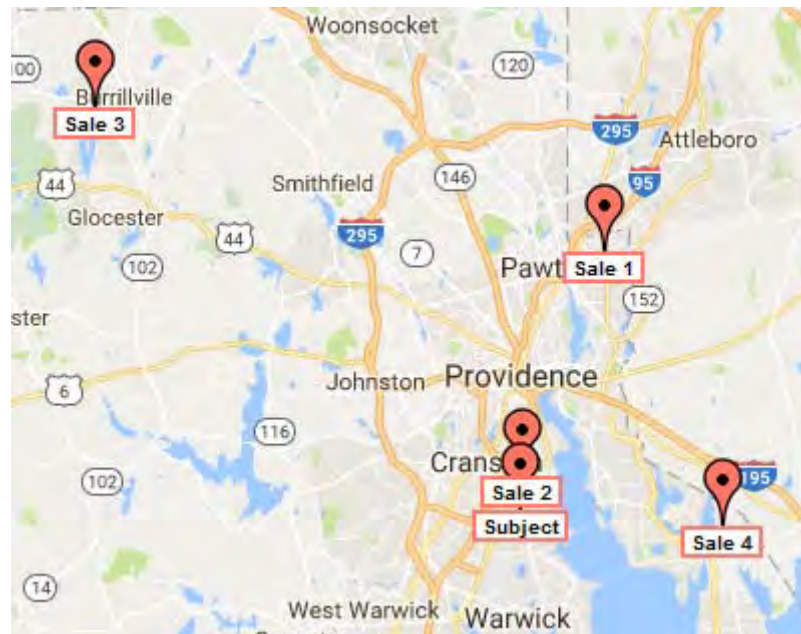
Sales Comparison Approach

The Sales Comparison Approach produces an opinion of value for real estate by comparing recent, similar sales in surrounding or similar competing areas. Inherent in this approach is the Principle of Substitution, which holds that when a property is replaceable in the market, its value tends to be set at the cost of acquiring an equally desirable property, assuming that no costly delay is encountered in making the substitution. Comparability in physical, location, and economic characteristics, as well as financing are important criteria in evaluating the sales in relationship to the subject property. The following table and map summarize the comparable data used in the valuation of the subject.

Summary of Comparable Sales

	Subject	Sale 1	Sale 2	Sale 3	Sale 4
Address	771 Post Road	697 Central Aven	330 Park Avenue	176 Sayles Ave	360 Market Stre
City/State	Warwick/RI	Pawtucket/RI	Cranston/RI	Pascoag/RI	Warren/RI
Sales Price		\$ 600,000.00	\$ 1,200,000.00	\$ 525,000.00	\$ 4,500,000.00
Sales Date		12/10/2015	4/27/2016	Listing	8/16/2017
Net Rentable Area (sq. ft.)	115,264	21,258	21,807	23,699	61,743
Land Area (sq. ft.)	452,153	33,674	67,954	170,407	1,862,190
Price Per Sq. Ft.		\$ 28.22	\$ 55.03	\$ 22.15	\$ 72.88

Sale Location



Improved Comparable Sale 1

Address: 697 Central Ave
 Plat/Lot: 11/817
 Zoning: RT, Residential
 Grantor: Church of St. Leo the Great
 Grantee: City of Pawtucket
 Date of Sale: December 10, 2015
 Sale Price: \$600,000
 Financing: Financed over four years by seller at no interest
 Book /Page: 3898/82
 Verification: Municipal Records/Deed/Broker

Property Description

Land Area: 33,674 SF/ 0.77 acres
 Shape: Irregular
 Improvement: Three story garden style religious school constructed circa 1941 and apportioned into a classrooms and function room.
 Gross Building Area: 21,258 SF
 Land/Bldg. Ratio: 1.58:1
 Utilities: All available

Units of Comparison

Price per SF of GBA: \$28.22/SF

Comments: According to the broker, Joseph Accetta, this property was in fair condition at the time of sale. The property was purchased by the city for temporary placement of students while the city constructs a new building. The city estimates that they will need to spend about \$1.8 Million in order to receive an occupancy permit for students given the condition of this property.

Comparable Sale 1
697 Central Ave
Pawtucket , Rhode Island



Comparable Improved Sale #2

Address: 330 Park Ave, Cranston, RI
 Plat/Lot: 4-5/Lots 150, 56 and 60
 Zoning: A6, Residential
 Grantor: Temple Torat Yisrael
 Grantee: Praise Tabernacle
 Date of Sale: April 27, 2016
 Sale Price: \$1,200,000
 Book/Page: 4532/250
 Financing: Coastway Credit Union for \$900,000
 Verification: Broker/ Municipal Records
 Days on Market: Almost three years

Property Description:

Land Area: 67,954 SF or 1.56 acres
 Shape: Irregular, corner lot
 Gross Building Area: 21,807 SF
 Construction: One story, masonry constructed on slab, circa 1952. GBA is apportioned into religious area and some educational use.
 Utilities: All public utilities available.
 Land/Building Ratio: 3.10:1

Units of Comparison

Price per SF of GBA: \$55.03/SF

Comments: This former temple and religious facility was brokered by MG Commercial who reported that the property was in fair to average condition having been constructed circa, 1960.

Sale #2
330 Park Ave
Cranston, Rhode Island



Comparable Improved Sale #3

Address: 176 Sayles Ave, Pascoag, RI
 Plat/Lot: 29/900
 Grantor: N/A
 Grantee: N/A
 Date of Sale: Listing
 Asking Price: \$525,000
 Financing: N/A
 Book/Page: 62/497
 Verification: Municipal Records
 Days on Market: 9 months

Property Description:

Land Area: 170,401± SF or 3.912 acres
 Shape: Irregular
 Zoning: R-12, Residential
 Gross Building Area: 23,677 SF
 Construction: Two Story, masonry constructed property, circa 1962; average condition.
 Utilities: All
 Land/Building Ratio: 7.19:1

Units of Comparison

Asking Price per SF of GBA: \$22.15SF

Comments: Former St. Josephs/ Father Holland School located in the Pascoag section of Burrillville. The property is currently vacant and in average condition. The property has been marketed by Boucher Real Estate since 12/20/2016.

Sale #3
176 Sayles Ave
Pascoag, Rhode Island



Comparable Improved Sale #4

Address: 360 Market Street, Warren RI
 Plat/Lot: 23/68
 Grantor: SISTERS OF SAINT DOROTHY OF RHODE ISLAND INC
 Grantee: THE HIGHLAND CHARTER SCHOOL
 Date of Sale: 8/16/2017
 Asking Price: \$4,500,000
 Financing: 100% seller financing
 Book/Page: 934/20
 Verification: Municipal Records/Deed

Property Description:

Land Area: 1,862,190± SF or 42.75 acres
 Shape: Irregular
 Zoning: R-20, Residential
 Gross Building Area: 61,743 SF
 Construction: Two Story, masonry constructed property, circa 1980; average/good condition.
 Utilities: All
 Land/Building Ratio: 30.16:1

Units of Comparison

Price per SF of GBA: \$72.88SF

Comments: Former Our Lady of Fatima School located in the Warren. The property was in average/good condition at the time of sale with no improvements needed for occupancy. The buyers were the current tenants of the property at the time of sale.

**Sale #4
360 Market Street
Warren, Rhode Island**



Comparable Sales Adjustment Grid

	SUBJECT	Sale 1	Sale 2	Sale 3	Sale 4
ADDRESS	771 Post Road	697 Central Avenue	330 Park Avenue	176 Sayles Ave	360 Market Street
CITY/STATE	Warwick/RI	Pawtucket/RI	Cranston/RI	Pascoag/RI	Warren/RI
SALE PRICE		\$ 600,000.00	\$ 1,200,000.00	\$ 525,000.00	\$ 4,500,000.00
SALE DATE		12/10/2015	4/27/2016	Listing	8/16/2017
NET RENTABLE AREA (sq. ft.)	115,264	21,258	21807	23,699	61,743
LAND AREA (sq. ft.)	452,153	33,674	67954	170,407	1,862,190
PRICE PER SQ. FT. BLDG		\$28.22	\$55.03	\$22.15	\$72.88
ADJUSTMENTS FOR EQUIVALENCY					
PROPERTY RIGHTS	Fee Simple	Fee Simple	Fee Simple	Fee Simple	Fee Simple
Adjustment		0.00%	0.00%	0.00%	0.00%
Adjusted Price		\$28.22	\$55.03	\$22.15	\$72.88
FINANCING		Seller	Conventional	N/A	Seller
CONDITIONS OF SALE		Market	Market	Market	Market
Adjustment		0.00%	0.00%	0.00%	0.00%
Adjusted Price		\$28.22	\$55.03	\$22.15	\$72.88
MARKET CONDITIONS (mos.)	8/30/2017	21	16	-	-
Adjustment (Rounded)	0.00%	0.00%	0.00%	0.00%	0.00%
Adjusted Price		\$28.22	\$55.03	\$22.15	\$72.88
ADJUSTMENTS FOR PHYSICAL AND ECONOMIC CHARACTERISTICS					
LOCATION	Average	Average	Average	Fair	Average
Adjustment		0.00%	0.00%	40.00%	0.00%
PHYSICAL CHARACTERISTICS	Average	Average	Average	Average	Average
Quality		Similar	Similar	Similar	Similar
Adjustment		0.00%	0.00%	0.00%	0.00%
PHYSICAL CHARACTERISTICS	Fair	Fair	Fair	Fair	Average/Good
Condition		Similar	Similar	Similar	Superior
Adjustment		0.00%	0.00%	0.00%	-25.00%
PHYSICAL CHARACTERISTICS	115,264	21,258	21,807	23,699	61,743
Size		Superior	Superior	Superior	Superior
Adjustment		-45.00%	-45.00%	-45.00%	-25.00%
ECONOMIC CHARACTERISTICS	NA	NA	NA	NA	NA
Adjustment		0.00%	0.00%	0.00%	0.00%
USE	School	School	School	School	School
Land/Bldg Ratio	3.92	1.58	3.12	7.19	30.16
Adjustment		Inferior	Similar	Superior	Superior
		10.00%	0.00%	-5.00%	-20.00%
Economic Characteristics		Similar	Similar	Similar	Similar
Adjustment		0.00%	0.00%	0.00%	0.00%
Net Adjustment		-35.0%	-45.0%	-10.0%	-70.0%
Adjusted Price \$/Sq. Ft.		\$18.35	\$30.27	\$19.94	\$21.86
Adjusted Range		\$19.76	\$35.77		
Average		\$22.60			

Comparative Analysis Summary

Property Rights Conveyed: This adjustment reflects the transfer of property rights different from those being appraised. No adjustments for property rights conveyed are applied to any of the sales.

Financing: Adjustment applied to a property with atypical financing. No adjustments are made for financing.

Conditions of Sale: An adjustment for any extraordinary motivation between buyer and seller. No adjustments for property rights conditions of sale are applied to any of the sales.

Market Conditions: Market conditions for real estate change over time. This adjustment reflects any changes in value that have occurred between the date of sale and the effective date of the appraisal. No adjustments are made for market conditions.

Physical Characteristics:

Location: This adjustment considers market area and surrounding land use influences. Sales one, two and four are located in developed urban and suburban neighborhoods. No adjustments are necessary for these sales. Sale 3 is located in a rural location and is adjusted upwards.

Quality: This adjustment reflects construction quality, amenities, market appeal, and functional utility of a particular property. No adjustments are applied for building quality.

Age/Condition: This adjustment reflects the condition and physical age of a property. Sale four is adjusted downwards to account for superior condition as compared to the subject.

Size: All other things being equal, smaller buildings typically sell for more per square foot than larger buildings and vice versa. All sales are significantly smaller than the subject and require downward adjustments.

Land to Building Ratio: Adjustments for land to building ratio are based on the estimated value that is included/absent within each of the comparable sales as the sale properties compare to the subject property. Sales one and two are adjusted upwards to account for inferior land to building ratios. Sale four is adjusted downwards to account for superior building to land ratio.

Economic Characteristics: This adjustment reflects material differences between the subject's net operating income and the net operating income of the comparables on a per square foot basis. No adjustments for economic characteristics are warranted for any of the sales.

Conclusion

Prior to adjustments the comparable sales displayed a range between \$22.15 to \$72.88 per square foot. After adjustments, the sales display a range between \$19.76 to \$35.77 per square foot, with an average of \$22.60 per square foot. Placing emphasis on Sale 1, 3, and 4 the market would indicate a price per square foot indication for the subject property of \$22.00. The indicated value for the subject property is as follows.

115,264 SF @ \$22.00/SF = \$2,535,808

Rounded to: \$2,535,000

Based on the preceding analysis, the Market Value of the Fee Simple Interest in the subject property on an “as is” basis, as of the effective date of the appraisal, August 30, 2017 is:

Two Million Five Hundred Thirty Five Thousand (\$2,535,000) Dollars

Reconciliation and Final Value Conclusion

Reconciliation involves the weighting of alternative value indications, based on the judged reliability and applicability of each approach to value, to arrive at a final value conclusion. Reconciliation is required because different value indications result from the use of multiple approaches and within the application of a single approach. The values indicated by our analyses are as follows:

Value Indications	As Is
Income Capitalization Approach	Not Applicable
Sales Comparison Approach	\$2,535,000
Cost Approach	Not Applicable
Reconciled	\$2,535,000

The Sales Comparison Approach is given the greatest weight because it is the most reliable valuation method for the subject. The Cost and Income Approaches are not applicable and are not used.

Based upon the analyses and conclusions derived herein and subject to the limiting conditions and assumptions expressed, it is our opinion the estimated Market Value of the Fee Simple Interest of the subject property as combined on an “as is” basis, as of the effective date of the appraisal, August 30, 2017, is:

Two Hundred Twenty Thousand (\$2,535,000) Dollars

Hypothetical Condition

The report is based on the hypothetical assumption the 1.6 acre portion of the lot containing the fire station has been subdivided from the subject as of the effective date of this report. We also assume the property does not have any asbestos remediation needed.

Definitions

Market Value

Market value, for purposes of this appraisal, is defined as the most probable price in terms of money which a property should bring in an open and competitive market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus.

Implicit in this definition are the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

- (1) Buyer and seller are typically motivated;
- (2) Both parties are well informed or well advised, and acting in what they consider their own best interest;
- (3) A reasonable time is allowed for exposure in the open market;
- (4) Payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and
- (5) The price represents the normal consideration for the property, sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.¹

Fee Simple is absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat.²

Leased Fee Interest is the collection of property rights, including use and occupancy, that are conveyed by a lessor (leased fee owner) to a lessee (leaseholder) as specified by contract terms contained within a lease.³

Leasehold Interest is the interest held by the lessee (the tenant or renter) through a lease transferring the rights of use and occupancy for a stated term under certain conditions.⁴

¹ Rules and Regulations, Federal Register, Vol. 55, No. 165, Page 34696.

² Appraisal Institute, The Appraisal of Real Estate, Twelfth Edition, Page 69

³ Appraisal Institute, The Appraisal of Real Estate, Twelfth Edition, Page 81

⁴ Appraisal Institute, The Appraisal of Real Estate, Twelfth Edition, Page 83

Contingent & Limiting Conditions

This appraisal report, the Letter of Transmittal and the Certification of Value are made expressly subject to the following assumptions and limiting conditions and any special limiting conditions contained in the report which are incorporated herein by reference.

1. The legal description used in this report is assumed to be correct.
2. Sketches in this report are included to assist the reader and no responsibility is assumed for accuracy. No survey has been made of the property specifically for this report.
3. No responsibility is assumed for matters legal in nature, nor is any opinion rendered as to title, which is assumed to be good and marketable. The title is assumed to be held in fee simple.
4. Information, estimates and opinions furnished by others in this report were obtained from sources considered reliable and believed to be true and correct. However, no responsibility for accuracy was assumed by this appraiser.
5. All mortgages, liens, encumbrances, leases, and servitudes have been disregarded unless so specified within this report. The property is appraised as though under responsible ownership and competent management.
6. Subsurface rights (minerals and oil) were not considered in making this appraisal.
7. It is assumed that there are no hidden or unapparent conditions of the property, subsoil or structures which would render it more or less valuable. No responsibility is assumed for such conditions nor is the appraiser responsible for arranging engineering, which might be required to discover such factors.
8. It is assumed that there is full compliance with all applicable federal, state, and local environmental regulations and laws unless noncompliance is stated, defined, and considered in the appraisal report.
9. It is assumed that all required licenses, consents, or other legislative or administrative authority from any local, state, or national governmental or private entity or organization have been or can be obtained or renewed for any use on which the value estimate contained in this report is based.
10. It is assumed that the utilization of the land and improvements is within the boundaries or property lines of the property described and that there is no encroachment or trespass unless noted within this report.
11. Unless arrangements have been previously made, no appearances in court or requirements to give testimony in respect to the subject property will be assumed by the appraiser.
12. Possession of this report, or a copy thereof, does not carry with it the right of publication. It may not be used for any purposes by any person other than the person to whom it is addressed without the written qualification and only in its entirety.

13. The distribution of the total valuation in this report between land and improvements applies only under the highest and best use of the subject property. The separate valuations for land and buildings must not be used in conjunction with any other appraisal and are invalid if so used.
14. Neither all nor any part of the contents of this report, or copy thereof, shall be used for any purpose by anyone but the client, without the previous written consent of the appraiser and/or client; nor shall it be conveyed by anyone but the client to the public through advertising, public relations, news, sales or other media without the written consent and the approval by the author(s), particularly as to valuation conclusions, the identity of the appraiser or a firm.
15. It is assumed that there are no hidden or unapparent conditions of the property, subsoil, or structures that render it more or less valuable. In this appraisal assignment, the existence of potentially hazardous material in the construction or maintenance of the building, such as the presence of urea formaldehyde foam insulation, asbestos, and/or the existence of toxic waste or radon gas, which may or may not be present on the property, has been considered. No information was obtained confirming, disproving, or leading us to suspect the existence of such hazards, except where noted. The appraiser is not qualified to detect such substances. We urge the client to retain an expert in this field if desired. No responsibility is assumed for such conditions or for arranging for engineering studies that may be required to discover them.
16. On January 26, 1992, The Americans with Disabilities Act (ADA) became effective. The Act requires compliance based on each property owner's financial ability with regard to the cost to cure the property's potential physical characteristics. Given that compliance is dependent upon the specific financial ability of each owner as determined by the U.S. Justice Department, it is not possible for the appraiser to comment on either current or potential adherence to the act or its impact on value. Consequently, a specific survey or analysis of the property to determine whether the physical aspects of the improvements meet the ADA accessibility guidelines has not been undertaken.
17. This appraisal and report does not consider or address the impact upon the property that may result from recently (post 2001) enacted life saving legislation, specifically amendments to state and local fire and building codes. Unless specified it is assumed that the property meets all fire and building codes as of the effective date.

Flood Map



PETER M. SCOTTI, MAI
Peter M. Scotti & Associates, Inc.
246 Hope Street
Providence, Rhode Island 02906
(401) 421-8888 Ext. 13 / (401) 255-7704
pmgbs@scottire.net

PROFESSIONAL SUMMARY

Peter Scotti is a seasoned commercial and residential real estate leader. Over 39 years of executive-level experience – spanning the full spectrum of real estate transactions. Recognized sales and appraisal industry expert. Deep understanding of all facets of the commercial and residential real estate marketplace. Especially familiar with the Greater Providence market, including downtown Providence and surrounding communities. Active throughout Rhode Island and the Southeastern Massachusetts areas. Involved in transactions of all classes and possessing the hands-on knowledge and experience to successfully guide the needs and achieve the goals and objectives of a very divergent client base.

Vast experience working closely with government and public agencies on state and local levels. Skilled strategist and negotiator. In-depth knowledge of historic, zoning, planning, assessment and regulatory matters. Proven track-record in managing complex commercial and residential ventures. Comprehensive real estate packaging, branding and marketing direction. Superior analytical skills. Outstanding work ethic and integrity. Diligent and committed to excellence. A civic and community leader: Executive board member, President and Vice President of numerous real estate groups. A Rhode Island and Providence native with multi-generational roots within the community.

SNAPSHOT OF KEY ACHIEVEMENTS

- **Founder and President of a leading RI appraisal and real estate brokerage firm for 25 years.**
- **In 1996 admitted to membership in Appraisal Institute MAI, the gold standard for real estate appraisers nationwide. Of the 102,000 licensed/certified appraisers in the U.S., only 6% have earned this prestigious designation.**
- **Former Chair, RI Appraisal Board and appointed to current Appraisal Board by Governor Lincoln Chaffee.**
- **Former Chairman of Omni Development Corporation, a nonprofit community development and planning organization.**
- **President, RI Commercial Appraisal Board of Realtors – 2012.**
- **Board Secretary, RI Association of Realtors -2012**
- **City of Providence Economic Development Partnership, Loan Committee Member - 2012**

EXPERIENCE

1987-present

PETER M. SCOTTI & ASSOCIATES, Providence, RI

FOUNDER/PRESIDENT

Real Estate Appraisal and Sales firm.

Directs staff of up to 15 commercial and residential real estate appraisers and brokers in thriving firm. The education, experience and market sophistication of the firm is unequalled in the Rhode Island brokerage community.

- Recognized as one of the foremost real estate experts in Rhode Island.
- Real Estate consultant/appraiser to RI Department of Transportation, Department of Environmental Management, Department of Administration, Providence Water Supply Board, Providence Planning Department, Narragansett Bay Commission, City of Newport.

Clients

Bank of America; Citizens Trust Company; Rockland Trust Company; Webster Bank; TD Bank North; Coastway Community Bank; BayCoast Bank; Peoples Credit Union; Bank Rhode Island; Home Loan & Investment Company; Greenwood Credit Union; Merrill Lynch Relocation; Lifespan; EXXON; Texaco Corporation; Merritt Oil Company; Blue Cross/Blue Shield; Liberty Mutual; Metropolitan Insurance Corporation; Puritan Life Insurance Company; City of Providence; City of Woonsocket; City of Pawtucket; City of Newport; City of Warwick; Town of North Kingston; Town of Middletown; Town of Richmond; Town of Somerset; Town of Portsmouth; Town of Lincoln; Coastal Resource Management Council/State of Rhode Island; Department of Environmental Management; State of Rhode Island: Department of Transportation, Department of Administration, Port Authority; United States Department of Justice ;United States GSA;United States Small Business Administration; United States Post Office; Rhode Island Housing Mortgage Finance Corporation; Narragansett Bay Commission; Bristol County Water Authority; Providence Water Supply Board; Edwards & Wildman;; Blais, Cunningham, Crowe, & Chester; Lynch & Greenfield; Vetter & White; Carroll, Kelly & Murphy; Burns & Levenson; Boyajian, Harrington & Richardson; Revens, Revens & St. Pierre; Hinckley, Allen, Snyder & Comen; Schectman, Halperin & Savage; Adler Pollack & Sheehan; Olen & Penza; Nixon and Peabody.

1983-1988

H.W. COOKE COMPANY, Providence, RI

Residential and Commercial Real Estate Sales and Appraisals

CHIEF APPRAISER/VICE PRESIDENT

Led the Appraisal Department of Rhode Island's oldest real estate company. Supervised up to 12 appraisers.

- **Achieved highest commercial real estate sales each year.**

1980-1983

PROVIDENCE LAND COMPANY, Providence, RI

Real Estate Development and Sales

VICE PRESIDENT

Oversaw value analysis and real estate sales.

- **Developed first office condominiums in Providence.**
- **Developed and sold the Masonic Temple Building and Hanly Building.**

PROFESSIONAL MEMBERSHIPS & QUALIFICATIONS

Professional Memberships

Rhode Island Commercial Appraisal Board of Realtors, President 2012

Rhode Island Appraisal Board, Member

Rhode Island Appraisal Board, Chairman 2003

Rhode Island Chapter Appraisal Institute, Board of Directors 1999

National Association of Realtors

Rhode Island Chapter Appraisal Institute, President 1998

Appraisal Institute Member, MAI 1996

R.I.A.R./CID, Vice President 1989

Greater Providence Board of Realtors/Board of Directors 1987

Licenses

Licensed Real Estate Broker State of Rhode Island, License #B14864

Licensed Real Estate Appraiser, State of Rhode Island, License #CGA.0A00110

Licensed Real Estate Appraiser, Commonwealth of Massachusetts, License #2805

Qualifications

Expert Witness in the following Cities and/or Towns, Zoning Board of Review:

Barrington, Bristol, Burrillville, Central Falls, Coventry, Cranston, Cumberland, East Greenwich, East Providence, Exeter, Foster, Gloucester, Jamestown, Johnston, Lincoln, Middletown, Narragansett, Newport, New Shoreham, North Kingstown, North Providence, Pawtucket, Portsmouth, Providence, Richmond, Smithfield, South Kingstown, Tiverton, Warren, Warwick, West Warwick, and Woonsocket, Rhode Island, Seekonk, Massachusetts

Real Estate Qualified to Testify before:

Family Court, District Court, Superior Court - State of Rhode Island; United States Bankruptcy Court; U.S. District Court, Rhode Island

Tax Review Board

Barrington, Bristol, Cranston, Cumberland, Johnston, Lincoln, Narragansett, North Kingstown, Pawtucket, Providence, Scituate, South Kingstown, Warwick, West Greenwich, and West Warwick, Rhode Island

Town Councils

Providence, Cumberland, Lincoln, North Kingstown, and North Providence, Pawtucket, East Providence, Warwick, Rhode Island

EDUCATION:

PROVIDENCE COUNTRY DAY SCHOOL, East Providence, RI

B.A., WASHINGTON AND JEFFERSON COLLEGE, Washington, Pennsylvania

EDUCATION (Partial List):

SPECIALIZED:

Appraising Real Property; Applied Property Valuation; Principles of Income Property Appraising; Applied Income Property Valuation; Standards of Professional Practice; Income Valuation Mixed Use; Rates and Ratios: The Real Estate Economy; Making Sense of the Changing Landscape of Value; Office Building Valuation; Analyzing Distressed Real Estate; Introduction to GIS Applications for Real Estate Appraisal; Advanced Sales Skills, Negotiation for the Commercial Broker.

INSTRUCTOR, UNIVERSITY OF RHODE ISLAND

Introduction to Real Estate Appraisal, Fundamentals of Real Estate, Income Property Appraisal

GUEST LECTURER, JOHNSON & WALES UNIVERSITY

Fundamentals of Real Estate

Engagement Letter

William DePasquale, Jr., AICP
Planning Director



Scott Avedisian
Mayor

CITY OF WARWICK
Planning Department
3275 Post Road, Annex; Warwick, RI 02886
Tel. (401) 738-2009

August 22, 2017

Mr. Peter M. Scotti, MAI
Peter M. Scotti & Associates
246 Hope Street
Providence, Rhode Island 02906

Via E-Mail and U.S. Mail

Dear Mr. Scotti:

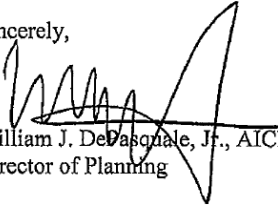
Thank you for your response to the City's request for a Price Quote for a Restricted Appraisal Report for the former Nelson Aldrich Junior High School property, 789 Post Road, Warwick, RI (Assessor's Plat 288, LOT 59). The Restricted Appraisal Report is to be based on the scenario that the property, formerly used for institutional educational purposes (public school), remains zoned A-7, and used for institutional educational purposes as a Charter school.

After reviewing the responses, the City has determined that your Price Quote, at \$2,000, with the Report to be submitted to the City within four (4) weeks of the date of this letter, is the lowest price, and is hereby awarding Peter M. Scott & Associates the quote.

At your earliest convenience, please remit your invoice to Lidia Cruz-Abreu, in the Warwick Planning Department, at Lidia.Cruz-Abreu@warwickri.com.

I thank you for your response and for your continued interest in the City of Warwick.

Sincerely,


William J. DePasquale, Jr., AICP
Director of Planning

THE CITY OF WARWICK

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

RESOLUTION OF THE CITY COUNCIL

No..... Date.....

Approved....., Mayor

RESOLUTION RELATIVE TO THE SALE OF THE NELSON ALDRICH JUNIOR HIGH SCHOOL

RESOLVED, THAT

WHEREAS, the Nelson Aldrich Junior High School is located at 789 Post Road, (Assessor’s Plat 288, Lot 59), and comprises 11.9 +/- acres of land, including the three (3) story, 122,000 sf school building with associated playing fields, tennis courts, and vehicular parking. It was constructed in 1935 as a high school and repurposed in 1955 as a junior high school, serving the children of Warwick until its closure, due to declining enrollment, in June of 2016. The Warwick School Committee, on October 11, 2016, subsequently declared the facility as surplus property and returned the care, custody and control of the building and grounds to the City; and,

WHEREAS, the property has remained vacant since its closure and is no longer a necessary facility for the Warwick School Department or any other municipal purpose; and,

WHEREAS, on March 16, 2017, the City issued a Request for Proposals (“RFP”) for the “Sale/Lease for Reuse of the Former Nelson Aldrich Junior High School Building and Grounds and/or Christopher Rhodes Elementary School.” The RFP solicited proposals for the Nelson Aldrich property that included, but were not limited to, incubators, multi-family units, assisted living, general office and service uses, limited indoor/outdoor recreational facility, restaurants, retail, recreation center, charter schools, day care facility, etc., limited light industry or, a mixed-use development; and,

WHEREAS, the iconic school building was designed by the famed architect William R. Walker & Son, the same firm that designed Warwick City Hall and the Kentish Artillery Armory, both on the National Register of Historic Places; and,

WHEREAS, given the historic and cultural significance of the Nelson Aldrich Junior High School property within the neighborhood and the larger community, and in keeping with the City of Warwick’s Comprehensive Plan 2033, 21st Century Warwick: City of Livable Neighborhoods, the RFP established specific goals to guide any proposed redevelopment plan for the property:

- 1 • Preserve the existing building, (if possible), retaining the existing architectural
- 2 character of the exterior of the building, with any new additions complementary
- 3 to the prior architecture;
- 4 • Minimize impacts of any redevelopment on the surrounding neighborhood;
- 5 • Increase economic development opportunities;
- 6 • Create new tax revenue from a formerly non-tax revenue use status;
- 7 • Ensure proposed uses are compatible with the surrounding area, following
- 8 guidelines of reuse in the Comprehensive Plan;
- 9 • Preserve the residential character of the immediate area;
- 10 • Prohibit the establishment of “big box” and/or warehouse-style stores; and,
- 11

12 WHEREAS, on July 14, 2017, a bid opening was held, and one proposal was submitted
13 for the Nelson Aldrich property, by the International Charter School (“ICS”), 334 Pleasant
14 Street, Pawtucket, Rhode Island 02860; and,

15
16 WHEREAS, ICS has offered to purchase the property of a fee simple purchase of \$1.9
17 million for the former Nelson Aldrich Junior High School and (11.9 acres subdivided out of the
18 total 13.5 acre parcel with 1.6 +/- acres dedicated to a new lot for Fire Station #2), with a PILOT
19 (Payment In Lieu of Taxes) of \$70,000 annually; and,

20
21 WHEREAS, ICS will invest approximately \$6.9 million in hard construction costs for
22 new windows, flooring and ceilings, new painting, upgrades of all locker rooms and bathrooms,
23 new kitchen equipment, new lockers, a new addition, and mechanical, electrical, and plumbing
24 upgrades; and,

25
26 WHEREAS, in its submission, ICS includes a detailed plan of site improvements,
27 including the creation of a new access/egress point to the school, to include a new bus drop-off
28 turn around in front of the school on school property, and new parking area behind Fire Station
29 #2 using the existing traffic signal on Post Road. These improvements are meant to eliminate
30 adverse effects of traffic on the surrounding neighborhood; and,

31
32 WHEREAS, the improvement plan also includes buildout of a ballfield, soccer field,
33 basketball court, play area and garden situated in a manner to minimize adverse impacts on the
34 neighboring community while affording pedestrian access to the recreational facilities from the
35 surrounding neighborhood; and,

36
37 WHEREAS, all told, ICS expects to invest an estimated \$10.5 million to purchase and
38 rehabilitate the Aldrich site, including the aforementioned building and site work as well as a
39 construction contingency; acquisition; and soft costs, such as design, legal, debt service and
40 reserves; and,

41
42 WHEREAS, indirect, intangible benefits to the community include the site improvements
43 and building upgrades, community opportunity offerings, the patronage of local restaurants and
44 retail establishments by ICS parents and students, and preservation of a facility that is
45 interwoven with the fabric of our community and its heritage; and,

1 WHEREAS, the offer made by ICS meets the aforementioned goals set forth in the RFP:
2 The building and its existing architecture will be preserved; the new bus turn-around and new
3 parking area behind Station #2 will minimize, and, in fact, improve the effect of redevelopment
4 on the surrounding neighborhood; economic development opportunities will be increased with
5 the arrival of students and families from other communities, who will patronize local businesses;
6 new tax revenue will be created, through the proposed PILOT payments, from a property that did
7 not generate tax revenue, and, conversely, cost taxpayer dollars to maintain and operate; as
8 continued use as a school, the proposal ensures the use of the property remains compatible with
9 the surrounding area; and, finally, it eliminates the concern that the property be bought for uses,
10 such as large “big box” stores, that would be incompatible with the surrounding neighborhood;
11 and,
12

13 WHEREAS, at an informational community meeting held September 14, 2017 at the
14 Norwood Boys & Girls Club, neighboring residents, by a show of hands and comments made
15 during the meeting, expressed overwhelming support for the International Charter School’s
16 proposal to purchase, improve, and operate the facility; and,
17

18 WHEREAS, ICS, at this informational meeting, indicated a willingness to discuss with
19 the City and the Warwick School Committee a proposed cap on the percentage of students it will
20 accept from the City of Warwick, and has further indicated it wishes to coexist in a positive
21 manner within the community with Warwick Public Schools. ICS has also indicated a
22 willingness to discuss with the City comments made at the meeting relative to making future
23 PILOT payments commensurate with increased costs of living or the CIP; and,
24

25 WHEREAS, based upon the aforementioned factors, the sale of the Nelson Aldrich
26 Junior High School property to the International Charter School is in the best interest of the City
27 of Warwick and its residents and taxpayers;
28

29 NOW, THEREFORE IT BE RESOLVED, that the City Council of the City of Warwick
30 hereby authorizes the Mayor to enter into and sign a contract for the purchase and sale of the
31 Nelson Aldrich Junior High School property in substantially the form attached hereto, and is
32 further authorized to enter into and/or sign any related agreements, applications, and deeds
33 necessary to effect said sale.
34

35 This Resolution shall take effect upon passage. The City Clerk is directed to forward a copy of
36 this Resolution to the City’s Finance Director.
37

38 SPONSORED BY: COUNCILMAN RIX on behalf of
39 MAYOR AVEDISIAN

40
41 COMMITTEE: PUBLIC PROPERTY
42



Real Estate
Purchase and Sale Agreement

**REAL ESTATE
PURCHASE AND SALE AGREEMENT**

AGREEMENT made and entered into this ____ day of October, 2017 by and between THE CITY OF WARWICK, a municipal corporation organized and existing under the laws of the State of Rhode Island, hereinafter called SELLER, and The International Charter School, a Rhode Island non-profit corporation and charter public school, with its principal place of business at 334 Pleasant Street, Pawtucket, Rhode Island 02860, or its assignee or nominee, hereinafter collectively called BUYER.

Premises SELLER hereby agrees to sell, and BUYER hereby agrees to buy, upon the terms and conditions hereinafter set forth, that certain lot or tract, known as the "Nelson Aldrich Junior High School property" comprising an estimated total of 13.5 +/- acres of land, together with all buildings and improvement thereon, in "as is" condition as shown by inspection, located at 789 Post Road, in the City of Warwick, County of Kent, State of Rhode Island, with frontage on Post Road, Relph Street, and Palm Boulevard, and known and designated as Lot No. 59 on Assessor's Plat No. 288, as shown on Exhibit A, attached hereto and made a part hereof. Excepting therefrom only so much of the subject land, which is to be subdivided from the subject parcel, for Fire Station #2, 771 Post Road, Warwick, Rhode Island, 02888, which SELLER warrants and represents to be an area not greater than 1.6 +/- acres, shown as Parcel A on Exhibit A, which shall include an easement over the 50' wide strip shown on the plan to allow for access and parking in favor of the BUYER.

For title of SELLER see Deed dated _____, 2017 and recorded at _____

Fixtures Included in this sale as part of the said premises are the usual Landlord's fixtures used in connection therewith including, if any, and without limitation, all furnaces, heaters, oil and gas burners and fixtures appurtenant thereto, hot water heaters, electric or other lighting fixtures, screens, screen doors, storm and other detached windows and doors, fences, gates, and shrubs, landscaping, and other fixtures, insofar as the same are or can be by agreement of the parties be made a part of the realty.

Title Said premises are to be conveyed, free and clear of all tenants and occupants, in the same condition as said premises are now, on or before June 15, 2018 by a good and sufficient Quitclaim Deed of SELLER, conveying a good and clear record, marketable and insurable title to the same, free and clear of all encumbrances, in a form satisfactory to the BUYER and a national Title Insurance Company designated by the BUYER for issuance of an ALTA form of Lender's and Owner's Policy insuring such title at BUYER's expense. If any clouds or encumbrances are found to exist, the BUYER shall have the right to terminate this Agreement and all funds paid, pursuant hereto, shall be refunded to the BUYER; however, BUYER shall notify SELLER of any defects in title within thirty (30) days of the closing date; otherwise, it shall be conclusively presumed that the title to the premises shall be satisfactory whether or not encumbrances exist, and this right of termination because of title defects shall become null and void but the remaining provisions of this Agreement shall remain in full force and effect.

If said Deed refers to a plan necessary to be recorded therewith, SELLER shall deliver such plan, at Seller's sole expense and cost, subject to the written approval of Buyer as to such plan, as provided above, with the Deed in form adequate for recording or registration. Seller shall be responsible for recording such plan prior to the delivery by Seller to Buyer of the Deed.

Seller's Representations and Warranties The Seller hereby represents, warrants and covenants that:

(a) Incorporation.

The Seller is a municipal corporation duly organized, validly existing and in good standing under the laws of the State of Rhode Island and has full power and authority to sell the premises.

(b) Authorization.

The execution and delivery of this Agreement by the Seller, and the consummation by the Seller of the transactions contemplated hereby have been duly authorized by all necessary municipal corporate action.

(c) Title.

Seller is the sole owner of the premises in fee simple.

(d) Litigation.

Seller has not received written notice and does not have any actual knowledge of any litigation relating to the premises which has not been resolved by a final court order or the filing of a dismissal with prejudice.

(e) No Conflicts.

The execution, delivery or performance of this Agreement will not violate any other agreement, judicial decree, statute or regulation to which Seller is a party or by which Seller or any of its assets may be bound or affected. Without limiting the foregoing, Seller represents and warrants that there are no outstanding valid agreements granting any party (other than Buyer, in the event this Agreement is fully and duly executed) the right to purchase all or a portion of the Premises.

(f) Parties in Possession.

There are no parties in possession of any portion of the premises. Seller shall not (i) enter into any new leases or extend any existing leases, or (ii) allow occupancy or use of any portion of the premises under any license, easement, or other agreement, without the prior written consent of Buyer.

(g) Notice of Violations.

To Seller's knowledge, Seller has received no written notice from any governmental authority that the premises are is currently in violation of any applicable laws, statutes, ordinances, codes, covenants, conditions and restrictions of any kind or nature affecting the premises, including, without limitation, all handicapped accessibility laws, rules and regulations, any applicable law and regulation pertaining to subdivision, planning, zoning and land use, building and fire safety, parking, and environmental requirements, laws and regulations concerning odors, noise, air emissions, discharge of water or pollution, and alteration of or encroachment upon any fresh water or salt water wetland, flood plain or coastal area.

Purchase Money To enable SELLER to make conveyance as herein provided, SELLER may, if SELLER so desires, at the time of the delivery of the Deed, use the purchase money or any portion thereof to clear the title of any or all encumbrances or interests; all instruments so procured to be recorded simultaneously with the delivery of the Deed.

Brokers and Finders Each of Seller and Buyer warrant and represent to the other that each has not dealt with a broker or finder with respect to this transaction and, the parties each agree that each will defend, indemnify and save the other harmless against any and all claims arising from a breach of the foregoing representation and warranty. This provision shall survive the Closing or any termination of this Agreement.

Reinspection Prior to Closing Prior to the Closing, the Buyer shall be entitled to reinspect the premises to determine whether the premises are in the same condition as of the date hereof, provided that the Buyer gives the Seller written notice of the reinspection no less than two (2) days prior to the date and time of the reinspection.

Additional Provisions This agreement is also made subject to the following additional ten (10) provisions:

1. The BUYER'S obligation to purchase the said property, and SELLER'S obligation to sell, is specifically subject to and conditioned upon:
 - a. Obtaining all necessary funding, special permits, building permits or other permits, permissions or approvals required or reasonably deemed necessary by the BUYER, including, without limitation, approvals from the Rhode Island Department of Education, the Rhode Island Department of Environmental Management and any other necessary entities, to purchase and permit the renovation of the existing building on the property and associated playing/recreational fields and parking facilities for use as a charter school. SELLER agrees to cooperate with BUYER in obtaining all such permits, permissions and approvals hereinabove set forth.
2. The BUYER shall promptly inform the SELLER if any funding source, or other permit, permission or application, including those required by the Rhode Island Department of Education or the Rhode Island Department of Environmental Management, is approved

or disapproved. The cost of preparation and presentation of all applications shall be paid by the BUYER, together with all permit, filing or application fees incidental thereto.

