



BOARD OF CONTRACT AND SUPPLY BOARD
CITY OF PROVIDENCE, RHODE ISLAND

REQUEST FOR PROPOSALS

Item Description: SOLICITATION FOR EDUCATION FACILITY PLANNER SERVICES FOR THE CITY OF PROVIDENCE FOR DESIGNATED SCHOOL CONSTRUCTION PROJECTS AND ASSISTANCE FOR RIDE NECESSITY FOR SCHOOL CONSTRUCTION STAGE 2 SUBMISSION IN FISCAL YEAR 2022.

Date to be opened: May 24, 2021

Issuing Department: Department of

Public Property

QUESTIONS

- Please direct questions relative to the bidding process, how to fill out forms, and how to submit a bid (Pages 1-8) to Purchasing Agent Patti Jordan.
 - Phone: (401) 680-5264
 - Email: pjordan@providenceri.gov
 - Please use the subject line “**RFP Question**”
- Please direct questions relative to the Minority and Women’s Business Enterprise Program and the corresponding forms (Pages 9-13) to the MBE/WBE Outreach Director for the City of Providence, Grace Diaz Phone: (401) 680-5766 or Email: gdiaz@providenceri.gov
 - Please use subject line “**MBE WBE Forms**”

Please direct questions relative to the specifications outlined (beginning on page 14) to the issuing department’s subject matter experts: Demo Roberts, Capital Improvements Program Manager jdroberts@providence.gov & Joseph DeSanti, Program Director, Downes Construction, Owners Project Representative jdesanti@downesco.com.
[Questions must be submitted in writing and answers will be issued as an addendum.](#)

Mandatory Pre-Bid Conference

Interested bidders are invited to attend a mandatory pre-bid meeting to learn more about the scope of work, the included projects, and the City’s needs and expectations.

Date: April 22, 2021

Time: 9:00 AM - 10:00 AM

Location: Zoom Meeting- See details below

Join Zoom Meeting

<https://downesco.zoom.us/j/92335741169?pwd=WWRONko4eTV4VENla2hXTXI4RmEyUT09>

Meeting ID: 923 3574 1169

Passcode: 348387

One tap mobile

+13126266799,,92335741169#,,, *348387# US (Chicago)

+16465588656,,92335741169#,,, *348387# US (New York)

Dial by your location

+1 646 558 8656 US (New York)

Meeting ID: 923 3574 1169

Passcode: 348387

Find your local number: <https://downesco.zoom.us/u/aCttEirGe>

INSTRUCTIONS FOR SUBMISSION

Bids may be submitted up to **2:15 P.M.** on the above meeting date at the **Department of the City Clerk, Room 311, City Hall, 25 Dorrance Street, Providence.** At 2:15 P.M. all bids will be publicly opened and read at the Board of Contract Meeting in the City Council Chambers, on the 3rd floor of City Hall.

- Bidders must submit **3 copies** of their bid in sealed envelopes or packages labeled with the captioned **Item Description** and the **City Department to which the RFP and bid are related and must include the company name and address on the envelope as well.** (On page 1).
- If required by the Department, please keep the original bid bond and check in only one of the envelopes.
- Communications to the Board of Contract and Supply that are not competitive sealed bids (i.e. product information/samples) should have “**NOT A BID**” written on the envelope or wrapper.
- Only use form versions and templates included in this RFP. If you have an old version of a form do not recycle it for use in this bid.

The bid envelope and information relative to the bid must be addressed to:

**Board of Contract and Supply
Department of the City Clerk – City Hall, Room 311
25 Dorrance Street
Providence, RI 02903**

****PLEASE NOTE: This bid may include details regarding information that you will need to provide (such as proof of licenses) to the issuing department before the formalization of an award.**

This information is NOT requested to be provided in your initial bid by design.

All bids submitted to the City Clerk become public record. Failure to follow instructions could result in information considered private being posted to the city’s Open Meetings Portal and made available as a public record. The City has made a conscious effort to avoid the posting of sensitive information on the City’s Open Meetings Portal, by requesting that such sensitive information be submitted to the issuing department only at their request.



**BOARD OF CONTRACT AND SUPPLY
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NOTICE TO VENDORS

1. The Board of Contract and Supply will make the award to the lowest qualified and responsible bidder.
2. In determining the lowest responsible bidder, cash discounts based on preferable payment terms will not be considered.
3. Where prices are the same, the Board of Contract and Supply reserves the right to award to one bidder, or to split the award.
4. No proposal will be accepted if the bid is made in collusion with any other bidder.
5. Bids may be submitted on an "equal in quality" basis. The City reserves the right to decide equality. Bidders must indicate brand or the make being offered and submit detailed specifications if other than brand requested.
6. A bidder who is an out-of-state corporation shall qualify or register to transact business in this State, in accordance with the Rhode Island Business Corporation Act, RIGL Sec. 7-1.2-1401, et seq.
7. The Board of Contract and Supply reserves the right to reject any and all bids.
8. Competing bids may be viewed in person at the Department of the City Clerk, City Hall, Providence, immediately upon the conclusion of the formal Board of Contract and Supply meeting during which the bids were unsealed/opened. Bids may also be accessed electronically on the internet via the City's [Open Meetings Portal](#).
9. As the City of Providence is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
10. In case of error in the extension of prices quoted, the unit price will govern.
11. The contractor will **NOT** be permitted to: a) assign or underlet the contract, or b) assign either legally or equitably any monies or any claim thereto without the previous written consent of the City Purchasing Director.
12. Delivery dates must be shown in the bid. If no delivery date is specified, it will be assumed that an immediate delivery from stock will be made.
13. A certificate of insurance will normally be required of a successful vendor.
14. For many contracts involving construction, alteration and/or repair work, State law provisions concerning payment of prevailing wage rates apply ([RIGL Sec. 37-13-1 et seq.](#))
15. No goods should be delivered or work started without a Purchase Order.
16. Bidder must certify that it does not unlawfully discriminate on the basis of race, color, national origin, gender, gender identity or expression, sexual orientation and/or religion in its business and hiring practices and that all of its employees are lawfully employed under all applicable federal, state and local laws, rules and regulations. (See Bid Form 2.)
17. Payment Terms are Net 30 upon receipt and approval of invoice.



**BOARD OF CONTRACT AND SUPPLY BOARD
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BID TERMS

1. Financial assurances may be required in order to be a successful bidder for Commodity or Construction and Service contracts. If either of the first two checkboxes below is checked, the specified assurance **must accompany** a bid, or the bid will not be considered by the Board of Contract and Supply. The third checkbox indicates the lowest responsible bidder will be contacted and required to post a bond to be awarded the contract.
 - a) A certified check for \$ _____ must be deposited with the City Clerk as a guarantee that the Contract will be signed and delivered by the bidder.
 - b) Bid bond in the amount of _____ per centum (%) of the proposed total price, must be deposited with the City Clerk as a guarantee that the contract will be signed and delivered by the bidder; and the amount of such bid bond shall be retained for the use of the City as liquidated damages in case of default.
 - c) A performance and payment bond with a satisfactory surety company will be posted by the bidder in a sum equal to one hundred per centum (100%) of the awarded contract.
 - d) **No financial assurance is necessary for this item.**
2. Awards will be made within **sixty (60) days of bid opening**. All bid prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
3. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications. It is agreed that deliveries and/or completion are subject to strikes, lockouts, accidents and Acts of God.

The following entry applies only for COMMODITY BID TERMS:

4. Payment for partial delivery will not be allowed except when provided for in blanket or term contracts. **The following entries apply only for CONSTRUCTION AND SERVICE BID TERMS:**
5. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
6. Prior to commencing performance under the contract, the successful bidder shall attest to compliance with the provisions of the Rhode Island Worker's Compensation Act, RIGL 28-29-1, et seq. If exempt from compliance, the successful bidder shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
7. Prior to commencing performance under the contract, the successful bidder shall, submit a certificate of insurance, in a form and in an amount satisfactory to the City.



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BID FORM 1: Bidders Blank

1. Bids must meet the attached specifications. Any exceptions or modifications must be noted and fully explained.
2. Bidder's responses must be in ink or typewritten, and all blanks on the bid form should be completed.
3. The price or prices proposed should be stated both in **WRITING** and in **FIGURES**, and any proposal not so stated may be rejected. **Contracts exceeding twelve months must specify annual costs for each year.**
4. Bids **SHOULD BE TOTALED** so that the final cost is clearly stated (unless submitting a unit price bid), however **each item should be priced individually**. Do not group items. Awards may be made on the basis of *total* bid or by *individual items*.
5. All bids **MUST BE SIGNED IN INK.**

Name of Bidder (Firm or Individual): _____

Contact Name: _____

Business Address: _____

Business Phone #: _____

Contact Email Address: _____

Agrees to bid on (Items(s) to be bid): _____

If the bidder's company is based in a state *other than Rhode Island*, list name and contact information for a local agent for service of process that is *located within Rhode Island* _____

Please visit <http://www.naics.com/search/> and identify the NAICS Code(s) for items being bid on. Enter the NAICS code(s) here or in parentheses next to each item listed immediately above: _____ Delivery

Date (if applicable): _____

Total Amount in Writing*: _____

Total Amount in Figures*: _____

**** Submit a sperate sheet identifying your "Unit Price Bid"***

Use additional pages if necessary, for additional bidding details.

Signature of Representation

Title



**BOARD OF CONTRACT AND SUPPLY
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BID FORM 2: Certification of Bidder
(Non-Discrimination/Hiring)

Upon behalf of _____ (Firm or Individual Bidding),

I, _____ (Name of Person Making Certification), being its _____ (Title or "Self"), hereby certify that:

1. Bidder does not unlawfully discriminate on the basis of race, color, national origin, gender, sexual orientation and/or religion in its business and hiring practices.
2. All of Bidder's employees have been hired in compliance with all applicable federal, state and local laws, rules and regulations.

I affirm by signing below that I am duly authorized on behalf of Bidder, on this _____ day of _____ 20__.

Certificate Regarding Public Records

Upon behalf of _____ (Firm or Individual Bidding),

I, _____ (Name of Person Making Certification), being its _____ (Title or "Self"), hereby certify an understanding that: 1. All bids submitted in response to Requests for Proposals (RFP's) and Requests for Qualification

(RFQ's), documents contained within, and the details outlined on those documents become public record upon receipt by the City Clerk's office and opening at the corresponding Board of Contract and Supply (BOCS) meeting.

2. The Purchasing Department and the issuing department for this RFP/RFQ have made a conscious effort to request that sensitive/personal information be submitted directly to the issuing department and only at request if verification of specific details is critical the evaluation of a vendor's bid.
3. The requested supplemental information may be crucial to evaluating bids. Failure to provide such details may result in disqualification, or an inability to appropriately evaluate bids.
4. If sensitive information that has not been requested is enclosed or if a bidder opts to enclose the defined supplemental information prior to the issuing department's request in the bidding packet submitted to the City Clerk, the City of Providence has no obligation to redact those details and bears no liability associated with the information becoming public record.
5. The City of Providence observes a public and transparent bidding process. Information required in the bidding packet may not be submitted directly to the issuing department at the discretion of the bidder in order to protect other information, such as pricing terms, from becoming public. Bidders who make such an attempt will be disqualified.

I affirm by signing below that I am duly authorized on behalf of Bidder, on this _____ day of _____ 20__.

Signature of
Representation

Printed Name



BOARD OF CONTRACT AND SUPPLY
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WBE/MBE Form Instructions

The City of Providence actively seeks Minority and Women business enterprises to participate in bids to meet the City's procurement needs. Pursuant to the City of Providence Code of Ordinances, Chapter 21, Article II, Sec. 21-52 (Minority and Women's Business Enterprise) and Rhode Island General Laws (as amended), Chapter 31-14, et seq. (Minority Business Enterprise), Minority Business Enterprise (MBE) and Women's Business Enterprise (WBE) participation goals apply to contracts.

The goal for Minority Business Enterprise (MBE) participation is **10%** of the total bid value.

The goal for Women's Business Enterprise (WBE) participation is **10%** of the total bid value. The goal for combined MBE/WBE participation is **20%** of the total bid value.

Only businesses certified with the State of Rhode Island as minority and/or women business enterprises are counted towards the City's goals. Eligible minority or women-owned businesses are encouraged to seek certification from the State of Rhode Island Minority Business Enterprise Compliance Office at: <http://odeo.ri.gov/offices/mbeco/>

Note: MBE certification with the State of Rhode Island on the basis of Portuguese heritage is not currently recognized by the City of Providence's MBE program.

Bid Requirements:

All Bidders: All bidders must complete and submit the *MBE/WBE Participation Affidavit* indicating whether or not they are a state certified MBE/WBE and acknowledging the City's participation goals. Submission of this form is required with **every bid**. Your bid will not be accepted without an affidavit.

Bidders who will be subcontracting: Bidders who will be subcontracting must submit the *Subcontractor Disclosure Form* as part of their bid submission. All subcontractors, regardless of MBE/WBE status, must be listed on this form. Business NAICS codes can be found at <https://www.naics.com/search/>. Awarded bidders are required to submit *Subcontractor Utilization and Payment Reports* with each invoice.

Waiver Requests:

If the percentage of the total amount of the bid being awarded to MBE or WBE vendors is less than 20% (Box F on the Subcontractor Disclosure Form) and the prime contractor is not a Rhode Island State-certified MBE or WBE, the Bidder must complete the *MBE/WBE Waiver Request Form* for review. Waivers will be considered on a case by case basis.

No waiver will be granted unless the waiver request includes documentation that demonstrates that the Bidder has made good faith efforts to achieve the City's stated participation goals. Waivers must be reviewed and signed by the City of Providence's MBE/WBE Outreach Director, Grace Diaz, or her designee. Department Directors cannot recommend a bidder for award if this form is applicable and absent. If the bid does not meet the participation goals of the City of Providence and a waiver is not filed with the signature of the MBE/WBE Outreach Director or her designee, the bid will not be accepted.

Verifying MBE/WBE Certification

It is the responsibility of the bidder to confirm that every MBE/WBE named in a proposal and included in a contract is certified by the Rhode Island Minority Business Enterprise Compliance office. The current MBE/WBE directory is available at the State of RI MBE Office, One Capitol Hill, 2nd Floor, Providence, RI, or online at <http://odeo.ri.gov/offices/mbeco/mbe-wbe.php>. You can also call (401) 574-8670 to verify certification, expiration dates, and services that the MBE/WBE is certified to provide. Note: MBE certification with the State of Rhode Island on the basis of Portuguese heritage is not currently recognized by the City of Providence's MBE program.

Form Instructions:



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Access all bid forms from <http://www.providenceri.gov/oeo/> or <http://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>. **Download** the forms as blank PDFs. Once saved on your computer, fill them out using the Adobe program. The fillable PDFs must be completed in Adobe in order to be saved properly. Google Chrome and similar platforms do not allow for the forms to be saved as filled PDFs. Therefore, please download the blank forms to your computer, then fill them out and save.

Assistance with Form Requirements

Examples of completed forms can be found on the City of Providence website at <http://www.providenceri.gov/oeo/> or <http://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>.

Contract Requirements:

Prime contractors engaging subcontractors must submit the *Subcontractor Utilization and Payment Report* to the City Department's Fiscal Agent with every invoice and with request for final payment. This form is not submitted as a part of the initial bid package.

For contracts with duration of less than 3 months, this form must be submitted along with the contractor's request for final payment. The form must include all subcontractors utilized on the contract, both MBE/WBE and non- MBE/WBE, the total amount paid to each subcontractor for the given period and to date. During the term of the contract, any unjustified failure to comply with the MBE/WBE participation requirements is a material breach of contract.

Questions?

For more information or for assistance with MBE/WBE Forms, contact the City of Providence MBE/WBE Outreach Director, Grace Diaz, at mbe-wbe@providenceri.com

MBE/WBE PARTICIPATION AFFIDAVIT

Item Discussion (as seen on RFP):

Prime Bidder: _____
Prime Bidder (Company) Phone Number: _____ Prime
Bidder (Company) Zip Code: _____

Which one of the following describes your business' status in terms of Minority and/or Woman-Owned Business Enterprise certification with the State of Rhode Island? MBE WBE Neither MBE nor WBE

By initialing the following sections and signing the bottom of this document in my capacity as the contractor or an authorized representative of contractor, I make this Affidavit:

It is the policy of the City of Providence that minority business enterprises (MBEs) and women business enterprises (WBEs) should have the maximum opportunity to participate in procurements and projects as prime contractors and vendors. Pursuant to Sec. 21-52 of the Providence Code of Ordinances and Chapter 31-14 *et seq.* of the Rhode Island General Laws (as amended), MBE and WBE participation goals apply to contracts. The goal for Minority Business Enterprise (MBE) participation is 10% of the total bid value. The goal for Women's Business Enterprise (WBE) participation is 10% of the total bid value. The goal for combined MBE/WBE participation is 20% of the total bid value.

I acknowledge the City of Providence's goals of supporting MBE/WBE certified businesses. Initial _____

If awarded the contract, I understand that my company must submit to the Minority and Women's Business Coordinator at the City of Providence (MBE/WBE Office), copies of all executed agreements with the subcontractor(s) being utilized to achieve the participation goals and other requirements of the RI General Laws. **I understand that these documents must be submitted prior to the issuance of a notice to proceed.** Initial _____

I understand that, if awarded the contract, my firm must submit to the MBE/WBE Office canceled checks and reports required by the MBE/WBE Office on a quarterly basis verifying payments to the subcontractors(s) utilized on the contract. Initial _____

If I am awarded this contract and find that I am unable to utilize the subcontractor(s) identified in my Statement of Intent, I understand that I must substitute another certified MBE and WBE firm(s) to meet the participation goals. **I understand that I may not make a substitution until I have obtained the written approval of the MBE/WBE Office.**

Initial _____ **If awarded this contract, I understand that authorized representatives of the City of Providence may examine the books, records and files of my firm from time to time, to the extent that such material is relevant to a determination of whether my firm is complying with the City's MBE/WBE participation requirements.**

Initial _____

I do solemnly declare and affirm under the penalty of perjury that the contents of the foregoing Affidavit are true and correct to the best of my knowledge, information and belief.

Signature of Bidder

Printed Name

Company Name

Date



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

BID PACKAGE SPECIFICATIONS

The City of Providence is embarking upon a significant investment in our School buildings. This investment will enable the children of Providence to learn in safe, state of the art facilities. Given this large investment in the City's future, and the importance of ensuring these projects are completed on-time, on/under budget and constructed as designed, the City would like to procure the services of an experienced **Educational Facility Planner (EFP)** team. The initial engagement would be for one (1) year with a one (1) year option to extend the contract solely at the City's discretion. The vendor is responsible for completing PPSD's Stage II Necessity of School Construction application in Fiscal Year 2022.

Introduction

The City of Providence is embarking on at least a \$300 million capital program for projects within the Providence Public School District within the next five years. PPSD is comprised of approximately 40 facilities and 4 million square feet. Voters approved a \$160M bond in 2018 and a \$140M bond in 2020 to help support this effort. (See Appendix A- SCP Sample Project List - \$300M). Projects funded under the \$160M bond have received Necessity of School Construction approval, while the remaining projects require Council on Elementary and Secondary approval. Due to the size and scope of this project, and the socioeconomic importance of the project to the City and State of Rhode Island, we will be requesting discounted rates from vendors responding to this solicitation. In addition to completing the Stage II application, the vendor will help prioritize and coordinate project priorities between approvals to create one comprehensive facility master plan.

RFP MILESTONE DATES

Solicitation Released	April 12, 2021
Mandatory Pre-Bid Meeting	April 22, 2021 @ 9:00 AM
Questions due	May 19, 2021 @ 4:00 PM
Bids Due	May 24, 2021 @ 2:00 PM

SCOPE OF SERVICES

The City is requesting proposals using the scope of work outlined in the bid solicitation documents (included herein) for Educational Facility Planning services to assist city in implementing PPSD's Facilities Master Plan and complete a Stage II application. The Scope of Work (SOW) for these projects includes, but is not limited to:

- The Consultant shall provide all architectural, planning, engineering, and other required services to complete a Necessity of School Construction application, and assist the City and their designated Owners Project Representative in the development of a comprehensive Educational Facility Master Plan for all Providence Public School District properties. The intent of all projects is to provide safe and healthy 21st Century learning environments. The Consultant shall submit a Stage II application, including Stage I supplemental requests, in Fiscal Year 2022.
- Assist the Owners Project Manager (Downes) with creating a school reconstruction program based on the long-term educational program needs and available funding of the city and Providence Public School

District (PPSD).

- Initial focus will be placed on four schools and any facilities selected to swing into these spaces. Tentative plans are listed below:
 1. 110 Paul Street (Windmill) Renovate the existing school for grade 8-12 swing space to utilize during renovation of other Providence School facilities. Upon completion of the Providence School reconstruction program the Windmill Swing Space facility will return to active use as a PPSD school (additional renovation may be required at that time).
 2. 85 Laurel Hill Avenue and 240 Laban Street (Spaziano Elementary & Annex) - Demolish the current annex and build a new facility that is approximately can accommodate a K - 5 program. Utilize the existing Spaziano Elementary facility as a K-8 swing space during renovation of other Providence School facilities. Upon completion of the Providence School reconstruction program the Spaziano Swing Space facility will return to active use as a PPSD school (additional renovation may be required at that time).
 3. 99 Kenyon Street (Carl Lauro) - Demolish half of the building for greenspace and parking while making additional improvements to the remaining half of the building.
 4. 21 Peace Street (St. Joseph's). Renovation of existing facility to K-8 program.
- Consultant shall review the physical conditions of all district properties for suitability as a modern City public school facility. Provide an analysis of the existing infrastructure and make recommendations for the integration of the educational goals stipulated by the Board of Education (BOE) into the property.
- Convert the BOE educational goals into a site-specific Educational Specifications. Include the recommended school population, staff levels, site requirements for student recreation, school bus service, staff parking, and parent drop-off, grade structure, building square footage program of spaces, comparison of existing square footage to new area or areas to be removed. Include the recommended net to gross square foot mark-ups in the final program.
- Consultant will assist with evaluating and coordinating current building inventory as it relates to districtwide enrollment and demographics.
- Experience working with school districts and community-wide constituent groups on the specific task of developing a comprehensive 21st century pre-K to 12 model for teaching and learning throughout its facilities. The process utilized must seek and integrate input from all District stakeholders including teachers, students, parents, administrators, School Committee, City Council, RIDE School Building Authority, and the community at large.
- Successful experience designing and guiding an approach that builds consensus among constituent groups in the District. Community stakeholders should be meaningfully involved at every stage in the development of the Plan. The process needs to incorporate information gathered from all stakeholders, including focus groups and public meetings.
- The Firm shall develop a RIDE Necessity of School Construction Stage II application, submit the application to RIDE and work with the City and RIDE to obtain final approval for the application. All work will be in accordance with the Rhode Island School Building Authority deadlines and conform with RIDE School Construction Regulations.

Consistent with the RIDE template (Exhibit B) the Basic Services of an Educational Facility Planner include, but are not limited to:

FACILITIES PLANNING and COORDINATION

The Facilities Conditions Assessment of the District's schools will identify any deficiencies in the existing buildings site, including program and service areas, space, utility systems and infrastructure, telecommunications/technology, parking, traffic patterns and grounds, and health and safety conditions.

- The Educational Facility Planner (EFP) shall be primarily responsible for proposing and implementing an approach to developing a Facility Master Plan (FMP) that:
- Engages multiple stakeholders including LEA and municipal representatives in the planning efforts;
- Provides data and documents, including maps, plans, notes, and other forms of analysis and representation, as necessary to inform stakeholders at the necessary decision points;
- Coordinates and facilitates meetings that meaningfully engage multiple stakeholders, including but not limited to students, parents, teachers, and administrators;
- Work with the Owner's Project Manager to ensure that agendas are prepared and minutes are recorded
- Coordinates with Authorities Having Jurisdiction to satisfy all municipal, State and federal requirement and obtain all approval as necessary;
- Develop a Facility Master Plan that addresses community demographics, the LEA's Educational Program, and the LEA and community's fiscal capacity;
- Submit a Necessity of School Construction application to the School Building Authority at the RI Department of Education, including a Letter of Intent, Stage I, Stage II, and all necessary supplemental documentation necessary for approval;
- Attend meetings with the RI Department of Education's School Building Authority as part of the Necessity of School Construction application.

MASTER PLANNING

The Educational Facility Planner shall assist the LEA to compare the City's long-range educational facilities master plan (FMP) with the goals at each school sites. The EFP should provide a comprehensive review, assessment, and intended improvements of the specific facilities designated by the District. Components of the FMP applicable to the designated sites shall be coordinated with the requirements of the Necessity of School Construction application as articulated in the School Construction Regulations, and include at a minimum the following:

Enrollment Projections: The LEA shall provide an independent 5-year enrollment projection in accordance with RIDE School Construction Regulations. The objective is to determine the number of students for which the buildings should be designed. The projection should be at minimum based on a cohort survival ratio/student progression projection model and provide projections by grade level and by calendar year. Projections must include and incorporate charter school migration.

Facility Analysis: The EFP must provide a facility analysis. The School Construction Regulations require that the Facility Analysis should list any deficiencies at the existing site and buildings. The Facility Analysis must be conducted by a licensed engineer and architect and must include:

- Inspection of the site (site circulation, safe student access, bus drop, staff parking, storm drainage, HC accessibility, utility services, security)
- Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab);
- Inspection and analysis of the structural elements of the facility;
- Inspection and analysis of all mechanical systems, including condition, age, energy efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards, fuel sources;
- Inspection and analysis of the lighting system, including condition, age, energy efficiency and lighting levels;
- Inspection and analysis of all controls including lighting controls and sensors, energy management systems, emergency shutoffs;
- Inspection and analysis of all fire, safety and security systems including emergency plans;
- Analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged.

Educational Program:

The Education Facilities Master Plan will address short- and long-term District planning, both educationally and in regard to the suitability of the current school facilities to provide for the educational needs of the District's students. The development of a 21st century teaching and learning model needs to include the entirety of the buildings and grounds that house our pre-k to grade 12 academic programs.

The EFP shall assist the LEA in developing an Educational Program at each designated site. Per the School Construction Regulations, the "Design and Educational Program means a comprehensive numerical and written description of a district's specific educational program for a specified number of students over a specified period of time, in a format prescribed by the Regents." The Educational Program must include:

Educational Program Narrative: A thorough and in-depth description of curricular goals and instructional activities for each school in the LEA. This should include a description of grade configuration, school administrative organization, target student population, instructional program, a list of learning spaces, as well as support areas and external spaces. In addition, the narrative must include hours of operation that include the instructional day, extracurricular activities, and any public access, as well as any and all security necessary to safeguard the facility and its inhabitants. Target Educational Specification: an itemization of spaces needed to support the educational program, including a numerical description of gross and net square footage of any affected existing facility. The educational specification is the numeric description of the ideal educational program and is usually created early in the process. As such, this document must be reconciled to the constraints of a proposed site, an existing building, budgets, and/or other factors, including RIDE Space Standards, to create a Proposed Educational Specification (see below);

Proposed Educational Specification: an itemization of spaces for the proposed project that reconciles the LEAs educational program. This document should include a comparison to the RIDE Space Standards. This document must provide enough detail to provide the necessary information to develop a conceptual Schematic Design and a realistic construction budget;

Space Relationship Diagram: a diagram that itemizes the uses and illustrates the spatial relationships between all the proposed programs. The Spatial Relationship Diagram should include all proposed spaces organized to reflect the proposed relationships including learning, support, administrative, and external spaces.

The Educational Program shall recognize that the planning process is an opportunity to create and modify facilities to be responsive to the teaching and learning in modern school environments. As such, the EFP shall assist the LEA in developing tools and processes to adapt the learning environments to best serve these needs. The SBA at RIDE recognizes that LEAs have a variety of approaches to learning and as such the physical environment can and should be designed to respond to these needs.

DELIVERABLES

"Deliverables shall be based on the entire scope of services described in the RFP (e.g. Facilities Planning & Coordination, Master Planning, Enrollment Projection, Facility Analysis, Educational Program, etc.)"

DELIVERABLES

- 1. Facilities Conditions Assessment Report as described in this RFP.*
- 2. Educational Facilities Master Plan as described in this RFP.*
- 3. 5 Year Capital Improvement Plan as described in this RFP.*

4. *Traffic assessment in conjunction with City of Providence and other related entities such as city departments, consultants, and vendors.*
5. *Enrollment projections in conjunction with the Providence Public School District and the City of Providence.*
6. *All other requirements of the RIDE Stage II Necessity of School Construction application by the February 2022 submission deadline.”*

The purpose of this RFP is to identify someone to support the development of our Stage II application for a February 2022 submission deadline. This will require looking analyzing the working plan, exploring all school facilities, assessing enrollments throughout the district, and supporting detailed and targeted work for Carl Lauro Elementary, Spaziano Elementary, Spaziano Annex, Windmill Street School, and 21 Peace Street, and any identified facilities that will swing into these spaces.

SUBMISSION REQUIREMENTS

- **Letter of Transmittal:** A Letter of Transmittal must accompany each response signed by an owner, officer, or other authorized agent of the CM Team.
- **Statement of Qualifications**
- **Fee Proposal**

CONTENTS OF STATEMENTS OF QUALIFICATIONS

- **General**
- Provide the **NAME OF EACH COMPANY and COMPANY STRUCTURE comprising the Design Team, including Sub-Consultants and any proposed MBE Firms,** identifying the indicated role of each participant included in the RFP response. Include the identity of the Primary Design Team (Designer), which shall be responsible for guaranteeing the delivery of the PROJECT on time and within the Guaranteed Maximum Cost in accordance with the contract provisions.
- Provide the name, title, address, telephone and facsimile numbers, and electronic mail address of the Design Team **PRINCIPAL CONTACT(S)**. The Design Team principal contact(s) must remain constant throughout the life of the PROJECT.

City of Providence must be informed of any changes in personnel *at any time* during the contract term. The City of Providence reserves the right to reject personnel and/or if in the event key personnel are no longer available, The City of Providence reserves the right to terminate this agreement.

Identify the team members who will undertake **financial responsibility** for the Project and describe any liability limitations. If the Design Team is a Joint Venture, Limited Liability Company or partnership, describe the **design liability approach** that will be used and the members of such organizations who will have joint and several liabilities for the performance of the work required for the Project. If the Design Team is a limited liability company, joint venture or any form of partnership, provide complete copies of the **organizational documents** that allow, or would allow by the time of contract award, the Respondent to do business in the State of Rhode.

- Give names and detailed addresses of all affiliated and/or subsidiary companies. Indicate which companies are subsidiaries. If a situation arises in responding to this questionnaire where you are unsure whether another firm is or is not an affiliate, doubt should be resolved in favor of affiliation and the firm should be listed accordingly. An affiliate shall be considered as any business entity which is closely associated to another business entity so that one entity controls or has power to control the other entity either directly or indirectly; or, when a third party has the power to control or controls both; or where one business entity has been so closely allied with another business entity through an established course of dealings, including but not limited to the lending of financial wherewithal, engaging in Joint Ventures, etc. as to cause a public

perception that the two firms are one entity. Firms which are owned by a holding company or a third party, but otherwise meet the above conditions and do not have interlocking directorships or joint officers serving, are not considered to be affiliates.

- If a Design Team has no affiliated and/or subsidiary companies other than the Respondent's legal business entity, the Respondent should include a statement in the submittal indicating the same.
- Provide a description of EACH Design team Member's experience and qualifications, particularly with respect to:
 1. Public Educational Facility Planning & Design
 2. Northeast Collaborative for High Performance Schools.
 3. Related work with a particular focus on the ability to deliver such projects on time and on budget. Identify and describe all relevant projects completed by EACH company in the past TEN (10) YEARS which demonstrates adequate experience in Educational Facility Planner (EFP) team projects similar in scope and/or complexity to the PROJECTS defined herein.
- Respondent should provide relevant and verifiable evidence of good performance or lessons learned from previous experience and give convincing ways in which lessons learned or past good performance will be used for the benefit of the PROJECT defined here in.
- With respect to EACH project identified, include the following information: project name and contract number; owner's name, address, principal contact, and current phone and e-mail addresses; dates of design and/or construction; project description; description of work and percentage actually performed by each company; and the initial bid price and final contract price.
- Provide an ***organizational chart*** identifying companies responsible for major functions to be performed in designing the PROJECT. The chart should show the functional structure of the organization and identify key personnel by name and affiliation. The chart must identify the critical support elements of overall project management of the Design Team, Project Management of each firm participating as part of the Team, project administration, construction management, design quality control and design quality assurance, and construction administration.

Identify the Key Firms you would be anticipating as part of your overall Design Team as follows:

Architectural Design
Building & Fire Code
Expertise Acoustical
Engineering Structural
Engineering
Civil and Site Design
Landscape Architect
Food Service Design
Electrical, FA/ Data & Telcom
Mechanical (HVAC) Engineering
Plumbing Engineering
Fire Protection Engineering
Interior Finishes
Interior Furnishings
Building Commissioning (by Owner)

Additionally, provide separate **resumes** for all key management staff of the Design Team, including the Principal in Charge, Design Project Manager, and all other key individuals.

In addition, include the **approximate percentage** of each employee's time to be expended on this project.

AIA Document B305 - 1993 Entitled "Architects Qualification Statement" must be completed by the Lead Designer and included in RFQ response

Key management resumes will indicate where roles, if any, may overlap and will include the proposed role and experience in the area of responsibility, history of employment, experience in design, construction or maintenance of similar projects, and other relevant background information.

THREE (3) references shall be provided for the Project Principal and Design Project Manager.

At least ONE (1) reference shall be provided for all other key personnel.

References shall be previous owners or clients with whom the key personnel have worked within the past FIVE (5) YEARS and should include the name, position, company or agency, current phone and fax numbers and e-mail addresses for each reference.

- Discuss the current design and/or construction backlog of EACH Design team Member and the capacity to perform the scope of work.

ADDITIONAL REQUIREMENTS

Insurance

Commercial General Liability Insurance: covering bodily injury, and property damage in a form and with coverage that are satisfactory to the State. Including personal and advertising injury liability, MPA #575, Revised 7/5/16 Page 3 of 4 independent contractors, products completed operations, contractual liability and broad form property damage coverage. Coverage shall be written on an occurrence basis. A combined single limit of \$1,000,000 per occurrence and aggregate is required.

Errors and Omissions Insurance: covering any damages caused by an error, omission or any negligent acts of contractor, its subcontractors, agents, officers or employees under this Contract. Combined single limit per occurrence shall not be less than \$1,000,000. Annual aggregate limit shall not be less than \$1,000,000.

Auto Liability Insurance: covering all owned, non-owned, or hired vehicles. A combined single limit per occurrence of \$1,000,000 will be obtained. Workers Compensation and Employers Liability: in compliance with the compensation laws of the State of Rhode Island. Coverage shall include Employers Liability Insurance with minimum limits of \$100,000 each accident, \$500,000 disease or policy limit, \$100,000 each employee.

Workers Compensation and Employers Liability: in compliance with the compensation laws of the State of Rhode Island. Coverage shall include Employers Liability Insurance with minimum limits of \$100,000 each accident, \$500,000 disease or policy limit, \$100,000 each employee.

Please note: A certificate of Insurance listing the City of Providence as an 'Additional Insured' on a primary, but not contributing basis is required. This will need to be provided prior to work commencing for the City. The full policy binder may also need to be provided if requested by our Law Department or the Department of Public Property.

Statement of Litigation. Please confirm whether or not your firm is involved in any litigation, which may impact your ability to meet the City's requirements under this RFP.

References. Please provide us within your response a minimum of three (3) professional, municipal references related to major, school related Construction Projects.

Location of Staff. The selected vendor to be the Educational Facility Planner will perform a majority of the work in the City of Providence, Rhode Island. The selected vendor must have a physical office within 50 miles of Providence and manage the program from that location during the entire period of performance. Furthermore, the selected vendor will meet weekly at a designated time with applicable City & School officials to provide an in-progress review (IPR) of the program's execution. The City will arrange for meeting space within its facilities for all required meetings.



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

Submission Details

Please Note: Late proposals will not be accepted. Also, a W-9 Federal Tax Form and Certificate of Insurance will be requested from the awarded vendor.

PRICING

Vendors are requested to provide pricing in the following format:

1. Provide a *lump-sum fixed fee* for the work described above for
 - Year 1 \$ _____
 - Option Year 1 \$ _____

2. To aid with analysis of proposals, provide hourly breakdown of the above lump-sum fixed fee for all personnel roles associated with the project (including primary and secondary). *****Hourly rates may only increase in Option Years 1 by the inflation rate associated with Core CPI (Consumer Price Index), which is calculated and published by the United States Bureau of Labor Statistics.**

Personnel	Hourly Rate	Number of Hours

3. **Supplemental Pricing Information**

***Rates for services performed outside the scope of the aforementioned Educational Facility Planner for Designated School Projects. Include any consultants in the section below ***

<u>Title</u>	<u>Hourly Rate</u>	<u>Daily Rate</u>	<u>Weekly Rate</u>	<u>Yearly Rate</u>	<u>Overtime Rate Hour</u>
Principal					
Education Planner					
Administrative Staff					

SUPPLEMENTAL INFORMATION

Exhibit A: SCP Sample Project List- \$300M

Exhibit B: Appendix G - RIDE Educational Facility Planner RFP Template

Exhibit C: 2019 MOA Amendment #1 & FY 2019 Stage II Application

Exhibit D: 2021-2022 RIDE Stage I Application & Stage II checklist

Exhibit E: 2019 Stage II application & 2020 Stage I application (link)

<https://downesconstruction.sharefile.com/d-s5357d1a8f25c489fb6aa19724369e256>

Exhibit F: PPSD Turnaround Action Plan & One – Year Report

If the issuing department for this RFP determines that your firm’s bid is best suited to accommodate their need, you will be asked to provide proof of the following prior to formalizing an award.

An inability to provide the outlined items at the request of the department may lead to the disqualification of your bid.

*This information is **NOT** requested to be provided in your initial bid that you will submit to the City Clerk’s office by the “date to be opened” noted on page 1. This list only serves as a list of items that your firm should be ready to provide on request.*

All bids submitted to the City Clerk become public record. Failure to follow instructions could result in information considered private being posted to the city’s Open Meetings Portal and made available as a public record.

You must be able to provide:

- Business Tax ID will be requested after an award is approved by the Board of Contract and Supply.
- A certificate of insurance listing the City of Providence as an Additional Insured on a Primary, but not contributing basis.

School Capital Plan Project List

Phase I			MEP	Structural	Building	Fire Code	Secure &	High Impact	Student Centric
School	Amount	Priority Area	Maintenance	Repairs	Envelope Improvements	Improvements	Accessible Entrances	Visual Enhancements	Innovations
Windmill*	\$30,500,000	Swing Space							
Greene	\$4,726,562	Middle Schools		\$1,456,674	\$2,222,436		\$141,656	\$905,796	
Lima	\$1,686,065	Urgent Needs			\$1,686,065				
West Broadway	\$3,295,428	Middle Schools	\$600,228	\$1,116,302			\$857,184	\$450,313	\$271,401
Williams	\$5,219,352	Middle Schools		\$714,018	\$2,200,036				\$2,305,298
Hopkins	\$3,528,605	Middle Schools		\$258,395	\$1,639,806	\$1,630,404			
Mt Pleasant	\$14,003,927	Structural Issues		\$1,423,896	\$8,984,175	\$3,595,856			
Webster	\$2,252,050	Student Centric		\$323,438	\$778,082		\$1,150,530		
Kizirian	\$3,865,071	Student Centric		\$466,748	\$1,800,504	\$310,308	\$400,939		\$886,572
Fortes	\$2,406,630	Urgent Needs & Pre-K		\$673,545				\$1,733,085	
Feinstein @ Broad	\$2,350,649	Student Centric		\$221,402	\$1,098,841	\$323,596	\$451,937	\$254,873	
Classical	\$25,250,908	Urgent Needs	\$12,045,989	\$256,308	\$6,537,296	\$2,539,211	\$26,573	\$221,955	\$3,623,576
Pleasant View	\$12,380,548	Urgent Needs	\$3,521,822	\$136,605	\$3,602,346	\$2,153,352			\$2,966,423
Hope	\$8,437,704	Fire Code		\$3,452,157		\$4,985,547			
Spaziano	\$3,543,078	PreK to 8		\$387,455	\$875,526		\$1,080,329		\$1,199,768
Spaziano Annex*	\$20,500,000	PreK to 8							
Carnevale	\$511,659	Urgent Needs		\$272,207		\$239,452			
Veazie	\$1,534,580	Fire Code		\$192,873		\$1,341,707			
Fogarty	\$1,042,813	Fire Code		\$142,703		\$900,110			
Young & Woods	\$387,376	Urgent Needs		\$158,351		\$229,025			
JSEC	\$512,099	Urgent Needs		\$194,806		\$317,293			
Bailey	\$564,437	Urgent Needs		\$93,502		\$470,935			
Messer	\$3,091,666	Urgent Needs		\$115,470	\$2,724,632	\$251,564			
Alvarez	\$2,994,361	Urgent Needs		\$279,086	\$2,584,601	\$130,674			
Kennedy	\$2,737,947	Urgent Needs		\$164,038	\$1,216,597	\$1,357,312			
D'Abate	\$2,203,880	Urgent Needs		\$138,362	\$2,065,518				
Reservoir Ave	\$472,605	Fire Code		\$80,679		\$391,926			
TOTAL	\$160,000,000								

*Work will span across all seven categories but a breakdown is not available at this time.

School Capital Plan Project List

Phase II			MEP	Structural	Building	Fire Code	Secure &	High Impact	Student Centric
School	Amount	Priority Area	Maintenance	Repairs	Envelope Improvements	Improvements	Accessible Entrances	Visual Enhancements	Innovations
21 Peace Street*	\$75,000,000	Pre-K to 8 Facility							
Feinstein at Sackett	\$6,110,655	Student Centric	\$603,999	\$208,403	\$1,138,285	\$1,084,815	\$1,025,703	\$205,403	\$1,844,057
King	\$8,677,209	Student Centric	\$4,859,136	\$194,815		\$2,188,733	\$412,382		\$1,022,143
Gregorian	\$5,149,387	Student Centric	\$1,714,048	\$814,962		\$649,626	\$804,887		\$1,165,864
Stuart	\$9,380,445	Middle Schools	\$6,142,346	\$571,105			\$767,603	\$1,899,391	
Lima	\$1,283,985	Urgent Needs		\$499,659		\$784,316			
Fortes	\$1,329,298	Student Centric		\$104,959		\$178,961	\$185,079	\$316,158	\$544,141
Carl Lauro*	\$34,000,000	Pre-K to 8							
TOTAL	\$140,930,979								

*Work will span across all seven categories but a breakdown is not available at this time.

APPENDIX G – EDUCATIONAL FACILITY PLANNER RFP TEMPLATE

This template is intended to provide LEAs with a minimum prescribed methodology that should serve as a guideline for the educational facilities master planning. The process shall adhere to standards and State regulations and shall address the following:

1. Facilities Planning, Coordination, and Maintenance

Prepare a comprehensive facilities master plan that includes enrollment projections, a 5-year capital improvement plan (CIP), outline educational vision and goals, an implementation and funding plan, with collaborative stakeholder engagement.

2. Adequate Facilities to Promote Student Learning and Development

LEA's school facilities shall be sufficiently flexible to provide for multiple uses of the area regarding both educational and supplementary activity programs.

Background

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. With assistance from the School Building Authority Advisory Board, and in conformance with statute and regulations, the School Building Authority ensures that all approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide educationally appropriate school facilities.

The Educational Facility Planner (EFP) shall provide architectural, planning, engineering, and other services as necessary to assist the LEA in the development of a LEA Master Plan, as part of a Necessity of School Construction application. As part of Basic Services, the Educational Facility Planner shall be responsible for assisting the LEA with the coordination, facilitation, and submission of all necessary documentation as necessary to complete a Necessity of School Construction application. All work shall be completed in conformance with all applicable statutes and the School Construction Regulations.

All other things being equal, the services of qualified and capable vendors with offices in Rhode Island, or those who propose a joint venture with a Rhode Island firm, should be utilized.

In general, the Basic Services of an Educational Facility Planner include, but are not limited to:

I. FACILITIES PLANNING and COORDINATION

The Educational Facility Planner (EFP) shall be primarily responsible for proposing and implementing an approach to developing a Facility Master Plan (FMP) that:

- i. Engages multiple stakeholders including LEA and municipal representatives in the planning efforts;
- ii. Provides data and documents, including maps, plans, notes, and other forms of analysis and representation, as necessary to inform stakeholders at the necessary decision points;
- iii. Coordinates and facilitates meetings that meaningfully engage multiple stakeholders, including but not limited to students, parents, teachers, and administrators;
- iv. Work with the Owner's Project Manager to ensure that agendas are prepared and minutes are recorded
- v. Coordinates with Authorities Having Jurisdiction to satisfy all municipal, State and federal requirement and obtain all approval as necessary;
- vi. Develop a Facility Master Plan that addresses community demographics, the LEA's Educational Program, and the LEA and community's fiscal capacity;
- vii. Submit a Necessity of School Construction application to the School Building Authority at the RI Department of Education, including a Letter of Intent, Stage I, Stage II, and all necessary supplemental documentation necessary for approval;
- viii. Attend meetings with the RI Department of Education School Building Authority as part of the Necessity of School Construction application.

II. MASTER PLANNING

The Educational Facility Planner shall assist the LEA to prepare a long-range educational facilities master plan (FMP). The FMP should provide a comprehensive review, assessment, and intended improvements of all facilities in the District. Components of the FMP shall be coordinated with the requirements of the Necessity of School Construction application as articulated in the School Construction Regulations, and include at a minimum the following:

- i. **Enrollment Projections:** The LEA should provide either an independent 10-year enrollment projection or agree to the provided enrollment projection from RIDE SBA, if available. For planning purposes the LEA should use the 5 year enrollment projection. The objective is to determine the number of students for which the buildings should be designed. The projection should be at minimum based on a cohort survival ratio/student progression projection model and provide projections by grade level and by year. District demographics such as live birth statistics, populations information, housing starts, and survival rates should all be combined to project the district's enrollment 10 years into the future.

ii. Facility Analysis

The FMP must include a facility analysis. The School Construction Regulations state that, the Facility Analysis should list any deficiencies in the district's existing buildings. The Facility Analysis must be conducted by a licensed engineer and must include:

- Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab)
- Inspection and analysis of the structural elements of the facility
- Inspection and analysis of all mechanical systems, including condition, age, energy efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards
- Inspection and analysis of the lighting system, including condition, age, energy efficiency and lighting levels
- Inspection and analysis of all controls including lighting controls and sensors, energy management systems, emergency shutoffs
- Inspection and analysis of all fire, safety and security systems including emergency plans
- Analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged.

LEAs are currently allowed to use the Jacobs Statewide Assessment School level reports to satisfy this requirement.

iii. Educational Program

The EFP shall assist the LEA in developing an Educational Program. Per the School Construction Regulations, the "Design and Educational Program means a comprehensive numerical and written description of a district's specific educational program for a specified number of students over a specified period of time, in a format prescribed by the Regents." The Educational Program must include:

- a. Educational Program Narrative: A thorough and in-depth description of curricular goals and instructional activities for each school in the LEA. This should include a description of grade configuration, school administrative organization, target student population, instructional program, a list of learning spaces, as well as support areas and external spaces. In addition the narrative must include hours of operation that include the instructional day, extracurricular activities, and any public access, as well as any and all security necessary to safeguard the facility and its inhabitants.
- b. Target Educational Specification: an itemization of spaces needed to support the educational program, including a numerical description of gross and net square footage of any affected existing facility. The educational specification is the numeric description of the ideal educational program and is usually created early in the process. As such, this document must be reconciled to the constraints of a proposed site, an existing building, budgets, and/or other factors, including RIDE 1.06 Space Standards, to create a Proposed Educational Specification (see below);
- c. Proposed Educational Specification: an itemization of spaces for the proposed project that reconciles the LEAs educational program. This document should include a comparison to the RIDE 1.06 Space Standards. This document must provide enough detail to provide the necessary information to develop a conceptual Schematic Design and a realistic construction budget;

- d. **Space Relationship Diagram:** a diagram that itemizes the uses and illustrates the spatial relationships between all the proposed programs. The Spatial Relationship Diagram should include all proposed spaces organized to reflect the proposed relationships including learning, support, administrative, and external spaces.

The Educational Program shall recognize that the planning process is an opportunity to create and modify facilities to be responsive to the teaching and learning in modern school environments. As such, the EFP shall assist the LEA in developing tools and processes to adapt the learning environments to best serve these needs. The SBA at RIDE recognizes that LEAs have a variety of approaches to learning and as such the physical environment can and should be designed to respond to these needs. The following example environments are provided for consideration during the planning process:

a. Traditional Learning Environments

Traditional Learning Environments (TLE's) are those typically associated with classrooms with a certain number of students and one teacher. RIDE SBA does not mandate and does not usurp LEA policy on class size, these environments (along with size standards) should accommodate no more than 25 students per classroom. The TLE is best defined in an environment that is instructor centered whereas the student and instructor meet in a common location is a set specific time.

Common locations should be supported by additional space types in an effort to maximize the teaching and learning environment in the TLE design approach. Use of small group rooms, teacher collaboration spaces, use of commons and cafeterias, media centers and multi-purpose spaces that utilized adjacencies to support the classroom are effective means of increasing the effectiveness of the traditional classroom approach.

b. Student Centered Learning Environments

Student Center Learning Environments (SCLE's) are learning environments that reflect and support information based systems, that focus on and support the principles and activities that facilitate learning. SCLE's is an approach to design that encourages collaborative and independent learning, multi communications approaches, integration of technology and embraces problem and project based learning.

Because this approach is focused on the student, the space and design of the teacher/facilitator must accommodate this model. The 21st century has taught us that the role of the teacher is continuously evolving and will continue to evolve, therefore the space types must accommodate this flexibility for the instructor to practice much in the same way as the student. Flexibility, reliance on technology, ability to change space to accommodate multiple teaching models will be critical to successful space design. A movement away from the "teacher's desk" will be the rule rather than the exception, therefore technology, power, and storage should be considered.

c. Blended Learning Environments

Blended Learning Environments (BLE's) support information-based systems, teach information gathering, support analysis of data and critical thinking. Students in this environment are able to use this support to act on their newly created knowledge. The blended learning environment is best defined in the following characteristics:

- Learner centered instruction in which the learning is active and interactive;

- Increase in interaction between learners, learner and instructor, learner and curriculum, and learner to outside resources;
- Integrated assessment mechanisms that are both formative and summative.

- iv. **Capital Improvement Plan:** The LEA shall provide a 5-year CIP, using the template as provided by the School Building Authority. Per the School Construction Regulations, the “Capital Improvement Plan is a long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation. The capital improvement plan allows for systematic evaluation of all projects at one time so that a district can anticipate future needs.”
- v. **Community Engagement and Local Government Collaboration:** In advance and in coordination with an application for necessity funding, LEAs shall conduct a process of collaboration with community stakeholders. Community engagement in facility planning should include local communities and local governments to build a facilities master plan that shares a collective vision. By working collaboratively with local government, the plan will consider related comprehensive community plans, local codes/regulations, and fiscal capacity.

Though there are variations of how to engage a community driven process, there are key elements for successful community engagement, they include:

- **Educational Framework and Visioning** - This activity is aimed at conducting an in-depth discussion of how best practices for education are incorporated into and influence facilities. These discussions should focus on both structural goals of the LEA such as school size preferences and grade configuration models; as well as specific delivery models in areas of early childhood development, special education services, elementary/middle/high school instructional models, and career and technical offerings.
- **School Building Committee** - The primary purpose of this group is to be the community’s representative for review of data and participation in the larger community outreach. The focus of this group must be on the representing the best interest of the district as a whole, while considering how this impacts individual schools and local communities. Each member of the task force is responsible for being a key communicator of this data and educational vision that can discuss issues/concerns the larger community audience. This group should be engaged from the beginning of the planning process until a facilities plan is created. The district must submit names and backgrounds of the members of the school building committee that shall be formed in accordance with the School Construction Regulations and provisions of the district’s local charter and/or by-laws.
- **Site Meetings** - This process includes school site specific meetings allowing local community members to share ideas and concerns specifically related to the local school site. These meetings also provide an opportunity to address short term maintenance and capital needs of each facility. These meetings can also serve to “recruit” stakeholders to be part of the district level steering committee/task force or participate in larger district-wide community forums.
- **Facility Options Development** - The role of the steering committee/task force should include participation in facility options development. There are several pathways to follow when deciding the direction of a district wide facilities plan that are influenced by several factors including:

community/social demands, demographic trends, educational vision/framework, condition of facilities, and available funding. These factors all create different ideas on how to move forward to create the most effective facilities plan. This process should review the benefits and challenges of each option and review how each factor can influence another. Options should be presented in larger community forums to assist in determining the outcome of best refined recommendations for facility actions.

- **Community Dialogues/Meetings** - The purpose of larger stakeholder dialogues or meetings is to obtain feedback from the community regarding both the educational framework and options created as a result of that framework. Utilizing members of the steering committee/task force, educational consultants, and district personnel, presentation of data in a clear and concise manner is critical in obtaining essential feedback from the community. This community feedback, along with supporting objective data sets, will shape the decisions that come forth in a facilities master plan.

vi. **Implementation and Funding Strategy**

A Facility Master Plan must be strategically implemented and funded in order to effectively utilize the available resources. LEAs should leverage available municipal and state funding. Additional funding strategies available to LEA's may include:

- **Establish and Use Capital Reserve Funds/School Building Authority Capital Fund-** Projects funded by capital reserve funds can be approved and reimbursed more quickly than bond projects. By not bonding, the State can save substantial amounts of financing cost that can be reinvested.

vii. **Site Selection, Assessment, and Consideration of LEA Utilization**

a. Site Selection and Assessment

If the applicant is acquiring a new parcel of land for the project, the applicant shall provide in its Architectural Feasibility Study to RIDE SBA a completed, signed, and sealed description of the plot plan of the land to be acquired showing:

- Topographical and contour lines
- Adjacent properties indicating current land uses, access roads, deed restrictions, easements, protective covenants, right of ways, and environmentally sensitive areas such as waterways and wetlands.
- The acreage and dimensions of the tract proposed for acquisition
- Anticipated footprint of the proposed school

Site selection must be in accordance with all applicable municipal, State, and federal siting statutes and regulations, including the RIDE 1.05 Site Standards. The Facility Master Plan must include an evaluation of any proposed site that documents compliance with the above.

b. LEA Utilization Analysis

In accordance with the recently enacted School Building Authority legislation (RIGL 16-105-1), districts must reduce excess capacity by partnering with other districts, closing buildings, and altering grade configurations to maximize the utilization. EFP must assist LEA in providing a summary level utilization

analysis of all district school facilities that takes into consideration enrollment projections and educational program.

viii. Schematic Design

RIDE 1.00 applies to all new school construction and school renovations projects where the total cost exceeds \$500,000. Design reviews must be conducted for all projects that are part of a multi-year capital improvement plan that exceeds \$500,000, regardless of eligibility for housing aid. Architectural, engineering, project management, construction management, financial, and other professional services shall be procured by the districts for all projects. Design reviews will be conducted through in-person meetings at each stage of the design process. Design review meetings will be scheduled by district representatives or their designees. Request for meeting should be emailed to Joseph da Silva at joseph.dasilva@ride.ri.gov or Manuel Cordero at manuel.cordero@ride.ri.gov. The meeting request must include status of project, level of documentation, and proposed meeting date and time.

The purpose of the documentation submitted during the Schematic Design is to document the continuing development of the school construction project and its major components and to project a project budget. The documentation should also demonstrate compliance with the most recently adopted version of NECHPS.

___ Project Narrative – Including Existing Conditions Analysis, Description of Proposed Solution, and Basis of Design Narrative

___ Site plan and Landscape Plan @ 1/16" = 1'-0"

___ Floor plans @ 1/16" = 1'-0" showing all partitions and door swings

___ Color Rendering

___ Exterior Elevations @ 1/16" = 1'-0"

___ Typical Building Wall Sections

___ Single line engineering diagrams

___ Outline specifications

___ City Planning Board submission

___ Civil Engineering Drawings (scale as required)

___ Project Schedule (Gantt Chart)

___ Site Engineering calculations

___ Code Analysis, including certification that proposed solution meets the Energy Code

___ Construction Cost Estimates (see Cost Estimate guidance below)

___ Project Budget (see Project Budget guidance below)

___ Project Cash Flow for projects funded by School Building Authority Capital Fund

___ Project Report

___ LEED™ Checklist Form (or equivalent NECHPS checklist)

___ Project Review Meeting

___ Educational Specifications

___ Hazardous Materials Testing and Evaluation

___ Commissioning Agent Review Documentation (for MEP scopes of work)

___ Life Cycle Cost Analysis – Comparison of Alternatives

___ Approval / Acceptance by School Building Committee and/or School Committee

The following minimal guidance is provided regarding necessary descriptions of the cost estimate scope of work:

- a. Floor tile replacement must identify square footage and general location of replacement, as well as unit pricing used to establish the cost.

- b. Door and door hardware improvements must include a narrative with locations, quantities, and unit pricing.
- c. Emergency lighting and fire alarm devices must include locations, quantities, and unit pricing.
- d. Roof replacement requires roof drawing identifying existing roof and proposed roof, as well as HVAC and exhausts fans that may be replaced at the same time. Roof repairs require identification of problem areas, square footage of repair/replacement, and unit pricing.
- e. HVAC improvements require drawings and a narrative describing existing and proposed mechanical systems and all necessary appurtenances, with quantities and unit pricing.
- f. Electrical improvements require a narrative describing existing and proposed electrical systems and all necessary appurtenances, with quantities and unit pricing.
- g. Plumbing improvements require a narrative describing existing and proposed plumbing systems and all necessary appurtenances, with quantities and unit pricing.
- h. Exterior repairs must be identified, described in detail, and quantified as appropriate.
- i. Provide schematic design documents for site improvements, particularly any improvements that may change traffic patterns.
- j. Window replacements (where applicable) must include location of proposed window replacements, quantities, proposed window types, and unit pricing.

The following minimal guidance is provided regarding necessary components of Project Budgets:

- a. Combined total project soft costs, which include OPM, legal, design, and engineering fees, are capped at 20% of the estimated construction cost.
- b. Construction Contingency Maximum— 5% of total estimated construction cost
- c. Owner’s Contingency – 2% of total estimated soft costs
- d. Construction budget is set when the Schematic Design Budget is approved
- e. Commissioning test costs should be included in construction cost estimates (especially window projects)
- f. Districts with more than one school project may not transfer funds between schools without an executed amendment to the Memorandum of Agreement

III. NECESSITY OF SCHOOL CONSTRUCTION APPLICATION

The Educational Facility Planner (EFP) shall be primarily responsible for preparing and submitting the Necessity of School Construction application to the RIDE School Building Authority as necessary to attain approval for State aid for the LEA’s proposed projects. This includes, but is not limited to:

- i. Attend meetings with the RI Department of Education School Building Authority as part of the Necessity of School Construction application;
- ii. Submit all required documentation as detailed in the School Construction Regulations and the most recent version of the Necessity of School Construction guidance document;
- iii. Assist in the development of a project budget that is based on construction cost estimates of the Schematic Design documentation;
- iv. Assist in the development of the LEA Capital Improvement Plan and coordination with the LEA Financing Plan;
- v. Prepare schematic design documents for projects in the capital improvement plan seeking Council approval and/or schematic design documents for any new construction (as detailed above).

As part of the FMP, the LEA/Vendor will submit a Necessity of School Construction LOI, Stage I, and Stage II Application including all requirements on or before the due dates published in the FY 2019 Necessity of School Construction Guidance document:

Letter of Intent: Between June 1 and August 15, 2018

Stage I: Between August 1 and September 17, 2018

Stage II: On or before February 15, 2019

A Necessity of School Construction Application Guidance document is available at www.ride.ri.gov/sba.

Please note these services are only for a Facility Master Plan and Necessity of School Construction Application submission. The district anticipates issuing a formal RFP for design and construction administration of the plan after Council on Elementary and Secondary Education approval.

Special Contingencies: The district must participate and obtain all jurisdictional (federal, state and local) reviews and approvals pursuant to RIDE 1.03-1, 7, 8 and 9.

All other things being equal, the services of qualified and capable vendors with offices in Rhode Island, or those who propose a joint venture with a Rhode Island firm, should be utilized.

APPENDIX H – OWNERS PROJECT MANAGER RFP TEMPLATE

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. With assistance from the School Building Authority Advisory Board, and in conformance with statute and regulations, the School Building Authority ensures that all approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide educationally appropriate school facilities.

It is anticipated that the FY 2019 General Assembly will require projects that exceed \$1.5M to use an Owner's Project Manager, mirroring the requirements of Massachusetts. The Rhode Island Department of Education anticipates establishing a Master Price Agreement of qualified Owner's Project Managers later this summer.

Districts looking to secure an Owner's Project Manager prior to September 1, 2018 can use, at a minimum, this scope of work and requirements template to assist in vendor selection. The proposed legislation requires that LEAs with approvals prior to July 1, 2017 use an Owner's Project Manager in order to be eligible for the new housing aid bonus incentives.

The Owner's Project Manager shall provide project management services to monitor procurement procedures, design, construction and other related activities and to facilitate, coordinate and manage a School Construction Project with respect to timely performance in accordance with the schedule. In addition, the Owner's Project Manager shall monitor the quality of services and workmanship and recommend courses of action to the Owner when respective contractual requirements are not being fulfilled. Services shall continue through substantial use and occupancy by the Owner, and post project closeout. As part of Basic Services, the Owner's Project Manager shall provide information as requested during final auditing as conducted by the School Building Authority. All work shall be completed in conformance with all applicable statutes and the School Construction Regulations.

In general, the Basic Services of an Owner's Project Manager include, but are not limited to:

PROJECT ADMINISTRATION

- Development of project communications plan among team members, Town entities, and public
- Provide data and photos for project website
- Assist Designer in obtaining approvals for all RIDE design submissions
- Assist Town and School Building Committee in preparation of all information, documentation and reports required by RIDE
- Prepare agendas for Building Committee meetings, record minutes, weekly and monthly project reports
- On behalf of Town and Building Committee, attend Owner, Architect and Contactor meetings and review all meeting minutes for completeness and accuracy
- Prepare and submit comprehensive monthly project report to Town and School Building Committee
- Track compliance with MBE/WBE/DBE requirements for contractors and vendors, submit DOA approved reports to RIDE

- Track compliance with certified payroll requirements for all project contractors, subcontractors and vendors
- Maintain complete and comprehensive files of all project documents for the Town
- Track compliance with the apprenticeship program
- Provide update on energy tracking information post occupancy

FINANCIAL

- Assist in the development of the final Total Project Budget, maintain and update the budget throughout project term
- Maintain project budget records, by category, in a format that tracks RIDE reimbursable / non-reimbursable expenses
- Assist in submission for RIDE Memorandum of Agreement (MOA)
- Develop project cash flow projections, work closely with Town Finance Director on the review of all applications for payment and invoices submitted to the Town, offer payment recommendations
- Prepare and submit RIDE monthly Progress Payment Request Forms for SBA Capital Fund reimbursement or Housing Aid forms with all necessary supporting documentation.
- Coordinate monthly work-in-place reviews with RIDE's consultant as part of payment process

CONSTRUCTION MANAGER/GENERAL CONTRACTOR SELECTION

- Advise Town in construction delivery options
- Prepare request for qualifications, public notice, solicitation, scope of required services, and evaluation criteria in accordance with RIDE School Construction Regulations
- Assist and advise Town and School Building Committee in selection of GC/CM's to proceed to Statement of Qualifications
- Assist and advise Town and School Building Committee in selection of GC/CM's to proceed to Request for Proposals
- Provide assistance, consultation, guidance in negotiation of GC/CM contract and GMP
- Assist with negotiating fair and reasonable CM allowances and contingencies

DESIGN DEVELOPMENT & CONSTRUCTION DOCUMENTS PHASES

- Provide oversight of Designer and GC/CM activities, review estimates, reconcile variances with Designer and GC/CM
- Maintain and update Project Budget and Schedule, coordinate commissioning recommendations with design
- Work with Designer and GC/CM to develop schedule and production of early bid packages
- Ensure that Designer is designing to Budget and Schedule for each phase

COST ESTIMATING

- Prepare three detailed construction estimates at Schematic Design, Design Development and Construction Documents.
- Record and track design phase estimates to Project Budget, prepare cost estimate submissions to RIDE
- If design phase estimates exceed budget, consult with Designer and GC/CM, recommend revisions to the Town

- Coordinating the preparation of multiple construction cost estimates by designer, GC/CM, phase

SCHEDULING

- Develop overall Project Baseline Schedule and detailed Milestone Schedule, incorporate GC/CM's construction schedule when developed
- Assess actual project progress to baseline schedule, report variances to Town and School Building Committee
- In the event of schedule slippage, consult with Designer and GC/CM to develop recovery schedule activities
- Advise Town and School Building Committee as to recommended recovery schedule activities, when required

CONSTRUCTION

- Provide representation from start of major construction to substantial completion (hours to be determined by project)
- Monitor Designer's and GC/CM's construction administration activities to ensure contract compliance and timely decisions
- Perform quality control inspections of work completed to verify compliance with contract documents
- Monitor GC/CM's compliance with contract documents and quality control specifications
- Develop and maintain a Rolling Completion List of non-conforming items to mitigate punch list items
- Ensure all construction personnel and vendors have passed CORI (criminal offender record info) checks
- Ensure enforcement of zero tolerance policies regarding student / staff non-contact, foul language, and smoking
- Consult daily with Principal, or designee(s), regarding construction activities, impacts, issues, and resolve with GC/CM
- Coordinate scheduling and reporting of independent testing agency, ensure reports are distributed and tracked
- Review and comment on GC/CM's baseline schedule of values and baseline schedule
- Prepare and maintain detailed daily, weekly and monthly reports recording all project data and activity
- Track time and material change order work, when utilized as basis for changes
- Maintain and update on a daily basis, if needed, current contract drawings, specifications and logs
- Take extensive daily photographs of progress, record and maintain project's photo log
- Identify potential issues, report to Designer and GC/CM, maintain project issues log, track to resolution
- Schedule commissioning consultant, track submission of reports, follow-up actions by Designer and GC/CM
- Review CM's draft monthly requisition for payment, make recommendations to Owner and Designer
- Manage and schedule independent air quality testing for each phase of the Project
- Assist Designer with identification of punch list items
- Ensure project closeout and that post occupancy commissioning occurs

CHANGE ORDER REVIEWS

- Review all change order submissions and schedule extension claims, and recommendations to Town and Designer
- Maintain detailed contingency log, tracking potential change order data

PROCUREMENT

- Prepare work scopes, request for qualifications and assist the Town in selection of independent testing agency
- Assist Owner with procurement of furniture, equipment and technology equipment not in GC/CM contract
- Coordinate and schedule deliveries of all Owner furnished items

FF&E AND MOVE MANAGEMENT

- Co-chair with Principal, or designee, internal move management
- Coordinate efforts regarding changing building access points, wayfinding and signage, system shutdowns, etc.
- Coordinate changing building access points and getting that message out to students, staff, public, etc...
- Prepare RFP for relocation services by movers and other vendors and manage activities for each move phase
- Coordinate GC/CM's pre-requisite construction activities required for each phase move
- Coordinate and oversee the delivery and installation of FF&E

RHODE ISLAND DEPARTMENT OF EDUCATION
Amendment #1
MEMORANDUM OF AGREEMENT
SCHOOL CONSTRUCTION

Amend Scope of Project as Follows:

Scope of the Project: The Approved Project includes capital improvements at Providence Public School District facilities pursuant to the LEA's Stage II Necessity of School Construction submission. All construction will be completed by June 30, 2024, post occupancy commissioning will be conducted, and all construction will comply with the Northeast Collaborative for High Performance Schools (NECHPS), Version 3.1.

Repairs and Renovations: The Approved Project will address health, safety, and security improvements, including building envelope repairs, HVAC repairs, fire safety improvements, security projects, site repairs, electrical upgrades, educational program improvements, ADA compliance, hazardous materials abatement, new construction and other building system improvements that affect student and staff health and safety.

Approved Values:

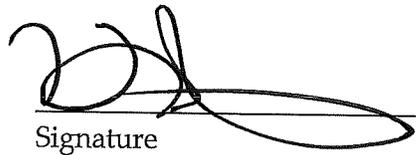
i.	Anthony Carnevale Elementary School	\$ 2,135,040
ii.	Asa Messer Elementary	\$ 3,894,176
iii.	Carl Lauro Elementary School	\$ 5,409,331
iv.	Charles N. Fortes Elementary School	\$ 3,775,468
v.	D'Abate Elementary School	\$ 5,525,441
vi.	Feinstein Elementary at Sackett Street	\$ 6,092,269
vii.	Feinstein Elementary at Broad Street	\$ 4,448,191
viii.	Fogarty Elementary School	\$ 4,685,505
ix.	Frank Spaziano Elementary School	\$ 3,552,223
x.	Frank Spaziano Annex	\$ 23,616,587
xi.	George West Elementary School	\$ 5,409,331
xii.	Harry Kizirian Elementary School	\$ 6,943,696
xiii.	Lima Elementary School	\$ 8,019,439
xiv.	Leviton Dual Language School	\$ 1,313,285
xv.	M.L. King Elementary School	\$ 5,409,331
xvi.	Pleasant View Elementary School	\$ 12,376,625
xvii.	Reservoir Avenue School	\$ 2,164,002
xviii.	Robert F. Kennedy Elementary School	\$ 4,609,008
xix.	Robert L. Bailey Elementary School	\$ 2,222,080
xx.	Vartan Gregorian Elementary School	\$ 5,132,166
xxi.	Veazie Street Elementary School	\$ 7,222,502
xxii.	Young & Woods Elementary School	\$ 4,502,302
xxiii.	Webster Avenue Elementary School	\$ 4,964,264
xxiv.	DelSesto Middle School	\$ 3,435,698
xxv.	Esek Hopkins Middle School	\$ 6,525,852
xxvi.	Gilbert Stuart Middle School	\$ 5,409,331

RHODE ISLAND DEPARTMENT OF EDUCATION
Amendment #1
MEMORANDUM OF AGREEMENT
SCHOOL CONSTRUCTION

xxvii.	Nathan Bishop Middle School	\$ 945,208
xxviii.	Nathanael Greene Middle School	\$ 10,135,892
xxix.	Roger Williams Middle School	\$ 7,152,706
xxx.	West Broadway Middle School	\$ 3,295,428
xxxi.	Central High School	\$ 1,504,136
xxxii.	Classical High School	\$ 25,230,520
xxxiii.	Dr. Jorge Alvarez High School	\$ 4,728,472
xxxiv.	E-Cubed Academy	\$ 619,905
xxxv.	Hope High School	\$ 12,238,630
xxxvi.	Juanita Sanchez Complex	\$ 3,950,401
xxxvii.	Mt Pleasant High School	\$ 29,122,320
xxxviii.	Providence Career and Technical Academy	\$ 213,539
xxxix.	Windmill Elementary School	\$ 30,500,000

All terms, dollar authorization, timelines, special contingencies and standing contingencies from the original MOA (dated 5/29/19) remain unchanged.

Harrison Peter
 Superintendent Name


 Signature

Date 11/5/2020

RHODE ISLAND DEPARTMENT OF ELEMENTARY
 AND SECONDARY EDUCATION,
 By

Name: _____

Title: _____

Date _____

NECESSITY OF SCHOOL CONSTRUCTION INFORMATION AND INSTRUCTIONS

FY 2021



Improving Rhode Island's Public Schoolhouses

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. School facilities provide more than a place for instruction. The physical learning environment contributes to the successful performance of educational programs. (RIGL 16-105-1)

School Building Authority
Rhode Island Department of Education

Rhode Island Department of Education – School Building Authority | 255 Westminster Street, Providence, RI 02909
Telephone (401)222-4600 Website: www.ride.ri.gov

The Board of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

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INTRODUCTION

In June 2015, the Rhode Island General Assembly created the School Building Authority (SBA) within the Rhode Island Department of Education. The establishment of the SBA heralded a several important changes in state support for school facilities. This guidance outlines the new process for submitting a Letter of Intent and Stage I application.

The Council on Elementary and Secondary Education (CESE) has the responsibility for determining the need for all school housing projects. This review of school housing projects serves two purposes: (1) qualification of the project for reimbursement under the state aid for Housing Aid, School Building Authority Capital Fund, and/or Bond Pay-Go; and (2) certifying to the General Assembly that the project is needed should the district require enabling legislation for a bond.

The Council on Elementary and Secondary Education (CESE) will consider new necessity of school construction applications on an annual basis (Fall and Spring). The School Building Authority reviews and preliminarily approves each completed multi-stage application and then makes their recommendations to the CESE who have the final authority to approve or deny each application.

Please note that the FY19 State Budget included several changes to the oversight, management, and funding of school construction projects. In order to ensure compliance with statute and regulations and maximize Housing Aid incentives, LEAs are required to hire Owner's Program Managers for all applications that exceed \$1.5M in value. We welcome all questions, which can be directed to the School Building Authority Staff.

School Building Authority Staff:

Christine Lopes Metcalfe, ALEP
Chief Executive Officer
(401) 222-4684
christine.lopesmetcalfe@ride.ri.gov

Joseph da Silva, Ph.D., NCARB
School Construction Coordinator / Architectural Design Reviewer
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joseph.dasilva@ride.ri.gov

Mario Carreño, ALEP
School Building Authority Finance Officer
(401) 222-8030
mario.carreno@ride.ri.gov

Manuel Cordero Alvarado, RA, LEED AP, ALEP
Educational Facility Planner / Architectural Design Reviewer
(401) 222-4276
manuel.cordero@ride.ri.gov

NECESSITY OF SCHOOL CONSTRUCTION OVERVIEW

The School Building Authority has two timelines for approval to assist LEAs as they fulfill their obligation to provide safe, healthy, and educationally appropriate school facilities for its students:

1. Fall Approval Timeline – November Council on Elementary and Secondary Education Approval
 2. Spring Approval Timeline – May Council on Elementary and Secondary Education Approval
- The multi-stage application process will follow the timeline and milestones below. **Any LEA that misses the outlined milestones or otherwise cannot keep to the timeline outlined may elect to delay their approval target date. The Council will consider projects in May and November to allow LEAs the time necessary prepare and submit all require Necessity documentation.**

Spring (2021) Approval Timeline

Step 1 – STAGE I

- *Due on or before September 15th 2020*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

Step 2 – STAGE II

- *Due on or before February 15th 2021*
- *SBA issues preliminary approval*

Step 3 – Council Approval

- *Commissioner recommends project to Council of Elementary and Secondary Education for approval in May 2021*

Step 4 – STAGE III

- *RIDE design reviews at SD, DD, and CD*

Fall (2021) Approval Timeline

Step 1 – STAGE I

- *Due on or before February 15th 2021*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

Step 2 – STAGE II

- *Due on or before September 15th 2021*
- *SBA issues preliminary approval*

Step 3 – Council Approval

- *Commissioner recommends project to Council of Elementary and Secondary Education for approval in November 2021*

Step 4 – STAGE III

- *RIDE design reviews at SD, DD, and CD*

- **The availability of two timelines allows LEAs that are undertaking major projects and/or conducting districtwide masterplans to take the time required to engage district and community stakeholders, and develop an educational program and specification that is aligned with the district Strategic Plan. The SBA will work with LEAs to establish milestones and target submissions that fit the community's needs.**
- Please note that because applications are no longer accepted on a rolling basis, it is critical that the above listed deadlines are met. **Failure to meet the deadlines at any of the stages may result in projects being moved to the next cycle.**
- Additional information can be attached to the application as deemed necessary.

- The necessity of school construction process applies to **any and all** renovation projects, new additions, or new facilities seeking state aid. RIDE SCR 200-RICR-20-05-4 applies to all new school construction and school renovations projects where the total cost exceeds \$500,000.
- **LETTER OF INTENT, STAGE I & STAGE II SUBMISSION INFORMATION** – please submit **an electronic copy** of the application packages to:

Joseph da Silva, Ph.D., NCARB
*School Construction Coordinator /
Architectural Design Reviewer*
School Building Authority
Rhode Island Department of Education

E-mail: joseph.dasilva@ride.ri.gov

Breaking Ground

Necessity of School Construction Approval Process and Timeline



LOCAL approvals

Identify your team

Pull together a School Building Committee, composed of city and school representatives

Letter of Intent

Send a statement of interest signed by Superintendent, School Committee, and municipal representative
 Spring Approval: August / Fall Approval: January

Local Support

Stage II must include School Committee and City Council approvals
 Spring Approval: February / Fall Approval: September

Memorandum of Agreement

Signed by School Committee and Superintendent

Voter Approval

For bonds, unless the municipality has a public building authority

6 months maximum

Stage I: Identify Need

Stage II: Develop Solution

Approvals and Beyond...

State Agency Reviews

DOA Planning, RIHPHC, Commission on Disabilities

SBA Stage I

Preliminary Approval
 Authorization to move forward with Stage II
 Spring Approval: September / Fall Approval: February

SBA Stage II
Preliminary Approval

Memorandum of Agreement
 Signed by Commissioner

Enabling Legislation
 For projects that are using bonds or other forms of indebtedness

Council Approval

With recommendation from SBA Advisory Board, Commissioner makes recommendation to CESE
 Spring Approval: May / Fall Approval: November



STATE approvals

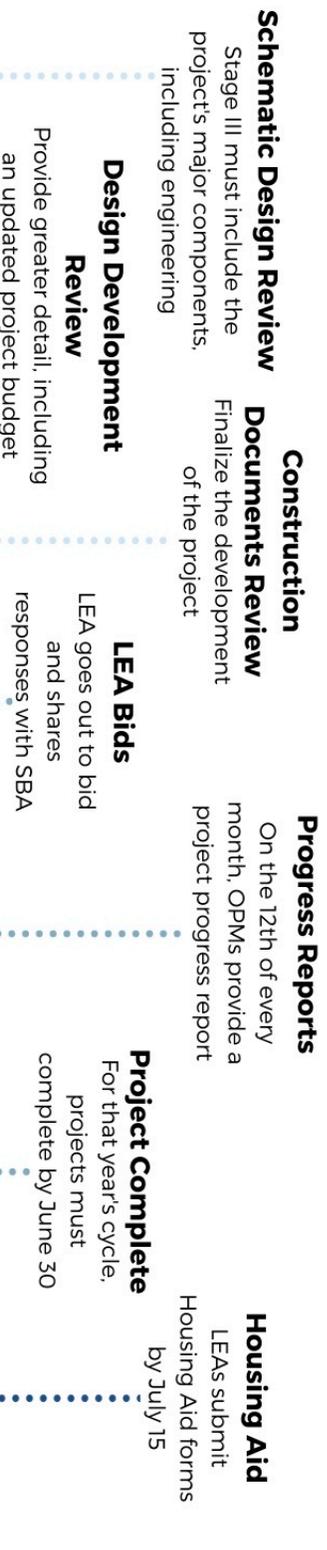


Under Construction

Seeing School Projects From Design Through Completion



LOCAL to-dos



Stage III: Design Reviews

Stage IV: Construction

Project Completion

SBA Approvals

The SBA must review and approve each of these components: schematic design, design development, and construction documents.

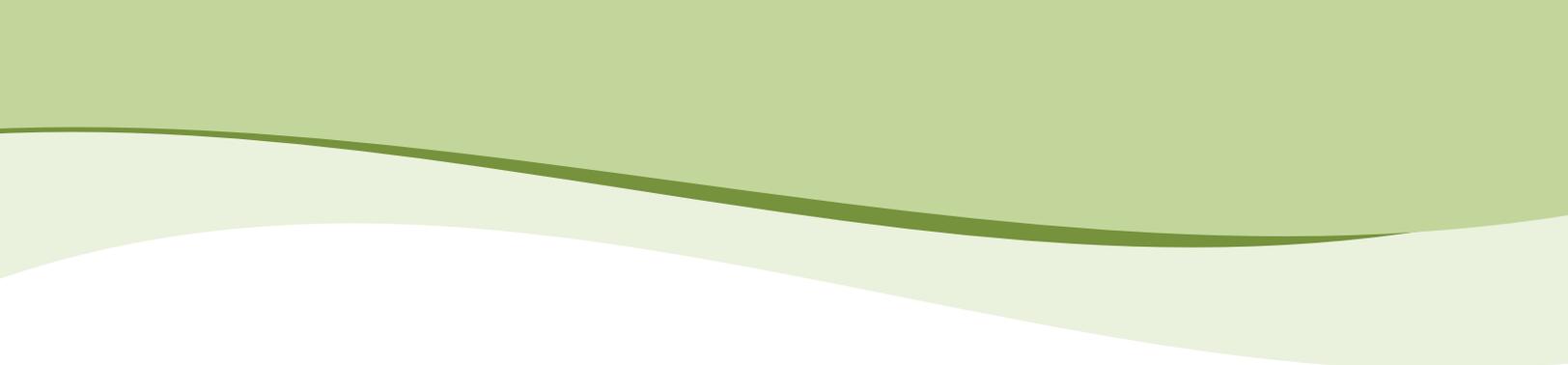


STATE to-dos

September 15 & March 15
RIDE makes Housing Aid payments twice annually for projects completed by June 30



RIDE
Rhode Island
Department of
Education



NECESSITY OF SCHOOL CONSTRUCTION
STAGE I
INFORMATION AND INSTRUCTIONS

STAGE I APPLICATION

The submission of Stage I expresses an LEA's intent to seek a Necessity of School Construction approval and confirms a commitment to procure appropriate professionals, establish a School Building Committee, and to conduct an Educational Facility Master Plan.

The Stage 1 checklist and explanatory detail is provided below.

STAGE I - CHECKLIST

1. Statement of Interest & Project Justification (see SOI checklist below)

Required Information:

Name of Local Education Agency (LEA) and Point of Contact

Executive Summary of Stage I application describing LEA facility conditions, recent capital improvements, status of existing approvals, issues to be addressed, and overview of Facility Master Plan.

The LEA must indicate whether the building will be a renovation of a current building, a major renovation, an addition, or construction of a new building.

Project Priorities - District must demonstrate perceived priority need in accordance with statute and identified school deficiencies are to be outlined along with demonstration of applicable category (see Appendix). Project priorities must be reconciled with the prioritization of projects conducted by Jacobs for the statewide assessment

Project Schedule

LEA agrees to procure the services of an Educational Facility Planner for the application and an independent engineering Commissioning Agent for the proposed work.

LEA acknowledges they received the template they can choose to use in their procurements.

LEA will obtain building inspections or notify responsible parties to determine that school buildings conform to appropriate state law and regulation by August 1st, pursuant to [Rhode Island General Law 16-21-3](#).

Statement of Interest must be signed by the Superintendent of Schools, School Committee Chair, and Municipal Representative

Additional Information Required for Major Projects Program applications:

For Major Projects Program, provide description of educational facility planning process to be undertaken – including development of educational facility program specifications, an analysis of school facility capacities per current use, and financing mechanism anticipated. If applicable, also provide projected capacity when delivering the LEAs educational program if it differs from the ca-

capacity per current use. Capacities must be reconciled with those provided by Jacobs in statewide assessment.

___ **For Major Projects Program**, provide proposed detailed schedule for educational facility planning process, including major milestones such as local approvals and submissions to RIDE (Stage I, Stage II, and any other anticipated submissions). This will become the basis for the district's Major Projects submittal schedule.

2. ___ Initial Compliance Certification Form signed by the School Business Official, the Superintendent of School, and the Chair of the School Committee (see Appendix A)

3. ___ School Building Committee Members list and backgrounds (*Use letter template – Appendix B*)
Confirm School Building Committee membership and provide signed letter and table provided in Appendix B. The Committee can include additional members as necessary to comply with local or charter requirements; however the School Building Committee must include all members as outlined in the School Construction Regulations.

4. ___ LEA Map with Highlighted Educational Facilities
LEAs can use the [Summary Maps provided on RIDE's Website](#).

5. ___ Asset Protection Plan
LEA must confirm it has submitted its Annual Asset Protection Plan on ERIDE and authorizes RIDE to use this submission to satisfy the requirement for Stage I.

6. ___ Certified Educational Facilities Manager credentials
RIDE 1.11-2 establishes minimum requirements for the employee who supervises buildings and grounds for school districts. Provide a resume and evidence of any building maintenance and/or operation certificates.
___ Confirm adoption of Indoor Air Quality Assessment & EPA "Tools for Schools"
Provide a copy of the resolution signed by school district requiring participation in an indoor environmental management plan, equivalent to US EPA's Tools For Schools (NECHPS Operations and Metrics Prerequisite 6.0 – Indoor Environmental Management Plan).

3. ___ Capital Facilities Improvement Plan
Fast Track Repairs
Districts submit five (5) year capital improvement plans so that an approval is only necessary once every five years. These plans should include projects that are capital improvements to the existing facility and not related to maintenance and operations. The plan must include high priority deficiencies and the prioritization must be reconciled with the statewide assessment data provided by Jacobs. Capital Improvements Plans that are focused on high priority projects must also allocate at least 10% of construction costs to appurtenances that improve school environments.
Equipment purchases are not reimbursable as capital improvements. For example, computer purchases are not approvable capital items; however, the wiring and infrastructure changes necessary to upgrade the technology would be acceptable.

Major Projects

Provide a vision statement; define focus elements, expectations, aspirations and needs which influenced the recommendations for the improvement plan. List and describe each recommended project and plan execution order/priority. The plan should include school level, phase, location, grades housed, year built, total gross square footage site size, condition of school building, present enrollment, student capacity, capacity difference, suggested enrollment and square footage, proposed action, and proposed cost. The timeline for the improvement plan should outline capital costs plan per year with appropriate escalation factors. Consideration must be given for swing spaces and ability to finance.

Districts are required to have an approved current capital improvement plan on file at RIDE. Only projects included in the capital improvement plan will be eligible for approval. Capital Improvement Plan is a long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation. The capital improvement plan allows for systematic evaluation of all projects at one time so that a district can anticipate future needs. The capital improvement plan should not include routine maintenance expenses of the district but should include required upkeep of the facilities, including but not limited to, roof repairs, heating and ventilation system repairs, or window and door replacement.

4. X Facilities Analysis (Comprehensive Facilities Assessment)

LEAs have the option of using the Statewide Assessment data provided by Jacobs Engineering or conducting their own facility assessment.

If the LEA is using the facility condition data compiled by Jacobs Engineering:

Provide written notification if the LEA elects to use the facility condition data compiled by Jacobs Engineering as part of the Statewide Facilities Assessment to satisfy this requirement. **The School Building Authority will provide documentation into the application for LEAs electing to use this information.**

*LEAs electing to use this information must review and reconcile the Assessment data, including deficiencies, costs, FCI, and any other pertinent information. Once submitted to the SBA, the assessment will represent the LEA's understanding of facility conditions at its facilities and as such will become the basis of the Necessity application. **Please note that the conditions data does not satisfy the requirement for Schematic Design required for Stage II.***

If not using the facility condition data compiled by Jacobs Engineering, the Facilities Analysis must include:

A facility analysis must be submitted. The Facility Analysis should list any deficiencies in the district's existing buildings and include indoor environmental quality and cosmetic improvements. The Facility Analysis must be conducted by a licensed engineer and must include:

- Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab)
- Inspection and analysis of the structural elements of the facility
- Inspection and analysis of all mechanical systems, including condition, age, energy efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards

- Inspection and analysis of the lighting system, including condition, age, energy efficiency and lighting levels
- Inspection and analysis of all controls including lighting controls and sensors, energy management systems, emergency shutoffs
- Inspection and analysis of all fire, safety and security systems including emergency plans
- Analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged.
- The facility analysis must also include site, plumbing, technology, and code assessments. Submission must include diagrammatic Floor and Site Plans for each district facility.
- Facility analysis must include prioritization of deficiencies that is aligned to and/or reconciled with the statewide assessment prioritization of deficiencies provided by Jacobs.

5. District & Community Demographics

Provide comprehensive enrollment information, including but not limited to individual school capacities with current and projected enrollments. This study should analyze and take into account a wide range of variables such as population size, migration, births, deaths, age composition and distribution, school populations by race, housing property values, real estate transaction trends, and projections for charter public schools as well as non-public schools. The submitted projections should include a minimum of five years out, but ten (10) years are preferred. All demographic projections should be compared and reconciled with the demographic study included in the statewide assessment.

District Wide Existing & Projected Enrollments by School

Community Data - projected populations and statistics; housing development statistics and analysis; immigration. In order to obtain a comprehensive understanding of district and community demographics, the analysis should also include: geographic statistics and analysis, ethnic/racial data, and private and charter school migrations.

Major Projects

For Major Projects, LEAs must specify the target population using the 5 year projection.

6. Cross Districting Due Diligence

Provide an analysis of potential economic and non-economic impact of leveraging cross-districting, which shall demonstrate that the district has considered district boundaries, other existing facilities, and population trends in determining the need and site of proposed projects.

Neighboring District Demographics (District wide by School)
Existing & Projected Enrollments

Minutes of Meeting/Correspondence with Neighboring Districts

Analysis of Potential Economic and Non-economic Impact

Individual School Student Capacities

7. Educational Program Due Diligence

Design and Educational Program means a comprehensive numerical and written description of a district's specific educational program for a specified number of students over a specified period of time. It shall include: an itemization of spaces needed to support the educational program, complete to the degree that a designer may use it as the basic document from which to create the design of a school facility; the instructional programs, grade configuration, type of facility, and the spatial relationships for the functions housed at the facility; the number of students and a list of any specialized classrooms or major support areas, non-instructional support areas, or external activity spaces; gross and net square footage of any affected existing facility; the overall security and security measures taken to safeguard the facility and its occupants; the school administrative organization; and the hours of operation that include the instructional day, extracurricular activities, and any public access. The Design and Educational Program shall begin with a thorough, in-depth explanation of curriculum goals and instructional activities that occur within the learning environment of the facility affected by the proposed project. The Design and Educational Program shall comply with all applicable laws and applicable CESE and SBA regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year. The Design and Educational Program for the proposed project shall include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage, and establish a realistic construction budget.

The education specifications section should also address external space. The district should indicate whether there is enough space for parking, bus turn around, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

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

For proposals for schools serving more than 400-500 students, districts are encouraged to address the smaller instructional and support services groupings that are necessary to provide personalized learning environments. This may include creating small learning communities of 400-500 students in larger schools; creating advisories, or other opportunities that allow students to be well known by at least one adult; and other strategies that facilitate the care of individual student's social, emotional, academic, and future career needs.

Existing School Capacities and Grade Configurations

LEA's must reconcile school capacities with the three capacities provided in the Statewide Assessment.

Approved Educational Program certified by School Committee

Educational Program Needs Assessment

Educational Facility Planning Services Master Price Agreement (not required)

Please note that the State of Rhode Island has created Master Price Agreement 575 for Educational Facility Planning Services to expedite the procurement of services to comply with this requirements. LEAs are under no obligation to use vendors from the approved list.

8. ___ Planning Activities

The intent of this section is to summarize project planning activities. This section will provide a description of the procurement process for any consultants assisting the district, an identification of the consultant team, and describe the planning meetings.

In addition, this section will describe the alternatives explored, historical implications of existing facilities, and the energy efficient and smart growth concepts considered. Failure to perform adequate research while planning may result in development of incomplete educational specifications, pursuit of a school construction project which does not address all of your needs, costly change orders during the course of construction, or insufficient local support for the project and defeat at referendum. Refer to the *Recommended Action Plan* prepared by Jacobs for planning recommendations.

___ Describe the project planning activities, including any activity by existing committees, as well as options the planning team developed.

___ **For Major Projects Program:** For projects considering a new site or an addition to an existing building, please describe assessment of the proposed site per the School Construction Regulations, the Northeast Collaborative for High Performance Schools protocol, and all applicable local and state statutes and regulations, including the Industrial Property Remediation and Reuse Act. *(See Appendix D for excerpts of school siting regulations and guidance)*

___ **For Major Projects Program:** Describe whether the district considered smart growth concepts with relation to educational facilities and the impact of suburban sprawl in developing and planning for new construction. If possible, projects should encourage revitalization of existing facilities and consideration should be given to locating facilities in areas that are already served by existing or planned water, sewer, and other public infrastructure.

___ Statewide and Local Planning Considerations

Describe whether the planning committee considered statewide and local planning implications of existing facilities, including the local comprehensive plan. Provide a description of any coordination with local officials regarding site selection, possible consolidation, proximity to community resources, transportation impact, storm water pollution prevention and site layout. If the project involves renovating or demolishing a building, please advise the Rhode Island Office of Strategic Planning and Evaluation.

Contact Information:

Division of Statewide Planning
RI Department of Administration
235 Promenade Street, Suite #230
Providence, RI 02908

9. ___ Approval of Funding for Architectural Feasibility Study

Include a proposed scope of work for the Feasibility Study , including Educational Facility Master Plan.

10. __ Operating Budget Analysis

Provide a preliminary overview of available or projected local funding. Submit analysis of the impact on the operating budget of the proposed project(s). Include savings and/or cost of additional maintenance, instructional and/or support staff, additional utility costs, transportation and potential additional revenue.

11. __ Utility Incentives –

Districts are required to participate in energy efficiency and technical assistance programs that are available through applicable utility and government programs. In order to maximize the incentive, LEAs must work with the utility company from early in the planning process.

For renovations in existing buildings provide evidence of correspondence with Jerry Drummond (jerry.drummond@nationalgrid.com) at National Grid.

For new construction, provide evidence of correspondence with Kathy Arthur (Kathleen.Arthur@nationalgrid.com) at National Grid.

12. __ Document how all preliminary planning consultants' contract procurement satisfies applicable laws

Assurance that all contracts and subcontracts are in conformity with all applicable provisions of federal, state, and local law and regulations, including those related to minority hiring. Additional information is available on the following website www.mbe.ri.gov.

Provide request for proposal used to solicit quotes from vendors for Architectural/Engineering services, School Committee Meeting Minutes, or provide documentation from City/Town Solicitor that the procurement satisfies all applicable laws.

End of STAGE I Checklist

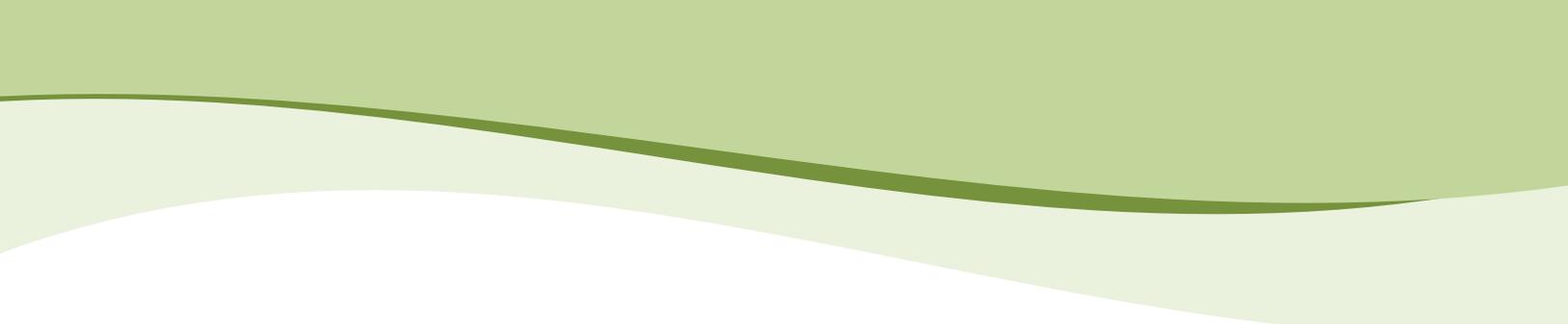
STAGE I SBA REVIEW

REVIEW OPTIONS:

Approval: The School Building Authority (SBA) approves the Application and schedules and conducts a conference with the School Building Committee and SBA at which questions about the Application may be asked and answered and the school construction regulations and feasibility study requirements are discussed. If a project is approved, a written timeline will be established for how the project will proceed.

Further information needed: The School Building Authority (SBA) returns the Application with requests to provide timely answers to questions, clarification of prescribed issues or request supplemental information. This step may also include a Plan Review where the concerns are addressed at the scheduled conference. LEAs proceeding beyond the Stage I application process, without SBA approval, are not in conformance with Necessity for Construction regulations.

Disapproval: The School Building Authority (SBA) returns the Application and notes the reasons for disapproval. The district may request a meeting with RIDE to review the Application and the decision.



NECESSITY OF SCHOOL CONSTRUCTION
STAGE II
INFORMATION AND INSTRUCTIONS

STAGE II APPLICATION

The intent of this step is to develop and agree on a solution to the verified capital improvement needs at the LEA. LEAs must receive Stage I preliminary approval and submit State II applications by the required date for consideration by the Council.

CHECKLIST

1. ___ Project Summary and Prioritization

The intent of this section is to summarize and clearly justify why the proposed project is necessary. Projects must also be prioritized per the district's perceived needs with justification that clearly aligns any proposed capital improvements with the priorities established by statute (RIGL 16-105.3) and recommended by the SBA Advisory Board. If new construction is proposed, this section should indicate why new construction is required as opposed to renovating existing facilities. This section should reference the current condition of existing facilities and data that supports the need for the project, including enrollment projections, community data, and project cost comparisons. With renovation projects, the application should clearly indicate that the condition of the affected facilities is poor. The application should note whether the renovations are necessary for building code compliance, health and safety concerns, security issues, etc. The application must include the prioritization of proposed school improvements following the format used for the Statewide Assessment. Any deviations from the prioritization provided in the Statewide Assessment must be reconciled in the application. If the application is focused on high priority projects, the district must also allocate at least 10% of construction costs to appurtenances that improve school environments, including indoor environmental quality and cosmetic improvements.

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

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

Summarize any other information deemed necessary to support the need for this project. Applicants must include a list of building deficiencies that this project will remediate, such as

capacity issues, indoor air quality issues, ability to offer ancillary services, providing appropriate learning environments, etc.

2. Architectural Feasibility Study

Design and Educational Program

Design and Educational Program means a comprehensive numerical and written description of a district's specific educational program for a specified number of students over a specified period of time. It shall include: an itemization of spaces needed to support the educational program, complete to the degree that a designer may use it as the basic document from which to create the design of a school facility; the instructional programs, grade configuration, type of facility, and the spatial relationships for the functions housed at the facility; the number of students and a list of any specialized classrooms or major support areas, non-instructional support areas, or external activity spaces; gross and net square footage of any affected existing facility; the overall security and security measures taken to safeguard the facility and its occupants; the school administrative organization; and the hours of operation that include the instructional day, extracurricular activities, and any public access. The Design and Educational Program shall begin with a thorough, in-depth explanation of curriculum goals and instructional activities that occur within the learning environment of the facility affected by the proposed project. The Design and Educational Program shall comply with all applicable laws and applicable CESE and SBA regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year. The Design and Educational Program for the proposed project shall include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage, and establish a realistic construction budget.

The education specifications section should also address external space. The district should indicate whether there is enough space for parking, bus turn around, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

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

For proposals for schools serving more than 400-500 students, districts are encouraged to address the smaller instructional and support services groupings that are necessary to provide personalized learning environments. This may include creating small learning communities of 400-500 students in larger schools; creating advisories, or other opportunities that allow students to be well known by at least one adult; and other strategies that facilitate the care of individual student's social, emotional, academic, and future career needs.

Comparison of costs between project and other alternatives. If the project involves new construction, the cost analysis must show clearly and fully that the proposed new construction is the best available alternative to meet the projected need based upon educational programs to be housed, total cost effectiveness (including life cycle cost analysis using twenty years as the lifetime),

and the public interest. A consideration of indirect costs associated with the project, such as new sewers, roads, transportation or utilities must be included. If there are surplus buildings, include benefits or costs to the public, such as re-sale value or demolition costs.

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

___ District's High Performance Green Status/Goals

In addition, to ensure that integrated design, construction, and maintenance approaches are consistent with the goals of High Performance Schools the following policy and operations prerequisites are required.

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

___ Consideration of school district or school facility consolidation

Submit an analysis of the option of school consolidation and school district consolidation. The analysis must include acknowledgement and reconciliation of the utilization analysis of the LEA provided by Jacobs in the Statewide Assessment. Documentation shall include:

- i. Current school capacity and enrollment by school and grade and anticipated five year district growth by grade and school;
- ii. A map of the district showing the location of the site or sites under consideration and the location of existing school buildings in the district;
- iii. The attendance area to be served by the proposed school and the number of school-age children who reside within the attendance area and future demographic projections for the district and attendance area;
- iv. A map of the nearest adjacent district(s) showing their buildings and attendance areas;

- v. Other potential non-school buildings evaluated for conversion, include information on age, location, size, nearby community services and buildings, cost, and needed modernization;
- vi. Information regarding any school buildings abandoned by the district or converted to other use by the community in the last ten years including a map of their location in the district;
- vii. A comparative analysis of the potential impact of building sites on student transportation and local traffic conditions including traffic impact, public transportation opportunities, times of transit by school transportation, and cost of any changes that would be required to roads or the transportation system; and
- viii. Documentation must also be provided demonstrating that a licensed professional engineer has examined soil conditions for structural integrity and drainage in order to determine the suitability or lack thereof of possible sites and identified the existence of soil conditions which may increase site development costs.

___ Analysis of Historic Implications:

Describe whether the planning committee considered historical implications of existing facilities. If the project involves renovating or demolishing a building, please advise the Rhode Island Historical Preservation & Heritage Commission.

Contact Information:

J. Paul Loether, Executive Director
 RI Historical Preservation & Heritage Commission
 Old State House
 150 Benefit Street
 Providence, RI 02903-4134
 (401) 222-4130 Fax (401) 222-2968
 Email: JohnPaul.Loether@preservation.ri.gov
 Web site: www.preservation.ri.gov

___ Traffic/Transportation Impact Plan

Whenever possible, sites shall be located close to public transportation. In order to reduce automobile-related pollution and conserve energy, designs shall incorporate the use of public transportation and carpooling by minimizing parking, creating bike facilities, providing safe walking/biking access, and other appropriate design elements.

Additionally, applicants shall consider the proximity of other services in the community, such as supermarkets, commercial office buildings, grocery stores, day cares, cleaners, fitness centers, hair care, hardware, laundry, medical/dental services, senior care facilities, public parks, pharmacies, post offices, banks, libraries, and community centers.

___ Preliminary energy analysis or modeling

Include an analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly

encouraged. *The analysis must include reconciliation with the Energy Report Card provided by Jacobs in the Statewide Assessment.*

Consideration of the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing such maintenance costs. LEAs must include a narrative that addresses the strategies for training, operating, and maintaining the complex HVAC systems and controls.

Energy Management Consulting Services Master Price Agreement (not required)

Please note that the State of Rhode Island has created Master Price Agreement 508 for Energy Efficiency Services to expedite the procurement of services to comply with this requirements. LEAs are under no obligation to use vendors from the approved list.

___ Feasibility of using renewable energy technologies

Consideration of life-cycle costs estimates of all feasible energy systems to identify the system with the lowest life-cycle cost estimate

3. ___ Schematic Design Documents.