3. Provided that BUYER has diligently pursued those actions required of it pursuant to the terms of this Agreement, in the event the BUYER is unable to obtain any necessary changes, permits, permissions or approvals referred to in this Agreement on or before May 31, 2018, then BUYER, at its option, may terminate this Agreement, by sending written notice of termination in the manner hereinafter set forth, at which point, all funds previously paid hereunder shall be returned to BUYER and all obligations of either party to the other under this Agreement shall thereupon cease.
4. The BUYER constructs or rehabilitates substantially all the improvements described within the response to RFP entitled "*RFP 2017-278 sale/lease for reuse of former Aldrich Junior high school building and or property and/or Former Christopher Rhode Elementary school building and property submitted by the International Charter School at 11 a.m. on July 14, 2017*" including but not limited to the new driveway and bus access to the property from Post Road as well as the parking area, buffers, and recreation improvements and other improvements described and depicted in the RFP and presented in testimony to the City Council.
5. Right of First Refusal. Upon reaching this Agreement, before the BUYER may sell the Nelson Aldrich Junior High School property to a third party, the BUYER shall first offer the property to the SELLER pursuant to the terms of the Right of First Refusal Agreement attached hereto as Exhibit B and hereby incorporated by reference herein and made a part hereof.
6. Payment-In-Lieu-Of-Taxes Agreement ("PILOT"). In addition to the purchase price, and for as long as the Buyer or other entity uses the premises for the intended purpose and the use remains not subject to taxation pursuant to the relevant provisions of Chapter 3 of Title 44 of Rhode Island General Law, the Buyer agrees to execute contemporaneously at the closing a PILOT agreement on terms and conditions, generally, as follows:

The BUYER agrees to pay the SELLER an annual sum of SEVENTY THOUSAND AND 00/100 DOLLARS (\$70,000) in lieu of taxes, it being acknowledged and agreed by Buyer and Seller that Buyer is a public school and, as a consequence thereof, Buyer would not otherwise be subject to the payment of Property taxes to the City of Warwick, each and every year that the PILOT Agreement shall remain in full force and effect, an escalator of ONE AND ONE-HALF PERCENT (1.50%) shall apply on the anniversary date for four (4), five (5) year periods of time, said escalator thereafter apply at a rate of ONE PERCENT (1%) for each and every five (5) year period of time thereafter for the duration of the PILOT agreement to be paid in quarterly installments to the SELLER in accordance with the payment due dates established annually with the passage of the City of Warwick's Fiscal Year municipal budget, which commences on July 1 annually and terminates on June 30 of the following year, and including interest and penalties, if applicable. Should the property be sold and/or leased, terms of the PILOT shall, if the

sale occurs to another entity that would be tax-exempt and not subject to taxation, be transferred to the new owner and/or tenant.

7. Warwick Student Cap. Buyer agrees to request consent and approval of the Rhode Island Council on Elementary and Secondary Education and/or the Rhode Island Department of Education for permission to establish a maximum number of students enrolled in the International Charter School by lottery each year from the City of Warwick, Rhode Island, which amount shall not exceed five (5) students per year, and to further seek consent and approval of the same entities to establish a weighting in the lottery process for enrollment in the International Charter School, which would favor the selection of Warwick, Rhode Island students, provided, however, that such limitation of five (5) students per year, shall not apply with respect to prospective students who are residents of Warwick but not enrolled in the Warwick schools at the time of application for enrollment at International Charter School.
8. Municipal Communication Equipment. Subject to Buyer's determination that the following communication fixtures and equipment can be safely operated at the Aldrich school location without harm to students or staff, BUYER shall allow certain communication fixtures and equipment existing on the property current used by the Warwick Police Department and the Warwick Sewer Authority to remain place and operation for a period of up to five (5) years after the delivery of the Deed to Buyer. The City shall be responsible for the cost and expense to operate and maintain these fixtures. In addition, BUYER shall allow for the City to have unlimited access to the fixtures. Seller shall pay or reimburse Buyer up to but no more than Five Thousand (\$5,000.00) for any consultant and/or study required to confirm that the communication fixtures and equipment can be operated without harm to students and staff.
9. Monument. The BUYER agrees to relocate, at its expense, if necessary due to construction of the new driveway for bus access, a "Memorial Flagpole Garden," as depicted in Exhibit C, that presently exists on the property to a location that is reasonably acceptable to the BUYER and SELLER.
10. SELLER agrees that BUYER shall be permitted to use or incorporate the name "Nelson Aldrich Junior High School" or any part of said name for any reasonable purposes, including, without limitation, the purpose of naming the buildings or structures or designating a name for the project contemplated under this Agreement.
11. BUYER agrees not to record or cause this Agreement to be recorded with the land records of the place where the premises are located, and that, for breach of this condition, SELLER shall have the right to terminate this Agreement by recording with said land records an instrument in writing duly executed and acknowledged by SELLER indicating that SELLER exercises said right.
12. Buyer shall have obtained by May 31, 2018 a written commitment for acquisition and construction/rehabilitation financing in an amount not less than EIGHT MILLION SIX

HUNDRED THOUSAND AND 00/100 Dollars (\$8,600,000.00) from an institutional lender satisfactory to Buyer and the approval of the Rhode Island Department of Education and/or the Rhode Island Council on Elementary and Secondary Education and/or the Rhode Island School Building Authority for the acquisition and rehabilitation/construction at and for the premises and the approval of the same for school housing aid. In the event such written commitment is not obtained, Buyer shall have ten (10) days from May 31, 2018 to notify Seller in writing of the failure to obtain such written commitment.

13. Buyer shall have received by December 31, 2017 structural and mechanical reports for the improvements at the premises, satisfactory to Buyer in its sole discretion.
14. Buyer shall have reviewed and determined, in its sole discretion, by November 30, 2017 the zoning restrictions, if any, relative to the proposed use of the premises as a charter school.
15. Buyer shall have obtained environmental studies and engineering information, satisfactory to Buyer in its sole discretion, including, but not limited to, ground boring test results, monitoring well results, PCB analysis, and other environmental testing information relating to the premises.

Purchase Price For such Deed and conveyance BUYER shall pay the agreed purchase price for said premises in the amount of One Million, Nine Hundred Thousand (\$1,900,000) Dollars, to be paid at the time of delivery of the Deed in cash, or by certified, cashier's, treasurer's or bank check or domestic wire transfer. A down payment, payment bond in the form of a cashier's check of Ninety-five Thousand (\$95,000) has been deposited with the City with the filing of their RFP reply and shall be converted into a deposit for the purchase of the Property and applied to the purchase price at closing.

Condition of Premises Full possession of the said premises, free of all tenants, shall be delivered to BUYER at the time of delivery of the Deed, the said premises to be then in the same condition in which they now are, reasonable use and wear of the buildings thereon, and damage by fire, the elements, or other unavoidable casualty excepted.

Insurance The buildings on said premises shall, until the full performance of this Agreement, be kept insured against all loss under a standard Fire and Extended Coverage policy in the sum of Sixteen Million, One Hundred Thousand (\$16,100,000) Dollars by SELLER through the Rhode Island Interlocal Risk Management Trust and in case of any loss before the delivery of the Deed, as set forth herein, all sums recovered or recoverable on account of said insurance shall be paid over or assigned, on delivery of the Deed, to BUYER, unless the premises shall previously have been restored to their former condition by SELLER; however, in the case of any such loss, without such restoration by SELLER, the BUYER shall have the right, at its option, to terminate this Purchase and Sale Agreement and to a refund of any deposits paid hereunder and/or SELLER shall have the right, at its option, to terminate this Agreement by refunding to BUYER any payments made hereunder, and thereafter, all obligations of either party to the other under this Agreement shall thereupon cease.

Notwithstanding the SELLER's obligation to keep the said buildings insured in accordance with the preceding paragraph, both parties agree that BUYER shall have the right, at its option, to arrange and pay for other or additional insurance, insuring the property or the project contemplated hereunder, in a form that is acceptable to the SELLER, and in the name of the SELLER, or BUYER, which insurance shall require ten (10) days prior written notice to SELLER (if said insurance is in the name of Seller) if it is to be cancelled; and provided further, that the cost of such other or additional insurance shall be borne solely by the BUYER.

Extension by Seller If SELLER shall be unable to give title or make conveyance, or to deliver the premises, all as herein stipulated, or if at the time of the delivery of the Deed the premises do not conform with the provisions hereof, then SELLER shall use reasonable efforts to remove any defects in title, or to deliver possession as provided herein, or to make the said premises conform to the provisions hereof, as the case may be, in which event SELLER shall give notice to BUYER at or before the time for performance hereunder, and thereupon, the time for performance may, subject to the mutually acceptable written agreement of Buyer and Seller, be extended.

Closing The Deed is to be delivered and the consideration paid, at the Warwick City Hall, Warwick, Rhode Island 02886 or at such other location as Buyer or Seller may agree upon in writing, on the 15th day of June, 2018 at 11:00 am, unless some other place and time should be mutually agreed upon. It is agreed that time is of the essence.

At the Closing, the Seller shall deliver executed originals (if applicable) of the following items to the closing agent:

- (a) Quitclaim Deed in Rhode Island statutory form;
- (b) a signed counterpart copy of a settlement statement (the "Settlement Statement");
- (c) all keys and other devices allowing access to the Premises;
- (d) a so-called "Owner's Affidavit" as required by Buyer's title insurance company in customary form; and
- (e) such evidence as Buyer may reasonably require as to the authority of the person or persons signing documents on behalf of Seller.

Seller's Performance If at either the original or any extended time for performance, SELLER shall be unable to give title or to make conveyance as above stipulated at said time, BUYER shall have any and all legal and equitable remedies available due to the non-performance of the SELLER.

Notices Any notices required or permitted to be given by either party to the other shall be deemed duly given, if to SELLER, if mailed by registered or certified mail, postage prepaid, or delivered to the SELLER c/o Office of the Mayor, City Hall, 3275 Post Road, Warwick, Rhode Island 02886, with a copy sent to City Solicitor at the same address as the Mayor's notice, and shall be deemed duly given, if to BUYER, if so mailed to the address hereinbefore set out as the address of BUYER, to the attention of Ms. Julie Nora, Ph.D., Director, with a copy to Mr. Chad Galts, President, Board of Trustees and a copy to Moses Afonso Ryan, Ltd., 160 Westminster Street, Providence, Rhode Island 02903.

Entire Agreement This Agreement, a sealed instrument, sets forth the entire contract between the parties, is binding upon and inures to the benefit of the parties hereto and their respective successors and assigns, any oral representations made by either party prior to the signing of this Agreement are null and void, and this Agreement may be modified or amended only by a written instrument executed by both SELLER and BUYER.

Expenses Buyer agrees to pay all costs of recording, except that Seller shall pay the deed stamps, if required. Each of the parties hereto shall otherwise bear such party's own expenses in connection with this Agreement and the transactions contemplated

Governing Law This Agreement shall be governed by and construed in accordance with the laws of the State of Rhode Island, without regard to its conflicts of law principles.

Counterparts This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument.

**REMAINDER OF PAGE INTENTIONALLY BLANK
SIGNATURE PAGE TO FOLLOW**

IN WITNESS WHEREOF, the said parties do hereunto set their hands and seals in the date and year first above written.

In Presence of:

CITY OF WARWICK

By: _____
Scott Avedisian, Mayor

Approved as to Form:
Office of City Solicitor

Approved By City Council

By: _____

By: _____

THE INTERNATIONAL CHARTER SCHOOL

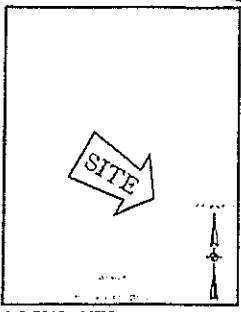
By: _____
Julie Nora, Ph.D., Director

By: _____
Chad Galts, President, Board of Trustees

STREET INDEX:
FOR R.I.G.L. 34-13-1
POST ROAD
PALM BLVD.
RELPH STREET

RHODE ISLAND GENERAL LAWS: 11-22-1 & 11-44-11 FORBID THE REMOVAL OR DESTRUCTION OF ANY INSTRUMENT NUMBER OR PRIVATE SURVEY MARKER, PENALTY IS \$500 AND/OR UP TO ONE YEAR IN JAIL.

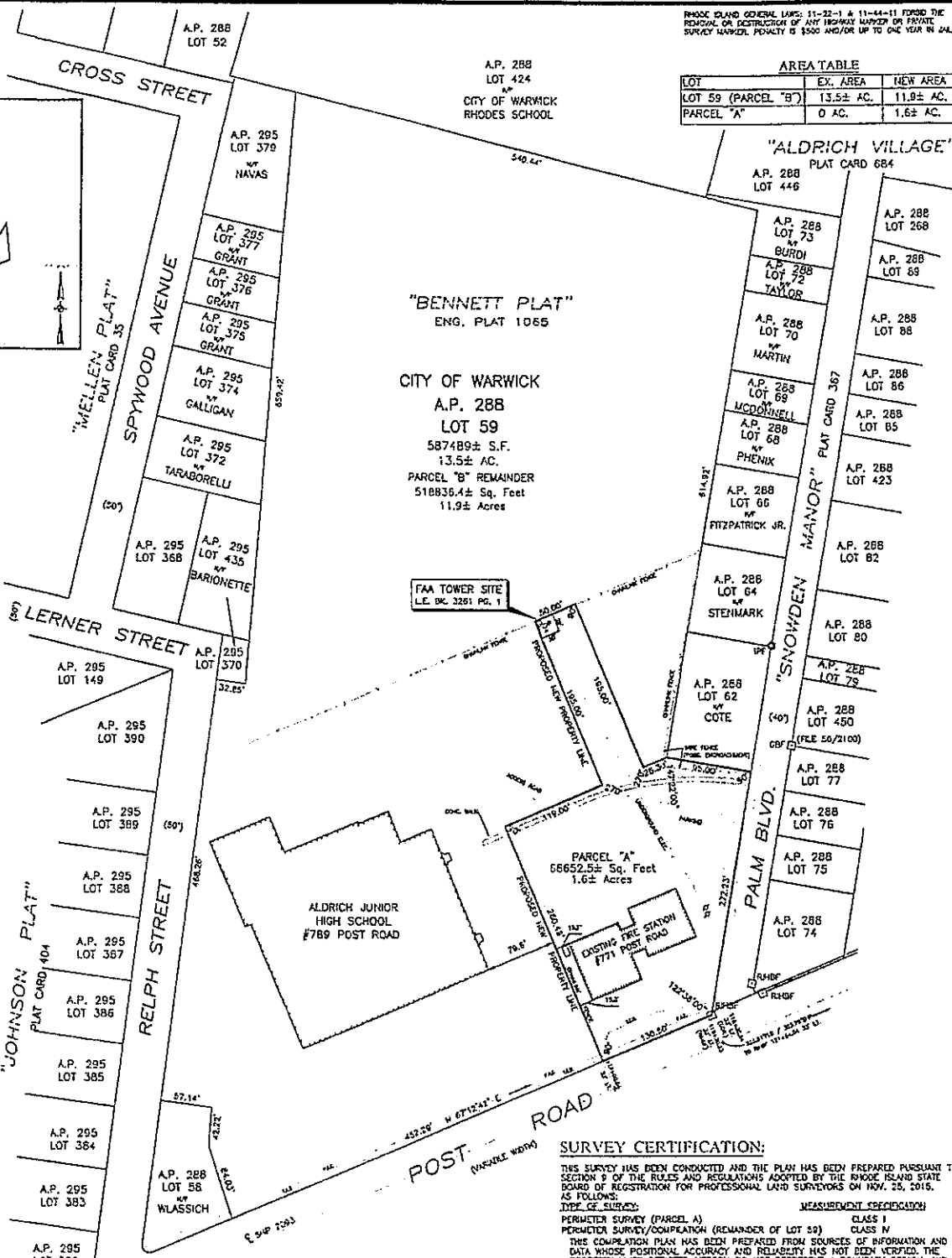
AREA TABLE		
LOT	EX. AREA	NEW AREA
LOT 59 (PARCEL "B")	13.5± AC.	11.0± AC.
PARCEL "A"	0 AC.	1.6± AC.



LOCUS - NTS



MAGNETIC SEPT. 2016



FAA TOWER SITE
L.E. BK. 3281 PG. 1

SURVEY CERTIFICATION:

THIS SURVEY HAS BEEN CONDUCTED AND THE PLAN HAS BEEN PREPARED PURSUANT TO SECTION 9 OF THE RULES AND REGULATIONS ADOPTED BY THE RHODE ISLAND STATE BOARD OF REGISTRATION FOR PROFESSIONAL LAND SURVEYORS ON NOV. 25, 2015, AS FOLLOWS:

TYPE OF SURVEY: PERIMETER SURVEY (PARCEL A) CLASS I
PERIMETER SURVEY/COMPLETION (REMAINDER OF LOT 59) CLASS IV

MEASUREMENT CERTIFICATION: CLASS I

THIS COMPLETION PLAN HAS BEEN PREPARED FROM SOURCES OF INFORMATION AND DATA WHOSE POSITIONAL ACCURACY AND RELIABILITY HAS NOT BEEN VERIFIED. THE PROPERTY LINES DEPICTED HEREON DO NOT REPRESENT A BOUNDARY OPINION, AND OTHER INFORMATION DEPICTED IS SUBJECT TO SUCH CHANGES AS AN AUTHENTIC FIELD SURVEY MAY DISCLOSE.

THE PURPOSE FOR THE CONDUCT OF THE SURVEY AND FOR THE PREPARATION OF THE PLAN IS AS FOLLOWS:
CUT OUT NEW FIRE STATION LOT (PARCEL A)

BY: *Marcus Cravell* 9/27/2017
MARCUS CRAVELL, P.L.S. #1971 (LS#7304) (DATE)

**ADMINISTRATIVE SUBDIVISION
ALDRICH JUNIOR HIGH SCHOOL**

A.P. 288 LOT 59
789 & 771 POST ROAD
WARWICK RHODE ISLAND
PREPARED FOR:
CITY OF WARWICK
PREPARED BY:
SURVEY DEPT., ENG. DIV., WARWICK DPW
10/12/2016, 2/17/2017, 9/27/2017 (MC)
SCALE: 1"=40'

LEGEND:

- RIBF - BI HWY BOUND FOUND
- PF - IRON PIPE FOUND
- GBF - GRANITE BOUND FOUND

NOTES:

THIS SURVEY WAS DONE WITHOUT THE BENEFIT OF AN ABSTRACT OF TITLE. THE CERTIFICATION OF THIS SURVEY IS A PROFESSIONAL OPINION BASED ON THE EXISTING FIELD AND DOCUMENTARY EVIDENCE AVAILABLE AT THE TIME THIS SURVEY WAS PREPARED. THIS SURVEY DOES NOT REFLECT OR DETERMINE OWNERSHIP. OWNERSHIP IS SUBJECT TO AN OPINION OF TITLE. THIS SURVEY IS NOT A GUARANTEE OF TITLE.

LOTS SUBJECT TO EASEMENTS AND RIGHT-OF-WAYS OF RECORD.
NO ATTEMPT WAS MADE AS PART OF THIS SURVEY TO OBTAIN OR SHOW DATA CONCERNING DISTANCE, SIZE, DEPTH, CONDITION, CAPACITY, OR LOCATION OF ANY UTILITY, PUBLIC SERVICE FACILITY, OR UTILITY SERVICE LINES ON/TWOVER/UNDER THE PROPERTY.

SURVEYOR DOES NOT STATE ANY OPINION REGARDING WHETHER THE OCCUPATION AND USES NOT IN CONFORMANCE WITH THE RECORD LINE OF TITLE HAVE REFERRED TO PRESCRIPTIVE EASEMENTS OR ADVERSE TITLE.

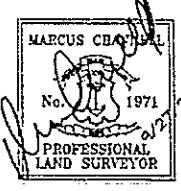


EXHIBIT B

RIGHT OF FIRST REFUSAL AGREEMENT

THIS RIGHT OF FIRST REFUSAL AGREEMENT ("Agreement") is made as of the ____ day of _____ 2017, by and between **THE INTERNATIONAL CHARTER SCHOOL**, a Rhode Island nonprofit corporation ("Owner") and **THE CITY OF WARWICK, RHODE ISLAND**, a municipality of The State of Rhode Island ("City").

WITNESSETH:

WHEREAS, Owner is the owner of that certain land and the improvements located thereon located at _____ in Warwick, Rhode Island as more particularly described on Exhibit A attached hereto (the "Property"); and

WHEREAS, it is the desire of the City to obtain a right of first refusal to purchase the Property, and Owner is willing to grant the City such right of first refusal to purchase the Property, on such terms and conditions as are hereinafter set forth:

NOW, THEREFORE, in consideration of the foregoing recitals and the covenants and conditions contained herein, the parties hereby agree as follows:

1. Grant of City's Right of First Refusal. Owner hereby grants to the City the right of first refusal (the "City's Right of First Refusal") to purchase the Property on the following terms and conditions:

(a) If Owner should at any time during the City's Right of First Refusal Period (as defined herein) receive a bona fide offer to purchase all or any portion of Owner's interest in the Property (the "Refusal Offer") from any person or entity and Owner desires to accept such offer, Owner shall deliver to City a notice (the "Acquisition Notice") setting forth the name of the prospective purchaser and all of the terms and conditions of such Refusal Offer including but not limited to the purchase price.

(b) City shall have thirty (30) days from receipt of the Acquisition Notice to exercise City's Right of First Refusal by delivering notice thereof to Owner. Delivery of such notice shall obligate City to purchase the Property (or the applicable portion thereof) on the date which is one hundred twenty (120) days after receipt of the Acquisition Notice (or any earlier date requested by City) and on the terms and conditions set forth in the Acquisition Notice. In the event City shall not elect to exercise its Right of First Refusal or fails to timely deliver notice within the thirty (30) day period (time being of the essence of this Agreement), City shall conclusively be deemed to have waived its Right of First Refusal as to the transaction described in the Acquisition Notice in question and Owner may thereupon proceed to sell the Property on the terms and conditions and to the party specified in the Acquisition Notice in question, and in the event the Property is sold as set forth in

the Acquisition Notice in question, the Right of First Refusal shall not be applicable to any future sales. Modifications may be made in the offer outlined in the Acquisition Notice without the necessity of resubmitting the offer to City, provided that the purchase price is not reduced directly or indirectly, the payment terms are not changed, and provided that the closing date is not extended for a period in excess of one hundred eighty (180) days.

(c) The City's Right of First Refusal shall expire at 5:00 p.m. on _____, 2028 ("City's Right of First Refusal Period"), unless the City's Right of First Refusal Period is extended by written agreement of the parties hereto. The City's Right of First Refusal may be renewed at the option of the City upon similar terms and conditions, and the Buyer shall cooperate and execute any and all documents to effect the same.

2. Consideration For City's Right of First Refusal. In consideration of the grant of the City's Right of First Refusal by Owner, City shall pay to Owner the sum of One Hundred and 00/100 Dollars (\$100.00), payable on the date hereof (the "City's Right of First Refusal Payment").

3. Agreement of Purchase and Sale. If City properly and timely exercises the City's Right of First Refusal, this Agreement shall constitute a Purchase and Sale Agreement, and Owner hereby agrees to convey the Property to City, and City hereby agrees to purchase the Property, upon the terms and conditions herein set forth.

4. Purchase Price. The purchase price shall be payable at Closing by collective bank or certified funds.

5. Closing. The closing ("Closing" or "Closing Date") of the transactions contemplated by this Agreement shall take place on a date, time and location mutually agreeable to City and Owner.

6. Title. At Closing, Owner shall convey good and marketable fee simple title to the Property to City, or its nominee, by a Quit Claim Deed. Title to the Property shall be subject only to any plat restrictions, easements or other burdens on the Property of record and to taxes assessed but not yet due and payable. Title shall be insurable, at City's expense, by a title company authorized to do business in the State of Rhode Island.

7. Condition of Property. Possession of the Property shall be delivered by Owner to City at Closing.

8. Extension of Time. If Owner shall be unable to give title or to make conveyance, or to deliver possession of the Property, all as herein stipulated, or if at the time of Closing the Property does not conform with the provisions hereof, then, if such defect is caused by Owner, then Owner and not the City shall use reasonable efforts to (i) remove any defects in title, or (ii)

deliver possession as provided herein, (iii) make the Property conform to the provisions hereof, as the case may be, in which event the time for performance shall be extended for a period to be designated in writing by the parties hereto but not to exceed forty-five (45) days provided that in no event shall Owner be required to expend in excess of TEN THOUSAND AND 00/100 dollars (\$10,000) in connection with the efforts of Owner referenced in this paragraph.

9. City's Right to Close Notwithstanding Defects, Etc. City shall have the election, at either the original or any extended time for performance, to accept such title as Owner can deliver to the Property in its then condition and to pay therefor the purchase price with appropriate deduction as determined by the parties hereto.

10. Use of Purchase Price to Clear Title. To enable Owner to make conveyance as herein provided, Owner may, and if necessary shall, at the time of delivery of the deed, use the purchase price, or any part thereof, to clear the title of any or all encumbrances or interests which are to be discharged, removed or eliminated by the terms hereof, provided that all instruments so procured are recorded simultaneously with the delivery of the deed.

11. Broker. Owner and City each represent to the other that neither has dealt with any broker(s) in connection with this Agreement and the City's Right of First Refusal and that they will each indemnify and save the other harmless against any and all claims for a broker's commission on account of any misrepresentation contained in this section.

12. Notices. All tenders and notices required hereunder shall be made and given in writing to either of the parties hereto at their respective addresses set forth below and shall be effective two business days after mailing by U.S. certified mail, return receipt requested:

To Owner:

[]

With a Copy to:

[]

To City:

[]

With a Copy to:

[]

13. Time of Essence. Time shall be of the essence for all purposes of this Agreement.

14. Waiver. No waiver of any breach or default of this Agreement by either party hereto shall be considered to be a waiver of any other breach or default of this Agreement.

15. Caption Headings. Captions at the beginning of each numbered section of this Agreement are solely for the convenience of the parties and shall not be deemed part of the context of this Agreement.

16. Recording. This Agreement or a notice of this Agreement in form and substance satisfactory to the parties shall be recorded in the City of Warwick Land Evidence Records.

17. Adjustments. Real estate taxes, if any, assessed by the City of Warwick, Rhode Island, shall be apportioned as of Closing as though such taxes were assessed for the fiscal year in which Closing takes place; provided that in the event the amount of such taxes is not known as of Closing, adjustment at Closing shall be made on the basis of the taxes assessed for the previous year and the parties shall make another adjustment, if necessary, promptly when the amount of such taxes is known. All water and sewer charges, all fire district and any other governmental assessments shall be apportioned as of Closing.

18. Default.

- (a) If City exercises the City's Right of First Refusal, then in the event of default by City in the performance of its obligations hereunder, Owner's sole remedy shall be to retain the City's Right of First Refusal Payment for Owner's own use, as liquidated damages in lieu of the payment of any other damages which may accrue as a result of such default.
- (b) If Owner defaults in the performance of its obligation hereunder, the City shall have such right and remedies as provided at law or in equity, including without limitation, specific performance.

19. Risk of Loss. Between the date the City exercises the City's Right of First Refusal and the Closing, Owner shall bear all risk of loss by fire or other casualty or by condemnation. In the event of loss or damage to the Property which occurs prior to the Closing, if the cost to repair such loss or damage to the Property by reason of condemnation or eminent domain proceedings (or deed in lieu thereof) or by fire or other casualty does not exceed Fifty Thousand and 00/100 Dollars (\$50,000.00) and if no substantial portion of any of the improvements has been taken ("substantial portion" being deemed to mean twenty-five percent (25%) or more of the area or twenty-five percent (25%) or more of the fair market value of the Property) and no means of access to, or utilities, serving the Property have been blocked or materially impaired, then Owner shall restore the Property to as near its original condition as possible prior to Closing. If the loss or damage to the Property by reason of condemnation or eminent domain proceedings (or deed in lieu thereof) or by fire or other casualty exceeds Fifty Thousand and 00/100 Dollars (\$50,000.00), or if any means of access to, or any utilities servicing the Property has been blocked or materially impaired by any such taking, the City may elect either (i) to terminate this Agreement after which neither party shall have any further rights hereunder; or (ii) to accept the Property in its damaged condition at Closing, without reduction in the purchase price, in which event Owner shall assign to City the proceeds of insurance or condemnation award, if any, payable in connection therewith and cooperate to the extent reasonably requested by City in any such insurance claim or condemnation claim.

20. Governing Law. The validity, interpretation, construction and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of Rhode Island. This Agreement is intended to take effect as a sealed instrument.

[SIGNATURES APPEAR ON NEXT PAGE]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first set forth above.

OWNER:

INTERNATIONAL CHARTER SCHOOL

_____ By: _____
Print Name: _____
Print Title: _____

CITY:

CITY OF WARWICK, RHODE ISLAND

_____ By: _____
Print Name: _____
Print Title: _____

STATE OF RHODE ISLAND

COUNTY OF _____

On this _____ day of _____ personally appeared _____ ,
to me known by me to be the _____ of _____ ,
the party executing the foregoing instrument, and acknowledged said instrument by him
executed in his said capacity to be his free act and deed in such capacity and the free act and
deed of said _____.

Notary Public

STATE OF RHODE ISLAND

COUNTY OF _____

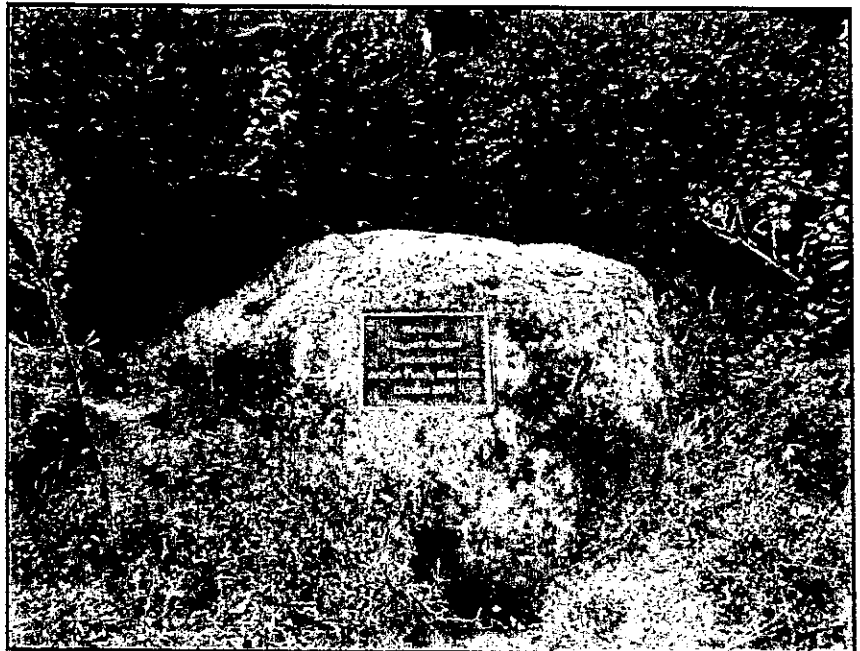
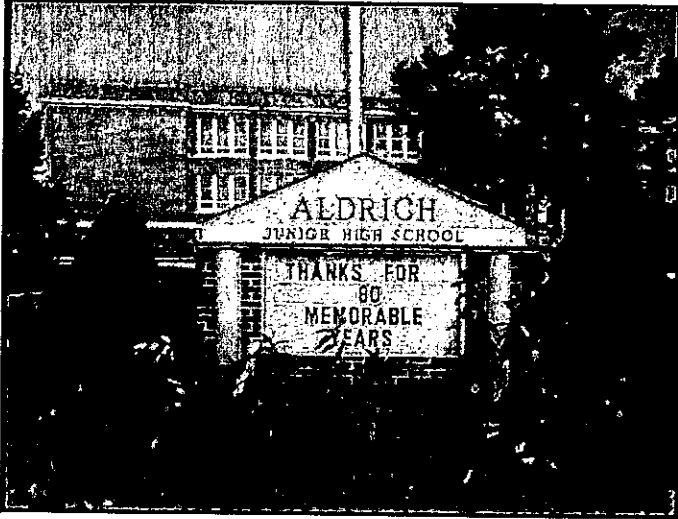
On this ____ day of _____, _____, personally appeared _____ ,
to me known by me to be _____ of _____, the party executing the foregoing
instrument, and acknowledged said instrument by him executed in his said capacity, to
be the free act and deed of _____.

Notary Public

EXHIBIT C

Memorial Flagpole Garden

Dedicated to Aldrich Family Members October 2006



Patricia A. Peshka
Purchasing Agent



Scott Avedisian
Mayor

City of Warwick
Purchasing Division
3275 Post Road
Warwick, Rhode Island 02886
Tel (401) 738-2013
Fax (401) 737-2364

The following notice is to appear on the City of Warwick's website Thursday, March 16, 2017. The website address is <http://www.warwickri.gov/bids>.

**CITY OF WARWICK
PROPOSALS REQUESTED FOR**

**RFP2017-278 Sale/Lease for Reuse of
Former Nelson Aldrich Junior High School Building & Property
and/or
Former Christopher Rhodes Elementary School Building & Property**

Specifications are available in the Purchasing Division, Warwick City Hall, Monday through Friday, 8:30 AM until 4:30 PM on or after Thursday, March 16, 2017.

A tour of Former Nelson Aldrich Junior High School Building will be held on Friday, March 24, 2017 at 10:00 AM in the rear parking lot.

A non-mandatory pre-proposal conference will be held on Tuesday, March 28, 2017 at 11:00 AM in the lower level conference room at Warwick City Hall, 3275 Post Rd., Warwick RI for all persons interested in learning more about the requirements, restrictions, and the process outlined in this proposal. Attendance is not mandatory, but participation may provide insight useful to proposal participation.

Sealed proposals will be received by the Purchasing Division, Warwick City Hall, 3275 Post Road, Warwick, Rhode Island 02886 up until 11:00 AM, Monday, May 15, 2017. The proposals will be opened publicly commencing at 11:00 AM on the same day in the Lower Level Conference Room, Warwick City Hall.

After an evaluation of all proposals, a recommendation will be made for the project that best meets the stated goals and objectives of the City of Warwick's Comprehensive Plan 2033, 21st Century Warwick: City of Livable Neighborhoods and is in the best financial interests of

the City. The City has established specific goals to guide any proposed redevelopment plan for the property and these goals can be found in the Supplemental Information attached as part of the Request For Proposals.

Individuals requesting interpreter services for the hearing impaired must notify the Purchasing Division at 401-738-2013 at least 48 hours in advance of the proposal opening date.

Original Signature on File

Patricia A. Peshka
Purchasing Agent

PLEASE SUBMIT THIS PAGE WITH YOUR PROPOSAL

Acknowledgement of Addendum (if applicable)

Addendum Number	Signature of Bidder
_____	_____
_____	_____

COMPANY NAME: _____

COMPANY ADDRESS: _____

COMPANY ADDRESS: _____

BIDDER'S SIGNATURE: _____

BIDDER'S NAME (PRINT): _____

TITLE: _____ TEL. NO.: _____

EMAIL ADDRESS: _____*

*Please include your email address. Future proposals will be emailed, unless otherwise noted.

=====

II. AWARD AND CONTRACT:

The CITY OF WARWICK, acting as duly authorized through its Purchasing Agent/Finance Director/Mayor (delete if inapplicable), accepts the above proposal and hereby enters into a contract with the above party to pay the proposal price upon completion of the project or receipt of the goods unless another payment schedule is contained in the specifications. All terms of the specifications, both substantive and procedural, are made terms of this contract.

DATE: _____
RFP2017-278 Purchasing Agent

CERTIFICATION & WARRANT FORM*

**This form must be completed and submitted with sealed bid.
Failure to do so will result in automatic rejection.**

Any and all bids shall contain a certification and warrant that they comply with all relevant and pertinent statues, laws, ordinances and regulations, in particular, but not limited to Chapter 16- Conflicts of Interest, of the Code of Ordinances of the City of Warwick. Any proven violation of this warranty and representation by a bidder at the time of the bid or during the course of the contract, included, but not limited to negligent acts, either directly or indirectly through agents and/or sub-contractors, shall render the bidder's contract terminated and the bidder shall be required to reimburse the City for any and all costs incurred by the City, including reasonable attorney fees, to prosecute and/or enforce this provision.

Signature

Date

Company Name

Address

Address

***This form cannot be altered in any way**

**CITY OF WARWICK
NOTICE TO BIDDERS**

**RFP2017-278 Sale/Lease for Reuse of
Former Nelson Aldrich Junior High School Building & Property
and/or
Former Christopher Rhodes Elementary School Building & Property**

Specifications are available in the Purchasing Division, Warwick City Hall, Monday through Friday, 8:30 AM until 4:30 PM on or after Thursday, March 16, 2017.

A tour of Former Nelson Aldrich Junior High School Building will be held on Friday, March 24, 2017 at 10:00 AM in the rear parking lot.

A non-mandatory pre-proposal conference will be held on Tuesday, March 28, 2017 at 11:00 AM in the lower level conference room at Warwick City Hall, 3275 Post Rd., Warwick RI for all persons interested in learning more about the requirements, restrictions, and the process outlined in this proposal. Attendance is not mandatory, but participation may provide insight useful to proposal participation.

Sealed proposals will be received by the Purchasing Division, Warwick City Hall, 3275 Post Road, Warwick, Rhode Island 02886 up until 11:00 AM, Monday, May 15, 2017. The proposals will be opened publicly commencing at 11:00 AM on the same day in the Lower Level Conference Room, Warwick City Hall.

After an evaluation of all proposals, a recommendation will be made for the project that best meets the stated goals and objectives of the City of Warwick's Comprehensive Plan 2033, 21st Century Warwick: City of Livable Neighborhoods and is in the best financial interests of the City. The City has established specific goals to guide any proposed redevelopment plan for the property and these goals can be found in the Supplemental Information attached as part of the Request For Proposals.

If you received this document from our homepage or from a source other than the City of Warwick Purchasing Division, please check with our office prior to submitting your proposal to ensure that you have a complete package. The Purchasing Division cannot be responsible to provide addenda if we do not have you on record as a plan holder.

Proposals received prior to the time of the opening will be securely kept, unopened. No responsibility will be attached to an officer or person for the premature opening of a proposal not properly addressed and identified. No proposals shall be accepted via facsimile or email.

The opening of proposals shall be in the order established by the posted agenda and the agenda shall continue uninterrupted until completion.

Once an item has been reached and any proposals on that item has been opened, no other proposals on that item will be accepted and any such proposal shall be deemed late.

The contractor will not discriminate against any employee or applicant for employment because of physical or mental handicap for any position for which the employee or applicant is qualified and that in the event of non-compliance the City may declare the contractor in breach and take any necessary legal recourse including termination or cancellation of the contract.

A bidder filing a proposal thereby certifies that no officer, agent, or employee of the City has a pecuniary interest in the proposal or has participated in contract negotiations on the part of the City, that the proposal is made in good faith without fraud, collusion, or connection of any kind with any other bidder for the same call for proposals, and that the bidder is competing solely in his own behalf without connection with, or obligation to, any undisclosed person or firm.

All proposals should be submitted with one (1) original and ten (10) copies in a sealed envelope, which should read: *YOUR COMPANY NAME* plainly marked on the exterior of the envelope as well as “RFP2017-278 Sale/Lease for Reuse of Former Nelson Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property.”

Should you have any questions, please contact Richard Crenca, Principal Planner, Warwick Planning Department, City of Warwick, 3275 Post Rd., Annex, Warwick, RI at 401-921-9683.

Bid surety in the form of a bank check, original bid bond or certified check in the amount of 5 percent of the total bid price must be submitted with each bid. If a bid bond is submitted, it shall be duly executed by the bidder as principal and having as surety thereon a surety company licensed to do business in the State of Rhode Island and approved by the owner.

All proposals should be written in ink or typed. If there is a correction with whiteout, the bidder must initial the change.

Negligence on the part of the bidder in preparing the proposal confers no rights for the withdrawal of the proposal after it is open.

Any deviation from the specifications must be noted in writing and attached as part of the bid proposal. The bidder shall indicate the item or part with the deviation and indicate how the proposal will deviate from specifications.

The IRS Form W-9 available on www.warwickri.gov should be completed and submitted with the proposal if the bidder falls under IRS requirements to file this form.

The bidders are encouraged to meet the established goal of not less than ten (10) percent of the dollar value of the work performed. The contract bid price to the Contractors, subcontractors, and/or supplies which qualify as **DISADVANTAGED BUSINESS ENTERPRISES, MBE/WBE**, in accordance with Title 37 Public Property & Works, Chapter 37-14.1 Minority Business Enterprise.

Pursuant to R.I. General Law 37-14.1-7, which relates to minority business enterprise and 42-35-1 relating to the administrative procedures act the R.I. Department of Administration has developed rules and regulations governing the certification and of small businesses that are owned and controlled by minorities, woman or disadvantaged individuals to participate in State and Federal programs administered by the State of Rhode Island to qualify as a minority business enterprise (MBE), a woman business enterprise (WBE) or disadvantaged business enterprise (DBE) a firm must meet eligibility standards established in Section 3.00-3.05 of these “Rules, Regulations, Procedures and Criteria Governing the Certification and Decertification of MBE/WBE/DBE.”

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, Shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This is a requirement only of the selected vendor(s).*

The contractor must carry sufficient liability insurance and agree to indemnify the city against all claims of any nature, which might arise as a result of his operations or conduct of work.

The City is exempt from the payment of the Rhode Island Sales Tax under the 1956 General Laws of the State of Rhode Island, 44-18-30, Paragraph I, as amended.

The Purchasing Agent reserves the right to reject any and all proposals, to waive any minor deviations or informalities in the proposals received, and to accept the proposal deemed most favorable to the interest of the City.

The successful bidder must comply with all Rhode Island Laws applicable the public works projects, including, but not limited to provisions of Chapter 13 of Title 37 of the Rhode Island General Laws, pertaining to prevailing wage rates, and all other applicable local, state and federal laws.

The City reserves the right to terminate the contract or any part of the contract in the best interests of the City, upon 30-day notice to the contractor. The City shall incur no liability for materials or services not yet ordered if it terminates in the best interests of the City. If the City terminates in the interests of the City after an order for materials or services have been placed, the contractor shall be entitled to compensation upon submission of invoices and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided, as well as expenses necessarily incurred in the performance of work up to time of termination.

No extra charges for delivery, handling or other services will be honored. All claims for damage in transit shall be the responsibility of the successful bidder. Deliveries must be made during normal working hours unless otherwise agreed upon.

All costs directly or indirectly related to the preparation of a response to this solicitation, or any presentation or communication to supplement and/or clarify any response to this solicitation which may be required or requested by the City of Warwick shall be the sole responsibility of and shall be borne by the respondent.