LEAs that use facility condition data from the Statewide Facilities Assessment must have professional architects and engineers develop Schematic Design documents and cost estimates. Schematic Design requirements are established by School Construction Regulations (1.09) and further guidance is provided in the [Design Review Guidance](#) document at RIDE's website.

4. ___ Design and Construction Cost Projection.

Cost projections must consider the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing operation and maintenance costs. Districts must demonstrate the incorporation of life cycle cost analysis in the selection of mechanical systems, equipment, and materials.

The projection shall include a detailed breakdown of the costs associated with this project. This cost analysis should include not only the estimated costs of construction escalated for inflation at the anticipated bid date but also the project management and design fees. Refer to Section 1.07-1. Project management, design fees and other soft costs as a percentage of total construction costs shall not exceed 20% of the general construction costs, as determined by the SBA. Cost estimates must be reconciled with those provided by Jacobs in the Statewide Assessment.

Basic architectural services shall consist of the following phases, schematic design, design development, construction documents, bidding, and construction administration and include the following: architectural drawings, mechanical, electrical, plumbing, fire protection, structural, site development, basic environmental permitting, graphics, lighting design, acoustics, data and communication, educational consultants, any specialty consultants for laboratory, library/media center and kitchen space, code consultants, accessibility, and other services established by the SBA. Additional architectural services may include: geotechnical consultants, asbestos consulting, wetlands flagging, and other additional services as determined by the SBA.

Cost projections must be broken down between new space (i.e. addition) and space improvements (i.e. renovation). If a district is building an addition onto a school as well as

conducting major renovations, the soft costs shall be pro-rated between the two aspects of the project. By separating the costs, the SBA is able to compare the cost of the new construction versus renovation. The cost comparison should also include an evaluation of the potential for the use of historic tax credits for historic buildings that are being reused or surplus.

5. ___ Financing Plan

Districts must consider the impact on the operating budget of implementing the project in such detail and format as required by the CESE, including but not limited to, an estimate of the costs of additional maintenance required of the district, the costs of additional instructional or support staff, additional utility costs, the costs of additional transportation, if any, and the estimated revenue, if any, from the sale or lease of any school facility decommissioned as a result of implementing the project.

The Financing Plan must include any assumptions regarding the bonuses and pay-as-you-go funding activated by the passage of the [\\$250M school construction bond](#).

Consider how financing this project will impact the district, including, the district's current level of indebtedness, and estimate potential increases in the local tax rate as a result of this project. Indicate how this project will be financed. If the project is to be supported by financing other than a general obligation bond, please indicate the alternative financial mechanism selected and a brief explanation as to why it is sound and cost efficient both in terms of the project itself and overall municipal fiscal policy and practice. Please keep the following items in mind when considering financing mechanisms:

- The financial mechanism must meet the test of prudent municipal financing policy, and shall have a term no longer than the useful life of the project.
- Interest costs are reimbursable only on general obligation bonds issued through the Rhode Island Health and Education, Building Corporation (RIHEBC).

Contact Information:

Ms. Kimberly W. Mooers
Executive Director
RI Health and Education Building Corporation
170 Westminster Street
Providence, RI 02903
Phone: (401) 831-3770 Fax: (401) 421-3910
Email: kmooers@rihebc.com

- The normal public review required for financial mechanisms other than bonds, e.g. formal appropriation of funds by a city or town council, will be required prior to reimbursement.

Charter Public Schools Only: Because charter schools do not require municipal support, please provide a description and defense of the funding mechanism. Indicate where the additional funds will come from to make the debt service payments. Note: if the charter school fundraises to pay for part of the capital campaign, this portion of the project cost will not be reimbursable under the Housing Aid program.

6. ___ Site Purchase Plan (if necessary)
Districts must detail information about the location, cost, and acquisition plan for any new site. The site must meet all site standards included in these regulations. The district has sole responsibility for identifying and acquiring control of the site.
7. ___ Local Support
Districts must submit documentation of community support for the project, including City/ Town Council and School Committee approvals. Please include a timeline for when the project will be submitted to voters for approval, if applicable.
8. ___ Project Timeline
Submit detailed project schedule through completion including post occupancy energy commissioning and including SBA plan review submittals at 100% SD, 100% DD and 60% CD.
9. ___ Commissioning Agent Services / Owners Project Manager / Clerk of the Works
The district shall procure the services of an independent engineering Commissioning Agent. Commissioning is the process of ensuring that systems are designed, installed, functionally tested, and capable of being operated and maintained to perform in conformity with the design intent of a project. The Commissioning Agent must be secured prior to the design phase of the project. The Commissioning Agent must be independent and procured separately from the contract for the district's construction services. The Commissioning Agent will be responsible, in part, for the local reporting required to implement state enforcement of the regulations for the project during the design, construction, and operational acceptance process to ensure compliance with the regulations during integrated design. During schematic design and design development, the Commissioning Agent will verify that all standards have been met through meetings with the design team and review of plans submitted by the design team. The Commissioning Agent will continue to monitor compliance with these regulations through the development of construction documents and through the construction process to ensure that all building systems, mechanical and lighting equipment, and all specifications are in compliance with regulations, included in and consistent with all plans, construction documents, and cost estimates. The Commissioning Agent will submit reports certifying compliance with all standards and regulations to the SBA and the district representative. The Commissioning Agent should work closely with the district's project manager, also referred to as clerk of the works.

The Commissioning Agent must:

- Bring the owner's needs and project requirements to the forefront at each phase of the project to ensure that the finished project will meet expectations;
- Improve the building's overall performance by optimizing energy-efficient design features and directly addressing issues like equipment performance testing and system integration; and-
- Verify that building staff members are well-trained and possess the documentation they need to operate and maintain the building's systems and equipment after turnover.

Commissioning Agent Master Price Agreement (not required)

The State of Rhode Island has created **Master Price Agreement 462 for Commissioning Services** to expedite the procurement process. LEAs are under no obligation to use vendors from the approved list.

If the project is approved, a Memorandum of Agreement will be entered into with the district that sets forth the dollar authorization for the project (budget agreement), the scope of the project, and any contingencies that the district must comply with. Districts will be required to agree to any contingencies noted in the Memorandum of Agreement. A standing contingency is that districts will be expected to warn and conduct the vote for public approval for funding within six months of the Council's approval. If the voters do not approve the project within that time frame, the approval will expire and districts will have to start at Stage 1 again. The district will submit a signed copy of the Memorandum of Agreement to RIDE within 10 days of receipt. The Superintendent, or other chief administrative officer of the district, as well as all members of the School Committee must sign the agreement.

End of STAGE II Checklist

STAGE II SBA REVIEW

REVIEW OPTIONS:

Approval: The School Building Authority (SBA) provides a preliminary approval of the Application and advances a recommendation to the SBA Advisory Board and then to the Council on Elementary and Secondary Education.

Further information needed: The School Building Authority (SBA) returns the Application with requests to provide timely answers to questions, clarification of prescribed issues or request supplemental information. LEAs that proceed with any projects, without SBA approval, are not in conformance with Necessity for Construction regulations and will not be eligible for State aid.

Disapproval: The School Building Authority (SBA) returns the Application and notes the reasons for disapproval. The district may request a meeting with RIDE to review the Application and the decision.



APPENDICES

APPENDIX A

INITIAL COMPLIANCE CERTIFICATION

This Initial Compliance Certification (“ICC”) must be completed by all Applicants, as defined by RIDE School Construction Regulation (SCR) 200-RICR-20-05-4.3.A.1, who intend to submit a Necessity of School Construction application to the Rhode Island School Building Authority (the “Authority”), as defined by R.I.G.L. 16-105.2. The Authority will not consider a District, as defined by RIDE School Construction Regulation (SCR) 1.01, to be eligible for School Housing Aid or School Building Authority Capital Funding until after the District has properly submitted an ICC and received Council on Elementary and Secondary Education approval.

1. The District hereby acknowledges and agrees that in order to qualify for any funding from the Authority, the District must comply with R.I.G.L. 16-7-35 through 16-7-45 and RIDE SCR 200-RICR-20-05-4 *et seq.* which require the Authority’s collaboration and approval at each step of the Necessity of School Construction approval process and further acknowledges and agrees that any actions taken, costs incurred or agreements entered into for the repair, renovation or construction of school facilities without the explicit prior written approval of the Authority shall not be eligible for state aid.
2. The District hereby certifies that it will study and consider all available options for remedying the deficiencies identified through the Necessity process, including, to the extent applicable, regionalization or tuition agreements with adjacent school districts, district assignment policies within the school district, rental or acquisition and any necessary rehabilitation or usage modification of any existing building which could be made available for school use.
3. The District hereby acknowledges and agrees that, before the Council on Elementary and Secondary Education can grant final approval of a Project, the District must submit documentation of community support, including City/Town Council and School Committee approvals, vote to authorize and appropriate the full amount of funding for the Proposed Project that is necessary to meet the total project budget, as agreed to by the Authority and as described in RIDE SCR RIDE SCR 200-RICR-20-05-4.
4. The District hereby acknowledges and agrees that, in connection with a Proposed Project or an Approved Project, it shall use any standard forms (certifications, statements, affidavits, and agreements) established or developed by the Authority.
5. The District hereby acknowledges and agrees that it will notify RIDE in writing six months prior to the sale, lease, demolition or other removal from service of any school facility in the district’s jurisdiction, or portion thereof. Where a building that has received school construction payments from RIDE for a building that has not remained in service for 50 years, RIDE may recapture at its discretion a portion of the State aid.
6. The District shall undertake a Feasibility Study to investigate potential options and solutions, including cost estimates, to the School’s deficiencies and issues, as identified through the Necessity of School Construction process, or as otherwise determined by the Authority. The District hereby acknowledges

and agrees that, as part of a Feasibility Study where a new school option is among the options that may be studied, the District shall study potential sites for the Proposed Project and hereby acknowledges and agrees that it shall base its site selection for a Proposed or Approved Project on, among other things, cost and environmental factors, including an awareness of soil conditions and their probable effect on foundation and site development costs, transportation effects, dislocation of site occupants, and relationship to other community facilities in accordance with the School Construction Regulations.

7. The District hereby acknowledges and agrees that any Approved Project for the construction of a new facility, or for the addition to or renovation of an existing school facility, shall have a useful life of fifty (50) years as a public school in the District as required by RIDE SCR 200-RICR-20-05-4.
8. The District hereby acknowledges and agrees that it shall procure the necessary professionals to conduct any necessary assessments, develop an educational program and specification, design and engineer Approved Projects, and manage construction. The necessary professional must monitor compliance with the regulations through the design and construction process to ensure that all building systems are in compliance with regulations and are consistent with all plans, construction documents, and cost estimates as required by RIDE SCR 200-RICR-20-05-4.
9. The District hereby certifies that it has specifically read the provisions of RIDE School Construction Regulations RIDE SCR 200-RICR-20-05-4 and certifies that it has met or will meet each of the requirements described therein and further acknowledges and agrees that the District's failure to comply with each requirement, as determined by the Authority, may be grounds for disapproval of the District's application.

District Name: _____

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.

By:
Title: Superintendent of Schools
Date:

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.

By:
Title: Chair of the School Committee
Date:

APPENDIX B– School Building Committee Letter Template

[PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date

Joseph da Silva, Ph.D., NCARB, REFP
School Construction Coordinator
School Building Authority
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Dr. da Silva:

In accordance with RIDE School Construction Regulations 200-RICR-20-05-4, attached for your review and approval is the membership of the School Building Committee for _____ School District located in the (City, Town or Regional School District).

The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the (City, Town or Regional School District). Committee Members include the following:

(Please provide name, title, address and phone number of each member, and indicate who the Chair of the School Building Committee is. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included.)

School Building Committee Table: Valid as of _____

Designation Committee Role – Alignment w/ RIDE 4.9.2.A.2	Name	Background	Voting Member
Superintendent of Schools			
Member of School Committee			
Local official responsible for building maintenance			
Representative of the office or body authorized by law to construct school buildings in the municipality			
School principal			
Member who has knowledge of the educational mission and function of the facility			
Local budget official or member of the local finance committee			
Member of the community with architectural, engineering and/or construction experience			

After approval of this committee by the Authority, the (City, Town or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.

Sincerely,

Authorized Signature for the District, City, or Town

APPENDIX C: Project Priorities:

All projects will be considered in accordance with the priorities outlined in Rhode Island General Laws 16-105.3:

Priority 1. Projects to replace or renovate a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.

Immediate Health and Safety

- Elimination of exposure to hazardous materials
- Improvement of Indoor Air Quality problems that threaten the health of students and staff

Code Compliance

- Repair to address a determination by a state or local building inspector of an impending school facility closure
- Modernization and/or renovation to come into compliance with Rhode Island State Building Code (RISBC) and all applicable codes, including but not limited to the fire, life/safety, electrical, and mechanical codes

Priority 2. Projects needed to prevent loss of accreditation.

Priority 3. Projects needed for the replacement, renovation or modernization of the HVAC system in any schoolhouse to increase energy conservation and decrease energy related costs in said schoolhouse.

Priority 4. Projects needed to replace or add to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.

Priority 5. Projects needed to comply with mandatory instructional programs.

Please note that project prioritization rubric is subject to change. The prioritization methodology for FY18 is provided for reference on the next page.

APPENDIX D - SCHOOL SITING CONSIDERATIONS

200-RICR-20-05-4.6: SITE STANDARDS

4.6.1 Site Ownership

The applicant shall own the site of an Approved Project or be in the process of acquiring or have a reasonable expectation of owning the site by the end of the Architectural Feasibility Study (refer to Section 1.08-2).

If the applicant is acquiring a new parcel of land for the project, the applicant shall provide in its Architectural Feasibility Study to RIDE a completed, signed, and sealed description of the plot plan of the land to be acquired showing:

- Topographical and contour lines
- Adjacent properties indicating current land uses, access roads, deed restrictions, easements, protective covenants, right of ways, and environmentally sensitive areas such as waterways and wetlands.
- The acreage and dimensions of the tract proposed for acquisition
- Anticipated footprint of the proposed school

4.6.2. Responsible School Site Selection

Protecting student health is the most important issue during site selection. These requirements are intended to eliminate sites containing pollutants known to be hazardous to student and staff health. A variety of factors, from hazardous materials in the soil to airborne pollutants from nearby sources, will be considered in the site review process.

1. Project sites must be at sufficient distances from facilities that might reasonably be anticipated to emit hazardous air emissions or to handle hazardous or acutely hazardous materials, substances, or waste. Applicants must demonstrate that the health and safety of students and staff are not jeopardized by the location of the site.
2. Project sites must have a minimum separation of 500 feet from 50-133kV power-lines, 750 feet from 220-230kV power-lines, and 1,500 feet from 500-550kV power-lines; and 1,500 feet from railroad tracks, hazardous pipelines, and major highways.
3. Project sites may not be located in an area with moderate or high radon potential, or in an EPA radon zone, unless the school building project plan incorporates a radon mitigation strategy.
4. Sites shall be free from noxious pollution or contamination, and shall be selected to avoid flood plain, wetlands or other environmentally sensitive areas. A new school site must not be located within a one-mile radius of an active landfill. A landfill, as defined by the RI Department of Environmental Management's Hazardous Waste regulations, shall mean a disposal facility or part of a facility where hazardous waste is placed in or on land and which is not a land treatment facility, a surface impoundment, an injection well, a waste pile, or a corrective action management unit.

NORTHEAST COLLABORATIVE FOR HIGH PERFORMANCE SCHOOLS (NECHPS) PROTOCOL

SS 1.0 Site Selection

State and federal laws and regulations for school siting and environmental impact studies were created to prevent schools from being constructed on sites containing pollutants known to be hazardous to student and staff health. A variety of factors, from hazardous materials in the soil to airborne pollutants from nearby sources are included in the site review process. At existing facilities, an assessment should be undertaken to determine the environmental and health problems with the facilities prior to renovations.

New Schools Requirements.

Complete a Phase I (and Phase II if necessary based on Phase I assessment) Environmental Site Assessment in accordance with ASTM E1527-05. This must include:

- Identification of facilities within $\frac{1}{4}$ mile that might reasonably be anticipated to emit hazardous air emissions, or handle hazardous or acutely hazardous material, substances or waste. A determination shall be made (following ASTM 1527-05) that such facilities will not adversely affect the health of students, staff or teachers.
- A risk assessment and implementation of appropriate mitigation measures, or the establishment of appropriate “buffer zones”, to ensure that the proposed school site would not expose school occupants to significant health or safety risks from rail lines, hazardous material pipelines, high power transmission lines, toxic air emissions from stationary sources, or other sources of pollution including those identified under ASTM 1527-05.
- Written findings verifying that the site is not currently or formerly a hazardous, acutely hazardous substance release, or solid waste disposal site or, if so, that the wastes have been removed in a manner that meets the referenced standard. Also, the written findings must state that the site does not contain pipelines, which carry hazardous wastes or substances other than a natural gas supply line to the school or neighborhood. If hazardous air emissions are identified, the written findings must state that the health risks do not, and will not, constitute an actual or potential danger of public health of students or staff. If corrective measures of chronic or accidental hazardous air emissions are required under an existing order by another jurisdiction, the governing board shall make a finding that the emissions have been mitigated prior to occupancy of the school.
- Identification of train tracks, freeways or traffic corridors within 500 feet of the site and analyses that neither short-term nor long-term exposure to air pollutants poses significant health risks to students.
- Site the school with at least the following distances from the edge of respective power easements above ground; 100 feet for 50-133 kV lines, 150 feet for 220-230 kV lines, and 350 feet for 500-550 kV lines.
- The site shall be self-draining, including detention ponds or other engineered systems (lakes) to control and direct water, and free from depressions in which water may stand and be allowed to stagnate. The site shall be kept free from refuse, weed overgrowth, and other hazards. Livestock or poultry shall be located more than fifty (50) feet from food service areas, offices, or classrooms except those offices and classrooms associated with animal husbandry activities.
- The site shall not be located near an above-ground water or fuel storage tank or within 1500 feet of the easement of an above ground or underground pipeline that can pose a safety hazard as determined by a risk analysis study, conducted by a competent professional, which may include certification from a local public utility commission.
- If the site is located in an agricultural area, identify drift problems throughout the year from highly toxic and volatile pesticides. Pesticides under concern are listed as “Restricted Use Products” by the US EPA.

If highly toxic and volatile pesticides are identified and not mitigated, the school will not meet this prerequisite.

- If the school drinking water source is an on-site private well, the well water must be tested by the local health department or authority having jurisdiction to ensure the water is free of harmful contaminants prior to occupancy. The local jurisdiction may require further testing during occupancy.

Major Renovations Requirements.

- All Major Renovations must identify facilities within ¼ mile, which might reasonably be anticipated to emit hazardous air emissions, or handle hazardous or acutely hazardous material, substances or waste. A determination shall be made (following ASTM 1527-05) that such facilities will not adversely affect the health of students, staff or teachers.
- Refer to U.S. EPA's School Siting Guidelines for additional guidance on identification of nearby facilities that may impact the school site, conducting Phase I and Phase II site assessments, evaluating potential impacts from nearby sources of air pollution and integrating public involvement into the school siting process
- Renovation projects shall complete the latest version of the FIT (Facility Inspection Tool) developed by the California Office of Public School Construction (OPSC).
- Renovation projects shall complete the Environmental Review Process as they apply to existing schools, as outlined in *School Siting Guidelines* published by the US EPA, Chapters 3 through 6.

Additionally, the NECHPS protocol has several credits relating to site selection and design, including: Environmentally Sensitive Land / Preserve Greenspace and Parklands; Minimize Site Disturbance; Construction Site Runoff Control / Sedimentation; Post Construction Stormwater Management; Central Location; Located Near Public Transportation; Joint-Use of Facilities; Human Powered Transportation; Reduce Heat Islands – Landscaping / Sites; Reduce Heat Islands – Cool Roofs / Green Walls; Avoid Light Pollution and Unnecessary Lighting; School Gardens; Use Locally Native Plants for Landscape; and Site and Building Best Practice.

Building on Hope

One-Year Report on the Providence Public Schools' Transformation



December 2020



RIDE

Rhode Island
Department
of Education

Providence
Schools

Building on Hope

One-Year Report on the Providence Public Schools' Transformation



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Dear Providence Community,

On behalf of the teams at the Rhode Island Department of Education (RIDE) and Providence Public School District (PPSD), we express our profound gratitude for the community's faith and partnership in our work to serve the students and families of Providence.

Over the past year, we have collectively refused to accept the decades of low expectations for our students, and instead set forth a vision of excellence we know our students can achieve. We have made a concerted effort to make changes that both respond directly to community demand and are grounded in what we know will improve student outcomes. This report outlines much of that work.

We know that investments in curriculum, technology, professional staff, and facilities are critical building blocks to lasting change. But the catalyst for that change is constantly raising

expectations for all who have a stake in the Providence schools. Our students can do much more. Our teachers can do much more. Our school leaders can do much more. Together, we all can – and must – do more to deliver on the promise to our community and our students.

From the day we began this work – November 1, 2019 – we have challenged ourselves, our teams, and our city and state to do more for our kids,

We have made a concerted effort to make changes that both respond directly to community demand and are grounded in what we know will improve student outcomes.





Throughout this challenging year, our heroes have been the Providence students, their families, our teachers, teacher assistants, and all our supporters in the community.

so that they can succeed and we can offer an example for the entire nation to follow. We look forward to a continued collaboration as PPSD transforms into a model urban school district with high expectations for all, modern school buildings, classrooms equipped with world-class learning tools, well-prepared teachers, and families fully engaged in their children's learning.

Throughout this challenging year, our heroes have been the Providence students, their families, our teachers, teacher assistants, and all our supporters in the community. The community's role, including the dedicated work of the Parent Advisory Council (PAC) and our Community Design Team (CDT) members, has been and will remain essential to getting this work off the ground and building momentum.

In 2020, we have proven that we can do anything by working together. We look forward to doing even more in the years to come.

With utmost respect,

Angélica Infante-Green
Commissioner of Education

Harrison Peters
Superintendent

Responding to the Community & Delivering for Students

It has been a little over one year since RIDE, with the support of Governor Gina Raimondo and Providence Mayor Jorge Elorza, took unprecedented action by assuming the management of PPSD. Taking on all the challenges of the broken system in Providence was a major undertaking on its own, but COVID-19's rapid emergence made the last nine months historically challenging. We produced this report to capture how much of the groundwork has been done and how much work is already planned for the coming year. As we make changes, it is critical that we lay a strong foundation so that these changes are long lasting.

The Johns Hopkins report demanded a drastic response. In June 2019, a team of local and national education experts, led by the Johns Hopkins Institute for Education Policy, issued an [in-depth report on the state of Providence's public schools](#). The report concluded that top-to-bottom, PPSD was a broken system, desperately in need of dramatic, across-the-board reform. Its major findings cut to the heart of the matter: low expectations were pervasive in the city's schools; the system was failing students, families, and the community; and there was a powerful desire for immediate, positive, and long-lasting change.

This stark reality was reflected in student performance results. Based on 2019 state assessments, only 12 percent of Providence students were performing at or above grade level in Math and 17 percent in English Language Arts (ELA). This meant that 88 percent of students were below grade level in Math and 83 percent in ELA, or that roughly one out of every six students was able to



FROM THE JOHNS HOPKINS REPORT

“There is an exceptionally low bar for instruction and low expectations for students. Very little visible student learning was going on in the majority of classrooms and schools we visited – most especially in the middle and high schools. Multiple stakeholders emphasized that the state, district, and business community have very low expectations for student learning. Many district team members and community partners broke down in tears when describing this reality, which classroom observations verified.”

read or do math on grade level. Heartbreakingly, these numbers were even worse for differently abled students and multilingual learners (MLLs). Only 2 percent of differently abled students were proficient in Math and 4 percent in ELA. Among MLLs, just 4 percent were proficient in Math and only 5 percent in ELA. In some schools, performance results were so low they could not be publicly reported. High school performance results told a similar story of students fundamentally not being prepared for college and careers after they graduated high school.



Education Commissioner Infante-Green and the RIDE staff engaged in extensive community engagement activities to dive below the surface of the report's findings and prepare to take action. After a series of public forums and a rising tide of community demand to raise expectations and enact real change, the Council on Elementary and Secondary Education voted unanimously to grant RIDE the authority to intervene in the management of the Providence schools, starting on November 1, 2019. Further [financial analysis by EY](#) added more detail on how the budgetary priorities of PPSD were out of step with the needs of the community and how layers of bureaucracy were stifling teacher and student success.

One year later, the transformation of PPSD is well underway. While it will take time to reverse decades of neglect and failure to serve the students and community, we made great strides this first year in building a solid foundation

From unifying PPSD with top-notch Math and ELA curriculum options, to increasing professional development, to improving support for MLLs, we are setting high expectations and transforming the learning environment in PPSD.

for lasting change. We have made a series of substantive, foundational changes that will improve teaching and learning in all our schools.

From unifying PPSD with top-notch Math and ELA curriculum options, to increasing professional development, to improving support for MLLs, we are setting high expectations and transforming the learning environment in PPSD. We worked with more than 100 teachers to help select the curriculum options, demonstrating the deep and ongoing commitment to work with educators every step of the way. More changes are on the way, including major investments in building new learning spaces and reimagining older buildings – work that we are doing in collaboration with the City of Providence.

We continue to put families and the community at the center of all we do.

From the first day of our work in Providence, we invited the community to help us shape the transformation plan. “Turning Hope Into Results” is our Turnaround Action Plan (TAP), guiding our efforts on a daily basis – and community voice is at the heart of it. Meanwhile, we continue to make changes to strengthen connections between schools and the families they serve, including requiring parent-teacher conferences across the district.

We are persevering through a global pandemic. When COVID-19 hit our schools (less than one month after Superintendent Peters

assumed his role), we made sure each student had the tools and connectivity they needed to keep learning. We are working tirelessly to ensure our students can learn safely in their classrooms – the best place for them – and we are improving distance learning for students who rely on it. We are committed to continuous improvement, and we are learning every day how to do it better.

The report begins with a timeline of actions taken over the year, an overview of how we began to fundamentally change the district’s organization to be more responsive to the needs of schools and students, and the story of how PPSD responded to the COVID-19 pandemic. Following that, we have

MAJOR THEME FROM SUMMER 2019	YEAR 1 GOAL FOR TRANSFORMING PPSD
1 Low level of academic instruction and expectations	Excellence in Academic Instruction and High Expectations for All Students Will Be the Norm
2 Parents feel powerless	Parents and Families Will Be Supported, Empowered, and Engaged
3 Teachers and staff are demoralized and disenfranchised	Teachers and Staff Will Be Engaged, Energized, Motivated, and Invested in Student Learning
4 Principals and school leaders have no authority	Principals and School Leaders Will Be Autonomous and Empowered to Lead
5 Schools are crumbling across the city	School Buildings Will Be Modernized and Updated
6 Poor school culture and safety concerns	All Schools Will Be Safe, Modern, and Have a Respectful and Positive School Culture
7 System governance gets in the way of student outcomes	Our Central Office Will Be Effective, Efficient, and Responsive

organized our work into seven sections that align with the major themes of the 2019 Johns Hopkins report and subsequent community engagement sessions.

Transforming those findings into goals, each section contains a list of major actions taken to make progress toward that goal.

Each goal details the significant actions we have taken over the last year towards meeting it. Our aim is to capture the breadth and depth of our work, both to share with our community and to give

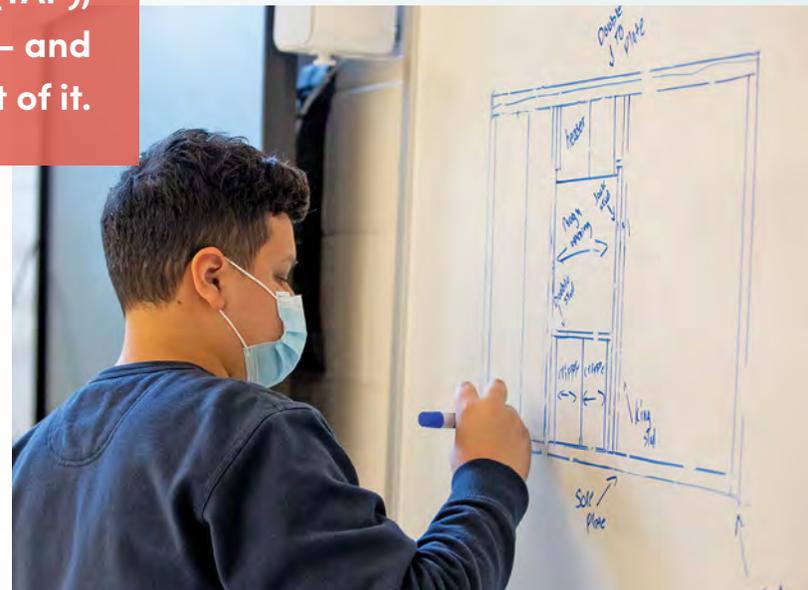
From the first day of our work in Providence, we invited the community to help us shape the transformation plan. “Turning Hope Into Results” is our Turnaround Action Plan (TAP), guiding our efforts on a daily basis – and community voice is at the heart of it.

others who may embark on such an undertaking a starting place for their efforts. Each goal also contains an “Inside Story,” which describes the roots and impact of one major initiative, such as how PPSD launched its effort to implement consistent, high-quality curriculum across the entire district.

We are moving forward. Each section also includes a preview of key upcoming initiatives that will propel change in the coming years. These touch on nearly every aspect of teaching and learning in the district, including a range of activities related to reimagining high school; the new requirement for regular parent-teacher conferences; a strengthened and aligned capital improvement

plan; ongoing work to realign the budget process and move resources closer to the student level; and publicly reporting on all our work to achieve the goals of the TAP.

Our next major goal is to complete a new employment agreement with our teachers, one that will be a catalyst for lasting change. The new contract will be thoroughly student-centered, treat educators like true professionals, empower school leaders to make changes that help students, and give the district tools to recruit the best teachers possible, including more teachers of color. While we remain at the negotiating table with union leaders, *tweaking the status quo is not an option.*



While we have gotten off to a strong start, we know that we have just begun our long journey together. We invite the community to remain engaged with us as we pursue the ambitious goals of the TAP over the coming years. ★

Delivering for Students and the Community

To fix a broken system, you have to start from within. For PPSD, that also meant starting at the top, by fundamentally transforming its Central Office into one that supports schools and the students they serve. Critics of the Central Office in the Johns Hopkins report and community forums kept using the same word: disconnected.

New mandates and requirements were disconnected from principals who already felt unsupported, overwhelmed, and burdened with mandates. Instructional strategies set at the Central Office were disconnected from approaches to support educators with implementation.

Over the course of the past year, both Commissioner Infante-Green and Superintendent Peters made several moves to revamp the Central Office at the heart of a “New PPSD,” one that could lead and support the city schools to become the high-performing system its students and families deserve.

Communications and supports were disconnected from the lived realities of students and families. And all of the various efforts handed down from Central Office? They were routinely disconnected from one another.

A modern, engaged Central Office that puts students and families first, holds schools accountable for high standards, and provides schools with needed support, is the heart and soul of every high-performing school system. Over the course of the past year, both Commissioner Infante-Green and Superintendent Peters made several moves to revamp the Central Office at the heart of a “New PPSD,” one that could lead and support the city schools to become the high-performing system its students and families deserve.



BUILDING THE TURNAROUND TEAM, PRIORITIZING FAMILIES AND EQUITY

In January 2020, after a comprehensive national search, Commissioner Infante-Green introduced Harrison Peters to serve as Providence's State Turnaround Superintendent. With Superintendent Peters, Providence found a leader with significant experience in turning around urban school systems. Previously, as Deputy Superintendent-Chief of Schools for Hillsborough County Schools in Florida, Peters was responsible for the day-to-day operations of the district's 250 schools that served approximately 220,000 students.

Transforming PPSD, however, is not a job for just one or two individuals; it requires a whole-team approach. With Superintendent Peters, Commissioner Infante-Green also announced new senior roles that would put the community and equity at the front and center of transformation efforts: Nick Figueroa as Chief of Family and Community Engagement and Dr. Barbara Mullen as Chief Equity Officer.

As part of the new organizational chart, students and families are at the top – reinforcing that the district serves them above all else. Through the elevated Office of Family and Community Engagement, PPSD sought to fundamentally reshape how PPSD interacted and provided services to families across the system. This team shifted its approach to be more of a rapid response and support team that immediately addressed issues families experienced with improved overall customer service.

These new leaders were in addition to the team that Commissioner Infante-Green had already started building, which had included a new PPSD Chief of Staff and Chief Operating Officer. These team members focused on revamping PPSD's internal operating and financial systems, based on key findings from a [financial analysis conducted by Ernst & Young](#) (EY). This analysis painted a picture of a district where the status quo had kept investments and systems from directly addressing student needs – a critical failing. In response, the district's antiquated human resources office, was quickly reorganized and oriented on student outcomes, among other actions.

From his first day in late February 2020, Superintendent Peters officially started engaging with educators, leaders, student, and families, while constantly gathering feedback to transform PPSD into a school system that serves them and the entire community.

Even before Peters joined the team, PPSD was able to successfully and smoothly open the 2019-20 school year, thanks in large part to the steadfast and experienced leadership of Interim Superintendents Dr. Frances Gallo and Dorothy Smith.

TRANSFORMING INTO A NEW PPSD (DURING A CRISIS)

From his first day in late February 2020, Superintendent Peters officially started engaging with educators, leaders, student, and families, while constantly gathering feedback to transform PPSD

into a school system that serves them and the entire community.

Less than one month into the job, the COVID-19 pandemic hit Rhode Island, resulting in a rapid shift to virtual learning. Despite these major challenges, Superintendent Peters maintained his focus on turnaround efforts. In the spring of 2020, he managed to visit every school in a three-week period, collaborate and meet with school-based and Central Office staff, and conduct a careful study of the district.

Meanwhile, as part of the Commissioner's and Superintendent's joint commitment to community involvement in improving PPSD schools, RIDE and



the district completed work on the [TAP](#), developing goals and initiatives through an extensive, community-driven process. This process was led by the 45 dedicated members of the CDT, who continued to work virtually through the COVID-19 pandemic.

Based on the comprehensive feedback from schools and the community, Superintendent Peters

identified three specific challenges that would need to be addressed if PPSD was to transform into a system that could successfully implement its new turnaround action plan:

- 1) The work of district offices needed to align with the shared goals of the district.** The district lacked a clearly articulated theory of action for improving student outcomes. Initiatives had been proposed, staff added to the payroll, and business done without clear connection to achieving larger goals.
- 2) The organization needed to prioritize school support over all other demands.** The bottom line was that the Central Office was simply not designed around the needs of schools and students. School leaders, educators, and students were not receiving the supports they desperately needed and craved. At the core, schools and their communities were not set up for success.

These changes, built upon the steps Commissioner Infante-Green had already made, set the district up to implement the TAP, and also netted nearly \$1 million in annual savings, primarily through a consolidation of more than 20 staff positions.

- 3) The district needed to replace outdated, resource-heavy approaches to operations to be more efficient, effective, and responsive in serving students and families.** As noted in the EY financial analysis, Central Office costs had grown faster than school budgets.

While the district had increased in size, it was not reviewing functional areas to ensure they remained necessary and in keeping with best practices. The city's and state's taxpayers could not afford to subsidize outdated staffing

The new structure and reorganization of effort have enabled the district to add significant talent to lead the district over the coming years.

arrangements and resource-heavy operations, which inherently sacrificed student supports and outcomes.

MAKING AN IMMEDIATE IMPACT

In response to these challenges, Superintendent Peters proposed and implemented a new organizational model for the Central Office that followed a coherent and strong theory of action. These changes, built upon the steps Commissioner Infante-Green had already made, set the district up to implement the [TAP](#), and also netted nearly \$1 million in annual savings, primarily through a consolidation of more than 20 staff positions. While reducing staffing is always difficult, the district had a clear mandate to prioritize the success of students and ensure financial sustainability. The new structure and reorganization of effort have enabled the district to add significant talent to lead the district over the coming years.

The new changes to PPSD's organizational structure included:

- 1) **Building network offices designed to support school leaders and schools.** Realistically, PPSD could not ask school leaders to assume greater accountability over day-to-day operations in their buildings if they were not provided the necessary supports to succeed. PPSD schools



are now organized into two networks (one for elementary and one for secondary schools), each led by a network superintendent who has greater oversight and responsibility for innovation than the previous zone executive director position.

Each of these networks include dedicated instructional, data, and evaluation supports, thereby moving these traditional Central Office functions closer to the school level where they can build stronger working relationships, have greater accessibility, and ultimately be more effective and responsive. The reorganization also included network-specific supports around climate and culture, attendance, and family support services.

2) Increasing staff capacity to better serve MLLs.

The district committed to further bolstering supports for MLLs as have been outlined in the district's agreement with the U.S. Department of Justice. These supports are also aligned to the network model of school oversight and support. As part of these new resources, PPSD elevated oversight of MLLs within its organizational chart by creating the new Executive Director of Multilingual Learners role. Additionally, PPSD added a position focused exclusively on supporting MLLs district-wide, including leading the expansion of high-quality bilingual/dual language programs and improving engagement with families of MLLs.

PPSD added a position focused exclusively on supporting MLLs district-wide, including leading the expansion of high-quality bilingual/dual language programs and improving engagement with families of MLLs.

3) Reforming and streamlining how services are operationalized in several key areas of operations, including:

- **Student Affairs Office (SAO).** PPSD has restructured the SAO to bring the work closer to school leaders and schools. Student safety and disciplinary concerns frequently came up as an issue in the Johns Hopkins report. Specifically, in regard to SAO, the report noted that students were passed from one school to another, and, as a result, some schools were labeled as “dumping grounds.”

To improve support, the SAO has been relocated to the network to better align with the new model for school support.

- **Human Resources.** The Human Resources (HR) office at PPSD had used antiquated, paper-based systems and had often been viewed as an impediment to successful school staffing, rather than a support. As one stakeholder noted in the Johns Hopkins report, “Human Resources is larger than ever, but nothing has actually changed for schools.” Many of the HR functions were outdated and not specifically in service of schools. PPSD streamlined HR, reducing head count while reallocating staff to better support schools. In particular, three staffing and recruitment positions were created for the



first time, and these staff members are now assigned and accountable to a cohort of schools – one for elementary, one for middle, and one for high – to provide a single point of support for recruitment and staffing needs.



intervention, this responsibility and capacity had primarily resided with the City of Providence. While the city still owns the buildings, the district is stepping up its efforts to work with city leaders. In its reorganization, PPSD added the expertise and capacity needed to both better manage its custodial

In its reorganization, PPSD added the expertise and capacity needed to both better manage its custodial services contract and ensure the district's capital plan and investments meet the needs of city schools and students.

- **Finance and Budget.** Clarity on the district's finances has been a major issue for years, and the EY report gave PPSD leaders a wealth of information to make better decisions. New leadership has since identified a number of ways the Finance and Budget division could be reorganized to better support schools and phase out outdated district functions. For example, payroll was reorganized to reduce the number of staff members focused on processing paper timesheets and increase a focus on building systems to automate and monitor weekly payroll. Additionally, positions were reallocated to create network budget coordinators that, similar to HR, are assigned and accountable to meeting school needs related to budget and finance.
- **School Facilities.** In most school systems, the school district is responsible for overseeing its school facilities. However, prior to the state

services contract and ensure the district's capital plan and investments meet the needs of city schools and students.

- **Central Supply and Administration.** The district maintained a significantly sized central supply/warehouse staff, and yet school leaders and schools rarely saw these individuals or understood their role. Moreover, the practices of how supplies and resources were allocated across districts were outdated. The district significantly reduced staff in this area to generate savings that helped it shield schools and classrooms from budget cuts triggered by the COVID-19 pandemic.

MEET THE NEW TEAM



Chief of Family and Community Engagement (Nick Figueroa)

Nick sets the strategic vision for internal and external engagement as a key lever for students' success in Providence. He is a leader, spokesperson, and resident expert on effective engagement of key stakeholders, including families, partner organizations, and community members at large. He and his team developed the short- and long-term engagement vision for PPSD and work to establish a culture of high expectations and shared responsibility for equitable access for meaningful partnerships.



Chief of Equity, Culture, and Student Supports (Barbara Mullen)

Barbara oversees the district's special education services and works on all issues related to diversity, equity, and the development and sustenance of a vibrant, inclusive, and diverse community of students and staff. She also oversees the development, measurement, and reporting of district-wide progress related to diversity, school climate, and community, and she provides direct leadership and support for initiatives for underrepresented and vulnerable populations within the district.



Network Superintendent of Elementary (Susan Chin)

Susan leads the district's elementary school reform strategy and is building a new district model of school support through the creation of a new elementary school network support function. She is responsible for helping principals increase their capacity to improve teaching and learning in their schools by providing coaching and training, as well as through the direction of instructional and operational resources and support provided by their cross-functional Network Team.



Network Superintendent of Secondary (Olayinka Alege)

Olayinka leads the district's secondary school reform strategy and is building a new district model of school support through the creation of a new secondary school network support function. He is responsible for helping principals increase their capacity to improve teaching and learning in their schools by providing coaching and training, as well as through the direction of instructional and operational resources and support provided by their cross-functional Network Team.



Deputy Superintendent of Learning (Kechara Bradford)

Kechara will work to ensure students have access to a high-quality, equitable, and data-driven learning environment that will provide them with the confidence to succeed academically and to continue on to postsecondary education opportunities. This leader will provide vision and leadership for innovation and improvement in standards-aligned instruction and assessments in the district; support educators in cultivating a high level of learning for all students; and ensure that all services are implemented in accordance with federal, state, and local regulations.



Executive Director of Multilingual Learners (Jen Efflandt)

Jen serves in this newly elevated position that oversees the district's implementation of services for MLLs. The position was previously a director level one and has been elevated to prioritize provision of these services.



Secondary Transformation Officer (Kevin Gallick)

Kevin serves as a coach of high school principals, as well as a leader in developing and supporting the implementation of high school transformation strategies.



Executive Director of Elementary Schools (Patricia Royal)

Patricia serves as a coach of elementary principals, as well as a leader in developing and supporting the implementation of the elementary network school support strategy.



Executive Director of Middle Schools (James Boyd)

James serves as a coach of middle school principals, as well as a leader in developing and supporting the implementation of the secondary network school support strategy. ★

PPSD Supports Students Through the COVID-19 Pandemic

SPRINGING INTO ACTION

School turnaround work relies on innovative thinking and a sense of urgency. Those same attributes helped Providence Public Schools serve as a statewide leader in responding to the initial COVID-19 outbreak in March, as well as in bringing students back safely for in-person learning this fall.

In March, when the district had just 24-hours' notice to enact a switch to distance learning due to an uptick in coronavirus cases, the PPSD team quickly moved into action. Behind the scenes, the teaching and learning team had already begun

In March, when the district had just 24-hours' notice to enact a switch to distance learning due to an uptick in coronavirus cases, the PPSD team quickly moved into action.

mapping out robust online curricula for every grade band in the event that in-person learning was no longer feasible. As a result of this planning, with just one day available before school buildings temporarily shut down, PPSD distributed more than 10,000 Chromebooks to families.

Over the next several weeks, the district adjusted to the “new normal.” Schools set up their own ongoing technology distribution events, increasing the total number of computers distributed to 20,000 in just the first few weeks. PPSD shared maps of open hotspots around the city with families who lacked internet connections at home, connected families with free or low-cost internet access options, and delivered Wi-Fi hotspots to families unable to access other options.

PPSD opened a call center to help families who were struggling with new technology and, to be as responsive to community needs as possible, put bus monitors and crossing guards to work in a newly created customer service initiative, where they proactively reached out to families to offer assistance and information. PPSD also



provided additional professional development to educators on teaching online, using distance learning technology, and practicing self-care. The district held 306 sessions for the application of IT in distance learning classrooms, from beginner through advanced. Nearly 6,000 teachers took advantage of this offering. There were 33 sessions on social-emotional wellness, which were attended by 839 educators.

PLANNING FOR ALL SCENARIOS

As the city schools transitioned from one school year to the next, it was clear that PPSD needed to move from responding and reacting to the COVID-19 crisis to preparing all students to excel

The crisis brought out the best in all involved. Teachers went into the communities to deliver special education packets to students who could not use computers.



The crisis brought out the best in all involved. Teachers went into the communities to deliver special education packets to students who could not use computers. Administrators traveled to the homes of families to help them set up technology. Science teachers sent seed packets home for families to grow their own science experiments. Music teachers used technology to bring soloists together to form online choruses. Career and Technical Education (CTE) teachers used their 3-D printers to make face shields for medical personnel. Schools connected with families in crisis and got them outside resources to help with food, clothing, and shelter. It was an anxious, but ultimately inspiring, moment for the PPSD community.

in the new environment. This began over the summer, as the PPSD team worked with RIDE experts to craft a comprehensive, [70-page plan for managing the reopening of schools](#) that addressed four scenarios: a full reopening, a partial reopening, a

limited reopening, and full distance learning. The incidence of COVID-19 in the community would determine under which of these scenarios district schools would reopen in the fall.

The district solicited community input on a large scale through a widely distributed survey reaching more than 3,000 stakeholders, and PPSD held more than 25 focus groups with students, parents, partners, and community leaders to discuss and clarify priorities. The district also held online community forums to keep families informed, answer questions, and address concerns.

Given the high expectations everyone held for the safe opening of schools, district and school leaders

got right to work preparing school buildings for the fall. With full support from the state, the district made a significant investment in PPE, procuring more than 300,000 masks, 20,000 face shields, 20,000+ bottles of hand sanitizer, and 2,000+ gallons of disinfectant, which were distributed to schools in advance of the start of school.

All classrooms were deep cleaned, and more than 60 extra custodial staff were hired to ensure daily disinfection of all rooms and regular wipe-downs of high-touch surfaces, such as light switches and stair rails, throughout the day. Rooms were rearranged so that all students faced the same

ensure that classrooms had the proper number of air exchanges – whether or not the buildings had HVAC systems. The district installed more than 750 box fans and more than 500 HEPA filters to enact the engineer’s recommendations.

The district also made significant investments to improve student learning experiences. For technology, PPSD purchased more than 12,000 additional Chromebooks, 1,300 Wi-Fi hotspots, and 120 SmartBoards – and the district has ordered

The district solicited community input on a large scale through a widely distributed survey reaching more than 3,000 stakeholders, and PPSD held more than 25 focus groups with students, parents, partners, and community leaders to discuss and clarify priorities.



direction and desks were spaced to maximize their distance from each other. Hallways were outfitted with 6-foot social distancing markers and one-way directional stickers to limit exposure during passing times.

To suppress airborne transmission of the virus, PPSD contracted with a ventilation engineer to

and expects to receive more than 2,000 laptops for teachers and classroom sound amplification systems, to clarify voices while teachers wear masks, by the end of the year. In addition, the district spent \$5 million to provide students with access to high-quality curricular materials in both digital and hard-copy formats, as well as best-in-class online learning tools. To make sure the safety measures and technology led to learning, PPSD added four professional development days at the start of the school year – increasing from one to five – to ensure teachers had necessary training on safety protocols and new district curricula.

In addition to preparing for in-person learning, PPSD also made plans for a strictly distance learning option, based on family and community

choice. Through listening sessions, the district learned that while more than two-thirds of families were comfortable with returning to some form of in-person learning, almost one-third were not ready. Originally, PPSD had planned to offer virtual learning alternatives to the small number of students with medical conditions that made it unsafe to return to a school environment. However, in order to respond to the community, PPSD rethought its plans and built out something more robust – the Virtual Learning Academy (VLA), which all families who signed up by the end of August could utilize.

SAFELY REOPENING AND MAINTAINING HIGH EXPECTATIONS

In the fall, PPSD implemented a staggered reopening over two weeks, first bringing back the youngest learners and students most at risk for learning loss – those with specialized services and targeted MLLs. This also gave school leaders and teachers a chance to get used to the new procedures before bringing in other grades. Elementary students stayed in stable groups and ate in their classrooms to minimize movement throughout the school.

At the secondary level, the district followed an alternating schedule. Every school was split into two groups – an A group and a B group – that would alternate days between in-person and distance learning. This strategy, designed to mitigate virus transmission in an indoor environment, reduced a building’s daily student population by 50 percent.

Understanding the importance of social-emotional learning (SEL), PPSD also focused on student needs



PRINCIPLES IN ACTION

In its planning and implementation of reopening, PPSD kept five key principles at the forefront:

- 1. Put safety and wellness first.** Leaders make decisions that put the mental, emotional, and physical health and safety of students, staff, and community first.
- 2. Be equitable.** PPSD provides access to high-quality programming for all students and when needed, prioritizes students who have been most impacted by educational inequities and COVID-19, including the youngest learners, MLLs, and students who are differently abled.
- 3. Strive for excellence.** PPSD is focused on long-term student success, not just survival. Leaders continuously assess and improve what they do and take advantage of opportunities created by the new context.
- 4. Be flexible, transparent, and responsive.** The district engages community members with transparent communication and honors their voices by making tangible changes. The district keeps plans simple, so leaders can adjust course as circumstances change.
- 5. In-person learning matters.** Research is clear that students do much better academically and emotionally by learning in the classroom with their peers. To the greatest extent possible, PPSD provides predominantly in-person learning.

in this area. To deal with the trauma caused by the COVID-19 pandemic for students and what we are calling the “new normal,” the district created a set of lessons for schools to support student SEL well-being.

Once the school year was underway, PPSD executed the plan developed over the summer, while remaining flexible and pivoting when necessary. When school leaders received feedback from families and teachers about the need to adjust the approach in the VLA, they worked collaboratively with the Providence Teachers Union (PTU) to shift more resources to the VLA and improve the instructional model. When statewide contact tracing was delayed, the district’s Director of Nursing and school-based nurses stepped in to assist in the contact tracing process. When PPSD faced challenges with student attendance, the network team made hundreds of home visits to identify issues and support students’ return to school.

Understanding the importance of social-emotional learning (SEL), PPSD also focused on student needs in this area. To deal with the trauma caused by the COVID-19 pandemic for students and what we are calling the “new normal,” the district created a set of lessons for schools to support student SEL well-being.

Through the collective efforts of its teachers, school leaders, and other staff members, Providence is one of the few large urban school districts to

bring back the vast majority of its students safely in person. While the district must deal with the daily effects of the COVID-19 pandemic in terms of incident response and quarantining, safety protocols and mitigation strategies have worked, as there has been no evidence of extensive in-school transmission of COVID-19.

Beyond ensuring a safe return, PPSD has also shown a commitment to high expectations and achievement by doubling down on investments in curriculum and teacher professional development,



while also providing families with both in-person and virtual learning options. While the virus still influences planning, RIDE and PPSD leaders remain highly confident that they can keep students learning safely and make progress on their larger commitment to fulfill the promise of the TAP. ★

PVD Year 1 Report

Progress Towards Achieving Our Goals



A Report of Actions Taken to Improve Educational Outcomes

Over the course of the last year, RIDE and PPSD have planned strategically *and* acted ambitiously to fix a broken system and turn hope into results for the students of Providence. The following is a list of the major highlights and accomplishments from this year. They are organized to align with the seven key themes that emerged from the John Hopkins report and subsequent community forums. While these highlights do not include all of the ongoing operations and support that RIDE and PPSD staff provide on a daily basis, they demonstrate follow-through on the solemn commitment to improve educational outcomes for Providence's students.

Excellence in Academic Instruction and High Expectations for All Students Will Be the Norm

WHERE WE WERE: LOW EXPECTATIONS AND LOW ACHIEVEMENT WERE THE NORM

When the Johns Hopkins report first came out, sobering responses of shock, but not surprise, emerged. Numerous individuals were quick to note that the low expectations identified in the district did not occur overnight, but instead had compounded over time, hurting generations of students. In fact, [a similar report about Providence's schools](#) had been written nearly three decades earlier.