If the respondent is awarded a contract in accordance with this solicitation and the respondents proposal or response and if the respondent fails or refuses to satisfy fully all of the respondents obligations thereunder, the City of Warwick shall be entitled to recover from the respondent any losses, damages or costs incurred by the City as a result of such failure or refusal.

The City reserves the right to award in part or full and to increase or decrease quantities in the best interest of the City.

The City reserves the right to rescind award for non-compliance to proposal specifications.

The successful bidder must adhere to all City, State and Federal Laws, where applicable.

CITY OF WARWICK, RI

REQUEST FOR PROPOSALS

Sale/Lease for reuse of the former:

Nelson Aldrich Junior High School Building and Grounds
789 Post Rd, Warwick RI
and/or
Christopher Rhodes Elementary School
110 Sherwood Ave, Warwick RI

I. INTRODUCTION

The City of Warwick (the “City”), is seeking proposals for the sale/lease for reuse of the former Nelson Aldrich Junior High School building and grounds, located at 789 Post Rd. in the City of Warwick and/or the sale/lease for reuse of the former Christopher Rhodes Elementary School building and grounds, located at 110 Sherwood Ave., in the City of Warwick.

All proposals shall be submitted to the City Purchasing Division in the acceptable form and by the deadline described in this document. The City will review all proposals and recommend to the Mayor and the City Council the award of that proposal which is in the best interests of the City. The City reserves the right to recommend more than one (1) proposal or reject all proposals.

A. Property Description

Christopher Rhodes

The property was formerly used as an elementary school since its construction in 1952. In 2008, the Warwick School Department closed the school due to declining enrollment. The school building and associated property (A.L. 288, A.L. 424; City of Warwick Registry of Deeds, Book # 247, Page 334) was transferred from the School Department to the City in April of 2012. On April 16, 2012, Mayor Scott Avedisian issued an executive order establishing a committee to study the reuse of the building and property and make a recommendation as to the most beneficial reuse of the property.

The property encompasses 9.97 acres of partially cleared and wooded land located in the Norwood neighborhood of the City of Warwick. A small stream and associated wetlands occupies the southeast corner of the property. The existing building is a concrete block construction with a steel frame and brick veneer. The structure is one (1) story with a flat roof and measures 46,685 square feet. There is existing striped parking for 96 vehicles. Included in the facility is a small gymnasium, cafeteria, auditorium, classrooms and office space.

The site is bounded on the east, west and north by a well-established, densely populated residential neighborhood of 2-3 bedroom, well-kept homes. The average lot size in the surrounding area averages from 7,000 to 12,000 square feet with a few lots of close to 20,000 square feet. To the south, the site abuts the Nelson Aldrich Junior High School property.

Vehicular access to the site is through local, neighborhood roads. Sherwood Avenue is the only vehicular access to and from the site. Two, (2) city roads, Putnam St. and Nelson St. dead end at the site from the west. These two streets presently provide pedestrian access for the neighborhood. The City will work with the developer and the neighborhood to retain these pedestrian access points as well as assessing any proposal to utilize these streets as vehicular access to the site depending on the development.

The site is serviced by municipal water and sewer as well as electricity and natural gas from National Grid.

While the City believes the above information regarding the site to be accurate, it remains the responsibility of the applicant to confirm any and all information.

Nelson Aldrich

The property, located at 789 Post Rd., (A.P. 288, A.L. 59), encompasses +/- 11 acres of land including the three, (3) story, 122,000 square foot former school with associated playing fields, tennis courts and vehicular parking. The building was constructed in 1934 as a high school and repurposed in 1955 as a junior high school. The school building includes a gymnasium, auditorium, cafeteria, classrooms, offices, and other associated space. The square footage breakdown per floor is as follows:

First floor:	44,001 s.f.
Second floor:	42,689 s.f.
Third floor:	34,977 s.f.
Enclosed porch:	344 s.f.

It is the preference of the City that the building remain and be redeveloped with no or limited changes to the architectural appearance of the exterior of the building. However, the City will accept and consider all proposals with or without the retention of the building.

The property retains frontage on Post Road, Relph Street and Palm Boulevard. Parking is located in a lot on the west side of the building and a larger lot behind the building. Presently, access to the 136 +/- paved parking spaces is from Relph Street.

The property abuts a densely developed residential neighborhood to the immediate west and east. The lot sizes in the area range from 6,000 – 12,000 square feet. To the immediate north is the associated Christopher Rhodes Elementary School property.

The building is serviced by municipal sewers and water, with connections to National Grid electric and gas. In addition, heat is generated by two, (2) oil fired boilers. The existing boilers operate with bunker oil, which is stored in the rear of the building in a 5,000 gallon UST.

B. Subdivisions/Permits/Approvals

All costs and responsibilities for obtaining any and all necessary Municipal, State and/or Federal approvals, releases for any easements, covenants or any other restrictions on the Property shall be the responsibility of the applicant. The City will work with the successful applicant to expedite any State and Local approvals that might be required, but cannot guarantee approvals by any State departments, City boards, commissions or City Council.

C. Zoning

The current zoning of both properties is Residential A-7. A detailed listing of permitted uses and special permitted uses can be found in Table I: Use Regulations of the Warwick Zoning Ordinance (attached). Uses outside of those permitted by the A-7 designation will be considered by the City subject to approval by the authorized legislative body or bodies in charge of the requested zoning use variance or zone change.

D. Plans & Asbestos Information

Various plans for the Aldrich property are available in the Warwick Planning Department on a thumb drive. Potential bidders are welcome to copy this information on to their own computer or thumb drive.

Various plans for the Rhodes property are available for viewing in the Warwick Planning Department. These plans are original paper copies.

Asbestos abatement records for both Aldrich and Rhodes are available for viewing and/or copying in the Warwick Planning Department.

II. PRE-PROPOSAL CONFERENCE

A non-mandatory pre-proposal conference will be held on Tuesday, March 28, 2017 at 11:00 AM in the lower level conference room at Warwick City Hall, 3275 Post Rd., Warwick RI for all persons interested in learning more about the requirements, restrictions, and the process outlined in this proposal. Attendance is not mandatory, but participation may provide insight useful to proposal participation.

III. GENERAL TERMS AND CONDITIONS

The following are terms and conditions of the RFP:

- The applicant shall be an individual, company, corporations or other legal entity with experience and expertise in community based development.
- No oral interpretation of the meaning of the RFP requirements, zoning regulations, or property conditions will be made. Every request for such interpretation shall be in writing and addressed to Mr. Richard Crenca, Department of Planning, Warwick City Hall Annex, 3275 Post Rd., Warwick, RI 02886 or emailed to Richard.J.Crenca@warwickri.com, and, to be given consideration, must be received at least three (3) calendar days prior to the date fixed for the opening of the proposals. Failure of any applicant to receive any interpretation shall not relieve the applicant from any obligations under the proposal as submitted.
- The City assumes no liability for any fees, costs or expenses incurred in connection with the preparation and/or submission of the RFP response by the applicant, or for any other fees, costs or expenses incurred prior to the selection of an applicant.

- All information in this RFP is believed to be complete and accurate. However, it is the applicant's sole responsibility to conduct its own due diligence and verify all factual statements contained herein.
- In the event it becomes necessary to revise any part of this RFP, revisions will be emailed or otherwise delivered to all prospective applicants who receive the RFP directly from the City of Warwick Purchasing Agent and will also be posted on the City of Warwick website, which is www.warwickri.gov. It is the responsibility of each applicant to periodically consult the City of Warwick website for revisions. The City shall bear no responsibility or liability for copies of revisions lost in any form or circumstance that is beyond the City's control.
- The successful bidder is responsible for conducting a comprehensive boundary survey and "title search" for the property.

IV. SUBMISSION REQUIREMENTS

All proposals must be submitted in sealed packages containing one (1) original and ten (10) copies of the proposal clearly labeled

"RFP2017-278 Sale/Lease and Reuse of Former Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property."

All Financial statements are to be included with the proposal and sealed in a separate envelope clearly marked "Confidential/Not for Public Viewing." These documents shall be included in each sealed copy of the submitted proposal. The envelope must also include the name and address of applicant(s). Delivery shall be made to:

City of Warwick
Purchasing Division
Lower Level
3275 Post Rd.
Warwick, RI 02886

All proposals must be received in the Division of Purchasing by 11:00 AM on Monday, May 15, 2017. No proposals will be accepted after the deadline. At that time, proposals will be publicly opened, read aloud, recorded and then be made available for public inspection, with the exception of confidential financial statements.

All proposals must include the following information. The absence of any such information shall be deemed an incomplete submission.

A. Vision and/or Strategy for Site Development:

1. The developer must articulate a vision and development strategy for the site. This should be in the form of a narrative and present the developers long term goals and objectives in developing the property.

2. The vision and development narrative must be supported with conceptual design renderings and plans and the necessary zone changes and other zoning compliance considerations.
3. A master plan concept plan of all proposed buildings, additions, general architecture, including access, egress landscaping and any other proposed changes to the site must be included.

B. Statement of Qualifications: The statement of qualifications shall include, but not be limited to the following:

- Firm name.
- Addresses, e-mail addresses and telephone numbers of all firm offices.
- Structure of firm, e.g. sole proprietorship, partnership, corporation, nonprofit, etc.
- Size of firm.
- Years firm has been in business.
- Financial information in the form of a current financial statement and balance sheet.
- Information regarding the experience of the applicant.
- Names of principals in firm.
- Educational and experiential background of principals.
- Qualifications for the development and operation of the proposed use.
- List of other similar projects developed and or managed by the applicant. Detailed descriptions, including photographs, videos or project brochures of specific activities referenced as relevant experiences or projects may be included.
- Listing of any actions taken within the last ten (10) years by any regulatory agency involving the firm or its agents or employees with respect to any work performed.
- Listing of any litigation within the last ten (10) years involving the firm or its agents or employees with respect to any work performed.
- Names of persons who can be contacted as references. At least three (3) references must be provided.

C. Mailing Address of Applicant: Include address, contact name, phone number and email address of the applicant. Provide the names, addresses, phone numbers and email addresses for each member if applicant is a team.

D. Evidence of Financial Ability: Information that will demonstrate to the City of Warwick that the applicant has the financial ability to purchase, design, construct and operate the proposed project

E. Acknowledgement of RFP Requirements: Written acknowledgement of understanding of and agreement with terms, conditions and requirements contained within the RFP.

F. Release Regarding Hazardous Materials: Release of the City of Warwick from any liability for any release, discharge or existence of any hazardous materials on the subject property. The City makes no representation or is aware of any existing hazardous materials on the subject property. The City has not engaged in any type of testing for hazardous materials.

G. Certificate of Non-Collusion and Tax Compliance: Certification that the proposal has been made in good faith, without collusion or fraud and that the applicant complies with the laws of the State of Rhode Island (Attached).

H. Certificate by Corporate Authority to Sign Consent: A true copy, including an attached corporate seal, authorizing the applicant to sign all bid documents, including all certifications and releases on behalf of his/her corporate entity and to bind said entity relative to these documents (Attached).

V. MISCELLANEOUS

A. Amendments/Modifications to Proposal.

The applicant may, at any time prior to the deadline for submission of the proposal, amend or modify a proposal by submitting the amendment/modification in a sealed package containing one (1) original and ten (10) copies of the amendment/modification and clearly marked with the following information:

“RFP2017-278 Sale/Lease and Reuse of Former Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property.”

FROM: Name and address of applicant

TO: City of Warwick Purchasing Agent
Warwick City Hall
3275 Post Rd.
Warwick, RI 02886

B. Withdrawal of Proposal:

Any applicant may withdraw their proposal at any time prior to the deadline established in the RFP. Those wishing to withdraw a proposal must provide a written authorization and/or acknowledgement signed by a corporate authority that the proposal is being withdrawn and that the City of Warwick is not held responsible for any damage as a result of the proposal withdrawal.

C. Rejection of Proposals:

The City reserves the right to reject any and all proposals.

CERTIFICATION OF CORPORATE AUTHORITY

I, _____ Certify that I am secretary of the corporation named in the attached proposal: that _____ who signed said proposal on behalf of the Contractor/Proposer was then _____ Of said corporation; that I know his/her signature; that his/her signature thereto is genuine and that said proposal was duly signed, sealed and executed for and on behalf of said corporation by authority of its governing body.

Signed under the pains and penalties of perjury,

(CORPORATE SEAL)

(Secretary)

(Date)

NON-COLLUSIVE AFFIDAVIT

State of _____)
ss.
County of _____)

being first sworn, deposes and says:

That he/she is _____
(an employee, partner or officer of the firm of, etc.)

The party making the foregoing proposal or bid, that such proposal or bid is genuine and not collusive or sham; that said Proposer or bidder has not colluded, conspired, connived or agreed directly or indirectly, with any bidder or person, to put in a sham bid or proposal or to refrain from bidding or proposing, and has not in any manner, directly or indirectly, sought by agreement or collusion, or communication or conference, with any person, to fix the bid / proposed price or affiant or of any bidder or Proposer, to or fix any overhead, profit or cost element of said bid price, or of that of any other bidder or Proposer, or to secure any advantage against the City of Warwick, Rhode Island, or any person interested in the proposed contract, and that all statements in said proposal or bid are true.

Signed under the pains and penalties of perjury,

Signature _____

Bidder / Proposer _____

Title _____

Subscribed and sworn to before

me this _____ day of _____, 20_____.

Notary Public

My commission expires _____

CITY OF WARWICK

PROPOSAL AND CONTRACT FORM

TITLE OF SPECIFICATION: RFP2017-278 Sale/Lease for Reuse of
Former Nelson Aldrich Junior High School Building & Property
and/or
Former Christopher Rhodes Elementary School Building & Property

I. PROPOSAL:

WHEREAS, the CITY OF WARWICK has duly asked for proposals for performance of services and/or supply of goods in accordance with the above-indicated specifications.

The person or entity below does irrevocably offer to perform the services and/or furnish the goods in accordance with the specifications, which are hereby incorporated by reference in exchange for the proposal price below;

This offer shall remain open and irrevocable until the CITY OF WARWICK has accepted this proposal or another proposal on the specifications or abandoned the project.

The bidder agrees that acceptance below by the CITY OF WARWICK shall transform the proposal into a contract. This proposal and contract shall be secured by Bonds, if required by the specifications. **PLEASE INDICATE WHETHER THE PROPOSAL IS FOR A LEASE OR PURCHASE.**

OPTION #1: Purchase/Lease of Aldrich & Rhodes property in whole:

\$ _____ _____ Purchase _____ Lease

OPTION #2: Purchase/Lease of Aldrich property in whole only.

\$ _____ _____ Purchase _____ Lease

OPTION #3: Purchase/Lease of Rhodes property in whole only:

\$ _____ _____ Purchase _____ Lease

City of Warwick Rhode Island

Supplemental information

Pertaining to the adaptive reuse/revitalization
of buildings and properties

of

NELSON ALDRICH JUNIOR HIGH SCHOOL

and

CHRISTOPHER RHODES
ELEMENTARY SCHOOL



Mayor Scott Avedisian

2017

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Christopher Rhodes Elementary School Property (continued)

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APPENDIX A

Figure A – Zoning Uses Map

Figure B – Floodplain Map

Figure C – Soils Map

Figure D – Wetlands/Topography Map

Figure E – Utilities Map

Figure F – Administrative Subdivision Site Plan/Fire Station #2

Figure G – Use Table

APPENDIX B

Selected photographs of Aldrich and Rhodes subject properties

COMMUNITY PROFILE

The City of Warwick, Rhode Island was founded in 1642 as the settlement of Shawomet, established as a haven for religious freedom, a bastion of tolerance and a settlement of grace, wisdom, and dignity. It was incorporated as a City in 1931.

Centrally located in the heart of southern New England, Warwick offers the convenience of City living with a close-knit, small town feel and myriad economic development opportunities within its diverse commercial base. Warwick is comprised of more than 30 villages that reflect our community's early history and each have their own unique place in our shared heritage.

With close proximity to Interstates 95 and 295, more marinas and moorings than any Rhode Island community, access to public bus transportation, and as home to T.F. Green Airport and the InterLink intermodal train station with MBTA commuter rail service, Warwick is one of the state's most easily accessible communities.



Warwick offers a diverse economy, with a large retail and service base, as well as a healthy mix of manufacturing. Its bustling Route 2 commercial corridor features a variety of national and regional businesses as well as locally-owned enterprises. A strong partnership with both the Central Rhode Island Chamber of Commerce and the U.S. Small Business Administration also helps the City to promote and support the many small businesses that call Warwick home.

Thanks to the many private and public universities and colleges throughout Rhode Island, employers can find a highly-educated, skilled labor pool within a 50-mile radius to meet the needs of high-tech, biotech, defense and manufacturing industries. Warwick is home to the Community of Rhode Island Knight Campus, a New England Institute of Technology campus, Salve Regina University Center for Adult Education, and Johnson & Wales practicum experience at Radisson Hotel. The cost of doing business here is also very favorable compared to other major cities in the region.



Those who wish to live and work in Warwick will find a diverse, affordable housing mix that offers single-family homes, high-quality condominiums and apartments in safe neighborhoods with exceptional schools. Salt- and fresh-water ponds, beaches, miles of biking and walking trails, ice rinks, pools, golf courses and playgrounds are among the many recreational opportunities available here.



Active non-profit organizations, neighborhood associations and faith and civic groups also add to the great quality of life here. Ranked among the nation's safest communities, with a nationally-accredited police department, Warwick has also been listed as one of the 100 best communities to live in the nation.

AT A GLANCE

Population	82,672
Total Land Area	35 square miles
FY17 Budget (municipal and schools combined) July 1, 2016 - June 30, 2017	\$298.7 M
FY17 Tax Rates (All per \$1,000 of assessment)	
Residential Real Estate	\$20.24
Commercial Real Estate	\$30.36
Personal Property/Tangible	\$40.48
Motor Vehicles	\$34.60
Motor Vehicle Phase-Out Exemptions	
State of Rhode Island	\$500
City of Warwick	\$1,500
Other exemptions, including veterans, senior citizen, Gold Star, disabled, offered to qualified residents	
Median Single Family Home Value (Citywide)	\$175,900
Median Improved Residential (Citywide)	\$174,400
Median Improved Residential (Citywide)	\$173,500
Includes buildings on leased land and mobile homes	
Median Improved Commercial (Citywide)	\$328,200
Hospitals	1
Kent Memorial Hospital	
Police Stations	5
Main headquarters and four community substations	
Fire Stations	10
Including Station #2, directly adjacent to the subject property	
Airports	1
T.F. Green Airport (PVD) with InterLink intermodal station, offering commuter MBTA rail.	
Hotels/Motels	16
Public/Private/Parochial Elementary/Secondary Schools	30+
Libraries	4
Sandy Lane main branch, Conimicut, Norwood and Apponaug branches	

Museums	3
Golf Courses (public/private)	5
Municipal Senior Enrichment Center	1
Parks and Playgrounds	50+
Including:	
City Park , featuring four softball fields, two dog parks, a soccer field, in-line hockey rink, a three-mile paved bicycle/walking path, playgrounds, saltwater beach, and sheltered picnic areas and open recreation areas.	
Rocky Point Park , featuring scenic views of Narragansett Bay, a shoreline walking/bike path, saltwater beach, hiking trails, and picnic areas.	
Goddard Park State Park , nearly 500 acres and includes a nine-hole golf course, an equestrian show area, 18 miles of bridle trails, 355 picnic tables, 11 game fields, and a performing arts center for weddings, concerts, picnics and special events, saltwater beach and rest rooms.	
Mickey Stevens Sports Complex , including the Thayer and Warburton ice arenas, McDermott swimming pool, therapeutic pool, tennis courts, baseball field, and a paved walking path.	
Coastline	39 miles
Fresh and Saltwater beaches	9
Marinas/yacht clubs	15
From other destinations:	
Providence, RI	10 minutes
Boston, MA	1 hour
New York City	3.5 hours
Newport, RI	30 minutes



PROJECT DESCRIPTION

Introduction

The City of Warwick is seeking proposals for the adaptive re-use of the Nelson Aldrich Junior High School and/or the Christopher Rhodes Elementary School properties.

Like many communities, Warwick has experienced a student population decline over the past several decades, and in the 2016-2017 school year, the City's existing three junior high and three high schools were consolidated. As a result, the Warwick Public School Department has returned the Aldrich property, which has tremendous mixed-use redevelopment potential, back to the City of Warwick.

The City's intention is to sell/lease the property and will consider proposals that are compatible with the surrounding area and meet the goals and criteria as outlined in this document and the City of Warwick Comprehensive Plan 2033, *21st Century Warwick: City of Livable Neighborhoods*.

Several years ago, as part of consolidation, the City reacquired the former Christopher Rhodes Elementary School, which is located directly to the north and abuts the Aldrich property, but separated by a wetland system. The Rhodes property is also for sale/lease, and the City will entertain proposals for that property, either as an individual parcel or as part of a larger proposal with the Aldrich property.

All costs and responsibilities for surveying, environmental studies, and obtaining any and all necessary Municipal, State and/or Federal approvals, releases for any easements, covenants or any other restrictions on either of the subject properties shall be the responsibility of the applicant. The City will work with the successful developer to expedite any State and Local approvals that might be required, but cannot guarantee approvals by any State departments, City boards, commissions or the Warwick City Council. The successful bidder is responsible for conducting a comprehensive boundary survey and "title search" for the property.

The Aldrich and Rhodes properties are zoned Residential A-7. All regulations and requirements for compliance with any and all proposed zoning uses can be found in City of Warwick Zoning Ordinance.

Submitted description of intended use, for the Aldrich or Rhodes properties individually, or as one proposal for both parcels, shall include, but not be limited to, the following:

- Specific description of the intended use to take place on the property.
- Proposed alterations and improvements to the existing building and grounds.
- Schematic site plan showing all proposed changes, additions, improvements and alterations to the building and grounds, including ingress, egress, and parking.
- Estimated time line schedule for the completion of said proposal from the date of proposal award to the issuance of a Certificate of Occupancy.
- Information describing any benefits that will be made available to the City of Warwick and the immediate neighborhood in general as a result of the proposal.
- A landscape plan, as described in the Request for Proposals (RFP).
- A traffic study, as described in the RFP.

NELSON ALDRICH JUNIOR HIGH SCHOOL PROPERTY



NELSON ALDRICH JUNIOR HIGH SCHOOL PROPERTY

Existing Condition

Location

The property, located at 789 Post Road (Assessor's Plat 288, Lot 59), consists of +/- 11 acres and is bound largely by single-family residences to the immediate north and east, commercial properties to the south, and largely residential to the immediate west. Fire Station #2 directly abuts it to the east, and the former Christopher Rhodes Elementary School to the north. Existing vehicular access is on the western side of the property, via Relph Street.



Existing Use

The property includes athletic fields, and a three-story, 122,011 sf building, including an addition constructed in the 1990s. It has been used as public secondary school since its construction in 1934.

The facility includes:

Ground Floor/Basement

- 1 Courtyard/3 Light Courts
- 1 Boiler Room
- 1 Girls' Locker Room w/shower facilities
- 1 Boys' Locker Room w/shower facilities
- 1 Elevator
- 1 Kitchen
- 1 Cafeteria
- 4 Restrooms
- 9 Office Spaces
- 13 Classrooms
- 22 Storage Areas/Closets

○ Total GFA: 44,001

Main Floor

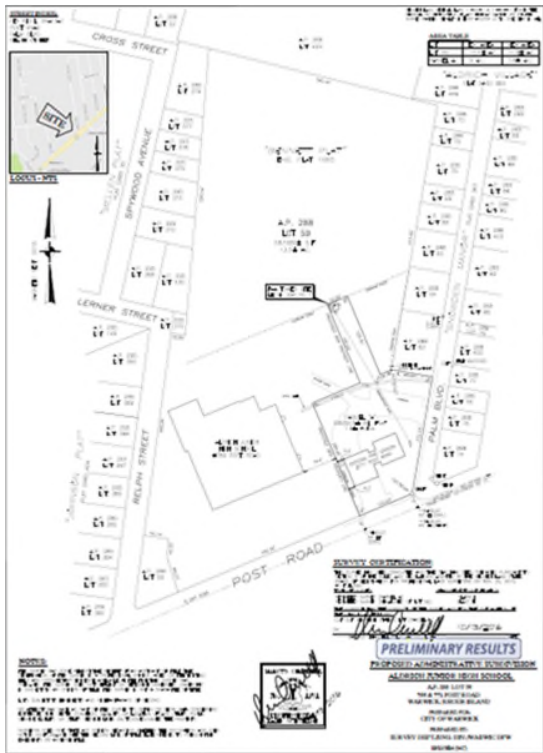
- 1 Gymnasium
- 1 Auditorium
- 3 Courtyards
- 5 Restrooms
- 9 Storage Areas/Closets
- 13 Office Spaces
- 21 Classrooms

○ Total GFA: 42,689

Second Floor

- 1 Library
- 2 Restrooms
- 3 Storage Areas/Closets
- 4 Office Spaces
- 15 Classrooms
- Total GFA: 34,977

Administrative Subdivision/Fire Station #2



Through an Administrative Subdivision, the City will subdivide +/-1.6 acres from the Aldrich property for Fire Station #2.

See Appendix A, Figure F for further detail.

Zoning Summary

The subject property is zoned Residential A-7. Within a ½-mile radius, a range of zoning uses are found, including Residential A-7, Residential A-7/PDR, Residential A-10, General Business (GB), Office (O), and Open Space (OS).

Further information is depicted in Appendix A, Figure A.

Floodplain

Information is as depicted in Appendix A, Figure B.

Soils

Information is depicted in Appendix A, Figure C.

Wetlands/Topography

Wetlands on the property, as interpreted from 1988 aerial photography, consist largely of Emergent Wetland: Marsh/Wet Meadow on the northwestern portion of the property and scrub-shrub swamp toward the northeastern portion, as depicted in Appendix A, Figure D.

Further information is as depicted in Appendix A, Figure D.

Asbestos Abatement/Aldrich Property Plans

Asbestos remediation and/or removal has been completed in various locations throughout the Aldrich school facility from the 1990s through the present. The asbestos remediation/removal reports are available for perusal in the Warwick Planning Department, City Hall Annex, 3275 Post Road, Warwick, Rhode Island 02886, during normal business hours of Monday through Friday, 8:30 a.m. to 4:30 p.m.

Various plans for the Aldrich property are available in the Warwick Planning Department on a thumb drive. Potential bidders are welcome to copy this information on to their own computer or thumb drive.

Utilities

Water

6" fire service and 4" domestic service, both connecting from Post Road
2" irrigation service for the field in the rear, connecting from Relph Street
Service provided by the City of Warwick Water Division

Sewer

6" commercial line connecting to Relph Street
(A 12" PVC sewer main exists in Post Road, but there are no service stubs to the site)

Oil

One (1) 5,000-gallon UST. Previous tank removed and existing tank installed August, 1990. Tank located to the rear of the building. The facility has steam heat throughout the building; two existing boilers operate using bunker oil.

Natural Gas

The property is also serviced with natural gas by National Grid.

Further information is depicted in Appendix A, Figure E.

While the City believes the above information regarding the Aldrich site to be accurate, it remains the responsibility of the applicant to confirm any and all information.

PROPOSED REUSES

Given the historic and cultural significance of the Nelson Aldrich Junior High School property within the neighborhood and the larger community, and in keeping with the City of Warwick's Comprehensive Plan 2033, *21st Century Warwick: City of Livable Neighborhoods*, the City has established specific goals to guide any proposed redevelopment plan for the property:

- Preserve the existing building, (if possible), retaining the existing architectural character of the exterior of the building, with any new additions complementary to the prior architecture;
- Minimize impacts of any redevelopment on the surrounding neighborhood;
- Increase economic development opportunities;
- Create new tax revenue from a formerly non-tax revenue use status;
- Ensure proposed uses are compatible with the surrounding area, following guidelines of reuse in the Comprehensive Plan;
- Preserve the residential character of the immediate area;
- Prohibit the establishment of “big box” and/or warehouse-style stores. For purposes of proposals for this specific redevelopment project only, “big box” and/or “warehouse-style” stores are defined as a space with a total of 60,000 square feet (GFA), or greater, for the purpose of one single retail or commercial use.

The parcel is presently zoned A-7 residential. Uses that would be considered would include, but not be limited to:

- Incubator
- Market-rate, loft-style residential units
- Assisted living facility
- Multi-family units
- General office uses
- Services uses
- Limited indoor/outdoor recreational facility
- Restaurants (with or without liquor license)
- Retail
- Recreation center
- Charter schools, day care facility, etc.
- Limited light industry, specifically, assembling and packaging of articles
- Or, a mixed-use development, with the above elements

Uses that would not be considered include, but are not necessarily limited to:

- Rooming houses
- Hotels/Motels
- Trailer park
- Agricultural use
- “Big box” commercial

CHRISTOPHER RHODES ELEMENTARY SCHOOL PROPERTY



RHODES ELEMENTARY SCHOOL PROPERTY

Existing Condition

Location

The former Christopher Rhodes Elementary School is located at 110 Sherwood Avenue (Assessors Plat 288, Assessor's Lot 424) in the City of Warwick, and consists of one (1), single-story building formerly used as an elementary school located on 9.97 acres. The property consists of partially cleared and wooded land located in the Norwood neighborhood. A small stream and associated wetlands occupies the southeast corner of the property.



The site is bounded on the east, west and north by a well-established, densely populated residential neighborhood of 2-3 bedroom, well-kept homes. The average lot size in the surrounding area averages from 7,000 to 12,000 square feet with a few lots of close to 20,000 square feet. To the south, the site abuts the Nelson Aldrich Junior High School property but is separated by a wetlands system.

Vehicular access to the site is through local, neighborhood roads. Sherwood Avenue is the only vehicular access to and from the site. Two City roads dead end at the site from the west. Those are Putnam Street and Nelson Street, which presently provide

pedestrian access for the neighborhood. The City will work with the developer and the neighborhood to retain these pedestrian access points as well as assessing any proposal to utilize these streets as vehicular access to the site depending on the development.

Existing Use

The existing building is of concrete block construction with a steel frame and brick veneer. The structure is one (1) story, with a flat roof and measures 46,685 square feet, including a gymnasium, auditorium, cafeteria, classrooms and office space. There is existing striped parking for 96 vehicles.

The property was formerly used as an elementary school since its construction in 1952. In 2008, the Warwick School Department closed the school due to declining enrollment. The school building and associated property was transferred from the School Department to the City in April of 2012. It is presently not being utilized, and, due to the length of time the building has been vacant, the interior is in poor condition.

Zoning Summary

The subject property is zoned Residential A-7. Within a ½-mile radius, a range of zoning uses is found, including Residential A-7, Residential A-7/PDR, Residential A-10, General Business (GB), Office (O), and Open Space (OS).

Further information is depicted in Appendix A, Figure A.

Floodplain

Information is as depicted in Appendix A, Figure B.

Soils

Information is depicted in Appendix A, Figure C.

Wetlands/Topography

Wetlands on the property, as interpreted from 1988 aerial photography, consist largely of Emergent Wetland: Marsh/Wet Meadow on the southeastern corner of the property, as depicted in Appendix A, Figure D.

Further information is depicted in Appendix A, Figure D.

Asbestos Abatement/Rhodes Property Plans

Asbestos remediation and/or removal has been completed in various locations throughout the Rhodes school facility from the 1990s through early 2000s. The asbestos remediation/removal reports are available for inspection in the Warwick Planning Department, City Hall Annex, 3275 Post Road, Warwick, Rhode Island 02886, during normal business hours of Monday through Friday, 8:30 a.m. to 4:30 p.m.

Various plans for the Rhodes property are available for viewing in the Warwick Planning Department. These plans are original paper copies.

Utilities

Water

The property is serviced by the Warwick Water Division.

Sewer

The property is serviced with the municipal sewer system.

Oil/Natural Gas

The Rhodes facility is serviced by both oil and natural gas.

Further information is depicted in Appendix A, Figure E.

While the City believes the above information regarding the Rhodes site to be accurate, it remains the responsibility of the applicant to confirm any and all information.

PROPOSED REUSES

In keeping with the City of Warwick's Comprehensive Plan 2033, *21st Century Warwick: City of Livable Neighborhoods*, the City has established specific goals to guide any proposed redevelopment plan for the former Christopher Rhodes Elementary School property:

- The reuse/renovation of the existing building is optional;
- The building may be razed;
- Minimize impacts of any redevelopment on the surrounding neighborhood;
- Increase development opportunities;
- Create new tax revenue from a formerly non-tax revenue use status;
- Ensure proposed uses are compatible with the surrounding area, following guidelines of reuse in the Comprehensive Plan;
- Preserve the residential character of the immediate area.

The parcel is presently zoned A-7 residential. The City envisions residential or mixed-use development on site. Uses that would be considered would include, but not be limited to:

- Traditional single-family subdivision
- Cluster subdivision
- Assisted living facility
- Multi-family units
- Outdoor recreational facility
- Recreation center
- Charter schools, day care facility, etc.

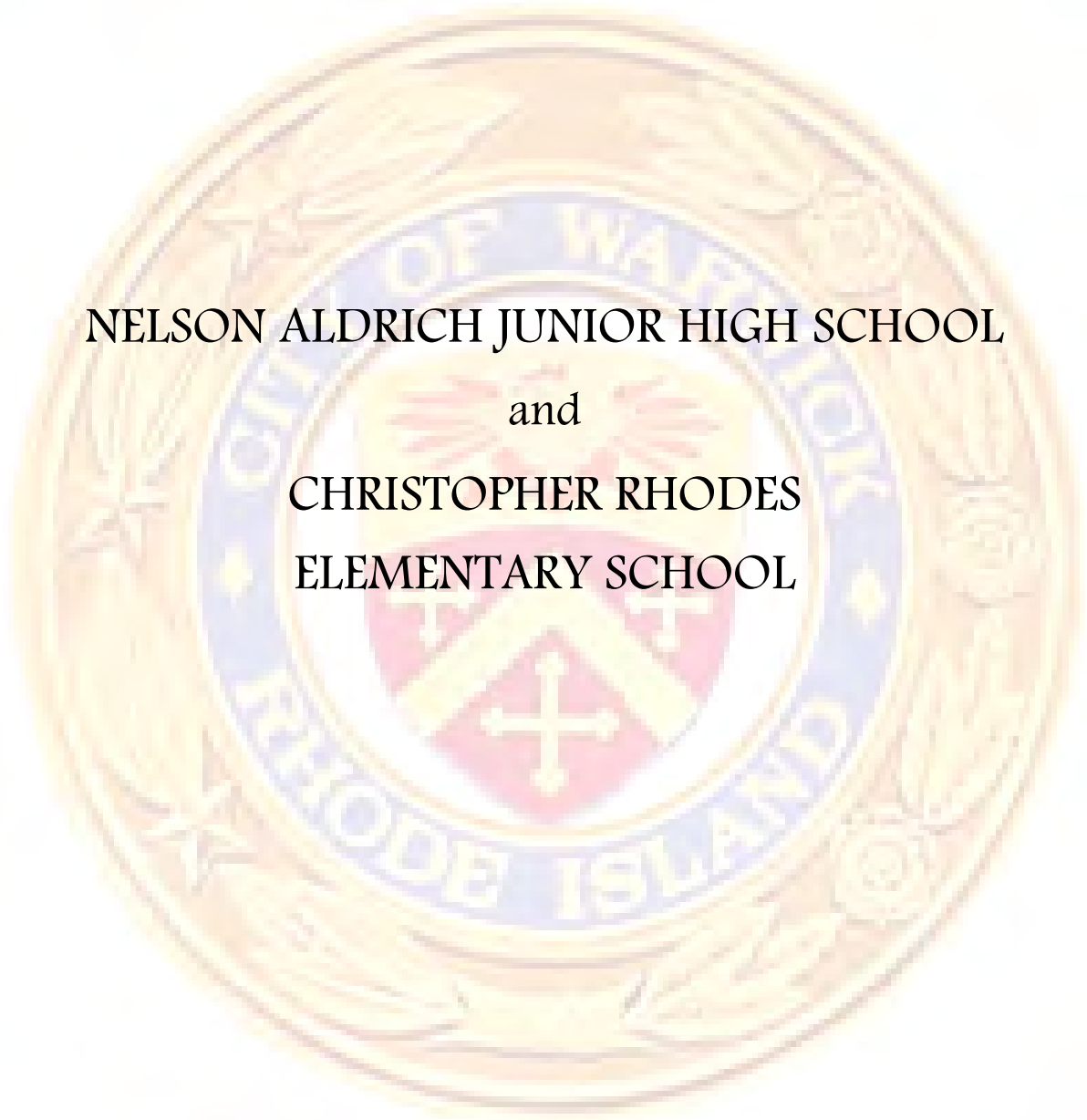
Uses that would not be considered include, but are not necessarily limited to:

- Rooming houses
- Hotels/Motels
- Trailer park
- Agricultural uses
- Commercial/Retail uses

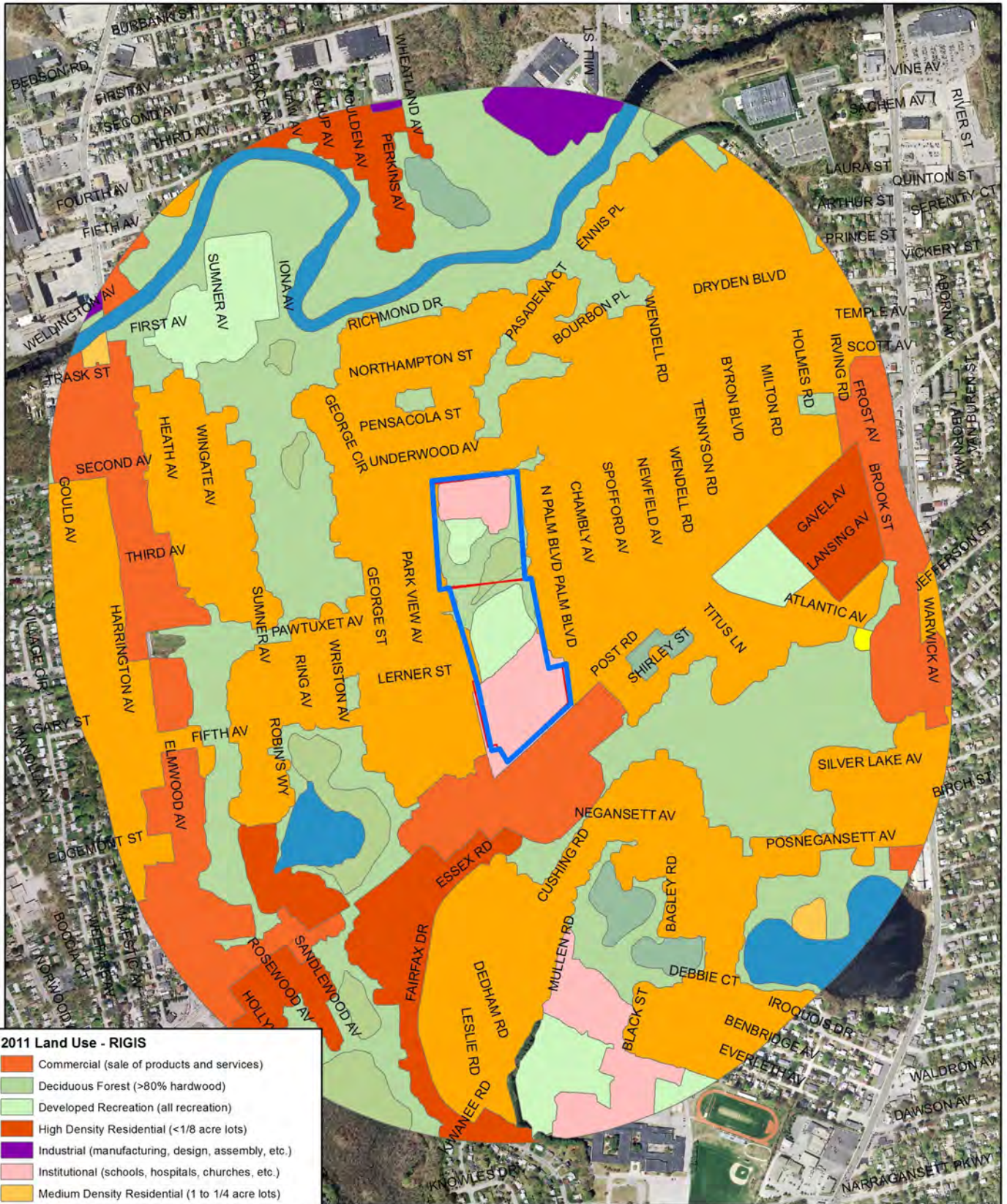
It should be noted that, while Aldrich Junior High School property proposals that include retention of the existing school building and significant exterior architectural features will receive stronger consideration, demolition of the Rhodes school building could be considered as part of any proposed reuse/redevelopment of the subject property.

APPENDIX A

NELSON ALDRICH JUNIOR HIGH SCHOOL
and
CHRISTOPHER RHODES
ELEMENTARY SCHOOL



APPENDIX A, FIGURE A



2011 Land Use - RIGIS

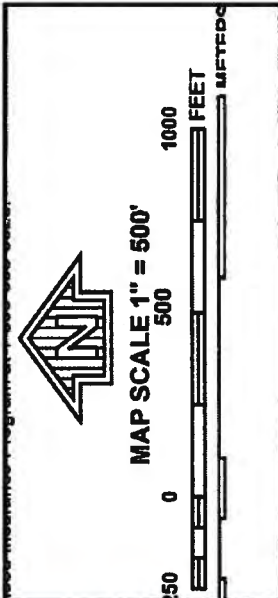
- Commercial (sale of products and services)
- Deciduous Forest (>80% hardwood)
- Developed Recreation (all recreation)
- High Density Residential (<1/8 acre lots)
- Industrial (manufacturing, design, assembly, etc.)
- Institutional (schools, hospitals, churches, etc.)
- Medium Density Residential (1 to 1/4 acre lots)
- Medium High Density Residential (1/4 to 1/8 acre lots)
- Medium Low Density Residential (1 to 2 acre lots)
- Mixed Forest
- Water
- Wetland


Aldrich Jr. HS/Rhodes Elementary Property
 789 Post Road Warwick, RI
 1/2 Mile Surrounding Land Use Map

0 750 1,500 3,000 Feet



APPENDIX A, FIGURE B



	PANEL 0018H FIRM FLOOD INSURANCE RATE MAP Kent County, Rhode Island (ALL JURISDICTIONS)	MAP NUMBER 44003C0018H MAP REVISED OCTOBER 2, 2015
NATIONAL FLOOD INSURANCE PROGRAM		
FEDERAL EMERGENCY MANAGEMENT AGENCY		

This is an official copy of a portion of the above referenced flood map. It was extracted using F-MIT On-Line. This map does not reflect changes or amendments which may have been made subsequent to the date on the title block. For the latest product information about National Flood Insurance Program flood maps check the FEMA Flood Map Store at www.mfr.fema.gov



289'000mE

APPENDIX A, FIGURE C

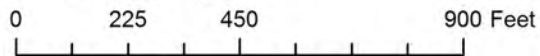


SOIL_NAME

- Aa
- HkC
- UD
- Ur

Data: U.S. Department of Agriculture, Natural Resources Conservation Service - Rhode Island State Office



Aldrich Jr. HS/Rhodes Elementary Property (former)
789 Post Road Warwick, RI
Soils Map/Topo



APPENDIX A, FIGURE D



Wetland Type
DESCRIPTION

-  Emergent Wetland: Marsh/Wet Meadow
-  Scrub-Shrub Swamp

RIGISWetlands as interpreted from 1988 aerial photography to one quarter acre polygon resolution by Cowardin 16 classification scheme.