The result of these low expectations were clear – Providence was not only one of the poorest performing school districts in Rhode Island, but was also one of the lowest performing school districts across the nation. Johns Hopkins researchers analyzed test score data for students in Providence and two comparison districts, Newark, N.J. and

Worcester, Mass., and found the academic outcomes for Providence students lagged significantly. When compared to the other two districts, “the proficiency rates of PPSD students started low and declined in middle and high school. Students in Providence achieved proficiency at very low rates, and 8th grade performance had consistently been lower than other grades over time.” In other words, student performance actually *decreased* the longer students were in city schools.

The Johns Hopkins report repeatedly pointed to low student expectations, the lack of a uniform curriculum across the district, and the low level of academic instruction as impediments to student achievement. These unacceptably poor outcomes pointed to systemic failure and clearly demonstrated the need for a radical turnaround of an acutely broken education system.

Year 1: Strengthening the Foundation

Through the TAP, RIDE and PPSD have committed to a systemic, data-driven reform effort that will close equity gaps, increase academic success for all students, and recruit and retain a talented educator workforce. A critical priority has been the immediate selection and implementation of high-quality English as a second language (ELA)

and math curricula that dovetail with competent professional development opportunities for educators. RIDE has further committed to the development of a blueprint to better serve MLL students, provide for high-quality learning opportunities for these learners, and provide ESL certification training for teachers.

Setting high expectations for all PPSD students and educators

1) On November 1, 2019, the state intervention in Providence began and Commissioner Infante-Green immediately realigned the district's administrative structure. She released a new organizational chart that kept the students and families of Providence at the top of the chart, emphasizing the Commissioner's message: kids first. The organizational realignment maximized resources and drove support more directly to schools. In the first few months of the intervention she and Interim Superintendent Fran Gallo conducted a deep review of district practices and made immediate changes, such as changing school leadership and Central Office personnel, to prioritize serving students.



FROM THE JOHNS HOPKINS REPORT

“Student engagement was wanting. In only two classrooms did instruction focus on students’ doing the majority of the work, and in many cases, students appear eager to participate but were not giving meaningful chances to do so.”

“We observed no classroom in which there was a genuine ‘productive struggle,’ in which students are called upon to grapple with, and persist through, challenging skills or concepts.”

- 2) Soon after his hiring, Superintendent Peters released a 10-page Entry Plan in March 2020, which called attention to the district's low proficiency, crumbling buildings, and the feeling of “despair,” setting high expectations for district transformation. “Education made all the difference in my life, and I know it can make the same difference for students of Providence,” Peters wrote. “We have an incredibly unique opportunity, with leadership from the state and city aligned with us, and I do not intend to squander this rare moment.” Superintendent Peters’ Entry Plan highlighted initiatives intended to “Hit the Ground Learning,” setting a foundation for success as well as advancing specific turnaround initiatives, like continuing Providence’s Central Office reorganization, undertaking school-specific performance reviews of each school, and reducing teacher vacancies for the 2020–2021 school year.
- 3) These high expectations were further solidified cemented as clear goals in PPSD’s TAP. As part of the Commissioner’s commitment to including the community in improving PPSD’s schools, the TAP was created through an extensive community-driven transformation process that included several Town Hall meetings and the dedicated work of the 45 members (from 222 applicants) serving on three CDTs. Each CDT member volunteered at least 40 hours of his or her time to this valuable work. The TAP provides a five-year roadmap to improving Providence schools. Based in the values of Students First, Equity and Access, Results, and Transparency, the TAP details 43 measurable five-year outcomes and 40 concrete initiatives (the majority of which come directly from CDT

recommendations). All of the outcomes and initiatives are aligned to three pillars consistent with the Commissioner's vision: Engaged Communities, Excellence in Learning, and World-Class Talent, along with the foundational principle of Effective District Systems.

- 4) PPSD convened and repurposed pre-existing "Equity Committee" meetings to support defining PPSD's definition of equity and ensuring equity is integrated throughout PPSD's infrastructure, including the Parent Advisory Council and Community Advisory Boards. This structure was also repurposed to further articulate a central theme anchored in TNTP's [Opportunity Myth report](#). This report suggests that low income students, MLLs, and students of color are often presented with below-grade-level work, and teachers hold low expectations for their achievement. The equity committee was reconvened in an effort to calibrate around PPSD's working definition of "equity" to ensure that it was anchored to the idea that PPSD must create the conditions for each student to have access to high quality, grade-level, aligned curriculum.

Improving outcomes for multilingual learners

- 5) In August 2018, PPSD entered into an agreement with the U.S. Department of Justice (DOJ) to improve services for MLLs. The district has been working towards meeting all the terms of the settlement agreement since 2018. This past year, PPSD worked in consultation with DOJ to create and deliver 22 professional development sessions in every district school. These sessions were attended by core content

teachers of MLLs and centered on sheltered content instruction strategies, or strategies that teachers can use to make rigorous grade level content accessible to multilingual learners at varying levels of English proficiency. PPSD will continue to work in consultation with the DOJ to create and deliver 18 additional professional development sessions in every district school on sheltered content instruction strategies to support multilingual learner instruction and access to core curriculum.

- 6) PPSD has implemented the same high quality English Language Development curriculum across all secondary schools, so that MLLs will not lose important learning if they change schools within the city. The curriculum works well in both an in-person and a virtual setting, so that all students stay current in their lessons, regardless of their learning mode during the pandemic.
- 7) PPSD has significantly increased the number of students who are in integrated classroom settings. Research shows that MLLs in ESL programs do better when they are given ample opportunities to integrate with English fluent peers. This past school year, PPSD added over 100 integrated classrooms at the elementary level. MLLs who have been in a sheltered program for two years are now integrated with general education peers, instead of being in a sheltered MLL-only classroom setting.
- 8) Due to popular demand, PPSD expanded dual language Spanish strands in four schools this year (Fortes, Lima, Lauro, Spaziano). Currently, over 1,200 students are enrolled in a bilingual or dual language program. PPSD will continue to

expand dual language Spanish programs in the upcoming year, including growing Leviton from elementary to secondary grades.

- 9) PPSD has seen an influx of secondary MLL students who enroll with limited or no formal prior education. To better support and serve students with interrupted formal education, the district expanded newcomer program seats at the secondary level from 130 in the 2019–2020 school year to 208 in the 2020–2021 school year.
- 10) One of the DOJ findings was that most schools in the district had over 10 percent of MLLs who were waived by their parents to opt out of receiving MLL services. PPSD has worked to reduce the number of MLL waivers from 10 percent in 2018–2019, to 5 percent in 2019–2020, to 1 percent this school year. This means that more MLLs are receiving the support they need to advance in English language and content proficiency.
- 11) PPSD has partnered with the Policy Lab at Brown University to assist in a cohort analysis of our MLL programs. This analysis is part of the DOJ settlement and will help the district determine whether English learners are overcoming language barriers and participating meaningfully and equally in educational programs.

Improving outcomes for differently abled students

- 12) PPSD internally reorganized the specialized services division to better align six manager roles with the new network structure and move supports for differently abled students closer to schools.

- 13) PPSD developed and delivered a new suite of five professional learning sessions focused on instructional coherence, high expectations, and inclusive practices, including *Standards Based IEP* and *Collaborative Problem Solving for Co-Teachers, CRT and the G's (Cognitive Processes) and Specially Designed Instruction and Supporting Students with IEPs*. These professional learning opportunities were delivered during the first week of PD to over 2000 PPSD educators (both differently-abled focused and general education educators, and included school support personnel and building leaders). In participant feedback, 80 percent of teachers rated sessions as highly effective and expressed the need for coaching support around the sessions' key concepts.
- 14) PPSD launched a request for proposals for a Special Education Program Review to delve deeper into programmatic effectiveness (dovetailing off recommendations from the EY financial analysis) and obtain current data to guide development of actions to improve service delivery and overall compliance support for the district.
- 15) Feedback from a family survey revealed that over 60 percent of families of students who are differently abled found that the IEP process was difficult to navigate and they were unsure of who at PPSD to contact if they had a specific need. Based on this feedback, PPSD launched the creation of standard operating guidelines to increase district effectiveness, community outreach, and family engagement for differently abled students. This tool will provide access, equity, and quality implementation of

specialized services to boost compliance and support high expectations for differently abled students.

- 16) PPSD repurposed the translator/interpreter role to include family liaison responsibilities. These include the management of social media accounts, Let's Talk (customer service) inquiries, and the coordination of the revamped Special Education Local Advisory Council. This role is responsible for providing real-time interpretation at IEP meetings, connecting directly to families who call the special education office, translating key documents, and collaborating with the Family and Community Engagement (FACE) and communication teams on districtwide strategy on internal and external communication and engagement.

Implementing high-quality and culturally responsive curriculum

- 17) A significant finding from the Johns Hopkins report was the lack of quality, coherent curriculum across the district, including sometimes even differing curriculum across grades, even sometimes within the same school. This lack of a quality, coherent curriculum significantly hurt student learning, especially as students moved between schools. PPSD engaged more than 100 teachers to develop and select a unified, cohesive approach to curriculum and professional learning. Representative teams of teachers were brought together from each elementary school and middle school, respectively, to review ELA and math curriculum choices and provide input on the programs they believed best suited the needs of their students.

- 18) Based on this teacher input, PPSD ultimately invested \$6.5 million to purchase new, highly rated curriculum materials, related professional development, and digital tools for the implementation of nationally rated English Language Arts (ELA) and math curricula across all elementary and middle schools. These curricula included:

- ELA: American Reading Company for ELA in grades K-5, and ELA and social studies for grades 6-8. American Reading Company was selected because its materials are available in Spanish.
- Math: Great Minds/Eureka Math in grades K-5 and Illustrative Math in grades 6-8.

These curricula will enable all students, whether in a traditional classroom or virtual setting, to stay current in their lessons and meet their academic goals. *See the inside story for more information.*

- 19) Elementary and middle school leaders, teacher leaders, and teachers are receiving ongoing professional learning throughout the school year in the ELA/social studies and math curricula that have been implemented in all elementary and middle schools across the district. This professional learning began in the spring of 2020, continued in the summer, and is still implemented each month, where these educators are provided with whole and small group instruction, as well as one-to-one support.
- 20) Professional learning for the American Reading Company (ARC) has included a multi-faceted approach, with supports and professional

learning occurring across the school and Central Office levels. The professional learning for ARC began in the spring of 2020 with six consensus-building sessions for all school leaders, reading coaches, and ELA and social studies teacher leaders, to secure buy-in for the new curriculum. Training continued with professional learning for educators throughout the summer, and will continue throughout the 2020-2021 school year. This professional learning includes dedicated ARC coaches assigned to each school who work with the school's leadership to design the professional learning that addresses the schools coaching needs and support. Professional learning is also provided to PPSD's reading coaches and school instructional supports, as well as to the school and district leadership teams.

- 21) RIDE and PPSD bought multicultural libraries for all classrooms in the district, to better reflect the diversity of the student population and the City of Providence as a whole.
- 22) Similar to the process that PPSD undertook for elementary and middle school, PPSD has initiated a process of reviewing and ensuring the consistent use of high-quality curriculum in high school. PPSD has initiated an RFP process and plans for engaging teachers and leaders in the implementation of new core curriculum. This curriculum selection will be a multi-step process that will be guided by RIDE's "Selecting and Implementing a High-Quality Curriculum in RI" and "Additional Review Tools to Support the Selection of a High-Quality Curriculum in RI." Review teams will be engaged in the plan for implementation through review,

selection, and consensus-building sessions of professional learning. In partnership with teachers and school leaders, PPSD will identify and prepare to roll-out new quality curriculum in high schools with a focus on English, math, social studies, and science. Roll-out will include extensive professional learning opportunities for teachers and leaders in spring 2021.

- 23) The Office of Equity and Diversity launched a series of professional development opportunities for teachers and building leaders to apply the Culturally Responsive Teaching Framework to their instructional practice, in tandem with the implementation of the new K-8 curriculum. Each community-of-practice session consists of teachers unpacking their curricular guides in alignment with the framework's key criteria: Awareness, Community Building, Building the Learning Capacity to Carry the Cognitive Load, and Assessment.
- 24) For the first time, PPSD procured culturally responsive Pre-K literacy materials. This new curriculum will be partnered with culturally responsive early childhood education professional development. This material is supported by the Pre-K Expansion and Comprehensive Literacy development grant. The culturally responsive early childhood literacy materials include Pre-K libraries from the ARC resources, and will include early childhood education and culturally responsive teaching professional learning sessions in the spring at five Pre-K sites across PPSD.
- 25) PPSD K-8 ELA/social studies curricular resource requires school leaders to develop an avid

and vibrant reading culture that shows all students (and staff) that schools are reading communities. All school leaders were given the task of establishing strategies to achieve this goal. These leaders meet regularly with the coach of the curricular resource to review and share these strategies, which include Drop Everything And Read (DEAR) sessions for students, staff, and school leaders; virtual book clubs; and photos of students, faculty, and parents with their favorite books. Attention is given to including diverse and multicultural texts. Previously, students would not read entire texts, only excerpts posted on a digital system.

Providing high-quality academic experiences during the COVID-19 pandemic

26) With guidance from RIDE and the Rhode Island Department of Health (RIDOH), PPSD safely returned students to all its schools in person under a partial reopening plan and for the first time, set up a separate Virtual Learning Academy (VLA) for more than 6,000 students (approximately one quarter of the district's total), providing families a choice between in-person student attendance or virtual student participation. This dual approach enabled PPSD to best serve its most at-risk students and ensure quality instruction across both in-person and virtual platforms, all while still prioritizing the school community's health and safety.

27) Following the launch of this brand-new VLA, RIDE and PPSD have strengthened the model by hiring a world-class leadership team, partnering with expert providers of professional development for virtual instruction,

building a dedicated call center for VLA family engagement, reducing elementary roster sizes, conducting extensive proactive family outreach (a survey, 4000+ calls, and hundreds of home visits), procuring gold-standard asynchronous curricular materials (e.g., iReady), and determining methods for assessing all students enrolled in the VLA.

28) In response to COVID-19-drive transition to distance learning and the back-to-school re-opening, RIDE and PPSD worked with outside experts to develop a week's worth of lessons based on social and emotional development. These lessons were anchored in social-emotional learning (SEL) and culturally responsive teaching (CRT) frameworks identified in Superintendent Peters' Entry Plan. There were lessons for each grade span that addressed SEL competencies and common core learning standards, while utilizing high quality instructional practices and CRT criteria facilitator moves. They included strategies, such as community building, discourse, and restorative practices. The lessons were accessed and implemented by over 1,200 teachers in PPSD. Feedback included, "these lessons are a great way to begin to embed SEL and CRT into our daily practice," and "I appreciate that these lessons are already designed and ready to use so we can focus on building relationships on day one."

29) PPSD launched the innovative Accelerate early-college program, which enabled high school seniors to enroll in college courses and earn up to 27 credits from Rhode Island College and the Community College of Rhode Island.

Accelerate was designed and implemented in under a month based on the RIDE commitment to providing eligible seniors with an enhanced senior year experience, despite the challenges presented by COVID-19. This pioneering program supports eligible seniors through a full-time cohort model, with personalized support including an early alert system to help students “stay on path” throughout the year, as well as student access to laptop, wi-fi access points, and textbooks (as needed). Student eligibility for this program was set based on the following criteria: 410/410 PSAT scores + 2.8 high school GPA + 90 percent attendance, and/or successful completion of PrepareRI Readiness Project ELA or math summer program, and/or successful completion of PrepareRI Internship Program or Boot Camp. Unfortunately, only a small number of PPSD students met these qualifications. As the Johns Hopkins report noted, the longer students had stayed in the system, the more they fell behind. In the end, around one-third of rising seniors qualified, and 75 students participated in the launch of the program.

Reimagining high-school to prepare students for college and career success

30) PPSD and RIDE began to develop a high school-specific, multi-year strategy that will fundamentally redesign high schools in Providence. This strategy will increase and improve quality pathway options that prepare students for college and the workforce. To develop this strategy, RIDE partnered with Springpoint and EY-Parthenon, two nationally recognized firms, to conduct an in-depth analysis of all PPSD high schools.

31) Springpoint provided a qualitative analysis of all schools, based on comprehensive school visits, and EY-Parthenon provided a detailed quantitative analysis about graduating students’ college readiness. The effort was funded by the Barr Foundation through collaboration with the Rhode Island Fund for Public Education. PPSD and RIDE held recurring work sessions for Springpoint and EY-Parthenon to meet RIDE and PPSD senior staff to share findings and discuss potential solutions. Evaluators continue reaching out to stakeholders – including school leaders, students, parents, and community groups – to share findings that will guide development of specific actions to benefit Providence’s high school students.

32) A new network structure was identified to reshape how PPSD high schools were staffed and supported. The new Secondary Network is designed to provide a useful and supportive connection from Central Office to each school. The network will focus on developing school capacity via a three-pronged approach by supporting school leaders to: 1) become strong instructional leaders, thereby ensuring that every school has an instructional lead with authority and responsibility to drive instruction for a set caseload of teachers; 2) develop and sustain leadership teams in schools focused on a coherent academic vision for high quality instruction; and, 3) strengthen supports for all students through strategic systems and structures, such as advisory and 9th grade small learning communities.

- 33) The Secondary Network is leading the district's high school reform strategy in partnership with RIDE, and is focused on a theory of action that PPSD should invest in stakeholder engagement and community partnerships as an anchor to drive continuous improvement. Four high schools (Hope High School, Mt. Pleasant, Jorge Alvarez, Juanita Sanchez) have been identified as in need for school redesign due to being persistently identified as a low-performing schools. Efforts will be underway in winter and spring 2021 to redesign these schools by fall 2021 in a way that fundamentally improves outcomes for the schools' students.
- 34) The Barr Foundation additionally supported the national search for the new Secondary Network Superintendent.
- 35) PPSD developed a statewide Early Warning Indicator system that serves as a critical tool in supporting students to stay on track to graduate college ready. The indicator relies on 9th grade attendance and GPA data. The tool was beta-tested, and principals have been engaged in this tool and provided feedback. PPSD intends to leverage the new Freshman On-Track Indicator and data tools to support school leaders to develop systems and structures for collaborative problem solving in 9th grade success teams and via advisory services.
- 36) In an effort to both predict and better prepare high school students for the PSAT and SAT in spring 2020, PPSD expanded its local administration of the SAT Suite of Assessments and its use of the data to intervene for improved performance. In the fall of 2019 the entire SAT suite was administered to grades 9 through 12. The purpose was to familiarize students with the test they are expected to take, as well as provide them, their teachers, schools, and the district with valuable insight into their reading, writing, and math skills. The additional administration produced data that was leveraged utilizing College Board benchmarks and sub-scores, and through their partnership with Khan Academy, which provides individualized, targeted student practice recommendations.
- 37) In January 2020, as part of this revised assessment plan, Khan Academy SAT practice tests were completed by students for schools to observe how much students had grown from their initial fall testing and to gauge their level compared to the cut-scores for accountability which would have taken place just two months later (the state administration of the PSAT and SAT were cancelled in spring 2020 due to COVID-19).
- 38) Seven PPSD high schools were selected to participate in the XQ+RI challenge (out of 20 schools total statewide). The XQ+RI Challenge was a first of its kind statewide challenge to redesign high schools to prepare students for the jobs of the future. XQ is a national organization recognized as a leader in rethinking the high school experience so that every student graduates ready to succeed in life. While XQ has conducted nation-wide competitions before, the XQ+RI was XQ's first statewide specific initiative.
- 39) RIDE piloted two youth apprenticeship programs to offer innovative pathways for students to directly prepare for and initiate

careers while still in high school. Both programs have a heavy emphasis on serving students from PPSD.

40) PPSD high school seniors participated in the PrepareRI Youth Apprenticeship Program (PRIYA). PRIYA provides students the opportunity to earn pay by working part-time in a specific career pathway while still enrolled in high school. Students work part-time, take classes that directly relate to their employment experience, and work closely with their employer and CCRI to coordinate the beginning of a career path.

41) Almost 40 percent of PPSD high schools are signed up to participate in Propel America, a national nonprofit that connects young adults with job-training organizations and community colleges to pursue a career and higher education within one year of high school graduation.

42) A cross-divisional team was formed to address both the regulatory and academic aspects of the Performance-based Diploma Assessment portion of the graduation requirements. Within the last year, the groundwork that was laid during two summer sessions with teacher representatives from high schools was expanded upon, resulting in the creation of consistent rubrics for scoring the project, a guidance document, and a course guide that serves as essentially the curriculum for the course itself. Despite the pandemic, teachers currently administering the course have been trained, there is a collective space for them to receive and share resources, and a feedback

loop has been created to share the strengths and struggles of the new course for future revision.

Holding all schools accountable for improving performance outcomes

43) The district has begun school-specific school improvement conversations with school leaders for schools identified for improvement, as well as schools identified for redesign. School leaders have been tasked with identifying innovations and improvements that will significantly improve student outcomes. In terms of school redesign, the district is set to hold a number of public conversations around how to dramatically redesign the high schools and middle schools targeted for turnaround.

44) Every elementary school conducted a deep-dive analysis into student achievement and engagement data. As part of the analysis process, the Elementary Network worked with the school-based leadership teams to identify an instructional priority and a school culture priority for the current school year. These priorities guide and focus the school improvement efforts, including allocation of resources and design of staff professional development activities. Schools monitor student achievement and engagement data through strategies including classroom learning walks and formative assessments data. School leadership teams regularly review this data at professional learning sessions and leadership team meetings, as well as after each academic quarter.

45) Before the beginning of the 2020–2–21 school year, PPSD closed Evolutions High School, a low-enrollment, low-performing, 1-star school. Evolutions High School’s approximately 270 students were incorporated into the larger Mt. Pleasant High School, where the smaller school was co-located. This closure was part of a larger Central Office effort to create efficiencies, and no teachers were laid off as a result of the school closure.

46) In addition to holding the district-operated schools accountable for improving

performance, RIDE and PPSD also ensured accountability for rigorous performance expectations for its in-district charter schools. As a result of this rigorous accountability, the Academy for Career Exploration – a PPSD district-charter high school – voluntarily turned in its charter and closed at the end of the 2019–2020 school year. RIDE and PPSD supported the parents and community of this school to enroll these students in new schools for the upcoming year.

Inside Story: Getting on the Same Page

One of the most glaring findings from the Johns Hopkins report on the Providence Public Schools was the troubling reality that there was no uniform curriculum for K–8 classrooms. Across the district, many different curricula were being used

The curricula provide PPSD educators a high-quality instructional anchor that aligns with both Rhode Island’s nationally benchmarked standards and the Commissioner’s vision for academic excellence and world-class schools. It is important to note that teachers from across the district were highly engaged in identifying options and choosing ARC and Eureka 5!

in schools and across grades. In conversations with reviewers and RIDE staff, PPSD teachers talked about the hodgepodge of learning packages being used across the district.

The fact was that Providence teachers were not given the necessary resources to do their jobs and had to supplement the best they could. In one school where there were no textbooks; students relied on workbooks for learning. Further, data showed that many students attended several schools before they left elementary school, and the changes in curriculum further disrupted the learning process. Providence students deserved better, and Commissioner Infante–Green committed to ensuring all PPSD students had an aligned, equitable education.

Leveraging a wide-ranging assessment and armed with unacceptable student performance data, Commissioner Infante–Green made an early

decision to examine the PPSD budget and prioritize “what is really important.” At the top of the list was an immediate investment in high-quality sets of curriculum for math and ELA.

After surveying the national field for the “best in class” and convening more than 100 educators to review and select uniform curriculum, the district reallocated \$4 million in existing funds to purchase the American Reading Company (ARC) Curriculum for use in Grades 1-8 throughout PPSD. A similar strategic decision was made to purchase the Eureka 5! K-5 math curriculum for the entire district soon after.

Since their adoption, the curricula have allowed PPSD educators to provide a high-quality, transparent, and equitable approach to classroom instruction in every PPSD classroom. This is a major initial step forward in the long journey of transformation. Through these learning platforms, comparable data are now available to teachers and families, and online assessment tools allow educators to quickly identify students who are struggling and need additional academic support.

ARC also has had an impact on honoring diversity in the classroom. Reading materials offered through ARC’s multicultural library allow students to engage in culturally responsive literacy activities where students can see themselves in the stories they are reading.



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A further advantage of ARC is the accompanying teacher professional development, which helps teachers build additional skills with the ARC’s state-of-the-art data tools. In addition to working well in the classroom, both

ARC and Eureka 5! can be implemented online, so elementary students enrolled in the VLA have aligned instruction with their peers in the physical classroom setting. In the case of ARC, middle school students alternating between distance learning and in-person learning have consistent instruction regardless of their location.

The uniform curriculum provides consistency in learning to PPSD's mobile student population so that if students transfer from one school to another, they remain on track with their learning and their data travels with them.

ARC also has had an impact on honoring diversity in the classroom. Reading materials offered through ARC's multicultural library allow students to engage in culturally responsive literacy activities where students can see themselves in the stories they are reading.

As the implementation of ARC and Eureka 5! progresses throughout the school year, leadership will continue to assess the effectiveness of these innovative learning tools. The adoption of these high-quality, culturally responsive curricula is one major building block in the effort to enact transformational change in PPSD. Getting teachers and students on the same page is building real momentum at the classroom level.

MOVING FORWARD: BUILDING FOR THE FUTURE

Building on the momentum of the first year of a multi-year transformation process, RIDE is expanding reform initiatives to provide all students in Pre-K through 12 with a well-rounded education experience coupled with important academic and social-emotional supports. There will be greater attention focused on the high school experience, and PPSD will better serve the needs of other specific learning groups, including the expansion of Pre-K throughout the district. The district will prioritize better access to bilingual learning and more opportunities to increase SEL competence among students and educators.

Major initiatives on the way include:

- 1) PPSD is building a multi-level data dashboard system to enhance data-driven decisions and improvement strategies at the classroom, school, and district levels. The dashboards will display data from the various evidence-based curricular resources as well as assessment results in one location. This will create the basis for robust continuous improvement conversations for every classroom and school around data tied to our five-year outcomes commitments detailed in the TAP.
- 2) By capitalizing on state and local funding, PPSD has six high-quality RI Pre-K classrooms this year. Two of the six classrooms are dual-language classrooms. With





COMMUNITY VOICES

“With the support from Providence Schools, the educators at E-Cubed Academy have become visionary catalysts, laboring tirelessly to create an innovative educational environment that includes student and parent voice, enhanced educational and internship opportunities and embracing collaboration in redesigning the high school experience for all diverse learners.”

– Deloris Mitchell, Teacher at E-Cubed Academy and member of RIDE’s Educators of Color Committee

additional state support, PPSD will release a plan to add additional high-quality Pre-K seats for Providence families. High-quality early childhood education is essential for setting our children up for lifelong success. Dozens of studies emphasize the importance of Pre-K experiences that prepare children for learning in literacy and math. Children who participate in Pre-K are better prepared for kindergarten and lifelong success.

3) In collaboration with the Rhode Island Foundation, RIDE and PPSD will expand access to bilingual and dual-language learning programs, including into the secondary level where those experiences do not exist in PPSD.

- 4) Because ninth-grade success is a pivotal predictor of overall long-term success for students, PPSD has launched a number of initiatives to support this group of students. High schools will launch ninth-grade academies, which will focus on ensuring students successfully transition to and succeed in high school, with dedicated staff members who collaborate on ninth-grade students’ academic and social-emotional needs.
- 5) PPSD will pilot small-group, relationship-based tutoring for ninth-grade students as part of the school day (rather than after-school, which limits access for students). Similar tutoring approaches have delivered remarkable results for students. For example, ninth-grade Algebra I students in Chicago Public Schools who received tutoring not only achieved proficiency in Algebra at higher rates, they were also more likely to pass their other classes and to attend school more regularly.
- 6) A panel of ninth-grade design ambassadors will provide a direct student voice and advise the Superintendent on designing their future high school experiences. This is a critical effort to ensure that student voice is captured in developing the excellent, academic experiences that will prepare themselves for college and career success. ★

Goal #2

Parents and Families Will Be Supported, Empowered, and Engaged

WHERE WE WERE: LACK OF ENGAGEMENT LEFT FAMILIES POWERLESS AND DEMORALIZED

During the countless hours of community testimony following the release of the John Hopkins report, parent after parent painfully detailed and expressed how they felt demoralized and marginalized by Providence's school system. Rather than being engaged in a school system meant to serve them and their students, parents communicated that they felt "shut out of their children's education."

This testimony was consistent with the findings from the John Hopkins report. The Central Office and schools often lacked consistent, authentic communication that supported families. Family

engagement activities, including parent-teacher conferences, were haphazard throughout the district, with no uniform process for family and community outreach. The report found the lack of programs and initiatives that connected parents and families to the schools particularly troubling.



FROM THE JOHNS HOPKINS REPORT

"The lack of parent input was striking on its own, but the widespread acceptance of this marginalization was of particular note."

Year 1: Strengthening the Foundation

A central goal in Providence's TAP is that in every school, students, families, and community members feel respected, supported, and engaged. From day one, RIDE leadership has been committed to a process that reconnects families and the community to PPSD schools with consistent, informative, and culturally relevant engagement practices. In early 2020, the Family and Community Engagement office was expanded and elevated to a cabinet-level position within the PPSD

administration. The newly appointed Chief is diligently working to create policies that will enforce a prompt 24/7 customer service structure and transparent engagement structures.

Activating the community to develop the TAP

- 1) After a summer of intensive community engagement sessions, Commissioner Infante-Green delivered on her commitment to

involve the community as partners in shaping the direction of the Providence’s long-term transformation. During the engagement, community members shared with Commissioner Infante-Green that historically they had not had a seat at the decision-making table, nor had their voices been acknowledged or respected. Through the CDT, Commissioner Infante-Green sought a community-driven approach to creating a TAP. The CDT was organized into three sub-teams, aligned with the key pillars of *Excellence in Learning, Engaged Communities, and World-Class Talent*.

- 2) In fall 2020, RIDE launched a competitive application process to recruit community members to participate as part of the CDT. RIDE received a total of 222 applications from community members for 45 CDT spots. Using a clear rubric, six community volunteers worked alongside six RIDE staff members to evaluate applications based on community involvement and relevant professional and personal experiences.
- 3) The final CDT consisted of 45 educators, students, parents, and members of community advocacy groups who volunteered more than 40 hours of collaboration time to their work. The three-month development process involved using an equity-based, design-thinking framework to examine a range of key data, identify and prioritize specific problems in the district, consider the root cause analysis of the critical problems, brainstorm solutions, and workshop those solutions with the broader Providence community.

- 4) The CDT publicly showcased its recommendations at a “Community Design Day” on March 7, 2020. Hosted at Providence’s Asa Messer Elementary School, this Community Design Day was attended by hundreds of community members, including students and families and members of the media seeking to learn about the work and offer feedback to consider before finalizing the proposals. Additionally, design team members disseminated a survey to community members to gather feedback on their recommendations, and the CDT presented these findings to the Commissioner and Superintendent.
- 5) RIDE and PPSD leadership leveraged recommendations from the CDT to form the core of PPSD’s TAP. Ultimately, over 75 percent of the TAP’s initiatives (26 out of the 40) were driven by the design team work. CDT members have continued to be engaged in first-year conversations, served as partners in the TAP rollout, and will participate in quarterly updates.

Engaging families and the community, and using their feedback to implement policy

- 6) PPSD focused on enhancing engagement with parents by reinvigorating its existing Parent Advisory Council (PAC). PPSD expanded recruitment efforts to include more representation from schools and prioritize diversity among the PAC members. PPSD increased the number of members and schools represented by 65 percent, from 20 schools/parents in the 2019–2020 school year to 33 in the 2020–2021 school year. PAC meetings

include space for families to hear directly from the Commissioner and Superintendent regarding updates about Providence's schools, as well as for these leaders to hear direct concerns from PAC members. A renewed effort is underway to better inform and support PPSD's parent leaders with ways in which to collaborate with school leaders. Additionally, PPSD has reinforced the orientation process for new members with assistance around engaging parents and principals at their schools. Overall PAC attendance has improved, and there is greater interest in the PAC's work throughout PPSD's larger school community.

- 7) Every year, RIDE administers SurveyWorks, Rhode Island's school culture and climate survey, to all public schools in the state. RIDE asks students, educators, and families about their experiences in education to gain valuable feedback for districts and schools on what is working and what needs to improve. Providence has the unique opportunity to add additional questions to SurveyWorks. This year, PPSD ensured these additional questions were aligned to the issues that are most important to families, students, and teachers. Over 13,000 students, educators, and families responded to the survey.
- 8) RIDE and PPSD are developing a Parent Bill of Rights, in collaboration with the PAC and the Rhode Island Center for Justice, to empower families to be effective advocates for their child's interests. The initiative will serve as a template that can be replicated across the state.

- 9) In a partnership with PPSD and RIDE, Rhode Island Public Transit Authority (RIPTA) is using federal funding to provide additional bus passes to high school students based on where they live. Previously, students needed to live two miles or more from their school to qualify for bus passes. However, parents and students have long sought to cut that distance to one mile away from their school. Responding to family feedback, which was even stronger during the COVID-19 public pandemic, Commissioner Infante-Green and Superintendent Peters worked with RIPTA to expand eligibility for bus passes to anyone who lives more than one mile away. As a result, more than 1,700 PPSD students can now use bus passes. In so doing, PPSD expanded access to no-cost transportation to its students, which is improving attendance and allowing students to take advantage of extracurricular activities, after-school sports, and more.
- 10) To prepare for reopening schools this fall, the district solicited community input on a large scale through a widely distributed survey reaching over 3,000 stakeholders. PPSD also held over 25 smaller focus groups with students, parents, partners, and community leaders to more clearly define priorities. PPSD also held community forums – online, rather than in person – to keep families informed and answer the many questions and concerns of the community during this time of uncertainty.
- 11) PPSD has also engaged and supported CABs to be part of school-level improvement. Approximately 60 members – including students, community members, and parents –

support school improvement across the 15 PPSD schools that were designated as in need of Comprehensive Support and Improvement due to low performance. CABs support principals and network staff to design school improvement plans that support improving student outcomes, as well as provide feedback on how federal school improvement dollars will be used to fund interventions within the school improvement plan. To build CAB members' capacity, PPSD developed and delivered a Collaboration for Equity learning series for CAB members to clarify their roles, leverage their collective expertise, and define decision-making rights for equitable outcomes. Over 50 percent of CAB members participated in this professional development across two sessions.

12) The John Hopkins Report pointed to challenges that community partners had experienced when engaging with and supporting PPSD. Changing this dynamic is critical to activating and engaging community partners to help PPSD reach the ambitious goals in the TAP. PPSD has worked to reimagine what it means to have mutually beneficial relationships with its community-based organization by focusing on student-centered initiatives that are data-driven and rigorous. This shift will enhance existing partnerships and set the stage for new partnerships that will provide multidimensional experiences for PPSD's students based on needs. Examples of reimagined partnerships in action include:

- Books Are Wings provided books to elementary school students at meal sites in the spring.

- With the funding support of 21st Century Community Learning Centers and local businesses, New Urban Arts provided art kits to high school students at Central and Classical throughout the spring and summer of 2020.
- City Year quickly pivoted its program delivery model by calling students and sending motivational videos to their students and partner teachers.
- Seven organizations provided Summer Learning Programming for students in grades Pre-K to 12, with 65 percent of program participants attending at least 2/3 of scheduled program days.
- Inspiring Minds trained and placed 100 volunteers in PPSD elementary schools to support students one-on-one.

Enhancing ongoing communication with families

13) PPSD has invigorated ongoing parent engagement through the restructuring of the FACE, including the hiring of a new Chief and putting structures in place that bring parents into the decision-making process through the PAC and CABs. This restructuring was in response to direct feedback from families and members of the community regarding their struggles in having their voices heard. PPSD's previous office configuration was not conducive to working with multiple families simultaneously. Bringing family voice to the forefront meant a realignment of operations. Centralizing the FACE team gave PPSD the ability to better

engage families in real time. The office also added two interpreters to assist with calls, walk-ins, and school-based programming.

14) PPSD reimagined its Parent Academy workshops as online, rather than in-person, events in order to engage families during the COVID-19 pandemic. PPSD's goal is to provide parents with an academy that prepares them with the necessary tools to support their students' education and student advocacy. One hundred and fifty-eight (158) parents participated in the parent academy program in the fall 2020. This new online delivery has helped to increase parent participation. Topics draw from families' needs that are unique to distance learning, such as technology support and navigating participation in the VLA. Workshops also showcase the latest improvements related to the TAP, such as the ELA and math curriculum. Lastly, the district continues to offer workshops on such perennial favorites as understanding Individual Education Programs (IEPs) and 504 plans for students with disabilities, as well as preparing for college.

15) PPSD increased customer service in all public-facing offices by developing new customer service standards to ensure all staff are more responsive to families. This customer service training is part of a deliberative culture shift to make PPSD a more welcoming and empathetic environment. As part of the standards' roll-out, the district is conducting a year-long training cycle for 200+ family-facing staff on high-quality customer service. Staff at both Central Office and at schools are receiving training on the customer service practices. This

training focuses on putting families first and being responsive to their needs in a way that is genuine and results oriented. PPSD views this as a top priority, as the district is here to serve the community in the most meaningful and positive way possible. The standards are built on five elements: Courtesy and Respect; Communication and Accessibility; Professional, Cultural, and Linguistic Responsiveness; Environment of Belonging; and Awareness and Continuous Improvement.

16) PPSD trained new building leaders, teachers, and Central Office staff in the use of KiNVO, a two-way texting software that allows the district, schools, and educators to connect directly with families in their preferred language. PPSD has strategically used this communication tool during the COVID-19 pandemic; response rates (where families text back) doubled from March to November 2020. PPSD is continuing to build staff capacity to strategically utilize KiNVO for direct text messaging and two-way communication with families, as well as to integrate KiNVO in general strategic communication and family outreach planning.

17) Superintendent Peters created a series of videos for families to explain aspects of the district's reopening plan. These videos addressed multiple components of the district's reopening plan, such as ventilation in schools. These videos, shared via social media, gave families much-needed guidance in preparation for a safe and healthy beginning of the school year.

- 18) PPSD made 4000+ proactive phone calls from Central Office to families to support the VLA and made 450+ home visits to support students with low attendance. PPSD took this proactive approach to ensure that all families understood the process for enrolling students in the VLA. From an equity perspective, PPSD needed to make sure that students had the necessary technology to access the VLA. To decrease the number of absent students, PPSD and RIDE staff conducted personal home visits, following proper COVID-19 safety protocols. These visits persuaded many students to return to school.
- 19) PPSD repurposed one staff role to serve as a family liaison specifically for families of differently abled students. The objective of this new position is to enhance direct communication and supports for families of differently abled students. The new staff member created a dedicated KiNVO list to communicate directly with these families. This was a critical step in specializing communication, since reopening guidance for families of differently abled students was often very specific and aligned to specific topics, such as how to give consent for evaluation, virtual IEP meetings, Parent Academy, and a family survey around specialized services.
- 20) In addition to creating the new family liaison role, PPSD has plans to relaunch its Special Education Local Advisory Council (SELAC), anchored in PPSD's new supportive approach. In the past, the SELAC relied on one-way communication to connect with families and did not adequately leverage the valuable expertise of our existing parent base.
- 21) In order to support our multilingual families during parent-teacher conferences, PPSD piloted an immediate, over-the-phone interpretation service (which could cover 350 languages) in the fall of 2019. The pilot was so successful that the district doubled its initial \$15,000 investment to \$30,000. When the pandemic hit, the need for real-time, multilingual communication channels skyrocketed. Once again, the district grew its annual investment in the service to \$50,000 for the 2020-2021 school year
- 22) The district has made a significant investment increase in translation services. PPSD is now working off of the state MPA to provide translation of school-related documents in all the district's major languages.
- 23) Elementary and middle school ELA curricular resources include a family engagement connection, providing ongoing updates to parents who provide information about their children's achievement levels, power goals, and the current skills that they're working on to meet their goals. Guidance to parents is provided in terms of how they can be a part of supporting these skills. Parents are also provided with access to the electronic libraries that their children are using, so they can engage in family reading opportunities.

Inside Story: Putting Families at the Center

Research is clear: when parents are engaged in their children’s education and welcomed into the school building, their children are better positioned to succeed both academically and socially. A heartbreaking finding in the Johns Hopkins report is that many parents of Providence students felt “shut out of their children’s education.”

During the community forums that followed the report, family members echoed again and again that (1) families felt powerless and isolated; (2) historically, engagement had not led to action; (3) both reasonable and divergent opinions often had not been recognized; and (4) community partnerships were not universally accessible across the system.

Once the state intervention began, RIDE and PPSD made a firm commitment to implement transparent, consistent, and culturally relevant family and community engagement initiatives that would respond to the unique needs of students and families, district wide.

The failure to prioritize the family voice was 100 percent unacceptable to Commissioner Infante-Green, who had made “Engaged Communities” one of the three pillars of success that guide the PPSD TAP. Once the state intervention began, RIDE and PPSD made a firm commitment to implement

transparent, consistent, and culturally relevant family and community engagement initiatives that would respond to the unique needs of students and families, district wide.

The first step in the development of a robust community engagement function was the expansion of PPSD’s FACE office. Prior to the state intervention, FACE consisted of a director and four family engagement specialists spread across the system. To build out this function, Superintendent Peters hired Nick Figueroa as the new Chief and added the position to the cabinet level.

Upon taking the reins at FACE, the new Chief set about creating a more robust team, first by adding two interpreters and then adding a Student Records and Volunteer Manager, while expanding the responsibility of the Customer Service Manager to serve as the point person for the “Let’s Talk” family engagement tool.

Beyond adding to the team, Figueroa brought his dedication to direct community engagement, helping all PPSD staff members feel more accountable to the district’s families. The FACE office is leading efforts to expand parent representation on the PAC, and it conducted a series of focus groups over the summer to get meaningful feedback from families and community partners. Plans are underway to create a Parent Ambassador position for each school, which will be tasked with strengthening the ability to share and exchange information, resolve family inquiries and concerns, and respond directly to feedback.

One of the early returns on the bolstered PAC effort was direct parent input to the PPSD supplemental questions included in SurveyWorks. The PAC also met with principals in early 2020 to begin strengthening relationships between school leaders and parents, connections that have proved valuable during the COVID-19 pandemic.

The customer experience solution platform *Let's Talk* was selected for PPSD to build and strengthen the communication between family and schools securely through phone, email, and direct message – with the bold goal of a one-day business turnaround for all queries.

Next up in PPSD's effort to connect with families is the implementation of an online customer experience that is making it easier for families to engage with school and district leaders on important topics related to their child's education. The customer experience solution platform *Let's Talk* was selected for PPSD to build and strengthen the communication between family and schools securely through phone, email, and direct message – with the bold goal of a one-day business turnaround for all queries. These initiatives are elevating PPSD community engagement to a previously unheard-of standard of excellence.

Let's Talk is automated, easy to use, and highly efficient. Once an inquiry is made, it is quickly assigned to the appropriate staff member for speedy resolution. All inquiries are tracked on a dashboard to ensure a resolution, and families have an opportunity to rate the service provided.

PPSD staff are being trained on *Let's Talk*, which will improve connections and close the gap between school and families, leading to long-term gains for students.

In addition, the district has created customer service standards designed to provide better service for all of our families, with a focused goal of improving connections, closing the gap between school and families, and supporting long-term success for all students.



MOVING FORWARD: BUILDING FOR THE FUTURE

A successful school transformation process is impossible without the dedicated support of and collaboration with families and community leaders. Throughout the TAP process, parents will be uplifted through structures that empower them to have a powerful voice as the best advocate for their child. Through continued engagement, PPSD will build meaningful home-school connections between families and educators. New partnerships with community-based organizations will elevate student and community voices in a meaningful way.

Major initiatives on the way include:

- 1) Parent-teacher conferences are critical opportunities for families to connect with their children's teachers and their school communities. Conference-based dialogue not only gives parents the tools they need to better support learning, it gives teachers greater insight into their students' lives and motivations. To keep the focus on greater responsiveness to families, all Providence teachers will now participate in parent-teacher conferences this fall, even if those conferences are held after regular business hours. Previously, teacher participation in after-hours conferences was optional. In another adaptation to the national health situation, parent-teacher conferences will be offered online rather than in person. Real-time language interpretation services will be available to non-English speakers. The Providence Teachers Union (PTU) had previously pointed to the collective bargaining agreement as evidence for the practice that parent-teacher conferences were not required. However, after engaging the PTU on this issue, PPSD leadership determined that, in the best interests of students and families, parent-teacher conferences would be required going forward.
- 2) PPSD is launching the "Let's Talk" online platform to make it easy for families to pose questions and receive responses within one business day. The program will allow PPSD to receive feedback through multiple entry points that include the PPSD's website, email, phone calls, and social media. Once feedback is received, the platform creates a dialogue that is assigned to a specific staff member for

resolution. The system will allow this dialogue to be tracked, keeping a consistent log of responses provided and informing PPSD with actionable customer-service data, such as how long it takes to respond after the initial contact is made. At the end of the process, the individual who initiated the dialogue will be able to rate PPSD on the quality of customer service received. PPSD is providing professional learning to its staff on the program to ensure it is effectively implemented.



COMMUNITY VOICES

"The PAC allows parents to interact directly with Commissioner Infante-Green and Turnaround Superintendent Peters on a monthly basis, including time to hear updates on Turnaround initiatives, and to highlight any specific concerns from their own unique communities. The PAC provides parents the dedicated space they deserve to come together to share ideas and suggestions for best family engagement practices at the school and district level."

– Melissa Hughes (PAC Parent)

- 3) RIDE and PPSD will continue to increase SurveyWorks participation among Providence stakeholders and families, in particular, as the primary tool of measurement for the success of PPSD's engagement efforts. The district will

utilize multiple channels of communication to build awareness about the survey and increase participation. Tactics include Spanish-language radio interviews, multiple weekly recordings, personal calls to families reinforcing how SurveyWorks will provide PPSD with valuable, actionable feedback from families, collaborating with PPSD community partners and local businesses to promote SurveyWorks, and directly assisting families with accessing and navigating the survey.

- 4) PPSD is working to create a Student Advisory Council that will work with the Superintendent to provide feedback around potential policy changes that affect students. The Student Advisory Council will also present students with experiential leadership learning opportunities that will develop them as future leaders. Just as importantly, it will give students a seat at the table with the PPSD Superintendent where they will be able to express their needs related to academics and districtwide policy.
- 5) PPSD will be establishing a Districtwide Advisory Council that will meet directly with the Superintendent to provide feedback regarding the district's progress on TAP initiatives. Each grade level will have a parent representative, along with parents of MLLs and differently abled students.
- 6) PPSD is planning a Parent Ambassador program that will place a parent ambassador at each school. This robust program will provide direct parent support and leadership training, enabling ambassadors to be deeply engaged with their school and school community. These ambassadors will serve in a liaison role

between parents, their school, and Central Office, enabling a quicker, more effective flow of information and resources to and within the school community.

- 7) The district is currently exploring adding a Parent University to the Parent Academy program to provide families with greater tools to participate in their child's educational journey. The concept would allow families to participate in ESL, financial literacy, and ARC training, as well as other areas that would benefit the family as a whole. PPSD is also exploring forming a relationship with a higher education institution to provide college credit for parents who wish to participate.
- 8) PPSD currently maintains over 100 partnerships with community partners. In order to have more meaningful partnerships for students and schools, PPSD will conduct a comprehensive review on the effectiveness of these relationships. Moving forward, PPSD wants to ensure that all partnerships align to the TAP pillars and initiatives, which are centered around boosting student outcomes. Streamlining this process will ultimately improve student learning and leadership development.
- 9) PPSD will continue to provide customer service training through ongoing courses for staff during the next school year. PPSD will take feedback from this first round of trainings and will look at end-of-year-data to modify and improve the new round of training. This effort will continue to be supported by our customer service standards that put students and families first. ★

Teachers and Staff Will Be Engaged, Energized, Motivated, and Invested in Student Learning

WHERE WE WERE: TEACHERS WERE UNSUPPORTED AND UNMOTIVATED

Transforming Providence into the school system its students and families deserve requires empowering and supporting world-class teachers who are actively engaging all of their students, all of the time. However, the Johns Hopkins report painted a picture where hard working Providence teachers, who desperately wanted to see that vision become a reality for their students, instead felt demoralized, powerless, and overwhelmed by a system designed to do anything but support them. The Johns Hopkins researchers noted the high levels of teacher absenteeism, the chronic shortage of substitute teachers, and shortages of important positions in most schools.

In the Johns Hopkins report and community forums, teachers often cited inadequate professional development opportunities as a barrier to success. Professional learning opportunities were scarce across PPSD, with only one day of professional learning built into the collective bargaining agreement (CBA). Many teachers expressed frustration with the lack of funding and opportunities for professional development. The most devoted of teachers would often rely on supportive colleagues for mentorship and support, “usually after hours for the sake of the children.”

The John Hopkins report pointed to multiple levels of the school system negatively impacting educators of color in particular, including district hiring practices, inadequate talent pipelines, and a lack of support or even outright hostility from fellow teachers and administrators. While research indicates educators of color positively affect both white and students of color alike, a significant disconnect existed in Providence. While 90 percent of all students were people of color, only 20 percent of teachers were.

Underlying all of the above, multiple individuals in the Johns Hopkins report consistently and widely regarded the teachers’ CBA as major impediment to change and innovation within Providence’s broken system, especially as it pertains to the hiring process and the lack of professional development opportunities.



FROM THE JOHNS HOPKINS REPORT

“Many people noted that the collective bargaining agreement presents a systemic barrier to good teaching in two primary ways: limiting professional development and severely constraining the hiring and removal of teachers.”

Year 1: Strengthening the Foundation

Commissioner Infante-Green and Superintendent Peters believe that a highly effective teacher is the most important component to student achievement. This drove the prioritization of key educator workforce initiatives in Year 1 of the TAP, including expanded professional development opportunities, implementation of a nationwide teacher recruitment campaign, and earmarking resources for teacher ESL certification programs. Teacher wellness and self-care were addressed through a partnership with Pure Edge, a respected wellness community that tailored their in-person offerings for a virtual setting during the pandemic.

Revamping PPSD's Human Resources office

1) The Johns Hopkins report specifically cited challenges with the level of support PPSD's Office of Human Resources (HR) provided to schools. One administrator noted: "Human Resources is larger than ever, but nothing has actually changed for schools." The perception was that HR had historically gotten in the way of, rather than supported, effective school staffing. When RIDE first assumed control of PPSD, restructuring the HR office was a top priority for Commissioner Infante-Green. The Chief of Human Resources position was eliminated, and the new PPSD Chief Operating Officer was given direct responsibility for the function. This ensured HR was part of a cohesive agency-wide focus on increasing overall effectiveness across all Central Office operational services. With this focus in mind, HR began to shift from outdated, sometimes

paper-based, processes to a more effective approach grounded in the latest best practices.

- 2) As part of continued Central Office reorganization, PPSD further streamlined the Office of Human Resources by reducing head count, while reallocating staff to better support schools. Previously, staff functions in HR were aligned to support employee groups, not schools. For example, one staff member focused on recruiting and staffing teachers districtwide, while another focused on teacher assistants. This resulted in a principal having to engage multiple HR team members to satisfy their staffing needs. Now, as part of the new network-based approach, three staffing and recruitment officers are assigned and accountable to a cohort of schools – one each for elementary, middle, and high schools – to provide a single, streamlined point of support for recruitment and staffing needs. This approach has increased effectiveness and responsiveness to school leaders. HR team members, along with Central Office staff, participated in customer service training to enhance the support they provide to schools, staff, and job applicants.
- 3) RIDE and PPSD engaged with TNTP to conduct a deep dive into understanding PPSD's human capital challenges and practices described in the Johns Hopkins report. The work with TNTP highlighted several key challenges with PPSD's human capital approach, including how delays in the hiring process, such as the

posting of positions externally until late May, greatly limited the pool of available candidates and contributed to persistent vacancies.