Aldrich Jr. HS/Rhodes Elementary Property (former)
789 Post Road Warwick, RI
Wetlands Map

0 165 330 660 Feet

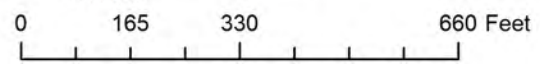


APPENDIX A, FIGURE E



- Water Lines
- Sewer Gravity
- Fire Hydrants

Aldrich Jr. HS/Rhodes Elementary Property (former)
 789 Post Road Warwick, RI
 Utilities



APPENDIX A, FIGURE F

STREET INDEX:
PER R.I.G.L. 34-13-1
POST ROAD
PALM BLVD.
RELPH STREET



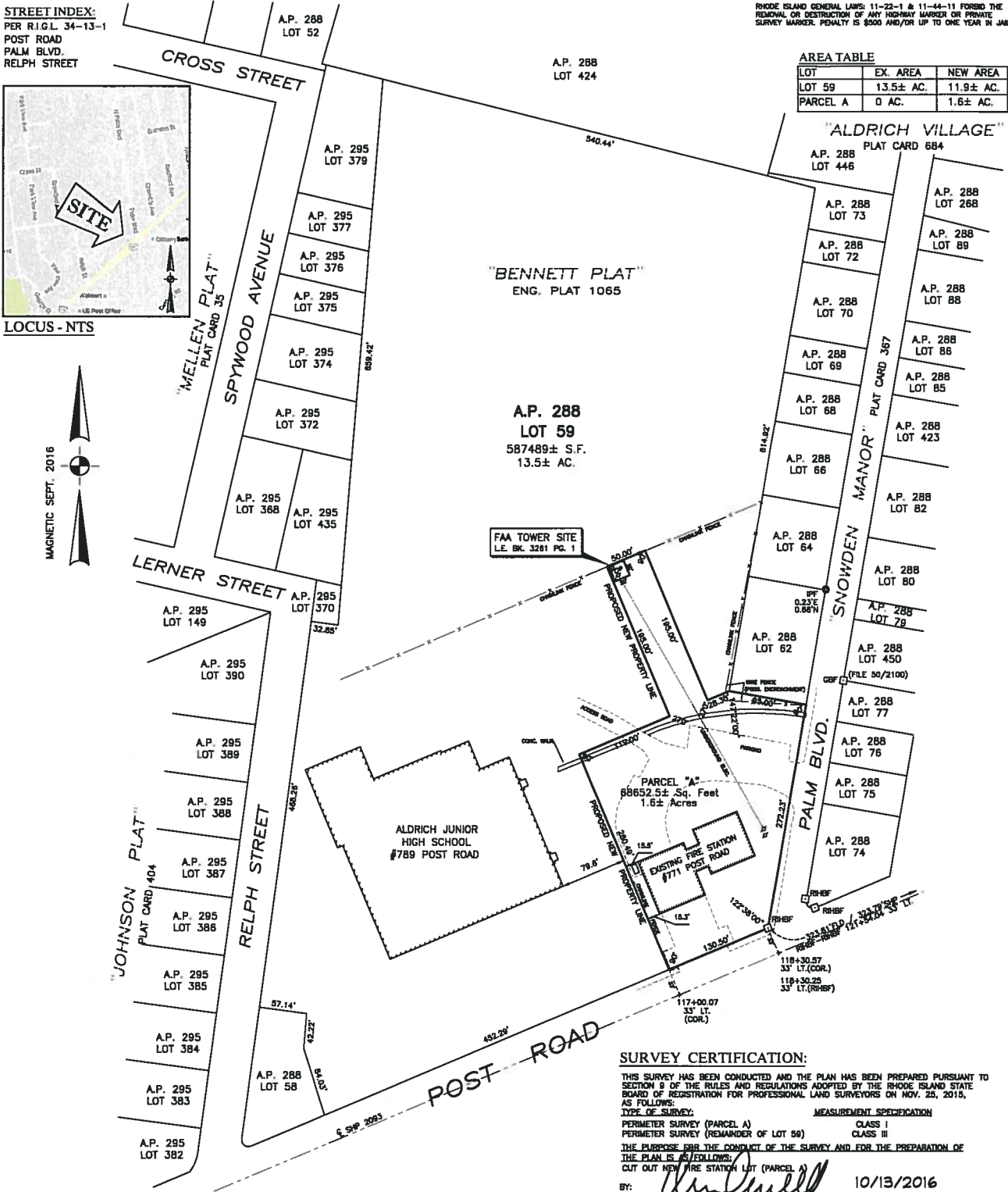
LOCUS - NTS



RIDGE ISLAND GENERAL LAWS: 11-22-1 & 11-44-11 FORBID THE REMOVAL OR DESTRUCTION OF ANY HIGHWAY MARKER OR PRIVATE SURVEY MARKER. PENALTY IS \$500 AND/OR UP TO ONE YEAR IN JAIL.

AREA TABLE

LOT	EX. AREA	NEW AREA
LOT 59	13.5± AC.	11.9± AC.
PARCEL A	0 AC.	1.6± AC.



SURVEY CERTIFICATION:

THIS SURVEY HAS BEEN CONDUCTED AND THE PLAN HAS BEEN PREPARED PURSUANT TO SECTION 9 OF THE RULES AND REGULATIONS ADOPTED BY THE RHODE ISLAND STATE BOARD OF REGISTRATION FOR PROFESSIONAL LAND SURVEYORS ON NOV. 25, 2015, AS FOLLOWS:

TYPE OF SURVEY: PERIMETER SURVEY (PARCEL A) CLASS I
PERIMETER SURVEY (REMAINDER OF LOT 59) CLASS III

MEASUREMENT SPECIFICATION: THE PURPOSE FOR THE CONDUCT OF THE SURVEY AND FOR THE PREPARATION OF THE PLAN IS AS FOLLOWS:

CUT OUT NEW FIRE STATION LOT (PARCEL A)
BY: *Marcus Charnell* 10/13/2016
MARCUS CHARNELL, P.L.S., 81971 (05-24334) DATE

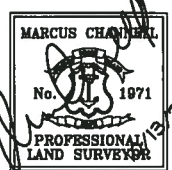
NOTES:

THIS SURVEY WAS DONE WITHOUT THE BENEFIT OF AN ABSTRACT OF TITLE. THE CERTIFICATION OF THIS SURVEY IS A PROFESSIONAL OPINION BASED ON THE EXISTING FIELD AND DOCUMENTARY EVIDENCE AVAILABLE AT THE TIME THIS SURVEY WAS PREPARED. THIS SURVEY DOES NOT REFLECT OR DETERMINE OWNERSHIP. OWNERSHIP IS SUBJECT TO AN OPINION OF TITLE. THIS SURVEY IS NOT A GUARANTEE OF TITLE.

LOTS SUBJECT TO EASEMENTS AND RIGHT-OF-WAYS OF RECORD.

NO ATTEMPT WAS MADE AS PART OF THIS SURVEY TO OBTAIN OR SHOW DATA CONCERNING EXISTENCE, SIZE, DEPTH, CONDITION, CAPACITY, OR LOCATION OF ANY UTILITY, PUBLIC SERVICE FACILITY, OR UTILITY SERVICE LINES ON/TO/OVER/UNDER THE PROPERTY.

SURVEYOR DOES NOT STATE ANY OPINION REGARDING WHETHER THE OCCUPATION AND USES NOT IN CONFORMANCE WITH THE RECORD LINE OF TITLE HAVE RIPPENED TO PRESCRIPTIVE EASEMENTS OR ADVERSE TITLE.



PRELIMINARY RESULTS
PROPOSED ADMINISTRATIVE SUBDIVISION
ALDRICH JUNIOR HIGH SCHOOL

A.P. 288 LOT 59
789 & 771 POST ROAD
WARWICK, RHODE ISLAND

PREPARED FOR:
CITY OF WARWICK

PREPARED BY:
SURVEY DEPT./ENG. DIV./WARWIC DPW
10/12/2016 (MC)

APPENDIX A, FIGURE G

TABLE 1. USE REGULATIONS

The abbreviated terms used in this table shall have the following meanings:

Yes	The use is permitted by right within the district so designated.
No	The use is prohibited within the district so designated.
S	The use is allowed by special use permit only if approved by the zoning board of review in accordance with subsection 906 of this ordinance.
A	The use is deemed to be an amendment of the zoning ordinance and is allowed only if approved by the city council following the same procedure in subsection 1007.

Footnotes appear at the end of this table.

The provisions of this ordinance shall not be construed so as to limit or interfere with the construction, installation, operation and maintenance for public utility purposes of water and gas pipes, mains, conduits, electric light and electric power transmission and distribution lines, telephone lines, cable television lines, oil pipe lines, sewer mains, and incidental appurtenances and installations.

Buildings within the district may be constructed, altered, enlarged, or reconstructed for one or more of the uses as listed in the Table of Use Regulations and uses customarily considered accessory to such uses with certain additional location and size requirements:

Zoning Districts	OS	A-40	A-15	A-10	A-7	O	W B	GB	LI	GI	Inter- moda- l	Gate - way	Village Distric t	
100	Residential uses:													
101.	Detached single-family dwelling unit	No	Yes	Yes	Yes	Yes	Yes (1)	No	Yes (1)	No	No	No	No	Yes
102.	A two-family, three-family or four-family dwelling in a development containing four or less dwelling units	No	No (3)	No (3)	No (3)	No (3)	No	No (3)	No	No	No	No	Yes	
102.1	A multifamily dwelling in a development containing between five and ten dwelling units	No	No	No	No	No (3)	No	No (3)	No	No	Yes (23)	Yes	S	
103.	Two-family and multiple-family dwelling in a development containing ten or more dwelling units	No	No (3)	No (3)	No (3)	No (3)	No	No (3)	No	No	Yes	Yes	No	
104.	Congregate elderly	No	S	S	S	S	S (2)	No	S (2)	No	No	No	Yes	

	housing containing between two and ten dwelling units		(2)	(2)	(2)	(2)									
105.	Congregate elderly housing containing more than ten dwelling units	No	No (3)	No (3)	No (3)	No (3)	No (3)	No	No (3)	No	No	No	No	No	No
106.	Roominghouse	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No
107.	Room for less than three boarders	No	S (4)	S (4)	S (4)	S (4)	Yes (4)	No	Yes (4)	No	No	No	No	No	No
107.1	Bed and breakfast for up to four guests	No	S	S	S	S	S	No	Yes	No	No	No	No	No	Yes
108.	Mobile home, mobile home park, or trailer park	No	No	No	No	No	No	No	No	No	No	No	No	No	No
109.	Community residence	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No
200	Agricultural uses:														
201.	Raising of crops (commercial and noncommercial)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
202.	Commercial greenhouse	No	S (5)	S (5)	S (5)	S (5)	S	No	Yes	Yes	Yes	Yes	No	No	No
203.	Sales place for flowers, garden supplies, agricultural produce conducted partly or wholly outdoors	No	No	No	No	No	S	No	Yes	Yes	Yes	Yes	No	No	No
204.	Raising and keeping of animals and livestock	S (5)	S (5)	S (5)	S (5)	S (5)	S (5)	S (5)	S (5)	S (5)	S (5)	S (5)	No	No	No
300	Office uses:														
301.	Medical offices, excluding clinic	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	S
302.	Clinic	No	No	No	No	No	S	No	Yes	Yes	Yes	Yes	No	Yes	No
303.	Law office, accountant, architect or other nonmedical professional person	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes (25)	Yes	Yes
304.	Real estate, insurance, travel	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes (25)	Yes	Yes

	agency, advertising or similar agency office														
305.	General office use	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes (25)	Yes	Yes (17)
306.	Bank, trust company or similar financial institution with drive-in window	No	No	No	No	No	S	No	Yes	Yes	Yes	Yes	No	Yes	Yes (18)
307.	Bank or other financial institution without drive-in window	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes (25)	Yes	Yes
308.	Research and development laboratory, testing facility for environmental or medical purposes, or facility excluding radioactive and chemical or biological processes	No	No	No	No	No	S	No	S	Yes	Yes	Yes	S (25)	S	No
309.	Biological technologies, including rDNA (recombinant deoxyribonucleic acid), cell fusion, and novel bioprocessing techniques; including related research into processes that promote health diagnostics and therapeutics, agricultural biology including plant genetics for food purposes, environmental remediation techniques, and	No	No	No	No	No	No	No	S	S	S	S	S (25)	S	No

		manufacture of instruments that assist in biological research													
400	Service uses:														
401.	Barbershop, beauty salon	No	No	No	No	No	S	No	Yes	No	No	Yes (24)	Yes	Yes	
402.	Laundry and dry cleaning, pickup, self-service cleaners, and laundromat	No	No	No	No	No	S	No	Yes	No	No	Yes (24)	Yes	S	
403.	Shoe repair, tailoring shop, or other similar establishment	No	No	No	No	No	Yes	No	Yes	No	No	Yes (24)	Yes	Yes	
404.	Television, radio, or other household appliance repair	No	No	No	No	No	Yes (6)	No	Yes (6)	Yes	Yes	No	No	Yes	
405.	Instant copy and printing shops, photographer's studio, and photo processor shops	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes (24)	Yes	Yes	
406.	Arts or crafts studio (no sales)	No	No	No	No	No	Yes (6)	No	Yes (6)	Yes	Yes	No	No	Yes	
407.	Veterinary establishment and kennel	No	No	No	No	No	S	No	Yes	Yes	Yes	No	Yes	Yes	
408.	Mortuary, undertaking or funeral home establishment	No	No	No	No	No	S	No	Yes	No	No	No	No	S	
409.	Locksmith	No	No	No	No	No	Yes (6)	No	Yes (6)	Yes	Yes	No	Yes	Yes	
410.	Caterer	No	No	No	No	No	Yes (6)	No	Yes (6)	Yes	Yes	No	Yes	S	
411.	Hotel or motel	No	No	No	No	No	S	S	Yes	S	S	Yes (25)	Yes	S	
412.	Public gathering hall, theater, and auditorium	No	No	No	No	No	S	No	Yes	S	S	Yes	Yes	Yes (19)	
413.	Indoor commercial recreation facility including health	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes (25)	Yes	S	

	club and private club														
414.	Outdoor commercial recreation facility, including amusement park, and sports center not elsewhere classified, driving range, pitch & putt, miniature golf, or similar activity	No	No	No	No	No	No	No	S	No	No	No	S	No	
414.1	Outdoor recreation limited to driving range, miniature golf, pitch & putt, batting cages and/or little league baseball facilities	No	No	No	No	No	Yes (15a)	No	S	S	S	No	S	No	
415.	Golf course (excluding driving range, pitch & putt, miniature golf, or similar establishment)	Yes	S	S	S	S	No	No	No	No	No	No	No	No	
416.	Coin-operated amusement establishment	No	No	No	No	No	No	No	S	No	No	Yes (24)	S	S	
417.	Massage establishment	No	No	No	No	No	No	No	S	No	No	No	No	S	
418.	Marina, yacht club	No	No	No	No	No	No	Yes	No	No	No	No	No	S	
419.	Vehicle rental agency	No	No	No	No	No	No	No	S (7)	S (7)	S (7)	Yes (14b), (16a)	Yes	No	
420.	Carwash	No	No	No	No	No	No	No	S (7)	Yes (7)	Yes (7)	No	No	No	
421.	Gas station (no repairs), may include convenience and/or grocery retail	No	No	No	No	No	No	No	S (7)	S (7)	S (7)	No (16a)	S	No	
422.	Service station (with repairs)	No	No	No	No	No	No	No	S (7)	S (7)	S (7)	No	No	No	
422.1	Auto body repair shop	No	No	No	No	No	No	No	No	S (7)	S (7)	No	No	No	
423.	Boat repairs,	No	No	No	No	No	No	Yes	S (7)	S (7)	S (7)	No	No	No	

		painting or storage							(7)						
	424.	Building trades contractor, oil and fuel service, or similar establishment	No	No	No	No	No	Yes (6)	No	Yes (6)	Yes	Yes	No	No	No
	424.1	Landscaping and tree service	No	No	No	No	No	S (6)	No	Yes (6)	Yes	Yes	No	No	No
	425.	Cesspool company	No	No	No	No	No	No	No	S	S	S	No	No	No
	425.1	Other service establishment	No	No	No	No	No	S	No	S	S	S	S (24)	S	S
500		Retail uses:													
	501.	Restaurant (with liquor license)	No	No	No	No	No	No	S	Yes (6)	S	S	Yes	Yes (24)	Yes (20)
	501.1	Nightclub	No	No	No	No	No	No	S	S	S	S	S (24)	S	S
	502.	Restaurant (without liquor license)	No	No	No	No	No	S	S	Yes (6)	S	S	Yes (24)	Yes	Yes (20)
	503.	Fast food restaurant	No	No	No	No	No	No	No	Yes (6)	No	No	Yes (15b), (24)	Yes	Yes (21)
	503.1	Retail trade— Neighborhood establishment, 2,000 square feet GFA or less	No	No	No	No	No	Yes	Yes	Yes	No	No	Yes (23)	Yes	Yes
	503.2	Retail trade— Community-wide establishment, more than 2,000 square feet GFA	No	No	No	No	No	No	No	Yes	Yes	No	Yes (24)	Yes	S (22)
	505.	New or used vehicle sales, with service or outdoor display (excluding boats)	No	No	No	No	No	No	No	S (7) (26)	S (7)	S (7)	No	No	No
	507.	New or used boat sales, with service or outdoor display	No	No	No	No	No	No	Yes (7)	S (7)	S (7)	S (7)	No	No	No
	508.	Marine equipment, fishing and tackle store, bait shop	No	No	No	No	No	No	Yes	Yes (6)	No	No	No	No	Yes
	509.	Open air market or outdoor sales and display, mobile or otherwise	No	No	No	No	No	No	No	S	No	No	No	No	S

	50X	Adult entertainment	No	No	No	No	No	No	No	No	No	S (12)	No	No	No
	510.	Other retail establishment	No	No	No	No	No	No	No	Yes (6)	No	No	Yes (24)	Yes	S
600	Transportation, communication and utility uses:														
	601.	Airport or heliport	No	No	No	No	No	No	No	No	No	No	S	No	No
	602.	Bus or railroad passenger station	No	No	No	No	No	No	No	S	S	S	Yes	No	S
	603.	Automobile parking lot or parking garage for private passenger cars (as a principal use)	No	No	No	No	No	No	No	S	Yes	Yes	S (25)	S	Yes
	604.	Truck, bus, taxi, or other commercial vehicle terminal yard or building for storage and servicing of such	No	No	No	No	No	No	No	S	Yes	Yes	No	No	No
	605.	Radio and television transmission station including towers	No	No	No	No	No	No	No	S (13)	Yes (13)	Yes (13)	No	No	No
	606.	Radio or television studio	No	No	No	No	No	Yes	No	Yes	Yes	Yes	No	No	No
	607.	Electrical transformer station and substation, gas regulator station, water and sewer pumping station, and telephone exchange station as a principal use and not elsewhere classified in this table	No	S	S	S	S	S	S	S	Yes	Yes	No	S	S
	608.	Electric power plant	No	No	No	No	No	No	No	No	No	S	No	No	No
	609.	Nuclear power plant	No	No	No	No	No	No	No	No	No	No	No	No	No
	610.	Other utility, utility station, receiving or transmitting device or tower, or satellite dish antenna as a principal use and	No	No	No	No	No	No	No	S (8)	S (8)	S (8)	No	No	No

		not elsewhere classified in this table													
	611.	Telecommunication facility, including towers (15)	No	No	No	No	No	No	No	A (8), (14a)	A (8), (14a)	A (8), (14a)	No	No	No
700	Institutional uses:														
	701.	Religious place of worship, including rectory, parsonage, convent and monastery	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (24)	Yes	Yes
	702.	Social community or recreation center	No	S	S	S	S	S	No	Yes	No	No	No	Yes	Yes
	703.	Other use with religious purposes	No	No	No	No	No	S	No	Yes	No	No	No	No	S
	704.	Hospital, including hospital for mental, drug, or alcohol treatment but excluding animal hospital	No	No (9)	No (9)	No (9)	No (9)	No (9)	No	Yes	S	S	No	No	No
	704.1	Family day care home, as defined	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes
	704.2	Day care facility, as defined	No	S	S	S	S	Yes	Yes	Yes	Yes	Yes	Yes (24)	Yes	Yes
	705.	Extended care, convalescent, rest, or nursing home	No	S	S	S	S	S	No	Yes	S	S	No	No	S
	706.	Preschool and kindergarten	No	S	S	S	S	Yes	No	Yes	S	S	Yes (24)	Yes	S
	707.	Primary or grammar and junior high school or middle school, public, parochial or private school providing compulsory education, including uses listed in 706 when located in the same facility	No	Yes	Yes	Yes	Yes	Yes	No	Yes	S	S	No	No	S
	708.	High school, including	No	Yes	Yes	Yes	Yes	Yes	No	Yes	S	S	No	No	No

		fabricating, processing, assembling or packaging of:													
		1. Food and beverage products	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		2. Clothing but not textile manufacture	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		3. Paper and paper board products	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		4. Drugs	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		5. Leather goods, excluding footwear	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		6. Electric and electronic equipment including audio, video, computer, and office machines	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		7. Engineering and scientific instruments and supplies	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		8. Medical and dental instruments and supplies, including optical instruments and lenses but excluding laboratory testing	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		9. Photographic equipment and supplies	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		10. Watches, clocks, and clockwork mechanisms	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
		11. Jewelry, insignia, emblems,	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No

		badges, notions, and costume jewelry, but excluding electroplating													
	12.	Musical instruments	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
	13.	Sporting goods and toys	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
	14.	Art supplies, including pens, pencils, and similar products	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
	15.	Signs and advertising devices	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
	16.	Miscellaneous products including umbrellas, parasols, canes, brooms, and brushes	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
803.		Bottling of beverages	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
804.		Distribution center, parcel delivery center, delivery warehouse	No	No	No	No	No	No	S		Yes	Yes	No	No	No
805.		Laundry, dry cleaning plant	No	No	No	No	No	No	S		Yes	Yes	No	No	No
806.		Printing, binding, publishing and related arts and trades	No	No	No	No	No	No	S		Yes	Yes	No	No	No
807.		Ministorage and miniwarehouse facility	No	No	No	No	No	No	S	S		Yes	No	No	No
808.		Processing and packaging of fish or fish products	No	No	No	No	No	S	No		Yes	Yes	No	No	No
809.		Wholesale business and storage in roofed structure or outdoors, but not including wholesale	No	No	No	No	No	No	No	Yes (6)	Yes (11)	Yes (11)	No	No	No

		storage of flammable liquids, gas or explosives													
	810.	Storage warehouse, cold storage plant, storage building, but not including storage of junk, scrap metal, rags, waste paper and similar materials	No	No	No	No	No	No	No	S	Yes	Yes	No	No	No
	811.	Open-lot storage of new building materials, machinery, and metals, but not junk, scrap and wastes	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No
	812.	Open-lot storage of coal, sand, or other similar material	No	No	No	No	No	No	No	S	Yes	No	No	No	No
900	General industry:														
	901.	Dismantling or wrecking of used motor vehicles and storage or sale of dismantled, inoperative or wrecked vehicles or their parts	No	No	No	No	No	No	No	No	No	S	No	No	No
	902.	Stone cutting, shaping, and finishing, in completely enclosed buildings	No	No	No	No	No	No	No	S	Yes	No	No	No	No
	903.	Textile mill	No	No	No	No	No	No	No	S	Yes	No	No	No	No
	904.	Plaster of Paris or ceramic products manufacture	No	No	No	No	No	No	No	S	Yes	No	No	No	No
	905.	Asphalt or concrete plant	No	No	No	No	No	No	No	S	S	No	No	No	No
	906.	Sand and gravel operation	No	No	No	No	No	No	No	S	S	No	No	No	No
	907.	Manufacturing, welding, fabricating,	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No

		processing, assembling or packaging or other industrial operation, but the following are expressly prohibited:													
		1. Acid manufacture.													
		2. Cement, concrete, lime or gypsum manufacture.													
		3. Explosives or fireworks manufacture.													
		4. Glue manufacture.													
		5. Incineration of solid waste or dead animals.													
		6. Petroleum refining.													
		7. Stockyard.													
		8. Landfill or underground injection well for hazardous materials.													
	908.	Open-lot storage of secondhand lumber or other used building material	No	No	No	No	No	No	No	No	No	S	No	No	No
	909.	Open-lot storage of junk, scrap, paper, rags or other salvage articles	No	No	No	No	No	No	No	No	No	S	No	No	No
	910.	Hazardous waste management facility (14)	No	No	No	No	No	No	No	No	S	S	No	No	No

Footnotes:

(1) Subject to all the dimensional requirements in the A-7 district.

(2) Subject to the requirements of subsection 502.

(3) Eligible for PDR or PDR-L overlay designation, subject to all the requirements for planned district residential (PDR) and (PDR-L) planned district residential - limited in subsection 308.

- (4) Provided that the rooms are offered by an owner-occupant of the dwelling unit and are located in the principal dwelling; that boarders do not have access to separate kitchen facilities; and that the requirements of subsection 601.3 shall govern.
- (5) Provided that raising and keeping of animals and livestock is by an owner-occupant of the property which shall consist of a minimum of five contiguous acres in the same ownership.
- (6) Outdoor storage or overnight parking in excess of five vehicles or in excess of 25 percent of the lot devoted to outdoor storage of equipment or materials accessory to the principal use shall require a special use permit in accordance with subsection 906.
- (7) In addition to required dimensional regulations, permitted and special use permit uses shall require a minimum of 10,000 square feet, with 100 feet of frontage and 100 feet of lot width.
- (8) Any satellite dish antenna as a principal use shall be subject to the requirements of subsections 601.9 and 906.
- (9) Eligible for overlay designation institutional-health care, subject to all the requirements of subsection 306.
- (10) Eligible for overlay designation institutional-educational, subject to all the requirements of subsection 307.
- (11) Retail or display areas within wholesale establishments shall be limited to 1,000 square feet of net floorspace.
- (12) Provided that such use shall have a setback of 200 feet from all residence districts and school buildings.
- (13) Provided that such use shall not interfere with the airport hazard zone.
- (14) See Definition 200.76.
- (14a) Subject to all of the requirements of Special Regulations Section 506 Telecommunications Facilities.
- (14b) Vehicle rental agency with on site storage is prohibited.
- (15) Telecommunications facilities co-located on existing public properties may be allowed in residential zoning districts only upon approval of the use by the city council.
- (15a) For parcels of ten acres of land or larger only. If the parcel is less than ten acres, then a special use permit is required.
- (15b) Fast food restaurant with drive-through window shall be prohibited.
- (16) Any sports or amusement machine or device, whether or not registering a score and whether or not its operation demands skill or chance or both, such as pool tables, billiards tables, video or computer type games, air games, marble machines, mechanical grab machines and all games, operations or transactions similar thereto, whether or not operated by the insertion of a coin, slug, token, plate, or disc, shall be allowed as an accessory use to the principal use of an indoor commercial recreational facility.
- (16a) Airport related service uses located within the Intermodal zone and directly abutting Pot Road at the time of the effective date of this ordinance [Ordinance No. O-98-44] shall be allowed to expand within the limits of their property and abutting properties held in the same ownership at the time of the effective date of this ordinance [Ordinance No. O-98-44]. For the purposes of this ordinance airport related uses shall be defined in Table 1. Use regulations as #421 gasoline station and #419 vehicle rental agency, which may consist of such accessory uses as vehicle storage, fuel pumps, motor vehicle maintenance, vehicle washing, and sales of rental vehicles.
- (17) Special Use Permit required for general office use greater than 3,000 square feet GFA.

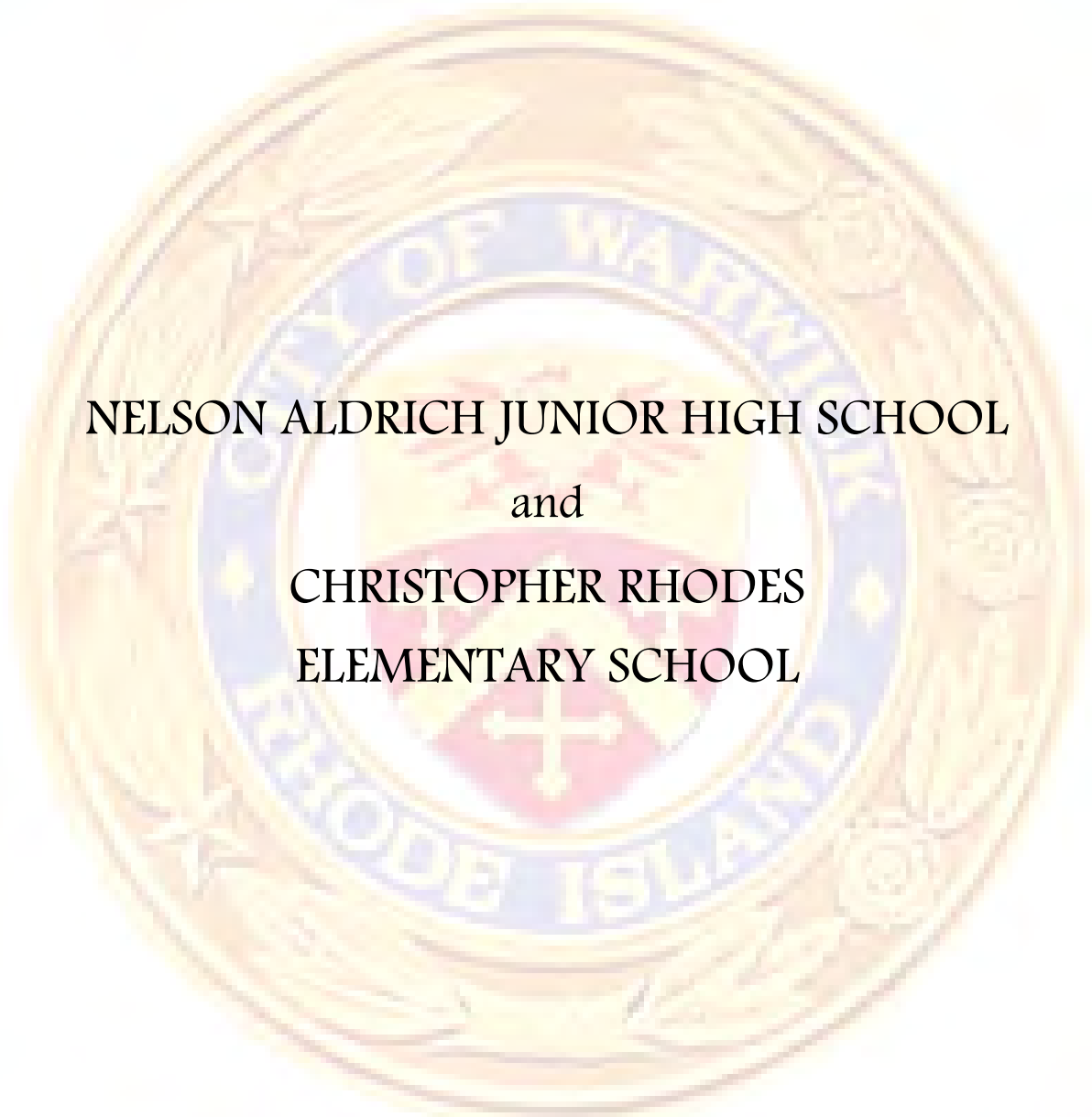
- (18) No more than one drive thru lane permitted, with a width of 11 feet and a canopy height no less than 10'6" and no greater than 12 feet. Additional bank machines may be provided for pedestrian walkup access, provided such access is safe for pedestrian circulation.
- (19) Special Use Permit required for public gathering hall, theater or auditorium with more than 350 seats.
- (20) Special Use Permit required for restaurants exceeding 3,000 square feet GFA and restaurants, cafes or other places serving prepared foods that may be served or sold from windows serving the sidewalk, or at tables and chairs outside the establishment. All outdoor seating and serving areas are allowable only by special permit and are subject to approval for use of the public sidewalk and/or right of way, if applicable.
- (21) Fast food establishments shall be 2,000 square feet GFA or less, drive thru windows are prohibited. All requirements for serving prepared food from windows serving the sidewalk or tables and chairs outside the establishment shall be as in Footnote (20).
- (22) "Big Box" and Retail establishments 10,000 square feet GFA or larger are prohibited.
- (23) Subject to planning board approval as a component of a larger mixed-use development within a multistory building. This use is prohibited as a principal use.
- (24) Allowed as a component of mixed-use development within a multi-story building with this actual use code composing no more than 25 percent of the total gross floor area of the entire building. This use is prohibited as a principal use within a new single story structure. This use may be approved as an interim use within a single story building or structure which was lawfully existing or established prior to January 2012 if approved by the Planning Board in conformance with the WSDD design standards and the Zoning Board as a special use permit, if applicable.
- (25) Allowed within a building that is at least two stories in height. This use may be approved as an interim use within a single story structure which was lawfully existing or established prior to January 2012 subject to approval by the planning board in conformance with the WSDD design standards.
- (26) Auto body repair allowed as a component of a new or used vehicle sales development, provided the parcel is at least 3.75 acres in area with frontage on a state road or highway. If the parcel consists of multiple lots, all lots must be dedicated to actual Use Code 505. New or Used Vehicle Sales. The auto body repair facility shall be set back a minimum of 100 feet from all residential or open space zoning districts and shall consist of no more than 20 percent of the total gross floor area of all the buildings on the parcel dedicated to actual use Code 505. This use is prohibited as a principal use.

APPENDIX B

NELSON ALDRICH JUNIOR HIGH SCHOOL

and

CHRISTOPHER RHODES
ELEMENTARY SCHOOL





Cafeteria, Aldrich Junior High School



Typical Classroom, Aldrich Junior High School



Hallway in Building Addition, Aldrich Junior High School



Gymnasium, Aldrich Junior High School



Auditorium, Main Level, Aldrich Junior High School



Detail of light fixture, Auditorium, Aldrich Junior High School



View of Main Lobby, Aldrich Junior High School



Exterior View, Aldrich Junior High School



Wind Shear Abutting Back Parking Lot, Aldrich Junior High School



Exterior, Rhodes Elementary School Property



Exterior, Rhodes Elementary School Property



Exterior, Rhodes Elementary School Property



Front Entrance, Rhodes Elementary School Property



Classroom, Rhodes Elementary School



Hallway, Rhodes Elementary School

PATRICIA A. PESHKA
PURCHASING AGENT



SCOTT AVEDISIAN
MAYOR

CITY OF WARWICK
PURCHASING DIVISION
3275 POST ROAD
WARWICK, RHODE ISLAND 02886
TEL (401)738-2013
FAX (401) 737-2364

To: All Prospective Bidders

From: Patricia A. Peshka, Purchasing Agent

Date: March 29, 2017

Re: RFP2017-278 Sale/Lease for Reuse of Former Nelson Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property

Addendum #1

Please be advised that the information attached comprises Addendum # 1.

The bid opening will be held on Monday, May 15, 2017 at 11 AM in the Lower Level Conference Room.

Should you have any questions, please contact Richard Crenca, Principal Planner, Warwick Planning Department, City of Warwick, 3275 Post Rd., Annex, Warwick, RI at 401-921-9683.

Thank you for your interest in this project.

Patricia A. Peshka
Purchasing Agent



Scott Avedisian
Mayor

City of Warwick
Purchasing Division
3275 Post Road
Warwick, Rhode Island 02886
Tel (401) 738-2013
Fax (401) 737-2364

Non-Mandatory Pre-Bid Minutes Tuesday, March 28, 2017

RFP2017-278 **Sale/Lease for Reuse of Former Nelson Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property**

Location: The meeting was held in the Lower Level Conference Room


Present: Patricia Peshka, Purchasing Agent
Mary LaFontaine, Bid Specialist
Richard Crenca, Planning
Susan Baker, Planning
Diana Pearson, City Solicitor

Representatives: Hugh Fisher, HA Fisher Homes
Lynne Sweet, LDS Consulting Group
Dean Harrison, Women's Development Corp.
Barbara Sokoloff, BSA
Julie Nora, International Charter School
David Simon, Shorewood Real Estate Group
Jennifer Fonseca, DBVW Architects
Karissa Kuhns, DBVW Architects

This is a non-mandatory pre-bid conference. This bid requires a 5 percent bid bond to be provided in your sealed bid. The Certification & Warrant Form must be submitted with the bid. If any of these items are not adhered to, the bid will automatically be rejected.

The bid opening is Monday, May 15, 2017 at 11:00 AM. Any questions addressed during this meeting will be sent to each vendor via addendum.

Respectively submitted,


Patricia Peshka
Purchasing Agent

The City is open to considering all potential uses but we are not considering big box use.

There is the option to lease or purchase each individual property or both properties. No preference will be given if both properties are bid on.

Aldrich has 122,000 sq. ft. and is 3 storys high. Christopher Rhodes is 46,600 sq. ft. and is a single story.

The City's strong preference is to preserve the exterior of the Aldrich building. The City will entertain the demolition of the Rhodes building.

Both buildings have full utilities including oil.

Aldrich has had a lead inspection. Asbestos reports for both buildings are available in the Planning Department. Structural reports are not found, but some structural plans for both buildings are available for review in the Planning Department.

Both properties are zoned A7 residential. The Council would need to approve any changes. The distance between Aldrich and the new property line at the Fire Station is 79'.

Contact the Community Development Department to determine if local funds for housing uses are available.

Please note that if the bidder is leasing the property, the successful bidder must provide the City of Warwick with an original certificate of insurance for general liability in a minimum amount of \$1 million. The certificate of insurance must name the **City of Warwick as the additional insured** and so stated on the certificate with the bid name and bid number. It is the vendor's responsibility to provide the City of Warwick with an updated certificate of insurance upon expiration of the original certificate.

Should you have any questions, please contact Richard Crenca, Principal Planner, Warwick Planning Department, City of Warwick, 3275 Post Rd., Annex, Warwick, RI at 401-921-9683.

Date: March 28, 2017

RFP2017-278 Sale/Lease for Reuse of
Former Nelson Aldrich Junior High School Building & Property
and/or
Former Christopher Rhodes Elementary School Building & Property

<u>Name (please print neatly)</u>	<u>Company</u>
✓ HUGH FISHER	naFH
✓ Lynne Sweet	LPS Consulting Group, LLC
✓ DEAN HARRISON	WDC
Barbara Sokoloff	BSA ^{BSOKOLOFF} sokoplan.com
✓ Julie Nora	International Charter
✓ David Simon	Shorewood ^{School} District Group
✓ JEN FONSECA	jfonseca@dbvw.com
✓ KARISSA KUHNS	kkuhns@dbvw.com
Sue Baker	Planning
Lick Crenca	Planning
Mary LaFontaine	Purchasing
Dianna Pearson	City Solicitor
Pat Fishka	Purchasing

PATRICIA A. PESHKA

PURCHASING AGENT



SCOTT AVEDISIAN

MAYOR

CITY OF WARWICK
PURCHASING DIVISION
3275 POST ROAD
WARWICK, RHODE ISLAND 02886
TEL (401)738-2013
FAX (401) 737-2364

To: All Prospective Bidders

From: Patricia A. Peshka, Purchasing Agent

Date: March 31, 2017

Re: RFP2017-278 Sale/Lease for Reuse of Former Nelson Aldrich Junior High School
Building & Property and/or Former Christopher Rhodes Elementary School Building
& Property

Addendum #2

=====

Please be advised that the information attached comprises Addendum #2.

The bid opening has been extended from Monday, May 15, 2017 at 11 AM to Friday, July 14, 2017 at 11 AM in the Lower Level Conference Room.

Should you have any questions, please contact Richard Crenca, Principal Planner, Warwick Planning Department, City of Warwick, 3275 Post Rd., Annex, Warwick, RI at 401-921-9683.

Thank you for your interest in this project.