TNTP's analysis also revealed how a limited pool of candidates has hobbled efforts to diversify the workforce. The recommendations TNTP provided to address these issues have influenced the revamped HR office's approach to staffing and hiring practices.

- 4) PPSD also formed a research practice partnership with the Annenberg Institute at Brown University to build PPSD's human capital capacity, study PPSD's educator pipeline, and develop research-based strategies that will increase the diversity of the teacher applicant pool. This partnership has since led to a cross-divisional team taking a deeper dive into PPSD applicant and employee data, the development of a dashboard with actionable data for HR, and the identification of supplemental metrics associated with the TAP's World-Class Talent pillar.

Streamlining and improving PPSD's hiring practices

- 5) The Johns Hopkins report cited a number of challenges resulting from PPSD's hiring process, including delays in hiring teachers, a large number of vacancies at the start of each school year, and a lack of diversity among the teaching workforce. Ineffective hiring policies disproportionately affected educators of color. To begin to address these challenges, PPSD proposed a radically different hiring timeline and process. This included moving up the external hiring process by nearly two months, from late May to the end of March after an

internal hiring fair, when the talent pool is the most robust, and when highly sought after, effective, and diverse educators are available.

- 6) In addition, PPSD also proposed significantly limiting the use of "one-year positions" in the hiring process. In prior years, any new position that was posted for the first time after the internal hiring fair in March would be time-bound and guaranteed for only one school year. After the completion of that year, teachers would be forced to reapply for their position. This practice was put in place to guarantee that internal candidates, thanks to their seniority, would get the first chance to apply for any new permanent position as part of an internal candidate-only hiring round. The lack of job stability as a result of this practice dissuaded quality external candidates from applying for PPSD positions. PPSD proposed waiting until the end of the 2019-2020 school year to determine whether any newly posted position would be designated as a one-year position.
- 7) PPSD leadership engaged the Providence Teachers Union (PTU) to review proposed changes to address challenges regarding PPSD's hiring practices over multiple sessions as part of a "Criterion Based Hiring" committee. This contractually defined process included equal representation from PPSD and the PTU to define the PPSD hiring process. In the past, this has led to a 20+ page criterion-based hiring process manual, on top of the already pre-existing CBA. The PTU would not agree with the proposed changes. Per the CBA, a neutral third party was identified to review both sides and make a final ruling. This neutral third party

broke the stalemate and agreed with PPSD's proposed hiring changes.

- 8) As a result of these changes and additional recruitment efforts listed below, and despite the recruitment challenges posed by the health and economic impacts of the COVID-19 pandemic, PPSD was able to significantly reduce the number of classroom vacancies by the first day of the school year, from 102 in 2019–2020 to only 22 in 2020–2021, a 78 percent reduction, with plans to continue this downward trend. In addition, PPSD greatly reduced the number of one-year positions by 42 percent, from 106 in 2019–2020 to only 61 in 2020–21, providing more stability to new PPSD educators.
- 9) As a result of these changes and recruitment efforts, PPSD also made significant strides in increasing the diversity of new educator hires for the 2020–2021 school year. For this school year, 26 percent of new hires identified as an educator of color, compared to just 17 percent in 2019–2020 and 11 percent in 2018–2019. While one out of every four new hires being an educator of color is definite progress, significant strides still need to be made in eliminating the hiring barriers that disproportionately impact educators of color to meet the TAP's ambitious goal of 33 percent educators of color in PPSD's overall workforce by the 2024–2025 school year.

Recruiting and improving PPSD's educator workforce

- 10) To improve the quality and diversity of PPSD teachers, RIDE launched a national teacher recruitment campaign to attract high-quality teachers to Providence. More than 160,000

people saw the campaign's core video at least once. More than 9,000 eventually visited the special landing page for PPSD teacher recruitment, leading to nearly 800 live leads for PPSD recruiters. This led to over 600 teacher referrals to PPSD. PPSD supported its fellow Rhode Island districts, providing additional referrals PPSD received along to other districts based on the specifics of the referral.

- 11) RIDE developed a series of incentives and certification changes to increase PPSD and other districts' abilities to recruit and retain high-quality teachers. For example, RIDE worked with Rhode Island Housing to market its [Spring7500](#) program to Rhode Island teachers. This program provides a \$7,500 down payment assistance loan to eligible first-time homebuyers in Rhode Island, and is an appealing incentive to keep talented professionals in the state. RIDE also partnered with the Commerce Corporation to expand the Wavemaker Fellowship to new teachers in the STEM (science, technology, engineering, math) fields. These financial incentives will also be helpful for PPSD to recruit and retain a diverse educator workforce.
- 12) In addition, RIDE enacted certification regulation changes making it less burdensome and more attractive for teachers in Connecticut, Massachusetts, and other states to teach in Rhode Island, if the teacher has full certification from one of those states. These certification changes will align with the larger goal of broadening certification pathways, allowing for greater flexibility in becoming RI certified, especially in shortage areas. The changes are

informed directly from feedback from educators and school system leaders, as well as research from surrounding states in expanding certificate areas.

- 13) The COVID-19 pandemic has greatly increased the need for substitute teachers, both to cover staff absences resulting from quarantines or increased attention to staying home when symptoms arise, as well as because it is more difficult to have substitutes work across multiple schools. To address this challenge, PPSD began recruiting for substitutes in early July in partnership with SkillsRI. This partnership, in addition to changes in substitute compensation in the form of bonuses and an increased daily rate, enabled the district to hire 60+ substitutes.
- 14) RIDE supports a special legislative task force, led by Representative Karen Alzate, that is focused on increasing the number of Rhode Island educators of color. The objective of the commission is to identify relevant research and successful practices to enhance educator of color recruitment and retention throughout the state. The commission will identify and establish public, private, and philanthropic partnerships and identify a process to prepare, support, and encourage school leadership to increase retention of educators of color. The commission met twice in spring 2020 prior to COVID-19, and RIDE will continue to support this commission when it resumes in 2021.
- 15) PPSD increased the number of MLL coaches from 25 in the 2019-2020 school year to 29 this school year, so that every elementary and middle school will have a dedicated, full time MLL coach. These coaches provide job-

embedded professional development and support to all teachers of MLLs. This includes ESL and bilingual/dual language teachers, as well as core content teachers who have MLLs in their classrooms.

Consistently engaging and hearing directly from educators

- 16) Commissioner Infante-Green launched coffee hours at every school within PPSD as an opportunity to provide a more intimate opportunity for teachers to share their perspectives and ideas on what's working well and what needs to be improved to make transformational changes. These coffee hours served a key role in helping the Commissioner and Superintendent identify nationally rated ELA and math curricula. The coffee hour started as in-person meetings before school started, and continued virtually throughout the COVID-19 pandemic.
- 17) To ensure that PPSD's educators directly had a voice and contributed to the development of PPSD's TAP, multiple members of the CDT were PPSD educators or staff. In addition, RIDE specifically reserved three CDT member spots – one per sub-committee – for representation from the PTU, ensuring that the teachers union, both through its individual educators and as an organization, had clear representation in the development of the TAP.
- 18) Superintendent Peters has made it a priority to engage and hear directly from educators from the beginning of his term. As part of his entry plan, he formed numerous teacher feedback groups to learn about their experiences working

in the district and gain insight into their work. He also met with teachers throughout the summer to gauge their concerns related to reopening, and held a teacher-specific town hall on the district reopening plan, which included Rhode Island Governor Gina Raimondo and the Commissioner. Superintendent Peters will continue to hear directly from educators during weekly feedback sessions with different schools.

19) In November of 2019, Commissioner Infante-Green convened educators of color from throughout Rhode Island for a series of ongoing conversations to discuss how best to diversify the workforce. The conversations centered on existing barriers into the profession; recruitment strategies; the working environment as it pertains to the treatment of educators, families, and staff; and ongoing support to ensure that all stakeholders can work, grow, and succeed in Rhode Island schools. Many educators highlighted a lack of compassion and understanding of the trauma educators of color face as a result of systematic oppression, as well as a lack of mentors and allies within their own schools. The significant majority of these educators were from Providence and other urban core districts.

20) These conversations led to the creation of the RIDE Educators of Color Committee. The goal of this committee is to offer clear guidance and create policies and procedures that promote empowerment and the retention of current and future educators of color. This includes ensuring equal representation at every level and valuing communities of color and what they have to offer.

21) The Johns Hopkins report stated that “PPSD has an exceptionally low level of academic instruction, including a lack of quality curriculum and alignment both within schools and across the district.” PPSD set as a priority the selection of a high-quality ELA and math curriculum. PPSD engaged more than 100 teachers to develop and select a unified, cohesive approach to curriculum and professional learning. Representative teams of teachers were brought together from each elementary and middle school to review ELA and math curriculum choices and provide input on the programs they believed would best suit the needs of the students. The teacher voice was essential to the final decision on the selected curriculum.

22) As part of her commitment to engage educators, Commissioner Infante-Green also initiated Educators in Action meetings. Each month, the Commissioner meets with a statewide group of educators to provide a direct opportunity for them to share current challenges and highlight what is going well within their school community. A significant portion of the educators participating in this group were from PPSD. These meetings also enable educators to share best practices, engage in common issues they are facing, and serve as a sounding board for the Commissioner and RIDE on potential policy ideas, especially around questions of school climate and culture.

Significantly increasing professional learning for PPSD’s educators

23) In the Johns Hopkins report, teachers noted repeatedly that a lack of professional development was a key factor to their inability

to improve their teaching practice. To address this issue immediately, PPSD significantly increased professional learning from providing one orientation day prior to the start of school, filled mainly with administrative and general activities, to five *professional* days prior to the start of school and five more *professional learning* days embedded throughout the school year.

24) During this school year, PPSD has already offered over 750 professional development sessions for all staff, including administrators, teachers, teacher assistants, childcare workers, and clerical staff – compared to 218 sessions offered by this time last year. These learning sessions spanned across all aspects of PPSD’s TAP, including support for the implementation of the ELA and math curriculum for teachers and teacher assistants, sheltered content instruction sessions to support MLLs for all staff, and school-based weekly professional learning community sessions. As part of districtwide culture change, PPSD has focused on embedding professional learning with each initiative and strategy implemented.

25) PPSD’s Office of Equity, Culture, and Student Supports launched rich professional development in diversity and culturally responsive and sustaining practices. This 40-minute, self-paced session includes key learning around the culturally responsive teaching framework adapted for all PPSD staff, PPSD’s equity definition and priorities, PPSD’s social-emotional learning vision, and PPSD’s customer service standards. PPSD also provided this professional learning directly to

PPSD’s new teachers as part of the new teacher onboarding process.

26) The Office of Equity and Diversity hosted a summer virtual learning day centered on the intersections of instruction, culture, and social justice. More than 800 PPSD educators, students, and community members attended. Over 70 percent of attendees said they found the sessions “extremely impactful to their daily practice.”

27) PPSD’s Central Office received key feedback from educators and building leaders regarding the misalignment of historic professional learning opportunities and their actual needs, as well as the lack of sustained impact from previous professional learning opportunities. To rectify this misalignment, PPSD developed a high-quality rubric to vet professional learning offerings and measure impact and alignment with turnaround initiatives. This tool was developed based in part on teacher feedback around professional development impact and quality. Key indicators in the rubric that principals and network leaders can now use as they develop professional learning experiences include alignment to the TAP and internal coherence; collaborative learning, research and data-driven content, professional learning design: content and knowledge.

28) PPSD designed a culturally responsive professional development series for special education teachers and related service providers. For the first time ever, PPSD held a specialized services and instruction (SIS) start-of-year kick off to engage special education teachers, related service providers, teacher

assistants, and early childhood educators in a shared vision for the start of the school year. This session onboarded SIS staff to the TAP and their role in collaborating on change in the district.

Providing teachers with additional supports to set them up for success

- 29) RIDE, in collaboration with PPSD and postsecondary education institutions, announced a partnership to significantly increase the number of teachers trained to serve MLLs. Through this partnership, Providence teachers will be eligible for [reimbursement up to \\$3,200 in educational expenses](#) for enrolling in an ESL certification or master's degree program in the 2020-2021 school year. This initiative, which is supporting 115 participants, will aid in the district's efforts to comply with a recent agreement with the U.S. DOJ. The agreement makes clear that Providence must increase its number of ESL-certified teachers. Leaders from Rhode Island College, the Rhode Island School for Progressive Education, Roger Williams University, and the University of Rhode Island have all committed to ensure enough seat capacity for Providence teachers enrolling in ESL certification programs. The district is working with higher education providers to develop a longer-term partnership to support teachers in obtaining their certifications.
- 30) To address stress among educators during the pandemic, PPSD has prioritized conversations on educator wellness and self-care. Support has included training teachers through a partnership with Pure Edge, as well as other

tools teachers can use in physical and virtual classrooms with their students. The partnership with Pure Edge provided 14 dedicated sessions for PPSD, initially focused on in-person professional development and expanded virtually statewide as a result of COVID-19.

- 31) RIDE announced full funding of 261 teacher projects totaling \$131,648 in November 2019, through the online crowdfunding website [DonorsChoose.org](#), made possible through the generosity of the Partnership for Rhode Island and Theresia Gouw, a board member of the Corporation of Brown University and DonorsChoose.org. Over \$80,000 of the dollars raised directly supported PPSD educators.
- 32) Partnering with the Michael and Susan Dell Foundation and InnovateEDU, PPSD piloted its locally developed Learner Profile platform. With input from teachers and students, this platform was modified throughout the year and is ready to be piloted at all elementary schools. In a time when there are multiple educational technology products and apps in use in our schools, the Learner Profile platform is a resource to provide teachers, students, and families the same access to their student's data. Specific benefits for educators include a fuller picture of the whole student and an accurate snapshot of where that student is with their learning; timely and actionable data to respond to individual needs; and a location to store goal-setting information so students can practice goal setting and self-monitoring (learning, language, SEL, college/career, personal, transitional, etc.).

33) Moving forward, PPSD will be engaging teachers in “classroom connections” across the district, where they and their students are able

to meet with other classrooms in that grade and discuss and engage in content they are studying.

Inside Story: Supporting World-Class Talent

A corps of highly qualified, motivated teachers is pivotal to success for students in every school in every zip code. For students in Providence, it is even more critical. Yet, as the Johns Hopkins report noted, teacher support and preparation were letting educators and students down. Once the intervention began, RIDE and PPSD leaders approached the challenge from two directions: boosting the skills of those teachers who worked hard to educate their students and recruiting new talent into the district.

Once the intervention began, RIDE and PPSD leaders approached the challenge from two directions: boosting the skills of those teachers who worked hard to educate their students and recruiting new talent into the district.

In 2018, PPSD reached an agreement with the U.S. Department of Justice to address its lack of teachers qualified in ESL instruction. About one third of PPSD’s 24,000 students were English learners, while only 21 percent of the district’s teachers were ESL certified. As the intervention began, RIDE was committed to find a way to close this gap significantly.

In January of 2020, Commissioner Infante-Green announced a plan to reimburse Providence teachers up to \$3,200 to become certified in ESL. The initiative was supported by the district’s budget and philanthropic support. A partnership with four local higher education institutions – Rhode Island College, Rhode Island School of Progressive Education, Roger Williams University, and the University of Rhode Island – provide much-needed capacity, so that more teachers could be in the ESL-certification pipeline.

To date, more than 100 teachers are participating in the program, boosting the ability of the district to meet the needs of students and improve the skills of the entire teaching community. The effort is going a long way to making ESL certifications the norm across the district.

Improving the skills of current teachers was not enough, of course. As the intervention began, it was clear that existing recruitment and retention practices were not meeting the demand of PPSD, and the educator workforce did not reflect the diversity of Providence. Work began immediately to turn that situation around.

Through generous philanthropic support, RIDE was able to work with a top-notch local marketing firm to develop a national campaign to recruit world class educators to teach in Providence. An

initial campaign, which included a state-of-the-art promotional video that would feature groups of students and teachers, was set to launch in early spring 2020 – that was until the COVID-19 pandemic made the concept impractical and out of date.

Forced to regroup, the RIDE team reconvened with the marketing firm to create a fresh campaign that addressed the new reality. “Almost Impossible,” the upbeat teacher recruitment video that emerged, highlights PPSD’s success in moving quickly to distance learning once COVID-19 hit. The social media engine spread the message far and wide, targeting a diverse audience of teachers looking for challenging opportunities.

More than 160,000 people saw the video at least once. More than 9,000 eventually visited the special landing page for potential PPSD teachers, leading to nearly 800 live leads for PPSD recruiters. Thanks to the campaign and other efforts by the district, vacancies at PPSD at the start of the school year were cut from around 90 last year to roughly 30 – a remarkable success on its own, but even more notable given the ongoing public health crisis.

An important side benefit of the campaign was its popularity among current teachers and the community, since it focused on the remarkable efforts of PPSD teachers and students to make school happen during the pandemic. In the face of COVID-19, it showed that resilience and innovation are prevalent in Providence public schools.

MOVING FORWARD: BUILDING FOR THE FUTURE

RIDE and PPSD are committed to creating an equitable and diverse workforce that complements the culturally rich PPSD student body. They are making significant investments in equity and professional development throughout the district to ensure all PPSD students attend a school staffed by highly effective teachers who reflect student diversity and are committed to student growth and achievement.

Major initiatives on the way include:

- 1) Extensive negotiation efforts for reaching a transformative collective bargaining agreement with the PTU continue. As it was widely pointed out in the Johns Hopkins report, reaching a new CBA is a keystone for long-term change in PPSD. PPSD and RIDE have met with the PTU two times most weeks to negotiate a CBA with the goal of reaching an agreement that treats educators as full professionals, increases access to professional development and advancement opportunities, and eliminates ineffective hiring processes that have served as barriers to new quality educators (disproportionately educators of color) joining PPSD’s ranks and providing an excellent education to students. Since RIDE and PPSD’s first substantive session with the PTU



on May 14, 2020, RIDE and PPSD leadership have met with the teachers union 38 times, and have spent about 260 hours meeting with them to discuss RIDE's and PPSD's positions and strategy at the table, and drafting proposals and counter proposals

2) The RIDE and PPSD negotiating team presented a new draft CBA earlier this year and outlined how its provisions aligned with the findings of the Johns Hopkins report. Among the issues the CBA must address include:

- **Delayed hiring timeline:** The current CBA includes a transfer process that delays postings for external candidates by more than three weeks. Given that the talent pool is most diverse early in the hiring season and that "prime hiring" season occurs from late winter to the end of school, a three-week delay greatly hurts the district's ability to compete for top talent.
- **Seniority-based consolidations:** The current CBA requires that when schools consolidate positions (e.g., reduce from three math positions to two) the least senior teacher is displaced. Given that teachers of color tend to be less senior, consolidations disproportionately hurt teachers of color.
- **Seniority-based layoffs:** Similar to consolidations, the current CBA requires that teachers are laid off in inverse seniority order in their area of certification. While layoffs have not occurred in recent years, teachers of color would be disproportionately impacted if they were to occur.

- **One-year positions:** Positions posted after a certain date (last year, the last day of school) are posted as "one-year only" positions, which deters qualified applicants from applying.

- **Forced placements:** The current contract requires PPSD to force-place displaced teachers who do not obtain a position during the hiring process, even if they do not apply for any positions or are underperforming.

3) Committed to addressing each level of racism (internalized, interpersonal, institutional, and systemic) within the Rhode Island education system, the RIDE Educators of Color Committee has created five subcommittees that will be responsible for upholding our mission, vision, and core values in public and private education throughout the state. The five subcommittees will focus on the following:

- Hiring and retention support system for educators of color
- Race and culturally responsive professional development and trainings
- Statewide Accountability Review Board
- Race and Cultural Oversight Committee
- Embedding restorative practices to shift statewide climate and culture

The RIDE Educators of Color Committee is committed to identifying and developing solutions for equity gaps and working towards ensuring that Rhode Island educators and students, particularly those of color and their families, have equal access to a safe,

supportive, inclusive, and culturally sensitive learning environment that provides rigorous and relevant educational, real-world experiences, which will in turn strengthen relationships and partnerships between all Rhode Island stakeholders.

- 4) Throughout the school year, PPSD's network organization is prioritizing teacher and leader training through ongoing professional learning, facilitation of professional learning communities, and daily on-the-ground coaching and support.
- 5) As part of the overall effort to improve diversity and equity across the district, RIDE and PPSD will make new investments aimed to attract, retain, and support teachers of color. A critical strategy is developing pipelines for teacher assistants to become teachers. In addition, PPSD is providing small-group guidance and support for emergency certified teachers (primarily early-career educators) on preparing and taking the Praxis exam to advance their educator certification. PPSD believes this is a high-leverage strategy because educators of color are disproportionately represented among emergency certification holders.
- 6) High-quality curriculum resources have been implemented in ELA and math across all elementary and middle schools. Research says that students must have access to on-grade-level instruction in order for them to have the likelihood of demonstrating mastery on grade-level standards. The work continues to ensure all high schools have high-quality curriculum resources in the year to come.

- 7) PPSD plans to pilot a student feedback survey that will provide educators with input they can use to improve their practice. Through this effort, the district aims to elevate student voices while providing teachers with actionable feedback. ★



COMMUNITY VOICES FROM PPSD PARENTS

“My daughter’s teacher is fantastic. She engages the students, she allows participation, she disciplines, and she speaks to the parents.”

– Kimberly Dwyer

“I just want to praise her teacher, who is doing an amazing job in a hard time. She’s attentive to each student even in the difficult environment of the virtual classroom and is so patient and kind with them.”

– Leela Corman

“I think my son’s teacher has shown a high level of commitment to making this set-up work for everyone. She has good command of the virtual classroom and uses technology effectively.”

– Kim Morneau

Principals and School Leaders Will Be Autonomous and Empowered to Lead

WHERE WE WERE: SCHOOL LEADERS COULD NOT RUN THEIR SCHOOLS

For years, principals have had little authority in making the personnel decisions they feel will best serve their students, predominantly citing rigid hiring processes driven by the collective bargaining agreement. In the Johns Hopkins report, principals consistently noted the results that stemmed from their inability to remove the weakest teachers and hire the most qualified staff to meet their schools' and students' specific needs.

In one extreme case, a principal told of the difficulties in removing a teacher who had inappropriate physical contact with children. The principal was eventually successful in putting the teacher on administrative leave, however that teacher was "still on the roster and [was] still being paid." Principals also pointed to the requirement to conduct multiple, prolonged, internal hiring rounds, including with displaced teachers, prior to being able to consider any external candidates. They

described how this prevents them from finding the strongest teachers for their school. One principal called this process "a limbo of churn every year."

Principals also pointed to a lack of support and professional development from PPSD's Central Office, which had either failed to remove low-performing principals or had shuffled them to other schools and roles, perpetuating failure. Archaic and dysfunctional hiring practices and a lack of school leader support left school leaders feeling like they couldn't run their school and, ultimately, demoralized and powerless.



FROM THE JOHNS HOPKINS REPORT

"Principals and other school leaders repeatedly reported they are held accountable for results they neither have the resources or authority to influence."

Year 1: Strengthening the Foundation

Great leaders make for great schools, and RIDE and PPSD leaders are committed to ensuring every city school has an empowered and effective leader. In the first year of the TAP, several reforms were

put in place, including the creation of an innovative network structure to provide professional support for principals. Many schools throughout the district began the 2020 school year with new,

highly effective leaders at the helm. The teacher hiring timeline was moved up by a month and a half in preparation for the school year, and teacher vacancies in the district were significantly diminished.

Ensuring each PPSD school had a high-quality school leader

1) To address the issues raised in the Johns Hopkins report, PPSD prioritized putting great leaders in schools, with 13 PPSD schools having new leadership for the 2020–2021 school year, either by recruiting new, high-quality hires or transferring existing effective leaders to low-performing schools. When necessary, the district has made personnel moves in school leadership in response to school performance data and a comprehensive assessment of leadership performance. All new leaders held previous school leadership experience and add diversity of background and experience to the district’s principal corps.

Providing principals with professional learning and tools to succeed

2) Responding to direct feedback that principals needed more support and autonomy to be successful, PPSD launched a network structure designed to support and develop outstanding school leadership. PPSD schools are now organized into one of two networks organized by grade level (elementary and secondary schools). Each network is led by a Network Superintendent and includes staff who provide direct supports and services to school leadership teams. This new structure shifts traditional Central Office functions

closer to schools and students, enabling the network teams to build strong, collaborative relationships with school leaders.

- 3) As part of this new structure, the network established professional learning communities among school leaders and provides coaching from highly skilled former leaders focused on helping principals achieve specific objectives for their schools and targeted individual development goals. This network structure enables principals and assistant principals to engage in professional learning communities on a regular basis, where they are able to collaborate with colleagues, gain ideas, and engage in problems of practice with district leaders.
- 4) Each principal and assistant principal receives on-the-ground, job-embedded coaching support from leaders within the network. In addition, each month, principals participate in four-hour professional learning sessions designed specifically around four key levers of school turnaround: leadership, culture, instructional transformation, and talent development. Experienced school leaders from the network leadership team provide these sessions and ongoing training. This training includes regular school walkthroughs and visits. Survey data is regularly collected and analyzed to assess the feedback received from principals and ensure supports are responsive to their needs.
- 5) Network leadership is receiving extensive coaching and support from an expert national principal leadership coach funded by the Schusterman Foundation. This coach is

providing ongoing support and development aligned with National Model Principal Supervisor Standards. Coaching also supports network leaders in supporting principals in getting what they need, when they need it, so they can lead their schools as instructional leaders focused on standards-based instruction for all students.

- 6) All building administrators participated in a week-long professional development series in August with a focus on teaching, learning, and culture. This School Leadership Academy (SLA) was a summer professional development opportunity for site-based leaders to meet with network leadership and level-set the goals and objectives for PPSD in alignment with the TAP. Time was spent on specific leadership development to prepare leaders with goal setting and the creation of their pre-planning approach for their faculty and staff. The major difference from previous years was the 2020 SLA was grounded in pillars of the network: school leadership, instruction, culture, and talent management. Leaders were provided with key elements of PPSD's school reopening plan, identified actions to date, and engaged in expectations focused on school leadership and key levers of school improvement.
- 7) Principals now lead the professional learning days at their school, providing professional learning trainings based on the specific needs of their faculty, staff, and students. The major difference in the principal-led professional learning days was the additional days created by new PPSD leadership. Moving to five days allowed principals to cover critical topics, such

as COVID-19 safety protocols, alignment of the school's instructional and cultural priorities with the TAP, implementation of the new curriculum, and effective usage of remote learning platforms.

- 8) PPSD has used business intelligence software over the past several years to provide timely access to data to school and district leadership. In the 2020 school year, the district enhanced the data dashboards that were available to inform leader decision making. This was in response to a greater need for data at a standards-level and allowed for the disaggregation of information by subgroups to identify potential disproportionality and gaps in performance. PPSD also developed dashboards to support monthly data reviews for attendance, discipline, and critical incidents.
- 9) The Johns Hopkins report cited a broken hiring process as a constant point of frustration for school leaders. The report cited that the "the multiple rounds that make up the hiring system undermine strong faculty placements" and that "principals usually cannot hire from outside the district until all inside-the-district candidates have been placed." By moving up the hiring timeline, principals were able to hire external candidates beginning in March, rather than May, allowing them to select the best candidate for the position and solidify their staffing for the next school year.
- 10) RIDE also developed a state assessment visualization for all schools in the fall of 2019. This tool enables school leader teams to review Rhode Island Comprehensive Assessment System (RICAS) data down to the standard

level to see where students may have strengths and weaknesses in specific skill areas, allowing them to use this data to inform the school's instructional strategies.

- 11) PPSD has developed a Culturally Responsive Leadership professional development series and framework to support ongoing leadership development. Moving forward, PPSD will work with network leadership teams and the leadership development director to codify and scale culturally responsive practices in order to create the conditions for the Culturally Responsive Teaching (CRT) framework to be implemented successfully.

Strengthening engagement between school and district leadership

- 12) Commissioner Infante-Green conducted ongoing meetings with entire teams of PPSD school leaders, organized by grade-span. These meetings provided her with the opportunity to directly and candidly hear from school leaders about the challenges they faced in their buildings, and the tools and supports they needed to successfully improve student outcomes. This feedback informed RIDE's

approach to transforming PPSD to be more supportive of school leaders, especially when RIDE first assumed control of PPSD.

- 13) Superintendent Peters made it an early priority of his term to engage with principals and receive their feedback. Over the summer, he led a Principal Leadership Series, where he walked principals through his theory of action for school improvement, led sessions on leadership and coaching, and received feedback on district operations and areas for improvement. The Superintendent relies closely on the advice and leadership of the two network superintendents so that he can continue to strengthen engagement between Central Office and principals and provide them with the support they need.
- 14) School leaders from all grade levels have been integral to the negotiations process for the new teacher collective bargaining agreement. RIDE and PPSD involved school leaders in both the initial priority setting and proposal development process, and turns to them on an ongoing basis as subject-matter experts throughout negotiations.

Inside Story: Strengthening School Leadership

Leadership matters. A talented and empowered principal boosts the morale of a school's staff and students, while drawing the best out of the school's teachers and focusing all efforts on delivering success for students. Over the years, PPSD principals have not had the tools they need

to lead effectively, and many felt they were set up for failure.

When speaking to Johns Hopkins reviewers, for example, principals "referenced the collective bargaining agreement as impeding their ability to exercise leadership and oversight in their schools."

The Johns Hopkins report clearly emphasized the need for principal autonomy and suggested the need for targeted professional development programs to ensure effective leadership and increased academic performance for PPSD students.

These findings influenced Commissioner Infante-Green and her team at RIDE to prioritize the development of programs that enhance principal leadership competency and build a pipeline of future leaders – all in support of developing world-class talent.

These findings influenced Commissioner Infante-Green and her team at RIDE to prioritize the development of programs that enhance principal leadership competency and build a pipeline of future leaders – all in support of developing world-class talent. This effort got a big boost in early 2020 when Harrison Peters, an experienced leader in urban school system turnaround efforts, was hired as the Providence Superintendent.

Peters quickly began work on the creation of a leadership network that would embrace a vision of excellence and create a pipeline of competent leaders for years to come. To support this goal, PPSD applied for and was awarded the highly competitive and prestigious Teacher School Leader (TSL) Grant from the U.S. Department of Education. The \$10 million, three-year grant supports strategies to fulfill the promise of “a more diverse, effective educator workforce, which leads to improved educational experiences for students, and therefore, improved student performance.”

These efforts include a robust assistant principal pipeline, a principal residency network, and ongoing professional development for school leaders. The grant also allows the district to look at compensation systems and incentives as they relate to career ladders. Year 1 activities include building a TSL network design that provides direct leader and teacher supports at each individual school daily.



Success of these initiatives will be measured by the percentage of leaders participating in training; closer alignment between teacher evaluation ratings and student performance; increased percentage of school leaders of color; and increased retention of highly effective principals.

A new, dedicated position, Director of Leadership Development, will lead this initiative, supported by a TSL Steering Committee that includes the Chief Operation Officer, Network Superintendent for Elementary Schools, Network Superintendent for Secondary Schools, and Chief of Equity, Culture and Student Supports, among other professionals

who provide on-the-job support and professional development. Leadership development requires a long-term commitment to build a culture and structure to support excellence, and this year has sent PPSD efforts off in the right direction.

MOVING FORWARD: BUILDING FOR THE FUTURE

As the CBA negotiations continue, RIDE and PPSD leadership will continue to advocate for greater principal autonomy, including the ability to hire the most qualified, effective teachers for their schools. The district will use funds from a federal grant to create a structure to identify school leaders best positioned to take on greater decision-making power, establish a system of building-level management, and put in place targeted support systems for principals. The network structure will continue to provide the professional learning and supports that principals need to ensure their schools' success.

Major initiatives on the way include:

1) A new PTU contract is being negotiated that will provide school leaders with more authority and autonomy in key areas, such as staffing and budgeting. Under current provisions that have developed over the decades, principals are unable to quickly move ineffective teachers out of the classroom, hire the most qualified candidates for open positions, or intervene to improve the performance of educators who are struggling. They have not even had the ability to guarantee that teachers would attend parent-teacher conferences. By finalizing a new contract, PPSD will bring decision-making power to those closest to students and enable

school leaders to make decisions in the best interests of their school communities.

2) PPSD applied for and received a \$10 million, three-year federal Teacher and School Leader (TSL) Grant to support leadership development. Funded efforts will include creating a robust assistant principal pipeline, a principal residency, ongoing professional development for school leaders, and compensation review systems and incentives as they relate to career ladders.



COMMUNITY VOICES

“The new network support is really pushing principals to strengthen their instructional leadership practices so that we can really develop our teaching staff. This helps us ensure that every teacher has high expectations for every student.”

– Kristin Bagley, Principal (Pleasant View Elementary Schools)

3) Administrators will engage with the network leadership team in a process of “learning walks” focused on gauging how well instructional practices are aligned to their articulated instructional priorities. Learning walks will incorporate observations to identify trends in instructional practices within schools to provide effective feedback that will lead to shifts in instruction that improve student outcomes. ★

School Buildings Will Be Modernized and Updated

WHERE WE WERE: **NEGLECTED SCHOOL BUILDINGS WERE SYMBOL OF FAILURE**

“Casual inattention.” Symbolic of the low expectations that permeated the school system, casual inattention described the expected level of cleanliness (or lack thereof) to which Providence’s facilities were expected to be maintained. According to the professional standards of cleanliness for school buildings, “casual inattention” is only one mere step above “moderate dinginess.”

Decades of neglect had left Providence’s school buildings in a state of structural disrepair. The John Hopkins review team noted visiting buildings with peeling paint and discolored drinking water. Through interviews with PPSD teachers, the John Hopkins review team heard shocking accounts of filth and hazards in school buildings Teachers



FROM THE JOHNS HOPKINS REPORT

“Our team saw the paint on the ceilings on the third floor were falling in sheets. We didn’t see any actually falling off while we were there, but teachers reported that is actually comes down in sheets from time to time.”

shared stories of rodents squirming through classrooms, leaking ceilings disrupting classroom instruction, and the dangerous presence of asbestos in buildings throughout PPSD.

Based on a 2016 facility review analysis, 27 out of PPSD’s 38 school facilities were rated as being in either “poor” or worse condition. Only three school buildings were rated as “good,” While a capital plan was initially in place to address these structural deficiencies, the plan had repairs sometimes taking multiple years to complete at one school. Further, it was clearly noted in interviews across the district that getting repairs done is a “haphazard business” that can often take months.

As a result, these decaying facilities disrupted student learning and contributed to low morale for all – students, educators, and community members alike.



Year 1: Strengthening the Foundation

Every child, educator, and community member deserves a school building that reflects the pride and high expectations that should exist inside the classroom. When the state began its intervention in Providence, both Commissioner Infante-Green and Mayor Elorza knew that a solid plan to upgrade PPSD school facilities was a top, immediate priority. Building off of Mayor Elorza's commitment in 2017 to improve school facilities, RIDE and PPSD administrators went to work, in partnership with the city, to determine how to best approach this costly, but necessary priority, including how to realign the facilities capital plan in place to one that matched the new academic vision for the district.

In August 2020, an updated transformative Capital Improvement Plan was revealed. The new plan provides for \$300 million to transform PPSD buildings into safe, modern learning facilities furnished with the latest in 21st century technologies. The new plan puts student-centric facility improvements front and center, making facility decisions that will lead to improving student outcomes. The plan also includes the best-practice use of swing space to cut construction time at schools from five years to just one.

Good news also came when former Providence Mayor Joseph Paolino Jr. donated the old St. Joseph's Hospital building to the district. After further renovations, this facility will be used for a brand new, state-of-the-art Pre-K – 8 school. The Pre-K – 8 school will be the first of its kind in Providence, and was heavily informed by both

strong community interest in and national research on the strength of a Pre-K – 8 model.

Providence's citizens signaled overwhelming confidence in Providence's revised capital plan. In November 2020, 89 percent of Providence voters overwhelmingly approved a second school facilities bond to finance the revised capital plan.

Reimagining PPSD's school facilities through a new capital plan

1) Commissioner Infante-Green joined Mayor Elorza to announce an amended, \$300-million, five-year, multi-phase School Capital Improvement Plan in August. The new plan now emphasizes and shifts funds to student-centric innovations and new construction, allocating almost two-thirds of total funding for these purposes, compared to only 25 percent in the prior plan. Student-centric innovations include a variety of improvement areas that lead to redesigned learning spaces and create classrooms and schools that are better suited for 21st century learning. Taken together, the revised plan will address much-needed infrastructure repairs and improve student learning environments by addressing the following four key priorities:

- Aligning the school capital plan to the district's new educational strategy under the TAP, including the use of stand-alone Pre-K – 8 facilities.
- Delivering more new facilities and renovations on a shorter timeline.

- Conducting facility renovations and improvements with student learning mind.
 - Maintaining and strengthening plans to address the most urgent safety and facility needs.
- 2) To ensure the new capital plan delivers more new facilities and renovations on a shorter timeline, it now includes the first-time, best-practice use of “swing space.” Closed in 2012, the former Windmill Street School will be rehabilitated and brought back online as PPSD’s swing space. The swing space will enable different schools to temporarily move into Windmill for one year, while renovations are completed at their home school. Having an entire school building empty and utilizing flexible swing space will allow the capital plan projects to be completed much faster, while at the same time ensuring students can continue their education without the disruption caused by prolonged construction. For example, when the Carl Lauro Elementary School undergoes extensive renovation, the Lauro students will attend school temporarily at the Windmill swing space facility and will return to Lauro once that building is ready to be reoccupied. The original repair would have required the Lauro school to be under construction for 27 months – or just over two full school years, with students trying to learn in the building while construction was ongoing. By utilizing the Windmill swing space, the time under construction will be reduced to 15 months – or just one school year plus summers, with students safely learning in Windmill and free from construction disruption. In addition, the Windmill Street swing space facility will be equipped to serve elementary and secondary school students. After serving as swing space, Windmill will be transitioned into a dedicated school facility.
- 3) Former Providence Mayor Paolino generously donated the former St. Joseph’s Hospital building for PPSD to use as a new, state-of-the-art Pre-K – 8 school, following extensive renovations. This facility, located in the heart of the South Providence community, will serve hundreds of neighborhood children. The school’s Pre-K – 8 grade structure will provide a unique learning experience, as students will avoid the transition from elementary school to middle school where many children struggle. The facility will first be used as a transitional education space, and is expected to be a stand-alone school by fall 2024.
- 4) PPSD has already initiated over \$5.15 million in critical capital improvement projects, including a roof replacement at Hope High School, unit heater replacements at Kizirian Elementary School, school security enhancements across the district, and the installation of new rooftop HVAC units at Carl Lauro Elementary School.
- 5) In October 2020, PPSD reconstituted the PPSD School Building Committee, incorporating new district and school leadership, as well as two parent representatives, to oversee implementation of the new capital plan. Required by RIDE’s school construction regulations, and chaired by the Superintendent, the PPSD School Building Committee is tasked with reviewing projects in the capital plan, providing vital feedback, and making recommendations that align projects to the educational goals of the district and the TAP.

6) To move this important work forward, PPSD hired a Senior Manager of Facilities and Capital Planning to oversee the facilities maintenance contract and capital planning process. Prior to the state intervention, the school district was not significantly engaged in school construction decisions and oversight. This added capacity allows PPSD to have a dedicated staff person focused exclusively on school facilities and to ensure the proper alignment with the educational goals and strategies of the district. The Senior Manager coordinates the PPSD School Building Committee and also serves as the district liaison to both the RIDE School Building Authority and the Providence Public Property Department.

Preparing PPSD's facilities for a safe reopening during the COVID-19 pandemic

- 7) As part of the comprehensive response to the COVID-19 pandemic, PPSD engaged in a thorough process to prepare safe facilities for students to learn and staff to work. As part of this effort, PPSD worked with a ventilation engineer to ensure proper air exchanges in buildings with and without existing HVAC systems. This resulted in a school-by-school, classroom-by-classroom approach to ventilation and an investment in over 750+ window fans and 500+ HEPA filters. Additionally, with support from RIDE, the district recently added an additional 1800+ HEPA filters to support building ventilation in cold weather months, when keeping windows open may not be feasible.
- 8) Working with a custodial vendor, PPSD increased custodial staff hours dedicated to

improving cleaning and the level of cleanliness of all school buildings. The district also created a clear process for the deep cleaning of all spaces. In response to the COVID-19 pandemic, the district's custodial vendor hired additional temporary staff to augment the full-time team to ensure a safe environment for students and staff. This augmented staff capacity has resulted in an approximately 40 percent increase in custodial hours worked since September 2020 (approximately 12,000 additional custodial hours). Working exclusively during school hours, these extra custodians perform on-going disinfection of restrooms and high-touch surfaces.

- 9) To support a safe reentry, PPSD procured substantial amounts of personal protective equipment (PPE) for staff members and students, including: 100,000+ reusable masks and 100,000+ disposable masks; 19,000+ bottles of hand sanitizer; and 2,000+ gallon containers of disinfectant spray. In addition, PPSD installed 750+ window fans and 300+ HEPA filters to increase ventilation within the classrooms.
- 10) As part of the initial response to COVID-19 in spring 2020, from March 17 through June 30, PPSD and its food service vendor distributed over 1.5 million meals to the city's school children at 14 school-based sites during the COVID-19 shutdown. This food distribution initiative included home delivery service to those students and families most in need. Because food insecurity is a major concern of families and because students need the nourishment provided through the school meals program, it was vitally important to provide

meals to children even when the schools were physically closed. At the conclusion of the 2019–20 school year, meal distribution transitioned to the Providence Recreation Department as part of its regular summer meal program.

Improving ongoing upkeep and maintenance of PPSD’s facilities

11) The Association of Physical Plant Administrators (APPA) provide a five-level rating system to help educational facilities evaluate the cleaning quality at their facilities, as well as the appropriate staffing needed to maintain them. Historically, PPSD had contracted with a custodial vendor to maintain the schools at an agreed upon APPA level 3, or “Casual Inattention” level. However, since RIDE assumed control of the district, the custodial vendor has been performing at an APPA level 2, or “Ordinary Tidiness.” This level is reviewed by an independent, third-party evaluator now contracted to review the cleanliness and condition of the school facilities three times per

year. This higher level of cleanliness has led to a better school environment for students and staff, one that is more conducive to teaching and learning.

12) To improve customer service to schools, PPSD has worked with its facilities maintenance vendor to streamline the work order reporting system, so that any staff can identify building issues and have them entered into the work order system and receive follow up emails as the work order progresses to resolution. PPSD has also developed a rotating painting schedule so that all schools receive two full weeks of painting service each school year. In addition, the implementation of the Capital Revolving Fund (see bullet below) will allow PPSD to address more of the high-impact visual enhancement (HIVE) projects that improve the student experience in the schools. PPSD has also initiated painting and plaster repair projects that remediate interior damage caused by past water penetration from failed roofing.

Inside Story: Restoring, Rebuilding, Reimagining

One of the most sobering findings of the Johns Hopkins Report was the unacceptable physical condition of many of PPSD’s school buildings. Reviewers stated, “in all but one of the (elementary) schools, the buildings were in very poor – and in one, absolutely dire condition. In some cases, the facilities clearly disrupted learning.”

During the public forums over the summer 2020, families recounted the troubling stories their children had told them about their decaying school environments. In response, Commissioner Infante-Green recognized the importance of building modern learning environments in a successful turnaround effort and made a commitment to release a plan to upgrade PPSD

school facilities—a plan that prioritized safety and 21st century learning opportunities.

In reviewing the condition of the current school facilities, 27 out of the 38 school buildings in use, or 71 percent, were rated in poor condition.

Only three buildings were rated in good condition. Moreover, building capacity exceeded 100 percent at a time when enrollment was continuing to grow. Any capital plan would have to do more than incorporate new space while making critical renovations; it would also have to innovate to address 21st century learning requirements.

The amended new plan supported by Mayor Elorza and RIDE includes \$160 million in phase-one projects targeted improvements in 26 buildings currently in use. Highlights include a new building on the site of the current Spaziano Elementary Annex in the Laurel Hill area of



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This summer, Commissioner Infante-Green was joined by Mayor Elorza to announce an amended, \$300-million multi-phase School Capital Improvement Plan that would augment Mayor Elorza’s 2017 commitment to invest heavily in school infrastructure. This included \$160 million in previously approved funding and an additional \$140 million bond, which Providence voters approved in November 2020.

Providence and a major renovation of the district’s flagship for academic achievement, Classical High School. Phase one also detailed the improvement and reopening of the Windmill School to serve as needed swing space, so construction could happen in other buildings during the school year.

With funding approved in the November election, phase two of the plan includes a significant investment in Carl Lauro Elementary that will not only modernize the facility, but add much-needed green space to its campus. Phase two also accounts for renovations in the recently donated building, the former St. Joseph’s Hospital, a generous gift of former Providence Mayor

Paolino. The donated building will be reconfigured as transitional space before it is renovated into a much-needed state-of-the-art Pre-K – 8 school facility.

Much of this work is urgently needed, and six critical structural improvement projects are slated to take place during the 2020–2021 school year: Fortes Elementary School, Lima Elementary School, Webster Ave Elementary School, Kizirian Elementary School, Feinstein Elementary at Broad Street, and Roger Williams Middle School.

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A reconceived School Building Committee that includes greater parent involvement convened this fall, and will be overseeing details on all the shared PPSD and city capital projects for the next five years.



MOVING FORWARD: BUILDING FOR THE FUTURE

The amended Capital Improvement Plan includes several exciting infrastructure projects that will be undertaken in the coming years, including the long-overdue reconstruction of many of PPSD’s oldest school buildings located in the city’s most historic neighborhoods. Meanwhile, the district will continue to upgrade and expand initiatives that make the schools ever safer from COVID-19.

Major initiatives on the way include:

- 1) Over the next five years, approximately \$300 million in capital improvement and building projects will be completed, significantly modernizing and upgrading Providence’s schools. In November 2020, the voters in Providence approved a bond referendum totaling \$140 million, to be combined with the already existing \$160 million bond approved in 2018, to support PPSD’s five-year capital

plan. The major projects earmarked for these combined funds include: the renovation of the former St. Joseph’s Hospital facility and conversion into a Pre-K – 8 school; the construction of a new school to replace the Spaziano Annex school; and the renovation of the former Windmill Street School.

continue to ensure proper ventilation and air circulation to safely provide in-person learning during the winter months, when keeping classroom windows open is a challenge.

COMMUNITY VOICES

“As a mother I feel so grateful to see my son’s school, Harry Kizirian Elementary, doing these type of changes to make the school a better place for students, families, and staff. The school really needed a change for our students...new roof, new playground. Awesome!”

– Carol Duluc (Providence Parent)

2) The Spaziano Annex building, rated in the [Jacobs Report](#) as one of the state’s worst school facilities, will be demolished and rebuilt to be nearly double its size, going from 17,000 to 30,000 square feet. The new Spaziano Annex and freshly renovated Spaziano building will combine to create a modern, Pre-K – 8 educational campus that will meet the needs of students and families in the Silver Lake neighborhood.

3) In the near term, Providence is investing \$12 million in much-needed exterior building repairs to Roger Williams Middle School and Broad Street, Fortes, Lima, Kizirian, and Webster Avenue Elementary Schools. The initial projects at these schools include building envelope repairs to address urgent needs, such as roof replacement and masonry work to eliminate water infiltration. Subsequent projects at these schools will involve additional structural repairs, high-impact visual improvements, and additional student-centric innovations.

4) As part of the next stage of PPSD efforts to respond to COVID-19, the district is acquiring and will install more than 1,800 HEPA-filtered air purifiers in school buildings across the district. The deployment of these purifiers in every PPSD classroom will permit the district to

5) For the first time, Providence is developing a \$1 million Capital Revolving Fund so that more smaller-scale capital projects can be completed in our buildings for the benefit of our students, staff, and families. These projects will be reviewed and approved by the RIDE School Building Authority and will be subject to state reimbursement. The state reimbursement would then be directly deposited into the revolving fund, enabling the district to continuously complete additional projects using these replenished funds. These types of projects selected would be prioritized to reflect investments that save money in the future and that would enhance the student experience in the school. ★

Goal #6

All Schools Will Be Safe, Modern, and Have a Respectful and Positive School Culture

WHERE WE WERE: SCHOOL CULTURE IN PROVIDENCE WAS BROKEN

Bullying and cases of physical violence were commonplace in PPSD middle and high schools. In one elementary school, students complained to Johns Hopkins reviewers about daily bullying and frequent backpack thefts, while an elementary school principal was noted as saying her most important daily task was “ensuring that the students feel safe.”



The Johns Hopkins review team was stunned by the low morale throughout the PPSD community and alarmed about the frequent references to safety concerns by PPSD staff and students. They specifically noted, “there is widespread agreement

that bullying, demeaning and even physical violence are occurring within the school walls at very high levels, particularly at the middle and high school levels.” PPSD staff pointed to inconsistent student discipline measures and the pressure to reduce suspensions as problematic.

The alarmingly high incidences of teacher and student absenteeism that plagued the district for years were attributed in part to poor school culture. Based on 2019 survey results, less than half of Providence’s students had a favorable perception of feeling safe at their school. Direct feedback from students to Commissioner Infante-Green when she first started revealed a disheartening reality: all students wanted was the opportunity and support to thrive, but instead they felt trapped in a system that neither valued nor respected them.



FROM THE JOHNS HOPKINS REPORT

“School culture is broken, and safety is a daily concern for students and teachers. Our review teams encountered many students and teachers who do not feel safe in school.”

Year 1: Strengthening the Foundation

PRIDE and PPSD leadership recognized the need to transform the toxic culture in PPSD schools into a culture that fosters a safe and nurturing learning environment focused on student growth and achievement. Through the TAP, they made a commitment to ensure that “every student in Providence will be enrolled in a school where they feel engaged, secure, and valued. A data-driven process for regularly assessing the social and emotional health and growth of students will be implemented.”

Strengthening each school’s climate and culture

- 1) PPSD significantly expanded its focus on social emotional learning (SEL) as a critical lever to improve each school’s climate and culture. Previously, SEL had been conflated with social-emotional *behavioral* health, and as a consequence, PPSD primarily focused SEL efforts and supports on students with significant behavioral needs. The new leadership team re-configured the district’s thinking from a deficit-based view of student capacity to an affirming and asset-oriented view that supports all students. For example, this SEL mindset now asks, what SEL competencies do students bring into the classroom that educators can build upon? And what areas of growth do students need to be able to develop to further access instruction?
- 2) To inform this shift in strategy, PPSD convened an SEL summer steering committee comprised of teachers, building leaders, clinicians,

students, and family members. This steering committee informed the development of an SEL vision statement that is rooted in equity and social justice.

“We believe academic learning and cognitive growth are inextricably tied to social emotional development and the pursuit of equity, liberation and self-actualization for our students. Our children, families and staff will work together to gain an awareness of self; equipping us with the skills to not only explore the inequities that exist in the world around us, but practice navigating through them with responsible decision making. We believe SEL is not a “curriculum” set apart from core content; it is explicit skills cultivated in order to provide access to rigorous, high quality learning experiences for students. Through ongoing self-reflection and the celebration of our collective experiences, we will all grow as critical thinkers who know our worth and what we need to thrive.”