Teaching in the languages of our community: English, español, Português



RFP 2017-278 Sale/Lease for Reuse of
Former Aldrich Junior High School Building and/or Property
and/or
Former Christopher Rhodes Elementary School
Building & Property
July 14, 2017 @ 11:00AM

City of Warwick RFP #2017-278

Sale/Lease for Reuse of
Former Nelson Aldrich Junior High School Building & Property
and/or
Former Christopher Rhodes Elementary School Building & Property
July 14, 2017

Table of Contents

Cover Letter, Bank check and W-9

TAB A Vision and Strategy for Site Development

1. Vision Narrative, site development and concept design
2. Concept & Site plans
3. Floor Plans
4. Landscape plans
5. Renderings

TAB B Statement of Qualifications

1. Firm Information- Address, Structure, Size, Years in business
2. Financial Information - Financial Statement and Balance Sheet
3. Experience of Applicant
4. Names of Principals, Education and background of principals
5. Qualifications of development and operation of proposed use
6. List of other similar projects developed and or managed
7. List of any action by regulatory agency and any litigation within the last 10 years
8. Three (3) References

TAB C Items C-H listed in Submission Requirements

1. Mailing Address of Applicant
2. Evidence of Financial Ability
3. Acknowledgment of RFP Requirements
4. Release Regarding Hazardous Materials
5. Certification of Non-Collusion and Tax Compliance
6. Certificate by Corporate Authority to Sign Consent

City of Warwick RFP #2017-278

Sale/Lease for Reuse of
Former Nelson Aldrich Junior High School Building & Property
and/or
Former Christopher Rhodes Elementary School Building & Property
July 14, 2017

TAB D Proposal and Contract Form

Acknowledgement of Addendums form
Certification & Warrant Form

TAB E Appendix

1. ICS Helps Districts
2. Next Generation of Charter Schools
3. ICS Science
4. ICS Science in Valley Breeze
5. Remembering the Forgotten
6. OJornal

Financial Statements will be provided in separate envelope marked not for public viewing



Teaching in the languages of our community: English, Spanish, Portuguese

July 15, 2017

Patricia Peshka
City of Warwick
Purchasing Division
3275 Post Road
Warwick, Rhode Island 02886

Dear Ms. Peshka:

Please find attached a response to the Request for Proposals for the Aldrich School and property from the International Charter School. We are confident that the site offers an ideal match for our needs and that our plans for development will be value-added for the City of Warwick. We look forward to talking with you more about our proposal should you have any questions. Please feel free to contact us if you need to.

We look forward to hearing from you.

Sincerely,

Julie
Julie Nora, Ph.D.
Director
Enc.

Form W-9 (Rev. December 2014) Department of the Treasury Internal Revenue Service		Request for Taxpayer Identification Number and Certification		Give Form to the requester. Do not send to the IRS.	
1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. The International Charter School					
2 Business name/disregarded entity name, if different from above					
Print or type See Specific Instructions on page 2.	3 Check appropriate box for federal tax classification; check only one of the following unless boxed: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (DisC corporation, S-S corporation, P-partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____			4 Exemptions (codes apply only to certain entities; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applied to accounts maintained outside the U.S.)</small>	
	5 Address (number, street, and apt. or suite no.) International Charter School			Requester's name and address (optional)	
	6 City, state, and ZIP code Pawtucket, RI 02860			7 List account number(s) here (optional)	
	Part I Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3. Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.				
Part II Certification Under penalties of perjury, I certify that:			Social security number [] - [] - []		
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and 3. I am a U.S. citizen or other U.S. person (defined below); and 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.			Employer identification number 05-0519201		
Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.					
Sign Here		Signature of U.S. person ▶ <i>Patricia Peshka</i>		Date ▶ 7-13-17	
General Instructions Section references are to the Internal Revenue Code unless otherwise noted. Future developments. Information about developments affecting Form W-9 (such as legislation enacted after its release) is at www.irs.gov/wo9 .					
Purpose of Form An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN), which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:					
<ul style="list-style-type: none"> Form 1099-DIV (interest earned or paid) Form 1099-DIV (dividends, including those from stocks or mutual funds) Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) Form 1099-S (proceeds from real estate transactions) Form 1099-K (merchant card and third party network transactions) 					
<ul style="list-style-type: none"> Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) Form 1099-C (cancelled debt) Form 1099-A (acquisition or abandonment of secured property) Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN. If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See <i>What is backup withholding?</i> on page 2. By signing the filled-out form, you:					
<ol style="list-style-type: none"> 1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued). 2. Certify that you are not subject to backup withholding, or 3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and 4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See <i>What is FATCA reporting?</i> on page 2 for further information. 					

TAB A: Vision and/or Strategy for Site Development

Building and Site Improvements

International Charter School plans to develop the Aldrich school and property by taking advantage of the assets that exist at the site while making necessary improvements and additions to house our K-8 campus and serve the community.

Per the RFP and stated goal of the Comprehensive Plan to preserve historic buildings in Warwick, ICS will maintain the exterior of building; preserve the baseball diamond/field, auditorium, and gymnasium; and continue with the building being used as a school.

We will make improvements throughout the building and grounds. The following highlights some of the planned improvements.

- New windows, new flooring and ceilings, new painting, upgrades of all locker rooms and bathrooms, new kitchen equipment, New lockers, New addition, Mechanical, electrical and plumbing upgrades. The hard constructions costs will be approximately \$6.9 million.
- Site improvements will include an Upgraded parking and site improvements, soccer field, playground for early childhood, outdoor basketball court, bus turn around in the front of the school and a new drive between the fire station and the school to eliminate any traffic on Relph St.

Timeline

Renovation of interior, exterior and road construction, etc. 2017-19

Occupy summer 2019 (see attached schedule at end of section)

The school plans to open in August of 2019 with approximately 425 students and 60 staff. The opening enrollment will be primarily the students relocating from our current school in Pawtucket. The school has plans to grow from a K-5 school to a K-8 over the course of next eight years. The total enrollment of the full build out will be approximately 800 students.

The International Charter School (ICS) proposes a win-win adaptive reuse of the historic Aldrich school building and property. Our proposal will allow ICS to house our innovative K-8 educational program and professional development center while promoting the City of Warwick's Comprehensive Plan 2033: 21st Century Warwick: City of Livable Neighborhoods.

The City of Warwick's Comprehensive Plan 2033 states,

We are committed to preserving and enhancing the city's open space, recreation and water resources, improving the utility of these properties for the community while promoting economic development and public-private partnerships that provide revenue for ongoing maintenance and infrastructure improvements.

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Our proposal will do just that. While the existing Aldrich building will be preserved and the exterior of the building will remain unaltered, we will upgrade the interior of the building to house our innovative K-8 school, which will potentially attract new residents and promote business. We believe that by ICS locating our visionary school at the Aldrich property in Warwick, we will help Warwick preserve and improve a historical property, while providing amenities for the community.

The International Charter School (ICS)

We begin this proposal by describing ICS and its history. ICS was founded in 2001 by a group of visionary community leaders who asked a simple question: What if a school could bring together students from distinct linguistic and cultural backgrounds and create an environment in which they could excel academically, learn each other's languages, and celebrate the diverse cultural heritages of Rhode Island?

What started sixteen years ago as a bold experiment is now a unique institution in Rhode Island and a model in educational innovation. Today, ICS educates, nurtures, and prepares students to be globally conscious citizens of the twenty-first century.

Dual Language Education

Our school offers children a nationally-recognized dual-language education, building linguistic and cultural richness by teaching all students in two languages and immersing them fully in a variety of cultures—all within a diverse ethnic and socio-economic environment. Several features distinguish ICS and our uniquely effective educational approach: educational innovation, a diverse community, and strong leadership.

At ICS, our students learn all subjects in two languages, with half of the instruction in English and half in either Spanish or Portuguese. Integrating language instruction with academic content is more effective than teaching a second language in isolation. When students do scientific experiments, learn social studies, and do math problems in two languages, those lessons enable an unparalleled fluency in both languages. And by setting equal value to the contributions and language skills of native English-, Spanish-, and Portuguese-speakers, this model directly empowers English Learners (ELs) and improves their learning—as well as that of their native English peers.

International Baccalaureate

ICS is about to become Rhode Island's first and only public International Baccalaureate (IB) school (www.ibo.org). IB's rigorous approach embodies ideals of global peace, openness to others, and

Vision and/or Strategy for Site Development

respect. It creates confident, critical, caring, and capable minds that are at ease anywhere in the world. ICS is currently a candidate school in the process required to become an IB World School for students K-8. We anticipate being fully accredited in 2017-18.

While ICS serves the entire state of Rhode Island, 85% our students live primarily in the core cities of Central Falls, Pawtucket, and Providence. Students whose primary languages at home are mostly English, Spanish, and Portuguese learn side by side—forming a community in which each child’s cultural background and identity is shared and celebrated. Approximately sixty percent of our students are from households with incomes low enough to qualify for government-assisted free or reduced-price lunch programs.

Global Citizens

More and more families—from an ever-increasing range of language and cultural backgrounds—want their children to cultivate the skills and attitudes necessary for success in a multilingual, multiethnic, and highly interconnected world. High quality educational models that provide diverse student populations with the flexibility to move between languages and cultural paradigms, problem-solving skills, and empathy are what we are all going to need in a globally connected world.

The 2015-2020 strategic plan from the Rhode Island Department of Education issues a similar call: “Preparing our students to be global citizens entails investing in the social and emotional health of our students, building the cultural competence of students and educators, and expanding student access to dual-language and world language instruction.” In Rhode Island, these are steep challenges. Most urban public schools are struggling with limited resources just to serve and educate EL students. Yet there’s one Rhode Island school that has been implementing—and innovating on—best practices in bilingual and EL education since 2001: ICS.

Strong Leadership

Dr. Julie Nora has been the director of ICS since 2003. She and her team of administrators, teachers and staff (75% of whom have been at the school for 8 or more of the school’s 15 years) have built ICS from the ground up. She has a Ph.D. in education from the University of Rhode Island/Rhode Island College, where her research focused language, literacy, and culture.

Dr. Nora’s expertise in dual-language programs and teaching English Learners is widely cited, and she regularly publishes and makes presentations across the country. She is also very active in the Rhode Island education community and her expertise is sought after for a number of statewide initiatives. [Appendix]

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Successes

ICS’s success has drawn the attention of major national organizations. The school has been named one of four exemplary charter schools in the United States working with Latinos and ELs by the Center for American Progress and the National Council of La Raza, and was named a Regents’ Commended School by the State of Rhode Island in 2010 for reducing the achievement gap between ELs and native English speakers and Latinos and White students. [Appendix B]

As a statewide public charter school, ICS is an option for any child in Rhode Island, assuming his or her name is drawn in the school’s annual admission lottery. However, more than 90 percent of families come away from the lottery disappointed. In 2016, there were 800 applicants for 66 open seats in ICS’s K-5 program. In fact, our 8.25% admission rate makes the odds of getting into ICS on par with getting into an Ivy League university. This isn’t a statistic we’re proud of—we want to accept and serve far more students and families than our current capacity allows.

For those students who are lucky enough to literally “win the lottery,” they are immersed in a dual-language curriculum from the first day of kindergarten and graduate from 5th grade fully bilingual. Yet because there’s no middle school option in the state in which they can continue their bilingual education, the advantage they have gained evaporates. ICS graduates often don’t study languages again until they enter high school, and they lose a lot of linguistic ground—and cognitive benefits—along the way.

ICS is among the very best in the nation at dual language education. Yet as just one of many schools in our state serving a limited number of children each year, we’re not going to fix RI’s stubborn educational inequities alone. We have much to share with our peer educators around Rhode Island and New England, and we have begun to offer professional development and training workshops to teachers and administrators.

Expansion

ICS’s plan for expansion—already approved by the Rhode Island Department of Education—will increase capacity at the elementary level and add middle school grades. We currently teach 350 students in grades kindergarten through the 5th grade with three classes per grade (2 in the Spanish English strand and one in the Portuguese-English strand). We plan to one more class per grade (starting in kindergarten) to the Portuguese-English strand, thus better meeting the demand for seats in this strand and create two, equal-sized dual language strands. Our plan also includes adding grades 6, 7, and 8. By adding a middle school, our plan brings our bilingual students all the way through the 8th grade, poised and ready to continue their language education in high school and beyond.

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Finally, our expansion plan includes dedicated space for a professional development center to train schools and their teachers on how to launch and operate dual language and English Learner programs, support social and emotional learning, and how to integrate Information and Communication Technology as an instructional tool. ICS is nationally recognized for our work in dual language education. We have a history of sharing the tools and expertise we have developed over these past 16 years with other educators. In 2015, ICS received a dissemination grant which allowed us to do this formally with South Kingstown and Pawtucket school districts, both which were dual language programs.

Specifically, over the course of 2 years we facilitated rigorous, intensive learning experiences designed to enhance the existing strengths of the schools and addressed their needs as they implemented dual language programs at no cost to these districts. Faculty and administration from the three schools in South Kingstown and Pawtucket had the opportunity to interact with ICS faculty and administration who modeled, observed, provided feedback. Together, we developed curricular materials and assessments. ICS faculty and administration not only lent their expertise, but learned from the districts who themselves have experiences and expertise that benefited ICS.

Feedback from one week-long workshop included the following:

“I don’t believe those of us from South Kingstown could dearly convey our gratitude for this week’s learning experiences. You and your staff convey a clear passion and enthusiasm for your work. Your excitement for your work is contagious, and you have left us all thrilled with the possibilities of the future. Your warmth and willingness to share your expertise are truly appreciated.”

“The week exceeded my expectations.”

“The activities presented modeled best practices and exposed everyone to principles of second language acquisition.”

“Excellent ideas and strategies.”

“Ideas, strategies and materials were very well prepared.”

“The organization of the days made it so that we were able to watch/participate as Rosa and Mary-Ann modeled best practices. We were then able to discuss how this would play out in our districts/ classrooms, which was essential.”

“I hope that we WILL work together in the future.”

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“I am most thankful for the resources and materials that we are walking away with.” “Excellent materials and ideas to create more materials.”

“In the course of the week we absolutely were able to create collaborative relationships and I can’t wait to strengthen these relationships throughout this year.”

“I would like to continue working together to learn develop curriculum and assessments. I’m also thinking about evaluations for our Spanish speaking teachers.”

“I look forward to continued collaboration with your amazing team, including visits to one another’s school. Thank you for sharing your passion, warmth, and expertise. You love of your work is contagious!”

“The ICS staff are very skilled at capturing the needs of a diverse group during training. The time spent together was invaluable for strategic planning - and even important ‘repositioning.’ The presenters were inspiring and inspired in their content delivery and knowledge. They were systematic in carrying out the objectives and it was very evident that a great deal of thought and planning occurred on our behalf. The ICS staff made effective use of role-playing. Best BEST BEST staff development EVER! Right here in our own ‘backyard!’”

“For sure, I would like to learn more about how to implement literacy in a monolingual setting and be part of any activities and work collaboration among the three school districts. “

ICS plans to continue to work collaboratively with any school district that is interested, including Warwick schools.



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In sum, our expansion will allow ICS to offer its unique full-immersion, bilingual education to more Rhode Island children and families, and it will allow the school to help spread what it has learned across the education community.

ICS currently occupies 30,000 square feet in a former warehouse in Pawtucket. In order to accommodate our expansion, we have been seeking larger facility. The Aldrich site is a great match for our needs, and, as we argue above, aligns nicely with Warwick's goals for its future.

We believe that our purchase and development of the Aldrich site will meet the Comprehensive Plan 2033's goal that "Improvements come through redevelopment of previously developed land and through upgrading and redesign of public infrastructure and amenities for new residents and new businesses."

As the Plan notes, Warwick has a declining and aging population, Warwick's young people do not tend to stay in the city, choosing to live elsewhere when they graduate from high school or college and settle down with new families. ICS provides a program that we believe Warwick seeks, that will "offer the jobs, housing, and amenities—connections, community, diversity—that new generations want." (Comprehensive Plan 2033). As our state of the art educational program will be available to Warwick residents, we believe that potentially more families may stay in or come to Warwick because of the International Baccalaureate, dual language programs that ICS offers.

"Over the years, we've watched many young professionals leave our Providence neighborhood for suburbs with better public school systems. When we got accepted to ICS we were thrilled for so many reasons, including being able to stay in a neighborhood we love." -Lee Pichette, ICS Parent of a 1st Grader

ICS has a reputation for preparing our students for success in school and beyond. Any graduate of ICS that is a Warwick resident will enter Warwick of high school, contributing the overall quality of the student population of Warwick.

The type of education that ICS offers is truly ideal for any company that hopes to employ workers with a global perspective. With the airport in particular, Warwick uniquely has many International companies that would be eager to have a workforce that is globally-minded.

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The redevelopment impact on the surrounding neighborhood will be positive but relatively minimal. Preserving the assets that currently are part of the Aldrich school building and property will benefit the residents of the City of Warwick. We will build on the City's investments into this site while renovating it at no cost the city. The athletic fields, gymnasium, auditorium will all be preserved and be made available for community use. Physical improvements to the site, such as a playground for our youngest students, will benefit the medium density neighborhood that surrounds the school site. Our redevelopment of the site will contribute to Warwick's "green" goals by including an electric car charging station and bicycle stations.

At our current site in Pawtucket, ICS has a thriving children's garden that we regularly use as an outdoor classroom for our students. Our redevelopment plans include creating an educational garden on the site. [Appendix]

For the following information, please refer to the Schematic Plans and renderings pages:

Schematic site plan showing all proposed changes, additions, improvements and alterations to the building and grounds, including ingress, egress, and site plan, landscape improvements, floor plans, renderings.

Traffic, the proposed use of the site does not change or increase and the traffic at the site as it will remain a school. The plan calls for a new buss turn out and a new drive to service the rear parking for staff and visitors. The new plan diverts much of the traffic from Ralph St. except for the small parking lot serviced by Ralph St.

And, for most our students who do not live in Warwick but who commute, the Aldrich site is ideal. ICS is a statewide school, currently pulling from 15 communities:

- Pawtucket (37%)
- Providence (26%)
- Central Falls (11%)
- East Providence (9%)
- Cranston (7%)
- North Providence (4%)
- Cumberland (2%)
- Barrington (1%)
- Lincoln (1%)

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- West Warwick (1%)
- Woonsocket (1%)
- Smithfield (<1%)
- Warwick (<1%)
- Johnston (<1%)
- West Greenwich (<1%)

Warwick is the ideal site for ICS's statewide school. As the Comprehensive plan notes, "With close proximity to Interstates 95 and 295, access to public bus transportation, and as home to T.F. Green Airport and the InterLink intermodal train station with MBTA commuter rail service, Warwick is one of the state's most easily accessible communities." In our first year of occupancy, we will have 465 students (approximately 375 families) and 100 staff members.

Once our middle school is fully enrolled, we anticipate a population of approximately 800 students.

The presence of a state of the art school that has tremendous family engagement will also increase economic activity in the area. Families, staff and faculty will shop, dine and purchase services at local businesses.

Our growth plan will create additional jobs in the City of Warwick.

ICS will preserve the residential character of the immediate area and not disrupt the surrounding area since we plan on keeping it a school, just as it was designed for before its' closing.

TAB B: Statement of Qualifications

Firm name: International Charter School
 Address: 334 Pleasant St.
 Pawtucket, RI 02860

e-mail addresses: jnora@internationalcharterschool.org

Telephone number: (401)721-0824

Structure of firm: Non-profit corporation

Size of firm: 47 employees

Years firm has been in business: Since July, 2001 (16 years)

Financial information in the form of a current financial statement and balance sheet. (ICS, Audit)

Information regarding the experience of the applicant:

Names of principals in firm: Julie Nora, Ph.D., Director
 Chad Galts, President, Board of Trustees

Educational and experiential background of principals. (See Appendix A)

Qualifications for the development and operation of the proposed use.

Team: Saccoccio & Associates (SA) is a second generation, local architectural firm in practice since 1973. Over 44 years we have developed a commendable track record for insightful design, as well as on-budget and on-schedule performance. Our staff is attentive, knowledgeable, and solution-oriented.

The firm, located in Cranston, specializes in Academic, Civic, and Commercial facilities, implementing new construction, renovations, sustainable architecture, inventive design solutions, and historic restoration.

Many of our projects have been recognized with awards and accolades for innovation, beauty, and contextual design. Our staff includes LEED accredited professionals who incorporate responsible green, sustainable building systems and principles whenever viable in a project design. SA is respected for its careful project management and for delivery of well-designed projects on time and on budget.

SA utilizes today's architectural standards in design tools. State-of-the-art CAD and 3D software is used to produce highly detailed plan documents and to clearly illustrate design schemes. We have the tools and the talented personnel to create quality presentations for client and public project review.

Statement of Qualifications

Our team includes some of the most experienced professionals in the design and construction field. Each of the six registered architects at Saccoccio & Associates has experience working with an array of project types that serve them in producing quality designs from concept to completion.

The development team includes

Architect: Saccoccio & Associates Architects - Mark Saccoccio
Saccoccio & Associates (SA) is a second generation, local architectural firm in practice since 1973. We have worked with the City of Warwick over twenty years including multi-year contacts with the Warwick School Department and have completed several renovations throughout the entire school system. Over 44 years we have developed a commendable track record for insightful design, as well as on-budget and on-schedule performance. Our staff is attentive, knowledgeable, and solution-oriented.

Development Consultant: Barbara Sokoloff Associates (BSA)
BSA is a planning and development consulting firm located in Providence. BSA is known for creating innovative financial solutions to complex projects.

Most recently BSA provided development consulting for the WaterFire Arts Center in Providence. BSA was the development consultant for the Sheila C. "Skip" Nowell Leadership Academy, a charter school for pregnant and parenting teens and other at risk youth. Working with the RI Department of Education, the RI Health Education Building Corporation, and private financial institutions, BSA provides financial and development consulting. Further BSA has assisted in the development of over 1500 affordable housing units and numerous other community development revitalization projects in RI, CT, NH, and MA.

International Charter School

Listing of any actions taken within the last ten (10) years by any regulatory agency involving the firm or its agents or employees with respect to any work performed.

None.

Listing of any litigation within the last ten (10) years involving the firm or its agents or employees with respect to any work performed.

None.

References

Ken Wagner, RIDE Commissioner of Education
Neil Steinberg, RI Foundation Executive Director
Elizabeth Burke Bryant, KidsCount Executive Director



Key Personnel

Our team includes some of the most experienced professionals in the design and engineering fields.

Our staff includes:

Julie Nora, Ph.D.

71 Hillside Rd., Cumberland, RI 02864 (401)714-5915 jnora@internationalcharterschool.org

Education

Ph.D. in Education, Specialization in Language, Literacy, and Culture
2007 University of Rhode Island/Rhode Island College
Dissertation: *Student engagement in a 7th/8th grade social studies, ESL classroom.*

Masters of Arts with Honors, TESOL (Teachers of English to Speakers of Other Languages)
1995 San Francisco State University, San Francisco, CA

Bachelors of Arts, U. S. Intellectual History
1988 U.C. Berkeley, Berkeley, California

Professional Experience

Director
2003-present International Charter School, Pawtucket, RI

Program Planning Specialist, Equity & Diversity Programs
2000-2003 Education Alliance at Brown, Providence, RI

Teacher, ESOL (English to Speakers of Other Languages)
1998-2000 Providence Public Schools, Providence, RI

Teacher, EFL (English as a Foreign Language)
1998 Brown University Summer Studies, Providence, RI

Academic Coordinator and Teacher, ESOL
1995-1997 INTRAX English Institute, Bryant College, Smithfield, RI

Teacher, ESOL
1995-1998 Brown Learning Community, Providence, RI

Teacher, ESOL
1994-1995 San Francisco State University, San Francisco, CA

Teacher, ESOL
1993-1994 English Center for International Women, Mills College, Oakland, CA

Teacher/Teacher Trainer, Art
1990-1992 Richmond Art Center, Richmond, CA

Local and National Service

2017 Member, Rhode Island Council for the Humanities (RICH) Board of Trustees
 2017 Member, Rhode Island College President Sanchez's Inclusive Education Commission
 2015 Member, Governor Raimondo's Funding Formula Task Force
 2015 Member, Governor Raimondo's Task Force on Diversity in STEM Education
 2014-present, Member, *Providence Public Schools ELL Community Leaders Advisory Panel*
 2014-2016, Fellow, *Heinemann Fellows* (<https://www.heinemann.com/fellows/default.aspx>)
 January, 2014-June 2014, Member, Rhode Island Commissioner of Education's Equity Task Force
 2010-2013, Member, *Rhode Island Race to the Top Steering Committee*
 2008-2011, President, *RI League of Charter Schools*
 2008-2010, Member, *RI Teachers of English Language Learners (RI-TELL)* Coordinating Council
 2003-present, Board Member, *RI League of Charter Schools*
 2006-2013, *RI State Limited English Proficient/ELL Advisory Council*
 2003-2008, Member, *Planned Parenthood of Rhode Island*, Education Committee
 2006-2010, *Women's Fund of Rhode Island*, Outreach and Partnership Committee
 2004-2010, Grant Reviewer, *Women's Fund of Rhode Island*
 1999-present, Reviewer, *Research in the Teaching of English*
 1999-2005, Participant/Researcher, *On the Screen: Violence, Women, Literacy, & Learning* (NIFL)

Presentations

Nora, J. (November, 2016). *No More Low Expectations for English Learners*. La Cosecha Conference. Santa Fe, NM.
 Nora, J., M. Johnson, S. Gomes, C. Sime, B. Odessa, S. Lima, C. Ford (November, 2016). *Model Schools Program: The International Charter Schools-A Global Community*. La Cosecha Conference. Santa Fe, NM.
 Keene, E., L. Birno, L. Cabrera, J. Nora, & S. Robinett (2016). *The Power of a Question: Reclaiming Your Sense of Urgency Through Action Research*. Presented at the International Literacy Association (ILA) Annual Conference in Boston, MA.
 Duke, N., E. Keene, J. Bempechat, L. Bigelman, K. Collins, J. Echevarria, J. Nora, D. Peterson, & W. Tealer (2016). *Not This But That: Replacing Less Effective Practices with More Effective Alternatives*.
 Maher, K, J. Nora, & L. Fregeolle (2016). *Starting a Dual Language Program: Stakeholder Buy-In, Community Engagement, and Partnerships*. Presented at the Massachusetts Association of Bilingual Education (MABE) Annual Conference in Framingham, MA.
 Nora, J. & C. Ryan (November, 2015). *Student Engagement in Authentic Writing Tasks That Integrate ICT: An Action Research Project*. La Cosecha Conference. Albuquerque, NM.
 Nora, J. & C. Ryan (March, 2015). *The Impact Student Engagement through the Integration of Information and Communication Technology in Authentic Writing Tasks in a Dual Language Setting*. Presented at the Massachusetts of Bilingual Education (MABE) Annual Conference in Worcester, MA.
 Nora, J., M. Johnson, D. Torres (March, 2014). *Assessing Biliteracy with CCSS Aligned Tasks*. Presented at the Massachusetts of Bilingual Education (MABE) Annual Conference in Worcester, MA.
 Nora, J., M. Johnson, W. Sparrow, O. Ruiz-Figueroa & D. Torres (2013). *Assessing Bliteracy with CCSS Aligned Tasks*. Presented at the La Cosecha Conference in Albuquerque, NM.
 Nora, J. & E. Izquierdo (2013). *Languaging and the Common Core: From Narrative to Informational Text*. Presented at the La Cosecha Conference in Albuquerque, NM.
 Nora, J. (April, 2013). *English Language Learner Programming*. Presentation at Education Alliance Conference: *Building Capacity: Strengthening ELL Education-Successful Practices* in Needham, MA.
 Nora, J., M. Taverner, E. Howard, A. Anderberg, P. Procter, A. Sox Agudelo (March, 2013). *Hiring and Providing Professional Development for Dual Language: A Tale of Three States*. Panelist at the Massachusetts Association for Bilingual Education (MABE) *Making Connections* Conference in Dorchester, MA.
 Nora, J., M. Johnson, M. Rinaldi, S. Lima, C. Sime (November, 2012). *Literacy Studio in a Dual Language School*. Presented at the La Cosecha Conference in Santa Fe, NM.

Nora, J., R. Devarona, M. Rinaldi, C. Sime (July, 2012). *Responsive Classroom in a Dual Language School: Authentic Family Engagement Strategies*. Presented at the Responsive Classroom Schools Conference in Washington, DC.
 Nora, J., M. Hayes, B. Odessa, R. Santamaria (May, 2012). *Documenting Cultural Communities: Social Studies, Photography & Writing*. Presented at the Massachusetts Association for Bilingual Education (MABE) *Making Connections* Conference in Pawtucket, RI.
 Nora, J., A. Plump, M. Rinaldi, R. Devarona. (December, 2011). *Celebrating diversity: Reaching diverse learners bilingually through a National Council for Social Studies (NCSS) inspired curriculum*. Paper presented at the *NCSS Annual Conference* in Washington, D.C.
 Nora, J. (November, 2011). *Common Core Standards and Dual Language: ¿Son Comunes?* Paper to be presented at *La Cosecha Dual Language Conference*, Albuquerque, NM.
 Nora, J. and Plump, A. (November, 2010) *Documenting cultural communities*. Paper presented at *La Cosecha Dual Language Conference*, Santa Fe, NM.
 Nora, J. (2010). *Developing a Social Studies Curricula in a Dual Language and Multicultural Context*. Paper presented at *Rising to Academic Excellence for All: A Conference to Foster Effective Literacy Practices for Second Language Learners*, Washington, DC.
 Nora, J., Hincapie, R., Hernandez, S. (November, 2008). *Working together: A collaboration among a university, a school and CAL*. Paper presented at *La Cosecha Dual Language Conference*, Santa Fe, NM.
 Nora, J. & Wollman, J. (May, 2008). *International Reading Association Panel: Teaching and Learning in Linguistically and Culturally Diverse Classrooms: Theory and Research to Practice*. International Reading Association, Atlanta, GA.
 Nora, J. (November, 2007). *Using Family Message Journals in a Two-Way Immersion Program*. Paper presented at *La Cosecha Dual Language Conference*, Albuquerque, NM.
 Burelli, C., Couto, R., Rinaldi, M. A., & Nora, J., (May, 2007) *Promising Practices in the Education of English Language Learners. Presentation at Leadership Conference: Promising Practices for English Language Learners*. Rhode Island Department of Education: Providence, RI.
 Lynch, M. & Nora, J. (March, 2007). *The Subtle and Not-So-Subtle Differences Between ELLs and Learning Disabled Students*. Presentation at *Learning Differences Awareness Conference*, Providence, RI.
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Languages

Bilingual, Spanish/English, Familiar with French, Portuguese

Key Personnel

Our team includes some of the most experienced professionals in the design and engineering fields.

Our staff includes:



Mark Saccoccio, NCARB, AIA - Principal

Mark Saccoccio, RA, AIA, NCARB is a principal of Saccoccio & Associates. Mark has designed award-winning commercial, academic and public-use facilities during his 30+ years of practice with the firm. He also frequently serves as architectural consultant for projects in the Providence area, verifying design and construction integrity. Mark is a past President of AIA Rhode Island, and received the National Council of Architectural Registration (NCARB) President's Medal in 2007. He serves on the Board of Directors of the Greater Providence YMCA and the Independence Square Foundation, and is active in the Rotary Club of Cranston. His recent public safety work includes the Millis Police and Fire station, the Brewster Fire Station and the Smithfield Police and Fire Headquarters.



Steven Guglielmo, NCARB, AIA, LEED AP - Principal

Firm Principal Steve Guglielmo, RA, AIA, LEED AP, with over 25 years of experience and design leadership, LEED accreditation and his meticulous attention to detail, has directed many public safety, civic, commercial and academic facility design projects. His work includes the Colby Houser, Immaculate Conception Catholic Regional School (Cranston), North Kingstown High School, the Cranston Police Headquarters, and the Potowomut Fire Station (Warwick). He serves on the board of the Cranston YMCA and maintains other civic and professional affiliations.



Ron Stevenson, AIA, LEED-AP - Associate

Firm Associate Ron Stevenson, RA, AIA, LEED AP, has been with the firm for 15 years. Balancing his commitment to his profession with community service, Ron is a founding board member for ACE Mentoring Program which introduces high school students to careers in Architecture, Construction and Engineering. He has worked on many public safety, civic, and academic design projects. He was project architect for the award-winning and LEED-certified Meeting Street Center for Excellence, the veterans for Tomorrow, the Bradley School in South Kingstown, the Entrepreneurship Center on the Providence campus of the Met School and a new facility for the National Oceanic and Atmospheric Administration. Ron has been an adjunct instructor at the New England Institute of Technology since 2000.



Vic LaPerche, AIA, LEED AP - Associate

Vic LaPerche, RA, LEED AP, has 30 years of experience with Saccoccio & Associates. Vic specializes in historic preservation standards and practices, LEED design and all types of construction documentation, including specifications. His portfolio includes a new building addition for the Kent County YMCA, design for the Rhode Island Department of Labor & Training's Center General Complex, restoration of Sprague Mansion for the Cranston Historical Society and numerous residence facility improvements for the Cranston Housing Authority.

Blackstone Valley Prep Mayoral Academy



Academic Facility

Central Falls, RI

The Blackstone Valley Prep Mayoral Academy moved into its new Middle School in Central Falls this Fall. Saccoccio & Associates completed renovations of the former St. Elizabeth Ann Seton Academy building at 909 Lonsdale Avenue in time for the start of the 2015-16 academic year.

The \$7.5 million purchase and renovation of the 31,000 square foot building included new mechanical, electrical and plumbing systems, window replacements and a new elevator. The renovation also included life and safety upgrades to comply with current building and fire codes, new floor and ceiling finishes, restored woodwork and acoustical upgrades. The 15 core classrooms were equipped with wireless projectors and other 21st century technology.

The Middle School serves approximately 325 students in grades five through eight.



Entrepreneurial Center- The Met



Academic Facility, CHPS- High Performance School

Providence, Rhode Island

Project: New urban campus facility

Size: 3,900 square feet

This new facility designed by Saccoccio & Associates is a “business incubator” center for budding entrepreneurs of The Met School in Providence. The building plan includes multiple work rooms to serve student groups as they conceptualize and model their own small businesses. The “post & beam” design conforms to NECHPS (New England Collaborative for High Performance Schools) standards now in use by the RI Department of Education.

The building exterior links contextually to other Met campus structures and offers a pleasing contrast to nearby urban environment. The small scale of the Entrepreneurial Center is welcoming and embodies its function as a place where ideas are nurtured.

UCAP- Urban Collaborative Accelerated Program



Academic Facility

Providence, Rhode Island

Project: New urban school addition

Construction Costs: \$2,600,000

Contact: Rob DeBlois, President- 401-272-0881

Saccoccio & Associates was retained by the Urban Collaborative Accelerated Program to design a new building addition and renovations to its Broadway facility. The design plan creates new science classroom/lab space, a new gymnasium, art studio, offices and conference room. Many standards adopted by the Northeast Collaborative for High Performance Schools- [NECHPS](#) - for energy efficiency and environmental responsibility were incorporated into the design. The facade design was inspired by the commercial use of this urban block frequently called "auto row."



Quest Montessori School



Academic Facility

Narragansett, RI

Quest Montessori School

Michael Barclay, Head of School 401-783-3222

Saccoccio and Associates was asked to design a 3,000 SF addition to Quest Montessori in Narragansett, RI. This addition will feature a 2,000 SF multi-purpose room. This "barn-like" structure will now become the new face of this wonderful school. The exposed heavy timber framing will give this large space a playful warmth. The structure was designed based on Montessori philosophies and will also provide additional storage, an office and a Makers Lab with a kiln for ceramics. Construction is set to begin January 2017.

St. Philip School



Academic Facility

Greenville, Rhode Island

Project: Additions and renovations

Size: 15,280 square feet

In response to the growing needs of the St. Philip Parish population, Saccoccio & Associates designed an expansion plan that added three classrooms, a cafeteria, a media center, and daycare area while connecting the school to the parish center. Renovations were also completed to the existing building creating new offices, specialty classrooms, and a teacher's lounge. St. Philip School currently serves 250 students.



SACCOCCIO & ASSOCIATES
ARCHITECTS



Meeting Street Center of Excellence



- Inspirations Award, Contract Magazine
- Silver Design Award, RI Monthly
- Outstanding Design Award, American School & University Magazine
- LEED Certified

Academic Facility

Providence, Rhode Island

Project: New 76,000 square feet facility

Contact: John Kelly, CEO

Phone: 401-533-9100

Saccoccio and Associates was retained in 2004 to design a new campus for Meeting Street to house the nation's first fully inclusive school program of its kind. The new "Center of Excellence" is the first LEED Certified grades K-12 school in Rhode Island. The design incorporates classrooms, a resource center, gymnasium, therapy spaces, offices and an indoor pool- all accessible spaces for its 230 students. The expansive "school yard" includes safe and accessible walkways and green spaces, and athletic fields that the local community is encouraged to enjoy. The focus on sustainable design reflects the school's dedication toward providing a safe, healthy and environmentally-conscious setting for its diverse student body.



SACCOCCIO & ASSOCIATES
ARCHITECTS



Tab C: Submission Requirements (Items C-H)



Mailing Address of Applicant

Julie Nora, Ph.D.
International Charter School
334 Pleasant St.
Pawtucket, RI 02860
Phone: (401)721-0824
jnora@internationalcharterschool.org

Evidence of Financial Ability: Information that will demonstrate to the City of Warwick that the applicant has the financial ability to purchase, design, construct and operate the proposed project

ICS receives its revenue primarily from student enrollment. Our program is highly sought after: for the past several years we have consistently we received approximately 800 applications for 66 open spots. Our enrollment will continue to be strong, ensuring the viability of our revenue from student enrollment.

The development cost to purchase and rehabilitate the Aldrich site is estimated to be \$10.5 million, as detailed below.

Construction (building and site work)	\$ 6,279,819
Construction contingency (10%)	\$ 630,000
Soft costs (design, legal, debt service, reserves, etc.)	\$ 1,696,079
Acquisition	\$ 1,900,000
TOTAL	\$10,505,898

ICS intends to finance the purchase and rehabilitation using three funding sources

1. Tax-exempt bond through the Rhode Island Health and Education Building Corporation (RIHEBC): Washington Trust has reviewed ICS's financial projections and provided a letter indicating their willingness to purchase a RIHEBC bond to finance ICS's proposed development at the Aldrich site. We are estimating a \$9,000,000 tax-exempt bond.

2. Second mortgage from Local Initiatives Support Corporation (LISC): LISC is a national non-profit organization that provides financing for charter schools. LISC has provided a loan term sheet indicating the type of subordinate financing LISC could provide for ICS. We are estimating a \$900,000 loan from LISC.

3. ICS equity: We are estimating \$531,000 of ICS equity. This would come from a combination of ICS reserves and/or a capital campaign for the development of the Aldrich site.

July 6, 2017

Julie Nora, Ph.D., Director
International Charter School
334 Pleasant Street
Pawtucket, RI 02860

Re: Financing of ICS expansion

Dear Dr. Nora,

Thank you for sharing with me your proposal to redevelop the former Nelson Aldrich Junior High School in Warwick, RI into the new home for the International Charter School (ICS). Washington Trust has financed a number of charter schools, and we would be excited to work with you and your team to finance ICS's expansion at the Aldrich site.

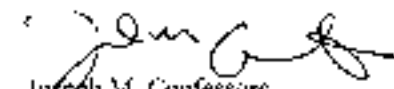
If you are successful in securing control of the property, Washington Trust would work with your team and the Rhode Island Health and Education Building Corporation (RIHEBC) on the direct placement of a tax-exempt bond, subject to customary due diligence and underwriting. Based on my initial review of the financial projections, it appears that ICS can support a tax-exempt bond of \$9,000,000.

It is The Washington Trust Company's policy to only issue commitments to lend in writing, which is clearly designated as such. Formal credit approval will be preceded by, among other things, continued due diligence, final negotiation of terms and conditions acceptable to all parties and the completion of necessary documentation and due diligence required by the Bank.

We look forward to a long term relationship with you and the organization.

Good luck on your proposal!

Sincerely,


Joseph M. Confessore
Senior Vice President



**LISC TERM SHEET
General Loan Terms
July 10, 2017**

Prepared for:
INTERNATIONAL CHARTER SCHOOL

Lender:	Local Initiatives Support Corporation (“LISC”)
Borrower:	International Charter School (“School” or “Borrower”)
Loan Type:	Two options: Option A: Permanent Financing, or Option B: Mini-Permanent Financing
Loan Amounts:	Up to \$5,000,000
Loan Proceeds:	The proceeds of the loan shall be used to acquire and renovate (as needed) a facility in Warwick, RI (the “Property”) to accommodate the School’s growth.
Term:	Option A: Up to twenty (20) years, fully amortizing. Option B: Up to ten (10) years, amortized over 25 years, with balloon due at maturity
Interest Rate:	5.75 - 7% (dependent on term and other factors)
Loan Repayment Terms:	Interest-only during construction (as needed). Option A: Fully amortizing for twenty (20) years Option B: Amortizing over twenty-five (25) years, with balloon due at maturity
Collateral:	<ul style="list-style-type: none"> • 2nd priority mortgage (subject to internal review of subordination agreement with bank) on the Property, and • Security interest in Borrower’s per pupil revenues, if applicable.
Loan to Value:	Up to 100%
DSCR:	Minimum 1.2x based on acceptable underwriting assumptions.
Recourse/Guarantees:	The loan will be full recourse to Borrower.



Fees:	<ul style="list-style-type: none"> • Origination Fee: 1% of loan amount due at closing. • Documentation Fee: \$5,000 non-refundable Documentation Fee due upon approval and commitment by LISC, to be credited towards closing fees. • Borrower will be responsible for paying lender’s legal fees at loan closing.
Financial Covenants:	To be determined during underwriting.
Expiration:	The terms described herein will expire 6 months from the date of its transmittal.

This term sheet is for discussion purposes only and is not a commitment or an offer to provide financing. The terms contained herein are of a summary nature and are not all-inclusive, and are subject to change due to market conditions. The financing described in this term sheet will be subject to, among other things, satisfaction of LISC’s standards and underwriting guidelines, satisfactory completion by LISC of an investigation of the project, and approval of the financing by LISC, including final approval by LISC’s National Credit Committee and LISC’s Board of Directors as applicable. All terms and conditions of the financing, including the collateral securing the financing and the priority of LISC’s lien on the collateral, will need to be acceptable to LISC, in its sole discretion. If approved, the closing and disbursement of the financing will be subject to satisfaction of LISC’s standard closing and disbursement conditions for this type of financing and any special conditions that may be required as part of LISC’s final approval.

E: Acknowledgement of RFP Requirements

We acknowledge the RFP Requirements and have a full understanding of and agreement with terms, conditions and requirements contained within the RFP.

F. Release Regarding Hazardous Materials:

Release of the City of Warwick from any liability for any release, discharge or existence of any hazardous materials on the subject property. The City makes no representation or is aware of any existing hazardous materials on the subject property. The City has not engaged in any type of testing for hazardous materials.

ICS acknowledges that the purchase by ICS of the Aldrich property will require a release of the City of Warwick consistent with the language set forth above.

NON-COLLUSIVE AFFIDAVIT

State of Rhode Island)

ss.

County of Providence)

being first sworn, deposes and says:

That he/she is an employee of the International Charter School

(an employee, partner or officer of the firm of, etc.)