This new SEL vision was shared as a part of the transition lessons designed for every teacher to deliver. Teachers, building leaders, and network leaders were all trained on the SEL framework and culturally responsive teaching to help them develop and strengthen cross-disciplinary frameworks that create a strong classroom culture and the conditions for high-quality, grade-level aligned instruction.

- 3) To assess SEL within the district, PPSD formed a cross-divisional team in the summer of

- 2020 to begin a process for collecting and tracking social-emotional health and growth data of students. PPSD had already been collecting some social-emotional data through the Behavioral Intervention Monitoring Assessment System (BIMAS). This measure uses educator assessments of social, emotional, and behavioral functioning, and can be used to identify students who may be in need of additional support. The team discussed whether gaps existed in the data and determined that, while the current measure provided important data related to teacher perception of students' social, emotional, and behavioral functioning, it was also important to implement an additional measure that would capture student's self-perception.
- 4) PPSD subsequently adopted a new measure of student social-emotional skills called the Social Emotional Competency Assessment (SECA). The first administration of the measure with students in grades 5-12 was fall 2020. Data from the fall 2020 administration indicate that students identify Self-Management as the SEL competency that is most challenging, while Relationship Skills was easiest to master. The district has put together individual school-level data reports and provided a list of recommended resources to use in the classroom with students. The data will be used to inform classroom, grade-level, and whole-school SEL practices and interventions. A key purpose of administering this measure was also to gauge across school levels how students are coping with stress and managing emotions during these unprecedented times.
 - 5) PPSD built upon this vision and assessment with a series of initiatives to improve SEL within the district. These have included five days of SEL lessons for teachers; adoption of SEL competencies; and the codifying and scaling of classroom-level SEL practices. PPSD also launched an SEL resource site for educators and school leaders. Since SEL had long been conflated with social-emotional behavioral health, PPSD plans to work with schools and the Director of Student Services to form an SEL community of practice to support school-level implementation of SEL, combined with additional SEL coaching and supports.
 - 6) PPSD previously had allocated school-level staffing for school culture through culture coordinator positions at the middle-school level. To better support school culture across the district, PPSD repurposed these positions and activated existing staff, including "culture leaders" at the elementary level, to ensure that every school had a clear point person focused on school climate and culture. PPSD also added supports within the larger network structure centered on implementing PPSD's culture and equity priorities. These added network level supports included the creation of a Culture and Equity Specialist position.
 - 7) PPSD secondary school leaders identified school culture priorities based on individual schools' review and analysis of data related to discipline, attendance, and school culture. As part of a root cause analysis, principals and their school team determined one area they would focus on for the school year and developed "look-fors" to support alignment

and focus from one classroom to the next across their entire campus. Each school also implemented Student Support Plans embedded with goals, resources, and objectives to address school culture and equity concerns.

- 8) The PPSD Secondary School Network launched a series of professional learning experiences, held monthly with school support personnel, focused on collaborative problem solving around addressing school culture needs. The training is rooted in Restorative Justice Practices and Positive Behavior Supports.
- 9) PPSD hired a new Director of Student Support Services to oversee the implementation of social-emotional learning and a multi-tiered system of supports in the district. This position was a repurpose of a previous role to add much-needed capacity to building district coherence and codification around Multi-Tiered Systems of Support (MTSS) and a district SEL strategy and impact measurement approach.

Providing holistic wrap-around services to support students

- 10) PPSD implemented the School-Based Mental Health Collaborative to ensure that 36 schools have a clinician (social worker or school psychologist) to support site-based social-emotional health, with plans to expand this initiative to all PPSD schools. National research indicates that availability of school-based mental health services can improve student academic achievement. School-based mental health services have also been proven to increase family participation in their children's education and mental health treatment.

Through the School-Based Mental Health Collaborative, PPSD has sought to promote better access to services, including mental health services by pupil service providers and/or community mental health clinical services for children with serious emotional or behavioral issues and their families. This initiative has also improved efficiency and coordination of services among school professionals and community service providers to ensure more students and families consistently participate in support and treatment through linkages with the school's wellness programs.

- 11) The School-Based Mental Health Collaborative has also helped with the early identification of mental health challenges through appropriate screening, assessment, and follow-up; emphasized school attendance and reductions in dropouts (i.e., students not missing school due to appointments, improved functioning to address mental health symptoms that contribute to absences, etc.); and focused efforts to reduce the stigma often associated with mental illness by offering culturally competent professional development and consultation with school staff.
- 12) PPSD secured a \$20,000 training grant from RIDE to provide leadership development to its Specialized Instruction Team. Previously, the district had used focus groups to determine service gaps, in which families specifically asked for more streamlined, clinical support as it relates to behavioral health initiatives. These grant funds are building the necessary capacity to deliver on this request by improving school responsiveness, especially as it relates

to culturally responsive positive behavioral interventions and supports (PBIS) and individualized social-emotional supports. PPSD also secured eight additional counselors to support students and secure clinical support for students without coverage in response to the uptick in social-emotional health concerns due to COVID-19.

13) PPSD piloted the Cross Agency Collaborative Group in partnership with local child, family, and youth support agencies to discuss and implement holistic wraparound supports for students. This group consists of the Department of Children, Youth & Families (DCYF), Family Services, Tides Family Services, and the Rhode Island Parent Information network to collaborate around student support services for the over 13,000 students shared between the agencies.

14) As part of the response to COVID-19, RIDE and PPSD provided technology and internet access to students and families. These efforts included raising over \$400,000 in April 2020, including donations from CVS Health, Cox, Brown University, and private individuals for mobile computers and hotspots through a fundraising challenge issued in partnership with the Rhode Island Foundation. Mobile and internet providers also created local hotspots and provided reduced-cost internet access for families. Thousands of PPSD students gained access to distance learning as a result.

15) Each school has a team that focuses on promoting and integrating school wellness and instruction. PPSD also has a district-wide wellness committee dedicated to analyzing

district wellness and health policy initiatives. In summer 2020, the district-wide wellness committee developed and reviewed a report focused on PPSD students' overall health and wellness. Armed with key findings, PPSD has focused on promoting student access to better nutrition, such as farm-to-table programs and removing vending machines, as well as promoting more outside activity in partnership with Providence's "Take it Outside" program.

Focusing deeply on equity as a driver of improving school climate and culture

16) PPSD launched equity-focused professional development and people development efforts, including professional learning sessions now required for all teachers and staff on the Fundamentals of Diversity, Equity, and Belonging. PPSD also expanded professional development initiatives that addressed culturally responsive teaching. TNTP instructional walkthrough recommendations suggested that the district create supports to build educator capacity in holding high expectations for students, and support them in "carrying the cognitive load" rigor. So far, more than 250 educators have completed the initial *Introduction to Culturally Responsive Teaching* session. This professional learning series will roll out across middle schools in the spring. At the elementary level, culture leaders are holding coaching sessions and community-of-practice sessions facilitated by the Culture and Equity Specialists.

17) PPSD launched a Diversity Equity and Belonging virtual day of learning that engaged over 800 PPSD educators and

consisted of 16 professional development offerings with five community partners. This day of learning included focused discussions on intersectionality, culturally responsive teaching, supporting differently abled students, community collaboration for equity, and the launch of district ethnic affinity groups

18) PPSD partnered with Diversity Talks to launch a 60-educator cohort program, facilitated by students. PPSD will partner with Diversity Talks to curate another cohort for the 2021-2022 school year. Student facilitators from three high schools are leading professional development sessions for a diverse group of educators across the district, including building leaders, teachers, related service staff, and district leaders.

19) PPSD held Equity Office Hours with over 150 educators to discuss diversity, equity, and belonging in a small-group setting. These sessions included educators, students, parents, and community members. Prior to each session, participants registered and received key definitions so they could participate in rich and open conversations during the office-hour sessions.

20) PPSD partnered with national equity and diversity leaders to launch the “Say Their Names” toolkit in response to national unrest after the death of George Floyd and in support of students, families, and educators. PPSD will continue to work with local partners to curate resources for educators and leaders to engage in critical classroom conversations about race, justice, and civic engagement. This toolkit has been accessed by 400 educators across the district and used throughout the year to

address civil unrest, COVID inequities, and the 2020 elections.

Engaging and listening to students to inform district policies

21) One of the major themes that emerged during the community forums was the need to ensure that student voice is elevated to inform district policies. In an effort to directly hear from students, Commissioner Infante-Green started conducting school-specific student roundtables. These roundtables provide the Commissioner an opportunity to engage with and hear directly from students, one school at a time. The roundtables typically immediately follow coffee hours that the Commissioner and Superintendent host with teachers and administrators from that same school. This provides an ongoing opportunity for the Commissioner and Superintendent to focus on the set of issues that are affecting that particular school, and to discover themes and trends that affect the district as a whole.

22) To ensure that student voices were represented in the development of the Providence’s TAP, two students served as community members on the CDT. In addition, the CDT invited other students to provide their direct feedback on its preliminary recommendations for the TAP.

23) As part of Superintendent Peters’ Entry Plan, he held several student roundtables to gain insight into their perspectives on the district. The Superintendent has continued these roundtables, including holding a student-specific feedback group on the district’s reopening plan over the summer. The

Superintendent continues to make himself available to students who reach out to discuss concerns about their schools and the district.

24) RIDE recruited a small group of students from schools, organizations, and afterschool programs to participate in Focus Fridays. This group was tasked with developing activities and events that would help RIDE proactively involve youth from PPSD on decisions, initiatives, and strategies. Youth were able to meet with Commissioner Infante-Green and RIDE staff to discuss policies they were considering, while offering their feedback on issues affecting them as students. The meetings included feedback

on initiatives like the TAP and brainstorming sessions pertaining to youth-led events.

25) RIDE worked with these students to develop the Stand-Up Youth Summit, with the goal of better understanding key issues related to school culture and safety. The three-hour, virtual event drew 60 high school students from Providence and across the state. The event was originally planned for March 2020, but was postponed due COVID-19. However, thanks to the efforts of a group of passionate students, the event was held virtually in April 2020. PPSD students were heavily involved in the planning of the Stand-Up Youth Summit.

Inside Story: Supporting Emotional Health

SEL has long been recognized by researchers and practitioners as an effective approach that can lead to better student achievement and provide students with the life skills needed for future success. Prior to the state intervention, PPSD

RIDE quickly recognized both COVID-19 and distance learning as major disruptions in the daily lives of students and families, and began working with Pure Edge to expand their well-being services to students and families. Over 2,000 individuals participated during the month of April alone.

had already incorporated SEL into select curricula. Johns Hopkins reviewers noted Providence teachers' enthusiasm for SEL despite the lack of much needed resources for SEL competencies. "There is real pride in the fact that SEL is being implemented in some schools," they noted.

Early in her tenure, Commissioner Infante-Green made it clear that the expansion of social-emotional learning would be an essential component in RIDE efforts to improve school culture and enhance students' educational environment. She also understood the role it can play in staff self-care. In November 2019, RIDE partnered with Pure Edge, Inc. to provide online social-emotional support to teachers, made possible through generous philanthropic support.

When COVID-19 prompted a quick pivot to online learning in March 2020, RIDE quickly recognized both COVID-19 and distance learning as major disruptions in the daily lives of students and families, and began working with Pure Edge to expand their well-being services to students and families. Over 2,000 individuals participated during the month of April alone.

to make a safe space and foster the skills to help people manage when they are hurting. At the secondary level, students engaged in project-based lessons based on the coronavirus and its impacts on their lives—lessons designed to build collaboration, rapport and decision-making skills. This curriculum was so successful that other Rhode Island school districts began requesting it. RIDE has

now made it available for free to all local education agencies statewide.

RIDE and PPSD are now working to support an evaluation of SEL learning throughout the district. Other initiatives include the adoption of expanded SEL competencies for teachers, the development of an SEL website for PPSD staff, and the scaling of classroom-level SEL practices.



Recognizing that social-emotional skills would be critical to the transitioning back to in-person learning, in the spring 2020, the district contracted with national experts to develop a unique back-to-school curriculum, focused on rebuilding and celebrating community. Planned for the first week of school, the lessons were designed to build skills for understanding one's own emotions and others' feelings during the ongoing public health crisis.

Through this transition curriculum, elementary students received three reinforcing lessons a day on understanding harm, building empathy, and restoring trust. During circle time, students learned

At the secondary level, students engaged in project-based lessons based on the coronavirus and its impacts on their lives—lessons designed to build collaboration, rapport and decision-making skills. This curriculum was so successful that other Rhode Island school districts began requesting it.

Additionally, RIDE applied for and received a federal *School Climate Transformation* grant, a portion of which PPSD is using to train special education staff on tiered SEL supports for students.

MOVING FORWARD: BUILDING FOR THE FUTURE

To strengthen the SEL curriculum in PPSD, leaders will make a continued effort to heighten the SEL competencies of teachers and school leaders alike. RIDE and PPSD will launch initiatives to engage students in district-wide policy discussions and provide them important supports to grow both academically and socially.

Major initiatives on the way include:

- 1) Thanks to support of a group of philanthropic partners, two PPSD schools will soon host innovative SMART Clinics, which are set to open in early 2021. The clinics will directly embed health services into the school buildings to provide service to students, educators, and staff. The clinics are based on the SMART Clinic model, which has been successfully used to improve student and community health in schools in Chicago and Alabama. The SMART model takes a holistic approach to improving the health of students, teachers, staff, and the whole school community. By integrating health issues into all aspects of the school, the clinics will improve the short- and long-term health of all involved. Plans are being considered to expand the SMART model to other schools in Providence and other districts in Rhode Island.
- 2) Meetings of the Superintendent's new Student Advisory Council will soon begin to provide direct feedback to the Superintendent from the students' perspective to inform district-wide policy. This student advisory council was formed to provide PPSD students an opportunity to directly engage the district's leadership around

topics and policies that are important to them. Although not a new concept, this type of advisory has not existed at the district in many years. PPSD is dedicated to ensuring students have representation and a seat at the table. Recruitment for this Student Advisory Council is currently in progress.

- 3) To address an issue that has been of particular concern across the community, RIDE, PPSD, and the City of Providence initiated a series of student, educator, and community conversations to gather feedback on the future of school resource officers (SROs) in schools.



COMMUNITY VOICES

“When I called FACE to ask for help about my IEP student, they responded quickly and provided the guidance necessary to help my child. As a PTA president in my son’s school, I also referred a parent member to the PTA with concern about their students, and FACE staff responded and gave prompt support.”

– Carolina Linares (PAC Parent)

- 4) PPSD secured a \$460,000 Gates Foundation Model, Design Initiative Grant to improve culture and climate in middle schools. PPSD will use grant resources to establish a richer, more inspiring school climate and culture for eighth-grade students, elevating student voice and

improving the eighth-to-ninth-grade transition experience. This grant will directly address the challenges students face transitioning from 8th to 9th grade. Research indicates that students' success in 9th grade is a key indicator in determining on-time graduation. To improve school climate and culture, the grant will support continuous improvement around scale and implementation of restorative practices and the reduction of disproportionate discipline referrals for Black students. Grant efforts will subsequently include building network leadership capacity to lead improvement practices around equity, restorative justice, and high expectations for adolescents with unfinished learning. PPSD will also use the grant to reduce chronic absenteeism, elevate student voice, and improve culturally responsive practices.

- 5) PPSD will work with local partners to continue to curate resources for educators and leaders to engage in critical conversations about race, justice, and civic engagement in the classroom. Through strategic partnership opportunities, PPSD will generate the equity framework, which will include equity score cards, equity priorities as articulated by community leaders, and an articulated lens by which to fold authentic decision making into an expanded community of practice.
- 6) RIDE proposed \$1 million in its FY2021 budget to increase the number of counselors, social workers, and other mental health professionals in schools using funds previously allocated for School Resource Officers to strengthen school culture. RIDE will continue to advocate for these funds, which will help enhance the number of school counselors and mental health professionals in PPSD schools. ★

Our Central Office Will Be Effective, Efficient, and Responsive

WHERE WE WERE: **BUREAUCRATIC DISTRICT OFFICE STIFLED CHANGE**

Multiple levels of bureaucracy within PPSD have stifled innovation and reform efforts for decades. A divide between the Central Office and school building staff led to confusion in schools across the district, while teachers and school leaders often complained about the many layers of management they had to navigate to address basic issues. The current teachers' contract has stifled innovation and flexibility at all levels and continues to threaten academic quality and professional development.

As stated in the Johns Hopkins report, the "Providence Public School District is overburdened with multiple, overlapping sources of governance and bureaucracy with no clear domains of authority and very little scope for transformative



FROM THE JOHNS HOPKINS REPORT

"Providence Public School System is overburdened with multiple, overlapping sources of governance and bureaucracy with no clear domains of authority and very little scope for transformative change."

change. The resulting structures paralyze action, stifle innovation, and create dysfunction and inconsistency across the District. In the face of the current governance structure, stakeholders understandably expressed little to no hope for serious reform."

Year 1: Strengthening the Foundation

Commissioner Infante-Green recognized the need for a functional and effective Central Office as a priority in her efforts to transform the troubled school district into a world-class education system. In early 2020, she recruited and appointed a leadership team experienced in school transformation. The team immediately applied smart budgeting practices and was successfully able to realign \$1 million in district resources for school-level priorities.

Building a strong team: Restructuring and repurposing resources at PPSD's Central Office

- 1) Commissioner Infante-Green's appointment of Harrison Peters, a leader with significant experience in urban school system reform, as the Turnaround Superintendent gave the turnaround effort an immediate energy boost.

Previously, as Deputy Superintendent-Chief of Schools for Hillsborough County Schools, Peters was responsible for the day-to-day operations of the district's 250 schools that educate 220,000 students. His team achieved record-breaking graduation rates, industry certifications, and college scholarships, as well as a significant reduction in the student achievement gap. When he served as Chief of Schools on the south side of Chicago, Peters was credited with significantly increasing ACT scores, 3rd grade reading, math proficiency, and graduation rates. A proud veteran of the United States Navy, Harrison served on the USS Cleveland before beginning his career in education.

- 2) To align resources and deliver on the Commissioner's commitment to better serve families and the community, RIDE announced two additional positions in the PPSD turnaround leadership team on the day Peters was named Superintendent: first, the Chief of Family and Community Engagement, which was a position elevated from an earlier executive director position and is responsible for the strategic vision for all stakeholders – family, students, partners, and community members – who support student success; second, the Chief of Equity, Culture, and School Supports, a new position responsible for setting districtwide strategy around race and equity priorities while also providing direction on improving school culture and climate.
- 3) Early in his tenure, the Superintendent created a network structure to provide immediate collaboration to schools through on-the-

ground coaching and support. The elementary network and secondary network include dedicated instructional, data, and evaluation supports, moving these traditional Central Office functions closer to the school level. This approach allows school leaders to build stronger working relationships, have greater accessibility to information and decision-making power, and ultimately be more effective. The reorganization also includes network-specific supports around climate and culture, attendance, and family support services. Each network is led by a Network Superintendent, a seasoned administrator with a strong understanding of best practices in coaching and instruction. In addition to the superintendents, each network includes an executive director of school supports, a director of instructional supports, and a number of other staff members dedicated to serving the needs of individual schools and their leaders.

- 4) To support the transition prior to the appointment of Superintendent Peters, Dr. Frances Gallo, a highly regarded veteran leader of several Rhode Island school districts, served as Interim Superintendent. Additionally, then-Zone Executive Director Dorothy Smith provided keen leadership before and after Dr. Gallo's term by serving as Acting Superintendent. Once Harrison Peters came on board officially, Dorothy Smith moved a new role of Senior Advisor to the Superintendent, providing vital guidance until her retirement earlier this year.
- 5) Prior to Superintendent Peters starting at PPSD, RIDE recruited a new Chief of Staff and Chief Operating Officer to lead critical roles in

PPSD's transformation. Both positions provide direct daily support and guidance to the Superintendent and serve as levers to promote, enact, and manage change within the district.

Shifting and reprioritizing district resources to have a closer, positive impact on students success

- 6) In response to a major finding of the Johns Hopkins review, RIDE initiated a comprehensive, top-to-bottom financial analysis of the district. This 10-week-long deep dive, conducted by EY, painted a picture of a district where the status quo had kept investments from reflecting student needs. At its core, the analysis found that overall budget numbers were not major obstacles. Rather, a "fixed costs" mentality was cited by numerous district staff as a stumbling block to change. Senior leaders have used this analysis as a guide to the realignment of district resources to fuel transformational change. For example, the district was able to leverage multiple funding sources to make a significant purchase of ELA and math curricula districtwide, the largest curriculum purchase the district has ever made.
- 7) PPSD engaged in a districtwide reorganization focused on student needs, reducing Central Office costs by \$1 million annually. This freed up valuable resources for use on top priority issues at the school level and shielded schools from the financial challenges posed by the COVID-19 pandemic. While districts across the state provided layoff notices to many teachers and school-based staff, PPSD was able to avoid any school-based layoffs. While the reorganization

plan did not include any teacher layoffs, it did include a net reduction of approximately 30 Central Office staff members. Reductions include employees in the finance, human resources, student affairs, and central supply offices.

- 8) Clarity on the district's finances had been a major issue for years. New leadership has since identified a number of ways the Finance and Budget Division could be reorganized to better support schools and phase out outdated district functions. For example, payroll has been reorganized to reduce the number of staff focused on processing paper timesheets and increased a focus on building systems to automate and monitor weekly payroll. Additionally, positions were reallocated to create network budget coordinators who, similar to HR, are assigned to schools and accountable to meeting school needs related to budget and finance issues.
- 9) Leveraging analysis from the EY-Parthenon report, PPSD conducted a comprehensive review of current vendor contracts. Senior leadership reviewed all major contracts spanning across all functional areas, from academics to facilities, to identify those that could be reduced or eliminated. This review produced over \$275,000 in savings that the district was able to reallocate to other initiatives.
- 10) The EY report suggests that there should be more flexibility around supporting students who are differently abled, including fluidity in services and support, not just programs.

PPSD restructured two roles to include building capacity for BIP (behavior intervention program) students and students on the Autism spectrum. These teachers are able to focus on inclusive practices for these students and support a more collaborative and nimble approach to service delivery. PPSD is continuing to build out the intersectionality of work between the Office of Equity and Diversity and the Office of Specialized Instruction, with a focus on continued professional development, inclusive practices, and high expectations for differently abled students.

- 11) In direct response to one of the major findings of the Johns Hopkins report, PPSD streamlined the procurement system, removing multiple layers of purchasing approvals and red tape, while strengthening transparency and compliance. Previously, schools and departments were required to submit RFPs to be reviewed by multiple individuals and committees in the City of Providence, and were beholden to approval of contracts by multiple governing boards with overlapping and conflicting authority. PPSD streamlined the process by creating a tiered system for review, with lower value contracts having a simplified review and approval process and larger value contracts being reviewed by the school board to support transparency.
- 12) PPSD's practice of supply and resource reallocation across the district was significantly outdated. The district reorganized the central supply and warehouse functions and focused moving and other supports directly to the school level.

Restructuring and enhancing how PPSD Central Office serves schools, educators, students, and the community

- 13) PPSD reshaped how the Office of Family and Community Engagement interacts and provides services to families. This redesign included a more centralized way to engage parents who either call or walk in to the district office. PPSD shifted its approach to be a rapid response and support team that addresses issues or challenges families may be experiencing. PPSD incorporated new technology that allows the team to document and track parent feedback requiring a resolution. PPSD also added the opportunity for families to rate the district's level of customer service. As part of the revamped team, PPSD added two new translators and a volunteer manager to help facilitate parent engagement opportunities.
- 14) By restructuring the Student Affairs Office (SAO), PPSD has brought this important work closer to school leaders and schools. Student safety and disciplinary concerns frequently came up as an issue in the Johns Hopkins report. SAO has been relocated to the network level, and the hearing process for student discipline issues has been reorganized so that schools better meet the needs of their students. In addition, an external partner is working to conduct a review of this support to see how to improve the district infrastructure to be less reactive and more proactive in meeting PPSD's most vulnerable students' needs.
- 15) In order to create a more streamlined and effective Office of Human Resources, the new Chief Operating Officer assumed responsibility

for the HR function, and the previous Chief of Human Capital position was eliminated. PPSD went further, streamlining the Office of Human Resources by reducing head count and realigning positions to support schools first. Now, staffing and recruitment officers are built into the network-based approach, dramatically increasing responsiveness to school leaders.

- 16) PPSD leveraged content supervisors in the Teaching and Learning Team to support implementation of curriculum-related shifts in PPSD schools. In these roles they are leading the organization of professional learning so school teams can implement the resources well. PPSD now works with schools and networks to get resources to schools in as timely a manner as possible within the guidelines of the modified procurement process.

Additional efforts to increase Central Office's effectiveness, efficiency, and responsiveness

- 17) This fall, the district embarked on customer service training in a wide-ranging effort to be more responsive to district families. More than 200 school staff members and the Central Office are participating in training on recently adopted customer service standards: Courtesy and Respect; Communication and Accessibility; Professional, Cultural, and Linguistic Responsiveness; Environment of Belonging; and Awareness and Continuous Improvement. These standards will be rolled out in a more public way later this school year to set clear service expectations for families, students, and employees.

- 18) The Chief of Equity, Culture and Student Support issued an RFP for a program review of Specialized Services, which currently serves 4,675 students with disabilities – including 1,700 in private schools or community day care. The review should provide PPSD with much-needed situational awareness so it can move forward with identifying best practices in service delivery and organizational changes to improve efficiency.

- 19) The Superintendent launched a number of initiatives to be more visible and responsive to families during the pandemic. These included a number of videos and messages delivered through social media channels to reach both families and stakeholders. He also began regular weekly updates to staff to keep them informed of all school reopening developments as they happened, from curriculum and technology to cleaning protocols and PPE deliveries. Lastly, to support feedback and continuous improvement, Superintendent Peters launched innovate@ppsd.org for all members of the school community to make suggestions to improve school and district operations.

- 20) PPSD has worked to create Research-Practice Partnerships in an effort to leverage higher education institutional knowledge and capacity to assist with research that is relevant to the district and will improve student outcomes. PPSD forged three major Research Practice Partnerships forged since the 2020 school year. One is with the Annenberg Institute at Brown University. Another is with the Regional

Education Laboratory for New England and the Islands (REL-NEI), focused on district activities to address chronic student absenteeism. More recently, The Policy Lab at Brown has been assisting in a three-year cohort analysis of MLLs as part of PPSD's U.S. DOJ agreement.

21) To increase overall coordination and effectiveness of implementing the TAP, PPSD created a digital, web-based tool and meeting structure that allows named individual accountable owners to plan and track the execution of each turnaround initiative.

Inside Story: Putting Your Money Where the Students Are

Often the toughest budget decisions yield the most dramatic and positive results. That spirit was the motivation for Commissioner Infante-Green's decision to request a top-to-bottom financial analysis of PPSD immediately after the state intervention began in June 2019.

After the troubling findings of the Johns Hopkins report came to light, the Commissioner committed to implementing sweeping reforms in a district that has suffered from decades of neglect and underachievement. To succeed, sound finances would be essential, leading RIDE to select EY, the globally prominent accounting firm, to carry

out a 10-week financial assessment of PPSD that "aimed to assess the financial health of the district and to provide a more detailed view on current resource allocation."

The EY team analyzed budget and personnel data across multiple years to evaluate how resources were being allocated and to assess potential areas for reallocation in the district. As part of this work,



After the troubling findings of the Johns Hopkins report came to light, the Commissioner committed to implementing sweeping reforms in a district that has suffered from decades of neglect and underachievement.

EY interviewed and held in-depth discussions with 50+ stakeholders across the district, city, and state to develop an understanding at depth of the district's financial resources and identify cost savings.

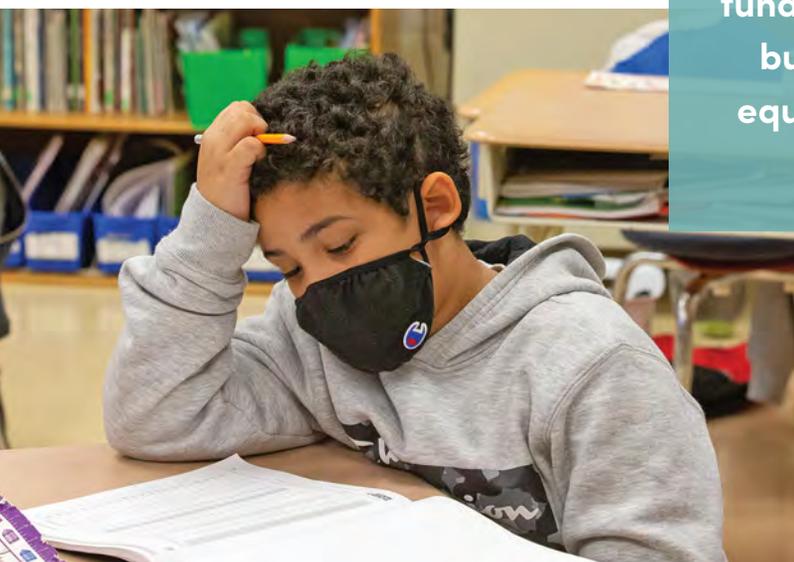
The analysis concluded that, while the district is not in financial trouble, a range of strategic opportunities existed for reallocating and aligning funds to better serve students and fund critical needs. Highlights included: (1) revising the district’s approach to staffing of teachers to meet the needs of a significant MLL population; (2) driving efficiencies in the Central Office to strengthen school supports and reallocate funds to schools to increase dollars controlled at the school level; and (3) shifting from PPSD’s fixed budget mentality, which inhibited change, to a more flexible approach to budgeting.

It became clear that, contrary to what had been reported over the years, a lack of funds was not the district’s primary problem; budgeting did not match priorities, and there was no accountability for this fundamental mismatch.

strategies to reallocate “wasted” funds, while developing the district’s long-term budget priorities “with the goal of increasing equity and efficiency in the use of funds at the individual school level.”

For example, \$1 million in annual personnel and non-personnel savings were quickly identified to reallocate from the Central Office alone. As the districtwide reorganization continued, \$1 million was adjusted to add classrooms to enable MLL students to be more quickly enrolled in classrooms that best meet their learning needs. The new approach to school budgeting also eased fears of pending teacher lay-offs, an early win for educators and students alike.

Upon receiving the analysis, the RIDE and PPSD budget teams rolled up their sleeves and went to work to identify cost savings and practical strategies to reallocate “wasted” funds, while developing the district’s long-term budget priorities “with the goal of increasing equity and efficiency in the use of funds at the individual school level.”



Upon receiving the analysis, the RIDE and PPSD budget teams rolled up their sleeves and went to work to identify cost savings and practical

MOVING FORWARD: BUILDING FOR THE FUTURE

A new and invigorated PPSD Central Office will be ever more responsive to the diverse needs of PPSD students, families, and educators alike. The district will expand smart budgeting practices to support better education practices through powerful investments in state-of-the-art technology. Leaders will continue to focus on increasing equity and transparency.

Major initiatives on the way include:

- 1) PPSD is making a major investment in technology to support teaching and learning. The District is securing 12,422 Chromebooks and 1,300 Wi-Fi hotspots to support distance learning for students; more than 2,000 laptops and 300 webcams/headsets for educator use; and 120 new SmartBoards and 800+ sound systems for improved classroom instruction.
- 2) RIDE and PPSD are developing plans for the district's approach to school budgeting to increase equity and efficiency in the use of funds at the individual school level. This includes providing school leaders with greater information and transparency into their budget, as well as closer alignment between district investments and priorities identified in the TAP.
- 3) PPSD's senior cabinet team will continue to focus on capacity building experiences regarding "Equity Policy," which will guide division equity goal setting. PPSD will continue to support the cabinet team through seven "Equity Centered Capacity Building" professional learning sessions in order to cascade equity-oriented practices throughout their divisions.
- 4) PPSD plans to conduct a survey to gather school leader feedback on Central Office performance. Data will be used to provide comparison points to previous survey findings, as well as to determine a baseline to measure growth and improvement as the district turnaround continues.



COMMUNITY VOICES

"Providence Schools has helped shorten the distance between home and school by adding in digital tools. With their smartphone, parents can watch a video from their principal, listen to a get-to-know-you interview of the teacher, read updates from teachers, and respond back. This growth has been a great addition."

– Amy Punchak (PAC Parent)

- 5) PPSD has secured over \$700,000 in grant dollars to invest more deeply in a districtwide culture-and-climate strategy. This grant includes funding for a new Director of Student Supports, a districtwide Restorative Practices Team, an SEL community supported by a practice and coaching framework, and a Multi-tiered System of Support (MTSS) implementation model.
- 6) PPSD is investing in a new budgeting tool that will make individual budgets more transparent and more easily accessible to building leaders, thereby improving financial decision-making at the school level.

Tracking Transformation: A Timeline of Action

2018

FALL 2018

- Initial Rhode Island Comprehensive Assessment System (RICAS) conducted and results released.

- ▶ Initial RICAS results are extremely disappointing in Providence, with just 10 percent of students proficient in Math and 14 percent in English Language Arts.

2019

APRIL 2019

- ▶ April 29: Angélica Infante-Green is confirmed as the Rhode Island Commissioner of Education.

MAY 2019

- In partnership with Governor Gina M. Raimondo and Mayor Jorge O. Elorza, Commissioner Infante-Green asks the Johns Hopkins Institute for Education Policy to conduct an in-depth study of PPSD.

JUNE 2019

- ▶ June 25: Johns Hopkins delivers its report, concluding that in Providence, the “system is fundamentally broken.”

JULY 2019

- ▶ Commissioner Infante-Green and Mayor Elorza host a series of nine public forums across the city, allowing hundreds of parents, teachers, students, and others to voice their concerns with PPSD.
- July 23: The Council on Elementary and Secondary Education votes unanimously to grant Commissioner Infante-Green authority to intervene in PPSD, pursuant to the Crowley Act.

AUGUST 2019

- August 8: Commissioner Infante-Green issues her Proposed Order of Control and Reconstitution of PPSD. She advises Mayor Elorza, Providence City Council, School Board, and Superintendent that they have 30 days to “show cause” why she should not intervene in the city schools.

SEPTEMBER 2019

- September 13: Commissioner Infante-Green convenes the “show cause” hearing and records that no parties object to her Order, per the process outlined in the Crowley Act. Additionally, she receives comments from stakeholders.

OCTOBER 2019

- October 11: Commissioner Infante-Green issues her final Order for Control and Reconstitution.

NOVEMBER 2019

- ▶ November 1: The State of Rhode Island assumes control of the management and operation of PPSD.
- November 21: PPSD partners with Pure Edge to

provide online and free social and emotional learning (SEL) professional development support to teachers.

- District pilots an immediate over-the-phone interpretation service in over 350 languages.
- RIDE's community engagement team partners with a Brown University Urban Education Policy intern to conduct a deep dive into family engagement, student registration, and community partnerships.
- PPSD establishes new human resources (HR) procedures and hires new HR director to improve practices and attract talent to PPSD.
- Commissioner Infante-Green meets with

more than 100 students during 15 in-school conversations.

DECEMBER 2019

- December 13: An independent [analysis](#) conducted by Ernst & Young details Providence schools' financial challenges.
- ▶ December 17: RIDE names the 45 members of the [Community Design Teams](#) (CDTs) to help develop a Turnaround Action Plan for PPSD. Members include parents, students, educators, and advocates.
- PPSD hires new Chief Operating Officer, with management over HR and finance operations.

2020

JANUARY 2020

- January 10: RIDE [establishes](#) a statewide fund for Rhode Island Public Education, with fiduciary support from Rhode Island Foundation.
- ▶ January 30: The district announces an English as a Second Language (ESL) certification program that provides up to \$3,200 to reimburse Providence teachers for participation. The program attracts more than 100 teachers.
- RIDE and PPSD convene more than 100 educators to review and help select uniform curriculum for the district.
- RIDE and PPSD support recruitment and training for three Community Advisory Boards (CABs), with a resulting membership of more than 60 leaders.

FEBRUARY 2020

- February 4: Nick Figueroa is hired as Chief of Family and Community Engagement (FACE)

to lead an expanded FACE office, with staff increasing from 5 to 8.

- February 4: Dr. Barbara Mullen is hired as Chief Equity and Diversity Officer to oversee a variety of programs designed to increase equitable opportunities and outcomes.
- ▶ February 20: Turnaround Superintendent Harrison Peters begins his first day as the leader of PPSD.
- RIDE hires a [Deputy Commissioner for School System Transformation](#).
- RIDE collaborates with national experts to launch a high school specific, multi-year strategy to redesign high schools in the district.

MARCH 2020

- March 1: First two cases of COVID-19 in [Rhode Island](#) are reported.
- March 7: RIDE and PPSD host a Community Design Team (CDT) showcase at Asa Messer Elementary School.

2020 (CONTINUED)

- March 23: Due to COVID-19, PPSD joins all [Rhode Island public schools](#) in transitioning to distance learning for the remainder of the school year.
- March 27: PPSD successfully negotiates an earlier hiring timeline to better prepare for the following year's staffing needs.
- RIDE expands the Pure Edge Partnership to include students, with 2,000 participating in just one month.
- PPSD sends more than 1 million electronic messages to families during the shift to distance learning over the first month of the pandemic.

APRIL 2020

- Thanks to the EY analysis, PPSD identifies \$1 million in annual personnel and non-personnel savings. This money is reprogrammed to support multilingual learner (MLL) classrooms.

MAY 2020

- May 20: PPSD selects the bilingual reading curriculum from American Reading Company (ARC) for all students in grades 1-8 after a comprehensive, inclusive decision-making process with teachers and other stakeholders.
- PPSD also selects unified Eureka 5! K-5 math curriculum for use across the district.

JUNE 2020

- June 6: RIDE hosts the Stand-Up Youth Summit to better understand key issues related to school culture and safety.
- June 12: RIDE and PPSD debut "Almost Impossible," a YouTube-based teacher recruitment video and launches a nationwide

social media campaign. More than 160,000 people view the video at least once. More than 9,000 visit the landing page for potential PPSD teachers, leading to nearly 800 live leads for PPSD recruiters.

- ▶ June 23: RIDE releases "Turning Hope Into Results," the [Turnaround Action Plan \(TAP\)](#) for PPSD, grounded in the work of the Community Design Teams and designed to drastically improve Providence Schools.
- ▶ PPSD supports the services of 1.5 million meals to students at 14 school-based sites during COVID-19 response.
- Superintendent Peters launches the districtwide leadership network to better support students and school-based leaders.

JULY 2020

- July 20: PPSD safely opens school spaces to support summer school.
- ▶ July 28: Four new principals [hired](#) and 13 PPSD schools receive new leadership for SY 2020-2021.
- July 31: PPSD publishes a 70-page [reopening plan](#) for a safe and healthy return to schools.
- PPSD conducts mandatory anti-bias training for all new hires, a practice that will continue for all new hires moving forward.
- PPSD conducts four town hall meetings to gather feedback on reopening.

AUGUST 2020

- August 18: PPSD, RIDE, and Mayor Elorza announce an amended \$300 million multiphase [School Capital Plan](#) for Providence school buildings.

- PPSD reduces the radius qualification for bus passes for Providence high school students from two to just one mile from school.
- Former Mayor Joseph Paolino donates the former [St. Joseph's Hospital](#) building to be transformed into a new, state-of-the-art PreK-8 school after extensive renovations.
- PPSD increases professional development day opportunities for teachers from 1 to 5 prior to the start of school, with another 5 embedded throughout the school year.
- PPSD establishes monthly, four-hour professional learning sessions designed to focus on the four key levers of successful school turnaround efforts.
- PPSD works with its custodial vendor to increase custodial staff hours dedicated to cleaning and improve levels of cleanliness.
- PPSD hires a Senior Manager of Facilities and Capital Planning to oversee building projects.

SEPTEMBER 2020

- September 14: PPSD opens under a partial reopening plan.
- September 14: PPSD launches a separate [Virtual Learning Academy \(VLA\)](#) for more than 6,000 students.
- September 14: At the start of the school year, PPSD launches a new [Social Emotional Learning](#) series of lessons to help students transition back to the classroom and build a strong culture.
- PPSD starts the 2020-2021 school year with 22 classroom vacancies, down from 102 the previous year.
- PPSD launches the Accelerate early-college program, allowing seniors to enroll in college

for the year and earn up to 27 credits.

- PPSD revives the PPSD School Building Committee and expands representation to include parents.
- PPSD develops an early warning indicator system that serves as a critical tool in supporting students' academic success.
- ▶ **PPSD procures and distributes substantial cleaning supplies and personal protective equipment (PPE) to support a safe reopening, including 100,000 reusable masks, 100,000 disposable masks, 19,000 bottles of hand sanitizer, and 2,000 1-gallon containers of disinfectant.**

OCTOBER 2020

- Every elementary school performs a deep-dive analysis of student achievement and engagement data, which helps establish cultural and instructional priorities for all 22 district elementary schools.
- PPSD reinvigorates the existing Parent Advisory Council (PAC) and expands recruiting efforts.

NOVEMBER 2020

- ▶ **November 4: Providence voters approve a \$140-million school facilities bond.**
- November 23: RIDE and PPSD announce that teacher participation in upcoming parent teacher conferences will be mandatory.
- PPSD installs 1,836 air purifiers to support improved air circulation in classrooms during the colder months.
- PPSD orders 12,422 Chromebooks, 1,300 Wi-Fi Hotspots, 2,000 laptops for educators, 800 sound systems and 120 SmartBoards to support distance learning technology requirements.

TRANSFORMATION UNDERWAY!



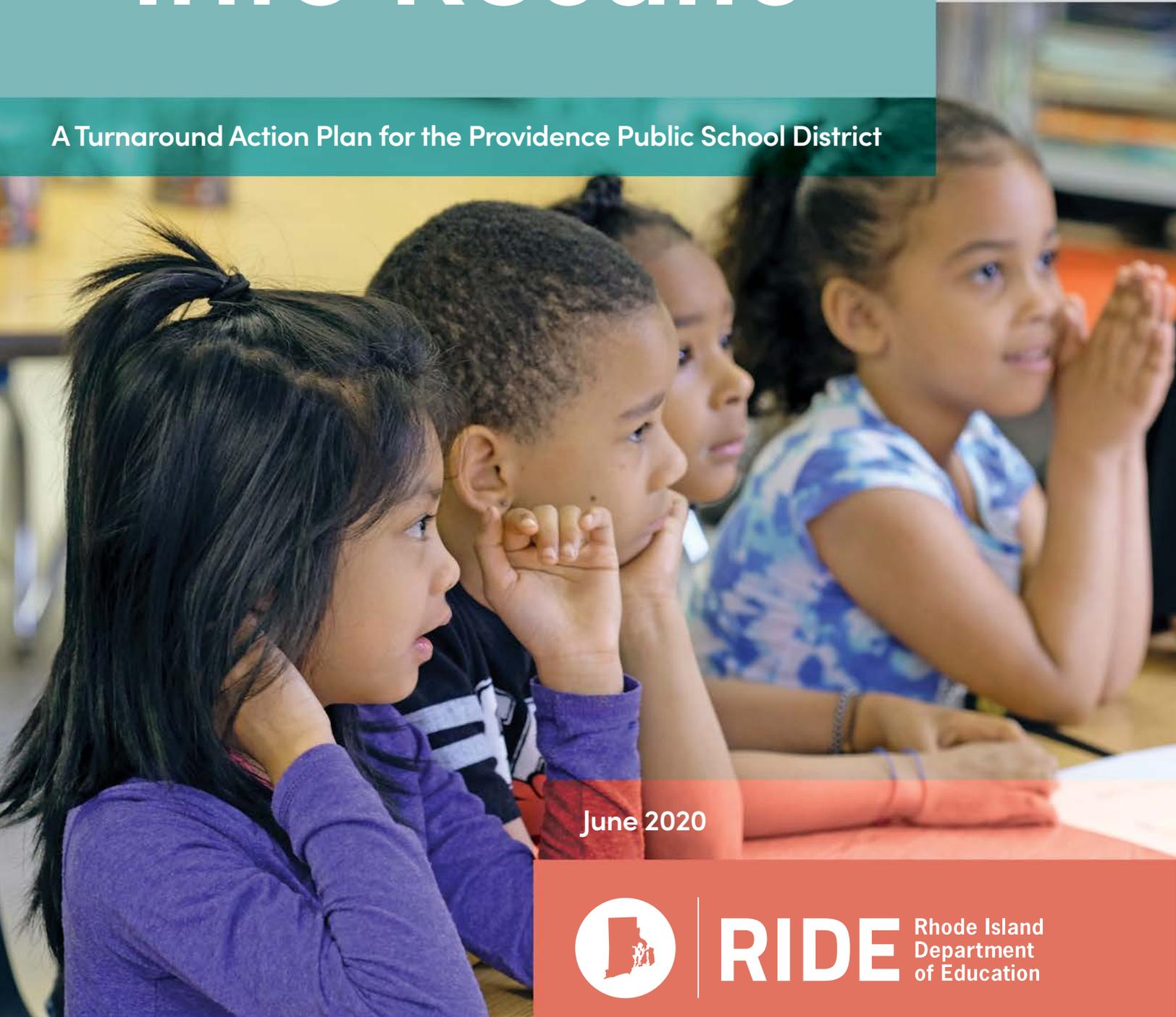
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Turning Hope Into Results

A Turnaround Action Plan for the Providence Public School District



June 2020



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Turning Hope Into Results

A Turnaround Action Plan for the Providence Public School District

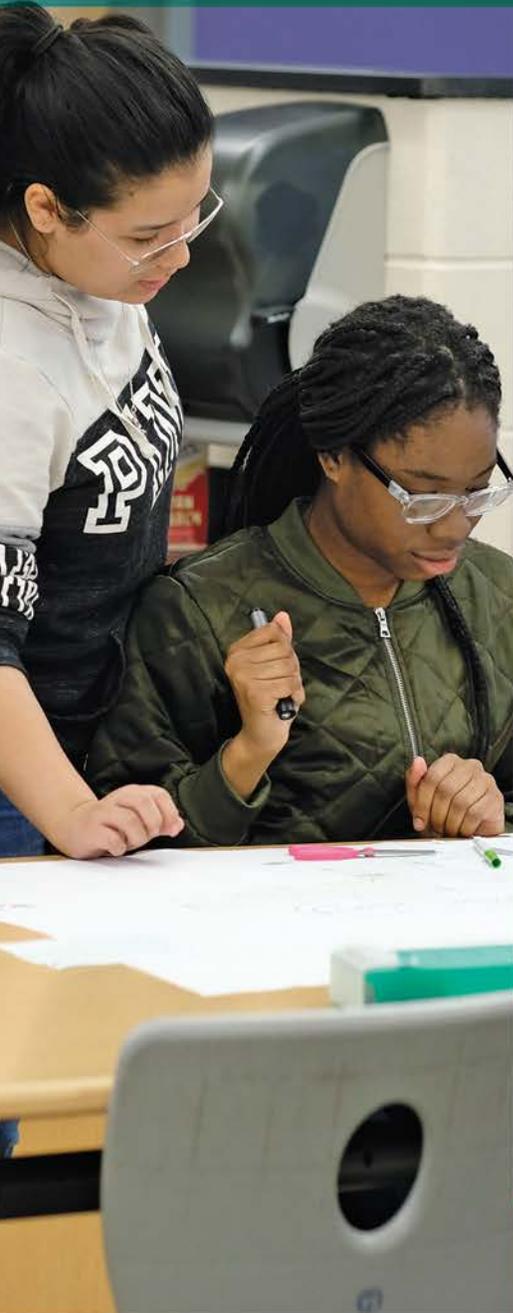


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Letter to the Community

Dear Providence Community,

We are about to take the next major step in the historic process of transformational change in the Providence Public School District (PPSD), a system that has suffered from decades of neglect and poor performance.

Since the State intervention in Providence began on November 1, 2019, our work has been focused on gathering information, assessing immediate needs, and participating in an unprecedented community engagement process. These efforts gave us the input and inspiration to craft a visionary document that embraces a transparent approach to fixing

We must not and will not fail another generation of students and families. This Turnaround Action Plan (TAP) will serve as our guide through the first phase of this work over the next five years, as we work with focus and determination to create a model public school system where every student can receive a world-class education.

a broken system, with a specific focus on students first, equity, transparency, results, and ultimately, high expectations for all.

We must not and will not fail another generation of students and families. This Turnaround Action

Plan (TAP) will serve as our guide through the first phase of this work over the next five years, as we work with focus and determination to create a model public school system where every student can receive a world-class education. There will be challenges along the way; change is always difficult, but necessary. That is the work we intend to do, and this plan serves as our blueprint.

Last June, the Johns Hopkins Institute for Education Policy released a sobering evaluation of the Providence schools. The findings of the Johns Hopkins report pointed to a system that is paralyzed by an antiquated governance structure and an inefficient bureaucracy. The report found that: low levels of academic instruction exist throughout the system, including the lack of an aligned curriculum; school culture is broken and safety is a daily concern for all; teachers are set up to fail and feel unsupported by the system; and parents feel shut out of their children's education. None of this was, or is, acceptable. To reverse decades of inaction, we have set a course for transformational change in PPSD that will fully embrace a progressive and comprehensive plan that is culturally responsive, anti-racist, and is reflective of a data-driven approach to reform that puts students first.

Every student in Providence deserves to be enrolled in a world-class school. Three pillars guide our vision for success in the TAP:

- **Engaged Communities:** Transparent and authentic family and community engagement initiatives that respond to the unique needs of students and families will be implemented District-wide. Consistent, culturally sensitive communications from schools and the District will be required.
- **Excellence in Learning:** Every student enrolled in Providence schools will have access to a high-quality, equitable, data-driven learning environment that will provide them with the confidence to succeed academically and continue on to postsecondary education

opportunities. There will be a heightened effort to ensure multilingual learners have the resources they need to learn at or above grade level.

- **World-Class Talent:** All Providence students will attend a school staffed by highly effective teachers and leaders who reflect the community's diversity, and are singularly focused on student growth and achievement.

These pillars will be supported by a foundational principle that underlies all our efforts:

- **Efficient District Systems:** The District's Central Office will be revitalized through the implementation of policies that allow for

We know that our shared success depends on a fully collaborative effort that includes students at the forefront, parents, teachers, community groups, the faith-based community, and local elected officials throughout.

efficient decisions about educator personnel, resource distribution, and budgeting practices - delivering resources and support to the school level.

This plan reflects and embodies the most common concerns raised through the many community forums and stakeholder meetings we have experienced over the last several months. Stakeholder collaboration and community engagement have been, and will continue to be, fundamental to the implementation of the TAP.



While we are excited about this plan, it is just a starting point; there have been attempts in the past to change Providence Public Schools and this time, things need to be different.

We know that parts of this work will take longer than others, but we will keep you updated along the way. We know that our shared success depends on a fully collaborative effort that includes students at the forefront, parents, teachers, community groups, the faith-based community, and local elected officials throughout. We look forward to working with you as we embark upon this unprecedented journey to transform PPSD into a model urban school District where expectations are

high for all, classrooms are equipped with state-of-the-art learning tools, teachers are supported and energized, and parents are fully engaged in their child's learning.

Sincerely,



Angélica Infante-Green

Commissioner of Elementary and Secondary Education



Harrison Peters

State Turnaround Superintendent

I. Executive Summary

Turning Hope Into Results:

A Turnaround Action Plan for the Providence Public School District

The Providence Public School District (PPSD) is a large urban school District located in Providence, Rhode Island, the State's capital City. PPSD serves approximately 24,000 students and their families across 22 elementary schools, 7 middle schools, 10 high schools and 2 public District charter schools. The student body is highly diverse with approximately 65 percent of

For decades, students in Providence schools have consistently failed to match the academic achievements of their peers in neighboring communities. As of 2019, only 12 percent of Providence students were performing at or above grade level in Math and 17 percent in English Language Arts. Student data from the last several years reveal that the vast majority of our students are not performing at, or in many cases near, their grade level. **In elementary and middle school grades, fewer than one out of seven PPSD**

As of 2019, only 12 percent of Providence students were performing at or above grade level in Math and 17 percent in English Language Arts.

students identifying as Hispanic, 16 percent Black, 9 percent White, 5 percent Asian, 4 percent multiracial, and 1 percent Native American. Nearly 34 percent of students are multilingual learners (MLL) and approximately 16 percent of Providence students receive special education services. More than half of students come from homes where English is not the primary language spoken. Combined, students and their families speak 55 different languages and hail from 91 countries of origin. Additionally, 84 percent of the PPSD student population live in low-income households.



students are achieving proficiency in Math or English Language Arts, and exam data from previous years show similar results. The results at District high schools in Providence are no better.

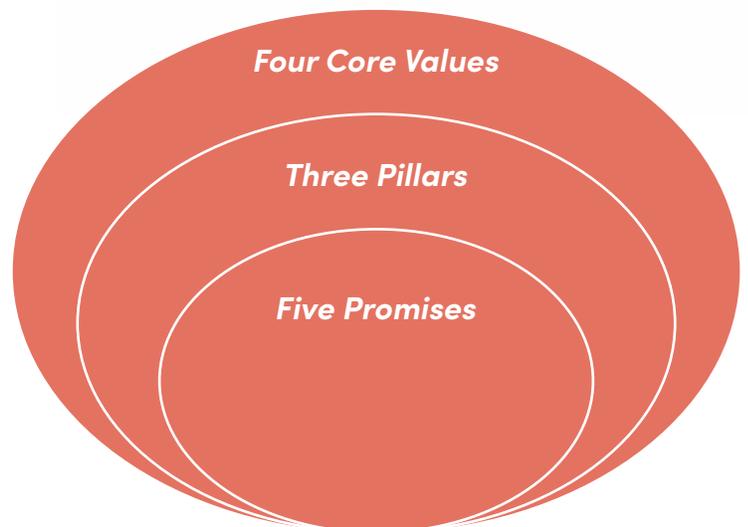


While almost three out of four students are graduating on time, only one out of four is graduating college-ready in English Language Arts, and fewer than one out of six is graduating college-ready for Math. These outcomes are unacceptably poor and demonstrate the need for a radical turnaround of a broken system.

In June 2019, after participating in a comprehensive review of the District, the Johns Hopkins Institute for Education Policy unveiled a heartbreakingly critical evaluation of the Providence Public Schools. In response to the Hopkins report, Rhode Island Education Commissioner Angélica Infante-Green, with the support of Rhode Island Governor Gina Raimondo and Providence Mayor Jorge Elorza, unveiled a proposal for a State intervention in PPSD. The State Council on Elementary and Secondary Education granted the Commissioner authority to take control of the Providence Public Schools in July of 2019. The takeover officially commenced on November 1, 2019.

During the State intervention, the Rhode Island Department of Education (RIDE), led by Commissioner Infante-Green, oversees the District's budget, personnel, and programming.

She has committed to systemic, data-driven reforms that seek to close equity gaps, increase proficiency for all students, and recruit and retain a talented workforce. The Turnaround Action Plan is a conscientious approach to change, created with recommendations from the community, led by the Community Design teams, convened right after the intervention began. It is inspired by *Four Core Values* that infuse all of the education work happening in Rhode Island, *Three Pillars* that are fundamental to the Commissioner's vision and RIDE's Statewide approach to improvement, and *Five Promises* that are specific to the Providence community, which detail the community's collaborative commitment to improving PPSD.



Starting Strong – Four Core Values

Four core values, derived from extensive input from families, students, and educators will continue to drive innovation and reform across the State moving forward:

- **Students First:** Doing what is best for the students of Providence will always be the most important factor in any decision we make.
- **Equity and Access:** We value diversity and believe all students are capable of learning and

achieving. We will work together to ensure all students have access to high-quality schools.

- **Transparency:** Information must be available and accessible to families so that decisions can be driven by data and informed by the community.
- **Results:** We will ensure all strategies in our Turnaround Action Plan are focused on improving academics and lifelong outcomes for all students.

Achievement – Three Pillars and a Foundational Principle to Guide Us

All students deserve world-class schools. As we reimagine the future of Providence Public Schools, we are committed to the most fundamental obligation to our students: fair and equitable access to a rigorous education for all. Working together as a community, we are developing a positive school experience that will prepare our students for success in the 21st century economy, while recognizing that children and families from varying backgrounds often experience school in vastly different ways. We will use an equity lens to establish minimum requirements so that all students have equitable access to important educational tools, such as high-quality curriculum. We envision a PPSD where every student is enrolled in a modern

classroom, equipped with the technology and resources needed for academic and social and emotional growth; all multilingual learners are



taught by State-certified teachers; all teachers in the District are empowered and motivated; PPSD graduates are fully prepared for postsecondary success; students, families, and civic leaders have confidence in their schools; and the Providence community feels and shows immense pride in their local public schools.

As a result of extensive thinking, engagement, and demand, three pillars have been outlined that guide our vision for success in education in Rhode Island. These are fully integrated into the Turnaround Action Plan:

1. **Engaged Communities,**
2. **Excellence in Learning, and**
3. **World-Class Talent,**

An additional foundational principle, **Efficient District Systems**, is necessary for success in the TAP.

ENGAGED COMMUNITIES

Schools will be welcoming and students and families will have a voice in their child's education. Engagement is essential for success, and that requires two-way communication and proactive outreach to families. All engagement will be authentic, and further, will have a meaningful impact on school culture, including taking an asset-based, anti-racist approach when working and

We envision a PPSD where every student is enrolled in a modern classroom, equipped with the technology and resources needed for academic and social and emotional growth, all multilingual learners are taught by State-certified teachers, all teachers in the District are empowered and motivated, PPSD graduates are fully prepared for postsecondary success, students, families, and civic leaders have confidence in their schools, and the Providence community feels and shows immense pride in their local public schools.

collaborating with our families and community. Schools, the District, and RIDE will take an active role in informing families and caregivers, the strongest advocates for their children, of their rights and responsibilities. Transparency is fundamental to engaging students and families; by providing clear and accessible information in a culturally responsive manner, we will ensure a high level of engagement in our schools. That includes using data to inform decisions, monitor progress, and





WORLD-CLASS TALENT

Students grow and thrive when led by world-class teachers. Teachers grow and thrive when led by world-class school leaders. School leaders grow and thrive when led by District staff that make the success of teachers

To achieve these goals, we will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade-level standards.

intervene when necessary to ensure equitable access and consistent communication in multiple languages throughout the system. Community and family engagement provide essential data and both are critical to the success of the TAP.

EXCELLENCE IN LEARNING

All Providence schools will be high-quality, and all students will be offered academically rich opportunities regardless of their unique learning needs. To achieve these goals, we will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade-level standards. That will be supplemented with consistent enrichment and intervention activities. Additionally, students and families will have equitable access to high-quality school options, with appropriate options available to multilingual students. Every student graduating from Providence Public Schools will graduate with equitable access to postsecondary opportunities, well-prepared for their chosen path.

and school leaders their focus. To create conditions for success, it is imperative that systems and structures that provide support and accountability for world-class talent in schools be in place – with a significant focus on staff diversity.

PPSD will recruit, mentor, and retain teachers through an equitable hiring process, while developing external relationships, specifically with higher education, to strengthen teacher recruitment and retention. RIDE will establish a range of opportunities to develop competency, certification, and continuing education for teachers and school leaders, particularly for MLL classrooms. The use of incentives to recruit, upskill, and retain talent will be prioritized. Additionally, other education professionals such as counselors, reading specialists, interventionists, and paraprofessionals will be integral to the transformation of Providence Public Schools.

EFFICIENT DISTRICT SYSTEMS

A modern, engaged Central Office that puts students and families first, holds schools accountable for high standards, and provides schools with needed support is the heart and soul of every high-performing local education agency. For the Turnaround Action Plan to be successful, an intentional, systemic reboot of PPSD's current Central Office operations will take place. The current vision for the PPSD Central

Office alignment begins with the enhancement of stakeholder and community engagement and collaboration efforts, the identification of strategic school partnerships, and the establishment of structures and systems that put students first. The District will need to be financially stable for the long term in order to plan for the future, and distribution of supplies and resources will be fair and reasonable to meet student needs effectively and efficiently.

Moving Forward - Five Promises

This Turnaround Action Plan is a stake in the ground – a bold commitment to drive, measure, collaborate, and share with the community the changes taking place in PPSD. It represents a focused response to the cries of the community to end decades of inaction and failure. It is a call to action that requires an ongoing renewal and investment. It is a promise

to Providence that change is coming, and it will benefit the future of the community, the City, and the State. Throughout the planning phase, the RIDE and PPSD team have been guided by five promises that were developed to govern the Turnaround Action Plan – and embody their commitment to the students and families of Providence:



This Turnaround Action Plan is a stake in the ground – a bold commitment to drive, measure, collaborate and share with the community the changes taking place in PPSD.

- Every student will attend a school that is safe, where there are high expectations, and where educators are committed to student success. There will be a positive, respectful school culture;
- Every school will be staffed and led by supported, empowered educators;
- Every family will have the opportunity to choose among multiple excellent instructional programs;
- Every student will have access to robust, rigorous extracurricular and co-curricular programming; and:
- Every student, family and educator in Providence will benefit from an efficient, effective, and responsive District administration.

If we do our job well, we envision a future where all PPSD students meet high academic standards, parents are involved in their child’s education, and community leaders are engaged partners invested in the success of the school system. The implementation of a high-quality English Language Arts (ELA) and Math curriculum, coupled with ongoing professional development, ensures there is consistency across the District and all students achieve academic excellence, including students who are multilingual and/or differently-abled. Partnerships with community organizations and institutes of higher education build teacher and school leader pipeline initiatives, while expanded data-driven professional development initiatives place highly effective teachers and leaders in every classroom. Energetic and effective partnerships influence positive change in school culture and promote equity, and all of these changes are



spearheaded by a highly functional, student-focused Central Office.

It is an ambitious vision, and there will be challenges along the way, so in order to gauge progress we have set numeric goals based on our current data. The **Power Metrics** listed below are critical levers of change and represent the minimum progress that will be achieved through implementing the TAP during this first, five-year phase. Additional, complementary metrics are provided in full in the Goals and Benchmarks section of the TAP, and there are additional definitions and context for each in the Appendix.

The four pillars have targeted initiatives assigned to each and this section details which initiatives relate to which power metric. These specific initiatives are not the single drivers to reach our ultimate power metrics, but collectively work to drive the goals and outcomes of the TAP. Additional details about the mapping between each power metric and each initiative will be included in the progress monitoring plan shared by PPSD and RIDE. Note that initiatives such as the collective bargaining agreement will have broad impact on all of the outcomes outlined within this plan.

#	"INCREASE THE PERCENTAGE OF..."	AY1819 BASELINE	AY2425 GOAL	INITIATIVES	NOTES
1	families with a favorable perception of being involved with their child's school	25%	80%	EC 4, 7, 8, 10	This metric relies on SurveyWorks, which is the Statewide survey sent out annually from RIDE to hear from Rhode Islanders directly about their experiences in our State's public schools. In 2019, nearly 126,000 students, parents, and educators participated in SurveyWorks, making it one of the strongest community engagement tools currently being utilized.
2	cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%	EC 2	This metric refers to the new rapid response system that PPSD will be working on as an initiative during Year 1 of the TAP. The goal of this metric is contact, so any parent or community member who utilizes the system should receive a response within 24 hours.
3	students enrolled in a 2 star or higher school	51.5%	100%	EC 4 EIL 1, 2, 6 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	In 2018, Rhode Island updated its system of school accountability under the federal education law, the Every Student Succeeds Act (ESSA). The most significant change is that Rhode Island now assigns a Star Rating to every public school. Ranging from 1 to 5 stars, the Star Rating simplifies and summarized overall school performance, providing an easy-to-understand snapshot for parents and communities. More information can be found at reportcard.ride.ri.gov .
4	students who are present 90% of the school year	62.7%	90%	EC 5, 10	This metric refers to chronic absenteeism, which RIDE classifies as being absent 10% of school days or more, not truancy, which means students have been absent for 10 or more days. Chronic absenteeism varies by grade span; this metric has been set at the number used in Statewide school accountability measures.

PROFICIENCY MEASURES

5	RICAS				The proficiency metrics listed include students who "Meet Expectations" or "Exceed Expectations" on the Rhode Island Comprehensive Assessment System, or RICAS, and the Scholastic Aptitude Test, or SAT, which are the two Rhode Island State assessments that are administered every academic year.
a	students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%	EIL 1, 2, 6 WCT 2, 6, 7	
b	students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%	EIL 1, 2, 6 WCT 2, 6, 7	
c	students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%	EIL 1, 2, 6 WCT 2, 6, 7	
d	students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%	EIL 1, 2, 6 WCT 2, 6, 7	

PROFICIENCY MEASURES (CONTINUED)

#	"INCREASE THE PERCENTAGE OF..."	AY1819 BASELINE	AY2425 GOAL	INITIATIVES	NOTES
6	SAT				
a	students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%	EC 5, 6, 9 EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	
b	students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%	EC 5, 6, 9 EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	
7	students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%	EIL 1, 2 WCT 3 DS 2, 4	This metric refers to multilingual learner (MLL) students completing the ACCESS test, an assessment developed to annually measure the English language proficiency of MLLs across the State. Every MLL has annual language proficiency targets and this metric is meant to track an increase in the number of MLL students meeting their annual targets.
8	students in 9th grade who are on track for postsecondary success	48.5%	69%	EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	This metric is based on the intersection of students' average weighted GPA and cumulative attendance in 9th grade, typically meaning students have a C+ or better weighted Grade Point Average (GPA) and approximately 80% or better attendance. Postsecondary success in this metric refers to enrollment into college and persistence into the second year.
9	students who graduate within four years	73.6%	89%	EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	Graduation data are on a one-year lag. These are for students who started 9th grade in 2015-16, and would have graduated in 2019 if they finished in 4 years. 89% is the target for 2025 graduates, but that data won't be available until spring 2026.
10	educators of color in the total educator workforce	20.5%	33%	EC 6 DS 1, 7, 10	Currently, 20.5% of the total educators in PPSD are educators of color, or approximately 400 educators. In order to reach 33%, or 660 educators of color, PPSD would need to hire 260 additional teachers of color over the next five years. An ongoing national challenge, this metric represents PPSD and RIDE's priority of recruiting and retaining educators of color in the District. Two levers impact this metric: attrition (the loss of educators due to retirement, resignation, etc.) and new, available positions. Given current rates of attrition, PPSD is only able to hire approximately 100 new educators every year. 52 out of 100 educators would have to be educators of color every year, triple the current rate of educator-of-color applications, in order to hit 33%.
11	students who graduate with college credit, AP credit or a CTE credential	34.8%	69%	EIL 1, 8	This metric refers to the State's Postsecondary Success accountability metric, which measures the percentage of high school graduates earning college credits, Advanced Placement credits, or industry-recognized credentials.
12	teachers who are present 90% of the school year	87%	94%	WCT 7	This metric is about reducing chronic absenteeism for teachers, which RIDE classifies as being absent 10% of school days or more.



These power metrics are a representative sampling of the complete set of metrics that the TAP will address through strategic initiatives over the next five years. Achieving these goals by 2024-25 will mean Providence is on pace with the top quartile (25 percent) of schools in Rhode Island.

The Turnaround Action Plan is intended to be a living, working document that will serve as an implementation guide throughout the turnaround process. Both PPSD and RIDE will engage in rigorous initiative-based progress monitoring, and will report progress externally on a regular basis:

INTERNAL PROGRESS MONITORING

- Each initiative will be assigned a PPSD lead to serve as the initiative's primary point of contact.
- Each initiative will be assigned a RIDE support person, to work closely with the PPSD lead on the initiative.
- There will be monthly meetings with initiative leads to check in on standardized TAP implementation plans.
- There will be an annual, internal RIDE/PPSD review of the TAP that includes updating the PPSD Transformation Scorecard with progress, reviewing the next year's planned initiatives, and assigning leads.

EXTERNAL REPORTING MECHANISMS

QUARTERLY:

- RIDE will provide TAP implementation updates to the Council on Elementary & Secondary Education.
- PPSD will provide TAP implementation updates to the School Board and the District-wide community council.
- TAP implementation updates will be posted on the 4PVDkids.com website for the community.

ANNUALLY:

- PPSD will publish a yearly TAP report that compiles quarterly progress updates.
- The Commissioner shall provide the annual TAP report to the Mayor, the School Board, the City Council and the public on the implementation of the Turnaround Action Plan and its progress.

The Turnaround Action Plan is an investment not just in the Providence Public Schools, but in the City of Providence, the State of Rhode Island, and their citizens. Governor Raimondo, Commissioner Infante-Green and Turnaround Superintendent Peters look forward to working with the students, families, teachers, and administrators of Providence Public Schools, along with the Council on Elementary and Secondary Education, Chiefs for Change, the higher education community, the business community, labor leaders, the City's elected officials, and the State's elected officials in creating a world-class school system that provides every student the opportunity to succeed academically, enroll in a postsecondary program or career, and become a productive citizen.

II. Stakeholder Engagement

Over the last year, RIDE has engaged in an extensive effort to rethink the approach to public education in the City of Providence.

RIDE leadership committed from day one to a process that reconnects the community to their schools and allows everyone who touches the system to feel safe, included, and empowered. It is a priority to elevate student and community voices that have gone unheard in the past and work in partnership with families, communities, and other key stakeholders

To help with the development of the Turnaround Action Plan, Community Design Teams (CDT), consisting of a diverse group of parents, students and community leaders, were appointed in December 2019 and began an in-depth analysis to identify problems and develop solutions that have been integrated throughout the Turnaround Action Plan.

throughout Rhode Island. In collaboration with PPSD, RIDE is dedicated to creating policies and reforms that will be responsive to a diverse community, establish governance structures that meet the needs of students and families, and provide necessary wrap-around services to all.

A broad outreach strategy was implemented that included both formal and informal structures. The **Community Advisory Boards**, created through the State's Every Student Succeeds Act (ESSA) plan, were given the responsibility of writing and approving school improvement plans, and will become a systems-level implementation team. To help with the development of the Turnaround Action Plan, **Community Design Teams (CDT)**, consisting of a diverse group of parents, students and community leaders, were appointed in December 2019 and began an in-depth analysis to identify problems and develop solutions that have been integrated throughout the Turnaround



Action Plan. In particular, the recommendations developed by the CDTs represent the majority of the initiatives outlined later in the TAP. The **Parent Advisory Council (PAC)** was given the task of soliciting feedback on turnaround efforts, sharing

information about the turnaround efforts, and serving more broadly as advocate liaisons for Providence students and families with RIDE and PPSD. The PAC will play an integral role in the turnaround, as their work will continue throughout the process.

PPSD has begun convening multiple student roundtables, from grades PK-12, to gain an understanding of student concerns and discuss opportunities to elevate student voices. There are also plans to host a Facebook Town Hall to engage parents, community members, and others in the Turnaround process. Moving forward, RIDE and PPSD leadership will meet with the Providence School Board on a quarterly basis to provide status updates on the Turnaround Action Plan.

Responsive, informal structures for community engagement have been and will continue to be a key element of engaging stakeholders. Through an initial nine public forums, 14 work sessions and focus groups in the summer and fall of 2019, hundreds of students, families, educators, and other community members shared their disappointing experiences, as well as their ideas about how to improve Providence schools. Those discussions reinforced the urgent need for change, highlighting concerns about conditions for students and educators, systemic racism and bias, academic instruction, parent outreach, and school culture and safety. A robust listing of stakeholder groups who contributed to the plan can be found in the TAP Appendix.



III. Assessment of Assets and Challenges, Root-Cause Analyses

Providence Public School students have unlimited potential....

Providence Public School students have unlimited potential, but the marginal performance of these students over the past many years, despite the dedication of the City’s educators, is unacceptable. As of 2019, only 12 percent of Providence students were performing above grade level in math and 17 percent in English. In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD) and one of the first and most critical points the Hopkins Report highlighted was “every grade exhibited proficiency rates lower than 20 percent in both math and ELA – fewer than one out of every five

students. Proficiency rates in ELA were slightly higher than math in all grades, but not by much. Second, the trend lines indicate a steep decline in rates of proficiency between 3rd grade and 8th grade.”



In response to this troubling assessment of PPSD, in July of 2019, the State Council on Elementary and Secondary Education, at the request of Commissioner Infante-Green, with the full support of Governor Raimondo and Mayor Elorza, granted the Rhode Island Department of Education the authority to take control over the Providence Public School District.

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authority for the State Commissioner to create an LEA Accountability System, Strategic Planning Process for LEAs and schools, and outlines school-based leadership. For the purposes of the PPSD Turnaround Action Plan, this act will ensure school improvement teams at each school and annual RICAS action plans for all schools not meeting minimum proficiency guidelines. A description of the challenges and analyses has been broken down by the three pillars and foundational principle of efficient District systems below.



ENGAGED COMMUNITIES

A heartbreaking discovery in the Hopkins study is that many parents of Providence students “*feel shut out of their children’s education.*” This finding has been validated through extensive community engagement, specifically with parents and students. The engagement identified a number of critical concerns: (1) families feel powerless and isolated, (2) historically, engagement has not been authentic, (3) both reasonable and divergent opinions often have not been honored, and (4) community partnerships across the system have often been neither accessible nor equitable.

It is the goal of TAP that in every school students, families, and community members feel respected, supported, and engaged. Partnerships are formed with families, communities, and industry throughout Rhode Island to elevate student and community voices. The creation of policies that are responsive to constituents is a priority, along with the establishment of governance structures that meet the needs of students and families. Specifically, the Family Engagement Office has expanded to have a more vital role in the PPSD Central Office, as this will ensure that families get the reliable, accurate, helpful answers and support they deserve, and allow them to be an equal partner in their child’s education journey.

EXCELLENCE IN LEARNING

For generations, too many schools in PPSD have been labeled as failing, low-performing, dropout factories, unsafe, and other unflattering, unacceptable terms. Every student is capable of learning at high levels if given great educational opportunities, yet fewer than 25 percent of PPSD students are graduating ready to succeed after high school. This is a systemic failure. The Johns Hopkins researchers’ analysis of PPSD’s academic outcomes is both devastating and eye opening. Researchers analyzed test score data for students in Providence, Rhode Island and two other comparison Districts, Newark, New Jersey and Worcester, Massachusetts.

In summary, the key take-aways from this analysis are:

- (1) *Students in Providence achieve proficiency at very low rates, (only 3rd graders in 2016-17 reached a proficiency rate of greater than 25 percent) and 8th grade performance has consistently been lower than other grades over time;*

There was significant feedback from students and families about the poor quality of academic instruction and learning in schools, and families are frustrated by the low expectations, poor culture, and safety concerns that plague the District.

at noticeably lower rates than those same disadvantaged groups in comparable Districts.

The assessment of academic outcomes portrays a dismal picture of academic achievement in PPSD schools. There was significant feedback from

(2) Providence schools exhibited lower test scores in both ELA and math across all grades when compared to the State of Rhode Island. This was the case both pre- and post-RICAS;

(3) Providence schools scored lower than comparable Districts in both ELA and math in all grades across all years examined;

(4) While most grades in Providence saw relatively stable proficiency rates over time in ELA, 8th grade appears to be an especially difficult time as proficiency rates steadily decreased over time;

(5) 8th grade also appears to be a particularly difficult time for students in mathematics, as this was the grade with lowest proficiency rates in Providence over each of the four years;

(6) Disadvantaged students (e.g., students of color, low-income students, multilingual learner students, and differently-abled students) not only had substantially lower proficiency rates than their more advantaged peers in Providence, but they also achieved proficiency



students and families about the poor quality of academic instruction and learning in schools, and families are frustrated by the low expectations, poor culture, and safety concerns that plague the District. They point to the lack of high-quality instructional materials, lack of data-driven decision-making, lack of access to enrichment opportunities, and a lack of cultural understanding and sensitivity as impediments to a quality education.

Every child in Providence must have access to an equitable, rigorous education. Through the Turnaround process, equity gaps will be closed and increased proficiency for all will be achieved through high expectations, heightened standards, and quality instruction. Multiple pathways to learning will be developed, students and families

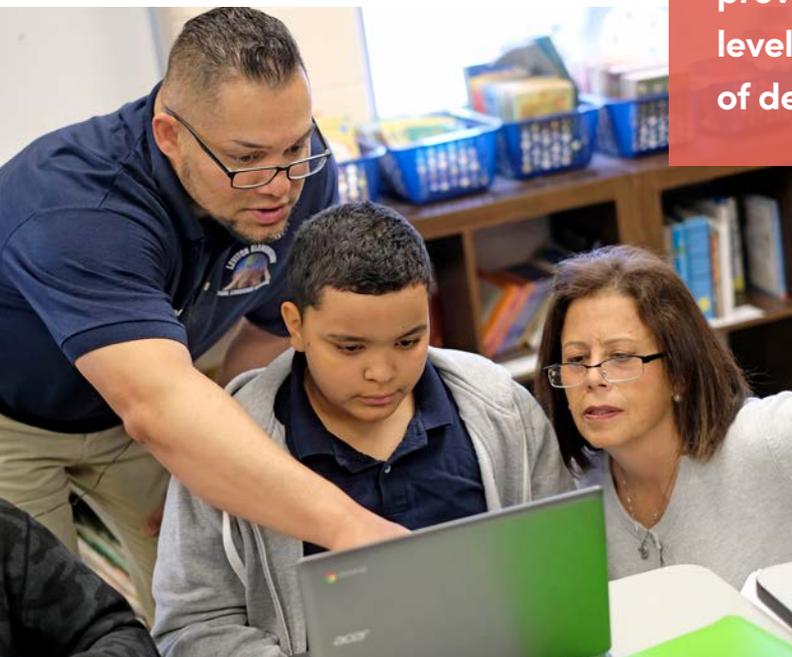
will be given more choices, and each student will be placed in the best possible learning environment for academic success.

WORLD-CLASS TALENT

A significant portion of the Hopkins study was dedicated to the role of teachers and school leaders. Though investigators did hear praise and support for many teachers and principals, Providence teachers and administrators have very low morale. Specifically, most Providence teachers believe they are not set up for success, citing lack of support and resources. The report noted, “[teachers] are also unable to improve their teaching, with most citing a lack of professional development as a key factor. As a result, the review teams encountered meaningful gaps in student support. These gaps ranged from too few MLL/ELL-certified teachers and special education staff, to widespread difficulties with substitute teachers that leave students without subject-matter experts or coherent instruction.”

Providence principals were candid with investigators about the challenges they face in providing efficient leadership at the building level, and the most common complaint was lack of decision-making power. They also spoke of the complicated internal hiring process and lack of qualified candidates to fill vacant teaching positions as a major barrier to success. The Hopkins team found this critical *“given how influential school leaders can be - even in some of the deeply challenged school systems in which our Institute has worked. Principals and other school leaders repeatedly reported that they are held accountable for results that they have neither resources nor authority to influence. Almost all of them are demoralized and defensive as a result. They all referenced the collective bargaining agreement as impeding their ability to exercise leadership and oversight in their schools.”*

Providence principals were candid with investigators about the challenges they face in providing efficient leadership at the building level, and the most common complaint was lack of decision-making power.



Providence Schools will achieve world-class status and will be staffed with a well-prepared, dedicated workforce. This will be done by developing flexible pathways into the teaching profession and providing expanded training and professional development for teachers, school leaders, and school staff. Further, educators and school staff will increasingly reflect the community of which they are a part. Partnerships will be created with

local institutes of higher education to develop initiatives that will attract more people of color into the teaching profession. Most important, there will be a high-priority focus on hiring and training competent, certified multilingual learner educators as required by the District's settlement agreement

change. The resulting structures paralyze action, stifle innovation, and create dysfunction and inconsistency across the District. In the face of the current governance structure, stakeholders understandably expressed little to no hope for serious reform."

As referenced by the Johns Hopkins researchers, "many teachers, principals, community partners, District leaders, and members of governing bodies emphasized the negative effects of two components of the collective bargaining agreement: the hiring/firing process and the paucity of professional development days."

Stakeholders gave important feedback about the inefficient policies and structure of the Central Office, specifically the endless hoops educators have to navigate at the District level in order to address basic

with the U.S. Department of Justice. RIDE has already begun drafting an MLL blueprint for all of Rhode Island and PPSD will both participate in the creation of the blueprint, and be responsible for implementing it in the District. As a result, Providence teachers will enter the classroom confident they have preparation, training, and ongoing support to succeed, and school leaders will be better positioned to lead with greater decision-making authority with the resources necessary to reach their school accountability goals.

EFFICIENT DISTRICT SYSTEMS

As stated in the Hopkins report, "Providence Public School District is overburdened with multiple, overlapping sources of governance and bureaucracy with no clear domains of authority and very little scope for transformative



issues. Further, the collective bargaining agreement often inhibits efficient educator personnel decisions, leaving many critical teaching positions vacant. As referenced by the Johns Hopkins researchers, "many teachers, principals, community partners, District leaders, and members of governing bodies emphasized the negative effects of two components of the collective bargaining agreement: the hiring/firing process and the paucity of professional development days."



Crumbling school buildings, owned by the City of Providence, continue to be a problem throughout the District, posing safety concerns for students and building staff and, in some cases, threatening the well-being of students and staff. During their visits to City elementary schools, Hopkins researchers observed, *“Facilities in all but one of the schools, the buildings were in very poor – and in one, absolutely dire – condition. In some cases, the facilities clearly disrupted learning and possibly students’ health.”*

As previously referenced, the Hopkins report noted that Providence teachers feel powerless in their classroom noting, *“There is an exceptionally low bar for instruction and low expectations for students. Very little visible student learning was going on in the majority of classrooms and schools we visited.”*

An effective and functional Central Office will contribute to the success of Providence schools. When you consider the breadth of District responsibilities – from operations to teaching

and learning, to human capital and data and evaluation – the Central Office’s impact on day-to-day classroom learning is substantial. To be successful, the District will be an organization that is accessible, responsive, efficient, reliable, and genuinely grounded in the needs of schools. In the first year of TAP, the District will be reviewing the collective bargaining agreement with the Professional Teacher’s Union (PTU) and will negotiate a more flexible personnel decision process, additional substantive professional development opportunities, and will work to remove other barriers created by the contract. PPSD Leadership will be creating a spending plan, completing a Central Office reorganization, releasing a detailed plan to upgrade school facilities, improving a data warehouse to meet the needs of educators, and creating a new and improved standard for customer service at the District level.

SUMMARY

A collaborative group has reviewed all of the stakeholder input and a large assortment of analyses, including the Johns Hopkins report, Community forum transcripts, the Department of Justice settlement language, the final Decision and Order, the Crowley Act, a financial analysis from Ernst & Young, and detailed root cause analyses from TNTP, EY-Parthenon and Springpoint, SchoolWorks, and the School Empowerment Network, to come to consensus on the most important challenges to address in the Turnaround Action Plan.

The chart below provides a snapshot of these condensed, systemic challenges:

PRIORITY CHALLENGES			
ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>Families feel powerless and isolated</p> <p>Engagement has not been authentic, ongoing, or equitable and diverse opinions have not been honored</p> <p>Inequitable community partnership access across the system</p> <p>Limited access to viable, educational options for students, families, and communities</p>	<p>Low levels of academic instruction, expectations, and learning, especially for subpopulations</p> <p>Lack of school culture, sense of belonging, and engagement</p> <p>Concerns from students and communities about safety</p> <p>Limited access to enrichment opportunities</p>	<p>Current recruitment and retention practices are not meeting the demand of PPSD schools <i>and</i> educators do not reflect the diversity of Providence</p> <p>Principals have not been afforded training and development in instructional and operational leadership</p> <p>Teaching staff and leadership are not set up for success and are not supported through ongoing professional development</p> <p>Need for training; specifically around cultural responsiveness, racism, and bias</p>	<p>Outdated policies and structure of central office, and an ineffective use of resources, including facilities, get in the way of student outcomes</p> <p>Collective bargaining agreement (CBA) constrains District's ability to meet student needs and accelerate performance</p> <p>Compliance-driven District culture with lack of incentives to build staff pipeline</p> <p>Limited use of data to make decisions about resources</p>

Additional information about each of these detailed analyses can be found in the Appendix.



IV. Strategic Objectives and Initiatives

Building a Successful Turnaround Action Plan

Gathering information and mapping a vision for success has been the focus of the Turnaround Action Plan to this point. Guided by the input of stakeholders and analyses, major challenges facing Providence Public Schools have been identified and condensed, and an analysis identified wide-ranging strategic initiatives to be addressed through the TAP. Starting with

the three pillars and Efficient District systems, a high-level rationale was established. From there, three to four high level initiatives were chosen to prioritize during year one of TAP. These initiatives will be evaluated at the end of the year, as will the overall TAP, to ensure that work is progressing and that each is improving outcomes for students across the District.

Engaged Communities



asked how often they receive communications about their child's school experience. This lack of consistent communication has led to families feeling powerless and isolated. Additionally, it has been noted that the District's current family engagement activities have not been authentic, equitable, ongoing and diverse opinions have not been honored.

RATIONALE

Students and families for years have felt shut out by the outdated bureaucracy of the Providence Public Schools. Forty-two percent of families surveyed responded negatively when

Strategies will be put in place to elevate student and community voices in a meaningful way and provide effective avenues for engagement for all families and all students, with communications that are more accessible, transparent, and culturally appropriate and responsive.

STRATEGY AND INITIATIVES

When students and families are engaged, they are empowered, and a better system is built. Strategies will be put in place to elevate student and community voices in a meaningful way and provide effective avenues for engagement for all families and all students, with communications that are more accessible, transparent, and culturally appropriate and responsive.

A District-wide task force, supported by the Office of Family Engagement, will enable students, families, educators, and community members to develop a shared vision on school culture, specifically with regard to atmosphere; attitudes and expectations; equity and leadership; and educator support. The Task Force will include existing informal and formal stakeholder groups.

A Rapid Response System, inclusive of a central number and/or a text messaging system, will be designed and implemented to appropriately communicate important parent information. This system will be accessible 24/7, enabling families to report and receive regular updates on student and teacher attendance.



PPSD will create a **Parent Academy**, supported by the Family and Community Engagement (FACE) office that will provide ongoing training and assistance to families enabling them to become their child's best advocate. The enhanced FACE office will be responsible for providing meaningful avenues of engagement for all families and students, ensuring transparent, accessible and multi-lingual communication throughout the community, the development of a **Student and Parent Bill of Rights**. Finally, PPSD will collect community input to inform a more robust **vision and mission** for every school in the District.

Excellence in Learning

RATIONALE

The students in Providence are just as capable of meeting high academic standards as the students from any other Rhode Island community. However, for generations Providence students have not been provided an equitable, quality education.

The Hopkins' reviewers noted, *"PPSD has an exceptionally low-level of academic instruction, including lack of quality curriculum and alignment both within schools and across the District."*

An energetic and positive school culture contributes significantly to the academic success and personal

A top priority of the Turnaround Action Plan will be the overhaul of the PPSD curriculum with the implementation of a high-quality ELA and math curriculum coupled with ongoing professional development.

growth of all students and enables a motivated and energized staff. Through community-wide outreach and engagement work there was much discussion about the lack of school culture and engagement District-wide and issues with student safety. Hopkins' noted, "School culture is broken and safety is a daily concern for students and teachers".

Reviewers additionally noted, "racial equity is a low-priority." Additionally, research consistently shows enrollment in a high-quality Pre-K program is the most effective way to ensure the number of students reading at grade level. Nevertheless, fewer than 1 percent of Providence four-year olds were enrolled in a high-quality Pre-K classroom in Providence in 2019.

STRATEGY AND INITIATIVES

All children will have the opportunity to attend a world-class school that will not only challenge and motivate them academically but will prepare them for success in adulthood. A top priority of the Turnaround Action Plan will be the overhaul of the PPSD curriculum with the

implementation of a high-quality **ELA and math curriculum** coupled with **ongoing professional development**. Multilingual learner students will be properly identified and provided quality learning opportunities.



Excellence in public education will be the new normal in Providence. A streamlined process for **identifying high-performing schools for replication** and/or expansion will be developed to support the creation and development of a **rigorous world-class model** for success in elementary, middle and high schools.

Every student in Providence will be enrolled in a school where they feel engaged, secure, and valued. A data-driven **process for regularly assessing the social and emotional health** and growth of students will be implemented, using surveys and observational instruments.

World-Class Talent

RATIONALE

All students must be taught by a well-trained, culturally responsive, motivated teacher who has the credentials needed to be effective in the classroom. Current recruitment and retention practices are not meeting the demand of PPSD Schools. There are significant structural barriers and conditions that make it difficult to recruit, prepare, and retain a world-class teaching workforce, which has led to critical teacher shortages in high need subject areas, specifically (1) multilingual learning, (2) special education, and (3) secondary math and science.

Multiple studies indicate positive outcomes for students who are taught by teachers of the same racial or ethnic background. As evidenced by the Rhode Island State and District Report Card from 2018–2019, the racial and ethnic make-up of students in Providence is not reflected in the racial and ethnic make-up of the teaching staff. In Providence 76 percent of teachers identify as white, while 91 percent of students identify as non-white.

As stated in the Hopkins report, “*current school leaders are reactive to school situations and feel unable to lead schools adequately.*” Principals in the system do not have the leadership tool kit and mentoring support to adequately coach and evaluate teachers. There has been a consistent lack of training and development in instructional and operational leadership, making it difficult for leaders to create a safe, inclusive, and supportive environment for students. Many principals are

discouraged by the lack of decision-making power afforded to them by the Central Office leading to low-morale.

STRATEGY AND INITIATIVES

A well-trained, confident, and motivated teacher can make all the difference in the educational experience of a child, especially one that is at-risk of falling through the cracks. In response to the many staffing challenges facing PPSD, an expanded data-driven **professional development** initiative, developed specifically to train teachers on creating and maintaining a positive school culture and inclusive learning environment, will be launched.

Strategies to increase and retain educators of color in the Providence teaching workforce will be explored. Our first step will be to **partner with community organizations and institutes of higher education** to build **teacher and school leader pipeline initiatives** with specific attention to the



recruitment of qualified ESL and Bilingual/Dual Language-certified teachers.



Our first step will be to partner with community organizations and Institutes of Higher Education to build teacher and school leader pipeline initiatives with specific attention to the recruitment of qualified ESL and Bilingual/Dual Language certified teachers.

School leaders engaged in quality professional development programs and leadership-training initiatives will be essential in creating a model

school where students are learning, teachers are galvanized and parents are engaged. A system will be developed to identify school leaders best positioned to take on greater decision-making power. Once completed, we will establish and implement a **system of site-based management** that includes an annual review of principal competencies, ongoing management, and targeted support systems for principals.

Efficient District Systems

A high-functioning, effective central office provides students and school leaders a foundation for academic success, teaching excellence, transparency, and accountability. For too long, PPSD's central office has been a bureaucratic tunnel that continues to govern through archaic structures and policies. PPSD's current management structure has failed to provide schools and students with the baseline expectations that are the foundation of success.

As researchers stated in the Hopkins report, *"The great majority of those we interviewed reported that the system neither worked well nor presented a coherent vision."* This lack of coherent vision

has led to a broken system that has failed to provide a set of the basic goals and behavior of engagement needed for school success. Even when the District has established policies, like the cell phone or attendance policy, they are rarely observed or enforced. Grading policies are unclear and schools tend to lack an instructional vision that is challenging, relevant, and coherent. Across all high schools, support for students with different learning needs, specifically multilingual learners, is ineffective.

Talent gaps exist among both teachers and leaders throughout the District, school leadership teams turn over frequently and teacher vacancies are

rampant throughout the District. Specifically, the lack of highly qualified teachers who have earned an English as a Second Language (ESL) certificate issued by RIDE, has led to a significant learning gap for multilingual learners. Antiquated and inefficient hiring policies continue to stand in the way of innovative recruiting practices. The lack of professional development and mentoring opportunities District-wide contributes to low teacher and leader morale. The lack of policies giving school building leaders decision-making power has led to high turnover among our best principals.



STRATEGY AND INITIATIVES

The Central Office of PPSD is undergoing significant changes already, starting with the appointment of Harrison Peters, Providence Public

School’s Turnaround Superintendent. Here are a few of the elements, systems, and changes that the Superintendent and his team have **already begun** in alignment with the TAP work:

CENTRAL OFFICE IMPROVEMENTS			
ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<ul style="list-style-type: none"> Developed a plan of action for the Family and Community Engagement Office Hosted “Coffee with the Commissioner” in collaboration with RIDE for students and teachers Convened educators of color to discuss barriers into the profession and diversifying the workforce 	<ul style="list-style-type: none"> Procuring new high-quality curriculum and materials Prioritizing meeting Department of Justice settlement expectations around multilingual learners Partnered with the Student Social Support R&D Lab at Harvard to improve student and teacher attendance Partnered with Pure Edge to offer free trainings on stress management strategies 	<ul style="list-style-type: none"> New hires: Turnaround Superintendent, Chief Equity and Diversity Officer, Family and Community Engagement Officer, Assistant Superintendents Offered \$3,200 reimbursement for 125 teachers to earn ESL certification Moved up the teacher hiring timeline by a month and a half Moved supports from central office to schools through a reorganization 	<ul style="list-style-type: none"> Developed a new Procurement system Conducted a comprehensive review of current vendor contracts Began a review of District policies and procedures grounded in equity Built new data tables in the Data Warehouse in order to make data driven decisions

In the first year of the plan, the District will be embarking on a number of important initiatives. The District will be establishing a **new collective bargaining agreement** with the Professional Teacher's Union (PTU) and will negotiate a more flexible personnel decision process, additional substantive professional development opportunities, and will work to remove other



PPSD will release a plan to upgrade the school facilities of Providence such that all PPSD students are learning in a facility that is safe and modern, with new school design, and access to 21st century technology.

barriers created by the contract. It will include the ability to hire the best candidates for positions and dismiss the lowest performers, highlight additional professional development days to support staff development, including at least seven days of District and school PD, and help the District create the necessary environment for student learning.

Additionally, the team will create a **spending plan** that is aligned to the District's priorities and will **realign the budget, people, and functions of**

central office to be more responsive to the differentiated needs of students and schools. Next, PPSD will release a

plan to upgrade the school facilities of Providence such that all PPSD students are learning in a facility that is safe and modern, with new school design and access to 21st century technology. Efforts are underway to develop an effectively deployed **data warehouse** that meets the needs of school leaders and educators. Finally, the District will be creating standards, expectations, and professional development that support **high-quality customer service for District employees.**

V. Goals and Benchmarks

In Providence, there is a commitment to working with the community.

In Providence, as throughout the rest of Rhode Island, there is a commitment to working with the community to dramatically improve conditions for students, families, and educators. We must be bold and resolute in pursuing these ideals, and as previously detailed, there have been numerous attempts to transform PPSD over the years to little effect. We know that there will be challenges along the way, but multiple measures will be implemented to ensure that the Turnaround Action Plan for Providence is both impactful and sustainable.

The plan’s five-year goals are publicly available here through the PPSD Transformation Scorecard. These metrics will be used to measure progress year to year and, hopefully, to ultimately see change and improvement over the next five years. Achieving these goals by 2024-25 requires

Providence to improve on pace with the top quartile (25 percent) of schools in Rhode Island. Please see the Appendix for additional notes about each of these metrics. Metrics that are **bold** in this Scorecard represent the ten Power Metrics, previously referenced in the TAP’s Executive Summary as critical levers for change.

These metrics will be used to measure progress year to year and, hopefully, to ultimately see change and improvement over the next five years. Achieving these goals by 2024-25 will require Providence to improve on pace with the top quartile (25 percent) of schools in Rhode Island.

PPSD TRANSFORMATION SCORECARD

ENGAGED COMMUNITIES

<i>Metric</i>	<i>Baseline AY1819</i>	<i>Goal AY2425</i>
Increase the percentage of students who feel a sense of belonging at their school	40%	80%
Increase the percentage of PPSD families responding to SurveyWorks	20%	80%
Increase the percentage of families with a favorable perception of being involved with their child’s school	25%	80%
Increase the percentage of PPSD families who believe they are welcome in their child’s school	N/A	80%
Increase the percentage of PPSD families with a favorable perception of the District	N/A	80%

PPSD TRANSFORMATION SCORECARD

Increase the percentage of schools that have a School Improvement team that meets State requirements	N/A	100%
Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%
Increase the number of parents and caregivers engaged with the District's formal community engagement structures	55	250
EXCELLENCE IN LEARNING*		
<i>Metric</i>	<i>Baseline AY1819</i>	<i>Goal AY2425</i>
Increase the percentage of PPSD students enrolled in a 2 star or higher school	51.5%	100%
Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	55.1%	100%
Increase the number of four year olds enrolled in high-quality Pre-K	<1%	20%
Increase the percentage of students who are present 90% of the school year	62.7%	90%
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%
Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%
Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5.6%	49%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15.4%	63%
Increase the percentage of students Meeting and Exceeding Expectations on the NGSA (grades 5, 8, 11)	Year 3	70%

PPSD TRANSFORMATION SCORECARD

Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%
Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	30%
Increase the percentage of PPSD students who receive a Commissioner's Seal	24.4%	69%
Increase the number of students served by bilingual programs in PPSD	1,095	2,190
Increase the percentage of PPSD students who graduate with college credit, AP credit or a CTE credential	34.8%	69%
Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILP) a minimum of two times per year	N/A	90%
Increase the percentage of 9th graders who are on track for postsecondary success	48.5%	69%
Increase the percentage of PPSD students who are completing a postsecondary transition plan through their Individualized Learning Plan (ILP)	N/A	94%
Increase the percentage of PPSD students who graduate within four years	73.6%	89%

WORLD-CLASS TALENT

<i>Metric</i>	<i>Baseline AY1819</i>	<i>Goal AY2425</i>
Increase the percentage of fully staffed classrooms at the beginning of the year	95.5%	98%
Increase the number of qualified external applicants per PPSD posted position	1.82	3
Decrease the median time from when a teaching position is posted until when an offer is extended	31 days	21 days
Increase the percentage of teachers who are present 90% of the school year	87%	94%
Increase the percentage of teachers who have access to job-embedded professional development	N/A	100%
Increase the percentage of educators of color in the total educator workforce	20.5%	33%
Increase the percentage of teachers holding and using the ESL/BDL certification	17.5%	52%
Increase the substitute fill rate	50%	75%
Increase the percentage of principals who demonstrate proficiency on the principal competencies	N/A	75%
Increase the percentage of one- and two-star schools led by a high-performing principal	N/A	100%

PPSD TRANSFORMATION SCORECARD

EFFICIENT DISTRICT SYSTEMS

Metric	Baseline AY1920	Goal AY2425
Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	N/A	80%
Increase the percentage of funding available for school-based decision making (out of local/Title 1 funds)	3.75%	13.75%
Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	56

**from the Accountability data set*

In order to meet the charge of improving PPSD during this first phase over the next five years, and attain the ambitious goals outlined in the PPSD Transformation Scorecard, priority initiatives have been identified during the first three years of the TAP below. While additional work will be happening

at both PPSD and RIDE, these outlined initiatives will be the projects that are reported out publicly. Year 1 initiatives have been described in previous sections of the TAP, but we have included a graph to identify all priority initiatives for Years 1 through 3 of this work. Every initiative listed will have a RIDE and PPSD co-lead that work together to develop a standardized implementation plan that outlines how each initiative maps to the metrics in the PPSD Transformation Scorecard, includes initiative-specific annual goals and indicators, and includes subpopulation benchmarks.

The following chart represents all outlined initiatives for Years 1-3 of the TAP.

Year 1 (Academic year 2020/2021) TAP initiative

Year 2 (Academic year 2021/2022) TAP initiative

Year 3 (Academic year 2022/2023) TAP initiative

Year 4 and 5 initiatives to be developed in June, 2023



STUDENTS FIRST — EQUITY AND ACCESS — TRANSPARENCY — RESULTS

ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>**EC1: Develop a District-wide community council (including existing informal and formal stakeholder groups) supported by the office of Family Engagement with appointed students, parents, teachers, and community members</p>	<p>EIL1: Develop a coherent academic vision for the District, including planning for and beginning to adopt high-quality ELA and Math curriculum that reflects our student body and ongoing professional development</p>	<p>**WCT1: Effectively partner with proven community organizations and other talent partners to build teacher and school leader pipeline initiatives that prioritize educators of color</p>	<p>**DS1: Establish a new collective bargaining agreement</p>
<p>**EC2: Implement a rapid response system that includes a central number and/or text messaging system that families in Providence can call 24/7 to report problems and get support, and through which they will receive a regular update on school and teacher attendance</p>	<p>**EIL2: Create and develop rigorous, high-quality school models in K12 (Elementary, Middle, High School)</p>	<p>**WCT2: Establish and begin implementing a system of site-based management that includes an annual review of principal competencies, ongoing management, and targeted support systems for principals</p>	<p>DS2: Create a spending plan that is aligned to the District’s priorities; realign the budget and functions of the central office to be more responsive to the differentiated needs of students and schools</p>
<p>**EC3: Create a parent academy that provides ongoing training and support (supported by the FACE office) utilizing the Parent and Student Bill of Rights</p>	<p>EIL3: Develop a pre-K expansion plan that includes programmatic goals and facilities</p>	<p>**WCT3: Launch expanded professional development for teachers to consistently implement restorative justice techniques, CRS, and a positive, anti-racist school culture/inclusive learning environment</p>	<p>DS3: Release a plan to upgrade the school facilities of Providence such that all public school students attend school in a facility that is safe and modern, with appropriate spaces for learning and access to 21st century technology</p>
<p>EC4: Collect community input to inform a more robust vision and mission for every school</p>	<p>**EIL4: Develop and implement a process for regularly assessing the social-emotional health and growth of students</p>	<p>**WCT4: Develop multiple pathways into the profession for teachers and administrators, including nontraditional teacher education pathways for adults who are returning to higher education, changing careers, and/or transferring professional degrees from other countries</p>	<p>DS4: Develop an effectively deployed data warehouse that meets the needs of school leaders and teachers, and provide professional development and training on how to use data to make instructional decisions</p>

STUDENTS FIRST — EQUITY AND ACCESS — TRANSPARENCY — RESULTS

ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>**EC5: Redesign the student enrollment process to make it an accessible, supportive experience for students and families that includes an enrollment guide that supports families to select the school that meets their needs</p>	<p>**EIL5: Every school community will adopt District-wide policies to improve school culture and develop school community norms that include annual youth culture surveys</p>	<p>WCT5: Develop an internal pipeline program through pathways and internships that lead to PPSD high school graduates entering teaching and administrator certification programs</p>	<p>DS5: Create standards, expectations, and professional development that support high-quality customer service for District employees</p>
<p>**EC6: New focused framework for partnerships with community stakeholders that is based on a feasibility study to determine where partnerships with proven Institutes of Higher Education (IHEs) and non-profits could benefit schools and students</p>	<p>EIL6: Several schools will be created or transformed in response to family and student input</p>	<p>**WCT6: Launch an expanded program of targeted supports and professional learning, including peer mentoring, coaching, and communities of practice</p>	<p>DS6: Establish a new office to support newly launched schools</p>
<p>**EC7: Increase SurveyWorks participation among Providence stakeholders and in collaboration with RIDE, and revisit the tool annually to review for bias</p>	<p>**EIL7: Restructure the Student Affairs Office (SAO) and set up policies to decrease student mobility within the District due to behavior</p>	<p>**WCT7: Update the teacher evaluation system to include scaffolded supports and targeted professional development (similar to the RTI system for students)</p>	<p>**DS7: Audit and retrain the human resources department, put structures in place to encourage early hiring, and incorporate exit interviews in order to collect data on attrition</p>
<p>**EC8: Improve the design and distribution of School Report Cards to provide families and other stakeholders with key, family-friendly information about school quality and performance</p>	<p>EIL8: Develop a plan building on existing efforts to ensure that all high school students have support navigating the college admissions/career induction processes, including completing the FAFSA</p>	<p>**WCT8: Establish a new teacher induction program wherein new-to-District teachers will be assigned mentors for the first two years of teaching</p>	<p>DS8: Implement a District approach to financial management that increases the proportion of funding that is subject to school-level decision-making by allowing schools to opt-in or out of some District services to better reflect the needs of students</p>

STUDENTS FIRST — EQUITY AND ACCESS — TRANSPARENCY — RESULTS

ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>**EC9: Engage non-profit partners to provide out-of-school-time connected to rigorous outcomes that can demonstrate effectiveness over time</p>	<p>**EIL9: Adopt a social-emotional curriculum(s), scaffolded through academic instruction, coursework, and professional development</p>	<p>**WCT9: Develop a system for school-based substitutes and adopt a teaching fellowship/residency program for substitute teachers</p>	<p>**DS9: Create a plan for social workers to support the social-emotional health of students across the District</p>
<p>**EC10: Develop student-vetted initiatives to increase student safety, including a safe routes program</p>	<p>EIL10: Expand and improve extracurricular and out-of-school activities and options for students</p>		<p>**DS10: Rejuvenate the Strategic Partnership Office to better serve the students, families, and community stakeholders of Providence</p>
			<p>DS11: Roll out a District approach to budgeting that provides all community stakeholders with enhanced transparency so that they can hold the District accountable for wise use of its funds</p>

***initiatives sourced from the Community Design Team recommendations*

Many positive changes and improvements are anticipated over these first few years of targeted action, and RIDE and PPSD staff will reconvene in Year 3 to determine the next two years' worth of initiatives for the Turnaround Action Plan.