The party making the foregoing proposal or bid, that such proposal or bid is genuine and not collusive or sham; that said Proposer or bidder has not colluded, conspired, connived or agreed directly or indirectly, with any bidder or person, to put in a sham bid or proposal or to refrain from bidding or proposing, and has not in any manner, directly or indirectly, sought by agreement or collusion, or communication or conference, with any person, to fix the bid / proposed price or amount or of any bidder or Proposer, to or fix any overhead, profit or cost element of said bid price, or of that of any other bidder or Proposer, or to secure any advantage against the City of Warwick, Rhode Island, or any person interested in the proposed contract, and that all statements in said proposal or bid are true.

Signed under the pains and penalties of perjury,

Signature *Julie*

Bidder / Proposer Julie Nora, Ph.D.

Title Director

Subscribed and sworn to before me this day of July 12, 2017

Notary Public *Margaret Luera*

My commission expires #54153 1/09/2020

CERTIFICATION OF CORPORATE AUTHORITY

I, **MARTIN HUNTLEY** Certify that I am secretary of the corporation named in the attached proposal: that Julie Nora, Ph.D., who signed said proposal on behalf of the Contractor/Proposer was then Director of said corporation: that I know his/her signature: that his/her signature thereto is genuine and that said proposal was duly signed, sealed and executed for and on behalf of said corporation by authority of its governing body.

Signed under the pains and penalty of perjury,



Martin Huntley, Secretary

July 12, 2017

H. Certificate by Corporate Authority to Sign Consent:

A true copy, including an attached corporate seal, authorizing the applicant to sign all bid documents, including all certifications and releases on behalf of his/her corporate entity and to bind said entity relative to these documents (Attached).

I Conditions to the Purchase of the Property: This response to the RFP and ICS's proposed purchase of the Aldrich School property is subject to the following conditions precedent:

1. The obtaining of and consummation of financing by ICS for the acquisition and improvement of the Aldrich School property in a principal amount of not less than \$1,900,000
2. The obtaining by ICS of environmental studies and engineering information including, but not limited to, ground boring test results, monitoring well results, PCB analysis and other environmental testing information relating to the Aldrich property (a Phase I study has been obtained indicating that further testing of the site is warranted to rule any environmental concerns in or out).
3. The obtaining by ICS of a title report and issuance of a title insurance commitment by a nationally recognized title insurance company demonstrating title to the Aldrich property is good, marketable and insurable with no encumbrances objectionable to ICS or its lender.
4. Receipt by ICS of written approval of the Rhode Island Department of Education with respect to ICS's acquisition of the Aldrich property.
5. Receipt by ICS of a structural and mechanical report, satisfactory to ICS in its sole discretion, with respect to the Aldrich school building.
6. Satisfactory review and determination by ICS, in its sole discretion, of zoning restrictions with respect to the proposed use of the Aldrich property for a charter school.

TAB D: Proposal and Contract

PROPOSAL AND CONTRACT FORM

TITLE OF SPECIFICATION: RFP2017-278 Sale/Lease for Reuse of Former Nelson Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property

I. PROPOSAL:

WHEREAS, the CITY OF WARWICK has duly asked for proposals for performance of services and/or supply of goods in accordance with the above-indicated specifications.

The person or entity below does irrevocably offer to perform the services and/or furnish the goods in accordance with the specifications, which are hereby incorporated by reference in exchange for the proposal price below;

This offer shall remain open and irrevocable until the CITY OF WARWICK has accepted this proposal or another proposal on the specifications or abandoned the project.

The bidder agrees that acceptance below by the CITY OF WARWICK shall transform the proposal into a contract. This proposal and contract shall be secured by Bonds, if required by the specifications. **PLEASE INDICATE WHETHER THE PROPOSAL IS FOR A LEASE OR PURCHASE.**

OPTION #1: Purchase/Lease of Aldrich & Rhodes property in whole:

\$ N/A Purchase Lease

OPTION #2: Purchase/Lease of Aldrich property in whole only.

\$ \$1,900,000 Purchase Lease

OPTION #3: Purchase/Lease of Rhodes property in whole only:

\$ N/A Purchase Lease

This proposal is in response to "RFP2017-278 Sale/Lease and Reuse of Former Aldrich Junior High School Building & Property and/or Former Christopher Rhodes Elementary School Building & Property" and is for Option 2: the purchase for of the former Nelson Aldrich Junior High School building in whole.

\$1,900,000 Purchase with Payment in Lieu of Taxes (PILOT) of \$70,000 annually.

As a public school, ICS is does not pay taxes. However, we are proposing a PILOT in addition to the purchase price.

See attached Conditions to the Purchase of the property

TAB D: Conditions to the Purchase of the Property

H. Certificate by Corporate Authority to Sign Consent:

A true copy, including an attached corporate seal, authorizing the applicant to sign all bid documents, including all certifications and releases on behalf of his/her corporate entity and to bind said entity relative to these documents (Attached).

I Conditions to the Purchase of the Property: This response to the RFP and ICS's proposed purchase of the Aldrich School property is subject to the following conditions precedent:

1. The obtaining of and consummation of financing by ICS for the acquisition and improvement of the Aldrich School property in a principal amount of not less than \$1,900,000
2. The obtaining by ICS of environmental studies and engineering information including, but not limited to, ground boring test results, monitoring well results, PCB analysis and other environmental testing information relating to the Aldrich property (a Phase I study has been obtained indicating that further testing of the site is warranted to rule any environmental concerns in or out).
3. The obtaining by ICS of a title report and issuance of a title insurance commitment by a nationally recognized title insurance company demonstrating title to the Aldrich property is good, marketable and insurable with no encumbrances objectionable to ICS or its lender.
4. Receipt by ICS of written approval of the Rhode Island Department of Education with respect to ICS's acquisition of the Aldrich property.
5. Receipt by ICS of a structural and mechanical report, satisfactory to ICS in its sole discretion, with respect to the Aldrich school building.
6. Satisfactory review and determination by ICS, in its sole discretion, of zoning restrictions with respect to the proposed use of the Aldrich property for a charter school.

TAB D: Proposal and Contract Form

PLEASE SUBMIT THIS PAGE WITH YOUR PROPOSAL.

Acknowledgement of Addendum (if applicable)

Addendum Number	Signature of Bidder
<u>1</u>	<u>[Signature]</u>
<u>2</u>	<u>[Signature]</u>

COMPANY NAME: International Charter School
 COMPANY ADDRESS: 334 Pleasant St.
 COMPANY ADDRESS: Pawtucket, RI 02860
 BIDDER'S SIGNATURE: [Signature]
 BIDDER'S NAME (PRINT): Julie Nora, Ph.D.
 TITLE: Director TFL, NO.: (401)721-0824, ext. 213

EMAIL ADDRESS: jnora@internationalcharterschool.org*

*Please include your email address. Future proposals will be emailed, unless otherwise noted.

II. AWARD AND CONTRACT:

The CITY OF WARWICK, acting as duly authorized through its Purchasing Agent/Finance Director/Mayor (delete if inapplicable), accepts the above proposal and hereby enters into a contract with the above party to pay the proposal price upon completion of the project or receipt of the goods unless another payment schedule is contained in the specifications. All terms of the specifications, both substantive and procedural, are made terms of this contract.

DATE: RFP2017-278 _____
 Purchasing Agent

Margaret Luera
 ID #54153
 Exp. 1/29/2020

TAB D: Proposal and Contract Form

CERTIFICATION & WARRANT FORM*

This form must be completed and submitted with sealed bid. Failure to do so will result in automatic rejection.

Any and all bids shall contain a certification and warrant that they comply with all relevant and pertinent statutes, laws, ordinances and regulations, in particular, but not limited to Chapter 16- Conflicts of Interest, of the Code of Ordinances of the City of Warwick. Any proven violation of this warranty and representation by a bidder at the time of the bid or during the course of the contract, included, but not limited to negligent acts, either directly or indirectly through agents and/or sub-contractors, shall render the bidder's contract terminated and the bidder shall be required to reimburse the City for any and all costs incurred by the City, including reasonable attorney fees, to prosecute and/or enforce this provision.

[Signature] _____ 7/11/17
 Signature Date

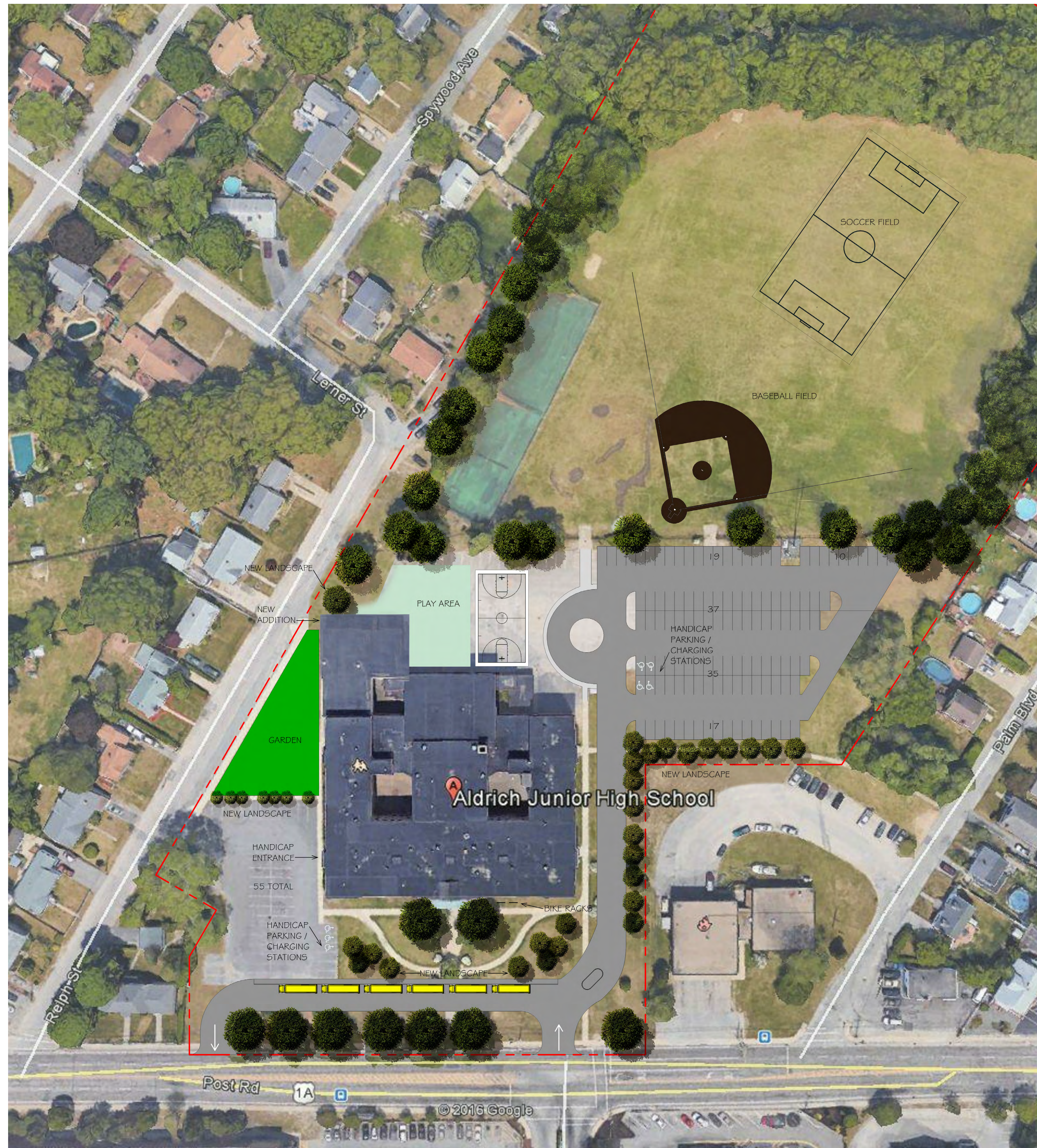
International Charter School
Company Name

334 Pleasant St.
Address

Pawtucket, RI 02860
Address

*This form cannot be altered in any way

Margaret Luera
 ID #54153
 Exp. 1/29/2020

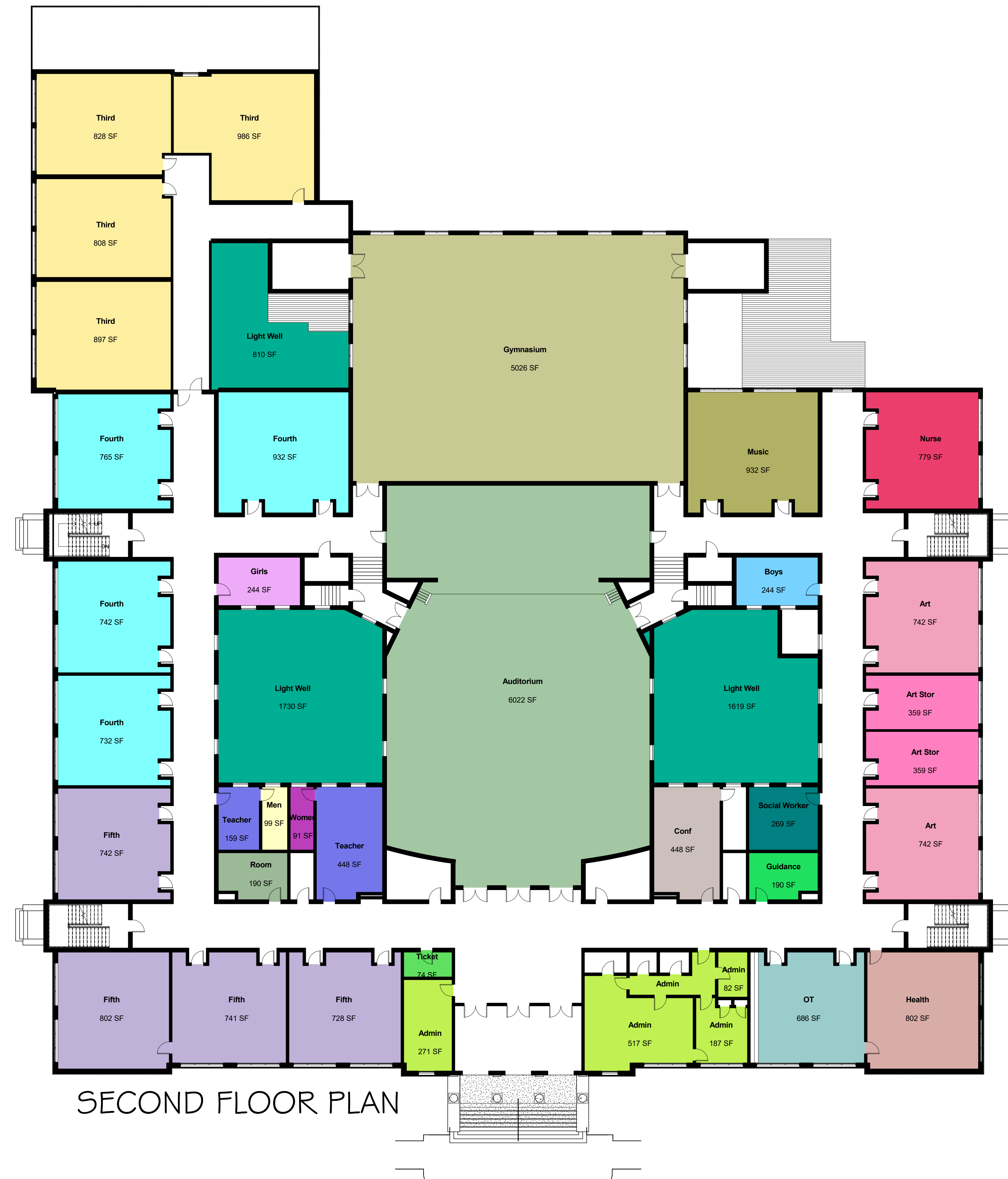


NEW SITE PLAN

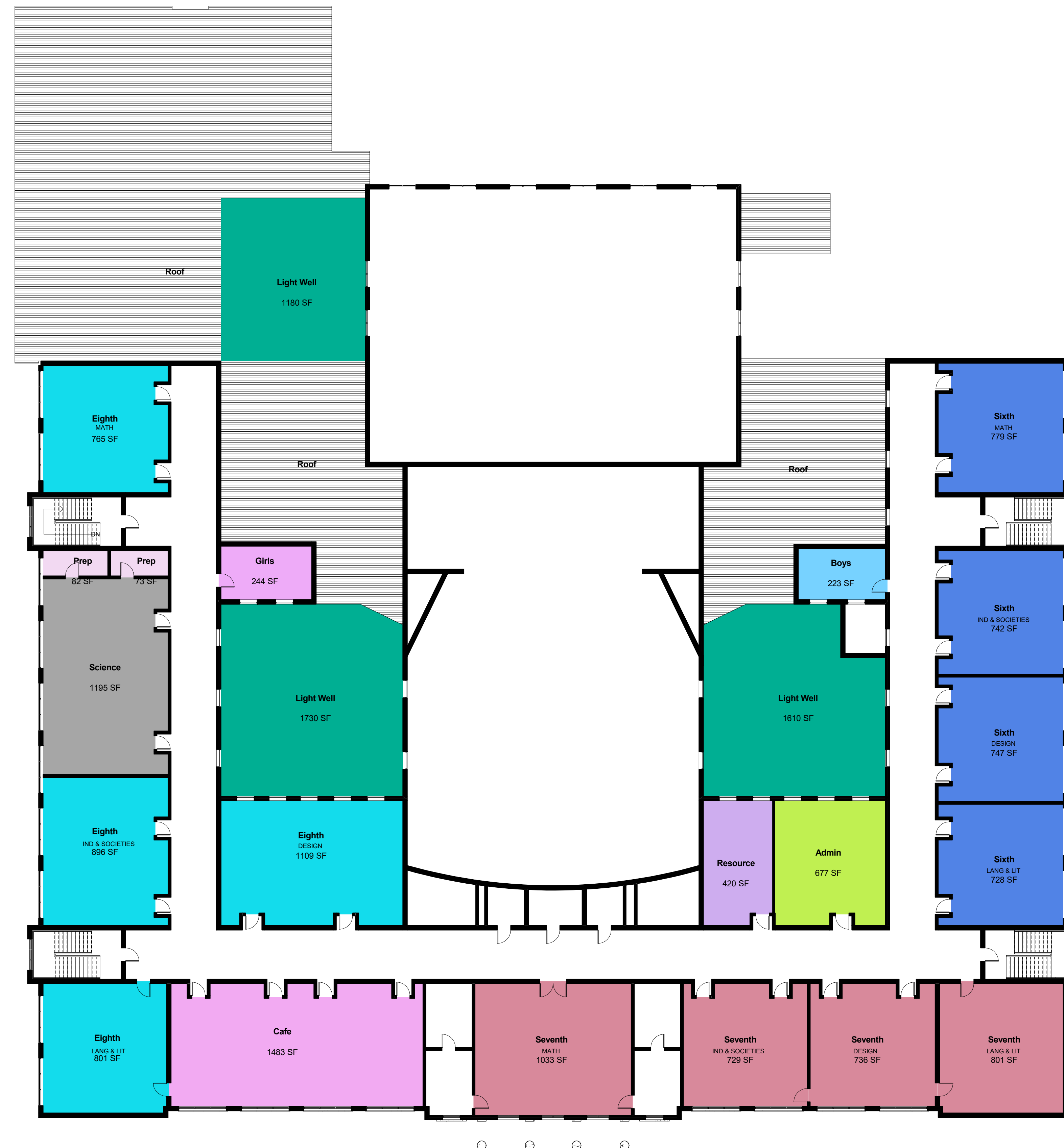




FIRST FLOOR PLAN



SECOND FLOOR PLAN

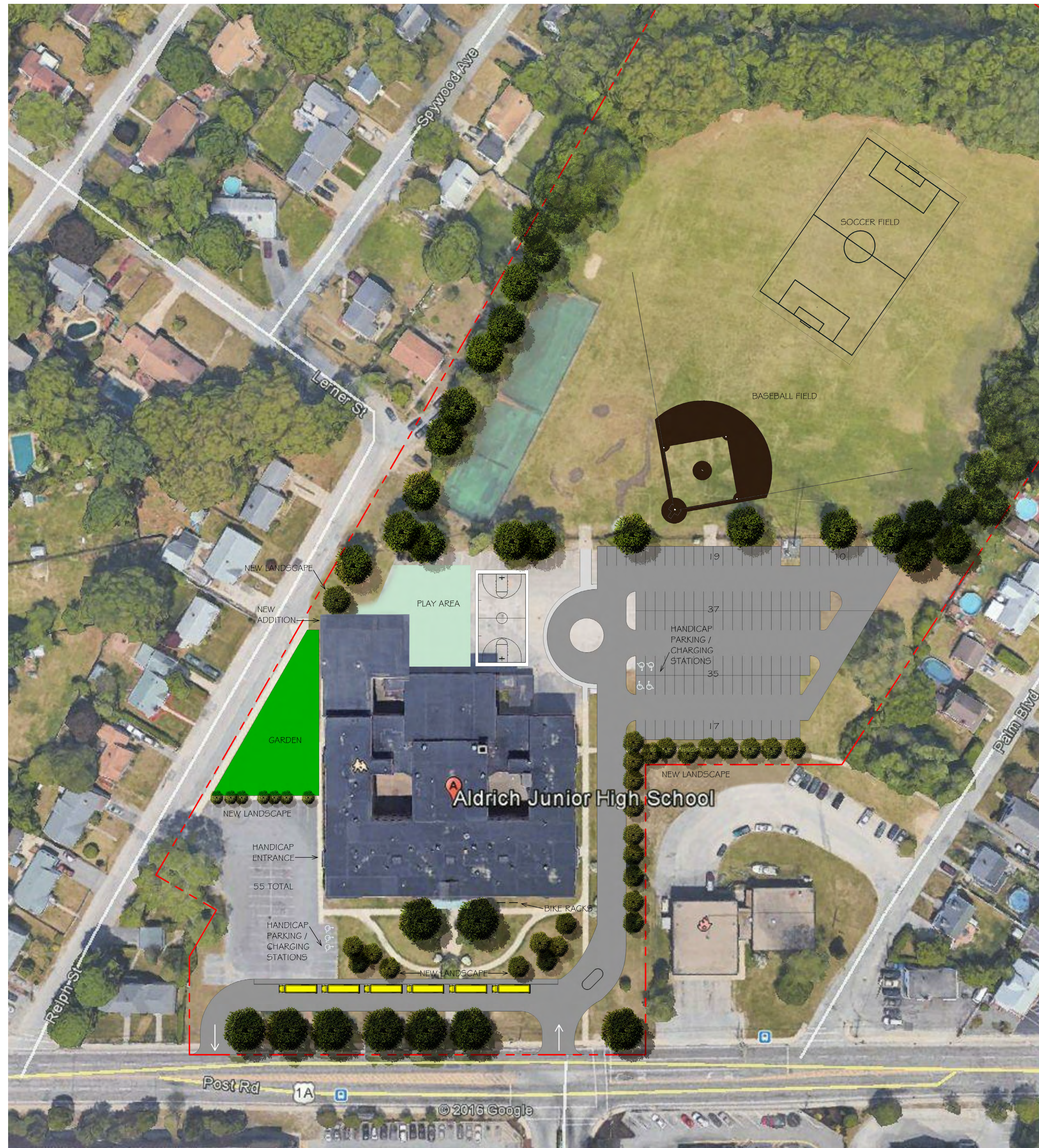


THIRD FLOOR PLAN



ICS International
CHARTER SCHOOL
Teaching in the languages of our community: English, español, Português

SZ ARCHITECTS
Saccoccio &
Associates, Inc.



NEW SITE PLAN

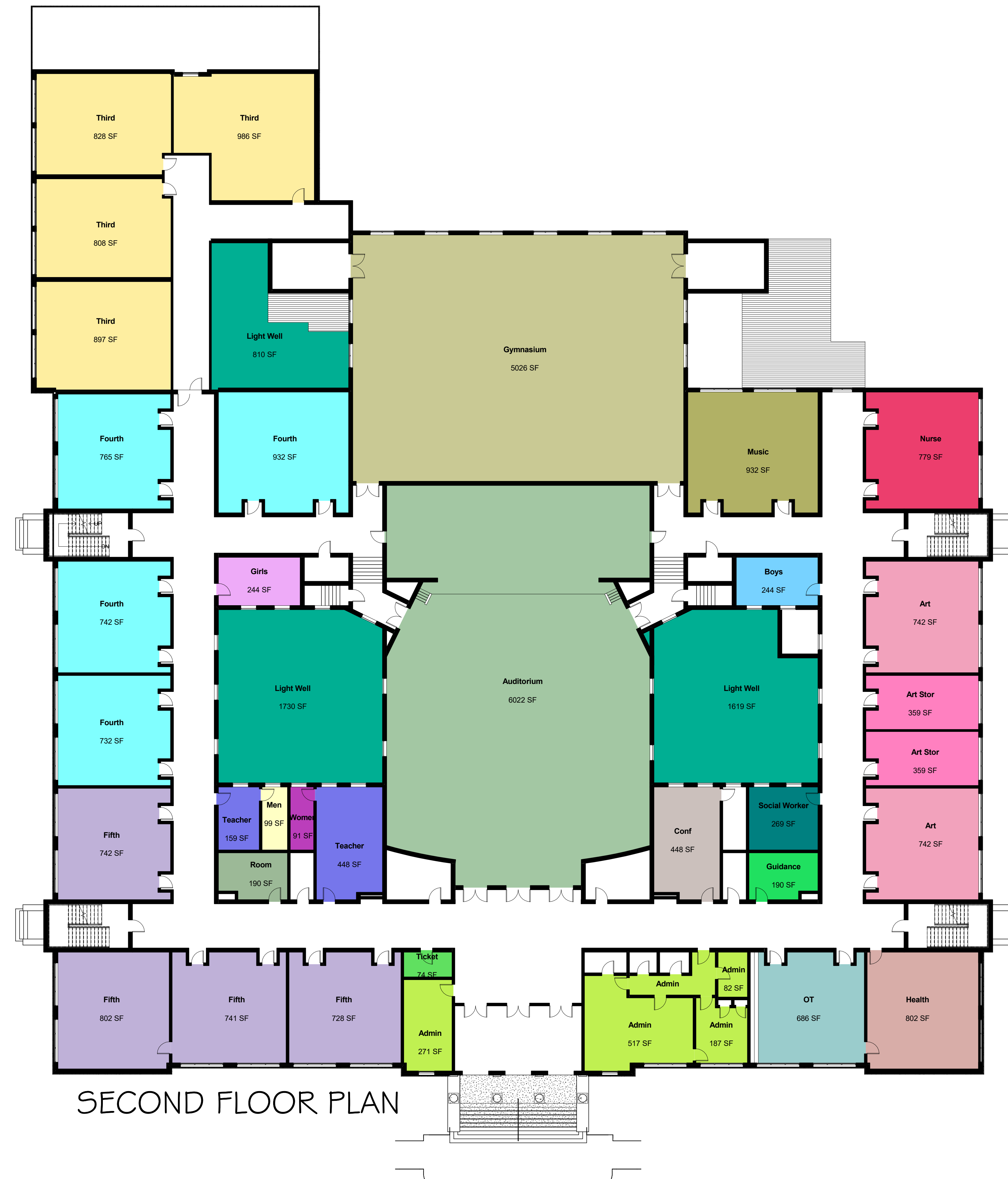




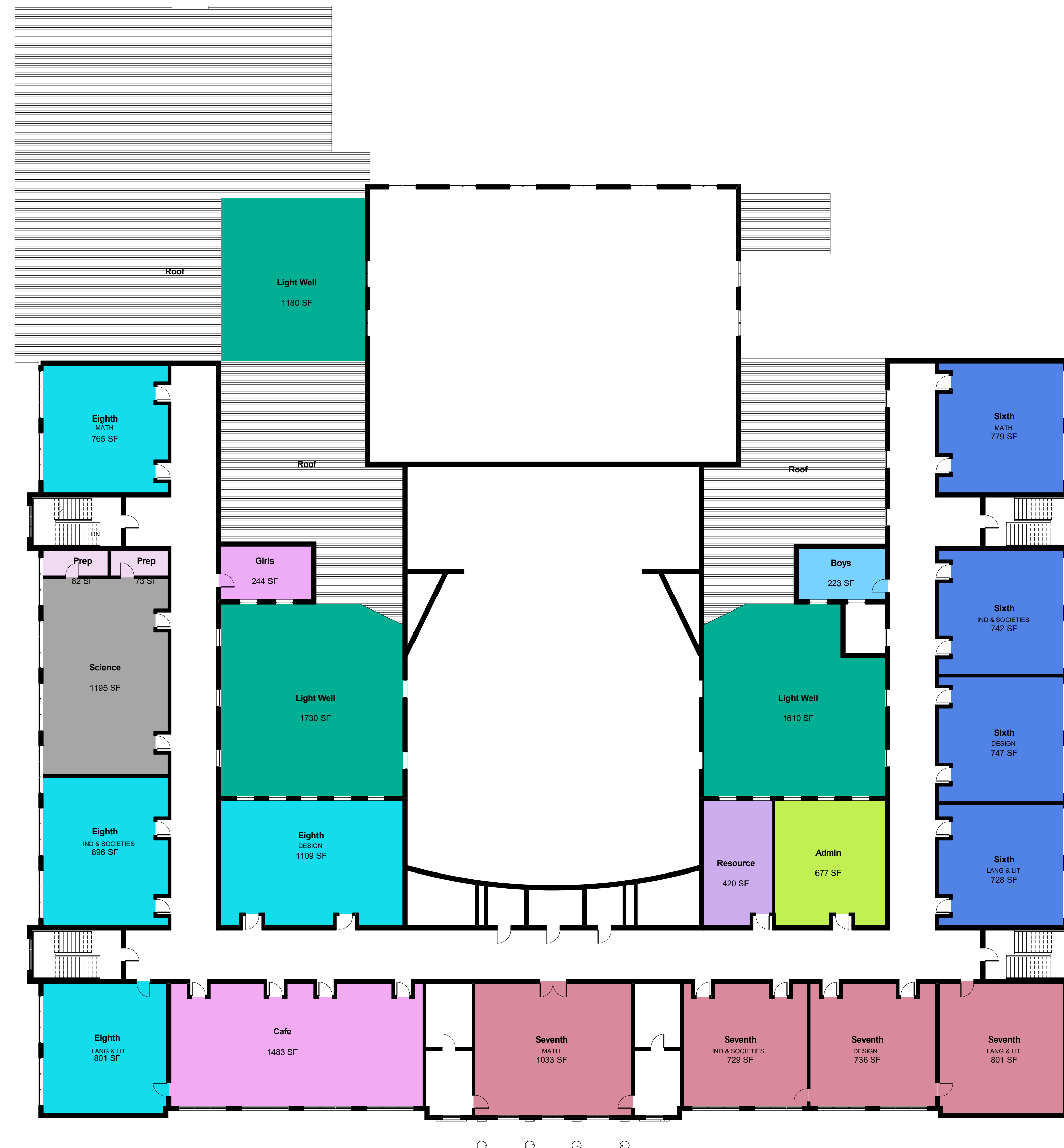
FIRST FLOOR PLAN

NEW HANDICAP ENTRANCE

Up



SECOND FLOOR PLAN



THIRD FLOOR PLAN



ICS International
CHARTER SCHOOL
Teaching in the languages of our community: English, español, Português

SZ ARCHITECTS
Saccoccio &
Associates, Inc.

By Linda Borg
Journal Staff Writer

September 15, 2015 11:15PM

R.I. public schools turn to charter for help teach 2 languages at once

The benefits, says the head of school for International Charter, are unequivocal: students become bilingual and bi-literate, and schools see improvements in academic achievement and cross-cultural awareness.

SOUTH KINGSTOWN, R.I. — Step inside the kindergarten classroom at West Kingston Elementary School and you see 20 5-year-olds counting in Spanish.

Their teacher, Sol Hernandez, speaks to the children in Spanish, using her hands to underscore her instructions. When a student struggles to find the right Spanish word, Hernandez or her teaching assistant whispers the answer or asks another child to help.

A small group of kindergartners plays hopscotch, throwing a bean bag on a number and then counting in Spanish. At another table, children sort and count small groups of tiny plastic bears.

In the hallways, the bathroom signs are in Spanish. So is the school's mission statement.

Turning to charters

At a time when the debate over the role of charter schools in Rhode Island has become polarized, a few schools districts are willing to ask charter schools to share their expertise.

Two traditional school districts, suburban South Kingstown and urban Pawtucket, have asked the International Charter School to teach them how to offer dual language immersion. This summer, educators from the Pawtucket charter school trained kindergarten teachers from the two districts on how to instruct students in two languages.

Students spend half of the day learning in Spanish and the other half in English.

Julie Nora, head of school for the International Charter, which has offered dual language immersion for 14 years, said the benefits of dual language instruction are unequivocal: students become bilingual and bi-literate, and schools see improvements in academic achievement and cross-cultural awareness.

"We see increased problem-solving skills, increased social skills and increased empathy," Nora said. "English language learners are often seen from a deficit perspective because they speak another language. All of sudden, they are seen as an asset."

Nora hopes to deepen the partnership by asking her teachers to observe their colleagues in Pawtucket and South Kingstown, then switch places.

"One of our goals is to develop a professional learning community so we can call on each other as things come up," she said. "I've met with the superintendents of Providence and Central Falls. We'd love to work with them as well."

The Rhode Island Foundation awarded \$39,324 to the South Kingstown school district and \$83,358 to the Pawtucket school district, which included the International Charter.

Charter schools were originally designed to serve as models of innovation, whose fresh ideas would be shared with traditional public schools. To date, however, those collaborations have been limited, with Central Falls standing out as one of the few traditional districts that have reached out to charters.

This three-way partnership is part of changing that dynamic.

Multicultural approach

In South Kingstown, the program began this fall with a total of 40 kindergarten students at West Kingston and Peace Dale elementary schools. The district will add a grade every year going forward.

"Our overall goal is that our dual language students will come out of the program bilingual, bi-cultural and bi-literate," said Lindy Fregeolle, South Kingstown's dual language coordinator. "This program offers our students a rich cultural experience. We're preparing students to be successful in a global economy."

Dual language immersion is part of the Rhode Island Department of Education's five-year strategic plan. Former state education Commissioner Deborah A. Gist promoted the idea during her last "state of public education" speech before the General Assembly.

Ray Lyons, whose 5-year-old son, Colton, attends West Kingston Elementary, called the program "a dream come true."

"Every day my son comes home and tells me a new word in Spanish," Lyons said. "The path they will be on, staying with it from kindergarten through grade 12, is amazing. They will be bilingual in two or three years. In 10 years, this will be the norm. I'm so glad South Kingstown took the lead."

Each district, Nora said, will take away something different from the experience. In South Kingstown, children will become multicultural at a time when the



West Kingston Elementary School teacher Sol Fernandez leads her kindergarten class in a lesson taught in Spanish on Thursday. At the board with her is student James Morse. The Providence Journal/Sandor Bodo

global workforce calls for not only fluency in more than one language but fluency in more than one culture.

"This is not just about learning another language," said West Kingston Principal Kim Mather. "It's about multiculturalism. When our kids enter the world, whether it's high school or their careers, we want them to understand that the world is a tapestry. This program will give them a great step up in understanding how they fit into a global world."

Value of fluency

In Pawtucket, a district of 9,100 students where 1,000 speak only Spanish at home, dual language immersion offers a fresh way of looking at English language learners. Rather than viewing Spanish fluency as an impediment to learning, this model sees it as a positive contribution to the classroom, especially for students whose primary language is English.

"We're spending exorbitant amounts of money on English as a Second Language," said Pawtucket Supt. Patti DiCenso. "Why aren't we embracing the fact that these students speak Spanish?"

In Pawtucket, dual language has been introduced to kindergartners at Nathanael Greene Elementary School this fall.

When DiCenso heard that International Charter was partnering with South Kingstown, she jumped on the opportunity to participate as well.

Pawtucket isn't stopping with Spanish immersion, however. The district has launched a Chinese language immersion program in grades 8 and 9. The district is adding a Portuguese immersion program next year along with expanding its Chinese program.

"I didn't want this just to be in the suburbs," DiCenso said. "My colleagues in South Kingstown were a year ahead of me. I stuck my foot in the door. If it's good enough for [suburban] kids, it's good enough for urban kids."

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Pawtucket charter school performs well on latest science test

Published: December 17, 2014 01:38 PM

BY LINDA BORG

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PAWTUCKET, R.I. — The International Charter School made significant gains in fourth-grade student performance on the latest round of science NECAP tests, the school announced Wednesday.

On Tuesday, the Rhode Island Department of Education (RIDE) publicly released the 2014 NECAP science results. While state performance for RI 4th graders stayed the same, at the International Charter School, 52% of its fourth-graders reached proficiency in 2014 compared to 37% in 2013.

Between 2008 and 2014, ICS has increased the percent of students who are proficient on the NECAP science assessment by 41.6%, the highest percentage difference in the state, the school said.

While ICS is a statewide school that enrolls students from 14 communities, 85% of its students reside in Providence, Pawtucket or Central Falls. ICS outperformed the 4th grade district average of each of these three cities.

According to the school, 15 percent of ICS English language learners were proficient compared to 6% across the state; 39% of students living in poverty were proficient compared to 25% across the state and 55% of ICS Hispanic students were proficient compared to 20% across the state.

Also, 66% of ICS white students were proficient compared to 53% across the state. In every reporting category, ICS outperformed the state.



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Pols could learn from 3rd graders



Edward Fitzpatrick

In social studies, third graders at the International Charter School created a simulated community, complete with a mayor and treasurer, town meetings and a budget.

They gave the town a fun name, Michanda, naming it after student-teachers Michelle and Amanda. But it was no utopia. The student-teachers told the class that homeless people had set up a tent city in a town park. So the pupils held a town meeting and decided to use a portion of their "salaries" to build a shelter.

Third grader Amanda Worthen-Hirsch told her father about Michanda, and soon Eric Hirsch, a Providence College sociology professor who's been a homeless activist for 25 years, was speaking to the class along with Barbara Kalil, who once lived at Camp Runamuck, a tent city in Providence. As they talked about homelessness, third grader Anu King raised her hand and asked a simple question: "How can we make a difference?"

The answer came Wednesday as 38 third graders traveled from their school in Pawtucket to the State House to urge the General Assembly to pass legislation that would provide \$3 million to help the homeless afford rent plus \$250,000 for emergency winter shelters. (I heard about it because my sons attend the school, but they weren't part of this event.)

The third graders came dressed as Munchkins and sang "Over the Rainbow," making the point that: There's no place like home. As legislators looked on, pupils stood on tiptoes, speaking into a microphone in support of twin bills sponsored by Rep. Scott A. Slater, D-Providence, and Sen. Elizabeth A. Crowley, D-Central Falls.

Jim Ryczek, executive director of



THE PROVIDENCE JOURNAL/ANDREW DICKERMAN

Anu King, 8, a student at the International Charter School of Pawtucket, speaks at the State House on Wednesday.

the Rhode Island Coalition for the Homeless, said homelessness increased by 24 percent in this state from 2007 to 2012, and things are only getting worse this year. He said \$1 million in rental vouchers would help people afford about 300 apartments, and "stabilizing" that population would be cheaper than keep-

ing them in a crowded shelter system, where they're more likely to use expensive services such as emergency rooms or to end up behind bars.

Last year, voters approved a \$25-million housing bond. But Ryczek said many people won't be able to afford that housing without vouchers, and the state's plan to end

homelessness calls for this \$3.25-million investment. He said he's disappointed Governor Chafee did not include the money in his budget proposal, but he hopes the Assembly will come through. "If they don't do anything, we're looking at another 12 months of increased pain and misery for homeless constituents," he said.

Anna Cano Morales, director of the Latino Policy Institute at Roger Williams University, cited statistics showing housing is not affordable for the majority of Latinos in Rhode Island. "You don't have to tap your ruby slippers," she said after the event. "All you have to do is add affordable housing to the economic development vision and Rhode Island will be closer to home."

Now, if you look behind the State House curtain, you'll see state officials expect revenues to miss earlier targets by more than \$50 million. I'd be surprised if this yellow brick road ends with the full \$3.25 million. But as third-floor legislative leaders weigh this bill, they should ask the same question posed by a third grader: How can we make a difference?

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The third-grade class at the International Charter School of Pawtucket gets ready to sing at the State House on Wednesday as it presents a "Return to Oz" program about homelessness.



BREAKING NEWS

R.I. board gives Pawtucket charter school high grades

Comments 0 | Recommend 0

July 1, 2010 11:46 am

By Linda Borg

PAWTUCKET, R.I. -- The International Charter School is the only charter in Rhode Island to make the Board of Regents of Elementary and Secondary Education's commended list, because the school narrowed achievement gaps between minority and white students, and between English-language learners and English-language speakers.

Julie Nora, the school's director, attributed its strong gains in reading and math to the school's unique dual language immersion program. Students spend a week studying in English and then a week studying in either Spanish or Portuguese.

"The performance of all of our students underscores the benefit of bilingual education," Nora said.

Twenty schools were named to the regents' commended list, which was awarded to schools that showed high achievement, made significant progress, or closed gaps between haves and have-nots.

Two groups at the International Charter School consistently performed better than their peers statewide:

* Fifty-seven percent of the school's Hispanic students met the standard in math, compared to 37 percent of the state's Hispanic students.

* Thirty-nine percent of the school's fifth-grade English Language Learners were proficient in math, compared to 18 percent of the same population statewide.

* Forty-five percent of the school's fourth-grade English language learners were proficient in reading, compared to 22 percent of that population statewide.

Nora attributed the strong performance to the school's dual-language program, which enables students to develop proficiency in their native language and a second language, an essential skill as students enter the global economy.

She said that a dual-language education also helps students gain strong cross-cultural skills, including a better understanding of themselves, their histories and their cultures.

The Valley Breeze

2/11/2010

Is this one hope for urban public schools?



International Charter School's Nora says test scores prove it is

By [ETHAN SHOREY](#), Valley Breeze Staff Writer

PAWTUCKET - Some bright ideas for Rhode Island's urban education system just might be found on Pleasant Street.

International Charter School and its director, Julie Nora, have developed a model for educating young people across language and cultural boundaries, overcoming the obstacles with a strategy they say has now been proven successful.

"Miss Julie," as her students call her, is crediting ICS and its exclusive dual language program for elementary school students with helping the school score huge gains on newly release standardized test results. The program immerses a diverse mix of students in a curriculum half in English and half in either Spanish or Portuguese,

"For students who are not speaking English, this is the best model," said Nora in an interview with The Valley Breeze.

Nora and those like her running innovative schools throughout the state have been firmly backed by Rhode Island's new Education Commissioner Deborah Gist. Gist and those in her office have put Rhode Island in a position to potentially win \$125 million in federal funding because of the growing movement of schools like ICS that are now doing education differently.

ICS has mostly served students in Pawtucket, Central Falls, and Providence since it was founded nine years ago, but students from six other communities are represented.

According to Nora, ICS is the only public school in all of Rhode Island dedicated solely to dual language. The school's two main goals are bilingualism and academic achievement. The goal at ICS is to put all onto a path toward becoming global citizens.

In a state where urban school districts routinely achieve poor results in math and English on the New England Common Assessment Program tests, ICS students, mostly from the state's core urban communities, weren't far off from the statewide average in both subjects.

The school even bested the state average in some areas.

* Overall, 67 percent of ICS students who were in grades 3, 4, and 5 last fall demonstrated proficiency in reading. That was an increase of 18 percent over the 2008-2009 year and compares with a 73 percent proficiency rate statewide.

* Overall, 56 percent of all ICS students demonstrated proficiency in math, an increase of 4 percent over the previous year. That proficiency is just shy of the state, at 61 percent proficient.

* Finally 78 percent of ICS 5th-graders were proficient in reading, beating the state average of 72 percent of the state's 5th-graders.

Instead of hammering principles of math and literacy into students' heads only in a foreign tongue, greatly increasing their chances of failure, students are able to learn from teachers in both languages, upping their chances of retaining the information and becoming bilingual citizens themselves.

Imagine learning the intricacies of biology in a language not your own, says Nora, and you'll know how students immigrating to Rhode Island feel on a daily basis in the classroom.

Nora's analysis of the NECAP scores went beyond state averages. She said that ICS and its "limited English proficient" and Hispanic students performed consistently better than LEP and Hispanic students statewide:

* 67 percent of the school's 5th-grade Hispanic students were proficient in reading, compared to 55 percent of the state's Hispanic students;

- * 34 percent of the school's 5th-grade students showed proficiency in reading, compared to 31 percent of the state's limited English proficient, or LEP, population;
- * 57 percent of ICS's 5th-grade Hispanic students were proficient in math compared to 37 percent of the state's Hispanic students;
- * 39 percent of the school's 5th-grade LEP students were proficient in math, compared to 18 percent of the state's 5th-grade LEP students;
- * 56 percent of the school's 4th-grade Hispanic students were proficient in reading, compared to 48 percent of the state's 4th-grade Hispanic students;
- * 45 percent of the school's 4th-grade LEP students were proficient in reading compared to 22 percent of the state's 4th-grade LEP students;
- * 52 percent of the school's 4th-grade Hispanic students were proficient in math, compared to 40 percent of the state's 4th-grade Hispanic students;
- * 41 percent of ICS's 4th grade LEP students were proficient in math, compared to 18 percent of the state's 4th grade LEP students.

And the overwhelming positive results continue down through 3rd grade, with ICS students consistently scoring better than their peers across the state.

International Charter School's results parallel what school leaders know from research, according to Nora, that dual language is the best model for English language learners and facilitates academic achievement of all students.

The performances of LEP and Hispanic students at ICS is particularly relevant because the LEP and Hispanic students perform at significantly lower levels in Rhode Island than other subgroups and when compared to the performance of such students in other states.

The struggles of the state's urban districts, like Pawtucket, are most often attributed to higher concentrations of English language learners, special needs students, and a lack of a funding formula that adequately accounts for those two factors.

ICS staff will continue to analyze the results of the NECAP tests and other assessments to identify areas of improvement, according to Nora. They'll continue utilizing parent involvement, curricula, and other elements of the ICS program to ensure students reach their potential.

The International Charter School was established in 2001 when the International Institute of Rhode Island was granted an initial charter. The school is funded on a per-pupil expenditure basis like any other public school.

Donations like the \$65,000 grant received this year from the Rhode Island Foundation allows the school to

implement new areas of study.

For more information about the International Charter School and its programs, visit internationalcharterschool.org.



Yasmin Pena, a 4th-grade "Spanish side" teacher at the International Charter School, listens to student Katia Mendez explain how she and her classmates completed a circuit during science class last Friday. Also pictured are students Jeffrey Perez and Keyri Pogio Gil.

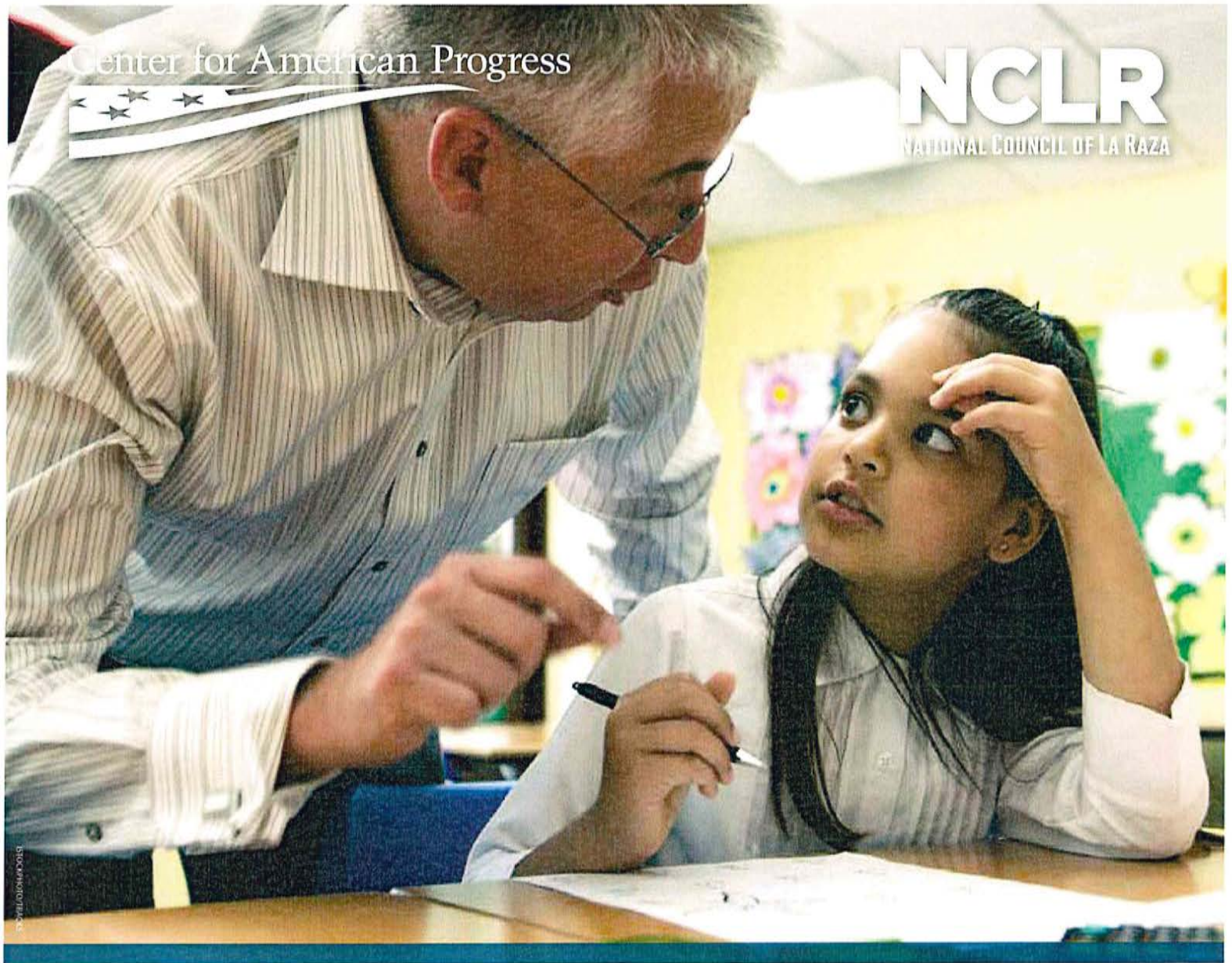


Kindergarten student Katie Alves paints during her "English side" class. Also participating are Zoe Catrambone, left, and Miyah Monteiro.

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Next Generation Charter Schools

Meeting the Needs of Latinos and English Language Learners

Melissa Lazarín and Feliza Ortiz-Licon September 2010



Next Generation Charter Schools

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Introduction and summary

The Obama administration has brought new attention to charter schools. The administration is encouraging states to support the expansion of high-quality charter schools by offering states that lift caps on new charters a chance to win grants from the renowned Race to the Top competition. Six states—Hawaii, Louisiana, Massachusetts, Illinois, New York, and Rhode Island—have approved bills through their state legislatures that increase the number of charter schools in their state to improve their chances of winning a Race to the Top grant.

The Obama administration has clearly singled out charter schooling as a key strategy to turn around 5,000 of the nation’s most troubled schools. It is not surprising that Latinos and English language learners, or ELLs, are disproportionately concentrated in these schools and that the vast majority of ELLs (80 percent) are native Spanish speakers.¹ Charter schools that take on this challenge of turning around schools will therefore inevitably have to consider how they are going to improve the educational outcomes of Latino and ELL students in these schools.

This report considers the role—both current and future—that charter schools have in the education of Latinos and ELLs. It examines how both the large growth of the Latino and ELL student population and the potential expansion of charter schools will influence the educational landscape.

Given that state charter school laws have a major impact on students’ likelihood to access such schools and how effectively these schools serve students, we consider the most salient state policies affecting Latinos and ELLs. Profiles of four high-performing charter schools that serve a significant proportion of Latinos and ELLs—El Sol Science and Arts Academy in Santa Ana, California; the Raul Yzaguirre School for Success in Houston, Texas; YES Prep Gulfton in Houston, Texas; and International Charter School in Pawtucket, Rhode Island—help illuminate how some of these policies are put into practice. The profiles also display effective practices that have been picked up by school leaders who are familiar with working with this population in the charter school context. The lessons they have learned are valuable to both charter schools and traditional public schools alike.

Many of the strategies that these schools have found to be effective in serving Latinos and ELLs can be immediately implemented by both charter schools and traditional public schools. These include:

- **Establishing high expectations for all students' academic, intellectual, and social growth.** This includes English language learners. Most of the schools seek this out during the hiring process to ensure that their teaching staff enter the classroom with these expectations.
- **Accelerating the pace at which English language learners engage with grade-level content.** All four schools underscored the importance of teaching a second language while simultaneously delivering core academic content.
- **Expanding learning time opportunities.** Several of the schools emphasized the importance of an expanded school schedule in their program model. More learning time can enable individualized or small group instruction to target ELLs' learning gaps.
- **Training all staff on effective instructional strategies to engage ELLs.** With a large ELL population, most of the schools felt it necessary to making ELLs everyone's responsibility. This included supporting teachers' efforts to obtain certification and additional professional development to instruct ELLs.
- **Using formal and informal strategies to promote family engagement and community collaboration.** The schools used a variety of strategies to create and foster strong lines of communication with students' parents, even in languages other than English. Translating all school materials, conducting regular home visits, and having bilingual staff are examples.

A number of states are revisiting their charter laws in response to Race to the Top and the administration's school turnaround proposals. And changes in state policies can support and further enhance some of the strategies employed at the four charter schools highlighted in this report. These include:

- **Re-examining provisions related to enrollment and recruitment.** Most states require an open enrollment policy for all charter schools as well as a lottery process in instances where demand exceeds the number of slots. The few that do not should consider following this conventional practice. States may also want to consider monitoring enrollment numbers for certain populations, including ELLs, to ensure that all students have equitable access to charter schools.

- **Considering a school’s capacity to effectively serve ELLs in evaluating charter school applications.** Such a requirement is worth considering when the school will be located in a school district zone that has a significant ELL population.
- **Providing clear guidance in state charter laws that specify equitable access to federal and state categorical streams for charter schools.** This includes clear guidance on the state-to-charter allotment for federal Title III dollars and state funding allotted for ELLs, which some charter schools have difficulty accessing.
- **Holding schools accountable for progress in closing academic proficiency and college readiness gaps and meeting growth targets.** This should be based on disaggregated outcomes across race, ethnicity, and language status, and in instances of multicampus charter networks, each individual campus should be evaluated for its performance.
- **Considering the role that charter school autonomy can have on the education of ELLs and Latinos.** The level of autonomy afforded to charter schools has made it possible for charter school leaders and educators to flexibly mold their school models in ways that have demonstrated strong results for English language learners and Latinos, including using native language instruction programs.

Charter schools and traditional public schools will continue to only see a rise in the Latino and ELL student population. The profiles included in this report provide a glimpse of what is possible in both charter and noncharter schools. And the lessons learned above serve as important guideposts as charter schools continue to gain prominence across the country—as either a school turnaround strategy or as simply an alternative option of schooling.

Why does Latino and ELL achievement matter in charter schools?

Latinos are a growing segment of the nation's school-aged population. One in five—over 10 million—public school students are Latino.² And the proportion of Hispanic school-aged children is expected to grow by 166 percent by 2050, quickly outpacing the 4 percent expected growth of non-Hispanic children.³ These numbers hold great significance for traditional public schools and charter schools alike.

The growth of the Latino population will inevitably lead to growth among English language learners. Forty percent of Latino students are also ELLs.⁴ And academic achievement among Latinos is closely intertwined with the achievement of ELLs as a result. The sheer growth in the Latino student population and their role in the nation's future economy clearly indicate that all schools will have to ensure that they can effectively prepare Latinos for college and a career.

Latinos have a significant presence in charter schools

Four of the five states with the highest number of charter schools—California, Arizona, Texas, and Florida—are among the top five states with the highest Hispanic student enrollment.⁵ It should therefore be no surprise that Latino students also happen to make up a significant proportion of charter school students. The most recent Schools and Staffing Survey, or SASS—a national representative sample survey of public and private K-12 schools, principals, and teachers conducted by the U.S. Department of Education—suggests that one quarter (23.8 percent) of charter school students are Latino.⁶

Charter schools' propensity to attract Latinos and other minority students has sparked recent debate among civil rights watchdogs. Some have argued that minority students' high enrollment in charter schools can lead to racial and ethnic segregation in such schools.⁷ Others contend that charter schools likely have little impact—positive or negative—on segregation and integration trends given their

likelihood to be located in urban neighborhoods that are already generally racially and ethnically isolated. The racial and ethnic makeup of most charter schools, they argue, generally mirrors that of the surrounding public school district.⁸

Regardless, Latinos' academic performance will in time reflect the overall strength of the American education system given that they make up a large proportion of charter school students and an increasing share of the nation's public school population.

Charter schools will increasingly play a larger role in educating ELLs

Charter schools have been recently critiqued for attracting a high proportion of Latino and minority students, but they have also been criticized for serving too few ELLs. Various charter school studies and national data sources, however, present a mixed picture of ELL enrollment in charter schools.

SASS data estimates that 16.5 percent of charter school students are ELLs.⁹ But some argue that data related to ELL charter school students are incomplete or ambiguous, and that the limited data indicate that charter schools serve fewer ELLs than local districts.¹⁰ A recent evaluation of 22 middle schools in the Knowledge Is Power Program, or KIPP network, indicated that these particular schools served higher concentrations of low-income and black and Hispanic students, but a smaller concentration of ELLs compared to the traditional public schools from which they build their enrollment.¹¹ This is only a subset of KIPP's 82 schools and an even smaller subset of the nation's charter schools. Additional research is necessary.

U.S. Secretary of Education Arne Duncan challenged the nation's charter schools in a recent speech, urging them to ensure that they are equitably serving ELLs. Duncan said:

We know where the complaints come from; we know what the issues are. One is a complaint around a lack of serving diverse populations...We hear concerns about not enough English language learners being served...if there are places—New York or other cities—that don't have enough charters serving ELL students, you guys need to collectively think through who are the players who are doing a fantastic job, who are going to step into the void, and systemically, across the country each year, start to address that issue.¹²

The unique, autonomous nature of charter schools has provided such schools with more flexibility than traditional public schools in shaping their curriculum for ELLs. Three states ban the use of native language instruction—California, Arizona, and Massachusetts. But charter schools with dual immersion and other native language instruction programs are not uncommon in these states, which also happen to have a significant ELL population.

The Arizona state attorney general, for example, has clarified that Arizona’s English-only law does not apply to the state’s charter schools, writing, “to impose Proposition 203 on charter schools without a clear statutory directive undermines the purposes of charter schools which ‘provide additional academic choices for parents and pupils.’”¹³ Charter schools in these states offer parents of ELLs an important alternative form of schooling for their children.

Charter schools are playing an elevated role in turning around struggling schools

The Obama administration has proposed a school turnaround agenda that heavily relies on implementing charter schools in place of some of the 5,000 most severely underperforming schools in the country as part of the American Recovery and Reinvestment Act of 2009 and its blueprint reauthorizing the Elementary and Secondary Education Act, or ESEA. The restart model, which involves converting or closing and reopening a failing school as a charter school, is one of four turnaround models that the administration has urged chronically weak schools and districts to consider.

This is of great importance for Latinos and ELLs who are disproportionately in chronically failing schools.¹⁴ A quarter of Latinos (28 percent) attend schools that have been identified for improvement compared with 9 percent of white students.¹⁵ If new and existing charter schools will be taking the reins at such schools, charter school participation among Latinos and ELLs will inevitably multiply.

Charter school management organizations, or CMOs, have thus far shied away from playing a larger role in the turnaround challenge.¹⁶ But those that do step up will have to consider how to best meet the needs of the Latinos and ELLs in those struggling schools.

There are lessons to be learned from high-performing Latino-ELL charter schools

Traditional public schools continue to serve the majority of Latinos and ELLs, but charter schools continue to be touted as incubators of education innovation and can play a valuable role in informing policy and practice related to Latinos and ELLs in traditional public schools. Educators and policymakers certainly know more about what doesn't work for Latino and ELL students and less about what does work. And both traditional public schools and charter schools have much to gain from the lessons learned from high-performing charter schools that are seeing results with their Latino and Spanish-speaking ELL students.

What do we know about Latino and ELL achievement in charter schools?

Recent rigorous research on charter schools has begun to examine academic achievement by ethnicity, and to a lesser degree, language status. The findings are somewhat mixed, but research on charter school performance is largely in its infancy, and a number of variables—many of them still unknown—likely play a role.

The autonomous nature of charter schools inherently generates a wide variety of school models and strategies, to a much greater extent than is the case in traditional public schools. Yet the small amount of research pertaining to performance among Hispanics and ELLs in charter schools provides some important insight and is summarized below.

CREDO study of charter performance in 16 states

The Center for Research on Education Outcomes, or CREDO, examined charter school performance in 16 states, including states with a large Hispanic population such as Arizona, California, Florida, Texas, and New Mexico.¹⁷ It compared the average academic growth of Latinos, ELLs, and other student groups to that of their peers in traditional public schools.

Latino charter school students had significantly lower gains overall in both math and reading compared to their peers in traditional public schools. Illinois, New Mexico, and Texas—states with large Hispanic populations—were among the states that had lower gains in math and reading when the study examined individual states in the disaggregate. Missouri was the only state in which Latino charter school students performed better in both math and reading compared to their counterparts in traditional public schools.

English language learners, on the other hand, saw significantly higher gains at charter schools in both math and reading than their traditional public school peers. California's ELL charter school students mirrored similar higher results in

both math and reading. And ELL charter school students in Arizona, California, New Mexico, and Texas had significantly higher gains in reading, but not in math, though this was not statistically significant.

New York City Charter Schools Evaluation Project

Caroline Hoxby of the National Bureau of Economic Research and Stanford University led a multiyear evaluation of New York City charter schools where researchers found that charter schools were more likely to be located in predominantly black and Hispanic neighborhoods. New York City is approximately 25 percent Latino, but charter schools' neighborhoods are 38 percent Latino. Yet New York City charter school students are less likely to be Hispanic or receive ELL services than the average traditional public school student.

Hoxby and her team concluded that students who attend charter schools in New York City from kindergarten through eighth grade—regardless of their race or ethnicity—are scoring approximately 30 points higher in math and 23 points higher in English language arts than traditional public school students. The small population of ELLs in charter schools and the varying practices in how charter and noncharter schools classify ELLs made it difficult to assess how charter schools affect these students' academic achievement.

RAND study of charter schools in eight states

RAND's 2009 research examined longitudinal, student-level achievement data for students who transferred into charter schools in Chicago, San Diego, Philadelphia, Denver, Milwaukee, and the states of Ohio, Texas, and Florida.¹⁸ Researchers found no evidence that charter schools significantly affect achievement—positively or negatively—for Latinos or for other ethnic groups. This study did not examine effects on ELLs.

Mathematica study of KIPP middle schools

Mathematica compared the achievement trajectories of students at 22 KIPP middle schools—seven of which have more than a 50 percent Latino population—and students at non-KIPP middle schools.¹⁹ They concluded that students

at a majority of the KIPP schools experience statistically significant, higher achievement levels on both math and reading state assessments.

And these positive outcomes are substantial. Students at half of KIPP middle schools are experiencing math gains that are “the equivalent of moving a student from the 30th percentile to the 48th percentile on a typical test distribution” after attending a KIPP middle school for three years. The effects in reading are smaller, but still noteworthy. Students at half of KIPP middle schools gain an estimated 0.9 years of additional instruction in reading than students at non-KIPP schools after three years. These are the average student achievements at these middle schools, but researchers noted that Hispanic and ELL students at KIPP schools experience similar results.

State policies affecting Latinos and ELLs in charter schools

Forty states and the District of Columbia have enacted state laws authorizing the development of charter schools. These laws also guide charter school recruitment and enrollment policies, accountability, and their access to federal and state funding. Charter schools are largely autonomous, but these state laws play a significant role in determining the extent to which charter schools serve Latino and ELL students and their capacity to teach them effectively. They also influence the degree to which charter schools are held accountable for educational outcomes among Latinos and ELLs.

The sections that follow highlight key components of state charter school laws that affect Hispanic and ELL students. This is not intended to be a comprehensive list of the elements that states and advocates should consider as they strengthen or develop their state charter school laws. Other provisions are critical and also affect Latino and ELL prospective and current charter school students, including some of those proposed in the model state charter school law offered by the National Alliance for Public Charter Schools.²⁰ The purpose of this section is to identify and present the aspects of state charter school laws that most affect Latino and ELL students.

Recruitment, enrollment, and lottery procedures and policies

Recruitment, enrollment, and lottery procedures that are outlined in state charter laws inevitably affect charter school demographics. Many state charter laws aim to bar discriminatory enrollment practices. But only a handful have incorporated proactive recruitment and enrollment provisions to support access to charter schools among ELLs and students of all races and ethnicities.

Open enrollment and lottery policies

Public charter schools, like traditional public schools, should be open to all students who wish to enroll. Open enrollment policies help further clarify that all students, generally within the state, can attend any state charter school. Such open policies are a first step in ensuring equitable access for Latinos, ELLs, and other students. The majority of state charter laws—30 out of 41—require charter schools to operate an open enrollment policy.²¹ States often require or encourage charter schools to give preference to students residing in the attendance area in which the charter school is located.

Most states require schools to select students using a lottery system when a school's capacity cannot match the demand for enrollment. A lottery process can help ensure that Latinos and ELL students have equitable access to charter schools. At least 33 state laws include such a provision. Three states—Colorado, New Mexico, and Texas, all of which have significant Hispanic and ELL populations—allow or depend solely on a first-come, first-served approach.²² This approach, according to the National Alliance for Public Charter Schools, “often discriminates against students who do not have parents aggressively pursuing each and every potential school option.”²³ ELL and immigrant students, whose parents may have less experience in navigating the school system, may be at a disadvantage.

Proactive recruitment, enrollment, and capacity policies

A handful of state laws go beyond the conventional policies of requiring open enrollment and lotteries. These states are proactive in their approach to achieving racial and ethnic balance in their charter schools, or they require that charter schools, at a minimum, mirror the demographics of the surrounding school district. These states include Arkansas, Hawaii, Nevada, New Jersey, North Carolina, and South Carolina.²⁴ Nevada's statute, for example, states that charter schools should take steps to ensure that the racial composition of their school does not differ from the racial makeup of the surrounding district by more than 10 percent.²⁵

Other forward-thinking states are intentional in their efforts to recruit and serve ELLs. Connecticut, Iowa, Massachusetts, Missouri, New Jersey, and Rhode Island are among such states.²⁶ Massachusetts's new, enhanced charter law may now be the most aggressive state law with respect to recruiting and enrolling ELLs in charter schools. Once authorized, charter schools must develop a recruitment

plan and enrollment goals for ELLs, as well as low-income, special education, and other at-risk students.²⁷ Charter schools must also submit an annual report to the state education board that describes the school's progress toward the enrollment goals. The Massachusetts law was only recently revised and its effects remain unclear, but it may serve as a useful model for states that are interested in strengthening their law to ensure equitable access for ELL students and other potentially underrepresented groups. A bill with similar provisions is currently underway in the California state legislature.²⁸

Few states' charter laws consider prospective charter schools' capacity to effectively educate ELLs when reviewing their applications. Iowa is one state in which the application process requires the school to describe the manner in which they will provide instruction to ELLs. Massachusetts's updated law has also struck new ground here. The state now requires prospective charter school operators to have a record of running at least one school that has demonstrated academic success serving ELLs, low-income, special education, and other at-risk students, in order to be eligible to apply for a new or expanded charter.²⁹

Other enrollment preferences

Other enrollment preferences that are included in some state charter laws can affect the enrollment and education of Latinos and ELLs. Several of the charter school directors interviewed for this report, for example, identified the significance of allowing preferences for siblings of students currently enrolled in the charter school. Such a preference, they reported, helped foster a family environment at the school, which they believed important to parents of ELL and Latino students. At least 26 states plus the District of Columbia require or allow preferences for students' siblings.³⁰

Several states, including Arizona, Colorado, Florida, and Nevada, also allow charter schools to give preference to children of founders, governing board members, and full-time employees. Some argue that, "access for at-risk students tends to be hampered when charter schools grant a preference to students who are children of founders and teachers."³¹ The National Alliance for Public Charter Schools, however, recommends that states give charter schools a choice to reserve a limited percentage—no more than 10 percent—for such students. They reason that school founders and full-time employees dedicate a great deal of time and personal commitment to the school, and some return on this investment is

therefore reasonable. Since most charter school teachers work long hours, it may be practical to have a capped, allowable preference for at least these individuals.³² This may also contribute to a school's family-friendly environment, which can be an important factor in choosing a school for Latino parents.

Funding

Jack Buckley, recently nominated to be commissioner of the National Center for Education Statistics, examined the representation of ELLs in New York City charter schools and points to what is likely a common problem among charter schools across the country—inequitable access to funding to adequately serve ELLs. He writes that the “powerful role that funding can play in creating incentives and disincentives for schools to serve harder-to-educate students means that charter school funding mechanisms should be reexamined and where necessary, revised when incentives are misaligned with the broader educational goals of equity and access.”³³

Such is the case in New York, where state law requires districts to give charter schools a proportional share of state and federal funding.³⁴ New York charter schools often lose out on their share of federal Title III funds—dollars targeted to English language learners and immigrant students—because these funds are dispersed in the form of district-based allocations. As a result, “individual charter schools [in New York] rarely meet the minimum number of students required to access them”³⁵ even though they are considered local education agencies or have school district status for federal funding purposes.

The circumstances in New York are not uncommon for charter schools in other states, and the National Alliance for Public Charter Schools' model charter law therefore includes language that provides public charter schools equal access to categorical funding streams and recommends clear guidance on how federal and state funds reach charter schools.³⁶ This point cannot be underscored enough. The Thomas B. Fordham Institute concluded in its review of charter school funding in 16 states and the District of Columbia that, “an important source of the district-charter funding gap is that so many states, in so many aspects of school funding, treat charters differently in *statute* than in *practice*.”³⁷ They estimate that charter schools receive approximately 22 percent less in funding in comparison to traditional public schools. Improved clarity and specificity in state laws regarding charter school funding can help improve parity in the funding gap between charter schools and traditional schools.

The disconnection between policy and practice has inspired some creative maneuvering in New York. Several charter schools formed a consortium to meet the threshold for the minimum number of students needed to access their share of federal Title III dollars. This tactic may have some success, but should not be necessary.

Accountability

Charter school accountability frameworks that appropriately and assertively include Latinos and ELLs are necessary to address their educational outcomes, as is the case with traditional public schools. Charter authorizers have been more aggressive in pursuing accountability, but few state charter laws address this issue adequately.³⁸

The National Alliance for Public Charter Schools' model law again offers some important guidance and includes some important accountability elements that are relevant for Latino and ELL students in charter schools. This includes reforming state laws to require authorizers to assess schools' performance on a framework that includes progress in closing achievement gaps in proficiency, growth between major subgroups, and progress toward college readiness benchmarks disaggregated by major student subgroups.³⁹

Some state charter laws weaken accountability by aggregating assessment results for multiple campuses that operate under a single charter contract. Parents of charter school students in Illinois, for example, are at a great disadvantage because the state reports performance for multicampus charters in the aggregate, making it difficult to decipher how well each school is preparing Latinos and ELLs.

This places high-performing charter schools that are grouped with their less successful counterparts in a difficult position, complicating their efforts to effectively communicate their progress and performance with parents. This is the case with Chicago International Charter School's West Belden campus—a strong charter school that has a large Latino student population and a significant number of ELLs. Chicago Public Schools publishes an annual performance report that disaggregates performance for each campus, which is a useful first step.⁴⁰ But even this report lacks individual campus performance data disaggregated by each student subgroup.

Autonomy

Autonomy is a cornerstone feature of charter schools. Many state laws therefore give charter schools the flexibility to operate independently from a variety of statutes and regulations that govern traditional public schools, excepting civil rights laws and regulations. Some statutes, like those for D.C. charter schools, offer charter schools an automatic exemption from many state and district laws and regulations. Other states require schools to apply to the state or local board for a waiver. Regardless of the process, this autonomy can provide significant opportunities for ELLs in particular.

Autonomy from state laws has given charter schools in Arizona, for example, the flexibility to offer dual-language immersion programs and other forms of native language instruction, which is barred from traditional public schools. Yet charter autonomy is in some respects hampered here since charter schools forfeit their share of federal Title III funds and other state dollars for ELLs if they do choose to offer a language instruction program other than English immersion. Given at least the choice, some Arizona charter schools have continued to provide an alternative program to English immersion.⁴¹ And the degree of autonomy afforded to charter schools in restrictive states such as Arizona has shielded them from some of the political swings that can overrun education and has allowed charter school leaders and educators to operate school delivery models that they believe best serve their students.

In the immediate years ahead, the Race to the Top fund and the administration's focus on school turnaround may continue to trigger changes in state charter school policy. Perhaps more states will consider efforts and strategies to expand the presence of charter schools in their state. As they do so, it seems appropriate to also identify ways in which their charter laws can be shaped to more effectively respond to the needs of the growing ELL and Latino student population. Statutes and charter law provisions related to recruitment and enrollment, funding, accountability, and autonomy are good starting points.

Four high-performing Latino and ELL charter schools

Latino students continue to lag behind their non-Latino counterparts in most educational indicators of success despite a rooted history and growing presence in the United States. The underperformance of Latino students and their staggering dropout rates have galvanized the civil rights community to take action and rally support behind comprehensive and transformative school initiatives. The prolific growth of charter schools in the Latino community is one outcome of this reformatory action.

The National Council of La Raza, or NCLR, is working with a charter network of approximately 100 community-based schools dedicated to increasing educational opportunities for Latinos by focusing on the following core areas: rigorous instruction to prepare all students for college success, integration of literacy development strategies across the curriculum, and effective strategies for ELLs. These highly regarded areas were conceptualized in 2008 into an educational framework known as NCLR's "core qualities." The core qualities, like many educational models for high-performing schools, focus on vital areas such as high expectations and high supports, collaborative leadership, partnerships with institutions of higher education, sustained meaningful relationships, family engagement and community collaboration, and continuous performance-based assessment.

Two other core qualities are specifically unique to NCLR affiliate schools—cultural competence and bilingualism-biliteracy. It is NCLR's strongly held belief that adherence to these eight core qualities will ensure that schools are providing the best instruction for Latino children while taking advantage of the strengths these children and their families contribute to the school community.

NCLR affiliate schools approach the educational process from a comprehensive perspective that takes into account both the academic and nonacademic needs of students and their families. Such is the case of El Sol Science and Arts Academy, or El Sol, and the Raul Yzaguirre School for Success, or RYSS. These two NCLR affiliates have received local and national recognition for academic

excellence in two impoverished Latino communities—Santa Ana, California, and Houston, Texas, respectively.

The profiles that follow, which include El Sol and RYSS, as well as two other non-NCLR-affiliate charter schools—YES Prep Gulfton in Houston, Texas, and International Charter School in Pawtucket, Rhode Island—highlight best and promising practices that have served the schools well when addressing the overall needs of their Latino students, and ELL students in particular. All four schools offer valuable lessons in how to better recruit, educate, and serve Latino and ELL students.

El Sol Science and Arts Academy, Santa Ana, California

El Sol Science and Arts Academy demographics

534 students grades PK-8 in 2009-10

Hispanic/Latino	96%
African American	1%
White	2%
Asian, Pacific Islander	0%
Native American	0%
English language learners	64%
Special education	3%
Free or reduced lunch	75%

Source: Educational Demographics Unit California Department of Education, "Enrollment in Educational Options for the Year 2009-10," available at <http://dq.cde.ca.gov/dataquest/> (last accessed August 2010); California Department of Education "2009 API school reports," available at <http://www.cde.ca.gov/ta/ac/ap/apireports.asp> (last accessed August 2010).

El Sol Science and Arts Academy is nested in one of the largest Spanish-speaking communities in Southern California, and opened its doors to Santa Ana residents in September 2001 with approximately 120 kindergarten and first-grade students.⁴² El Sol has added one grade level per year since the charter school's opening and currently provides an academic program to almost 600 preschool through eighth-grade students.

El Sol is fueled by the mission "to provide a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice," and has combined need, commitment, and high expectations to offer a predominately low-income, Latino student population with the academic, social, and linguistic skills needed to compete in a rapidly globalizing market. The school has an intellectually rich curriculum and a dual immersion program that promotes bilingualism and biliteracy in English and Spanish. The latter curricular component is perceived as a necessity for students to be successful in a workplace and community where 75 percent of city residents speak Spanish and 15 percent "do not speak English at all."⁴³

Recruitment and enrollment efforts

The school's dual immersion program has served as its prime marketing tool for families within the larger Santa Ana community. El Sol Executive Director Monique Daviss explains, "The initial idea was to have a true dual immersion language model, but because we do a lottery and serve neighborhood students, we

can't manage our enrollment to arrive at that balance. We also have kids who are maybe third or fourth generation Latinos who don't speak Spanish. This is why we have almost 100 percent Latino student body, but not 100 percent ELLs."⁴⁴ The school initially had outreach strategies to recruit students to El Sol, but it eventually moved to "word of mouth" and relied on the school's "reputation" as a successful school to attract students. The school currently fills the limited number of seats that are available with students on the waitlist.

California charter law entitles El Sol to a 10 percent set-aside to allow the children of staff members to attend the school, bypassing a randomized lottery system. But the number of staff children attending El Sol is far less than the state's permissible set-aside. There was also once a sibling priority system, but the school had to retract that policy and have siblings enter the general lottery since demand was so high. All preschool students admitted through the lottery are automatically enrolled in kindergarten upon their successful completion of the preschool program, which includes parent volunteer hours. These admission pathways make it so that approximately 80 percent of El Sol's students are neighborhood kids.

Curricular framework

Focusing on ELL students' language needs, many of whom are of Latino origin, is essential to the success of El Sol's 90/10 dual language program. The school follows a structured, state-based protocol when identifying, designating, and reclassifying students in the ELL subgroup. El Sol uses the California English Language Development Test, or CELDT, to evaluate ELL students' English language mastery, but it also has designed internal assessments that determine the academic levels of students in the four domain areas—listening, speaking, reading, and writing.

The practice of continuous assessment is complemented by differentiated instructional strategies employed via small and whole group instruction. The ultimate goal of the school's language program is for students to attain fluency and literacy in both Spanish and English and to meet or exceed grade-level proficiency at all academic benchmarks. Kindergarten students are immersed in Spanish instruction 90 percent of the day and exposed to English instruction the remainder 10 percent of the time in order to develop linguistic and academic competence. The percentage of Spanish and English instruction is then reduced and increased in intervals of 10 percent, respectively, until the fourth grade student reaches 50/50 bilingual instruction.

Teacher practice and professional development

Implementing the dual immersion program with fidelity, and tailoring instruction to meet the linguistic needs of a substantial ELL population, requires consistent collaboration along vertical (subject areas) and horizontal (grade-level) lines. This educational model calls for committed teachers as well as ongoing, in-depth professional development trainings.

El Sol receives about \$50 per designated ELL student from Title III funds, which go directly to the school site. It is clear that the school will struggle to achieve its desired academic goals with only this limited federal financial assistance. The school will have to focus on strengthening its human capital—the teachers—to lift achievement. El Sol highly prioritizes teacher recruitment and preparation for this reason. Given the school’s demographics and instructional model, El Sol actively courts teachers who “reflect the students and their families,” possess high literacy levels in English and Spanish, and hold a Bilingual Crosscultural, Language, and Academic Development, or BCLAD, certification that demonstrates their capacity to teach English language learners.

Daviss describes El Sol’s teaching philosophy, saying, “We found that Spanish language skills and English skills are closely tied so if a student does well in Spanish, they will do well in English and vice versa. The goal is to get grade-level proficiency in both languages. This means we do a lot of work with our teachers. Teachers have access to workshops and they team teach so they do a lot of work together to build their competency levels.” The school has partnered with a local university to identify the “best candidates” for their dual immersion model.

The school’s commitment to its teachers is evidenced by the 95 percent teacher retention rate.⁴⁵ El Sol’s high teacher retention rate can also be attributed to an effective and widely embraced teaching model where teachers are viewed and treated as professionals and content area experts. The teacher practice model was originally designed to promote team teaching by grouping three teachers per grade level. Each grade level would have one teacher focused on language acquisition and language arts, one on science and math, and one who would integrate the humanities through the fine and performing arts. All grade level teams are unified and driven by the school’s mission, the curricular framework, and the goal of exceeding grade-level state content standards.⁴⁶ El Sol has implemented a wide range of interventions during and after the school day to ensure that this ambitious goal is feasible and accessible to all students.

Teacher recommendations for student-oriented intervention programs are based on a host of assessments and observations, and academic performance. These interventions are aimed at equipping all students, in particular ELLs, with the language and academic skills needed to fully access the school's rigorous curriculum. Daviss describes the school's schedule and supplemental services explaining that El Sol, "offers an extended year, longer days, and summer school."

Students in kindergarten through fifth grade attend school from 8 a.m. to 3 p.m., while middle school students attend from 8 a.m. to 4 p.m. Approximately 65 percent of students stay on campus until 6 p.m. for the extended learning portion of the day. And after-school instructors meet with the classroom teachers on a daily basis to ensure a seamless curriculum and alignment in instructional strategies. This collaboration is ultimately evaluated by a series of final assessments administered on a biweekly basis to measure students' progress.

Supplemental curriculum and wraparound services

El Sol's academic excellence has garnered the attention and recognition of the authorizing local educational agency and the California Department of Education, and the school's wraparound services have attracted a diverse group of community partners and local families in dire need of social services. El Sol serves as a community hub that anchors the delivery of diverse social services.

El Sol operates a fully functioning campus Monday through Friday from 8:00 a.m. to 9:00 p.m. with "no less than 400 people on-site on a daily basis." This comprehensive approach to education is firmly rooted in the belief that a "child's success at school is tied to the overall well-being and health of the family and community."⁴⁷ The plethora of services offered to El Sol families stem from the after-school program called the Family and Children Learning Center—a robust center that attracts volunteer nurses, retired doctors, and organizational partners that focus on citizenship classes, English as a second language classes, and pro-bono legal advice.⁴⁸

Attracting this volume of community members to the school site requires intense work as the school's leadership and staff must establish and nurture school-community relations as well as a culture of mutual and cultural respect. The school has intentionally integrated culturally relevant materials into the curriculum and has cultivated a school culture where Latino parents are viewed

as an asset and important partners in students' educational process. Parents' invaluable contributions are encouraged and celebrated by a school community that embraces parents' talents and skills, and promotes nonconventional avenues for parental involvement such as cooking, organizing materials, and teaching students ballet folklórico.

Academic achievement

Allowing teachers to focus on subject matter specialization, coupled with high expectations, a culture of continuous assessment, and a comprehensive supplemental program, have all contributed positively to El Sol's academic growth as measured by the state accountability tool. The Academic Profile Index, or API, ranks schools on a scale of 0 to 1,000. El Sol has increased its API score from 559 in 2003 to 843 in 2009—a 284-point gain in only six years.

El Sol students have also achieved impressive gains in their state test scores since the extended day program was implemented. They have accomplished a full 157-point gain since the first 42 students began participating in extended day learning activities during the 2005-06 school year.⁴⁹ These gains are significant as they represent “an increase in students who score proficient and advanced but they also come from a concentrated effort to move those students who were below basic and far below basic out of lower level achievement tiers.”⁵⁰

El Sol debunks stereotypes of Latino parents lacking interest in their children's education and the notion that Latino students, specifically English language learners, cannot perform at proficiency levels on par with their white counterparts. El Sol's curricular and instructional model also offers a blueprint for charter and traditional public schools that work with a substantial ELL population yet struggle to meet this population's linguistic and academic needs. Yet rigor and relevance are not the only factors that attract families to El Sol. Daviss succinctly states, “It's the way we see people and what they bring like assets that make people feel like they rather choose the charter option. Because if we can see their [parents] assets, we can see their kids' assets.”