VI. Progress Monitoring and Conclusion

Transparency and accountability will be fundamental to our success with TAP.

Progress will be shared directly with students, families, and community members on a regular basis through the 4PVDkids.com website, and both PPSD and RIDE will engage in additional, rigorous, initiative-based progress monitoring:

INTERNAL PROGRESS MONITORING

- Each initiative will be assigned a PPSD lead to serve as the initiative's primary point of contact.
- Each initiative will be assigned a RIDE support person, to work closely with the PPSD lead on the initiative.
- There will be monthly meetings with initiative leads to check in on standardized TAP implementation plans.
- There will be an annual, internal RIDE/PPSD review of the TAP, that includes updating the PPSD

Transformation Scorecard with progress, reviewing the next year's planned initiatives, and assigning leads.

EXTERNAL REPORTING MECHANISMS

QUARTERLY:

- RIDE will provide TAP implementation updates to the Council on Elementary & Secondary Education.
- PPSD will provide TAP implementation updates to the School Board and the District-wide community council.
- TAP implementation updates will be posted on the 4PVDkids.com website for the community.

Progress will be shared directly with students, families, and community members on a regular basis through the 4PVDkids.com website, and both PPSD and RIDE will engage in additional, rigorous, initiative-based progress monitoring.

ANNUALLY:

- PPSD will publish a yearly TAP report that compiles quarterly progress updates.
- The Commissioner shall provide the annual TAP report to the Mayor, the School Board, the City Council, and the public on the implementation of the Turnaround Action Plan and its progress.





Providence Public Schools are about to embark on a new era of great change and transformation. Effective change is never easy. Thus, the Turnaround Action Plan is designed to provide both RIDE and PPSD the blueprint for a remarkable transformative process that embraces systemic reforms addressing the concerns of the Providence community, establishing programs that meet the learning needs of a diverse student body, and

implementing the bold changes needed to create a world-class school system. The TAP is a living, working document and success of this plan is dependent on a collaborative effort by students, parents, teachers, community leaders, and local elected officials working with RIDE and PPSD to close equity gaps and increase the academic success of all PPSD students.

VII. Appendices

- A. Stakeholder List
- B. Analyses
- C. Technical Notes for Metrics
- D. Letter to Providence Families
- E. Community Design Team (CDT) recommendations



Appendix A — Stakeholder List

Through the extensive community engagement and outreach campaign, the perspectives of a myriad of stakeholders have been heard. Information on the composition of each of these groups, the perspectives they are representing, and the process used to engage stakeholders are highlighted below:

CHIEFS FOR CHANGE

Members of Chiefs for Change share a vision that all American children can lead fulfilling, self-determined lives as adults and that access to excellence is access to opportunity. Chiefs for Change has been engaged in the turnaround effort in the Providence Public School District from the beginning, and both Commissioner of Education Angélica Infante-Green and Turnaround Superintendent Harrison Peters are members. The organization has been a critically important thought partner and supporter throughout the development of the Turnaround Action Plan, with particular thanks to Julia Rafal-Baer.

COFFEE WITH THE COMMISSIONER (COFFEE HOURS WITH TEACHERS AND STUDENTS)

During the 2019–2020 school year, Commissioner Infante-Green and Turnaround Superintendent Peters met separately with Providence teachers and students to hold informal conversations before the school bell. During these coffee hour sessions, teachers and students spoke about the strengths of the District but also voiced concerns on a variety of matters including school culture and climate, the rigor of teaching and instruction, and the need for more efficient and transparent communication.

COMMUNITY ADVISORY BOARD

The Community Advisory Boards (CABs) represent a group of community stakeholders including but not limited to parents, students, community business owners, and faith-based leaders. As required by Rhode Island’s ESSA State plan, these boards assist in the guidance and approval of

funds and resources allocated in the turnaround efforts for schools that have been identified as needing Comprehensive Support and Improvement, which means that they have gained this identification from our school accountability system as not improving or falling in the bottom 5% of the State, based on school accountability and report card measures.

COMMUNITY DESIGN TEAMS

The Community Design Teams were convened in December 2019 to inform the transformation work in the Providence Public School District. RIDE received 202 applications for roughly 45 spots. The CDT members were divided into three committees aligned with the Commissioner’s vision: *World-Class Talent, Excellence in Learning, and Engaged Communities*. Facilitators led community members through an equity-centered design team process in which participants used data to identify focal problem statements, prioritized their initial recommendations, and solicited feedback from the broader community. Their final recommendations informed the work in this turnaround plan.

EY-PARTHENON AND SPRINGPOINT

RIDE has been working with the Barr Foundation to do an in-depth analysis of Providence’s high schools. Barr has funded Springpoint and EY-Parthenon, two nationally recognized organizations to provide expertise for the project. EY-Parthenon is providing detailed *quantitative* analysis about graduating students’ college readiness and Springpoint is providing *qualitative* analysis of all schools, based on comprehensive school visits to PPSD high schools. The Springpoint and EY-Parthenon team is holding recurring “working

sessions” with senior RIDE and PPSD staff to share their findings and discuss potential solutions. Additionally, they are supporting PPSD and RIDE in sharing findings with stakeholders—including schools’ leadership, students, parents, and community groups—to guide the development of specific recommendations for improving the unique needs of Providence’s high school students.

FORMAL GOVERNMENT STRUCTURES

Commissioner Infante-Green has continued to engage with elected and appointed officials at the City and State level throughout the Turnaround planning process. On the State level, Governor Raimondo continues to be an active proponent of RIDE’s intervention and has provided support throughout the process. In July of 2019, the State Council on Elementary and Secondary Education granted the Commissioner the authority to take control over the Providence Public Schools. Further, Commissioner Infante-Green has met with and briefed the State’s legislative leaders, House Speaker Nicholas Mattiello and Senate President Dominick Ruggerio.



In Providence, Mayor Elorza has welcomed RIDE's intervention and has actively encouraged the collaboration between City government, PPSD leadership, and RIDE. City Council members were briefed at the earliest stage of the Takeover process and their ideas and suggestions were taken into the highest consideration. Prior to State intervention, The Providence School Board was the governing body responsible for the Providence Public School District. Members of the Board, who were appointed by the Mayor of Providence, have played an important role during the State takeover and RIDE officials will continue to consult with the Board throughout the process.

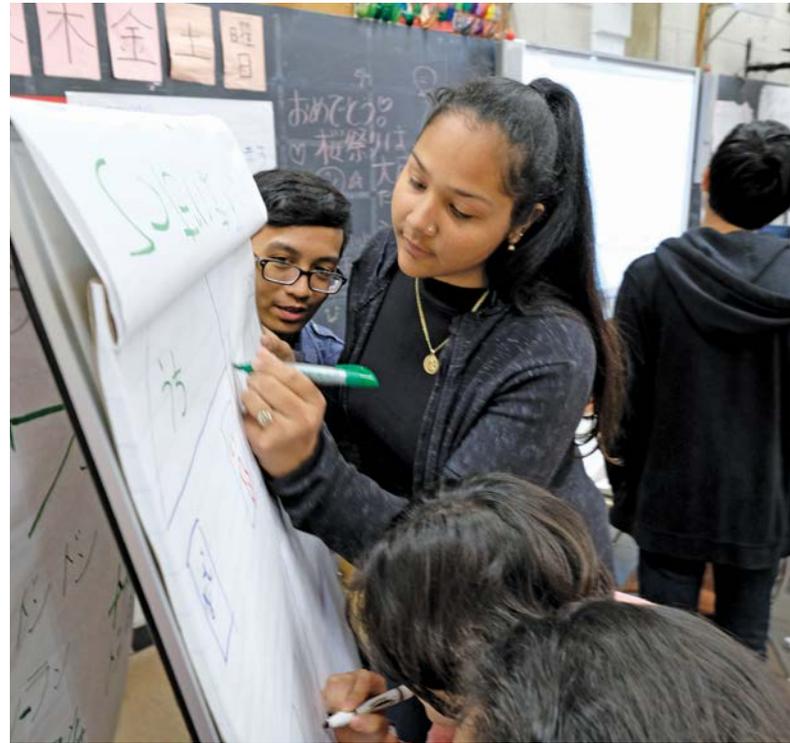
INTERNAL RIDE AND PPSD WORKING GROUPS: WORLD-CLASS TALENT, EXCELLENCE IN LEARNING, ENGAGED COMMUNITIES

Beginning in summer 2019, RIDE senior leadership convened internal workgroups aligned to the four pillars of the Commissioner's vision: *World-Class Talent, Excellence in Learning, Engaged Communities, and Efficient District Systems*. Members of these workgroups worked to identify a vast array of research-based practices and initiatives while considering the opportunities and obstacles each posed. In November 2019, PPSD senior leadership joined these workgroups and together drafted a set of recommendations, taking into account the recommendations that emerged from the various streams of community engagement.

PARENT ADVISORY COUNCIL

The goal of the Providence Parent Advisory Council (PAC) is to provide parent representatives

from each school with the opportunity to meet with Turnaround Superintendent Peters and Commissioner Infante-Green. Meeting monthly, the PAC works to inform on specific issues relevant to the Providence Public School community. In the 2019-2020 school year, one major undertaking of the PAC was to work with the Center for Justice to create a Parent's Bill of Rights for the State of Rhode Island.



PARTNERSHIP FOR RHODE ISLAND

The Partnership for Rhode Island is comprised of chief executives of some of Rhode Island's largest employers and is led by Executive Director Tom Giordano. The Partnership for Rhode Island provided the funding for the Johns Hopkins Institute for Education Policy report on the Providence Public School District and has been an essential partner in the development of the Turnaround Action Plan.

RHODE ISLAND FOUNDATION (MAKE IT HAPPEN)

In 2018, the Rhode Island Foundation convened the Long-Term Planning committee to make recommendations for education in the State of Rhode Island over the next decade. This group of more than two dozen educators, policymakers, and leaders produced recommendations in 2019 and gathered community feedback at an event titled “Make It Happen” in December 2019. The final recommendations were released in February 2020 in a report titled “Chart a Course, Stay a Course: Rhode Island’s Path to a World-Class Public Education System.” These recommendations have been incorporated into the Turnaround Action Plan for Providence. Special thanks to RI Foundation President Neil Steinberg for his ongoing partnership and commitment to this work.

SCHOOL EMPOWERMENT NETWORK AND SCHOOLWORKS

The Division of System Transformation at RIDE has partnered with SchoolWorks and School Empowerment Network to conduct the reviews of 65 schools within five Districts throughout Rhode Island. The review activities include a thorough analysis of data and documents submitted by each school, classroom observations, focus groups, and interviews. The school reviews will culminate in highly-detailed reports that satisfy the District review mandate articulated in the Education Accountability Act, R.I. Gen. Laws § 16-97.101. In addition, the reviews will inform the redesign of Rhode Island’s largest and neediest District, Providence, and school improvement plans for all RI schools identified as in need of Comprehensive Support and Improvement (CSI).

SUMMER 2019 WORK SESSIONS

During summer 2019, Commissioner Infante-Green held 14 community work sessions on providing the broader Providence community with the opportunity to inform on several priority areas: cell phone policy guidance, school culture and climate, school safety and empowerment zones, teacher attendance, and expanding professional development opportunities for teachers. During these work sessions, community members worked with RIDE staff to generate content that informed this work and provide feedback on existing internal plans.

TURNAROUND ACTION PLAN WRITING TEAM

The final Turnaround Action Plan would not have been possible without the many people on the writing team. Special thanks to the facilitation of Dr. Kenneth Wong, the input of Julia Rafal-Baer, Dr. Drew Echelson, and the writing prowess of Jennifer McGee. Thank you to Board of Education Chair Barbara Cottam, and Council on Elementary and Secondary Education Chair Daniel McConaghy. Thanks go to the following writing team representatives from Providence Public Schools: Harrison Peters, Arthur Nevins, Dorothy Smith, Zachary Scott, and Marco Andrade. Additional thanks go to the writing team members from the Rhode Island Department of Education including: Angélica Infante-Green, Victor Capellan, Kelvin Roldan, Ana Riley, Stephen Osborn, Lisa Foehr, Chanthy Lopes, Makila Meyers, Jennifer Carney, Rachel Peterson, and Elizabeth Texeira.

Appendix B — Analyses

ACCOUNTABILITY ACT (AKA THE CROWLEY ACT)

The current version of the Crowley Act, R.I. Gen. Laws § 16-71-5, which provides for a State takeover, became effective July 1, 2006. The Crowley Act was utilized this past year to legally authorize a takeover of the Providence Public School District by the Rhode Island Commissioner of Education. The legislation requires the Rhode Island Department of Elementary and Secondary Education to create an LEA Accountability System, Strategic Planning Process for LEA's and schools, and outline school-based leadership. For the purposes of the PPSD Turnaround Action Plan, this act will ensure school improvement teams at each school and annual RICAS action plans for all schools and LEAs not meeting the minimum proficiency guidelines.

BARR FOUNDATION, EY-PARTHENON, AND SPRINGPOINT

Through a generous grant from the Barr Foundation, RIDE and PPSD conducted deep qualitative and quantitative analyses of Providence's high schools with a specific focus on the high schools' ability to prepare Providence students for postsecondary success. Barr brought in Springpoint and EY-Parthenon, national organizations to conduct the analysis, which were conducted through use of historical student data, school visits, and interviews with the school communities.

The analysis done by Springpoint as a result of observation visits to nine District high schools

and triangulated with an in-depth quantitative assessment conducted by EY-Parthenon showed that just over half of PPSD students (55%) fell off-track for post-secondary success at some point in high school. The vast majority of these students, of course, do not go onto enroll or persist in post-secondary. Of those off-track, some of these students enter PPSD high schools at risk, but many more fall off-track for the first time in PPSD high schools—and not a single high school has shown effectiveness in supporting at-risk students to success. The qualitative assessment affirmed why PPSD high schools are not effectively serving students and formed the basis of key recommendations: establishing baseline and foundational expectations for schools, defining an instructional vision that is rigorous, relevant, and coherent, bolstering student support structures and practices for all students, especially those with unique needs, and focusing on the myriad talent gaps found in this and other studies.

COMMUNITY FORUMS

In June and July of 2019, Commissioner Infante-Green held nine community forums following the release of the Johns Hopkins Report. During these forums, members of the community were urged to come out and share their experiences in the Providence Public School District and provide RIDE with specific challenges and opportunities in the District. During these forums, the Commissioner heard from hundreds of stakeholders including students, educators, families, and community leaders. Common themes from these forums

included the need for improved school culture and climate, concerns over school safety, and the need for more sustained professional learning opportunities for teachers.

DECISION AND ORDER

The Final Decision Establishing Control Over the Providence Public School District and Reconstituting Providence Public Schools (“PPSD Decision”) formally outlines how the State will manage the turnaround of the chronically under-performing Providence schools. The release of the final order capped months of outreach and community engagement activities in light of the troubling findings of the Johns Hopkins Institute for Education Policy report, and served as a follow up to the Show Cause Hearing on the preliminary decision and order to intervene.

DEPARTMENT OF JUSTICE SETTLEMENT

The Providence Public School Department signed a settlement agreement with the Department of Justice, related to the notice of the “[Justice] Department’s investigation of the Providence Public School District’s (“District”) English Learner (“EL”) programs and practices under Section 1703(f) of the Equal Educational Opportunities Act of 1974 (“EEOA”), 20 U.S.C. § 1703(f), which requires school Districts to take ‘appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.’

During these forums, the Commissioner heard from hundreds of stakeholders including students, educators, families, and community leaders. Common themes from these forums included the need for improved school culture and climate, concerns over school safety, and the need for more sustained professional learning opportunities for teachers.

In accordance with [the Department of Justice] statutory requirements under the EEOA, we are notifying the District of the ‘conditions which, in [our] judgment, constitute . . . violation[s]’ of the EEOA. 20 U.S.C. § 1710.”

These conditions include the District’s: 1) placement of hundreds of ELs in schools without EL program services and without voluntary and informed waivers of service; 2) use of an educationally unsound EL program; 3) inadequate



implementation of several of its EL programs; 4) failure to staff its EL programs with qualified teachers; 5) unnecessary segregation of some ELs; 6) insufficient materials at certain schools; 7) inadequate principal training; 8) failure to identify all ELs in a timely way; 9) inadequate communications with LEP parents; 10) failure to provide ELs with equal opportunities to participate in specialized programs; 11) inappropriate criteria for exiting ELs from EL programs and inadequate monitoring of exited ELs; and 12) failure to properly evaluate its EL programs for effectiveness. Together, these practices prevent EL students from learning English and accessing their other core subjects, setting them up to struggle and too often to fail.

ERNST & YOUNG ANALYSIS

Ernst and Young (EY) conducted a financial assessment of PPSD with the goal of assessing the financial State of the District and provide RIDE, the City of Providence, the District, and the public with an understanding of the District’s financial health and resource allocation. EY analyzed budget and personnel data across multiple years to evaluate

how resources are allocated in PPSD today and how this has changed over time, and to assess potential areas for reallocation opportunities and investment need in the District. As part of this work, EY interviewed and had discussions with 50+ stakeholders across the District, City, and State to develop a robust understanding of the District’s financial and organizational resources and health. The analysis found that while the District is not in financial distress, the District faces the charge of closing a small financial deficit (\$3–5m)—all while needing to overhaul the way the District budgets to align its resources to better serve students and fund critical needs. Highlights included: (1) the need to revise the District’s approach to staffing of teachers to meet the needs of a significant Multilingual Learner (MLL) population, and (2) the opportunity to drive efficiencies in the central office to strengthen school supports and reallocate funds to schools to increase dollars controlled at the school level. Ultimately, the analysis calls on the District to shift its “fixed cost” mentality to a more flexible, student centered approach to budgeting to drive outcomes for students.



JOHNS HOPKINS REPORT

In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD) at the invitation of the Rhode Island Department of Education (RIDE) Commissioner, Ms. Angélica Infante-Green, with the support of Governor Gina Raimondo and Mayor Jorge Elorza. The Partnership for Rhode Island funded the review. Unfortunately, similar to the previous 1993 PPSD report, the primary findings were as follows: the great majority of students are not learning on, or even near, grade level, with rare exception, teachers are demoralized and feel unsupported, most parents feel shut out of their children's education, principals find it very difficult to demonstrate leadership, and many school buildings are deteriorating across the City, and some are even dangerous to students' and teachers' wellbeing. The report was one of the primary drivers of the State takeover of Providence Public Schools District.

SCHOOLWORKS

While the analysis of specific PPSD elementary schools has only just begun, some trends that have already been identified include:

- While some structures for coaching exist, school leaders do not ensure that educators deliver high-quality instruction and/or provide feedback to educators.
- School leaders have nascent systems to manage school operations.
- All three schools implement some level of support for students who are struggling and/or at-risk, but implement the supports inconsistently.

- There is a lack of growth-orientation in the professional climate across all three schools.
- Each school had a process for evaluating staff, but principals are limited in their formal ability to recruit, select, retain, and dismiss educators.

SCHOOL EMPOWERMENT NETWORK

Across schools visited there was clear evidence that work had been done to use a common curriculum, to establish teacher teams, to distribute leadership to teachers by including them in school-wide planning, and to use assessment data to evaluate student progress several times over the course of the year. This work was being led by leadership teams in each of the schools, but all but one school were doing so without an overarching vision for how students learn best and what teaching practices are most likely to create the desired learning environment. All four of the schools were significantly lacking in the areas of teacher support and supervision and continuous improvement. Teachers do not receive regular coaching visits, or feedback that supports their development in any of the schools, and assessment data is not used in a systematic way to identify teachers who would benefit most from additional coaching or support. None of the schools reviewed have systems and structures in place to evaluate the quality of the initiatives and strategies they put in place during the school year. As a general rule it was found that all schools would benefit from identifying a clear belief in how students learn best, evaluating the effectiveness of attempts to create that learning environment in short learning cycles, and providing coaching and support to teachers in improving in the use of these strategies.

TNTP

In winter 2020, TNTP, Inc. conducted a review of the teacher talent pipeline in the Providence Public School District. Looking to identify high impact opportunities in the District, this review closely examined the data on teacher vacancies,

evaluations, hiring, and compensation in order to provide long-term strategic recommendations. Their initial analysis suggests the potential pool of applicants is significantly impacted by an inability to post external positions early in the hiring cycle and that the District’s vacancies are most frequently middle school and ESL positions.

Appendix C – Technical Notes for Metrics

The following chart includes definitions and explanations for the metrics included in the

PPSD Transformation Scorecard, metrics that are bold are power metrics:

PPSD TRANSFORMATION SCORECARD

ENGAGED COMMUNITIES

Metric	Baseline AY1819	Goal AY2425
1. Increase the percentage of students who feel a sense of belonging at their school	40%	80%
2. Increase the percentage of PPSD families responding to SurveyWorks	20%	80%
3. Increase the percentage of families with a favorable perception of being involved with their child’s school	25%	80%
4. Increase the percentage of PPSD families who believe they are welcome in their child’s school	N/A	80%
5. Increase the percentage of PPSD families with a favorable perception of the District	N/A	80%

Notes for Metrics 2-5:

The first four metrics in the Engaged Communities section refer to and rely on SurveyWorks, which is the Statewide survey sent out annually from RIDE to hear from Rhode Islanders directly about their experiences in our State’s public schools. In 2019, nearly 126,000 students, parents, and educators participated in SurveyWorks, making it one of the strongest community engagement tools currently being utilized. Learn more on the RIDE website here.

The two SurveyWorks metrics above that do not have baseline data have not been asked on previous iterations of SurveyWorks and will be added to the 2021 Survey by RIDE.

6. Increase the percentage of schools that have a School Improvement team that meet State requirements	N/A	100%
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PPSD TRANSFORMATION SCORECARD

Notes for Metric 6:

School improvement teams will be created at every school as required by recently passed legislation. Learn more about the school improvement teams and process on the RIDE website.

7. Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%
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Notes for Metric 7:

This metric refers to the new rapid response system that PPSD will be working on as an initiative during Year 1 of the TAP. The goal of this metric is contact, so any parent or community member who utilizes the system should receive a response within 24 hours.

8. Increase the number of parents and caregivers engaged with the District’s formal community engagement structures	55	250
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Notes for Metric 8:

This metric refers specifically to the District’s formalized community engagement structures which at this time include the Community Advisory Boards (CABs) and the Parent Advisory Council (PAC) only. There are plans to increase formal structures through the Family Engagement office in the next year.

EXCELLENCE IN LEARNING*

Metric	Baseline AY1819	Goal AY2425
9. Increase the percentage of PPSD students enrolled in a 2 star or higher school	51.5%	100%

Notes for Metric 9:

In 2018, Rhode Island updated its system of school accountability under the federal education law, the Every Student Succeeds Act (ESSA). The most significant change is that Rhode Island now assigns a Star Rating to every public school. Ranging from 1 to 5 stars, the Star Rating simplifies and summarizes overall school performance, providing an easy-to-understand snapshot for parents and communities. If every school meets the proficiency goals outlined in the TAP, they will be three-star schools. More information can be found at reportcard.ride.ri.gov. Learn more about the star rating on RIDE’s website [here](#).

10. Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	55.1%	100%
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Notes for Metric 10:

This metric has an abbreviation, ATSI, that stands for “additional targeted support and improvement.” This metric is meant to increase the number of students in a subpopulation (example: Multilingual learners) who go to a school that provides adequate and appropriate supports for that subpopulation. Learn more about the ATSI classification on the RIDE website [here](#).

11. Increase the number of four-year olds enrolled in high-quality Pre-K	<1%	20%
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PPSD TRANSFORMATION SCORECARD

Notes for Metric 11:

High-quality Pre-K in RI is defined as a program for children four years of age taught, at minimum, by a bachelor's degree Early Childhood Education teacher (RI Pre-K to 2 certification preferred) that implements, with fidelity, one of RI's three endorsed early childhood curricula. These classrooms are able to score above a 5.0 on an Environmental Rating Scale (ERS) and meet all 10 National Institute for Early Education Research (NIEER) benchmarks for quality. Learn more about high-quality Pre-K on the RIDE website [here](#).

12. Increase the percentage of students who are present 90% of the school year	62.7%	90%
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Notes for Metric 12:

This metric refers to chronic absenteeism, which RIDE classifies as being absent 10% of school days or more, not truancy, which means students have been absent for 10 or more days. Chronic absenteeism varies widely by grade span, this metric has been set at the number used in Statewide school accountability measures. Learn more about absenteeism on RIDE's website [here](#).

13. Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%
14. Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%
15. Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%
16. Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%
17. Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%
18. Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%

Notes for Metrics 13-18:

The proficiency metrics listed above include students who "Meet Expectations" or "Exceed Expectations" on the Rhode Island Comprehensive Assessment System, or RICAS, and the Scholastic Aptitude Test, or SAT, which are the two Rhode Island State assessments that are administered every academic year. Learn more about the RICAS on RIDE's website [here](#), and more about the SAT on RIDE's website [here](#).

19. Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5.6%	49%
20. Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15.4%	63%

PPSD TRANSFORMATION SCORECARD

Notes for Metrics 19 and 20:

The metrics above refer to the DLM, or Dynamic Learning Maps, Rhode Island’s alternate assessment. The alternate assessments are designed for students with significant cognitive disabilities. Students with significant cognitive disabilities make up approximately 1% of the student population. The structure of the alternate assessments is designed around the students’ physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. Learn more about the DLM on RIDE’s website here.

21. Increase the percentage of students Meeting and Exceeding Expectations on the NGSA (grades 5, 8, 11)	Year 3	70%
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Notes for Metric 21:

In May, 2018, Rhode Island administered a new science assessment aligned to the Next Generation Science Standards (NGSS). This new assessment, the Rhode Island Next Generation Science Assessment, or NGSA, replaced the NECAP science assessments. As it is a new assessment, different items are currently being tested and the State will not have baseline data on a finalized NGSA until 2023. Learn more about the NGSA on RIDE’s website here.

22. Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%
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Notes for Metric 22:

This metric refers to Multilingual learner (MLL) students completing the ACCESS test, an assessment developed to annually measure the English language proficiency (ELP) of MLLs across the State. Every MLL has annual language proficiency targets and this metric is meant to track an increase in the number of MLL students meeting their annual targets. The ACCESS for MLLs is aligned to the World class Instructional Design and Assessment (WIDA) Summative English Language Proficiency Standards, and has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency. Learn more about the ACCESS test on RIDE’s website here.

23. Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	30%
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Notes for Metric 23:

The Seal of Biliteracy celebrates students who have multilingual competence; students who have demonstrated skills in the English language and one or more other world languages. Students earn a Seal of Biliteracy by demonstrating competence in English Language Arts standards as defined by the Commissioner Seal or English Proficiency standards, and nationally-recognized world language standards. Learn more here on the RIDE website.

24. Increase the percentage of PPSD students who receive a Commissioner’s Seal	24.4%	69%
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Notes for Metric 24:

This metric is meant to gauge the proficiency level of high school students. The Commissioner’s Seal Council Designation certifies that a student is proficient in standards aligned to high school expectations in English Language Arts and Mathematics, as confirmed by external evidence. To earn a Commissioner’s Seal, students must successfully meet the established benchmark on both an approved ELA assessment and an approved mathematics assessment in order to earn the Commissioner’s Seal. Learn more here on the RIDE website.

25. Increase the number of students served by bilingual programs in PPSD	1,095	2,190
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PPSD TRANSFORMATION SCORECARD

26. Increase the percentage of PPSD students who graduate with college credit, AP credit or a CTE credential	34.8%	69%
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Notes for Metric 26:

This metric refers to the State's Postsecondary Success accountability metric, which measures the percentage of high school graduates earning college credits, Advanced Placement credits, or industry-recognized credentials.

27. Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILP) a minimum of two times per year	N/A	90%
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Notes for Metric 27:

The Individual Learning Plan (ILP) is a student-directed planning and monitoring tool that customizes learning opportunities throughout students' secondary school experience, broadens their perspectives, and supports attainment of goals. The ILP tracks students' interests, needs, supports, course selections (including access to college level programming), transition placements, and other learning experiences both in and out of school. ILPs have been a requirement for all Rhode Island students in grades 6-12 since 2005 when it was incorporated into the State's Secondary School and Graduation Requirement Regulations. Learn more here on the RIDE website.

The PPSD ILP scope and sequence recommends that all secondary school students access this tool a minimum of two times per year. PPSD purchased Naviance, a platform that hosts ILPs, in 2019 so baseline data will be inputted during the 2020/2021 school year.

28. Increase the percentage of 9th graders who are on track for postsecondary success	48.5%	69%
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Notes for Metric 28:

This metric is based on the intersection of students' average weighted GPA and cumulative attendance in 9th grade, typically meaning students have a C+ or better weighted Grade Point Average (GPA) and approximately 80% or better attendance. Postsecondary success in this metric refers to enrollment into college and persistence into the second year.

29. Increase the percentage of PPSD students who are completing a postsecondary transition plan through their Individualized Learning Plan (ILP)	N/A	94%
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Notes for Metric 29:

PPSD's Individualized Learning Plan (ILP) scope and sequence requires students to craft a postsecondary transition plan in Grade 12 that includes completing applications, cover letters, financial information, etc., to prepare students for life after high school. PPSD purchased Naviance, a platform that hosts ILPs, in 2019 so baseline data will be inputted during the 2020/2021 school year.

30. Increase the percentage of PPSD students who graduate within four years	73.6%	89%
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Notes for Metric 30:

Graduation data are on a one-year lag. These are for students who started 9th grade in 2014-15, and would have graduated in 2018 if they finished in 4 years. Targets are based on 2017 graduation data (students who started 9th grade in 2013-14), and a 14.5% annual decrease in the gap to 100%. 94% is the target for 2025 graduates, but that data won't be available until spring 2026. The 2024 target is 93%, and those data will be available in spring 2025.

PPSD TRANSFORMATION SCORECARD

WORLD-CLASS TALENT

Metric	Baseline AY1819	Goal AY2425
31. Increase the percentage of fully staffed classrooms at the beginning of the year	95.5%	98%

Notes for Metric 31:

In this metric, “fully staffed classroom” means a classroom that has a fulltime, certified teacher assigned to it at the beginning of the PPSD academic year.

32. Increase the number of qualified external applicants per PPSD posted position	1.82	3
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Notes for Metric 32:

This metric refers to individuals who apply for any position with Providence Public Schools District, in the central office or a school-based position, who have not previously been employed by the District.

33. Decrease the median time from when a teaching position is posted until when an offer is extended	31 days	21 days
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34. Increase the percentage of teachers who are present 90% of the school year	87%	94%
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Notes for Metric 34:

This metric is about reducing chronic absenteeism for teachers, which RIDE classifies as being absent 10% of school days or more.

35. Increase the percentage of teachers who have access to job-embedded professional development	N/A	100%
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36. Increase the percentage of educators of color in the total educator workforce	20.5%	33%
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Notes for Metric 36:

Currently, 20.5% of the total educators in PPSD are educators of color, or approximately 400 educators. In order to reach 33%, or 660 educators of color, PPSD would need to hire 260 additional teachers of color over the next five years. An ongoing national challenge, this metric represents PPSD and RIDE’s priority of recruiting and retaining educators of color in the District. Two levers impact this metric: attrition (the loss of educators due to retirement, resignation, etc.) and new, available positions. Given current rates of attrition, PPSD is only able to hire approximately 100 new educators every year. 52 out of 100 educators would have to be educators of color every year, triple the current rate of educator-of-color applications, in order to hit 33%.

37. Increase the percentage of teachers holding and using the ESL/BDL certification	17.5%	52%
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Notes for Metric 37:

This metric refers to all District teachers who have received and are currently using either an English as a Second Language (ESL) or Bilingual and Dual Language (BDL) certificate in their classrooms. PPSD has prioritized increasing the number of teachers who have this certification by offering a \$3,200 stipend for teachers who pursue certification and in school year 2019/2020 there were 125 teachers in the certification cohort. Learn more about certification on RIDE’s website [here](#).

PPSD TRANSFORMATION SCORECARD

38. Increase the substitute fill rate	50%	75%
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Notes for Metric 38:

The goal of this metric is to ensure that there are fewer uncovered classrooms in the event of a teacher absence. Currently the 50% baseline reflects that half of the classrooms that need coverage due to a teacher absence receive it via the current substitute teacher pool. The goal is to increase this to 75% of classrooms receiving coverage from the substitute teacher pool.

39. Increase the percentage of principals who demonstrate proficiency on principal competencies	N/A	75%
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Notes for Metric 39:

PPSD, in collaboration with RIDE, is creating a set of principal standards to gauge school leader proficiency. The system has not yet been finalized and baseline data will be inputted in school year 2020/2021.

40. Increase the percentage of one- and two-star schools led by a high-performing principal	N/A	100%
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Notes for Metric 40:

This metric is meant to ensure that the most highly qualified school principals, as defined by the principal competencies, are leading the lowest-performing schools. Additional information about the star rating system can be found here on the RIDE website.

Efficient District Systems

Metric	Baseline AY1920	Goal AY2425
41. Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	N/A	80%

Notes for Metric 41:

This metric is meant to gauge employee perception of the PPSD central office. There is no current survey of District employees so baseline data will be inputted during the 2020/2021 school year when a survey has been created and disseminated to gauge central office improvement.

42. Increase the percentage of funding available for school-based decision making (out of local/Title 1 funds)	3.75%	13.75%
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Notes for Metric 42:

PPSD has committed to redirecting funds from the central office to schools in the District. This metric gauges the increase in redirected funds to schools.

43. Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	56
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**from the Accountability data set*

Appendix D — Letter to Families

TURNING HOPE INTO RESULTS: A TURNAROUND ACTION PLAN FOR THE PROVIDENCE PUBLIC SCHOOL DISTRICT

Dear Families of Providence,

For far too long, children in Providence have been attending low-performing schools where academic instruction is of poor quality, teachers are frustrated and unsupported, school culture is broken, and safety is a daily concern. This is absolutely unacceptable. Your child deserves the opportunity to attend a world-class school where they are highly valued for their individuality and motivated to learn.

The students in Providence are just as capable of meeting high academic standards as the students from any other Rhode Island community. It is the system that has failed them, and that must change. That is why, on November 1, 2019, after extensive engagement with the community of Providence, and with the support of Governor Gina Raimondo, the Rhode Island Department of Education began to play a direct role in the management of Providence's public schools. Since then, our work has been focused on gathering information, identifying the most urgent needs, and engaging directly with all our communities. We are about to embark on a new era of great change in Providence Public Schools. We invite you, the families of PPSD, to be our partner on this important journey.

We have listened to your concerns and are ready to take action!

From day one of the turnaround process, we have been committed to reconnecting you with your child's school and allowing everyone who touches the system to feel safe, included, and empowered. It is our priority to elevate student and community voices that have gone unheard in the past, and to work in partnership with your family, community groups, and other key stakeholders throughout Providence. Both RIDE and PPSD are dedicated to creating change that will be responsive to our diverse community, establish programs that meet the needs of your family, and provide necessary other services to improve the education of your child.



Your valuable input provided us the inspiration we needed to craft a plan that embraces a far-reaching approach to change, with a specific focus on the core values of **(1) students first, (2) equity, (3) transparency, and (4) results**. This Turnaround Action Plan (TAP) is a living, working document that will serve as our guide throughout the next five years as we work with you, your child, and the Providence community to create a model public school system where every student receives a world-class education.

We envision a future where all Providence schools will be high-quality, safe learning environments and where children can explore their passions and nurture their talents.

As we reimagine the future of Providence Public Schools, we look to our most important responsibility to your family: fair and equitable access to an excellent education. Together as a community we will develop a positive school experience that prepares our students for success, while recognizing that children and families from varying backgrounds often experience school in very different ways. When our work is completed, we envision a PPSD where every student is enrolled in a modern classroom, equipped with the technology and resources needed for their academic and social growth. Where every teacher is supported and energized, all Multilingual learners are taught by State-certified teachers, and all PPSD graduates are fully prepared for postsecondary success. A system in which students, families, and civic leaders have confidence in their schools, and are proud to be part of the Providence community.

Our vision for world-class schools embraces accountability, collaboration, and high expectations for all.

To achieve this vision, we are focused on three pillars for improving students learning:

- 1. Engaged Communities:** *Transparent and authentic family and community engagement initiatives that respond to the unique needs of students and families will be implemented District-wide. Consistent, culturally sensitive communications from both schools and the District will be required.*
- 2. Excellence in Learning:** *Every student enrolled in Providence schools will have access to a high-quality, equitable, data-driven learning environment that will provide them with the confidence to succeed academically. There will be a greater effort to provide Multilingual learners with the resources they need to learn effectively.*
- 3. World-Class Talent:** *All Providence students will attend a school staffed by world-class teachers and leaders who reflect their diversity, and are committed to student growth and achievement.*

These pillars will be supported by a foundational principle that underlies all our efforts:

Efficient District Systems: *We are committed to working to improve conditions for students, families, and educators, and understand that a strong, modern, and efficient central office is critical to this work.*

Transparency and Accountability are key to success!

In Providence, as throughout the rest of Rhode Island, there is a commitment to working with the community to dramatically improve conditions for

students, families, and educators. The following goals have been set to measure our progress over the next five years.

POWER METRICS "INCREASE THE PERCENTAGE OF..."	AY1819 BASELINE	AY2425 GOAL
1. families with a favorable perception of being involved with their child's school	25%	80%
2. cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%
3. students enrolled in a 2 star or higher school	51.5%	100%
4. students who are present 90% of the school year	62.7%	90%
5. RICAS measures		
■ students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%
■ students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%
■ students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%
■ students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%
6. SAT measures		
■ students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%
■ students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%
7. students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%
8. students in 9th grade who are on track for postsecondary success	48.5%	69%
9. students who graduate within four years	73.6%	89%
10. educators of color in the total educator workforce	20.5%	33%
11. students who graduate with college credit, AP credit or a CTE credential	34.8%	69%
12. teachers who are present 90% of the school year	87%	94%

While we have a long way to go, we have already been busy. This is what we have done so far:

CENTRAL OFFICE IMPROVEMENTS			
ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>Developed a plan of action for the Family and Community Engagement Office</p> <p>Hosted Coffee with the Commissioner in collaboration with RIDE for students and teachers</p> <p>Convened educators of color to discuss barriers into the profession and diversifying the workforce</p>	<p>Procuring new high-quality curriculum and materials</p> <p>Prioritized meeting Department of Justice settlement expectations around Multilingual learners</p> <p>Partnered with the Student Social Support R&D Lab at Harvard to improve student and teacher attendance</p> <p>Partnered with Pure Edge to offer free trainings on stress management strategies</p>	<p>New hires: Turnaround Superintendent, Chief Equity and Diversity Officer, Family and Community Engagement Officer, Assistant Superintendents</p> <p>Offered \$3,200 reimbursement for 125 teachers to earn ESL certification</p> <p>Moved up the teacher hiring timeline by a month and a half</p> <p>Moved supports from central office to schools through a reorganization</p>	<p>Developed a new Procurement system</p> <p>Conducted a comprehensive review of current vendor contracts</p> <p>Began a review of District policies and procedures grounded in equity</p> <p>Built new data tables in the Data Warehouse in order to make data driven decisions</p>



This is our Road Map for Change – We will hit the ground running in Year 1

We will be implementing several new initiatives in Year 1 of the TAP. These initiatives were carefully selected to serve as our foundation, after evaluating input from the Providence community and identifying outdated policies that stand in the way of change. Starting with the three pillars and Efficient District Systems, a high-level strategy for each category was established. From there, two to three high level initiatives were chosen to prioritize during year one of the TAP.

We would like to share with you a snapshot of these new initiatives as we enter our first year of reform:

Engaged Communities — Year 1:

- Develop a District-wide community council (including existing informal and formal stakeholder groups) supported by the office of Family Engagement with appointed student, parent, teachers, and community members
- Implement a rapid response system that includes a central number and/or text messaging system that families in Providence can call 24/7 to report problems and get support, and through which they will receive a regular update on school and teacher attendance
- Create a parent academy that provides ongoing training and support (supported by the FACE office) and through the development of a Bill of Rights for parents and students
- Collect community input to inform a more robust vision and mission for every school

Excellence in Learning — Year 1:

- Adopt high quality ELA and Math curriculum and provide implementation plans for ongoing professional development
- Create and develop rigorous, high-quality school models in K12 (Elementary, Middle, High School)
- Develop a Pre-K expansion plan that includes programmatic goals and facilities
- Develop and implement a process for regularly assessing the social-emotional health and growth of students

World-Class Talent — Year 1:

- Effectively partner with proven community organizations and other talent partners to build teacher and school leader pipeline initiatives that prioritize educators of color
- Establish and implement a system of earned site-based management that includes an annual review of principal competencies, ongoing management, and targeted support systems for principals
- Launch expanded professional development for teachers to consistently implement restorative justice techniques, and a positive school culture/inclusive learning environment

Efficient District Systems — Year 1:

- Establish new collective bargaining agreements that fully support student success.
- Create a spending plan, including a revised procurement process, that is aligned to the District's priorities and realign the functions of the central office to be more responsive to the differentiated needs of schools
- Release a plan to upgrade the school facilities of Providence such that all public school students attend school in a facility that is safe and modern, with appropriate spaces for learning and access to 21st century technology
- Develop an effectively deployed data warehouse that meets the needs of school leaders and teachers
- Create standards, expectations, and professional development that support high-quality customer service for District employees

Successful implementation of the TAP will yield impressive results. All PPSD students will meet high academic standards, parents will be their child’s best advocate, and community leaders will be engaged partners. A new and improved high-quality ELA and Math curriculum will ensure every school in the District is high-quality and all students, including those who are Multilingual learners and differently-abled learners, will learn and grow. Partnerships with colleges and universities will place highly effective teachers and leaders in every classroom, and energetic and effective community partnerships will influence positive change in school culture and promote equity.

An Engaged Community is an Effective Community – Please Consider Joining Our Effort

The Turnaround Action Plan is an investment not just in Providence Public Schools, but an investment in your family. We can’t do this work alone. Our shared success depends on a team effort that includes your family, teachers, community groups, the faith-based community, and local elected officials. Therefore, we are asking you to create a sense of ownership, responsibility and pride in the Turnaround Action Plan.

We know the families of PPSD can and will be effective partners in the Turnaround Action Plan. Therefore, we look forward to working with you and your neighbors as we embark upon this exciting journey to transform PPSD into a model urban school District where expectations are high for all, the classrooms are equipped with modernized learning tools, the teachers are well-prepared and motivated, and parents are engaged in their child’s learning.

Let us create together what all our great kids in Providence deserve: great schools. Together, we can empower your child and all of Providence’s young people to achieve their dreams and succeed in life.

Sincerely,



Angélica Infante-Green

*Commissioner of Elementary and
Secondary Education*



Harrison Peters

State Turnaround Superintendent

Appendix E – Community Design Team Recommendations

The work of the Community Design Teams (CDT) has been essential to the TAP process and it is their final recommendations that have and will continue to inform the transformation work in the Providence Public School District. In December of 2019, the CDTs commenced their work and the forty-five team members were divided into three

committees aligned with the Commissioner’s vision: **World-Class Talent, Excellence in Learning, and Engaged Communities**. Each team committee, led by a facilitator, spent hours evaluating data, soliciting community feedback, and prioritizing recommendations for TAP.

Below is a summary of each of the CDT's committee's recommendations:

WORLD-CLASS TALENT

Higher Education and Teacher Preparation Programs Team Recommendations:

1. Address the standards and rigor used in local Higher Education Institutions to minimize barriers to the teaching profession for prospective teachers of color from low-income backgrounds;
2. Proactively address attrition rates of low-income, prospective teachers of color in teacher preparation programs;
3. Provide non-traditional teacher education pathways for adults who are returning to higher education, changing careers, and/or transferring professional degrees from other countries;
4. Incorporate a culturally responsive and trauma-informed curriculum into higher education teacher preparation programs.

Evaluation, Tenure, and Professional Development Team Recommendations:

1. Evaluate and appropriately support teachers through ongoing professional development and utilize Response to Intervention (RTI) for process for teacher evaluations;
2. Provide retirement incentives to teachers who are close to retirement age;
3. Address chronic teacher absenteeism and substitute teacher shortage;



4. Incorporate exit interviews in order to collect data on teacher attrition;
5. Provide for teacher engagement through professional learning communities and professional development opportunities that are anti-racist, culturally responsive, and trauma-informed.

Pipelines to Teaching Team Recommendations:

1. Make changes to RIDE's requirements for reciprocal certification and establish flexible pathways to meet certification requirements, including competency-based certification;
2. RIDE should provide financial incentives for the recruitment of high-quality teachers who are: people of color; and/or have a low-income background; and are certified in high needs subject areas. Further, create high school pathways, through internships and opportunities, that lead to more PPSD high school graduates entering teaching certification programs;

3. Improve teacher recruitment activities to bring new talent into PPSD schools;
4. Strategically expand the teacher applicant pool to reflect the diversity of the PPSD student body.

Leadership and Administration Team

Recommendations:

1. Restructure the PPSD central office as a “customer service” center, staffed by individuals with the requisite skills and expertise to support building leaders;
2. Conduct an audit of PPSD leadership’s skill sets, culture and intention, and ability to effectively manage systems;
3. Facilitate a “thank and release” process;
4. Identify best-practice leadership and organizational management practices from similar school Districts;
5. Identify opportunities for anti-racist, culturally responsive, and trauma informed training and professional development for leadership and administrative staff;
6. Identify ways to attract and retain leadership that can effectively and efficiently meet the needs of Providence schools and students;
7. Conduct ongoing assessments of school and student needs; ongoing re-alignment of leadership skill-sets to meet those needs.

Reevaluating CBT For Equitable Hiring Process

Team Recommendations:

1. Re-negotiate PPSD/Providence Teacher’s Union (PTU) criterion-based hiring practices;

2. Revise Criterion Based Hiring Manual (practices/protocol);
3. Establish a set of screening standards/metrics for the application/interview process.

Supporting and Developing New Educators in

PPSD Team Recommendations:

1. Mentors will be assigned to new-to-District teachers for the first two years of teaching and participation will be mandatory;
2. PPSD teachers will be required to participate in anti-racist, culturally responsive and trauma-informed professional development opportunities, along with being required to complete PLUs related to DEI/CRT.

EXCELLENCE IN LEARNING

Mission and Alignment Team Recommendations:

1. Realign, articulate, and demonstrate a mission and vision that is anchored around the needs of all District stakeholders;
2. Develop a strategic plan that both manifests and demonstrates the aligned mission and vision;
3. Organize and engage the Central Office in an authentic manner that will allow the Office to support the needs of each school in alignment to their mission and vision;
4. Provide a robust investment in professional learning programs that effectively incorporate research proven theories, progressive implementation of set theories, and supportive progress monitoring anchored in the individual needs of schools and aligned with the mission and vision.

Engagement Teams Recommendations:

1. Develop equitable neighborhood schools;
2. Adopt a teaching fellowship/residency program that incorporates mentorship for fellows and for substitute teachers;
3. Redesign the student enrollment process to make it an accessible, supportive experience for families;
4. Provide ongoing training on the improvement of student motivation and other social-emotional supports.
5. Address dismantling racism found in practices and policies and commit to it.
6. Prioritize the implementation of culturally responsive pedagogy (CPR);
7. Implement a series of adapted learning strategies for classroom and school-wide use;
8. Redesign the roles of school staff (i.e. dean of students, coaches, culture and climate coordinator) in social-emotional learning with clear and consistent implementation of SEL curricula and initiatives;
9. Establish public accountability measures to evaluate school climate and culture in the classroom, the school building, and the District.

School Culture and Climate Team Recommendations:

1. Train and coach teachers in relationship-building and mentoring of children and youth;
2. Partner with local and national trainers to provide coaching in restorative practices;

3. Provide training opportunities in the area of process skills, including democratic process, experiential learning process, and scientific process;
4. Develop community norms that are co-created and enforced by students, teachers, administrators, staff, and families in all schools;
5. Throughout the District, implement policies to decrease the mobility of students for behavioral reasons;
6. Offer a high-interest skill-building curriculum (including but not limited to ethnic studies, civics, entrepreneurship, arts);
7. Hold weekly circles among students (including but not limited to advisory programs) and teachers;
8. Create policies that encourage positive learning environments and give principals more autonomy, flexibility, leadership, and support for the implementation of these policies;
9. Dedicate funding and resources to support school community wellness, including investment in social workers, school psychologists, and school counselors;
10. Sustain positive school climates by creating policies and incentives that decrease mobility and turnover of adults within each school community; increase consistent staffing of trained educators, administrators, and building-level personnel who are active members in co-developing and enforcing school climate and culture.
11. Reduce school and class sizes throughout the District.

ENGAGED COMMUNITIES

1. A family/community outreach staff person will be placed in every school, with a space/zone dedicated to this purpose;
2. Every school should be required to have a minimum of two Family-Teacher Conferences a year; starting at middle-school, students should be trained to have student-led conferences;
3. Require and support every school to develop meaningful partnerships with community-based organizations (CBOs) that will allow exposure to subjects that are currently under-resourced, such as ethnic studies, civics, art, music, health, and other creative disciplines both within and outside of the school day;
4. Enhance and streamline the coordination among the Strategic Partnership Office, the Community Based Organizations, and individual schools to ensure that all their work aligns with the needs of youth and families;
5. Develop a Family and Teacher Academy that provides training for parents, families, teachers, and other community members. Trainings will equip participants with the skills necessary to foster effective, equitable, culturally relevant, and sustainable relationships with students and with each other (e.g., teachers with families, families with families, community members with students/families/teachers, etc.);
6. Make changes to the current District communication methods to families that lack transparency, efficiency, and cultural

sensitivity. To address this important issue, it is recommended that PPSD develop consistent and transparent communication methods in multiple languages, delivered through multiple platforms (face-to-face, phone, digital, and written) that aim to reach out to all families.

7. RIDE and PPSD must commit to further strengthening, developing, and supporting Community Advisory Boards (CABs) and School Improvement Teams (SITs) in order to create a governance structure that is responsive to students, families, and community members.

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