Raul Yzaguirre School for Success, Houston, Texas

The Raul Yzaguirre School for Success, or RYSS, was conceptualized as an integral part of the Tejano Center for Community Concerns, or TCCC, and established in 1996 to address the academic inequities experienced by Hispanic students in Houston, Texas. The school initially opened its doors with 100 seventh and eighth graders, but has since grown to a PK-12 configuration with 650 students.

Students in the East End communities of Houston reportedly gravitate to the school site because of its small and safe atmosphere, caring staff, and family-like feel.⁵¹ The well-acknowledged bond of trust and respect between teachers and students also appeals to families in the immediate vicinity. And RYSS has gained recognition by the Texas Education Agency, or TEA, as a “model for highly effective dropout prevention strategies” and for matriculating nearly 100 percent of graduating seniors to institutions of higher education.⁵²

Recruitment and enrollment efforts

RYSS has an open enrollment pattern as per the school’s charter agreement with TEA. It draws from nine primary zip codes and six secondary zip codes, which define the school’s attendance zone. Recruitment efforts are concentrated within the identified communities, which are predominately low-income, Latino neighborhoods.

Recruitment is largely done by “word of mouth,” a method that has proven “most effective” given the school’s legacy in the community. Principal Carlos Rodriguez described additional recruitment efforts saying, “We also have banners made and hung up facing Broadway Street for all to see when needed.” Rodriguez further explained that new students are admitted to the site through the waitlist process or a lottery system if demand exceeds availability of seats. But RYSS tends to “grow” its own student body, and the majority of students enter the school at the elementary level and stay through high school.

Raul Yzaguirre School for Success demographics

650 students grades PK-12
in 2008-09

Hispanic/Latino	99.1%
African American	0.2%
White	0.8%
Asian, Pacific Islander	0%
Native American	0%
English language learners	39.4%
Special education	7.7%
Free or reduced lunch	95.8%

Source: Texas Education Agency, Academic Excellence Indicator System, 2008-2009 Campus Profile, available at <http://ritter.tea.state.tx.us/perfreport/aeis/2009/campus.srch.html> (last accessed August 2010).

Curricular framework

RYSS has demonstrated steady and significant gains in all core subject areas such as math, reading, science, writing, and social studies.⁵³ These academic gains can be largely credited to teaching practices that are tailored to fill students' academic gaps, particularly ELLs'.

Onsite instructional strategies supplement and augment the school's limited Title III funds. Teachers design an Individual Education Plan, or IEP, for each child to monitor their growth and reinforce areas in need of improvement through targeted interventions. ELL students' IEPs are complemented by individual instruction, language strategies, and a transitional bilingual program offered in the primary grades. Many "homegrown" students who first enter RYSS in their early years and stay through their later academic years lack English-speaking skills in the lower elementary grades but have an accelerated fluency and comprehension rate in the upper grades.

RYSS has implemented a 50/50 dual English-Spanish language program for pre-K through grade two to accommodate ELLs' linguistic needs. Students who demonstrate English mastery at the end of second grade, as assessed by the Reading Proficiency Test in English, are mainstreamed to all-English, third-grade classrooms. Students who have not acquired sufficient academic language remain in a language transitional program in grades three through five.⁵⁴ And students who meet exit requirements anytime between first and sixth grade are reclassified and mainstreamed into the all-English curriculum.

The great majority of ELL students reclassify by the end of fifth grade. Only 7.5 percent of high school students are designated as having limited English proficiency skills. RYSS meets the linguistic needs of this high school subgroup, by partnering with NCLR to train all high school teachers in the use of Expediting Comprehension for English Language Learners, or ExC-ELL strategies. ExC-ELL is a professional development program developed by Margarita Calderón at Johns Hopkins University that equips teachers with the instructional strategies and routines that help ELLs master academic language, reading comprehension, and writing skills for subject matter learning. ExC-ELL is still in its preliminary stages, but its outcomes are being carefully evaluated and discussed during professional development trainings.

The school leadership and staff work earnestly to ensure that students acquire academic English skills, but they also affirm the importance of preserving the

home language. RYSS has instituted a rotating practice of “language of the day” where certain days are designated as English or Spanish-speaking days to promote students’ cultural background. The social use of language by the school staff during recess and lunchtime also affords students the opportunity to practice their oral language skills in very natural settings and to learn the “English equivalent of words familiar to them in Spanish.”⁵⁵

Teacher practice and professional development

The quality of learning and teaching at RYSS is assessed on a weekly basis by professional learning communities. PLC is an initiative that enables teachers to collaborate, mine data, reflect on practice, and align instruction. The school’s instructional leader, Maria Barrientos, described the PLC as “a valuable forum for sharing data so that everyone has an understanding of the big picture as it affects the whole school and also how this is vital to their work as classroom teachers.”

A second but equally important focus of the professional development trainings is the college prep component of the school model. A college prep culture permeates every aspect of the school curriculum and learning environment at RYSS. The goal of fostering a college-going atmosphere is evident by the college pennants that decorate the school walls and the powerful messaging on the draping banners reminding students that, “Failure is not an option!” and that they are “college bound.” Students and their families are exposed to local colleges and universities during day trips; high school students are granted the opportunity to participate in dual enrollment courses; and each graduating senior receives a \$500 college scholarship as well as \$250 for every dual credit course completed.

Supplemental curriculum and wraparound services

The school has made a cognizant effort to implement NCLR’s core qualities, which provide a research-based framework for educating Latino students. The school has placed a strong emphasis on engaging parents and cultivating community relations in accordance with the core qualities. The longstanding history of Tejano Center for Community Concerns, and the wraparound services which emanate from this community-based hub, work hand-in-hand with the school vision and mission.⁵⁶

Tejano Center for Community Concerns Founder and CEO Richard Farias explains that TCCC's family-gearred programs were developed to help fulfill its mission of empowering local residents and stabilizing the community. To arrive at this end, RYSS has established multiple avenues to communicate and interact with parents, such as promoting an open-door policy, providing bilingual materials, paying annual home visits to all students, and keeping parents abreast of their child's academic standing and behavior through the use of progress reports, phone calls, and teacher conferences.

The school also has a full-time parent coordinator who leads a number of initiatives including a parent curriculum, GED courses, ESL classes, and other weekly classes that range from anger management, teen parenting, health, finance, and nutrition, among other relevant topics. It is this spirit of partnership and unwavering commitment to disadvantaged students that has solidified RYSS's position within the community and among prominent educational circles.

Academic achievement

RYSS joined a group of five NCLR affiliate schools in a school improvement pilot project in 2008. It built on prior efforts and worked to develop a school improvement plan that identified goals, outlined measurable outcomes, and established a timeline to implement a seamless curriculum and streamline instructional practices to render improved results. This comprehensive plan was limited to the high school grades, but the deliberate and conscious efforts reverberated across the entire school community.

The TEA accountability ratings for 2010 classified RYSS as a "recognized school." The state's "recognized" rating is the second-highest rating within the TEA accountability system. It requires "80 percent of all students and each evaluated student group to pass the Texas Assessment of Knowledge and Skills, or TAKS, compared to 75 percent in previous years. Additionally, the school or district must achieve an 85 percent completion rate and must have an annual seventh and eighth-grade dropout rate of 1.8 percent or below."⁵⁷

Student achievement at the high school level demonstrated progress over three years in English language arts, math, and science. For instance, "ELA achievement has risen from 70 percent passing in 2006-2007 to 83 percent in 2008-2009. Gains in math and science are even more impressive with scores moving from

36 percent to 89 percent in math and in science from 37 percent to 72 percent in the same time period. In social studies, the increase was from 56 percent to 94 percent.” Despite these impressive gains, the school has set even higher expectations and ambitious targets for the upcoming academic year.

YES Prep Gulfton, Houston, Texas

YES Prep Gulfton is one of the newer campuses in the YES Prep public charter school system in Houston, Texas. Secretary Duncan highlighted YES as a good example of charter school network that is serving ELLs in a recent speech to the National Alliance of Public Charter Schools where he urged the charter school community to do a better job of reaching out to English language learners and students with disabilities.⁵⁸

YES Prep Gulfton is entering its fourth year in fall 2010 and serves 515 students in grades 6 through 9. But like other YES schools, it has plans to expand one year at a time up to grade 12. The YES Prep 6-12 hallmark model features an expanded school schedule, a strong commitment to community service, and a robust early college awareness initiative.

Recruitment and enrollment efforts

The open enrollment public charter school primarily serves students residing in the Gulfton area near Houston—a predominantly Hispanic and immigrant community. The school draws its students from the school’s neighborhood, and the school has a large Latino and ELL student population as a result. Approximately 88 percent of YES Prep Gulfton students are Latino, and 26 percent of all students are English language learners.⁵⁹

“The YES name has been in Houston for 10 years so that helps in itself,” co-school director Jake Schmitz says as he describes his student recruitment efforts.⁶⁰ The school’s substantial pool of applicants is largely due to “word-of-mouth,” but “we hit community centers and pass out fliers at apartment complexes,” says Schmitz. He and his staff also make presentations at the surrounding elementary schools and some of the middle schools that allow them the opportunity. Staff are willing to do whatever it takes to familiarize the surrounding community with their school and have been known to make presentations at apartment complexes and serve free pizza for even the smallest audience. “Sometimes it’s just five people, but it varies,” he says.

YES Prep Gulfton demographics

515 students grades 6-9 in 2010-11

Hispanic/Latino	88.1%
African American	10.3%
White	0.4%
Asian, Pacific Islander	1.1%
Native American	0%
English language learners	26.1%
Special education	6.5%
Free or reduced lunch	92.7%

Note: YES Prep will expand by one grade level every year, up to grade 12.

Source: Texas Education Agency, Academic Excellence Indicator System, 2008-2009 Campus Profile, available at <http://ritter.tea.state.tx.us/perfreport/aeis/2009/campus.srch.html> (last accessed August 2010); Personal communication from Jake Schmitz, school director, YES Prep Gulfton, and Carlos Villagrana, Instructional Coach/Language Services, YES Prep Public Schools.

The school's recruitment efforts are not influenced by the state or the YES model, though their strategies are based on best practices used by other school directors. It is "very localized" to the Gulfton campus and the staff's efforts. And Gulfton staff always make sure that they communicate in both English and Spanish because of the community's large Spanish-speaking community. "Every single document that is sent out to the community is translated by staff," Schmitz says. This includes all recruitment materials and often means that a staff person who speaks Spanish is available when they go out to recruit in the community.

YES Prep Gulfton can be described as a neighborhood school. If students were not attending the Gulfton campus, they would likely be attending one of the traditional public schools in the neighborhood. The open enrollment school typically has a waitlist and therefore selects students using a lottery system from approximately six surrounding primary zip codes after giving first priority to enrolled students' siblings.

Curricular framework

The expanded school schedule is a trademark of the YES Prep model. The school day at YES Prep Gulfton goes from 7:30 a.m. to 4:35 p.m.—approximately two hours longer than the typical school day. The additional time allows for two hours each of mathematics and English language arts.⁶¹ Students have the opportunity to participate in various enrichment activities in the afternoon, including athletics and school clubs. Students also attend school one Saturday per month, which is typically spent on service learning activities. YES Prep Gulfton also has a summer school program that is targeted at helping English language learners and students who are performing below grade level strengthen their reading skills.⁶²

The school places a strong focus on reading and literacy. "Literacy and reading was a hurdle for most of our students so we've tried to incorporate more reading throughout the school...We've told everyone on this campus that they are a reading teacher," says Schmitz. The school has set up a system so that every teacher knows the level at which each student is reading and their level of fluency in English. Every student in grades 6 through 8 gets three hours of reading instruction daily, and struggling readers may get as much as four hours of reading. The instruction occurs in the form of classroom instruction as well as small group instruction.

ELL students benefit from YES Prep's focus and added time in reading. But the method of instruction is also important. YES Prep ensures that language instruction for ELLs is based in academic content instead of occurring in isolation.⁶³ A literacy specialist, in addition to the classroom teacher, is often working with them during class, either in a small group or one-on-one setting. A well-developed library that includes Spanish language and bilingual books and magazines further supports the school's intensive literacy activities.

Organized field trips also play a significant role in the school's curricular model. They help put learning into context. "If the sixth-graders are learning about the solar system, we do a field trip to NASA," says Schmitz. Such outings have also included college campus visits and lectures from book authors. The field trips also help broaden students' cultural horizons, or help students develop a greater understanding of their own background.

Teacher practice and professional development

A strong focus on human capital supports the school's curricular model. Schmitz, a Teach for America alumnus, draws nearly 50 percent of his teachers from the alternative pathway program. The school actively seeks teachers who are bilingual in English and Spanish and makes this a requirement for most of its front office staff who interact regularly with Spanish-speaking parents.

Aspiring YES Prep teachers will find the hiring process rigorous—it includes a behavioral interview, a classroom presentation, and a technical interview. But those who are hired benefit from generous professional development opportunities. All new YES Prep teachers undergo a year-long induction program that pairs them with an instructional coach. First-year teachers also participate in bimonthly professional development Saturday sessions. Teachers in their first year at YES Prep learn how to work with English language learners and other special populations, how to manage classroom discipline, and how to communicate with students' families.⁶⁴

Supplemental curriculum and wraparound services

When asked why parents of Latinos and ELLs choose to send their kids to YES Prep Gulfton, Schmitz says, "The atmosphere that we have here allows parents to feel

like they can walk through the door. I've been to numerous parent meetings where they say they would never have been able to talk to the principal." The school also provides all teachers with a cell phone so parents can reach teachers at any time.

YES Prep Gulfton encourages an open-door policy and finds ways to help ensure that parents are active partners in their child's education. School staff hold parent meetings and seminars—approximately bimonthly—in which parents learn more about how to support reading activities at home, how to use the Internet, how to help their child deal with stress, and other helpful topics. The school will often invite outside organizations to deliver these seminars

Schmitz sums up why parents and students alike are satisfied with YES Prep Gulfton, saying, "we do have high expectations, a longer school day, and may be more strict, but because we talk to parents, do cool things, the kids and parents are satisfied with our school."

Academic achievement

YES Prep campuses have had impressive academic achievement outcomes, and YES Prep Gulfton is no exception. The average student enters YES Prep Gulfton two grade levels behind, according to school staff.⁶⁵ Yet 70 percent of ELLs at YES Prep Gulfton met the state standard in reading/English language arts during the 2008-09 year, and 85 percent met the state standard in mathematics.⁶⁶

YES Prep Gulfton's first graduating class is a few years off, but all of the school's high school seniors are likely to graduate with acceptance into a four-year college if the YES network's track record gives any indication of what is to come. All YES schools require students to secure acceptance into a four-year university to obtain their diploma. Students will visit nearly 20 colleges and universities before they graduate.⁶⁷ "The ninth-graders here know that they're going to college," says Carlos Villagrana, an instructional coach and language services coordinator.

The Texas Education Agency recognized YES Prep Gulfton with the state's highest accountability rating—"exemplary"—for the 2009-10 school year, along with five of the other six YES Prep campuses (the seventh campus earned the second-highest rating of Recognized). Schools that are rated as exemplary have at least 90 percent of students pass the TAKS.⁶⁸ The recognition is not new for YES Prep Gulfton. The school received an exemplary rating in the preceding year as well.

International Charter School, Pawtucket, Rhode Island

English, Spanish, and Portuguese are all overheard through the hallways at International Charter School in Pawtucket, Rhode Island. The Pawtucket K-5 charter school builds on Rhode Island's sizable Spanish- and Portuguese-speaking population and is as recognized as much for its dual language program model as it is for its academic excellence.

ICS students are instructed in English 50 percent of the time and in either Spanish or Portuguese the other half of the time. ICS was the only charter school to be recognized as one of 20 Regents Commended schools in June 2010. This honor came as a result of the school's success in narrowing achievement gaps between white and minority students, as well as closing gaps between ELLs and non-ELLs.⁶⁹

Recruitment and enrollment efforts

International Charter School is open to Rhode Island students statewide, but 85 percent of its students reside in Providence or Central Falls. Another smaller proportion comes from Pawtucket.⁷⁰ School principal Julie Nora describes the demographics of her school compared to traditional public schools in the same area, saying, "We have a higher percentage of ELLs; a higher percentage of students living in poverty; and a higher percentage of Latinos."

Her primary recruitment method is "word of mouth," but the school does have its share of recruitment strategies. "We advertise on local radio stations in Spanish, English, and Portuguese. We send our materials to schools across the state and print this in all three languages, too," says Nora.

Nora believes that the unique dual language program model is attractive to parents for different reasons. For Spanish-speaking parents, "it's to preserve their own language; for others, it's to learn another language...it's wanting their child to be in a school that values their language and culture or to appreciate the languages and cultures of Rhode Island," she says.

Rhode Island state law and recent affirmative action decisions have shaped ICS's enrollment. According to Nora, state law requires charter schools to meet the needs of at-risk students. This was once interpreted to mean that enrollment at charter schools should mimic the surrounding district's demographics. But Rhode

International Charter School demographics

303 students grades K-5 in 2009-10

Hispanic/Latino	49.5%
African American	20.1%
White	29.4%
Asian, Pacific Islander	0.1%
Native American	0%
English language learners*	56%
Special education*	8%
Free or reduced lunch*	66%

* Based on 2008-09 data

Source: Rhode Island Department of Elementary and Secondary Education, RIDE Data, "School and District Statistics," 2009-2010 October Enrollment" available at <http://www.ride.ri.gov/applications/statistics.aspx> (last accessed August 2010); Rhode Island Department of Elementary and Secondary Education and University of Rhode Island, "Information Works!" 2009 ed.

Island charter schools are now encouraged to recruit more broadly to reduce the likelihood of being in conflict with national affirmative action policy.

Curricular framework

The school's dual-language program model is inarguably one of the school's most influential curricular features. The commitment to the school's language instruction program is reflected as deep as the school's board of trustees, which actively seeks to include bilingual Spanish and Portuguese speakers when looking for new members.

ICS's instructional model maintains that the integration of a second language is more effectively accomplished in the context of academic content than in isolation. Students therefore develop content knowledge as they learn a second language. Academic instruction is provided in English half the time and in either Portuguese or Spanish the other half. ICS uses a week-to-week model where students receive instruction in one language for the entire week. Instruction is then provided in the other language the following week.

Most of ICS's students enter the school in kindergarten, which improves their chances of developing a strong foundation in a second language as they progress year to year. "We have a lot of first-generation students so they have probably grown up listening to Spanish or Portuguese but maybe they have some exposure to English... hopefully over time, if those kids stay with us, they're able to even out their language proficiency," says Nora.

Literacy instruction is delivered in the form of reading and writing workshops, which include a mini-lesson, guided reading and writing, independent practice, and discussion between students and teachers. This is complemented by word study activities that encourage students to examine word and letter patterns.⁷¹

The school also recently earned a grant to develop a social studies curriculum, which Nora describes as "very student- and family-centered." The standards are aligned with those proposed by the National Council for the Social Studies.

ICS's curricular model also includes a strong focus on behavioral and emotional skills. ICS uses an approach known as Positive Behavior Intervention and Supports, which "focuses on teaching, modeling and acknowledging positive behaviors."⁷²

Teacher practice and professional development

ICS struggles with finding teachers that are appropriate for its program model. “It’s definitely a challenge for us. Very few institutions of higher education provide the type of pre-service that we need, particularly for dual language,” says Nora. The school vigorously recruits teachers from outside Rhode Island, including Puerto Rico, Colombia, Spain, and states across the country.

ICS also invests a great deal in ensuring that their teachers are prepared for the classroom. Nora explains, “we realize and have accepted that we have a big burden on us to spend a lot of time on professional development, language coursework, and training in how to teach ELLs.” The school offers and pays for the necessary coursework for teachers to earn the state’s endorsement to teach ELLs, and has even brought a local professor to the school’s campus to provide two of the three required courses.

Supplemental curriculum and wraparound services

Family engagement is an important component of ICS’s program model. The school offers a number of formal and informal opportunities to engage parents in the school’s instruction and learning. School staff conduct home visits for every student enrolled at the start of every school year.⁷³ The school also conducts parenting classes to strengthen the relationship between students and parents at home and at school. ESL classes are also offered to parents and are open to the public free of charge.

Nora believes that the school’s dual language instructional model offers parents an opportunity to engage in their child’s education that is less likely to occur in most charter and traditional public schools. The language program enables Spanish- and Portuguese-speaking parents to “have access to the curriculum on a daily basis.” Parents of ELL students are better positioned to support their child’s homework because the language barriers are minimized. Parents can write any comments they have for the school and teachers in any language they choose. “The parent gets elevated,” Nora says.

Academic achievement

Rhode Island has recognized International Charter School for its success in closing achievement gaps, particularly between Latino and white students, and

between ELLs and non-ELLs. ICS Latino and ELL students still have room to grow, but they are significantly outperforming their counterparts across the state. Forty-five percent of ICS fourth-grade ELLs are proficient in reading compared to 22 percent of fourth-grade ELLs across Rhode Island, and 67 percent of ICS Latino fifth graders are proficient in reading, compared 55 percent of Hispanic fifth-grade students across the state.⁷⁴ ICS Latinos and ELLs perform at similarly higher rates in math compared to their peers statewide.

Conclusion and lessons learned

El Sol, Raul Yzaguirre School for Success, YES Prep Gulfton, and International Charter School all demonstrate that English language learners and Latinos can and will meet high proficiency levels if they are properly served with effective teachers, rich curriculum, effective and culturally relevant instructional strategies, and comprehensive services that enhance the school's academic program.

The outlined practices, attitudes, and outcomes at these schools are not representative of all charter schools that have a high proportion of Latinos and ELLs, but they demonstrate what is possible in these schools. They are valuable models from which traditional public schools and other charter schools can learn innovative and responsive strategies to immediately reverse ELL and Latino students' often downward academic trends.

Several lessons have surfaced as a result of our discussions with the charter school leaders and staff highlighted in this report, as well as our review of the body of literature and state charter school policies that affect ELL and Latino students. Indicators and measures found within NCLR's core qualities toolkit may also serve as guideposts for schools seeking to identify the missing link that has trumped their success with ELLs or find validation for currently implemented practices.

Promising practices that are immediately actionable

Charter schools have the advantage of operating in an environment where they have more freedom and flexibility to deliver instruction in ways that they believe best meet their students' needs. But many of the high-performing charter school strategies highlighted in this report are transferable to the traditional school context and, of course, to other charter schools. And many can be implemented immediately.

All four schools establish high expectations for all students' academic, intellectual, and social growth, and that includes English language learners. All of the schools

ensure that their teaching staff enter their first classroom with this all-important value. And many of the schools seek this out during the hiring process.

Curricula and instruction often reflect the schools' high expectations. This follows research, which stresses the importance of accelerating the pace at which English language learners engage with grade-level content.⁷⁵ The language instructional model varied across the four schools—from dual immersion to more transitional instruction programs—but all four schools underscored the importance of teaching a second language while simultaneously delivering core academic content.

Several of these schools, including YES Prep Gulfton and El Sol, highlighted the importance of an expanded school schedule in their program model. Early research on expanded learning time appears to indicate that a longer school day, week, or year allows for individualized or small group instruction to target ELLs' learning gaps.⁷⁶ This is more easily transferable to charter schools, which have greater autonomy in their school schedules, but it is also readily possible and increasingly popular in traditional school districts.⁷⁷

Many of these schools also assume a great amount of responsibility in ensuring that their teachers can effectively work with ELLs. Making ELLs everyone's responsibility and training all staff on effective instructional strategies to engage ELLs is an important if not necessary step in today's schools—regardless of subject matter expertise, grade level, or language instructional model.⁷⁸

Finally, all four schools incorporated formal and informal strategies to promote family engagement and community collaboration. They actively reached out to parents—in their home language if needed. Their recruitment efforts, which often included bilingual presentations, materials, and even radio spots, reflect this. The four schools stand out in their efforts to engage parents in school-related activities once they have enrolled their child—whether it is the annual home visits that Rhode Island's International Charter School conducts or equipping every teacher with a cell phone so they are easily accessible to parents, as is the case at YES Prep Gulfton.

State policy considerations

Charter schools may have a great deal of autonomy, but they are still bound by state charter laws and statutes. And some charter provisions that are currently on the

books can have the unintentional effect of hindering schools' efforts to attract and effectively serve ELLs. States are continuing to strengthen their charter laws, perhaps in response to Race to the Top or other federal policy changes related to school improvement, and it is therefore worth re-examining provisions related to enrollment and recruitment, criteria for charter school authorization, funding, accountability, and autonomy.

Enrollment and recruitment policies obviously affect the level of access that Latinos and ELLs have to charter schools. Most states require an open-enrollment policy for all charter schools as well as a lottery process in instances where demand exceeds the number of slots. The few that do not should consider following this conventional practice.

Massachusetts made several important changes related to English language learners when it revamped its law to expand charter schools in early 2010. The outcomes from these recent changes are still unknown but may serve as a useful marker for other states. The state now requires prospective schools to describe their recruitment strategy in the application process and to consider enrollment goals for ELLs. This is particularly applicable to charter schools located in areas that have a high Latino and ELL population. Massachusetts charter school authorizers must also now consider a school's capacity to effectively serve ELLs in evaluating charter school applications. Such a requirement is especially important when the school will be located in a school district zone that has a significant ELL population.

States should also provide and clearly specify equitable access to federal and state categorical streams, including federal Title III dollars and state funding allotted for ELLs. State law does not always result in the intended practice, as is the case for many New York charter schools that struggle to access Title III dollars. Yet the more clearly defined funding provisions are, the less likely these discrepancies are to occur.

Accountability for results is equally important for parents of ELLs and Latinos in charter schools as it is in traditional public schools. Charter school laws should be explicit about holding schools accountable for progress in closing academic proficiency and college readiness gaps and meeting growth targets. This should be based on disaggregated outcomes across race, ethnicity, and language status. In instances of multicampus charter networks, each individual campus should be evaluated for its performance. This is currently not the case in Illinois, which makes it difficult to evaluate how high-minority charter schools are performing.

Finally, it is important to consider the role that charter school autonomy can have on the education of ELLs and Latinos. Charter schools in states with large ELL populations such as California and Arizona have the flexibility to operate a language instruction model that may not be possible without the autonomy that such schools enjoy. The effective use of native language instruction may continue to be debated in the years to come, but what is most important is that the level of autonomy that is afforded to charter schools has made it possible for charter school leaders and educators to flexibly mold their school model in ways that have demonstrated strong results for English language learners and Latinos—even in the most restrictive state environments.

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Alunos da International Charter School documentam as suas comunidades

Posted by [Por Maria José Correspondente de O Jornal](#) on Mar 20, 2015 in [Em Foco](#), [Notícias da Comunidade](#) | Comments Off on Alunos da International Charter School documentam as suas comunidades



Pedro Ponceano junto ao seu trabalho.



Na escola as crianças aprendem muitas coisas, incluindo narrativa visual. A International Charter School em Pawtucket, RI inaugurou uma exposição de fotografia na Segunda-feira passada de trabalhos de alunos do terceiro grau da unidade de Estudos Sociais composta de 18 alunos. O propósito do projeto foi dos alunos se concentrarem em documentar a sua comunidade cultural!

“Pois, nós desenhamos o currículo, os administradores e professoras, e os alunos tentaram ir ao encontro dos níveis do National Council for Social Studies,” explicou Julie Nora, Directora da Escola. “Por exemplo, compreender que as comunidades mudam ao longo do tempo, que nos fazemos partes de comunidades diferentes, que existem semelhanças e diferenças entre culturas diferentes e comunidades diferentes,” disse ela. A fim de assistir as crianças, uma fotógrafa profissional, Mary-Beth Meehen, foi contratada. “Ela ensina eles sobre narrativas visuais e como enquadrar as imagens, mas o conteúdo tem a ver com eles documentarem as suas próprias vidas. Por isso na exposição pode-se ver comida, religião, vemos atividades que as pessoas fazem aos fins de semana,” disse,” disse a Directora Nora. “Para nós é importante compreender que existem semelhanças e diferenças. Pois enquanto eu posso comer feijoada na minha casa Brasileira, e você pode comer *meatballs* na sua casa, mas todos nós gostamos de celebrar com comida. Podemos ter diferentes comidas com que celebramos,” disse ainda Nora.



Pedro Ponceano junto ao seu trabalho.





A exposição teve lugar no refeitório da escola e todas as crianças estavam eufóricas para mostrar os seus trabalhos. Allanah Mendes-Oliveira, 9 anos de idade explicou que ela tem duas culturas, sendo o pai oriundo de Cabo Verde e a mãe nasceu nos Estados Unidos. “Aqui, eu fotografei o meu maninho pequenino Elijah e a minha tia Melanie. Esta foto mostra a minha tia segurando o meu mano Elijah e estão ambos a sorrir. Mostra alegria,” disse ela. “Eu gosto de tirar fotografias, talvez serei fotógrafa no futuro, não sei,” disse ela encolhendo os ombros e com um sorriso tímido. A mãe, Stephanie Mendes, estava espantada com o talento da filha. “Ela é algo de diferente,” disse sorrindo. “É uma menina especial, ela trabalha arduamente em tudo o que faz e estou muito admirada com o que ela fez,” confessou a senhora. “Ela fez um ótimo trabalho. Eu não sabia o que ela ia apresentar aqui,” disse a mãe com orgulho.

Aluno do terceiro grau, Andre Barbosa, confessou: “Eu gosto muito de tirar fotos.” Natural da Ilha Terceira nos Açores ele partilhou que já tinha manejado uma máquina fotográfica antes. “Já na ilha Terceira a minha tia tinha uma máquina e eu gostava de tirar fotografias. Nasci nas Lages da Terceira. Ainda não sei se quero ser fotógrafo,” disse ele. Apontando para o seu trabalho, explicou: “Esta foto foi tirada quando os meus amigos, na passagem do ano, estavam a dormir, e esta aqui é quando o meu pai e a minha mãe estavam a tomar o pequeno almoço”.

No assunto de religião, Pedro Ponceano levou a máquina fotográfica para a igreja. “Pediram-me para fazer algo relacionado a religião, e então eu pensei ‘porque não fazer o trabalho na igreja’? porque há lá muita coisa religiosa, e pode-se ver a orquestra e as pessoas a rezar,” disse ele. “E a outra foto sou eu a pintar, como pode ver gosto de coisas artísticas e como se pinta e deseja,” disse Ponceano que conta 8 anos de idade. “Mas eu posso escolher fazer algo relacionado com arte quando for crescido,” disse ele ainda.

E a Julie Medeiros, decidiu focar a sua atenção fotográfica na irmã. “Eu queria mostrar a minha irmã. Ela chama-se Victória,” disse ela. “Esta outra foto mostra a minha tia a abrir presentes que a minha mãe lhe deu,” disse a pequena Julie. No entanto ela partilhou que gosta de música. “Eu quero ser cantora quando crescer e gosto da Arianna Grande,” adicionou ela.

Aparentemente todas as crianças gostaram do projecto, mesmo que muitos ainda se sentem incertos qual a carreira profissional que vão escolher. Sara Sousa, teve alguma dúvida sobre o que iria fotografar, mas gostou do projeto. “Isto é algo que nunca fiz antes na escola, mas já tinha tirado muitas fotos, mas levar a máquina para casa ...”, ela partilhou. “Eu estava ansiosa para que este dia chegasse,” disse ela. “Mas não sei o que vou fazer na vida. Sou pequena ainda, mas estou a pensar em muitas coisas. Num dia quer ser uma coisa, no outro dia quero outra,” ela adicionou.

Parece que todas as crianças aprenderam o significado do projeto enquanto se divertiram com o mesmo. Conforme a Diretora Nora explicou: “Eles estão a aprender a conhecerem-se uns aos outro, e estão aprendendo sobre eles mesmos.”

Remembering the Forgotten Goal: A Focus on Cross-Cultural Competence

Julie Nora, Ph.D.—Director, International Charter School—Pawtucket, RI

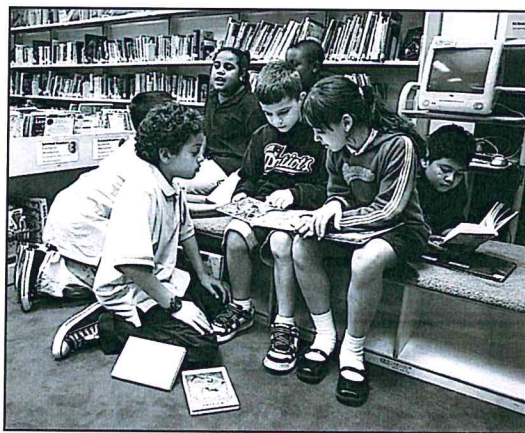
Promising practices...

In our increasingly “flat” world, where historical and geographical divisions are becoming less relevant (Friedman, 2005), our students need the skills to be competitive in a global market, which includes being able to engage in cultural exchanges across the earth. Yet schools in the United States are not keeping pace with preparing students for increased globalization (Suárez-Orozco & Sattin, 2007).

Two-Way immersion (TWI) is an educational approach that teaches all students in two languages and integrates native English speakers and native speakers of another language. It is an ideal educational response to this need for global citizens, because, in addition to academic achievement, bilingualism/biliteracy and cross-cultural awareness are goals of TWI programs (Howard, Sugarman & Christian, 2003). Yet there are challenges to TWI achieving the goal of cross-cultural competence.

While TWI programs have been in existence for nearly 50 years, there is still not a common understanding of the practices, behaviors, knowledge, and attitudes that define what is sometimes called the ‘third goal’—cross-cultural competence. Nor is there an agreement on how to measure it (Parkes & Ruth, 2009). In the current era of education reform, there is an increased focus on student performance on standardized tests measured only in English and narrowly focusing on math and reading. The onus of developing the skills that our children need in an increasingly globally connected world, such as multilingualism, cross-cultural competence, and collaboration, is placed entirely on individual schools and educators. What has always been the vague goal of TWI programs is now in danger of being pushed aside. One school’s experience with teaching cross-cultural competence may be helpful to others who have the same goal.

The International Charter School (ICS) is a dual language K-5 public school located in Pawtucket, Rhode Island. ICS has two dual language strands: a Portuguese-English and a Spanish-English strand. Approximately 50% of ICS students are dominant in a language other than English, 60% qualify for free/reduced priced meals, and 50% are Latino. ICS truly represents the diversity of Rhode Island.



Students at the International Charter School explore resources for their community-based social studies curriculum.

Until 2008, ICS had used a pre-packaged social studies curriculum which was taught only in English. The school staff wanted to remain true to the dual language model and teach social studies in both languages, but staff members were disappointed in a social studies curriculum that was fragmented and not student-

centered. In order to be able to teach social studies in a culturally and linguistically appropriate manner and incorporate themes established by both the National Council for the Social Studies (NCSS) and the Rhode Island standards, ICS embarked on developing its own social studies curriculum.

Funded by a grant from the Rhode Island Foundation in 2008, ICS’s faculty and administrators began development of an innovative social studies curriculum that prepares learners to meet national and local social studies standards as they explore and document the school’s unique community of students and families. A leadership team comprised of teachers and administrators began meeting in January of 2009 and worked through the summer to create social studies thematic units. These were designed to build upon the backgrounds and strengths of our linguistically and culturally diverse students, helping them achieve to high academic standards.

The units integrated the RI Grade Span Expectations (GSEs) in social studies, the Grade Level Expectations

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(GLEs) in writing, reading, and oral communication, and language objectives for each of the languages of instruction (Spanish, English and Portuguese). The models of both *Understanding by Design* (Wiggins & McTighe, 2005) and *Two-Way Sheltered Instruction Observation Protocol* (Howard, Sugarman, & Coburn, 2006) were used in unit development.

The resulting ICS social studies curriculum is structured around ten thematic strands as defined by NCSS (NCSS, 2010). Two of the NCSS themes that are particularly relevant to teaching students to be culturally competent are the following:

1. *Culture*: “A people’s systems of beliefs, knowledge, values, and traditions and how they change over time,” and 2. *Global Connections*: “Globalization has intensified and accelerated the changes faced at the local, national, and international level and its effects are evident in the rapidly changing social, economic, and political institutions and systems.” (NCSS, 2010). The curriculum follows a typical sequence of moving from the self to the outside world, with kindergarten focusing on the concept of “me,” first grade on “family,” second on “neighborhood,” third on “community,” fourth on “state,” and fifth on “country.” This framework facilitates students’ development of cross-cultural competence by making their lives and those of their classmates central to their learning.

At every grade level, the cultural diversity of ICS comprises much of the content of the curriculum. As ICS Spanish-side teacher and curriculum developer Rosa Devarona said, “When we talk about food, they bring in dishes special to their family. Instead of ‘In Mexico, people eat...’ ICS students share what their Mexican family eats. After all, Mexico is a very diverse country. They love talking about themselves and sharing their family’s lives. They are learning and teaching each other. It’s much more meaningful.”

The focus of learning in third grade is “Community.” The second unit for third grade, *Documenting Cultural Communities*, is designed to broaden the students’ perception of community from one defined by geographical and physical characteristics to one defined by cultural characteristics such as traditions, language, food, dress, etc.

The essential questions for this unit are the following:

- ❖ What is culture?
- ❖ What defines a community?
- ❖ How are communities alike and different?
- ❖ What are the communities that individuals can belong to?
- ❖ How does culture influence community?
- ❖ Why are communities formed?
- ❖ What environments may foster communities?
- ❖ Why do individuals choose to associate, or disassociate themselves from communities?
- ❖ How do individuals interact with their communities and how do communities interact with each other?
- ❖ How are communities defined by physical and human characteristics?
- ❖ How are individuals within a community different and similar to each other?
- ❖ How do communities impact individual identity and development?
- ❖ What are the characteristics that distinguish individuals, groups and institutions within a community?
- ❖ In what ways have technology and science changed individual’s lives within a community?
- ❖ In what ways is life in communities changing due to globalization?

All of these are applicable to the unit; teachers generally focus on one or two of the questions. Students learn about and experience the variety of ways that history may be documented (oral histories, census data, folktales, songs, photographs, etc.) and use one of these media to explore culture. Teachers help students explore food and shelter, games and play, family and other people, and places and institutions. Students visit and document people and places in the communities around them through class walking trips and with their families.

Over the course of this unit, students also work with artist-in-residence Mary-Beth Meehan, a local photographer. The focus of the work with the visiting artist is on using photography to document cultural communities; this runs concurrently with the social studies unit. Every Friday, students

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are loaned a camera to document their cultural communities. Over time, students develop an understanding of the still photograph as an art form, along with its role in both visual communication and documentation. They learn first hand about the power of visual images to tell stories and document history. The documentation that comes out of this study is reflected upon and shared with peers. The students develop understandings that they belong to different communities and that a variety of characteristics help to define a community. At the end of the ten-week unit, students chose three photographs to exhibit from the dozens they have created. They then write, either in English, Spanish or Portuguese, to describe what it is about their photograph that “catches their eye.”

Below are images and text that two students created for this unit. These students are from different cultural communities and linguistic backgrounds. One’s family has lived in our state for several generations, one is a child of immigrants. One is a native speaker of English, one a native speaker of Spanish. One is from an Italian-American family, one from a Guatemalan-American family. Yet, they also share much in common, such as what is shown

in both photographs—preparation of food with their mothers. Similarly, the photos “Mis Primas” and “Mi Abuelo” (at right, page 15) show how students are documenting their cultures and histories.

Below are some of the key understandings of this social studies unit for students:

- ◆ culture is how people behave, what they believe, what is important to them, what their traditions are, and how they live with others;
- ◆ individuals can identify their own culture;
- ◆ communities have similarities and differences; and
- ◆ individuals within a community have similarities and differences.

This unit has the dual effect of having students’ own cultures and histories validated and celebrated and giving them the hands-on experience of documenting history. By documenting their own cultural communities and sharing it with their classmates through the social studies curriculum, third grade students are able gain these key understandings, helping them to achieve the third goal of TWI—that of cross-cultural competence.

Teaching our students cross-cultural competence is as necessary today as it ever has been. Students need to be prepared to live in a global world in which they will interact with others from different cultures. And, increased globalization is coming at a time when the pressure for education to focus on reading and math as assessed by standardized assessments is making the student goals related to language and culture less and less of a priority. Despite the pressures ICS and other schools face to focus narrowly on state assessments, through our social studies curriculum,

we have remained true to our mission, which follows. *To integrate the diverse languages and cultures of the communities we serve by teaching all students in two languages—in Spanish and English or in Portuguese and English—and helping children develop an appreciation of other cultures. Children learn to work collaboratively from their multiple experiences and backgrounds, striving towards high standards of academic achievement. Everyone is*

—continued on page 15—

Meatballs

Me and my Mom are in this picture. We are making meatballs for dinner. We are in the kitchen. We are making meatballs because they are Italian and my family is Italian.



Tamalitos

My mom is in this photograph. My mom is doing tamalitos to eat in the morning and to sell in afternoon. She is at home in my kitchen. My mom is doing tamalitos because I was hungry. She also sells them at my house. I took this photograph on Friday night.

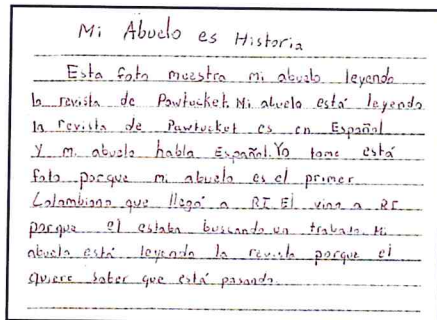


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part of a community of learners, engaging in inquiry about the world, themselves, and others.”

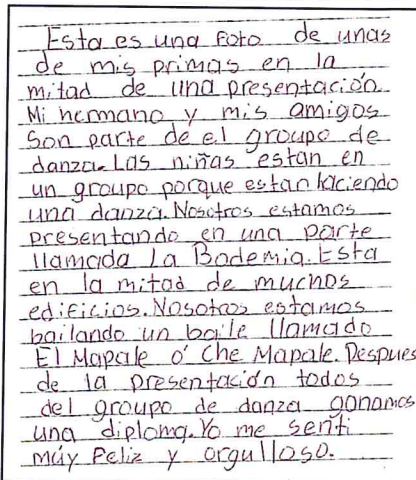
Because TWI programs have cross-cultural competence as an explicit goal, these programs have the opportunity to lead education reform in developing global citizens. To accomplish this, we must continue to develop our common understanding of what defines cross-cultural competence, how we measure it, and how we teach it.



Mis Primas



Mi Abuelo



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